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Stressed vs. Unstressed Syllables

The stress we place on syllables in words creates rhythm and affects meaning in English.

- The vowel of a stressed syllable has a slightly longer length and is pronounced more precisely.
- The vowel of an unstressed syllable has a shorter length and is pronounced less precisely. The pronunciation of vowels in unstressed syllables is often described as "reduced" or "relaxed" and is represented as "uh" /ə/ schwa (mid-central-mouth) or "ih" /i/ (mid-high-mouth).

English writing does not mark stress. In this text, syllable stress will be marked as follows:

- **Stressed syllables** will be marked in **bold** text [ba·na·na].
- **An unstressed syllable** will be **underlined** [ba·na·na] when it is the focus of the lesson. (L14)
- **Syllable division** will be marked with a dot • [ba·na·na].
- **Compound word division** will be marked with a hyphen - [pine-ap·le].
- **Phonetic notation** will be used as needed /boʊ'næ ə/ International Phonetic Alphabet (IPA).

Three levels of stress are represented in this text in order to keep it simple.

- **unstressed** (weak) marks an unstressed syllable in a word, or a word carrying minor importance or meaning in a phrase or sentence.
- **secondary stress** (stronger) marks a stressed syllable in the word.
- **primary stress** (strongest) marks a word that has importance or emphasis placed on it.

The stress we place on syllables in words creates an alternating rhythm (ì îì ìîìì).  

The stress we place on a syllable in a word can affect meaning—change the word form. Compare *present* (n.) to *present* (v.) and *object* (n.) to *object* (v.)

The stress we place on a word or phrase in a sentence places importance, emphasis on the word(s).

Normal stress — speaker does not place special emphasis on a word.

Take an **apple** from the **basket** in the **kitchen**.  
- • • • • • • • • • • • •

Emphasis — speaker places importance on or draws focus to a particular word.

Take an **apple** from the **basket** not a **peach**.  
- • • • • • • • • • • • •

Take an **apple** from the **basket** not the **bowl**.  
- • • • • • • • • • • • •
Lesson 14

/ə/ as in banana

Test Yourself (pre)

What do you know about the /ə/ schwa sound? This reduced vowel with a shorter-than-usual length occurs in unstressed syllables. Words with this imprecise sound can be difficult to spell. However, learning common word roots, prefixes, suffixes and word origins (Latin, Greek, French, Arabic) will help you make better guesses when spelling these words.

A. Listen to Stress v. Unstressed. Ask a native speaker to read the word pairs. Identify the picture in each pair that represents the correct stress for the word. Circle the picture. (3 pts.)

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Stress Picture</th>
<th>Unstressed Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>but-ton</td>
<td>/bʌtˈən/</td>
<td>/bʌtˈən/</td>
</tr>
<tr>
<td>a-gree</td>
<td>/əˈgriː/</td>
<td>/əˈgriː/</td>
</tr>
<tr>
<td>ta-ble</td>
<td>/teɪˈbəl/</td>
<td>/teɪˈbəl/</td>
</tr>
</tbody>
</table>

B. Identify the Sound. Circle only the words with /ə/ or /ʊ/ in an unstressed syllable. (17 pts.)

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>piz·za</td>
<td>pizza</td>
</tr>
<tr>
<td>ping·pong</td>
<td>ping pong</td>
</tr>
<tr>
<td>cush·ion</td>
<td>cushion</td>
</tr>
<tr>
<td>chil·dren</td>
<td>children</td>
</tr>
<tr>
<td>cof·fee</td>
<td>coffee</td>
</tr>
<tr>
<td>can·dy</td>
<td>candy</td>
</tr>
<tr>
<td>dra·ma</td>
<td>drama</td>
</tr>
<tr>
<td>bou·quet</td>
<td>bouquet</td>
</tr>
<tr>
<td>a·dults</td>
<td>adults</td>
</tr>
<tr>
<td>cac·tus</td>
<td>cactus</td>
</tr>
<tr>
<td>base·ball</td>
<td>baseball</td>
</tr>
<tr>
<td>cam·el</td>
<td>camel</td>
</tr>
<tr>
<td>wo·man</td>
<td>woman</td>
</tr>
<tr>
<td>is·land</td>
<td>island</td>
</tr>
<tr>
<td>par·rot</td>
<td>parrot</td>
</tr>
<tr>
<td>bird·bath</td>
<td>bird bath</td>
</tr>
<tr>
<td>cob·ra</td>
<td>cobra</td>
</tr>
<tr>
<td>bun·ny</td>
<td>bunny</td>
</tr>
</tbody>
</table>
C. Find and Correct. Mark ✔ on the blank if the spelling of the sound /ə/ or /ɪ/ is correct. Mark ✗ if a spelling is incorrect and write the correct spelling above the word. (8 pts.)

1. Childr__e_char and adults love to eat bananas—the perf__eクト snack.
2. Bananas are delici__o_us and packed with vit__i__ms and miner__als.
3. They have potassium, which lowers blood press__u_re.
4. They have fibur, which helps with digestion.
5. They have Vitamin C, which helps the immune systum.
6. They are availible year-round, unlike other fruit.
7. And they can be stored at room temper__i__ture for a week or so.
8. Easy to peel and needing no preparation, they are an ideal fruit.

D. Complete the Word. Add the correct spelling for the schwa sound /ə/ or /ɪ/. (12 pts.)

1. Bananas come in differ__e_nt shapes, sizes, col__ors.
2. Norm__lly, supermark__ets just carry the long, yellow Cavendish vari__ty.
3. Baby Nino bananas are short, fat, chubby, and __bout three inches long.
4. Red Bananas have red to purpl__ skins and a sweet fruity flav__r.
5. Apple bananas, grown in tropic__l clim__tes, taste apple-like.
6. Plantains, cooking bananas, are more sim__lar to a starchy veget__ble.

