

The Stress of English Compound Words

Hsu Hai-lan

I

Teaching of the Stress of Compound Words

In our teaching of the English language courses, we have found incorrect stress of compound words a common mistake in the pronunciation of our students. After discovering this type of mistake, our teachers have often been at a loss to know what the correct stress of the compound words appearing in our textbooks is. Roger Kingdon in his work "The Groundwork of English Stress" (1958) states that the stressing of English-type compounds presents the foreign student of the language one of his major difficulties, the difficulty being to know how many stresses the compound takes. The difficulty stated by Kingdon is our problem.

In order to solve this problem, I have marked the stress of some compound words in the textbooks used by the various classes, from the first to fourth year grades during the past year, as the stress of these words has not been indicated. This list, we hope, will be of use for reference in our teaching. By way of preface to this list, I should like to discuss briefly the subject of the teaching of the stress of English compounds.

It will be wise first to define the term "a compound word" or a "compound". In "The Groundwork of English Stress", Kingdon includes under compound words all words that are more than bare roots, such as reform, preparation, geography, universal, bedroom, kind-hearted, working class. He then divides compounds into three types: Romanic-type, Greek-type and English-type. The first two mentioned examples, reform and preparation, which are formed by the addition of prefix or suffix or both to a clearly recognizable root are classified as Romanic type.

reform = re + *form*(root)

preparation = pre + *parat*(root) + ion

Greek-type compounds consist of two or more clearly recognizable roots, each of which has a semantic entity of its own but does not, as a rule, stand alone as a separate word. "Geography" consisting of the two roots: *geo* + *graphy* and "universe" consisting of *uni* and *verse* are examples of the Greek-type compounds. English-type compounds consist of two or more independent words,

such as bedroom, kind-hearted and working class. It is general, however, for philologists to classify what Kingdon calls Romanic-type compounds as derivatives and only what he calls English-type compounds as compounds. Jespersen, in "A. Modern English Grammar", Part VI, Bloomfield in his book "Language" (1939), and Sweet in "A New English Grammar", all so use the term. Therefore a compound word or a compound, as we use it, consists of two or more independent words functioning as one word. A compound may be written in three different ways. It may be a solid word, as bedroom; a hyphenated word, as kind-hearted; or two separate words, as working class.

The correct stress of compound words proves difficult for the Chinese student for a number of causes. The first of these is their very composition. Compounds are composed of two independent words, say, an adjective plus a noun as in "National Day". Its construction is the same as that of an ordinary phrase such as "lovely day". The rules of sentence stress require that both of the words in an ordinary phrase be stressed, "lovely 'day", but the compound, "National Day", has only one stress, "'National Day". Similarly a phrase made up of a participle plus a noun, "laughing children", takes stresses on each word, whereas the compound "reading-room", similar in form, has only a single stress on the first word, "'reading-room".

If the rule were that compounds have only a single stress on the first member, the difficulty would be simplified. Bloomfield in "Language" does so hold in section 14.2, where he states that "ice cream" is a compound when it has a single stress on the first element "ice-cream", but when it has two stresses "ice 'cream", it is a phrase. although there is no denotative difference between the two in meaning. Unfortunately this is not the case, as Jespersen pointed out, asking "How about 'head 'master and 'stone 'wall' undeniably compound words with two stresses? (Jespersen: A Modern English Grammar Part VI, Section 8.1) Also compare "reading-room" with "working 'class".

The stress of compound words follows the most prevalent general tendency in English stress-to be recessive-to move toward the first syllable. But stress on the first element of a compound is far from a fixed rule. Certain principles can explain some of the exceptions, but many of the explanations are leaky. The stress forms of many words conflict with each other, of which I give some examples from Kenyon's "American Pronunciation", (1946), Section 127. Some compounds allow either stress, level or two stresses, or single stress; other compounds take only the single stress, as 'oak 'tree or 'oak tree, 'apple 'pie and 'apple tree. Kenyon asks, "Can you think of a plausible reason why we can say either 'oak tree or 'oak 'tree, but cannot say 'apple 'tree, but only 'apple tree,

but must say 'apple 'pie? "This lack of simple, fixed rules for the stressing of compounds is the second cause of the difficulty of the foreign student.

