

NAME: _____

ESLDO Word Stress Exercise

LEARNING GOALS: use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.

English words have different stress patterns. This exercise looks at two syllable words that have the stress on the first syllable, second syllable, or variable stress.

Variable stress means that these words have stress on the first syllable as a noun, and stress on the second syllable as a verb.

In this exercise you must put the words into three lists corresponding to their stress pattern.
Remember to check any words you are not sure about.

answer	display	present	subject
attempt	favour	produce	support
comfort	gossip	question	suspect
conduct	honour	rebel	transport
control	increase	record	treasure
convict	mistake	regard	visit
decay	parade	regret	
defeat	picture	shower	•

1. Stress on the first syllable 2. Stress on the second syllable 3. Variable stress

'an-swer

at-'tempt

'con-duct/con-'duct

NAME: _____

Word Stress Answer Key

I usually get the students to try and determine the stress of these words together, and then we take up the answers/ discuss. I also have them make some practice sentences. After that, I work on the subject-verb agreement exercises for pronouns such as much, some, none, etc. Then both the word stress and use of subject-verb agreement are incorporated into a dialogue that they write with a partner, as indicated below.

<u>First syllable stress</u>	<u>Second syllable stress</u>	<u>Variable stress</u>
answer	attempt	conduct
comfort	control	convict
favour	decay	increase
gossip	defeat	present
honour	display	produce
picture	mistake	rebel
question	parade	record
shower	regard	subject
treasure	regret	suspect
visit	support	transport

NAME: _____

ESLDO- SUBJECT/VERB AGREEMENT

The following words can be used as the subject of a sentence. which words are always singular, always plural, or either, depending on the situation? beside each word write singular, plural, or either.

1. **both-** plural e.g. Both of my parents are teachers.
2. **some-** either e.g. Some buildings are tall. Some of the information is private.
3. **much-** singular e.g. Much time is needed to do the assignment.
4. none _____
5. nothing _____
6. all _____
7. most _____
8. each _____
9. a lot _____
10. several _____
11. either _____
12. anyone _____
13. one _____
14. neither _____
15. many _____

Subject words that are singular, plural, or either

Fill in the words in the appropriate boxes below:

NAME: _____

3. Some words are always singular.

One (of my brothers) **is** a musician.

Neither (of my parents) **is** living.

Much (of my time) **is** spent in the library.

Each (of my brothers) **wants** his own car.

Either (of my sisters) **is** able to baby-sit for you tonight.

Nothing ever **happens** in my life.

Is anyone home?

4. A few words are always plural.

Both (of my parents) **are** teachers.

Several (of the teachers) **speak** my language.

Many (of my friends) **work** in the library.

5. A few words can be either singular or plural. In these cases, you must refer to the noun in the prepositional phrase.

Some (of the money) **was** missing. (*singular*)

Some (of the students) **were** missing. (*plural*)

All (of my time) **is** spent in the library. (*singular*)

All (of my brothers) **are** singers. (*plural*)

Most (of the ice) **was** melted. (*singular*)

Most (of the ice cubes) **were** melted. (*plural*)

A lot (of the work) **was** too easy. (*singular*)

A lot (of the people) **were** angry. (*plural*)

None (of the fruit) **is** fresh. (*singular*)

None (of the apples) **are** fresh. (*plural*)

NAME: _____

Answer Keys

1. both plural
 2. some either
 3. much singular
 4. none either
 5. nothing singular
 6. all either
 7. most either
 8. each singular
 9. a lot either
 10. several plural
 11. either singular
 12. anyone singular
 13. one singular
 14. neither singular
 15. many plural
-

Subject words that are singular, plural, or either

Fill in the words in the appropriate boxes below:

singular	plural	either
much	both	some
nothing	several	none
each	many	all
either		most
anyone		a lot
one		
neither		

NAME: _____

Exercise : Subject and Verb Agreement Exercise

Choose the correct form of the verb that agrees with the subject.

1. Education make/makes people more successful.
2. Either my mother or my father (is, are) coming to the meeting.
3. Either my shoes or your coat (is, are) always on the floor.
4. George and Tamara (doesn't, don't) want to see that movie.
5. Benito (doesn't, don't) know the answer.
6. One of my sisters (is, are) going on a trip to France.
7. The man with all the birds (live, lives) on my street.
8. The movie, including all the previews, (take, takes) about two hours to watch.
9. Some of the book (is, are) boring.
10. Neither answer (is, are) acceptable.
11. Each of those books (appear , appears) interesting.
12. Nobody (know, knows) the trouble I've seen.
13. (Is, Are) the news on at five or six?
14. Most of the cities in Canada (has, have) good transit systems.
15. All of the scenery in Alberta (is, are) beautiful.
16. (Is, Are) the tweezers in this drawer?
17. Your pants (is, are) at the cleaner's.
18. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
19. The team (plays, play) three times per week.
20. A lot of vegetation (grow, grows) in rain forests.
21. All of the CDs, even the scratched one, (is, are) in this case.

