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**Test Yourself**

What do you already know about spelling words with the /ʊ/ sound? Do this self-check.

**A. Hear the Sound.** Which picture in each pair has the keyword sound /ʊ/. Circle it. (3pts.)  
 Ask a native speaker to read the word pairs or use [dictionary.com](http://dictionary.com) with audio for word items.

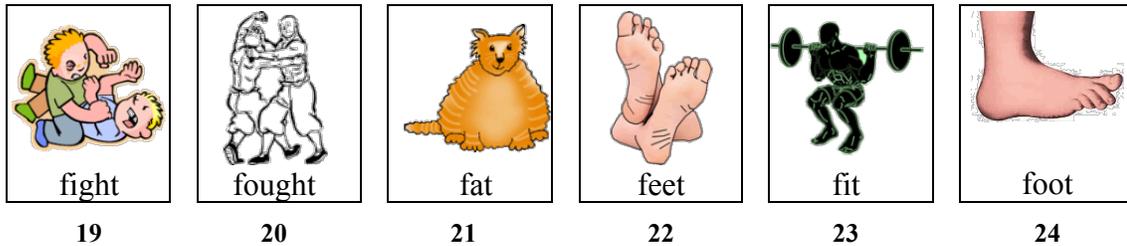
 pull	 pool	 look	 luck	 cook	 coke
----------	----------	----------	----------	----------	----------

Other minimal-pair words are:

/ʊ/	/u/	/ʊ/	/ʌ/	/ʊ/	/oʊ/
could	cooed	could	cud	could	code
look	Luke	look	luck	brook	broke
full	fool	put	putt	should	showed
should	shoed	book	buck	stood	stowed
stood	stewed	stood	stud	bull	bowl
wood	wooded	hoof	huff	hood	hoed
hood	who'd	took	tuck	good	goad

**B. Identify the Sound.** Circle only the words with the /ʊ/ sound. (4 pts)

 foil 1	 full (glass) 2	 fool 3	 fall 4	 file 5	 foal 6
 pit 7	 putt 8	 pat 9	 pot 10	 put 11	 pole 12
 wide 13	 wooded 14	 wood 15	 wad 16	 weed 17	 wade 18



C. **Find and Correct.** Mark ✓ if all the words in the sentence are correct. Mark ✗ if one is incorrect and write the correct spelling on the blank. (5pts)

- \_\_\_\_\_ Abe spent his childhud in the back woods of Indiana.
- \_\_\_\_\_ He was very curious child, and he was shure of himself.
- \_\_\_\_\_ He tooke great pleasure in reading books and writing.
- \_\_\_\_\_ He was not formally educated but understood much from reading.
- \_\_\_\_\_ This knowledge wood help him later in his politcal career.



D. **Complete the Word.** Fill in the correct spelling for the keyword sound /ʊ/. (8pts.)

- What makes a g\_\_\_\_d novel? Excellent writing!
- It sh\_\_\_\_ld p\_\_\_\_ll you in and h\_\_\_\_k you from the start .
- It is f\_\_\_\_ll of imagery and action.
- It is something you l\_\_\_\_k forward to reading.
- It is a novel that you c\_\_\_\_ld read again and still enjoy it.

Score \_\_\_/20

A score greater 90% (18/20) 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.



## Common Spelling Patterns

11.1 **oo**

book	boor	brook	cook
cook·ie	crook	foot	good
hood	hook	foot	look <sup>1</sup>
nook	roof <sup>2</sup>	root <sup>2</sup>	hoof <sup>2</sup>
stood	soot	took	wood
whoops	wook·ie	wool	gook
neigh·bor·hood	child·hood	boo·ger	

**oo** /ʊ/ occurs between consonants in a syllable, mostly before **d, t** and **k**.

Also see **oo** in *food, cool, fool, room, broom* /u/ *blue* (9.3), and *blood* /ʌ/ *sun* (10.4).

<sup>1</sup> *look* /ʊ/ and *luck* /ʌ/ are pronounced the same in Irish English.

<sup>2</sup> *root, roof, hoof, soot* are pronounced /ʊ/ or /u/ in some dialects.

11.2 **u**

bull	bul·let	bush	<b>butch</b> ·er
full	put	push	pull
<b>pud</b> ·ding	<b>su</b> ·gar	<b>cush</b> ·ion	

**u** /ʊ/ occurs between consonants in a syllable, and mostly before **t, d, g, t, ll, sh** /ʃ/ and **ch** /tʃ/.

11.3 **ou**

could	should	would	tour <sup>3</sup>
-------	--------	-------	-------------------

**ou** /ʊ/ occurs in a few words, mostly before **ld**.

<sup>3</sup> *tour* /ʊ/ or /u/.