A third reason is found in the fact that compounds are really established collocations, which when written as separate words are indistinguishable in form from an unestablished or ordinary collocation. Collocations series of two or more words, set phrases, having a corporate meaning, are ever in the process of formation in a living language like English. Collocations which have come into frequent use, establish themselves so that they become thought of as established words of the language - compounds. When this occurs, a change from the phrase stress to a single stress may take place. A foreign student of the language, would have no way to recognize a newly established collocation, a compound, from an ordinary one, such as reading room from smiling mothers or ball game from a close game, for instance.

Fourthly, even when the form of the compound, which is written as one word or is hyphenated, identifies the compound, a foreign student of the language would have difficulty in knowing how many stresses to give the word, because of his lack of experience with the language. Many of the words studied in the first term of the first-year are compounds taking a single stress, such as "National Day" and "Youth Day". These two words are compounds with a single stress on the first word. They are new words in Lesson Twelve. In Lesson Seven, the students learned the rules for sentence stress according to which this compound should have two stresses. People to whom the language is their mother tongue learn the correct stressing of all the commonly used compounds, such as bedroom, bathroom, milk bottle through the ear from babyhood. From the knowledge of the stress of these words they can unconsciously by induction pronounce correctly the majority of newly encountered compounds in reading. Or, what is more likely the case, they learn the proper stress of new compounds through the ear in their daily life. But for the Chinese student of English, only many years of study of the language can give this necessary foundation, a richness of vocabulary and long-language experience, for the recognition and mastery of the correct stress of compounds.

Fifthly, the present difficulty is due to the fact, that the question of the stress of compounds has not been given due place in our teaching of phonetics. Great progress has been made in teaching correct pronunciation of English since the adoption in China since liberation, of the teaching of phonetics, its theory and practice, at the very beginning of a course in English. This is true especially of the teaching of those sounds, peculiar to English, such as the vowel (i) and the consonants (θ) and (ʃ) and in the teaching of intonation. These

former great difficulties for the Chinese student of English are gradually being overcome. I believe that if suitable measures were taken right from the beginning of the course, the glaring mistakes in the stress of compounds would begin to disappear from the speech of the students. Of course the first requisite for this is an awareness of this feature of English pronunciation and a mastery of the correct stress of each compound that appears in the text-books on the part of the teacher. Our teachers have not always been able to fulfill this requisite.

Lastly, even when our teachers have an awareness of the problem and a desire to master the correct stress of the compounds, there is not suitable help in the textbooks and dictionaries. The stress of many of the compounds in lessons is not given in textbooks nor is it to be found in the dictionaries available to us: Jones's Pronouncing Dictionary, C. O. D., Hornby's Advanced Learner's Dictionary, Webster's Collegiate Dictionary and others. It is because of this situation that this list of compounds with their stress marked has been compiled.

I should like to make a few suggestions as to how our textbooks may better help us in teaching the proper stress of compounds. The texts newly compiled and edited under the auspices of the Ministry of Higher Education have many excellencies in the organization and presentation of the material for the teaching of phonetics, vocabulary, grammar, in the texts and in the many and varied exercises. Our students and teachers are grateful for this invaluable help in our study and teaching. It is because of their high level in so many respects that we dare to make these suggestions with confidence that in this one field of the stress of compounds our hopes will be realised.

My first suggestion is that the textbooks of all years give the stress of all compounds appearing in the lessons, including the texts, dialogues, word lists, notes, exercises and selections for reading practice. In the explanatory preface to the textbooks, it is stated that the transcription, which of course includes the marking of stress of words which conform to the rules of pronunciation previously taught, is not given in the word list. This rule has not been followed strictly in the texts. However, rules for the stress of compounds are not taught until well on in the second year. It may be pointed out that in Lesson Twelve, Book I, there are seven compounds with "day" as the last component: New Year's Day, Women's Day, etc. Students ought to master the correct stress of these compounds from the start. With so many examples, the rule concerning the stress of compounds with "day" as the second component may well be given right at this time.

