Contents

Test Yourself (pre) ................................................................. 1
  A. Hear the Sound /u/. .......................................................... 1
  B. Identify the Sound /u/. ...................................................... 1
  C. Complete the Sentence. ................................................... 2
  D. Find and Correct. ............................................................ 2

Common Spelling Patterns – /u/us/e ue oo .................................. 3
  A. Spell the Word. ................................................................. 4
  B. Complete the Word. .......................................................... 5
  C. Complete the Sentence. .................................................... 5
  D. Find the /u/ sound words. .................................................. 6

Less Common Spelling Patterns – ew ui ou o ................................ 6
  E. Spell the Word. ................................................................. 7
  F. Complete the Word. .......................................................... 8
  G. Complete the Sentence. .................................................... 8
  H. Complete Paragraph. ....................................................... 8

Pronunciation Variations. cu, gu, ur, -ure .................................... 9
  I. Complete the Word. .......................................................... 9
  J. Complete Sentence. .......................................................... 10
  K. Find and Correct. ............................................................. 10
  L. Homonyms. .................................................................. 10

Word Forms. ........................................................................ 11
  M. Suffixes & Plurals ............................................................ 11-12
  N. Complete the Word Form ............................................... 11-12

Writing .................................................................................. 13
  O. Write a short description. ................................................ 13

Test Yourself (post) ............................................................... 14

Word List. ........................................................................... 15-16

Answer Key ........................................................................ 17-20

Image Credits ...................................................................... 20
Lesson 9

/u/ as in blue

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

A. Hear the Sound. Which picture in each pair has the keyword sound /u/. Circle it. (3pts.)
Ask a native speaker to read the word pairs or use dictionary.com with audio for words.

Other minimal pair sounds:

<table>
<thead>
<tr>
<th>/u/</th>
<th>/oʊ/</th>
<th>/u/</th>
<th>/ʊ/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>boon</td>
<td>bone</td>
<td>stop</td>
<td>stop</td>
<td>cooed</td>
</tr>
<tr>
<td>toot</td>
<td>tote</td>
<td>toot</td>
<td>not</td>
<td>full</td>
</tr>
<tr>
<td>blue</td>
<td>blow</td>
<td>newt</td>
<td>dock</td>
<td>shoed</td>
</tr>
<tr>
<td>whose</td>
<td>hose</td>
<td>Duke</td>
<td>John</td>
<td>stood</td>
</tr>
<tr>
<td>June</td>
<td>Joan</td>
<td>poop</td>
<td>pop</td>
<td>wood</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Identify the Sound. Circle only the words with the keyword sound /u/ or /yu/. (11 pts.)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>noodles</td>
<td>flowers</td>
<td>book</td>
<td>cough</td>
<td>comb</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>superman</td>
<td>toothbrush</td>
<td>door</td>
<td>wood</td>
<td>tuba</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>stool</td>
<td>nose</td>
<td>shoulder</td>
<td>sewing</td>
<td>woman</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tutu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9

/u/ as in blue

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. (6pts)

1. ________ Peru is a producer and exporter of blueberries.
2. ________ It exports too tons of blueberries to the United States.
3. ________ This beautiful berry has numerous benefits
4. ________ They are nutritious and high in vitamins C and B6.
5. ________ Consuming a handful of them each day keeps you youthful.
6. ________ They reduce inflammation and help the immune system to.

D Complete the Word. Add the correct spelling for the keyword sound /u/. (10 pts.)

1. Blueberry bushes ___ually grow in c___l mountain areas.
2. They bl___m thr___ghout May, J__n__, July and August.
3. They become sweet when they l__se their green color.
4. The ripe fr___t varies in color from blue to purple.
5. Blueberries are tr___ly delicious in pies, jams, jellies and j__ces.
6. They are well-liked in North and South America, and ___rope too.

Score_/30  
A score > 90% (27/30) is good, < 90% needs work.