Also see **ou** in *though* /oʊ/ *home* (7.6), *through* /u/ *blue* (9.6), *young* /ʌ/ *sun* (10.3), and *plough* /aʊ/ *cow* (13.2).

11.4 **Others**

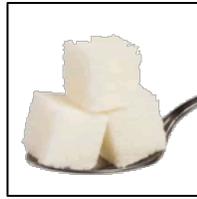
<b>wo</b> ·man	wolf	<b>bos</b> ·um
----------------	------	----------------



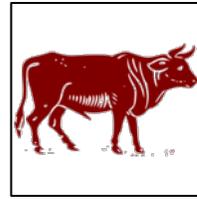
A. Spell the word. Fill in the spelling **oo**, **u** and **ou** for the sound /ʊ/.



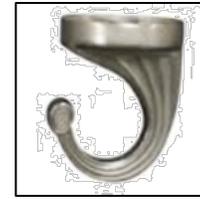
1. c\_\_shion



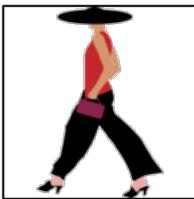
2. s\_\_gar



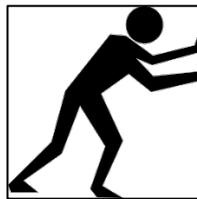
3. b\_\_ll



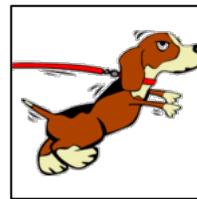
4. h\_\_k



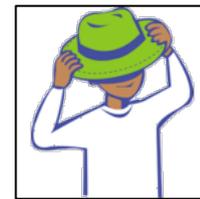
5. w\_\_man



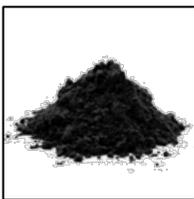
6. p\_\_sh



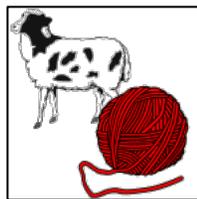
7. p\_\_ll



8. p\_\_t



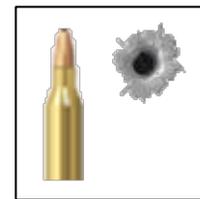
9. s\_\_t



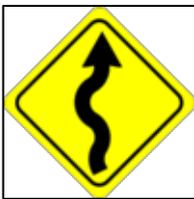
10. w\_\_l



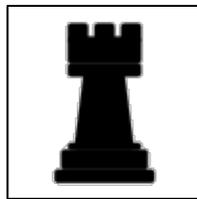
11. h\_\_d



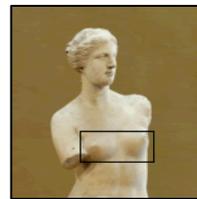
12. b\_\_llet



13. cr\_\_ked



14. r\_\_k



15. b\_\_som



16. f\_\_ll moon



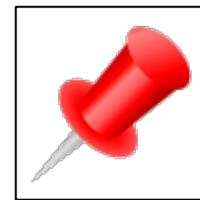
17. . w\_\_lf



18. b\_\_tcher



19. b\_\_sh



20. p\_\_hpin

/ʊ/ as in *book*



**B. Complete the Word.** Fill in the spelling **oo**, **u** and **ou** for the sound /ʊ/.

- |               |                 |              |              |
|---------------|-----------------|--------------|--------------|
| 1. g__dness   | 2. ins__rance   | 3. b__lletin | 4. c__ckoo   |
| 5. f__lfill   | 6. p__lpit      | 7. c__ldn't  | 8. p__sh-up  |
| 9. underst__d | 10. brotherh__d | 11. ass__re  | 12. w__ldn't |
| 13. b__lly    | 14. br__k       | 15. wh__ps   | 16. redw__d  |

**C. Complete the Paragraph.** Fill in the spelling **oo**, **u** and **ou** for the sound /ʊ/..(8)



Chocolate chip c\_\_kies are f\_\_ll of g\_\_d things—chocolate chips, butter, vanilla and s\_\_gar. You can p\_\_t nuts in them too. They sh\_\_ld be crunchy on the outside and soft on the inside and l\_\_k golden-brown. One bite brings back memories of childh\_\_d.