In the second year textbooks, if not earlier, lists of compound words al-

ready studied, together with any rules for stress which may be induced, may be introduced from time to time. This would be an effective supplement to the rules given in the Appendices to the second year texts. The list of words given in the second year lessons under word derivation are good. However, in Lesson Fourteen on page 232, the list includes the words "brother-in-law", "sister-in-law", etc, which strictly speaking are not words formed by derivation. Lists of compound words such as the lists of words of derivation with the stress marked, and even a note concerning the rule for their stress would be an aid to the teaching of the stress of compounds.

Exercises in the second, third and fourth year texts include much material on the formation of compounds. Seldom is the question of stress or rules for stress mentioned. Inclusion of this material in those exercises would be wise.

And now a final suggestion. When a compound which takes a single stress on the first component comes at the end of a sentence to be uttered with a falling intonation, a wrong stressing of the second component will lead to a second mistake in the placement of the falling intonation. Phonetic exercises consisting of such sentences would help to correct both of these mistakes. Simple examples of such sentences are: "This is a reading-room"; "October the first is National Day."

Determining the stress of some compounds has not been easy. A compound may be stressed differently by different individuals as in the case of "ice cream" mentioned by Bloomfield. The stress of words of new formation may be decided by analogy of similar older words but the analogy does not always lead to a correct conclusion. There also is the question of British and American pronunciation. I have tried to follow British usage as we do in our teaching in general, although my early training was American. For these and other reasons there must be many mistakes in the stress marking. Criticisms and corrections are warmly welcome. Finally I wish to acknowledge the great help extended by the teachers of our Teaching-Research Group and Reference Room staff in compiling the list of the compound words.

II

An Introductory Study of the Rules and Principles for the Stress of English Compounds

The indomitable foreign student of English, when confronted with the great difficulty of knowing the stress of compounds and the fact that there are no

simple fixed rules for their stress will insist. "Is there nothing to go by as to the stress of compounds?" "Are there no rules?" The answer is: "There are tendencies, principles and rules for the stress of English compounds."

Let us get at them by means of classifying and analysing the compounds of the list we have compiled.

There are about 400 compounds in our list. This number is small especially compared with the number of compounds, 7,000, analysed and classified by Roger Kingdon, the results of which study are recorded in his book "The Groundwork of English Stress". The results of this little study, are similar to those of Kingdon and the rules and tendencies shown by our list conform in general to those stated by him. In our study, we constantly referred to Kingdon's work, to the article on "Compounds and the Practical Teacher" by L. A. Hill in the periodical "English Language Teaching", Volume XII, Number I, and to Jespersen's "A Modern English Grammar, Part VI".

Only a small number of the compounds of our list, eight percent, consist of three or more components and the problem of stress of these compounds is not too difficult. We shall consider only compounds of two components.

For compounds of two components, there are three possible patterns of stress:

1. Single stress on the second component.
2. Double stress, a stress on each component.
3. Single stress on the first component.

In our list there are no compounds with single stress on the second component. Furthermore the majority of compounds so stressed belong to a few small and well-defined classes. We shall not mention them here. The compounds we shall study are those with either a double stress or a single stress on the first component.

In analysing the compounds we have studied, we have followed the system of classifying them according to the parts of speech of each component. The vast majority (about 91 percent) have nouns as the second component. Only 9 percent have adjectives, past participles or -ing forms as the second element. We shall now discuss the stress of the compounds classified according to the nature of the two components.

1) *Noun plus Noun*

A. Compounds with single stress - even stress.

1. The reason for the single stress of these compounds is an implied sense of contrast between the article named in the compound and some other article,

the name of which would have the same second component but a different first one. This group of compounds contains the largest number in our list.

