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10. Stress in Simple Words:

10.1 The nature of stress

Stress has been mentioned several times already in this course without an explanation of what the word means. The nature of stress is simple enough: practically everyone would agree that the first syllable of words like 'father', 'open', 'camera' is stressed, that the middle syllable is stressed in 'potato', 'apartment', 'relation', and that the final syllable is stressed in 'about', 'receive', 'perhaps'. Also, most people feel they have some sort of idea of what the difference is between stressed and unstressed syllables, although they might explain it in different ways.

We will mark a stressed syllable in transcription by placing a small vertical line (') high up, just before the syllable it relates to; the words quoted above will thus be transcribed as follows:

'fɑːðə	pə'teɪtəʊ	ə'baʊt
'əʊpən	ə'pɑːtmənt	rɪ'siːv
'kæmɹə	rɪ'leɪʃn̩	pə'hæps

What are the characteristics of stressed syllables that enable us to identify them? It is important to understand that there are two different ways of approaching this question. One is to consider what the speaker does in producing stressed syllables and the other is to consider what characteristics of sound make a syllable seem to a listener to be stressed. In other words, we can study stress from the points of view of **production** and of **perception**; the two are obviously closely related, but are not identical. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables. Measuring muscular effort is difficult, but it seems possible, according to experimental studies, that when we produce stressed syllables, the muscles that we use to expel air from the lungs are often more active, producing higher subglottal pressure. It seems probable that similar things happen with muscles in other parts of our vocal apparatus.

Many experiments have been carried out on the perception of stress, and it is clear that many different sound characteristics are important in making a syllable recognisably stressed. From the perceptual point of view, all stressed syllables have one characteristic in common, and that is **prominence.** Stressed syllables are recognised as stressed because they

i) Most people seem to feel that stressed syllables are **louder** than unstressed syllables; in other words, loudness is a component of prominence. In a sequence of identical syllables (e.g. bɑːbɑːbɑːbɑː), if one syllable is made louder than the others, it will be heard as stressed. However, it is important to realise that it is very difficult for a speaker to make a syllable louder without changing other characteristics of the syllable such as those explained below (ii–iv); if one literally changes *only* the loudness, the perceptual effect is not very strong.

ii) The **length** of syllables has an important part to play in prominence. If one of the syllables in our "nonsense word" bɑːbɑːbɑːbɑː is made longer than the others, there is quite a strong tendency for that syllable to be heard as stressed.

iii) Every voiced syllable is said on some **pitch**; pitch in speech is closely related to the frequency of vibration of the vocal folds and to the musical notion of low- and high-pitched notes. It is essentially a *perceptual* characteristic of speech. If one syllable of our "nonsense word" is said with a pitch that is noticeably different from that of the others, this will have a strong tendency to produce the effect of prominence. For example, if all syllables are said with low pitch except for one said with high pitch, then the high-pitched syllable will be heard as stressed and the others as unstressed. To place some **movement** of pitch (e.g. rising or falling) on a syllable is even more effective in making it sound prominent.

iv) A syllable will tend to be prominent if it contains a vowel that is different in **quality** from neighbouring vowels. If we change one of the vowels in our "nonsense word" (e.g. bɑːbiːbɑːbɑː) the "odd" syllable biː will tend to be heard as stressed. This effect is not very powerful, but there is one particular way in which it is relevant in English: the previous chapter explained how the most frequently encountered vowels in weak syllables are ə, ɪ, i, u (syllabic consonants are also common). We can look on stressed syllables as occurring against a "background" of these weak syllables, so that their prominence is increased by contrast with these background qualities.

Prominence, then, is produced by four main factors: (i) loudness, (ii) length, (iii) pitch and (iv) quality. Generally these four factors work together in combination, although syllables may sometimes be made prominent by means of only one or two of them. Experimental work has shown that these factors are not equally important; the strongest effect is produced by pitch, and length is also a powerful factor. Loudness and quality have much less effect.

10.2 Levels of stress

Up to this point we have talked about stress as though there were a simple distinction between "stressed" and "unstressed" syllables with no intermediate levels; such a treatment would be a **two-level** analysis of stress. Usually, however, we have to recognise one or more intermediate levels. It should be remembered that in this chapter we are dealing only with

stress *within the word*. This means that we are looking at words as they are said in isolation, which is a rather artificial situation: we do not often say words in isolation, except for a few such as 'yes', 'no', 'possibly', 'please' and interrogative words such as 'what', 'who', etc. However, looking at words in isolation does help us to see stress placement and stress levels more clearly than studying them in the context of continuous speech.