Use the Word List at the end of this lesson to mark or collect difficult-to-spell words.
Lesson 9

/u/ as in blue

Common Spelling Patterns

9.1  u

<table>
<thead>
<tr>
<th>/u/</th>
<th>flu·ent</th>
<th>lu·nar</th>
<th>ru·in</th>
<th>ju·ry</th>
</tr>
</thead>
<tbody>
<tr>
<td>/u/</td>
<td>tru·ly</td>
<td>su·per</td>
<td>ru·mor</td>
<td></td>
</tr>
<tr>
<td>/yu/</td>
<td>u·su·al</td>
<td>u-ni·verse</td>
<td>u·nit</td>
<td></td>
</tr>
<tr>
<td>/yu/</td>
<td>bu·reau</td>
<td>cu·pid</td>
<td>fu·ture</td>
<td></td>
</tr>
<tr>
<td>/yu/</td>
<td>cir·cu·late</td>
<td>hu·man</td>
<td>mu·sic</td>
<td></td>
</tr>
<tr>
<td>/yu/</td>
<td>pu·pil</td>
<td>com·pu·ter</td>
<td>u·vu·la</td>
<td></td>
</tr>
<tr>
<td>/u/~yu/</td>
<td>du·ty</td>
<td>stu·dent</td>
<td>nu·cle·ar</td>
<td></td>
</tr>
</tbody>
</table>

u occurs at the end of a stressed syllable, and is pronounced:
/u/ lu, ru, ju, su
yu/ bu, cu, fu, gu, hu, mu, pu, vu
/u/ or /yu/ d, s, t, n (varies with dialect)

u occurs between consonants in a few words: jun·ior, Ruth, truth, cu·ck-oo,
usual /ˈyuːl, ˈyuːl, ˈyuːl/,
uvula /ˈyuːl/.

9.2  uCe or ue

<table>
<thead>
<tr>
<th>/u/</th>
<th>blue</th>
<th>clue</th>
<th>June</th>
<th>in·clude</th>
</tr>
</thead>
<tbody>
<tr>
<td>/u/</td>
<td>rule</td>
<td>rude</td>
<td>true</td>
<td>ex·ude</td>
</tr>
<tr>
<td>/yu/</td>
<td>use</td>
<td>con·fuse</td>
<td>re·fuse</td>
<td></td>
</tr>
<tr>
<td>/yu/</td>
<td>ex·cuse</td>
<td>queue</td>
<td>ar·gue</td>
<td>cap·sule</td>
</tr>
<tr>
<td>/yu/</td>
<td>re·cue</td>
<td>sta·tue</td>
<td>val·ue</td>
<td>vir·tue</td>
</tr>
<tr>
<td>/u/~yu/</td>
<td>due</td>
<td>tune</td>
<td>nude</td>
<td>tube</td>
</tr>
<tr>
<td>/u/~yu/</td>
<td>is·sue</td>
<td>as·sume</td>
<td>Tues·day</td>
<td></td>
</tr>
</tbody>
</table>

u occurs before a consonant and silent e, at the end of a word and is pronounced:

ue /yu/occurs mostly in an unstressed final syllable. Also see guest (L 4.5)

u rarely occurs at the end of a word, except in shortened words thru (through) or in words of foreign origin: Zulu, tutu, Hindu, guru.

9.3  oo

<table>
<thead>
<tr>
<th>/u/</th>
<th>too</th>
<th>soon</th>
<th>moon</th>
<th>noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>/u/</td>
<td>pool</td>
<td>shoot</td>
<td>school</td>
<td>proof</td>
</tr>
<tr>
<td>/u/</td>
<td>spoon</td>
<td>room</td>
<td>goose\textsuperscript{1}</td>
<td>choose\textsuperscript{1}</td>
</tr>
</tbody>
</table>

oo occurs between two consonants and is pronounced /u/.

Also see good, cook, stood with /u/ as in book.

\textsuperscript{1}e belongs to the final se spelling not the vowel.
Lesson 9

/u/ as in blue

A. Spell the Word. Fill in the spelling u, u…e, ue, or oo for the /u/ or /yu/ sound. Use the Word List at the end of this lesson to mark spellings of words you do not know.