'Army Day	a 'work center	'volley ball
'Children's Day	a dis 'tributing center	'base-ball
'Wall Street	'cellmate	'basket-ball
'Tenth Street	'classmate	'football match
'apple tree	'schoolmate	'basket-ball match
'chestnut tree	'ball game	punctu 'ation marks
'Labour Day	'card game	'question marks
E'lection Day	'chess game	excla 'mation marks
'National Day	'sports meet	quo 'tation marks
'New Year's Day	'swimming meet	a 'television set
'Women's Day	'track meet	a 'radio set
'Youth Day (Day	ath 'letic meet	'tool-room
means a specified day	'sports ground	'schoolroom
or date, "节日". This	'playground	'bedroom
is a rule in itself.	pa 'rade ground	'dining-room
Only the attributive	'hunting ground	'club-room
nouns or adjectives	recre 'ation ground	'art troupe
are stressed.)	'spy case	'dancing troupe
'steel mill	'murder case	dra 'matic troupe
'paper mill	'theft case	'funeral march
'cotton mill	'schoolmaster	'military march
'power plant	'dancing-master	'spy charge
'steel plant	mathe 'matics master	'murder charge
'tractor plant	'busride	'art student
'clothing factory	'auto-ride	'law student
'shoe factory	'boat ride	'medical student
'hat factory	(The lack of stress of	engi 'neering student
'bicycle factory (by	the word "Street"	'book business
analogy)	as in 'Wall Street is	'oil business
'League member	a rule in itself.)	'farm work
'Party member	But 'Piccadilly 'Circus	'factory work
'farm hand	'Fifth 'Avenue	'earthwork
'factory hand	'Nanking 'Road	'outwork
a 'service-center	'Red 'Square	'stonework
'Peking Exhi 'bition	'football (the game or	'needlework
Center	the ball)	'peach tree

'orange tree	'ice box	'bus stop
'primary school	'candy box	'film show
'night school	'bread box	'flower show
'evening school	'sugar box	chri 'santhemum show
'trade school	'lunch box	'theatre district
'high school	'milk can	resi 'dential district
'middle school	'text book	'cultural district
(with noun or adjective as first component)	'picture book	'atom bomb
'thermos bottle	'exercise book	'hydrogen bomb
'milk bottle	'school-book	'change purse
'ink bottle	'work-site	'bill folder
'medicine bottle	'building-site	'pineapple juice
'thermos flask	'railway station	'orange juice
'water flask	'bus station	to 'mato juice
	'radio station	'flower garden
	po 'lice station	'vegetable garden

2. Another rule for single stress of these compounds is that the second component names something for the thing indicated by first components. Examples:

'production team	'hunt servant	'honey-vat
(a team for production)	'classroom building	'rest home
	'table-cloth	'shop assistant
'shop foremen		

B. Compounds with double stress – even stress

1. One type of double-stressed compounds have a first component which states to what class or to what organization the second component belongs. The first component is fully attributive in meaning. Where the first component is more substantive in meaning and less attributive, and has therefore a greater relative importance, the compound has a single stress. Here are some examples for comparison.

(Double stress)

'college 'gate
'college 'farm
'school 'farm
'school can'teen
'school 'clinic
'city 'hospital
'city 'park

(Single stress)

po'tato farm
ba'nana plantation
po'tato plot
'tent clinic
'classroom building
po'lice force
'rest home

'village 'school	'business man
'mountain 'village	pro'duction team
'county com'mittee	
'Town 'Hall	
'class 'team	
'class 'brothers	
'world 'capitalism	
'Marshall 'Plan	
'wall 'newspaper	
'state 'company	
'state 'property	
'summer 'sport	
'deputy 'chairman	
'street 'corner	
'department 'office	
'enemy 'troups	
'enemy po'sition	
'army 'discipline	
'water 'conservancy	
'Negro 'children	
'Negro 'brother	
'Negro 'song	
'Negro 'town	

2. In one type, these compounds name something made out of the material named in the first component. Example:

'paper 'bag (but 'invitation card, 'examination papers)	'egg 'soup 'iron 'ax 'leather 'shoes	'paper 'tiger 'iron 'fence 'stone 'wall
---	--	---

3. A group of proper names, all with a double stress, includes six consisting of noun plus noun and ten adjective plus noun. With the exception of compounds having as their second component the word "street", already mentioned, double stress is the rule for such compounds.