Let us begin by looking at the word 'around' əˈraʊnd, where the stress always falls clearly on the last syllable and the first syllable is weak. From the point of view of stress, the most important fact about the way we pronounce this word is that on the second syllable the pitch of the voice does not remain level, but usually falls from a higher to a lower pitch. We can diagram the pitch movement as shown below, where the two parallel lines represent the speaker's highest and lowest pitch level. The prominence that results from this pitch movement, or **tone**, gives the strongest type of stress; this is called **primary stress**.

In some words, we can observe a type of stress that is weaker than primary stress but stronger than that of the first syllable of 'around'; for example, consider the first syllables of the words 'photographic' ˌfəʊtəˈgræfɪk, 'anthropology' ˌænθrəˈpɒlədʒɪ. The stress in these words is called **secondary stress**. It is usually represented in transcription with a low mark (ˌ) so that the examples could be transcribed as ˌfəʊtəˈgræfɪk, ˌænθrəˈpɒlədʒɪ.

We have now identified two levels of stress: primary and secondary; this also implies a third level which can be called **unstressed** and is regarded as being the absence of any recognisable amount of prominence. These are the three levels that we will use in describing English stress. However, it is worth noting that unstressed syllables containing ə, ɪ, i, ʊ, or a syllabic consonant, will sound less prominent than an unstressed syllable containing some other vowel. For example, the first syllable of 'poetic' pəʊˈetɪk is more prominent than the first syllable of 'pathetic' pəˈθetɪk. This *could* be used as a basis for a further division of stress levels, giving us a third ("tertiary") level. It is also possible to suggest a tertiary level of stress in some polysyllabic words. To take an example, it has been suggested that the word 'indivisibility' shows four different levels: the syllable bɪl is the strongest (carrying primary stress), the initial syllable ɪn has secondary stress, while the third syllable vɪz has a level of stress which is weaker than those two but stronger than the second, fourth, sixth and seventh syllable (which are all unstressed). Using the symbol ˌ to mark this tertiary stress, the word could be represented like this: ˌɪndɪˌvɪzəˈbɪlətɪ. While this may be a phonetically correct account of some pronunciations, the introduction of tertiary stress seems to introduce an unnecessary degree of complexity. We will transcribe the word as ˌɪndɪˌvɪzəˈbɪlətɪ.

10.3 Placement of stress within the word

We now come to a question that causes a great deal of difficulty, particularly to foreign learners (who cannot simply dismiss it as an academic question): how can one select the correct syllable or syllables to stress in an English word? As is well known, English is not one of those languages where word stress can be decided simply in relation to the syllables of the word, as can be done in French (where the last syllable is usually stressed), Polish (where the syllable before the last – the penultimate syllable – is usually stressed) or Czech (where the first syllable is usually stressed). Many writers have said that English word stress is so difficult to predict that it is best to treat stress placement as a property of the individual word, to be learned when the word itself is learned. Certainly anyone who tries to analyse English stress placement has to recognise that it is a highly complex matter. However, it must also be recognised that in most cases (though certainly not all), when English speakers come across an unfamiliar word, they can pronounce it with the correct stress; in principle, it should be possible to discover what it is that the English speaker knows and to write it in the form of rules. The following summary of ideas on stress placement in nouns, verbs and adjectives is an attempt to present a few rules in the simplest possible form. Nevertheless, practically all the rules have exceptions and readers may feel that the rules are so complex that it would be easier to go back to the idea of learning the stress for each word individually.

In order to decide on stress placement, it is necessary to make use of some or all of the following information:

i) Whether the word is morphologically **simple,** or whether it is **complex** as a result either of containing one or more affixes (i.e. prefixes or suffixes) or of being a compound word.
ii) What the grammatical category of the word is (noun, verb, adjective, etc.).
iii) How many syllables the word has.
iv) What the phonological structure of those syllables is.

It is sometimes difficult to make the decision referred to in (i). The rules for complex words are different from those for simple words and these will be dealt with in Chapter 11. Single-syllable words present no problems: if they are pronounced in isolation they are said with primary stress.