NAME: _____

Answers : Subject and Verb Agreement Exercise

1. Education /makes people more successful.
2. Either my mother or my father is coming to the meeting.
3. Either my shoes or your coat is always on the floor.
4. George and Tamara don't want to see that movie.
5. Benito doesn't know the answer.
6. One of my sisters is going on a trip to France.
7. The man with all the birds lives on my street.
8. The movie, including all the previews, takes about two hours to watch.
9. Some of the book (is) boring.
10. Neither answer is acceptable.
11. Each of those books appears interesting.
12. Nobody knows the trouble I've seen.
13. Is the news on at five or six?
14. Most of the cities in Canada have good transit systems.
15. All of the scenery in Alberta (is) beautiful.
16. Are the tweezers in this drawer?
17. Your pants are at the cleaner's.
18. There were fifteen candies in that bag. Now there is only one left!
19. The team (plays,) three times per week.
20. A lot of vegetation grows in rain forests.
21. All of the CDs, even the scratched one, are in this case.

NAME: _____

ESLDO Dialogue Presentation- Word Stress

LEARNING GOALS- (1) demonstrate understanding of more complex spoken English on a variety of topics in interactive situations (2) engage in more complex spoken interactions on a variety of topics (3) present ideas and information orally for academic purposes in a variety of situations (4) use correctly the grammatical structures of spoken English (5) use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (6) produce draft pieces of writing using a variety of strategies and models (7) revise, edit, and proofread drafts using a variety of strategies.

Date of Presentation: _____

You will write a dialogue (conversation) with a partner. Each student must speak at least 8 sentences. Write a rough draft with your partner and give check it for errors. You will rewrite the dialogue and hand in the final copy to the teacher *before* your presentation. You will practice the presentation with your partner before you perform it in class. You will be required to do the presentation without reading. Please carefully read the evaluation on the back.

Use the following words from the handout on word stress, and use the examples of subject-verb agreement:

- *2 words with stress on the 1st syllable (1 for each person)
- *2 words with stress on the 2nd syllable (1 for each person)
- *4 words with variable stress (You can choose whether to use 1st or 2nd syllable stress on these words) (2 for each person)
- *4 examples of correct subject-verb agreement (2 for each person)

You can choose any topic that you want. Each student must have an equal amount of speaking in the dialogue. It can be a true story or an imaginary story.

-You must not read the dialogue.

-You must speak loudly and clearly. Do not speak too slowly or quickly (use good fluency).

-You must use appropriate body language and eye contact. Face your body toward the audience, but look at your partner.

-You must hand in the final copy of your dialogue to the teacher before your presentation.

NAME: _____

Level	0 unacceptable	1 poor	2 fair	3 good	4 excellent	TOTAL 160
WRITING STRAND Revising & Editing- interesting, logical <u>dialogue</u> created through revision process (APPLICATION)	Unacceptable clarity and interest of dialogue	Clarity and interest of dialogue need improvement	Somewhat clear, interesting dialogue	Clear, interesting dialogue	Extremely clear, interesting dialogue	/20
SPEAKING STRAND Sound Patterns- use 4 <u>stressed words</u> appropriately to convey meaning (COMMUNICATION)	Unacceptable use of stress	Use of stress needs improvement	Fair use of stress	Good use of stress	Excellent use of stress	/10
SPEAKING STRAND Grammatical Structures- effective use of grammar including 2 examples of <u>subject-verb agreement</u> with pronouns (COMMUNICATION)	Unacceptable use of grammar/ subject-verb agreement	Use of grammar/ subject-verb agreement needs improvement	Fair use of grammar/ subject-verb agreement	Effective use of grammar/ subject-verb agreement	Extremely effective use of grammar/ subject-verb agreement	/5
SPEAKING STRAND Speaking for Academic Purposes- <u>body language</u> includes no reading, facing audience, appropriate movement/ gestures, no fidgeting with paper/ objects (COMMUNICATION)	Unacceptable use of body language	Use of body language needs improvement	Fair use of body language	Effective use of body language	Extremely effective use of body language	/5
SPEAKING STRAND Speaking for Academic Purposes- <u>volume</u> - speaks loudly (COMMUNICATION)	Unacceptable use of volume	Use of volume needs improvement	Fair use of volume	Effective use of volume	Extremely effective use of volume	/5
SPEAKING STRAND Sound Patterns- speaks clearly with correct <u>pronunciation</u> (COMMUNICATION)	Unacceptable clarity in pronunciation	Unclear pronunciation	Fairly clear pronunciation	Clear pronunciation	Extremely clear pronunciation	/5
SPEAKING STRAND Speaking to Interact- fluency: speaks at a good pace without stopping, forgetting or using interjections (COMMUNICATION)	Unacceptable fluency in speaking	Poor fluency in speaking	Fair fluency in speaking	Good fluency in speaking	Excellent fluency in speaking	/5
SPEAKING STRAND Listening for Specific Information- comments completed about the presentations and speaking skills of each student (COMMUNICATION)	Incomplete comments on students' dialogues	Thoroughness of comments on students' dialogues needs improvement	Fairly thorough comments on students' dialogues	Thorough comments on students' dialogues	Extremely thorough comments on students' dialogues	/5