**D-1. Sound Exchange.** Change the word with the sound of /u/ to a word with the /ʊ/.

/u/ as in **blue**

→ /ʊ/ as in **book**

- |                     |   |   |             |   |
|---------------------|---|---|-------------|---|
| 1. <u>Luke</u> (n.) |  | → | <u>look</u> |  |
| 2. <u>wood</u> (v.) |  | → | _____       |  |
| 3. <u>pool</u> (n.) |  | → | _____       |  |
| 4. <u>stew</u>      |  | → | _____       |  |
| 5. <u>who'd</u>     |  | → | _____       |  |
- (n.) noun, (v.) verb

Lesson 11

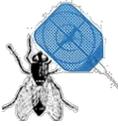
/ʊ/ as in *book*



D-1. Sound Exchange. (continued)

/u/ as in **blue**

→ /ʊ/ as in **book**

- |    |                   |   |   |               |   |
|----|-------------------|---|---|---------------|---|
| 6. | <u>shoed (v.)</u> |  | → | <u>(v.)</u>   |  |
| 7. | <u>fool (n.)</u>  |  | → | <u>(adj.)</u> |  |
| 8. | <u>suit (n.)</u>  |  | → | <u>(n.)</u>   |  |

D-2. Exchange the sound.

/ʌ/ as in **sun**

→ /ʊ/ as in **book**

- |     |                   |   |   |             |   |
|-----|-------------------|---|---|-------------|---|
| 9.  | <u>luck (n.)</u>  |  | → | <u>look</u> |  |
| 10. | <u>putt (v.)</u>  |  | → | <u>(v.)</u> |  |
| 11. | <u>bucks (n.)</u> |  | → | <u>(n.)</u> |  |
| 12. | <u>stud (n.)</u>  |  | → | <u>(v.)</u> |  |
| 13. | <u>tuck (v.)</u>  |  | → | <u>(v.)</u> |  |
| 14. | <u>shuck (v.)</u> |  | → | <u>(v.)</u> |  |

(n.) noun, (v.) verb, (adj.) adjective





## Test Yourself (post)

Test yourself again to see if you have made progress from when you began this lesson.

### A. Identify and underline words with the /ʊ/ sound in a stressed syllable. (7 pts.)



A bully, male or female, is a person who repeatedly puts down another person. This aggressor (aggressive person) lacks *empathy*, sympathy for how the other person is feeling. Usually, the victim is not fully able to defend himself. The bully chooses someone who is younger, socially different or personally unsure of himself. He attacks with behavior that is rude and pushy. It may be in the form of words, texts or physical contact. Bullying may occur at home, in workplaces, in schools, on teams or online. It often does not stop until the victim gains strength through the help of friends who come together to help end the behavior.

### B. Find and Correct. Mark ✓ if all the words in the sentence are correct. Mark ✗ if one is incorrect and write the correct spelling on the blank. (5 pts.)

1. \_\_\_\_\_ The school committee put in place anti-bullying laws.
2. \_\_\_\_\_ The committee included penalties for onlookers of bullying.
3. \_\_\_\_\_ The laws made it clear that bad behavior would not be overlucked.
4. \_\_\_\_\_ The committee wanted to reassure students by declaring:
5. \_\_\_\_\_ Every person deserves the opportunity to foolfill his or her goals."

### C. Complete the words in the paragraph with the correct spellings for the /ʊ/ sound. (8 pts.)



Currently, companies are beginning to hire **f\_\_ll-time** mediators. A mediator is a person who talks to people who are having disagreements within their work-teams. The hope is that the mediator can settle a problem before it becomes a **f\_\_ll-blown** battle that **c\_\_ld** cause the employees to quit. The mediator serves as a **c\_\_shion** between the two opposing sides and **p\_\_shes** the individuals to find common ground (goals). For example, one individual felt she was being attacked for expressing her ideas. The mediator interviewed employees on both sides of the disagreement and **underst\_\_d** that the **w\_\_man w\_\_ld** probably fit better into another team within the company.

Score     /20

A score greater 90% (18/20) 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.



## Word List

### 11.1 OO before one or more consonants in a stressed syllable

---

booger	brook	foot	neighborhood	took
book	brotherhood	footer	nook	understood
bookcase	childhood	good	onlooker	woof
bookend	cook	hood	overlook	whoops
booking	cookery	hoodie	rook	wood
bookkeeping	cookie	hoof	rookie	wooden
booklet	cookout	hook	shook	woods
bookmark	crook	look	soot	wool
bookworm	crooked	look over	stood	

### 11.2 U

---

bull	bulwark	full-blown	fully	pusher
bull-ring	bush	full-grown	insurance	pushover
bull's-eye	bushel	full-length	pudding	pushup
bullet	butcher	full-moon	pull	pushy
bullfight	cushion	full-scale	pullet	put
bullion	fulcrum	full-stop	pulley	sure
bullock	fulfill	full-time	pulpit	tush
bulrush	full	fullback	push	

### 11.3 OU

---

would	should	could	tour
wouldn't	shouldn't	couldn't	

### 11.4 O

---

woman	wolf	bosom
-------	------	-------



## Answers

Pretest ..... 1

A. Hear the sound. pull /pool, look /luck, cook/coke

B. Identify the sound. 2. full 11. put 15. wood 24. foot

C. Find and correct it. (6)

1. ~~X~~ childhood Abe spent his **childhud** in the back woods of Indiana.
2. ~~X~~ sure He was very curious child, and he was **shure** of himself.
3. ~~X~~ took He **tooke** great pleasure in reading books and writing.
4. ✓ He was not formally educated but understood much from reading.
5. ~~X~~ would This knowledge **would** help him later in his politcal career.