Point (iv) above is something that should be dealt with right away, since it affects many of the other rules that we will look at later. We saw in Chapter 9 that it is possible to divide syllables into two basic categories: **strong** and **weak**. One component of a syllable is the **rhyme**, which contains the syllable peak and the coda. A strong syllable has a rhyme with

either (i) a syllable peak which is a long vowel or diphthong, with or without a following consonant (coda). Examples:

'die' daɪ 'heart' hɑːt 'see' siː

or (ii) a syllable peak which is a short vowel, one of ɪ, e, æ, ʌ, ɒ, ʊ, followed by at least one consonant. Examples:

'bat' bæt 'much' mʌtʃ 'pull' pʊl

A weak syllable has a syllable peak which consists of one of the vowels a, i, u and no coda except when the vowel is a. Syllabic consonants are also weak. Examples:

'fa' in 'sofa' 'saufa	**'zy' in 'lazy'** 'leizi
'flu' in 'influence' 'influans	**'en' in 'sudden'** 'sAdn

The vowel i may also be the peak of a weak syllable if it occurs before a consonant that is initial in the syllable that follows it. Examples:

'bi' in 'herbicide' 'h3:bisaid 'e' in 'event' i'vent

(However, this vowel is also found frequendy as the peak of stressed syllables, as in 'thinker' 'Girjka, 'input' 'input.)

The important point to remember is that, although we do find unstressed strong syllables (as in the last syllable of 'dialect' 'daialekt), *only* strong syllables can be stressed. Weak syllables are always unstressed. This piece of knowledge does not by any means solve all the problems of how to place English stress, but it does help in some cases.

Two-syllable words

In the case of simple two-syllable words, either the first or the second syllable will be stressed - not both. There is a general tendency for verbs to be stressed nearer the end of a word and for nouns to be stressed nearer the beginning. We will look first at verbs. If the final syllable is weak, then the first syllable is stressed. Thus:

'enter' 'enta	'open' 'aupan
'envy' 'envi	'equal' 'i:kwal

A final syllable is also unstressed if it contains au (e.g. 'follow' 'folau, 'borrow' 'bDrau).

If the final syllable is strong, then that syllable is stressed even if the first syllable is also strong. Thus:

'apply' a'plai	'attract' a'traekt	'rotate' rao'teit
'arrive' a'raiv	'assist' a'sist	'maintain' mein'tein

Two-syllable simple adjectives are stressed according to the same rule, giving:

'lovely' 'Uvli	**'divine'** di'vain
'even' 'i:van	**'correct'** ka'rekt
'hollow' 'hDlau	**'alive'** a'laiv

As with most stress rules, there are exceptions; for example: 'honest' 'onist, 'perfect' 'p3:fikt, both of which end with strong syllables but are stressed on the first syllable.

Nouns require a different rule: stress will fall on the first syllable unless the first syllable is weak and the second syllable is strong. Thus:

'money' 'mAni	'divan' di'vaen
'product' **'prodAkt**	'balloon' bo'luin
'larynx' 'lasrigks	'design' di'zain

Other two-syllable words such as adverbs seem to behave like verbs and adjectives.

Three-syllable words

Here we find a more complicated picture. One problem is the difficulty of identifying three-syllable words which are indisputably simple. In simple verbs, if the final syllable is strong, then it will receive primary stress. Thus:

'entertain' .ents'tein 'resurrect' .reza'rekt

If the last syllable is weak, then it will be unstressed, and stress will be placed on the preceding (penultimate) syllable if that syllable is strong. Thus:

'encounter' iri'kaunta 'determine' di't3:min

If both the second and third syllables are weak, then the stress falls on the initial syllable:

'parody' 'paeradi 'monitor' 'mnnito

Nouns require a slightly different rule. The general tendency is for stress to fall on the first syllable unless it is weak. Thus:

'quantity' 'kwnntati	'emperor' 'cmpara
'custody' 'kAStadi	'enmity' 'enmati

However, in words with a weak first syllable the stress comes on the next syllable:

'mimosa' mi'mauza	'disaster' di'zaista
'potato' pa'teitau	'synopsis' si'nopsis

When a three-syllable noun has a strong final syllable, that syllable will not usually receive the main stress:

'intellect' 'intalekt	'marigold' 'maerigauld
'alkali' 'aelkalai	'stalactite' 'stastaktait

Adjectives seem to need the same rule, to produce stress patterns such as:

'opportune' 'opotjuin	'insolent' 'insatant
'derelict' 'deralikt	'anthropoid' 'aenGrapoid

The above rules certainly do not cover all English words.Theyapplyonlytomajor categories of lexical words (nouns, verbs and adjectives inthis chapter), not tofunction

words such as articles and prepositions. There is not enough space in this course to deal with simple words of more than three syllables, nor with special cases of loan words (words brought into the language from other languages comparatively recently). Complex and compound words are dealt with in Chapter 11. One problem that we must also leave until Chapter 11 is the fact that there are many cases of English words with alternative possible stress patterns (e.g. 'controversy' as either 'knntrav'Jisi or kan'trovasi). Other words - which we will look at in studying connected speech - change their stress pattern according to the context they occur in. Above all, there is not space to discuss the many exceptions to the above rules. Despite the exceptions, it seems better to attempt to produce *some* stress rules (even if they are rather crude and inaccurate) than to claim that there is no rule or regularity in English word stress.

