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Lesson 14

/st/ as in banana

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/ (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 [banana].
- **An unstressed syllable** will be **underlined** [banana] 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·ple].
- **Phonetic notation** will be used as needed /bəˈnænə/ [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 îì). The stress we place on a word can affect meaning—change the word form. Compare pre·sent (n.) to pre·sent (v.) and ob·ject (n.) to ob·ject (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 spelling the /ə/ schwa sound in unstressed syllables? Test yourself.

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>but-ton</th>
<th>but-ton</th>
<th>a-gree</th>
<th>a-gree</th>
<th>ta-ble</th>
<th>ta-ble</th>
</tr>
</thead>
<tbody>
<tr>
<td>/bʌtən/</td>
<td>/bʌtən/</td>
<td>/ə’ɡri:/</td>
<td>/ə’ɡri:/</td>
<td>/’tæbəl/</td>
<td>/’tæbəl/</td>
</tr>
<tr>
<td>● ●</td>
<td>● ●</td>
<td>● ●</td>
<td>● ●</td>
<td>● ●</td>
<td>● ●</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>pizza</th>
<th>ping-pong</th>
<th>cushion</th>
<th>children</th>
<th>coffee</th>
<th>candy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>drama</td>
<td>bouquet</td>
<td>adults</td>
<td>cactus</td>
<td>baseball</td>
<td>camel</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>woman</td>
<td>island</td>
<td>parrot</td>
<td>bird-bath</td>
<td>cob-ra</td>
<td>bunny</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>
Lesson 14

/ə/ as in banana

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. ______ Children and adults love to eat bananas—the perfect snack.
2. ______ Bananas are delicious and packed with vitamins and minerals.
3. ______ They have potassium, which lowers blood pressure.
4. ______ They have fiber, which helps with digestion.
5. ______ They have Vitamin C, which helps the immune system.
6. ______ They are available year-round, unlike other fruit.
7. ______ And they can be stored at room temperature 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__nt shapes, sizes, col__rs.
2. Norm__lly, supermark__ts 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.
Unstressed Vowels

13.1 **a** in an unstressed syllable

Unstressed syllables are underlined. Stressed syllables are bolded.

**Initial a** is mostly pronounced /ə/.

- *Again /ə'gen/*, *adult /ə'dalt/.*
- *except the prefix a- /ə/ [Greek – *not, without*]*
- *except in a syllable that has secondary stress academic /əˌkædəˈmɪk/.*

**Mid a**, unstressed, is pronounced /ə/.

**Final syllable a**, unstressed, 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.

- *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/.*

<table>
<thead>
<tr>
<th>Word</th>
<th>Stress</th>
</tr>
</thead>
</table>
| *What do you want?* (emphasis) | • • • •  
  *What* | • • • •  
  *do* | • • •  
  *you* | • •  
  *want* | • |
| *Can I have an apple?* | • • • •  
  *Can* | • • •  
  *I* | • •  
  *have* | •  
  *an* | •  
  *apple* | • |
| *You can have what you want.* (without emphasis) | • • • •  
  *You* | • • • •  
  *can* | • • •  
  *have* | • •  
  *what* | •  
  *you* | •  
  *want* | • |
| *Of course you can have an apple.* | • • • •  
  *Of* | • • •  
  *course* | • •  
  *you* | • •  
  *can* | • •  
  *have* | • •  
  *an* | • •  
  *apple* | • • |

Intonation may vary depending on which word the speaker chooses to place emphasis. )
Lesson 14

\[ /ə/ \text{ as in } \text{banana} \]