1. m___n
2. fl___t___
3. m__sic
4. st__dent
5. sp___n
6. h__man
7. stat___
8. J__piter
9. t___ls
10. r___ler
11. p___l
12. comp__ter
13. sch___l
14. r__by
15. uv__la
16. grad__ates
17. m__l__
18. r____ster
19. arg___
20. t___lips
Lesson 9

/u/ as in blue

B. Complete the Word. Fill in the spelling u, u...e, ue, or oo for the /u/ or /yu/ sound.

1. n__dles  2. t__tion  3. r__ster  4. sm__th
5. r__mor  6. t__thpaste  7. r__d__  8. st__p
9. __seful  10. __iverse  11. post__r__  12. __iform
13. icec__b__  14. infl__enza  15. al__mun  16. m__sician
17. h__mor  18. disp__t__  19. mushr__m  20. h__midity
21. __sually  22. absol__tely  23. n__trition  24. oppor__nity

C. Complete the Sentence. Fill in the spelling u, u...e, ue, or oo for the /u/ or /yu/ sound.

1. We don’t __sually think of blue as a f__d color, but it is.
2. The color is c____l and calming and found in fruit and vegetables.
3. You may incl__d__ pr__n__s, cherries and berries in this group,
4. and corn, tomatoes, potatoes, carrots and eggplant t__.
5. People ass__m__ that blue is not flavorful or n__tritious.
6. But something blue can be tr__ly sweet and good for you.
7. Blue skins contain "flavonoids", which red__c__ the risk of cancer.
8. Next time at the s__permarket, ch__se a blue tomato instead!
Lesson 9

/u/ as in blue

D. Find the Sound. Underline the words with the /u/ or /yu/ sound. (9 pts.)

"Once in a blue moon" means that something happens rarely. Whenever there are
two full moons in a calendar month, the second one is called "blue." This occurs
about every thirty months. Having a second full moon included in one calendar
month does not truly change the color. However, pollution in the atmosphere and ash from
volcanic eruptions can cause it to appear blue or even red to the human eye.

Less Common Spelling Patterns

9.4 ew

/u/ new blew grew threw
/yu/ few bru·ise pur·suit nui·sance
ew occurs mostly at the end of a word,
and is pronounced /u/ or /yu/.
Also see sew with /oʊ/ as in home.

9.5 ui

/u/ fruit suit cruise juice
/u/ bruise pur·suit nui·sance
ui occurs between two consonants in a
syllable or at the end of a syllable.
Also see ui in cuisine /kwɪˈzin/ (6.3), and
guide /ɡaɪd/ (5.12).

9.6 ou

/u/ you group soup through
/u/ rou·tine sou·ve·nir cou·pon /yu/
ou occurs between two consonants in a
syllable or at the end of a syllable.
Also see ou in though /oʊ/ home (7.6), ought
with /ɔ/ as in hot·dog (8.5), young /ʌ/ sun
(10.3), should /ʊ/ book (11.3), and plough /oʊ/
cow (13.2).

9.7 o

/u/ to do who whom
/u/ move prove lose whose
/u/ shoe ca·noe tomb
o is an unusual spelling that occurs in
often-used words such as to, do and who.
Also see w·o·man with /ɔ/ as in book (11.4).
1e belongs to the final ve and se spellings.

9.8 Others

/yu/ beau·ty beau·ti·ful va·cu·um
/yu/ Eu·rope eu·lo·gy eu·re·ka feud
/u/ /yu/ neu·tron neu·tral neu·ter
eau is a spelling of French origin.
Also see eau in burea·u /oʊ/ home (7.6).
uu vacuum is a spelling of Latin origin.
2eu is a spelling of Greek origin "good".
E. Spell the Word. Fill in the spellings *ew, ui, ou, o* and others for the /u/ or /yu/ sound. Use the Word List at the end of this lesson to mark spellings of words you do not know.