Score_/40_ A score of 90% (26/40) or greater is good, less than 90% needs work.

Use the Word List at the end of this lesson to mark or collect difficult-to-spell words (p.17).
Lesson 14

/ə/ as in banana

Unstressed Vowels

Pronounce the words below and pay particular attention to the sound in the unstressed syllable.

13.1  a in an unstressed syllable

<table>
<thead>
<tr>
<th>/ə/</th>
<th>an</th>
<th>a</th>
<th>go</th>
<th>a</th>
<th>bout</th>
<th>a</th>
<th>round</th>
<th>a</th>
<th>dult</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ə/</td>
<td>a</td>
<td>head</td>
<td>a</td>
<td>long</td>
<td>a</td>
<td>gainst</td>
<td>a</td>
<td>dopt</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>ab</td>
<td>stract</td>
<td>(v.)</td>
<td>ae</td>
<td>mi</td>
<td>a</td>
<td>ac</td>
<td>ad</td>
<td>my</td>
</tr>
<tr>
<td>/ə/</td>
<td>a</td>
<td>typ</td>
<td>ical</td>
<td>a</td>
<td>mor</td>
<td>al</td>
<td>a</td>
<td>sex</td>
<td>ual</td>
</tr>
<tr>
<td>/ə/</td>
<td>ab</td>
<td>stract</td>
<td>2</td>
<td>ab</td>
<td>do</td>
<td>men</td>
<td>2</td>
<td>ac</td>
<td>a</td>
</tr>
<tr>
<td>/ə/</td>
<td>mir</td>
<td>a</td>
<td>cle</td>
<td>di</td>
<td>a</td>
<td>gram</td>
<td>cig</td>
<td>a</td>
<td>rette</td>
</tr>
<tr>
<td>/ə/</td>
<td>em</td>
<td>pha</td>
<td>sis</td>
<td>rel</td>
<td>a</td>
<td>tive</td>
<td>va</td>
<td>l</td>
<td>u</td>
</tr>
<tr>
<td>/ə/</td>
<td>ca</td>
<td>pa</td>
<td>blic</td>
<td>sep</td>
<td>a</td>
<td>rate</td>
<td>com</td>
<td>pa</td>
<td>ny</td>
</tr>
<tr>
<td>/ə/</td>
<td>cam</td>
<td>er</td>
<td>ə</td>
<td>dra</td>
<td>ma</td>
<td>da</td>
<td>tə</td>
<td>al</td>
<td>pha</td>
</tr>
<tr>
<td>/ə/</td>
<td>chin</td>
<td>a</td>
<td>cen</td>
<td>tral</td>
<td>wo</td>
<td>man</td>
<td>Ro</td>
<td>man</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>sug</td>
<td>ar</td>
<td>po</td>
<td>lar</td>
<td>Christ</td>
<td>mas</td>
<td>py</td>
<td>ja</td>
<td>mas</td>
</tr>
<tr>
<td>/ə/</td>
<td>bag</td>
<td>gage</td>
<td>cer</td>
<td>tain</td>
<td>/s</td>
<td>ertn</td>
<td>bal</td>
<td>ance</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>at</td>
<td>ten</td>
<td>dant</td>
<td>tem</td>
<td>por</td>
<td>a</td>
<td>ry</td>
<td>cho</td>
<td>co</td>
</tr>
<tr>
<td>/æ/</td>
<td>back</td>
<td>pack</td>
<td>hand</td>
<td>bag</td>
<td>Super</td>
<td>man</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ə/-t</td>
<td>break</td>
<td>fast</td>
<td>3</td>
<td>be</td>
<td>caus</td>
<td>e</td>
<td>neck</td>
<td>lace</td>
<td>3</td>
</tr>
</tbody>
</table>

Initial a with /eu/ cake is pronounced /ə/.  
again /ə/ gen, adult /ə/ dəlt/.

Initial a with /æ/ (cat) is pronounced /ə/.
1 except the prefix a- /æ/ [Greek – not, without]

Mid a is pronounced /ə/.

Final syllable -a is mostly pronounced /ə/.
-al, -an, -ar, -as, -ace, -age, -ain, -ance, -ant, -ary, -ate.

a in the unstressed part of a compound word does not change.
3 except in a few long established words that are no longer regarded as compound words.

One-syllable words in sentences also become schwa /ə/ when not receiving emphasis in the sentence (e.g., a, am, an, and, are, as, at, can, than, that (subordinator), want, was, what).  Note the change in the vowel sounds of what /ə/-, want /ə/, can /æ/, an /æ/ to schwa /ə/.

What do you want? (emphasis)  
• • • •  
want want  
You can have what you want. (without emphasis)  
• • • • • • • •  
yu kən hæv want  
Can I have an apple?  
• • • • • • • •  
kæn at hæv æn æp əl  
Of course you can have an apple.  
• • • • • • • • • •  
əf kɔrs yu kən hæv æn æp əl

(Intonation varies with where the speaker chooses to place emphasis.)

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Pronounce the words below and pay particular attention to the sound in the unstressed syllable.