11. Stress in Complex Words:

11.1 Complex words

In Chapter 10 the nature of stress was explained and some broad general rules were given for deciding which syllable in a word should receive primary stress. The words that were described were called "simple" words; "simple" in this context means "not composed of more than one grammatical unit", so that, for example, the word 'care' is simple while 'careful' and 'careless' (being composed of two grammatical units each) are complex; 'carefully' and 'carelessness' are also complex, and are composed of three grammatical units each. Unfortunately, as was suggested in Chapter 10, it is often difficult to decide whether a word should be treated as complex or simple. The majority of English words of more than one syllable **(polysyllabic** words) have come from other languages whose way of constructing words is easily recognisable; for example, we can see how combining 'mit' with the prefixes 'per-', 'sub-', 'com-' produced 'permit', 'submit', 'commit' - words which have come into English from Latin. Similarly, Greek has given us 'catalogue', 'analogue', 'dialogue', 'monologue', in which the prefixes 'cata-', 'ana-', 'dia-', 'mono-' are recognisable. But we cannot automatically treat the separate grammatical units of other languages as if they were separate grammatical units of English. If we did, we would not be able to study English morphology without first studying the morphology of five or six other languages, and we would be forced into ridiculous analyses such as that the English word 'parallelepiped' is composed of four or five grammatical units (which is the case in Ancient Greek). We must accept, then, that the distinction between "simple" and "complex" words is difficult to draw.

Complex words are of two major types:

i) words made from a basic word form (which we will call the **stem),** with the addition of an affix; and
ii) **compound** words, which are made of two (or occasionally more) independent English words (e.g. 'ice cream', 'armchair').

We will look first at the words made with affixes. Affixes are of two sorts in English: **prefixes,** which come before the stem (e.g. prefix 'un-' + stem 'pleasant' → 'unpleasant') and **suffixes,** which come after the stem (e.g. stem 'good' + suffix '-ness' → 'goodness').

Affixes have one of three possible effects on word stress:

i) The affix itself receives the primary stress (e.g. 'semi-' + 'circle' S3:kl → 'semicircle' 'serms3:kl; '-ality' + 'person' 'p3:sn → 'personality' p3:sn'ael3ti).
ii) The word is stressed as if the affix were not there (e.g. 'pleasant' 'pleznt, 'unpleasant' An'pleznt; 'market' 'maikit, 'marketing' 'maikitirj).
iii) The stress remains on the stem, not the affix, but is shifted to a different syllable (e.g. 'magnet' 'masgnat, 'magnetic' maeg'netik).

11.2 Suffixes

There are so many suffixes that it will only be possible here to examine a small proportion of them: we will concentrate on those which are common and productive - that is, are applied to a considerable number of stems and could be applied to more to make new English words. In the case of the others, foreign learners would probably be better advised to learn the 'stem + affix' combination as an individual item.

One of the problems that we encounter is that we find words which are obviously complex but which, when we try to divide them into stem + affix, turn out to have a stem that is difficult to imagine as an English word. For example, the word 'audacity' seems to be a complex word - but what is its stem? Another problem is that it is difficult in some cases to know whether a word has one, or more than one, suffix: for example, should we analyse 'personality' from the point of view of stress assignment, as p3:sn + a:loti or as p3:sn + ael + ati? In the study of English word formation at a deeper level than we can go into here, it is necessary for such reasons to distinguish between a stem (which is what remains when affixes are removed), and a root, which is the smallest piece of lexical material that a stem can be reduced to. So, in 'personality', we could say that the *suffix* '-ity' is attached to the *stem* 'personal' which contains the *root* 'person' and the suffix 'al'. We will not spend more time here on looking at these problems, but go on to look at some generalisations about suffixes and stress, using only the term 'stem' for the sake of simplicity. The suffixes are referred to in their spelling form.