1. vac____um
2. fr____t
3. gr____p
4. n____s
5. cash____s
6. s____p
7. s____t
8. can____
9. cr____se
10. j____ce
11. br____se
12. ____rope
13. s____venir
14. j____elry
15. st____l
16. sh____
17. b____ty
18. n____trons
19. sc____
20. m____vie
Lesson 9

/u/ as in blue

F. Complete the Word. Fill in the spellings for the /u/ or /yu/ sound.

1. kn___
2. z___m
3. ball__n
4. gr__m
5. thr____
6. b____tiful
7. m_ral
8. n___tral
9. r___te
10. fl____
11. __rekal
12. st___l
13. Matth___
14. c____pon
15. r____n
16. neph____
17. s__venir
18. impr__ve
19. j___ce
20. thr____ghout

G. Complete the Sentence. Fill in the spellings for the /u/ or /yu/ sound

1. When visitors go to the z____, they like to v____ the animals.
2. However, it is unclear wh__ is watching wh____m.
3. Some of the h__mans are more am__sing to watch than the animals.
4. They make st__pid faces at the monkeys and act like bab____ns.
5. They throw f____d and shout r___d__ words at the chimpanzees.
6. They whistle, c____, and d___) imitations of mynah bird voices.
7. In short, they act like f____ls in front of everyone.
8. The orangutans m__ve in closer t____ watch these g____fy guys.
9. Thr___ghout the day, visitors "entertain" the animals in this way.
10. Do visitors realize what n____sances they are? (annoying persons)

H. Complete the Paragraph. Fill in the spellings for the /u/ or /yu/ sound. (10)

Z____s, or menageries, were __ually kept for the vi____ing pleas__re of royal families and their courts. Animals, incl__ding lions, tigers and hyenas, were kept in small cages. The animals had little space; the conditions were inh__mane. Later they were enlarged to gardens, parks and preserves. With the evol__tion of the z____, the enclos__res became larger and more similar to the natural habitat of the animals. Wildlife specialists contin__ to impr__ve the conditions of the animals and inform the public about the importance of preserving animal habitats.
Lesson 9

/ʊ/ as in blue

Pronunciation Variations

9.10 **CU and COO**

| cute   | mo·le·cule | ra·coon |

c in **cu** is pronounced /k/ with "hard c" and the vowel sound is /yu/.

9.11 **gu and goo**

| gu·lag | ja·gu·ar | la·goon |

g in **gu** is pronounced /g/ with "hard g" and the vowel sound is /u/ or /yu/.

9.12 **ur and oor**

| /ʊər/ | moor | boor | tour | tour·ist |

| /juər/ | fu·ry | mu·ral | u·rine | bu·reau |

| /juər/ | cure | pure | sure³ | en·dure³ |

**ur** and **oor** are pronounced /ʊər/ or /yuər/.

1/ɪʊər/ 2/juər/ 3/ʊər/ or /yuər/

*february* /ˈfɛb ru ər i/ /ˈfɛb ju ər i /

*sure* /ʃʊər/ /ʃɜr/

9.13 **-ure**

| /ʃər/ | pres·sure | in·sure | as·sure |

| /ʒər/ | clo·sure | mea·sure | lei·sure |

| /tʃər/ | pic·ture | fea·ture | crea·ture |

| /ʃər/ | fig·ure | in·jure | sei·zure |

| /ʃər/- /ʃər/ | ma·ture | man·ure | en·dure |

-**ure** is a suffix that occurs in both stressed and unstressed syllables. Its pronunciation is affected by the consonant before it.

6/ʃər/ 7/ʒər/ 8/tʃər/

*mature* /ˈtʃʊər/ /ˈʃʊər/ /ʃʃər/

I. **Complete the Word.** Fill in the spelling for the /ur/ or /yur/ sound.

**Nouns**

1. fut____ 2. sculpt____ 3. signat____ 4. legislat____

5. lect____ 6. post____ 7. struct____ 8. proced____

9. temperat____ 10. manic____ 11. expos____ 12. furnit____

13. tex____ 14. past____ 15. fail____ 16. moist____
Lesson 9

/u/ as in blue

Verbs:
17. sec____ 18. inj____ 19. end____ 20. manufact____
21. fig____ 22. fract____ 23. ins____ 24. capt____

Adjectives:
25. p____ 26. s____ 27. mat____ 28. dem____
29. imp____ 30. uns____ 31. immat____ 32. obsc____

J. Complete the Sentence. Fill in the spelling for the /uər/ or /yuər/ sound.
1. Bob inj____d himself when he fell over a divider in a parking lot.
2. He wasn’t s____ if he had just bruised his leg or broken it.
3. We fig____ed that it would be best to take him to the doctor.
4. The doctor took some pict____s (x-rays) and said it was a fract____.
5. Fortunately, Bob has health ins__ance.