13.2 \textbf{E} in an unstressed syllable

| /u/ | /ənough | /əlec-tric | /ə-rase | /ə-ject |
| /u/ | /əx-\text{cuse} | /əlect | /ə-fect | /ə-ceape |
| /u/ | /de-li\text{-v}er | /se-cur\text{-i}ty | /re-cov-er | /ən-joy |
| /u/ | /e\text{-go}, /e\text{-qual} | /e\text{-vil} | /e\text{-ven} |

| /ə/ | /com\text{-d}y | /cel\text{-br}ate | /ben\text{-fit} |
| /ə/ | /tel\text{-phone} | /gen\text{-ral} | /pas\text{-ger} |
| /ə/ | /cam\text{-r}a | /cal\text{-dar} | /nee\text{-s}ar-y |
| /u/ | /de\text{-ny} | /be\text{-cause} | /be\text{-tween} |

| /ə/ | /an\text{-g}l | /sin\text{-gle} | /chil\text{-dr}gn |
| /ə/ | /de\text{-pen\text{-d}en}c | /de\text{-pen\text{-d}ent} | /driv\text{-gr} |
| /ə/ | /de\text{-liv\text{-r}}y | /match\text{-es} /l/ | /edg\text{-es} /l/ |
| /u/ | /know\text{-l}dge\text{l} | /col\text{-ge} | /larg\text{-st} |

| /e/ | /week-end | /sun\text{-set} | /mail\text{-men} |

\textbf{Initial e}, unstressed, is mostly /u/ "ih"; /e/ and /u/ are both high mid-mouth sounds.

\textit{re-} /\text{ri}/, \textit{de-} /\text{di}/. \textit{dependent} /\text{di\text{\textquoteleft}p\text{\textquoteleft}en\text{\textquoteleft}d\text{\textquoteleft}ant/}

Unstressed syllables are underlined. Stressed syllables are displayed in bold.

\textbf{Initial e}, stressed, /i:/ (tea) does not change. 

\textit{ego} /\text{t\textquoteleft}g\text{\textquoteleft}o/, /i:/ is a longer vowel than /i/.

\textbf{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 /u/.

\textbf{Final syllable e} is pronounced /ə/ or /u/.

-\textit{ence}, -\textit{ent}, -\textit{es} /lz/  
\textit{greatest} /\text{grett}\text{\textquoteleft}ist/  
-\textit{ege}, -\textit{edge} /\text{id}\text{\textquoteleft}z/  
\textit{knowledge} /\text{nol}\text{\textquoteleft}d\text{\textquoteleft}z/  
-\textit{el}, \text{le} /\text{l}/  
bottle /\text{\textquoteleft}b\text{\textquoteleft}t\text{\textquoteleft}l/  
-\textit{en} /\text{en}/  
\textit{sudden} /\text{s\textquoteleft}d\text{\textquoteleft}n/  
-\textit{er}, -\textit{ery} /\text{\textquoteleft}r/  
\textit{delivery} /\text{\textquoteleft}d\text{\textquoteleft}l\text{\textquoteleft}v\text{\textquoteleft} r/  

\textit{e} in compound words does not change

\textbf{One-syllable words in sentences} also become schwa /ə/ when not receiving emphasis in the sentence (e.g., \textit{be}, \textit{been}, \textit{get}, \textit{he}, \textit{me}, \textit{the}, \textit{them}, \textit{we}, \textit{when}, \textit{there}). Words can also be contracted 

\textit{he has} \rightarrow \textit{he's} /hiz/ or \textit{we are} \rightarrow \textit{we're} /\text{w\textquotesingle}t\text{\textquotesingle}r/ or drop a consonant \textit{her} /h\text{\textquotesingle}r, \textit{ar}/. Note the change in the vowels of \textit{when} /\text{e}/, \textit{get} /\text{e}/, \textit{them} /\text{e}/ to schwa /\text{\textquotesingle}l\text{\textquotesingle}/.

\textit{When} is lunch? (emphasis)

\begin{itemize}
  \item \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet\textbullet
\end{itemize}

\textit{We\text{\textquotesingle}n iz l\text{\textquotesingle}nt\text{\textquotesingle}}

\textit{I don't know when lunch is}. (without emphasis)

\begin{itemize}
  \item \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet\textbullet
\end{itemize}

\textit{Ai d\text{\textquotesingle}n\text{\textquotesingle}\text{\textquotesingle}\text{\textquotesingle}n\text{\textquotesingle} o\text{\textquotesingle}  win l\text{\textquotesingle}nt\text{\textquotesingle} iz}