Suffixes carrying primary stress themselves

In the examples given, which seem to be the most common, the primary stress is on the first syllable of the suffix. If the stem consists of more than one syllable there will be a secondary stress on one of the syllables of the stem. This cannot fall on the last syllable of the stem and is, if necessary, moved to an earlier syllable. For example, in 'Japan' d33'paen the primary stress is on the last syllable, but when we add the stress-carrying suffix '-ese' the primary stress is on the suffix and the secondary stress is placed not on the second syllable but on the first: 'Japanese' ,d3aepo'ni:z.

- '-ee': 'refugee' ,refju'd3i:; 'evacuee' i.vaekju'i:
- '-eer': 'mountaineer' .maunti'ma;'volunteer' .vDlan'tia
- '-ese': 'Portuguese' .poit/a'giiz; 'journalese' ,d33:nri:z
- '-ette': 'cigarette' ,sigr'et; 'launderette' ,b:ndr'et
- 'esque': 'picturesque' .piktjr'esk

Suffixes that do not affect stress placement

-able': 'comfort' 1k,\mlot; 'comfortable' 'kAmfatabl
-age': 'anchor' 'aeqka; 'anchorage' 'aer)krid3
-al': 'refuse' (verb) ri'fjuiz; 'refusal' ri'fjuizl
-en': 'wide' 'waid; 'widen' 'waidn
-fill': 'wonder' fWAiido; 'wonderful' 'wAndafl
-ing': 'amaze' a'meiz; 'amazing' a'meizir)
-like': 'bird' 'b3:d; 'birdlike' 'b3:dlaik
-less': 'power' 'paoa; 'powerless' 'paualas
-ly': 'hurried' 'hArid; 'hurriedly' 'hAridli
-ment' (noun): 'punish' 'pAniJ; 'punishment' 'pAniJmant
-ness': 'yellow' 'jelau; 'yellowness' jelaunas
-ous': 'poison' 'paizn; 'poisonous' 'paiznas
-fy': 'glory' 'gb:ri; 'glorify' 'glairifai
-wise': 'other' 'Ada; 'otherwise' 'Adawaiz
-y' (adjective or noun): 'fun' 'fAn; 'funny' 'fAni
'-ish' in the case of adjectives does not affect stress placement: 'devil' 'devl; devilish' 'devh f; however, verbs with stems of more than one syllable always have the stress on the syllable immediately preceding 'ish' - for example, replenish' ri'plenij, 'demolish' di'molij')

Suffixes that influence stress in the stem

In these examples primary stress is on the last syllable of the stem.

'-eous': 'advantage' ad'va:ntid3; 'advantageous' ,aedvan'teid3as
'-graphy': 'photo' 'fautau; 'photography' fa'tDgrafi
'-ial': 'proverb' 'prt>v3:b; 'proverbial' pra'v3ibial
'-ic': 'climate' 'klaimat; 'climatic' klai'maetik
'-ion': 'perfect' 'p3ifikt; 'perfection' pa'fekjn
'-ious': 'injure' 'ind3a; 'injurious' in'd3uarias
'- ty': 'tranquil' 'traegkwil; 'tranquillity' traerj'kwilati
'-ive': 'reflex' 'riifleks; 'reflexive' ri'fleksiv

Finally, when the suffixes '-ance', '-ant' and '-ary' are attached to single-syllable stems, the stress is almost always placed on the stem (e.g. 'guidance', 'sealant', 'dietary'). When the stem has more than one syllable, the stress is on one of the syllables in the stem. To explain this we need to use a rule based on syllable structure, as was done for simple words in the previous chapter. If the final syllable of the stem is strong, that syllable receives the stress. For example: 'importance' im'paitns, 'centenary' sen'timri. Otherwise the syllable *before* the last one receives the stress: 'inheritance' in'heritans, 'military' 'militri.

11.3 Prefixes

We will look only briefly at prefixes. Their effect on stress does not have the comparative regularity, independence and predictability of suffixes, and there is no prefix of one or two syllables that always carries primary stress. Consequently, the best treatment seems to be to say that stress in words with prefixes is governed by the same rules as those for polysyllabic words without prefixes.