K. Complete the Sentence. Fill in the spellings for the /u/ or /yu/sound.

The patient is impr____ving slowly. He is able to m____ve around with crutches and is in good h____mor. On his leg, there is a cast. All his friends have signed it, put their signat____res and good wishes on it. He likes the attention but finds it hard to end____re inactivity. He spends time on his comp____ter and plays video games. The doctor fig____res he will have to leave the cast on for three more weeks.

L. Homonyms. Write the spelling for the /u/ or /yu/ sound.

1. ___ ____ U → y____
2. tw___ 2 → t____
3. bl____ → bl____¹
4. thr____¹ → thr___gh
5. t___n___ → cart____n

¹past tense
Word Forms

M-1 Suffixes for verbs ending in -uCe or -ue  [Omit "e" before –ing.]

<table>
<thead>
<tr>
<th>Base Form &quot;E&quot;</th>
<th>3rd Person + S</th>
<th>Past Form + D</th>
<th>Participle [E]+ ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. amuse</td>
<td>amuses</td>
<td>amused</td>
<td>amusing</td>
</tr>
<tr>
<td>2. argue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. confuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. dispute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. excuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. include</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. introduce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. pursue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. rescue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. secure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. salute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. value</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M-2. Suffixes for verbs ending in -ew

<table>
<thead>
<tr>
<th>Base Form</th>
<th>3rd Person +S</th>
<th>Past Form +D</th>
<th>Participle +ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brew</td>
<td>brews</td>
<td>brewed</td>
<td>brewing</td>
</tr>
<tr>
<td>2. chew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. screw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. stew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 view</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Irregular forms: throw-threw-throwing; draw-drew-drawing; blow-blew-blowing

M-3 Suffixes for verbs ending in -e. ue  [Omit "e" before –ing.]

<table>
<thead>
<tr>
<th>Base Form</th>
<th>3rd Person +S</th>
<th>Past Form +D</th>
<th>Participle +ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. choose</td>
<td>moves</td>
<td>moved</td>
<td>moving</td>
</tr>
<tr>
<td>2. cruise</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>3. lose</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>4. move</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. prove</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Irregular forms: loses-lost-losing; chooses-chose-choosing; canoes, canoed, canoeing
### M-4. Plurals for nouns ending in –ue and -ew.

<table>
<thead>
<tr>
<th>Singular Form</th>
<th>Plural -S</th>
<th>Singular Form</th>
<th>Plural -S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cue</td>
<td>cues</td>
<td>1. crew</td>
<td>crews</td>
</tr>
<tr>
<td>2. blue</td>
<td></td>
<td>2. stew</td>
<td></td>
</tr>
<tr>
<td>3. clue</td>
<td></td>
<td>3. cashew</td>
<td></td>
</tr>
<tr>
<td>4. rescue</td>
<td></td>
<td>4. curfew</td>
<td></td>
</tr>
<tr>
<td>5. statues</td>
<td></td>
<td>5. nephew</td>
<td></td>
</tr>
<tr>
<td>6. tissue</td>
<td></td>
<td>6. view</td>
<td></td>
</tr>
</tbody>
</table>

### M-5. Plurals for nouns ending in –o and -oe.

<table>
<thead>
<tr>
<th>Singular Form</th>
<th>Plural -S</th>
<th>Singular Form</th>
<th>Plural -S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. boo</td>
<td>boos</td>
<td>1. canoe</td>
<td>canoes</td>
</tr>
<tr>
<td>2. cuckoo</td>
<td></td>
<td>2. shoe</td>
<td></td>
</tr>
<tr>
<td>3. igloo</td>
<td></td>
<td>4. zoo</td>
<td></td>
</tr>
<tr>
<td>4. zoo</td>
<td></td>
<td>5. two¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹"count by twos

### N. Complete the Paragraph. Complete the words with suffixes -s, -ed, -ing. Pay attention to tense within the context of the paragraph. Remove e if necessary.