\textit{Can you get them some water}.

\begin{itemize}
  \item \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet\textbullet \textbullet\textbullet
\end{itemize}

\textit{K\text{\textquotesingle}n\text{\textquotesingle} y\text{\textquotesingle} u\text{\textquotesingle} get \text{\textquotesingle}d\text{\textquotesingle}m sam \text{\textquotesingle}w\text{\textquotesingle}t\text{\textquotesingle}r}

\textit{Sure, I can get them some water}.

\begin{itemize}
  \item \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet \textbullet\textbullet \textbullet\textbullet
\end{itemize}

\textit{J\text{\textquotesingle}r\text{\textquotesingle} ai k\text{\textquotesingle}n git \text{\textquotesingle}d\text{\textquotesingle}m sam \text{\textquotesingle}w\text{\textquotesingle}t\text{\textquotesingle}r}

Keys to Spelling: Sounds and Syllables Jan 21, 2021

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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

5. hun•dr_d
6. break•f_st
7. g_r•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
20. _•rith•m•tic

Keys to Spelling: Sounds and Syllables Jan 21, 2021
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Lesson 14

/ə/ as in banana

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•t_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•guage  
39. the•_•ter  
40. li•br_ry
Lesson 14

/ə/ as in banana

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

1. _ ·gree  2. _l·low  3. man·ge  4. op·rate
5. _d·just  6. re·lize  7. b·lieve  8. tel·phone
9. _p·pre·ciate  10 _c·com·plain  11. _·muse  12. mem··ize
13. chal·l·nge  14 cel··brate  15. d··mine  16. sep··rate
17. dis··cov··r  18 sym··b··lize  19. _·xplore  20. _·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 _ssignment, 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···re plant with a big flow·r pod.
8. Soon after, bananas started __p·pear·ing 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··ns with a stem that rises from its base (corm) to form sever·· 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 cir··r rows. A clus·r 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

| /ɪ/ | ignore | imagine | itself | improve |
| /ɪ/ | irregul | interoc | interpret |
| /aɪ/ | i-vory | idol | idle | iden-tity |
| /aɪ/ | ide-al | iden-ti-cal | island | i-tiner-a-ry |

/ə/ | an-im-al | fam-i-ly | sen-si-ble | ep-i-sode |
| /ə/ | cab-i-net | beau-ti-ful | eas-i-ly | def-i-nite |
| /ɪ/ | al-ti-tude | ad-di-tive | hel-i-copter |
| /ɪ/ | dif-fi-cult | com-pli-ca-te | de-li-cate |
| /ɪ/ | per-i-od | me-di-um | ser-i-ous |

| /ɪ/ | plas-tic | pu-pil | tu-lip | cho-jr |
| /ɪ/ | ed-i-ble | sen-si-bly | heav-i-ly | a-bil-i-ty |
| /ɪ/ | jus-ti-ce | prac-ti-ce | rel-a-tive | fa-vor-i-te |
| /ɪ/ | en-gine | fra-gile | fin-ish | art-ist |

| /ɪ/ | lip-stick | pep-per-mint | gear-shift |
| /aɪ/ | sun-shine | zip-line | land | mine |

Initial i, unstressed, followed by a consonant, is pronounced /ɪ/ (pig). /ɪ/ is a mid-mouth sound slightly above /a/. Initial i, unstressed, not followed by a consonant, is pronounced /aɪ/ (pie).

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

Mid i, unstressed and pronounced /i/ (tea) does not change. Stad-i-um /ˈstɛd i əm/ [Latin suffixes]

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

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

I 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 /aɪl/.

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

wɪtʃ  ai’diə iz hɪz  aɪ dənu  wɪtʃ  ai’diə hɪz ɪz

Will you give this to him? Yes. I can give that to him.
wɪl yʊ gɪv ɪdz tu hɪm  yes aɪ kæn gɪv ɪdz tu hɪm

(Intonation varies depending on which word the speaker places importance.)
Lesson 14

/ə/ as in banana

13.4 O unstressed

Initial o /ə/ is pronounced /ə/, except if the initial syllable has secondary stress: /ə/ as in /ə-ti/, /ə-ti-

Mid o /ə/ is pronounced /ə/ or /əː/ is pronounced /ə/, /əː/ as in /ə-rə/, /əːrə/.