### 13.2 E in an unstressed syllable

| /ə/ | enough | e·lec·tric | e·rase | e·ject |
| /ɪ/ | ex·cuse | e·lect | ef·fect | es·cape |
| /ʌ/ | de·liver | se·cur·ity | re·cover | en·joy |
| /iː/ | e·go, e·qual | e·vil | e·ven |
| /oʊ/ | com·dy | cel·e·brate | ben·e·fit |
| /ʌ/ | tel·e·phone | gen·eral | pas·sen·ger |
| /ə/ | cam·pa·ny | cal·en·dar | nec·es·sary |
| /eɪ/ | de·ny | be·cause | be·tween |
| /ɑː/ | an·gle | sin·gle | chil·dren |
| /eɪ/ | de·pen·dence | de·pen·dent | driv·er |
| /eɪ/ | de·liver·y | match·es | edg·es |
| /aɪ/ | know·ledge | col·lege | larg·est |
| /ɪ/ | week·end | sun·set | mail·men |

**Initial e /e/ (bed)** is pronounced /u/. /e/ and /u/ are close, high mid-mouth sounds re- /ri/ de- /di/ depend·ent /di·pen·dent

**Initial e /ɪ/ (tea)** does not change. ego /iːgəʊ/, /iː/ is a longer vowel than /u/.

**Mid e** is pronounced /ə/, except when e occurs between t, d, l, n, s.

Unstressed vowels /e/ and /u/ are affected by the surrounding sounds t, d, l, n, s and may be pronounced as /ə/.

**Final syllable e** is pronounced /a/ or /u/.

- -ence, -ent, -es /əz/ greatest /ˈgres tɪst/
- -ge, -edge /ɪdʒ/ knowledge /ˈnaʊl ɪdʒ/
- -el, -le /əl/ bottle /ˈbɒtl/.
- -en /ən/ sudden /ˈsʌdn/.
- -er, -ery /ər/ delivery /diˈlɪvərɪ/.

**E in compound words does not change**

**One-syllable words in sentences** also become schwa /ə/ when not receiving emphasis in the sentence (e.g., be, been, get, he, me, the, them, we, when, there). Words can also be contracted he has → he’s /hɪz/ or we are → we’re /wɪər/ or drop a consonant her /hər, ər/. Note the change in the vowels of when /wɛn/, get /ɡet/, them /θɛm/ to schwa /ə/—/ə/.

**When** is lunch? (emphasis)

1. 1. 1.

weːn iz lʌntʃ

**I don’t know when lunch is.** (without emphasis)

1. 1. 1. 1. 1. 1. 1. 1.

ai dənəʊ wɪn ʌntʃ iz

**Can you get them some water.**

1. 1. 1. 1. 1. 1. 1. 1.

kæn ju ɡet ðəm səm ˈwɔːtər

**Sure, I can get them some water.**

1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.

ʃʊr ai kæn ɡɪt ðəm səm ˈwɔːtər
Lesson 14

/ə/ as in banana

A. Spell the Noun. Fill in the spelling a or e for the unstressed sound /ə/ or /ɪ/.

1. voy•_ge  2. so•f_  3. gi•_nt  4. roy•_l

100

5. hun•dr•d  6. break•f_st  7. g•_age  8. kitch•_n

9. .bar•b•que  10. en•v•lope  11. knowl•_dge  12. cal•n•d_r

13. com••t  14. av•_nue  15. par••chute  16. sal••ry

17. pock••t  18. mes•s•ge  19. lug•g_ge  20. ••rith•m•tic
A. Spell the Noun (continued). Fill in the $a$ or $e$ spelling.

21. t_·ma_·__ 22. tel_·_·scope 23. cur_·t_·n 24. sci_·nce

25. _·bove 26. ___·round 27. neck_·l_·ce 28. ___·bout

29. pres_·nt 30. hos_·pi_·_l 31. hus_·b_·nd 32. mar_·ri_·ge

33. di_·_·mond 34. fi_·b_·r 35. el_·_·phant 36. vit_·_·min

37. mag_··zine 38. lan_·gu_·ge 39. the_··ter 40. li_·br_·ry
Lesson 14

/el/ as in banana

B. Spell the Verb. Add the a or e spelling. Use the Word List (p. 17) if you need help.

1. _cree 2. _l•low 3. man•ge 4. op••rate
5. _d•just 6. re••lize 7. b•li•ve 8. tel••phone
9. _p•preci•ate 10. _c•com•lish 11. _•muse 12. mem•••ri•ze
13. chal•n•ge 14. cel••brate 15. d•••mine 16. sep••rate
17. dis•cov•r 18. sym•b•l•ze 19. _x•plore 20. _p•prove

C. Complete the Words. Add the a or e spelling.

1. I took a sci•nce class _bout bot•ny, the study of plants.
2. As a class _ssign•ment, each stud•nt chose a plant to r•search.
3. I s•lected the plant Musa, a banana, as his proj•ect.
4. I had to _xamine the char•cteristics of one kind of banana plant.
5. I chose the Cavendish vari•ty, also called the d•sert banana.
6. I planted a small banana plant in my gard•n and watched it d•velop.
7. In nine months, it grew into a m•ture plant with a big flow•r pod.
8. Soon after, bananas started __p•paring and b•gan rip•ning.
9. I __njoyed the “fruits of my labor” and wrote my r•port (A+!)

D. Complete the Paragraph. with the a or e spelling. (14)

The banana plant is oft•n mistak•n for a tree, but it is actu•lly an herb, the larg•st one! It grows in trop•cal locations and takes nine months to a year to produce fruit. It b•gins with a stem that rises from its base (corm) to form sever•l leaves (sheaths). When the plant is big __nough, a spike with a huge red flower pod grows out. The flower pod contains tiny rows of fruit that grow in size and turn in col•r from green to yellow. The bananas grow upw•rd in circul•r rows. A cluster of bananas is r•ferred to as a hand; the fruit(s) are called fingers. The fruit has a protective outer lay•r (peel) and an d•licious sweet cent•r. At the end of the season, the plant is cut back to its base, the place from which a new plant can grow.
Lesson 14