11.4 Compound words

The words discussed so far in this chapter have all consisted of a stem plus an affix. We now pass on to another type of word. This is called compound, and its main characteristic is that it can be analysed into two words, both of which can exist independently as English words. Some compounds are made of more than two words, but we will not consider these. As with many of the distinctions being made in connection with stress, there are areas of uncertainty. For example, it could be argued that 'photograph' may be divided into two independent words, 'photo' and 'graph'; yet we usually do not regard it as a compound, but as a simple word. If, however, someone drew a graph displaying numerical information about photos, this would perhaps be called a 'photo-graph' and the word would then be regarded as a compound. Compounds are written in different ways: sometimes they are written as one word (e.g. 'armchair', 'sunflower'); sometimes with the words separated by a hyphen (e.g. 'open-minded', 'cost-effective'); and sometimes with two words separated by a space (e.g. 'desk lamp', 'battery charger'). In this last case there would be no indication to the foreign learner that the pair of words was to be treated as a compound. There is no clear dividing line between two-word compounds and pairs of words that simply happen to occur together quite frequently.

As far as stress is concerned, the question is quite simple. When is primary stress placed on the first constituent word of the compound and when on the second? Both patterns are found. A few rules can be given, although these are not completely reliable. Perhaps the most familiar type of compound is the one which combines two nouns and which normally has the stress on the first element, as in:

'typewriter' 'taipraita
'car ferry' 'kaiferi
'sunrise' 'sAnraiz
'suitcase' 'suitkeis
'teacup' 'tiikAp

It is probably safest to assume that stress will normally fall in this way on other compounds; however, a number of compounds receive stress instead on the second element. The first words in such compounds often have secondary stress. For example, compounds with an adjectival first element and the *-ed* morpheme at the end have this pattern (given in spelling only):

.bad-'tempered
.half-'timbered
.heavy-'handed

Compounds in which the first element is a number in some form also tend to have final stress:

.three-'wheeler
.second-'class
.five-'finger

Compounds functioning as adverbs are usually final-stressed:

.head'first
.North-'East
.down'stream

Finally, compounds which function as verbs and have an adverbial first element take final stress:

.down'grade
.back-'pedal
.ill-'treat

11.5 Variable stress

It would be wrong to imagine that the stress pattern is always fixed and unchanging in English words. Stress position may vary for one of two reasons: either as a result of the stress on other words occurring next to the word in question, or because not all speakers agree on the placement of stress in some words. The former case is an aspect of connected speech that will be encountered again in Chapter 14: the main effect is that the stress on a final-stressed compound tends to move to a preceding syllable and change to secondary stress if the following word begins with a strongly stressed syllable. Thus (using some examples from the previous section):

.bad-'tempered	*but*	a .bad-tempered 'teacher
.half-'timbered	*but*	a .half-timbered 'house
.heavy-'handed	*but*	a .heavy-handed 'sentence

The second is not a serious problem, but is one that foreign learners should be aware of. A well-known example is 'controversy', which is pronounced by some speakers as 'kDntr9V3isi and by others as ksn'trDvssi; it would be quite wrong to say that one version was correct and one incorrect. Other examples of different possibilities are 'ice cream' (either ,ais kriim or 'ais krirm), 'kilometre' (either ki'lDmita or 'kibmiita) and 'formidable' ('foimidabl or foi'midabl).

11.6 Word-class pairs

One aspect of word stress is best treated as a separate issue. There are several dozen pairs of two-syllable words with identical spelling which differ from each other in stress placement, apparently according to word class (noun, verb or adjective). All appear to consist of prefix + stem. We shall treat them as a special type of word and give them the following rule: if a pair of prefix-plus-stem words exists, both members of which are spelt identically, one of which is a verb and the other of which is either a noun or an adjective, then the stress is placed on the second syllable of the verb but on the first syllable of the noun or adjective. Some common examples are given below (V = verb, A = adjective, N = noun):

abstract	'aebstraekt (A)	aeb'straekt (V)
conduct	'kondAkt(N)	ksn'dAkt (V)
contract	'kontraekt (N)	kan'trrekt (V)
contrast	'kontraist (N)	kan'traist (V)
desert	'dezat (N)	di'z3:t (V)
escort	'eskoit (N)	I'skoit (V)
export	'ekspo:t (N)	ik'spoit (V)
import	'import (N)	im'poit (V)
insult	'insAlt (N)	in'sAlt (V)
object	'Dbd3ekt (N)	ab'd3ekt (V)
perfect	'p3:fikt (A)	ps'fekt (V)
permit	'p3:mit (N)	pa'mit (V)
present	'preznt (N, A)	pri'zent (V)
produce	'prodju:s (N)	prs'djuis (V)
protest	'prautest (N)	pra'test (V)
rebel	'rebl (N)	ri'bel (V)
record	'rekoid (N, A)	ri'koid (V)
subject	'sAbd3ekt (N)	sab'd3ekt (V)

Remark:
Refer to the handout for further information and exercises.