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

o in compound words remains the same.

13.5 U unstressed

Initial u /u/ does not change, except upon /ə/ as in /ə-

Mid u is pronounced /ə/ or /ə/.

Final syllable u is pronounced /ə/.
-ur occur /ər kər/, -um /əm/, -us /əs/, -ure /ər/.

u /ə/ or /ə/ in compound words remains the same.

/ə/ oc-cur ob-serve op-pin-ion octagonal
/ə/ oc cult ob-tain op-pose ox-i-da-tion
/ə/ ob-ject of-fi-cial of-fend om-ni-vo-rous
/əʊ/ op-pine op-mit op-vert or-gan-ic
/ə/ to-ma-to ab-so-lute fac-to-ry in-ter-cent
/ə/ pro-ceed a-vo-ca-do ab-so-lute vi-o-lent
/ə/ bi-o-log-ic ec-o-nom-ics Dem-o-crat
/ə/ meth-od al-co-hol sym-bol bot-tom
/ə/ lem-on de-vil-op mo-tor car·rot
/ə/ ac-tion on-ign un-ion ser-i-ous

more-o-ner

no-bod’y on-going

/ʌ/ un-do up-date up-set un-less
/ʊ/ u-nit-ed U-ra-nus u-ni-ver-si-ty
/ə/ u-pon uh-huh up·hol-ster·y

/ə/ sub·tract sub·mit fac·ul-ty cir·cu-lar
/ə/ pop·lar reg·u-lar in·jury in·stru-ment

/ə/ mu·se·um me·di·um cac·tus cam·pus
/ə/ min·ute pic·ture na·ture plea·sure

/ʌ/ water-gun but·ter-cup crew-cut

/ʌ/ un-do up-date up-set un-less
/ʊ/ u-nit-ed U-ra-nus u-ni-ver-si-ty
/ə/ u-pon uh-huh up·hol·ster·y

/ə/ sub·tract sub·mit fac·ul-ty cir·cu·lar
/ə/ pop·lar reg·u·lar in·jury in·stru·ment

/ə/ mu·se·um me·di·um cac·tus cam·pus
/ə/ min·ute pic·ture na·ture plea·sure

/ʌ/ water-gun but·ter-cup crew-cut

/ʌ/ un-do up-date up-set un-less
/ʊ/ u-nit-ed U-ra-nus u-ni-ver-si-ty
/ə/ u-pon uh-huh up·hol·ster·y

/ə/ sub·tract sub·mit fac·ul·ty cir·cu·lar
/ə/ pop·lar reg·u·lar in·jury in·stru·ment

/ə/ mu·se·um me·di·um cac·tus cam·pus
/ə/ min·ute pic·ture na·ture plea·sure

/ʌ/ water-gun but·ter-cup crew-cut
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 /wænt tu/, (3) lend a consonant such as want some /wɒnt sʌm/, (4) become nasalized when dropping n such as want some /wɒnt sʌm/, (5) include a glottal stop (uh-oh /ʌʔoʊ/) when dropping t as in get some /get some /ɡɛt sʌm/.

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

Do you want some gum? No. What do you want then?

Note the blending of want some /wɒnt sʌm, wɒ sʌm/ and do you /du yu/ /duy/ /dyə/)

E. Spell the Noun. Fill in the spelling i, o or u for the unstressed sound /ə/ or /ɪ/.
Lesson 14

/ə/ as in banana

9. ar·t__·choke 10. ap·r__·cot 11. on·i__n 12. lem·n
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·py 3. pr__·pose 4. cal·late
5. es·mate 6. mon·tor 7. im··tate 8. reg·late
9. im··grate 10. re··ter 11. s··pose 12. ··ne
13. nom··ate 14. sat··fy 15. c··nect 16. ··cate
17. pr·duce 18. ed·cate 19. f··got 20 cul··vate
Lesson 14