/ə/ as in banana

13.3 **i** unstressed

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>ignore</th>
<th>imagine</th>
<th>itself</th>
<th>improper</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɪə/</td>
<td>irregular</td>
<td>intermediate</td>
<td>interim</td>
<td></td>
</tr>
<tr>
<td>/ɪə/</td>
<td>identify</td>
<td>identical</td>
<td>island</td>
<td>interrelated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>animal</th>
<th>family</th>
<th>sensible</th>
<th>epilogue</th>
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</thead>
<tbody>
<tr>
<td>/ə/</td>
<td>cabinet</td>
<td>beautiful</td>
<td>easily</td>
<td>definite</td>
</tr>
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<td>/ə/</td>
<td>altitude</td>
<td>administrative</td>
<td>helicopter</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>difficult</td>
<td>complex</td>
<td>delicate</td>
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</tr>
<tr>
<td>/ə/</td>
<td>period</td>
<td>medium</td>
<td>serious</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>plastic</th>
<th>pupil</th>
<th>tip</th>
<th>choir</th>
</tr>
</thead>
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<td>sensible</td>
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<td>ability</td>
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<td>relative</td>
<td>favorable</td>
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<td>engage</td>
<td>fragile</td>
<td>finish</td>
<td>artistic</td>
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<td>/ɪ/</td>
<td>lipstick</td>
<td>peppermint</td>
<td>gearshift</td>
<td></td>
</tr>
<tr>
<td>/ɪ/</td>
<td>sunshine</td>
<td>zip-line</td>
<td>land</td>
<td>mine</td>
</tr>
</tbody>
</table>

**Initial** /ɪ/ (pig) does not change.
/ɪ/ is a mid-mouth sound slightly above /ə/.

**Initial** /aɪ/ (pie) does not change
iron /ar/; iris /ar/.

**Mid** /ɪ/ is pronounced /ə/.
Unstressed vowels /ɪ / and /ʌ/ are affected by the surrounding sounds t, d, l, n, s and tend to be pronounced as /i/ — satisfy additive, quality, furniture, sensitive

**Mid** /ɪ/ (tea) does not change.
stadium /stədiəm/ [Latin suffixes]

**Final syllable** /ɪ/ does not change.
-ity, -ily, -ible, -ic, -ice, -il, -ile, -ine, -ing, -ish, -ist, -ite, -ive, but not -ir /ər/.

- **ine** can be /i/ magazine, sardine, /aɪ/ valentine or /ɪ/ engine.

/ɪ/ in a compound word does not change.

---

**One-syllable words in sentences** with the vowel sound /ɪ/ do not change when not emphasized in a sentence. Instead, a consonant may be dropped as in him /ɪm/, his /ɪz/ or contracted as in I will → I'll /aɪ/.

**Which** idea is his? (emphasis)

\[...\]

**I don’t know** which idea his is. (less emphasis)

\[...\]

**Will you** give this to him?

\[...\]

**Yes.** I can give that to him.

\[...\]

(Intonation varies depending on which word the speaker places importance.)

---

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Lesson 14

/ə/ as in banana

13.4 O unstressed

Initial o /ɒ/–/ə/ is pronounced /ə/, except if the initial syllable has secondary stress: op·por·tu·ni·ty / ɒpˈpɔrˈtuːni ti/.

Initial o /ʊ/ remains the same. o·mit /ʊˈmɪt/ – o·pen /ˈoʊ pen/ (stressed)

Mid o /əʊ/–/ə/ or /ʊ/ is pronounced /ə/. to·mor·row /ˈtə mor əʊ/, bi·ol·o·gy /ˈbaʊ lədʒi/, pro·ceed (v.)/prə sid/ /proˈceed (n.)/ˈprosɪd/.

Final syllable o is pronounced /ə/.-od, -ol, -om, -on, -op, -or, -ot, -ion /ən/, -tion /ən/-ous /əs/, but not -ow /əʊ / yellow / ˈjel əʊ/

o in compound words remains the same.

13.5 U unstressed

Initial u /ʌ/ does not change, except upon /ə ˈpən/.

Initial u /ju/ does not change. u·ten·sil /ˈju ˈten sil/, u·nion /ˈju ə nɪ ən/.

Mid u is pronounced /ə/ or /əʊ/. fa·cu·lty /ˈfækəl ti/, reg·u·lar /ˈreɡə lər/.

Final syllable u is pronounced /ə/.-ur occur /əkˈkər/, -um /əm/, -us /əs/, -ure /ər/. u /ə/ or /u/ in compound words remains the same.
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/ə/ as in banana

A one-syllable word in a sentence may: (1) be reduced into a phrase such as a lot of, going to go, I don’t know, (2) share a consonant such as want to → /wʌnt tu/, (3) lend a consonant such as want some /wɒntsəm/, (4) become nasalized when dropping n such as want some → /wɒn səm/, (5) include a glottal stop (uh-oh /ʌʔə/) when dropping l as in get some → ge’some /ɡəʔ səm/.

Note the reduction of a lot of, I don’t know and going to go.

You haven’t got a lot of time.

I don’t know if I am going to go.

yu ‘hæ vant got əlba taim

ai de nuu [a de nuu] əf aim goʊŋ t’goʊ [ɡə nu goʊ]

Note the blending of want some /wɒntsəm, wə son/ and do you /du ju/ /duju/ /dyu/)

Do you want some gum?

No. What do you want then?

du ju/yə wɒntsəm gəm

noʊ/na: wat [wət] dyə want [wəʔ] dən

(Intonation varies depending on which word the speaker places importance.)