'Kansas 'City	The 'Long 'March	'Soviet 'Union
'London 'Bridge	'Red 'Square	Tra 'falgar 'Square
West'minster 'Abbey	'British Mu'seum	'Communist 'Party
'Royal Com'mission	'Yangtse 'River	The 'Foreign 'Office

'Red 'Army	'Buckingham 'Palace	'Aberlaw 'Hospital
'Summer 'Palace	'Englisch De'partment	'Red 'Guard
'Western 'Hills		

4. Compounds with the noun "self" as the first component ('self - 'made, 'self - 'conscious) have a double stress and are written with a hyphen. There are only a few exceptions to this rule, all of which are long and commonly used words written as a solid word and taking a single stress: 'selfsame!

In our list we met with only one example of a compound with "self", not found in reference books; namely, 'self 'study, - one of the new words coined to express something we talk a lot about today in our teaching and study.

In marking the stress of these words I have encountered the question whether a given collocation is an established one - a compound - or not. For instance, it may be objected that "self-study" as a newly coined word should not be considered a compound word since it does not fulfill the condition of being long and commonly used. I hold that the rule for double stress for compound forms with self as a prefix is so strong that it should be applied here. Of course there is no conflict here between the stress for it as an ordinary phrase and that for it as a compound. In regard to the terms "Party member" and "League member". I may be wrong in considering them compounds. I have marked them with a single stress because I feel that there is usually a sense of contrast when they are used. The situation in regard to "grammar exercises", "phonetics exercises" and "translation exercises" is not so clear. I may be wrong in holding that they have single stress when spoken in isolation. However the stress of these terms would certainly change with the context.

I should like to point out here the principle, already mentioned, that the stress of compounds or collocations may change with the context in which they appear. Take the collocations commonly used in our teaching in the first and second grades, phonetics exercises and grammar exercises. If these collocations are compounds, they are pronounced with a single stress because the meaning is exercises for phonetics, and for grammar, as in the sentences: In our textbooks we have 'phonetics exercises and 'grammar exercises. But in the next sentence, the stress of the compound should be double: We have finished the new grammar, now let us do the 'grammar 'exercises.

Take the compound 'college 'farm which normally takes a double stress. In the following context the stress of the compound would be a single one because of the sense of contrast.

This afternoon we are to work on the 'college farm not on our 'department farm.

In the pronunciation of compounds we must ever bear in mind the principle that the sense of contrast is expressed by a single stress. We should develop our sense of awareness of the idea of contrast and give that contrast expression in the proper stress, — the single stress of the compound.

2) *Noun plus Nomen Agentis* (the name of the performer of an action)

Twenty-one examples of this compound divide themselves into 16 with single stress and five with double. The rule is obvious. When the first component is the name of the object of the action named in the second component, the compound is invariably single-stressed. When this is not the case, the compound is double-stressed. In this case the first component is attributive in sense. Examples:

(Single-stressed)

'story-teller
'team-leader
'cotton-grower
'squad-leader
'apple-grower
'taxi-driver
'mill-owner
'coal-miner
'steel-worker
'bus-conductor
'newspaper-reporter
'tractor-driver
'standard-bearer
'stable-keeper
'house-furnisher

(Double-stressed)

'master 'engineer
'fellow-'worker
'head 'waiter
'co-op 'officer
'hall-'porter

3) *Noun plus Gerund*

A. With compounds of this type, when the first component names the object of the action represented by the gerund, there is a single stress. The majority of these compounds are single-stressed. They may be either a noun or an adjective. Examples:

'tree-planting	'profit-making	'wheat-growing
'fact-hating	'cotton-growing	'wealth-hunting
'cattle-breeding	'novel-writing	'slave-trading
'war-making		

B. When the first component has an attributive function towards the gerund, the compound is double-stressed. Examples:

'peasant - 'uprising

'spring - 'sowing

4) *Adjective plus Noun*

A. These compounds take a double-stress. In our compiled list we have 36 such compounds, 34 of which have double stress. The two exceptions are 'National Day and 'middle school, the special rule for which was given under the noun plus noun compounds. It is worth pointing out the stress of 'present-day, double stress, because "day" here does not mean a specified date (节日). The first column of words gives examples of these compounds which are double-stressed. The second column includes words deserving special note.