/ə/ as in banana

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

1. A banana plant pr__duce 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__mpletely grown.
4. Some people are s__rprised to learn that the flower is ed__ble.
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 /ə/ sound. (11)

Wild bananas, first found in New Guinea and Southeast Asia, 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__guese 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.
Lesson 14

/ə/ as in banana

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

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 /ˈdoːtər/ not /ˈdɔːtər/

1 kashmir /ˈkæʃmɪr/ or /ˌkæʃˈmɪr/

2 tapir /ˈteɪpər/ "a small, hoofed animal"

3 nadir /ˈnædər/ "lowest point"

4 nature /ˈneɪtʃər/

5 femur /ˈfɛmər/ "thigh bone"

US English -or, British English –our.

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

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__
Lesson 14

/ə/ as in banana

13.7 Suffix -s and -es /ɪz/

The suffix -s /s/ changes to -es /ɪz/ after words ending in /s/, /z/, /ʃ/, /ʃt/, /ʤ/ or /ʤd/ and /ks/.

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

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/

Words ending in t, d and sometimes and k are pronounced /əd/ or /ɪd/. The -ed marks a past tense verb or a participial adjective (naked /ˈneɪk id/ and crooked /ˈkrʊk id/).

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

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. Complete the Paragraph. with the plural or past tense or past participle suffix spelling. (11)

Before bananas are shipped to place__ around the world, they are wash__ and sort__."Whole-hands" are inspect__ and put into cardboard box__ where they are protect__ with plastic liners.

Cartons are load__ onto pallets, which are put in trucks and driven to the nearest shipping port. Bananas are transport__ in refrigerator__ shipping containers to other countries. Because bananas are very sensitive to temperature chang__, they must be held at 58-59F. After bananas arrive at their destinations, the green bananas are ripened using a natural gas called Ethylene in ripening rooms for 4-5 days. Finally, bananas are unpacked and displayed on grocery shelves or hooks where they can be select__ by shoppers and taken home.
M. 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.
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__ds, 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 Eu established by Dutch sailors around 1650.
2. __________ They discov__red them in their colony in Surinam in South America.
3. __________ The nat__ve people had been cultivating them for centuries.
4. __________ Europeans tried to grow them because of the high cost of importing.
5. __________ They grew them in hothouses at great expense and a lot of diffic__ulty.
6. __________ For this reason, the pineapple became a symbol 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. Hawai__ns share a genu__ne love and appreciati__n for mangos. The fruit was prob__ly intr__duced to the isl__nds in the early 1800s by Philippine imm__grants.

When Archie was growing up, his fam__ly had sev__ral 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.
Lesson 14

/a/ 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 /ədʒ/

above  abundance  academic  accompany  accomplish  accommodate  according  account  acknowledge  actual  actually  acquire  adapt  addition  address  adjust  admit  adopt  adult  adventure  advice  affair  affect  afford  afraid  again  against  agenda  ago  agree  agreement  aggressive  ahead  album  alcohol  alive  allow  alone  along  alternative  amazing  American  among  amount  announce  another  apart  apartment  apparently  appeal  appear  apply  appoint  appreciate  approach  approve  approximate  aqua  grise  arithmetic  ground  arrange  arrest  arrive  aside  asleep  assault  assert  assess  association  assure  attach  attack  attempt  attend  attorney  attribute (v.)  available  avoid  award  aware  away  balance  banana  breakfast  brilliant  camera  canoe  Canadian  capability  central  chairman  avocado  character  chemical  chocolate  Christian  Christmas  certain  cigarette  civilian  climate  coalition  company  criminal  critical  crucial  cultural  curtain  diamond  distance  drama  emphasis  extra  familiar  fantasy  finally  financial  formal  forward  fountain  galaxy  garage  general  global  gradually  guarantee  hospital  husband  illegal  important  Indian  industrial  infant  initial  instance  insurance  island  Japanese  journal  kangaroo  language  legacy  legal  library  literary  machine  magazine  majority  manage  marriage  material  matter  meal  mechanism  media  mental  message  metal  Mexican  miracle  molar  moral  mortgage  mountain  mutual  narrative  natural  negative  negotiate  normal  normally  nuclear  ocean  organization  parachute  polar  pregnancy  preparation  prescription  privacy  private  probably  proposal  purchase  racial  realize  relative  resistance  restaurant  salary  scandal  scholarship  senate  senator  separate  sexual  social  special  sugar  summary  package  solar  standard  stomach  storage  strategic  submarine  substance  substantial
Lesson 14