E. Spell the Noun. Fill in the spelling i, o or u for the unstressed sound /ə/ or /u/.

1. per·s__n

2. cou·s__ns

3. fam__ly

4. p__lice

5. vi__lin

6. or·b__t

7. sym·b__l

8. p__l·lu·tion

9. ar·t__choke

10. ap·r__cot

11. on·i__n

12. lem__n
Lesson 14

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13. en·g__ne
14. Eur·__pe
15. dol·ph__n
16. li·__n
17. pi·l__t
18. for·m__·la
19. bul·l__t
20. fash·i__n
21. min·__te
22. nu·cle__s
23. oc·t__·p_s
24. poi·s__n

F. Spell the verb with the i, o, or u spelling. Use the Word List (p. 16) if you need help.

1. qual·__·fy
2. oc·c__·py
3. pr__·pose
4. cal·c__·late
5. es·t__·mate
6. mon·__·tor
7. im·__·tate
8. reg·__·late
9. im·m__·grate
10. re·g__·s·ter
11. s_p·pose
12. i·mag·__·ne
13. nom·__·nate
14. sat·__·s·fy
15. c__n·nect
16. com·pl__·cate
17. pr__·duce
18. ed·__·cate
19. f__·r·got
20. cul·t__·vate

G. Complete the sentence with the i, o or u spelling.

1. A banana plant pr__·duce·s a spectac__·lar flower with dark red petals.
2. The flower c__·ntains bananas that grow upw__·rd in bunches.
3. The petals pr__·tect the bananas which are not c__·mplete·ly grown.
4. Some people are s__·rprised to learn that the flower is ed__·ble.
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5. The heart of the flower is d__licious in sal__ds and soups.
6. Some c__mpare its taste to the heart of an art_choke.
7. Rec_pes say to r__move the outer leaves to r__veal the inner part.
8. The del__cate inner flower is whitish in color.
9. The flower is pop__lar in Indi__n and South East Asi__n cuisine.

H. Complete the Paragraph Add the i, o, or u spelling for the /a/ sound. (11)

Wild bananas were first found in New Guinea and Southeast Asia. The banana had large, butt__n-sized seeds and leathery skins. They were poll__nated by fruit bats. The fruit was sweet, but the seeds were big, and they were sour until they rip__ned. An__mals that ate the bananas caused the seeds to be spread __round. Lat__r, Port__uese sail__rs found and carried banana plants on their ships to the Middle East, India, Afr__ca and South Amer__ca. The fruit was planted in plantati__ns where natur__l hybrids d__veloped. Over time, the fruit changed into the bananas we know today with much smaller seeds and more d__licious fruit.

fruit bat – a small flying animal that carries pollen from flower to flower so it can produce seeds.

13.6 Suffixes -ar/-ary, -er/-ery, -ir, -or/-our, -ur/-ure

<table>
<thead>
<tr>
<th>/ər/</th>
<th>pol·lar</th>
<th>cir·cu·lar</th>
<th>li·brary</th>
<th>nu·cle·ar</th>
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</thead>
<tbody>
<tr>
<td>/ər/</td>
<td>driv·er</td>
<td>daugh·ter</td>
<td>play·er</td>
<td>plat·ter</td>
</tr>
<tr>
<td>/ər/</td>
<td>e·lix·ir</td>
<td>kash·mir¹</td>
<td>ta·pir²</td>
<td>na·dir³</td>
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<tr>
<td>/ər/</td>
<td>col·or</td>
<td>pro·fes·sor</td>
<td>doc·tor</td>
<td>glam·or</td>
</tr>
<tr>
<td>/ər/</td>
<td>picture</td>
<td>na·ture⁴</td>
<td>sul·fur</td>
<td>fe·mur⁵</td>
</tr>
</tbody>
</table>

Vowels a, e, i, o, and u have a slightly different sound before the r. The sound also varies in different dialects.

"R-less" dialects drop the r sound, as in daughter /ˈdə:tər/ not /ˈdɔ:ta/.

¹ kashmir /ˈkæʃmɪr/ or /ˈkæʃ maːr/ ⁵ femur /ˈfɛmər/ ¹⁰ "a small, hoofed animal"
² tapir /ˈtæpər/ "a small, hoofed animal" ⁶ nature /ˈneɪtʃər/ ¹⁵ "lowest point"
³ nadir /ˈnэdər/ "lowest point" ⁷ femur /ˈfɛmər/ ¹⁶ "thigh bone"

US English -or, British English –our.
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/ə/ as in banana

1. Complete the Noun. Add the -ar, -er, -ir, -or/-our, -ure spelling for unstressed /ər/ or /ər/.

1. sciss__ 2. sing__ 3. circu__ 4. elevat__
5. butt__ 6. coll__ 7. doct__ 8. hamburg__
9. zipp__ 10. pict__ 11. fing_s 12. glam__
13. col__ 14. sail__ 15. soldi__ 16. comput__
17. mol__ 18. sol__ 19. nat__ 20. neighb__
21. sweat__ 22. act__ 23. stroll__ 24. refrigerat__

13.7 Suffix -s and -es /ɪz/

| /ɪz/  | mis·ses | wish·es | match·es | judg·es |

The suffix -s /s/ changes to -es /ɪz/ after words ending in s /s/, z/z/, sh /ʃ/, ch /tʃ/, ge or dge /dʒ/ and x /ks/.

J. Spell the Plural Suffix. Add -s or -es for the suffix pronounced /əz/ or /ɪz/ sound.

1. pass__ 2. watch__ 3. wish__ 4. match__
5. box__ 6. quizz__ 7. stitch__ 8. relax__
9. bridge__ 10. manage__ 11. page__ 12. surprise__

13.8 Suffix -d and -ed /ɪd/ or /əd/

| /ɪd/  | hat·ed | wait·ed | grad·ed | fad·ed |

Words ending in t, d and sometimes and k are pronounced /əd/ or /ɪd/ as the past tense -ed.
Also naked /ˈneɪk id/ and crooked /ˈkrʊk id/.