Andy has an old pair of shoe____ that he wears on the weekends. His wife keeps remove___ them from the house. His kids keep throwing them away. But Andy rescue___ them from the garbage. He argue___ that they are just fine even though he has worn holes through the toes. He keeps glue____ them back together and taping the ends with duct tape. They look as if a dog has chew___ and ruin___ them. His family keeps "lose___" them. However, Andy doesn’t care. He choose____ to wear them, and he continue____ to repair them.
Lesson 9

/u/ as in blue

O. Writing. Write a short description about one of the pictures. Tell what is happening, for example, who, what, where, why, when and how. Underline words with the /u/ sound.

"Moving Day"

"Computer Project"

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Lesson 9

/u/ as in blue

Test Yourself (post-test)
Test yourself again to compare your progress since taking the pretest.

A  Find the Sound. Underline the words with the /u/ sound in stressed and unstressed syllables. (11)

The computer has contributed to the ruined posture of pupils in schools. Look in any educational institution, and you will find students bent over their desks doing their course work. The result is a lot of aching backs. The positioning of the keyboard, and the monitor needs improvement. The study of the design of equipment that fits the way humans work is called ergonomics.

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

1. ________ Matthew continues to rethink his work habits at his computer.
2. ________ Sometimes he choses to stand up and work upright.
3. ________ He usually adjusts his desk to a suitable height too.
4. ________ A stool is useful for changing positions throughout the day.
5. ________ He often gets up and moves around the room to stretch.

C  Complete the Paragraph. Fill in the spelling for the words with the /u/–/yu/ sound. (14)

The current trend in improving workplace design includes standing desks. The health benefits and risks of standing desks versus seated desks are disputed. One study concluded that a person who stands burns 50 more calories per hour and has better circulation. Another study argued that standing workers suffer from many knee, leg and foot problems. Also, workers usually tire after an hour or two and want to sit down. In short, there is no proof that a standing desk actually improves health.

Score _____/30  A score > 90% (27/30) is good, but < 90% needs work.
The Word List on the next page can be used to mark and collect difficult-to-spell words.
Lesson 9

/wu/ as in blue

Word List

### 9.1 u /wu/ end of a stressed syllable (not at the end of word)

<table>
<thead>
<tr>
<th>Word</th>
<th>1st Syllable</th>
<th>2nd Syllable</th>
<th>3rd Syllable</th>
<th>4th Syllable</th>
<th>5th Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>accumulate</td>
<td>dune</td>
<td>human</td>
<td>music</td>
<td>regulate</td>
<td>tubular</td>
</tr>
<tr>
<td>actually</td>
<td>duplicate</td>
<td>humid</td>
<td>musician</td>
<td>rubella</td>
<td>tuition</td>
</tr>
<tr>
<td>acuity</td>
<td>duty</td>
<td>humor</td>
<td>mutation</td>
<td>rule</td>
<td>tulip</td>
</tr>
<tr>
<td>aluminum</td>
<td>fabulous</td>
<td>inauguration</td>
<td>mutiny</td>
<td>ruby</td>
<td>tutu</td>
</tr>
<tr>
<td>angular</td>
<td>February</td>
<td>influenza</td>
<td>mutual</td>
<td>ruin</td>
<td>tumor</td>
</tr>
<tr>
<td>brutal</td>
<td>fluent</td>
<td>institution</td>
<td>nuance</td>
<td>ruler</td>
<td>tutor</td>
</tr>
<tr>
<td>bugle</td>
<td>fluid</td>
<td>jaguar</td>
<td>nuclear</td>
<td>rumor</td>
<td>unicorn</td>
</tr>
<tr>
<td>bureau</td>
<td>frugal</td>
<td>junior</td>
<td>nucleus</td>
<td>rupee</td>
<td>uniform</td>
</tr>
<tr>
<td>bureaucracy</td>
<td>fuel</td>
<td>Jupiter</td>
<td>numerical</td>
<td>rural</td>
<td>union</td>
</tr>
<tr>
<td>bureaucrat</td>
<td>furious</td>
<td>juvenile</td>
<td>numerous</td>
<td>Ruth*</td>
<td>union</td>
</tr>
<tr>
<td>circulatory</td>
<td>fury</td>
<td>kudos</td>
<td>nutrition</td>
<td>solution</td>
<td>unit</td>
</tr>
<tr>
<td>conclusion</td>
<td>fuselage</td>
<td>lubricate</td>
<td>opportunity</td>
<td>spectacular</td>
<td>universe</td>
</tr>
<tr>
<td>cucumber</td>
<td>fusion</td>
<td>lucid</td>
<td>peculiar</td>
<td>student</td>
<td>urine</td>
</tr>
<tr>
<td>cupid</td>
<td>futile</td>
<td>Lucille</td>
<td>pollution</td>
<td>stupid</td>
<td>usual</td>
</tr>
<tr>
<td>curable</td>
<td>future</td>
<td>Lucite</td>
<td>populate</td>
<td>superman</td>
<td>usually</td>
</tr>
<tr>
<td>curious</td>
<td>graduate</td>
<td>luminous</td>
<td>puma</td>
<td>supersonic</td>
<td>utilize</td>
</tr>
<tr>
<td>cuticle</td>
<td>gulag</td>
<td>lunar</td>
<td>pupa</td>
<td>superstition</td>
<td>visual</td>
</tr>
<tr>
<td>dual</td>
<td>guru</td>
<td>lactic</td>
<td>pupil</td>
<td>truly</td>
<td>zucchini</td>
</tr>
<tr>
<td>duel</td>
<td>Hindu</td>
<td>mural</td>
<td>purify</td>
<td>truth*</td>
<td>Zulu</td>
</tr>
<tr>
<td>duet</td>
<td>hula</td>
<td>museum</td>
<td>putrid</td>
<td>tubing</td>
<td></td>
</tr>
</tbody>
</table>