/ə/ as in banana

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¹special -cial /ʃəl/  ci /ʃi/
²theater /ˈθeɪtər/ US-Eng, theatre Br-Eng

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

unstressed prefixes: el-/ɪl/, en-/ɪm/, em-/ɪm/, ex-/ɪx/, de-/dɪ/, de-/də/
unstressed suffixes: -er /ɜːr/, -ery /əˈrɪ/, -el-/ɪl/, -ege/edge /ɛdʒ/, -et /ɪt/, -est /ɪst/

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Lesson 14

/ə/ as in banana

own<br>painter<br>panel<br>paper<br>parent<br>passenger<br>patient<br>pattern<br>people<br>pepper<br>percentage<br>perfect<br>perform<br>performance<br>perhaps<br>permission<br>permit (v.)<br>perspective<br>persuade<br>phenomenon<br>pineapple<br>planet<br>player<br>pocket<br>post<br>poverty<br>powder<br>power<br>prayer<br>precisely<br>predict<br>prefer<br>preference<br>presence<br>present<br>preserve<br>pretend<br>prevent<br>problem<br>process<br>progress<br>proper<br>property<br>prosecutor<br>puppets<br>rather<br>recent<br>reference<br>refrigerator<br>relevant<br>remember<br>repeatedly<br>represent<br>research<br>reservation<br>resolve<br>resort<br>respect<br>respond<br>responsibility<br>restore<br>result<br>restriction<br>retire<br>return<br>reveal<br>review<br>sacred<br>satellite<br>science<br>scientific<br>secret<br>secretary<br>secure<br>security<br>select<br>selection<br>sentience<br>settlement<br>seven<br>several<br>severe<br>shelter<br>shoulder<br>shower<br>silence<br>silent<br>silver<br>simple<br>singer<br>single<br>sister<br>sock<br>social<br>sophisticated<br>southern<br>Soviet<br>stable<br>statement<br>strategy<br>strengthen<br>struggle<br>student<br>subject<br>subsequent<br>sudden<br>suffer<br>sufficient<br>super<br>surgery<br>system<br>table<br>talent<br>target<br>teacher<br>telephone<br>telescope<br>television

temperature /ˈtemprətɪər/  

10.3 ɪ /ɪ/ or /ə/ in unstressed syllables
unstressed prefixes: il-/ɪl/, in-/ɪn/, im-/ɪm/, ir-/ɪr/, di-/ɪd/; infinity /ɪnˈfɪnɪti/; itself /ɪtself/; i-/ɪ/; il-/ɪl/, in-/ɪn/, im-/ɪm/, ir-/ɪr/, di-/ɪd/;
unstressed suffixes: -ir-/ɪr/, -ity-/ɪtɪ/, -ible /ɪˈbɪl/, -ice /ɪs/, -ile /ɪl/, -ine /ɪn/, -ish /ɪʃ/, -ist, /ɪst/

accident<br>activity<br>animal<br>approximate<br>audible<br>authority<br>beautiful<br>candidate<br>capability<br>capital<br>charity<br>diverse<br>diverse<br>easily<br>engine<br>episode<br>estimate<br>fabric<br>facility<br>favor<br>fin<br>finish<br>habit<br>habitation<br>heavily<br>helicopter<br>heritage<br>historical<br>holiday<br>imagination<br>imagine<br>imigrant<br>importance<br>impossible<br>impressive<br>incentive<br>incident<br>indication<br>individual<br>infinity<br>information<br>intellectual<br>intelligence<br>justice<br>Latin<br>limitation
**Lesson 14**

/ə/ as in *banana*

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<td>organization</td>
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1. diverse /daˈvɜːrs/: or /doʊˈvɜːrs/; *individual* /ˈɪndɪˌvɜːrsəl/ - *dual* /dʒuˈal/ - *du* /dʒuˈal/
2. *e* is part of final -ve /v/ and -ce /s/ spelling.