K. Spell the Past Tense Suffix. Add -d or -ed for the suffix pronounced /əd/ or /ɪd/.

1. start__ 2. land__ 3. parad__ 4. protect__
5. state__ 6. last__ 7. imitat__ 8. wick__
9. immigrate__ 10. state__ 11. relate__ 12. congratulate__
L. **Write.** Select a fruit or vegetable and write about it. Describe it (look and taste) or a memory you have of it, or some information about its origin. Vocabulary related to this topic: fruit, plant, tree, herb, delicious, spicy, soft, hard, sweet, sour, bitter, tropical, northern, cold-weather, soil.

________________________________________________________________________

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________________________________________________________________________
Lesson 14

/ə/ as in banana

Test Yourself (post)

A. Complete the spelling words with the unstressed sound /ər/ or /ɪr/. (14 pts.)

Pineapples are trop__cal fruit. They are sup__r sweet and r__freshing. In ord__r to eat a pineapple, you cut __way the outside and the litt__ "eyes", which are not ed__le. Afterw__rds, you slice the yellow fruit op__n, and then r__move its circ__lar core. Some people serve pineapple slices as circles. Others serve it as wedges. Eith__r way the fruit is d__licious and unforgett__ble.

B. Find the misspelling. Mark ✔ if correct. Mark ✗ if incorrect and write the correct spelling on the blank. (6pts)

1. __________ Pineapples were introduced to Eur__pe by Dutch sail__rs around 1650.
2. __________ They discov__red them in their colony in Surinam in South Amer__ica.
3. __________ The nat__ve people had been cultivating them for centuries.
4. __________ Europeans tried to grow them because of the high cost of importing them.
5. __________ They grew them in hothouses at great expense and with a lot of difficul__ty.
6. __________ For this reason, the pineapple became a sym__b of wealth.

C. Complete each word with the a, e, i, o, or u spelling for the /ə/ or /ɪ/ sound. (20pts.)

Archie's fav__rite fruit is the mango. He lives in Hawaii. Hawaii__ns share a genu__ne love and appreciati__n for mangos. The fruit was prob__bly intr__duced to the isl__nds in the early 1800s by Philippine imm__igrants.

When Archie was growing up, his fam__ly had sev__eral trees in their backyard. He has wond__rful mem__ries of eating the fresh fruit d__rectly from the trees. Most of his neighb__rs had trees, which pr__duced season__l fruit from May to October. His moth__r and aunties used mangos in sal__ds, d__sserts and ice cream. Archie's pr__ferred way to eat a mango was cutting it like a "hedgehog" and then eating the sweet fruit from the palm of his hand.

Score__/30 A score of 90% (27/30) or greater is good, less than 90% needs work.

Use the Word List to mark or collect difficult-to-spell words (next page).
Lesson 14

/ə/ as in banana

Word List

10.1 A /ə/ in unstressed syllables (underlined)

unstressed prefix: a-/ə/
unstressed suffixes: -al /əl/, -an /ən/, -ar /ər/, -able /əbl/, -ance /əns/, -ate /ət/, -age /idʒ/

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Lesson 14

/ə/ as in banana

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<th>storage</th>
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</table>

1 special /ˈspɛʃəl/ /ˈspɛʃəl/
2 theater /ˈθiətər/ US-Eng, theatre Br-Eng

10.2 E /I/ or /ə/ in unstressed syllables

unstressed prefixes: el- /ɪl/, en-/ɪn/, em-/ɪm/, ex-/ɪks/, de-/dɪ/, de-/ðə/
unstressed suffixes: -er /ˈeər/, -ery /ˈeərɪ/, -el-/ɪl/, -ege/edge /ɪdʒ/, -et /ɪt/, -est /ɪst/
/ə/ as in banana

northern
novel
numerous
offer
often
open
opening
operate
operation
order
orientation
other
oven
over
owner
painter
panel
paper
parent
passenger
patient
pattern
people
pepper
perceive
percentage
perfect
perform
performance
perhaps
permission
permit (v.)
perspective
persuade
phenomenon
pineapple
planet
player
pocket
poet
poverty
powder
power
praygr
precisely
predicct
prefer
preference
presence
present
preserve
pretend
prevent
problem
process
progress
proper
propriety
prosecutor
puppets
rather
recent
reference
rehearse
rejoice
refrigerator
relevant
remember
repeatedly
represent
research
reservation
resolve
resort
result
restriction
retire
return
reveal
review
sacred
satellite
science
scientific
secret
secretary
secure
security
select
selection
sentence
settlement
seven
several
severe
shelter
shoulder
shower
silence
silent
silver
simple
singer
single
sister
soccer
society
soldier
sophisticated
southern
Soviet
stable
statement
strategy
strengthen
struggle
student
subject
subsequent
sudden
suffer
sufficient
super
surgery
system
table
talent
target
teacher
telephone
telescope
television
temperature
1
tendency
threaten
ticket
tower
tragedy
transfer
travel
trouble
tunnel
understand
united
variety
vehicle
vessel
vulnerable
weather
wedges
western
whether
whisper
witness
wooden
yesterday

1temperature / temˈprəʊtʃər/

10.3 ɪ /i/ or /ə/ in unstressed syllables

unstressed suffixes: -ir /eər/-, ity- /ˈɪti/-, -ible /ˈɪblə/-, -ice /ɪs/-, -ile /ɪl/-, -ine /ɪn/-, -ish /ˈɪʃ/-, -ist, /ɪst/;

accident
activity
animal
approximate
audible
authority
beautiful
candidate
capability
capital
charity
diverse
division
engine
episode
episode
estimate
fabric
facility
family
favorite
finish
habit
habitat
heavily
helicopter
heritage
historical
holiday
imagination
imagine
immigrant
importance
impossible
impressive
incentive
Lesson 14

/ə/ as in banana

incident  
indication  
individual  
infinity  
information  
intellectual  
judicial  
Latin  
limitation  
limited  
margin  
massive  
medical  
medicinal  
Mexican  
military  
minority  
missile  
monitor

multiple  
music  
musical  
native  
nomination  
notice  
olympic  
or  
organization  
original  
painting  
palestinian  
parking  
participant  
permit (n.)  
philosophy  
physical  
plastic

positive  
possibility  
possible  
practical  
practice  
prairies  
principal  
primarily  
principal  
priority  
prominent  
publication  
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quality  
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reality  
Republican  
resident  
satisfaction  
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satellite  
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significant  
similar  
Spanish  
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specifically  
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spiritual  
stability  
statistics  
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summit  
supply  
support  
suppose  
supreme  
surprise  
surround

1 diverse /dəvər əs/ or /dəvər əs/ ; individual /,i ndi ə vəl ədʒuəl/ -dual /dʒuəl/ du /dʒuəl/
2 e is part of final –ve /v/ and –ce /s/ spelling.