D. Complete the word.

1. What makes a **good** novel? Excellent writing!
2. It **should pull** you in and **hook** you from the start .
3. It is **full** of imagery and action.
4. It is something you **look** forward to reading.
5. It is a novel that you **could** read again and still enjoy it.

Common Spelling Patterns ..... 3

A. See and spell the word. .... 4

- |             |             |           |               |
|-------------|-------------|-----------|---------------|
| 1. cushion  | 2. sugar    | 3. bull   | 4. hook       |
| 5. woman    | 6. push     | 7. pull   | 8. put        |
| 9. soot     | 10. wool    | 11. hood  | 12. bullet    |
| 13. crooked | 14. rook    | 15. bosom | 16. full moon |
| 17. wolf    | 18. butcher | 19. bush  | 20. pushpin   |

B. Complete the word. .... 5

- |               |                 |             |              |
|---------------|-----------------|-------------|--------------|
| 1. goodness   | 2. insurance    | 3. bulletin | 4. cuckoo    |
| 5. fulfill    | 6. pulpit       | 7. couldn't | 8. push-up   |
| 9. understood | 10. brotherhood | 11. assure  | 12. wouldn't |
| 13. bully     | 14. brook       | 15. whoops  | 16. redwoods |

C. Complete the words in the paragraph. .... 5

Chocolate chip **cookies** are **full** of good things—chocolate chips, butter, vanilla and **sugar**. You can **put** nuts in them too. They **should** be crunchy on the outside and soft on the inside and **look** golden-brown. One bite brings back memories of **childhood**.

D. Exchange the sound /u/ to /ʊ/. .... 5

- |           |   |        |
|-----------|---|--------|
| 1. Luke   | ➔ | look   |
| 2. wooed  | ➔ | wood   |
| 3. pool   | ➔ | pull   |
| 4. stewed | ➔ | stood  |
| 5. who'd  | ➔ | hood   |
| 6. shooed | ➔ | should |
| 7. fool   | ➔ | food   |
| 8. suit   | ➔ | soot   |

D. Exchange the sound /ʌ/ to /ʊ/. .... 6

- |          |   |      |
|----------|---|------|
| 9. luck  | ➔ | look |
| 10. putt | ➔ | put  |



- |     |       |   |       |
|-----|-------|---|-------|
| 11. | bucks | → | books |
| 12. | stud  | → | stood |
| 13. | tuck  | → | took  |
| 14. | shuck | → | shook |

F. **Writing.** Write a short story about the picture. (Answers will vary.) ..... 7

Post Test ..... 8

**A. Identify words with the sound.**

A **bully**, male or female, is a person who repeatedly **puts** down another person. This aggressor (aggressive person) lacks *empathy*, sympathy for how the other person is feeling. Usually, the victim is not **fully** able to defend himself. The **bully** chooses someone who is younger, socially different or personally **unsure** of himself. He attacks with behavior that is rude and **pushy**. It may be in the form of words, texts or physical contact. Bullying may occur at home, in workplaces, in schools, on teams or online. It often does not stop until the victim gains strength through the help of friends who come together to help end the behavior.

**D. Find and correct it. (6)**

1.  childhood The school committee put in place anti-bullying laws.
2.  onlookers The committee included penalties for **onloekers** of bullying.
3.  overlooked The laws made it clear that bad behavior would not be **overlucked**.
4.  \_\_\_\_\_ The committee wanted to reassure students by declaring:
5.  fulfill "Every person deserves the opportunity to **foolfill** his or her goals."

**C. Complete the words.**

Currently, companies are beginning to hire **full-time** mediators. A mediator is a person who talks to people who are having disagreements within their work-teams. The hope is that the mediator can settle a problem before it becomes a **full-blown** battle that **could** cause the employees to quit. The mediator serves as a **cushion** between the two opposing sides and **pushes** the individuals to find common ground (ideas or goals). For example, one individual felt she was being attacked for expressing her ideas. The mediator interviewed employees on both sides of the disagreement and **understood** that the **woman would** probably fit better into another team within the company.

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### Illustrations

Martinez, Chelsea. "Are You Pulling My Leg?", "Bully!", "laugh", "say", "whale". 24 Sep 2015. Hand-drawn and digitized illustrations.

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