The last five compounds in the second column are words especially subject to change of stress, from double to single, according to whether in the context there is contrast or not.

(1)

'short 'story
'long 'term
'one - 'third
'Titian - 'blue
'true - 'blood
'hard 'labour
'literary 'language

'petty - bour 'geois
'current af'fairs

(2)

'middle school
'National Day
'present 'day
'second year ('first year)
'feudal system ('socialist system)
'social life (po'litical life)
'medical service (transpor 'tation)
service)
resi'dential district ('business
district)

B. It should be pointed out that among the large number of compounds consisting of an adjective plus a noun, probably an equal number are double-stressed and single-stressed. Besides such words as are represented by National Day and middle school, many such compounds in frequent and long use have lost the stress on the second component and have become single-stressed. This is a strong tendency to be remembered. Examples:

'background	'two-step	'gentlemen
'blacklist	'outskirts	'deadlock

C. Another type of single-stressed compounds of this adjective noun formation not illustrated in our list is a compound which has taken on a specialized meaning which would need to be distinguished from a phrase made up of the very same words. Examples:

'green house	'green 'house
'dark room	'dark 'room
'strong hold	'strong 'hold

5) *-ing form plus Noun*

When the *-ing* form of the compound is a gerund, the compound is single-stressed. When the *-ing* form is a present participle, it is double-stressed. Examples:

<i>Gerund</i>	<i>Present Participle</i>
'carrying pole	'working 'class
'closing time	'ruling 'class
'dining - hall	'working 'people
'sleeping - car	'occupying 'power
'printing - shop	'climbing 'party
'recording machine	
'recording room	
'bedding roll	
'polling station	
re'cruiting officer	
'reading - room	
'living condition	

Here the noun indicates something for the purpose of the action expressed by the gerund: A carrying pole is a pole for carrying things.

6) *Past Participle plus Noun*

The rule for double stress of these compounds is quite fixed, there being few exceptions. Of the three examples we have in our list, two are double stressed. The one exception "coloured people", I mark with a single stress mark because of the many examples of compounds with "people" as the second compound and also because of the implied contrast between these words; 'white people, 'decent people. Examples:

'moneyed 'class 'coloured people 'steamed 'bread

7) *Verb plus Noun*

Although we have only one compound formed by a verb plus a noun 'wash-room, we mention this group because of the strong stress tendency to single stress of these words. Here are a few examples:

'crybaby 'scare crow 'flash light
'watch dog 'breakfast 'passport

I should like to stop here to make an induction. Jespersen has pointed out in "A Modern English Grammar" Part IV 81.4 that the merit of compounds lies in their conciseness, as compared with paraphrase following the usual syntac-

tic rules; thus a railway company is a "company running a railway", a school-boy is "a boy going to school". We have mentioned five different types of compounds which indicate relations usually expressed by rules of syntax; the relation of a verb and its object or a verb and its subject, for instance. In all these cases the compound is single-stressed. The five types are:

1. Noun plus Noun: the second component names something for the thing indicated by the first component.

'production team—a team for production

2. Noun plus Nomen-Agentis: the first component is the name of the object of the action named by the second component.

'story-teller—a person who tells a story

3. Noun plus Gerund: the first component names the object of the action indicated by the gerund.

'tree-planting is planting a tree.

4. -ing form plus Noun: the noun indicates something for the purpose of the action expressed by the gerund.

A 'carrying-pole is a pole for carrying things.

5. Verb plus Noun: as has been pointed out, the second component of some of these compounds performs the action named by the first.

A 'crybaby is a baby who cries.

In other cases, the compound indicates the doer of the action mentioned by the first component. The second component is the object of the verb.

A scarecrow is something that scares crows.