10.4  ə  /ə/ in an unstressed syllable

unstressed prefixes: -o-/ə/, ol-/əl/, on-/ən/, om-/əm/, or-/ər/, do-/əd/
unstressed suffixes: -ol-/əl/, -om-/əm/, -on-/ən/, -or-/ər/, -tion-/əʃən/, -ogy-/ədʒi/, -ous-/əs/,

absolute  
action  
adventurous  
anonymous  
association  
atmosphere  
bottom  
button  
carbon  
champion  
collection  
combination  
common  
complain  
complete  
comprise  
computer 

conclude  
confusion  
connect  
consider  
consist  
construction  
consumer  
container  
control  
convince  
cotton  
creation  
curious  
custom  

Democrat  
devious  
disastrous  
doctor

domestic  
domination  
economics  
economy  
educator  
enormous  
environment  
fabulous  
factory  
famous  
fashion  
favorite  
flavor  
forget  
frame-work  
freedom  
frustration  
function  
furious  
genrous  
glorious  
hazardous  
honor  
horizon  
horror  
humor  
income  
infection  
inflation  
innocent  
institutional  
instructor  
introduce  
iron  
jealous  
joyous  
jug  
just  
justice  
justification

jewel  
judgment  
jump  
jury  
just  
justice  
judgment  
jump

junior  
lemon  
lesson  
location  
long-term  
mayor  
memory  
mention  
method  
million  
minor  
miracular  
mirror  
mischiefful  
mission  
motion  
motor  
mountainous
Lesson 14

/ə/ as in *banana*

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1 action -tion /ʃən/ | ti /ʃi/; 2 iron /ərən/

10.5 U /ə/ in an unstressed syllable

unstressed prefixes: un- /ʌ/ , up- /ʌp/ 
unstressed suffixes: -um /ʌm/ , -us /ʌs/ , -ure /ər/ ,

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<table>
<thead>
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<td>versus</td>
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</table>
Lesson 14

/ə/ as in banana

Answers

Test Yourself (pre) ........................................................................................................................................ 1-2
A. Hear the Sound. button, a-gree, ta-ble (3pts)
B. Identify the Sound. (17 pts)

C. Find and Correct. (8 pts.)
1. \( \times \) perfect  Children and adults love to eat bananas—the perfect snack.
2. \( \times \) vitmins  Bananas are delicious and packed with vitamins and minerals.
3. \( \checkmark \)  They have potassium, which lowers blood pressure.
4. \( \times \) fiber  They have fiber, which helps with digestion.
5. \( \times \) system  They have Vitamin C, which helps the immune system.
6. \( \times \) availible  They are available year-round, unlike other fruit.
7. \( \times \) temperature  And they can be stored at room temperature for a week or so.
8. \( \checkmark \)  Easy to peel and needing no preparation, they are an ideal fruit.

D. Complete the sentence. (12 pts)
1. Bananas come in different shapes, sizes and colors.
2. Normally, supermarkets just carry the long, yellow Cavendish variety.
3. Baby Nino bananas are short, fat, chubby, and about three inches long.
4. Red Bananas have red to purple skins and a sweet fruity flavor.
5. Apple bananas, grown in tropical climates, taste apple-like.
6. Plantains, cooking bananas, are more similar to a starchy vegetable.

Unstressed a and e Spellings for the /ə/ Sound ................................................................................. 5

A. Spell the word. ...................................................................................................................................... 6-7

1. voyage 2. sofa 3. giant 4. royal
5. hundred 6. breakfast 7. garage 8. kitchen
9. barbeque 10. envelope 11. knowledge 12. calendar
13. comet 14. avenue 15. parachute 16. salary
17. pocket 18. message 19. luggage 20. arithmetic
21. tomato 22. telescope 23. curtain 24. science
25. above 26. around 27. necklace 28. about
29. present 30. hospital 31. husband 32. marriage
33. diamond 34. fiber 35. elephant 36. vitamins
37. magazine 38. language 39. theater/theatre 40. library

B. Complete the word. .................................................................................................................................. 8

1. agree 2. allow 3. manage 4. operate
5. adjust 6. realize 7. believe 8. telephone
9. appreciate 10. accomplish 11. amuse 12. approve
13. challenge 14. celebrate 15. determine 16. separate
17. discover 18. symbolize 19. explore 20. approve

C. Complete the sentence. ................................................................................................................................. 8

1. I took a science class about botany, the study of plants.
2. As a class assignment, each student chose a plant to research.
3. I selected the plant Musa, a banana, as his project.
4. I had to examine the characteristics of one kind of banana plant.
5. I chose the Cavendish variety, also called the dessert banana.
6. I planted a small banana plant in my garden and watched it develop.
7. In nine months, it grew into a mature plant with a big flower pod.

Keys to Spelling: Sounds and Syllables  23-Jun-19  22  Julie Sevastopoulos CC BY-NC-SA 4.0 International
Lesson 14

/ə/ as in banana

8. Soon after, bananas started appearing and began ripening.
9. I enjoyed the "fruits of my labor" and wrote my report (A+!)