1/yu/  2/w/ or /yu/ dialectal variation  3/yu/ or /yə/ (unstressed syllable)  4/dʒæɡ juː ər/ British

### 9.2 uCe /wu/ before a consonant and silent e at the end of a word (and -ure)

<table>
<thead>
<tr>
<th>Word</th>
<th>1st Syllable</th>
<th>2nd Syllable</th>
<th>3rd Syllable</th>
<th>4th Syllable</th>
<th>5th Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>absolute</td>
<td>cube</td>
<td>fortune</td>
<td>lecture</td>
<td>nutrition</td>
<td>rude</td>
</tr>
<tr>
<td>abuse</td>
<td>cure</td>
<td>fume</td>
<td>legislature</td>
<td>nutritious</td>
<td>rule</td>
</tr>
<tr>
<td>accuse</td>
<td>cute</td>
<td>furniture</td>
<td>manicure</td>
<td>obscure</td>
<td>salute</td>
</tr>
<tr>
<td>acute</td>
<td>deluge</td>
<td>fuse</td>
<td>manufacture</td>
<td>obtuse</td>
<td>sculpture</td>
</tr>
<tr>
<td>amuse</td>
<td>demure</td>
<td>future</td>
<td>manure</td>
<td>pasture</td>
<td>secure</td>
</tr>
<tr>
<td>assume</td>
<td>dispute</td>
<td>granule</td>
<td>mature</td>
<td>perfume</td>
<td>signature</td>
</tr>
<tr>
<td>assure</td>
<td>dude</td>
<td>huge</td>
<td>measure</td>
<td>plume</td>
<td>spruce</td>
</tr>
<tr>
<td>attitude</td>
<td>Duke</td>
<td>immature</td>
<td>minute</td>
<td>posture</td>
<td>structure</td>
</tr>
<tr>
<td>brute</td>
<td>dune</td>
<td>immune</td>
<td>misuse</td>
<td>procedure</td>
<td>sure</td>
</tr>
<tr>
<td>capsule</td>
<td>endure</td>
<td>include</td>
<td>module</td>
<td>prosecute</td>
<td>temperature</td>
</tr>
<tr>
<td>capture</td>
<td>excuse</td>
<td>injure</td>
<td>moisture</td>
<td>prunes</td>
<td>texture</td>
</tr>
<tr>
<td>chute</td>
<td>execute</td>
<td>institute</td>
<td>molecule</td>
<td>pure</td>
<td>true</td>
</tr>
<tr>
<td>confuse</td>
<td>exposure</td>
<td>insure</td>
<td>mule</td>
<td>rebuke</td>
<td>tube</td>
</tr>
<tr>
<td>consume</td>
<td>failure</td>
<td>introduce</td>
<td>muse</td>
<td>reduce</td>
<td>tune</td>
</tr>
<tr>
<td>costume</td>
<td>feature</td>
<td>intrude</td>
<td>mute</td>
<td>refuge</td>
<td>unsure</td>
</tr>
<tr>
<td>creature</td>
<td>figure</td>
<td>June</td>
<td>nude</td>
<td>refuse</td>
<td>use</td>
</tr>
<tr>
<td>crude</td>
<td>flute</td>
<td>jute</td>
<td>nuke</td>
<td>resume</td>
<td>Yule</td>
</tr>
</tbody>
</table>