<table>
<thead>
<tr>
<th>10.4</th>
<th>O /ə/ in an unstressed syllable</th>
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</thead>
<tbody>
<tr>
<td>unstressed prefixes:</td>
<td>o- /ə/, ol- /əl/, on- /ən/, om- /əm/, or- /ər/, do- /doə/</td>
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<tr>
<td>unstressed suffixes:</td>
<td>-ol /əl/, -om /əm/, -on /ən/, -or /ər/, -tion /ʃən/, -ogy /ədʒiə/, -ous /əs/</td>
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<td>connect</td>
<td>environment</td>
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<tr>
<td>considered</td>
<td>fabulous</td>
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</tbody>
</table>

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/ə/ as in banana

| onion | opinion | opponent | opportunity | oppose | opposite | option | organic | overt | passion | period | person | personal | personality | personnel | philosophy | photograph | pilot | police | policy | pollution | portion | portray | position | possess | potato | potential | previous | prison | procedure | proceed | product | profession | professor | prosperous | protection | psychological | purpose | question | ravenous | reaction | reason | recognize | recommend | recover | refrigerate | region | relation | religion | resolution | revolution | ridiculous | season | second | section | sector | serious | various | vocation | volunteer | weapon | wisdom |
|-------|---------|----------|-------------|--------|----------|--------|---------|-------|---------|--------|--------|----------|------------|-----------|-----------|-----------|

unstressed prefixes: un- /ʌn/, up- /æp/
unstressed suffixes: -um /ʌm/, -us /əs/, -ure /ər/,

campus | calculate | column | curriculum | faculty | failure | feature | figure | formula | fortune | gesture | injury | instrument | literature | manufacture | measure | medium | minute | mixture | museum | nature | nucleus | occupation | occupy | occur | particular | partner |

picture | pleasure | popular | population | pressure | regular | rhombus | reputation | schedule |

status | structure | subject | submit | unfortunately | upon | venture | versus |

Answers

Test Yourself (pre)  (17 pts)

A. Hear the Sound. but-ton, a-gree, ta-ble (3pts)

B. Identify the Sound. pizza, cushion, children, drama, adults, cactus, camel, woman, island, parrot, cobra, animals, cigarette, avocado, chocolate, camera, computer

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C. Find and Correct. (8 pts.)

1. ✗ perfect  Children and adults love to eat bananas—the perfect snack.
2. ✗ vitimins  Bananas are delicious and packed with vitamins and minerals.
3. ✓  They have potassium, which lowers blood pressure.
4. ✗ fiber  They have fibur, which helps with digestion.
5. ✗ system  They have Vitamin C, which helps the immune systum.
6. ✗ available  They are availible year-round, unlike other fruit.
7. ✗ temperiture  And they can be stored at room temperiture for a week or so.
8. ✓  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

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
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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.

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.
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 a 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
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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, first found in New Guinea and Southeast Asia, 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

J. Spell the Suffix -s and -es /iz/ 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 /id/ 13

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

L. Complete the sentences with suffixes -s and -ed.

Before bananas are shipped to places__ around the world, they are washed__ and sorted__ "Whole-hands" are inspected__ and put into cardboard boxes__ where they are protected__ with plastic liners. Cartons are loaded__ onto pallets, which are put in trucks and driven to the nearest shipping port. Bananas are unpacked and displayed on grocery shelves or hooks where they can be selected__ by shoppers and taken home.

M. Write a visual description. (Answers will vary.)

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. X Europe Pineapples were introduced to Europe by Dutch sailors around 1650.
2. X discovered They discovered them in their colony in Surinam in South America.
3. X 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. X trouble They grew them in hothouses at great expense and with a lot of difficulty.
6. X 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 "hedgehog" and then eating the sweet fruit from the palm of his hand.

Resources

Illustrations


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