D. Complete the words with the correct spelling for the /ə/ sound. (20)

The banana plant is often mistaken for a tree, but it is actually an herb, the largest one! It grows in tropical locations and takes nine months to a year to produce fruit. It begins with a stem that rises from its base (corm) to form several leaves (sheaths). When the plant is big enough, a spike with a huge red flower pod grows out. The flower pod contains tiny rows of fruit that grow in size and turn in color from green to yellow. The bananas grow upward in circular rows. A cluster of bananas is referred to as a hand; the fruit(s) are called fingers. The fruit has a protective outer layer (peel) and an delicious sweet center. At the end of the season, the plant is cut back to its base, the place from which a new plant can grow.

E. Spell the noun with the correct spelling for the /ə/ sound. ........................................................... 10

1. person 2. cousins 3. family 4. police
5. violin 6. orbit 7. symbol 8. pollution
9. artichoke 10. apricot 11. onion 12. lemon
17. pilot 18. formula 19. bullet 20. fashion
21. minute 22. nucleus 23. octopus 24. poison

F. Spell the Verb with the correct spelling for the /ə/ sound. ............................................................. 8

1. qualify 2. occupy 3. propose 4. calculate
5. estimate 6. monitor 7. imitate 8. regulate
9. immigrate 10. register 11. suppose 12. imagine
13. nominate 14. satisfy 15. connect 16. complicate
17. produce 18. educate 19. forgot 20. cultivate

G. Complete the sentence with the correct spellings for the /ə/ sound .................................................. 11

1. A banana plant produces a spectacular flower with dark red petals.
2. The flower contains bananas that grow upward in bunches.
3. The petals protect the bananas which are not completely grown.
4. Some people are surprised to learn that the flower is edible.
5. The heart of the flower is delicious in salads and soups.
6. Some compare its taste to the heart of an artichoke.
7. Recipes say to remove the outer leaves to reveal the inner part.
8. The delicate inner flower is whitish in color.
9. The flower is popular in Indian and South East Asian cuisine.

H. Complete the paragraph with i, o, and u with the correct spelling for the /ə/ sound. (11) ................. 12

Wild bananas were first found in New Guinea and Southeast Asia. The banana had large, button-sized seeds and leathery skins. They were pollinated by fruit bats. The fruit was sweet, but the seeds were big, and they were sour until they ripened. Animals that ate the bananas caused the seeds to be spread around. Later, Portuguese sailors found and carried banana plants on their ships to the Middle East, India, Africa and South America. The fruit was planted in plantations where natural hybrids developed. Over time, the fruit changed into the bananas we know today with much smaller seeds and more delicious fruit.

I. Complete the word with -ar, -er, -ir, -or/-our, -ur. ................................................................. 13

1. scissor 2. singular 3. circular 4. elevator
5. butter 6. collar 7. doctor 8. hamburger
9. zipper 10. picture 11. fingers 12. glamor
13. color 14. sailor 15. soldier 16. computer
17. molar 18. solar 19. nature 20. neighbor
21. sweater 22. actor 23. stroller 24. refrigerator
Lesson 14

/ə/ as in *banana*

J. Spell the Suffix -s and -es /əz/  .................................................................................................................. 13

1. passes  2. watches  3. wishes  4. matches
5. boxes  6. quizzes  7. stitches  8. relax
9. bridges  10. manages  11. pages  12. surprises

K. Spell the Suffix -d and -ed /d/  ............................................................................................................. 13

1. started  2. landed  3. paraded  4. protected
5. stated  6. lasted  7. imitated  8. wicked
9. immigrated  10. limited  11. related  12. congratulated

L. Write a visual description.  (Answers will vary.)  .................................................................................. 14

1. Select a fruit or vegetable and tell what you know about it or a memory of it.

Test Yourself (post)  .................................................................................................................................. 15

A  Identify the words with the /ə/ sound in a stressed syllable. (14)

Pineapples are *tropical* fruit. They are *super* sweet and *refreshing*. In order to eat a pineapple, you cut away the outside and the little "eyes", which are not *edible*. *Afterwards*, you slice the yellow fruit *open*, and then *remove* its *circular* core. Some people serve pineapple slices as circles. Others serve it as wedges. *Either* way the fruit is *delicious* and *unforgettable*.

B  Find the misspellings. (6)

1. ✗ Europe  Pineapples were introduced to *Europe* by Dutch sailors around 1650.
2. ✗ discovered  They *discovered* them in their colony in Surinam in South America.
3. ✗ native  The *native* people had been cultivating them for centuries.
4. ✔  Europeans tried to grow them because of the high cost of importing them.
5. ✗ trouble  They grew them in hothouses at great expense and with a lot of difficulty.
6. ✗ symbol  For this reason, the pineapple became a *symbol* of wealth.

C  Complete the paragraph. (20)

*Archie's favorite* fruit is the mango. He lives in Hawaii. *Hawaiians* share a *genuine* love and *appreciation* for mangos. The fruit was *probably introduced* to the *islands* in the early 1800s by Philippine *immigrants*. When Archie was growing up, his *family* had *several* trees in their backyard. He has *wonderful memories* of eating the fresh fruit *directly* from the trees. Most of his *neighbors* had trees, which *produced seasonal* fruit from May to October. His *mother* and aunts used mangos in *salads*, *desserts* and ice cream. Archie's *preferred* way to eat a mango was cutting it like a "hedghog" and then eating the sweet fruit from the palm of his hand.

Resources

Illustrations


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Online Dictionaries: dictionary.com; ldoceonline.com; merriam-webster.com.

International Phonetic Alphabet (keyboard) http://westonruter.github.io/ipa-chart/keyboard/