We may state the rule that when a compound in which the second component is a noun indicates a relation usually expressed according to syntactic rules it is single-stressed. And contrarily, when the relationship between the two components is that of attributive and substantive, the normal phrase relationship, the compound is double stressed.

8) *Noun plus Adjective*

These compounds are fairly evenly divided between single-stressed and double-stressed ones. It may be helpful to show how the single-stressed ones follow the principle that when a large group of words have one identical component, they tend to be single-stressed. Examples:

'robot-like (cf. 'cat-like, 'cow-like, 'crab-like)

'side-wise (cf. 'cross-wise, 'length-wise)

'age-long (cf. 'age-old, 'ageless)

Examples of double-stressed compounds of this group:

'million - 'strong

'cost 'free (Note: 'post 'free, 'tax 'free, 'duty 'free, 'rent 'free)

'shoulder 'high

'centuries 'old

9) *Noun plus Past Participle*

All the examples of this kind of compound (only 4) are single-stressed. The findings of Kingdon in his study of a larger number of compounds was that about 80 percent were single-stressed. Examples:

'canvas topped

'Morocco - bound

'chin - strapped

'passion - wrought

10) *Adverb, Adjective or Noun plus -ing form*

The five compounds of this composition are all double-stressed. Jespersen and Kingdon state that these compounds are usually double-stressed although Kingdon gives many exceptions and points out the compound "well 'looking", double-stressed, means "handsome", while "well-looking", single-stressed means "healthy". Examples:

'hard - 'working

'ever - in'creasing

'deep - 'ploughing

'French - 'speaking

11) *Adjective (or Adverb) plus Past Participle*

This type of compound forms one of the larger classes of compounds. All fourteen examples in our list are double-stressed. Kingdon found 95 percent of the 400 compounds of the class which he studied to be double stressed. Our examples are:

'well - 'cultivated

'ruddy - 'faced

'well - 'written

'high - 'pitched

'well - in'formed

'deep - 'sunk

'long - 'legged

'snow - 'covered

'red - 'haired

'well - 'populated

'sandy - 'haired

'large - 'scaled

'red - 'checkered

'heavy - 'jowled

Some of the ed-forms as "haired" are not true past participles of verbs, but artificial forms based on nouns.

All double-stressed compound adjectives are double-stressed when used predicatively. When used attributively, they are single-stressed. Examples:

The girl was 'red 'haired.

The 'red - haired 'girl was smiling.

This 'well - written 'book is interesting.

SUMMARY

By way of summary, can we formulate any general rules concerning stress of compound words? As a result of this study, what ways may be pointed to for solving the difficulty? In the first place, the tendency towards stress seems to be different for the two main groups studied, compounds terminating in nouns and those terminating in adjectives. 55 percent of the compounds ending with nouns were single-stressed, 45 percent double-stressed; that is, for compounds ending in nouns, there is no strong tendency either way. 76 percent of the compounds ending with adjectives were double-stressed and only about 23 percent single-stressed; that is, for compounds with adjectives as the second component there is a strong tendency towards double stress. In the second place general rules are not much of a help in determining and learning the stress of individual compounds. One must learn the rule for each class of compounds. In classes where the rule for one form of stress is fixed, as for double stress of compounds consisting of an adjective plus a past participle, the rule is indeed helpful. But such rules are not many. In the third place, a mastery of certain principles that determine stress is important, for instance, the principle that implied contrast tends to make a compound single-stressed, even if the compound would otherwise be double-stressed. Also the principles that old recognized compounds would be single-stressed, and that compounds of adjective form when used attributively are single-stressed but when used predicatively, double-stressed. In the fourth place, it is wise to look up every newly-met compound in the dictionary and master its stress. Mastery of those compound words will help in determining the stress of other newly-met compounds by the use of analogy. Awareness of this problem and attention to it are the first steps toward its solution. Finally, may I take the liberty of setting forth a few points of advice for the Chinese student of English? Start studying the question of the stress of compounds, master every compound you encounter, make lists of them, classify them and find the rules for each class for yourself inductively. These procedures will take you a long way towards the mastery of the stress of compounds.

End. -