

# Acentuar una oración para corregirla

## Introducción

En esta actividad, los estudiantes exploran el impacto de cambiar la acentuación de una oración en el significado de la misma.



Exploran una serie de oraciones y practican cambiando el acento de las palabras y las sílabas. Por último, se reúnen en parejas para identificar cómo cambió la acentuación.

Esta actividad se basa en los materiales e ideas expuestos por Clark Von Heller en su presentación “Componer música para mejorar la pronunciación” (“Composing music to enhance pronunciation”).

**Referencia de duración del seminario web:** 20:50 – 20:22

**Nivel:** B1+ Intermedio

**Duración:** de 40 a 60 minutos

**Objetivo:** Sensibilizar a los estudiantes sobre los usos de la acentuación en una frase para corregir un malentendido.

## Preparation:

- Make copies of the shifting stress sentences
- Practice saying the sentences with stress on different words.

## Procedure

- Tell the students that in English sentences, some words are more loudly stressed than others.
- Give them the example, “I’m going to the beach at the weekend.”
- Ask the students to try to say the sentence with you and emphasise the stressed words.

- Tell the students that sometimes words are given extra stress in a sentence to change the meaning of the sentence. Tell them this is often done to correct misunderstandings.
- Read through the different stress variations of the first sentence, “I asked you to buy me a bunch of red roses.”
- Ask the students if they can hear the difference.
- Now ask them to listen and think about how the meaning changes.
- Say each of the versions of the sentence, then ask students to discuss how the meaning changes.
- Get some feedback and clarify their answers.
- Next, give the students the other sentences and ask them to practice saying them with the stress on different words.
- Get the students to work together in pairs and practice saying the sentences with the stress on different words. Their partner should tell them how it changes the meaning.
- Give out the answer sheet with all the variations of the sentences.
- Say some yourself and get students to tell you the meaning. Note: You could also play this as a group game, with students taking it in turns to say sentences and then others guessing the meaning.

### Materials:

#### **Moving sentence stress**

1. I asked you to buy me a bunch of red roses.
2. I wanted to buy her a new dress.
3. I don't think we should fire him.
4. I didn't cheat in the exam today.
5. We should think about selling the house.
6. I can see the beach from the balcony.

### Answers

I asked you to buy me a bunch of red roses.

I asked, not someone else.

I **asked** you to buy me a bunch of red roses.

I asked you, but you didn't do it.

I asked **you** to buy me a bunch of red roses.

I asked you, not someone else.

I asked you to **buy** me a bunch of red roses.

I asked you buy them, not steal them.

I asked you to buy **me** a bunch of red roses.

I asked you to buy them for me, not for someone else.

I asked you to buy me a **bunch** of red roses.

I asked for a bunch, not just one.

I asked you to buy me a bunch of **red** roses.

I asked for red roses, not a different colour.

I asked you to buy me a bunch of red **roses**.

I asked for roses, not a different kind of flower.

I **wanted** to buy her a new dress.

I wanted to. I didn't want someone else to.

I wanted to **buy** her a new dress.

I wanted to, but I didn't buy one.

I wanted to buy **her** a new dress.

The dress was for her, not for someone else.

I wanted to buy her a **new** dress.  
I wanted a new one, not an old or second hand one.

I wanted to buy her a new **dress**.  
A dress, not some other piece of clothing.

I don't think we should fire him.  
Someone else thinks we should fire him.

I **don't** think we should fire him.  
Correcting misunderstanding.

I don't **think** we should fire him.  
I'm sure we should fire him.

I don't think **we** should fire him.  
I think you should fire him.

I don't think we **should** fire him.  
I think we must fire him.

I don't think we should **fire** him.  
I think we should do something different (promote him,  
send him on a course etc)

I don't think we should fire **him**.  
I think we should fire someone else.

**We** should think about selling the house.  
We should discuss it together.

We **should** think about selling the house.  
Correcting a misunderstanding and emphasising  
the importance of the action.

We should **think** about selling the house.  
We should think about it, not do it.

We should think about **selling** the house.  
We should think about selling, not renting.

We should think about selling the **house**.  
The house, not the car or some other property.

I can see the beach from the balcony.  
I can, but someone else may not be able to.

I **can** see the beach from the balcony.  
Correcting and emphasising.

I can **see** the beach from the balcony.  
Not smell or hear.

I can see the **beach** from the balcony.  
Not some other thing.

I can see the beach from the **balcony**.  
Not from the door or window.

## Additional resources

### English sentence stress

- In this article, Lynn Gallacher offers a range of techniques for making students more aware of sentence stress. The article also includes some example recordings.

<https://www.teachingenglish.org.uk/article/english-sentence-stress>

## Teaching the schwa

- In this article, Catherine Morley looks at the role of the schwa in English pronunciation and how it works with other syllables to create the rhythm of English.

<https://www.teachingenglish.org.uk/article/teaching-schwa>

## Rhythm

- Rhythm is both a feature of and product of the phonological structure of English. In this article, Steve Darn looks at what creates the characteristic rhythm of English.

<https://www.teachingenglish.org.uk/article/rhythm>

## Pronunciation whispers

- Del Spafford explains how to use this creative technique to develop students' pronunciation.

<https://www.teachingenglish.org.uk/article/pronunciation-whispers-0>