Keys to Spelling: Sounds and Syllable 26-Jul-19 15 Julie Sevastopoulos CC BY-NC-SA 4.0 International
Lesson 9

* /u/ as in blue *

### 9.2 uC /u/-/yu/ end of a word

<table>
<thead>
<tr>
<th>argue</th>
<th>cue</th>
<th>gruesome</th>
<th>rescue</th>
<th>sue</th>
<th>value</th>
</tr>
</thead>
<tbody>
<tr>
<td>barbecue</td>
<td>due</td>
<td>hue</td>
<td>revue</td>
<td>Sue</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td>ensue</td>
<td>issue</td>
<td>rue</td>
<td>tissue</td>
<td></td>
</tr>
<tr>
<td>clue</td>
<td>flue</td>
<td>pursue</td>
<td>statue</td>
<td>true</td>
<td></td>
</tr>
<tr>
<td>continue</td>
<td>glue</td>
<td>queue†</td>
<td>subdue</td>
<td>Tuesday*</td>
<td></td>
</tr>
</tbody>
</table>

### 9.3 OO /u/-/yu/ between consonants

<table>
<thead>
<tr>
<th>balloon</th>
<th>cool</th>
<th>lagoon</th>
<th>room</th>
<th>spoon</th>
<th>goo</th>
</tr>
</thead>
<tbody>
<tr>
<td>bloom</td>
<td>cuckoo*</td>
<td>loose*</td>
<td>roost</td>
<td>stool</td>
<td>groove*</td>
</tr>
<tr>
<td>boom</td>
<td>doom</td>
<td>mood</td>
<td>school</td>
<td>stoop</td>
<td>hoot</td>
</tr>
<tr>
<td>boot</td>
<td>droop</td>
<td>moon</td>
<td>scoot</td>
<td>tools</td>
<td>Yahoo!</td>
</tr>
<tr>
<td>boost</td>
<td>food</td>
<td>noodles</td>
<td>scoot</td>
<td>tools</td>
<td>Yahoo!</td>
</tr>
<tr>
<td>broom</td>
<td>fool</td>
<td>poodle</td>
<td>shoo</td>
<td>tooth</td>
<td>zoo</td>
</tr>
<tr>
<td>caboose*</td>
<td>gloom</td>
<td>pool</td>
<td>shoot</td>
<td>troop</td>
<td>zoom</td>
</tr>
<tr>
<td>choose*</td>
<td>goose*</td>
<td>proof</td>
<td>smooth</td>
<td>woo</td>
<td></td>
</tr>
<tr>
<td>coo</td>
<td>heirloom</td>
<td>raccoon</td>
<td>soon</td>
<td>igloo</td>
<td></td>
</tr>
</tbody>
</table>

### 9.4 EW /u/-/yu/ end of a word

<table>
<thead>
<tr>
<th>blew</th>
<th>crew</th>
<th>few</th>
<th>nephew</th>
<th>preview</th>
<th>stew</th>
</tr>
</thead>
<tbody>
<tr>
<td>brew</td>
<td>curfew</td>
<td>flew</td>
<td>new</td>
<td>renew</td>
<td>threw</td>
</tr>
<tr>
<td>cashew</td>
<td>dew</td>
<td>grew</td>
<td>newt</td>
<td>screw</td>
<td>whew</td>
</tr>
<tr>
<td>chew</td>
<td>drew</td>
<td>jewel</td>
<td>pew</td>
<td>shrew</td>
<td>withdrew</td>
</tr>
<tr>
<td>corkscrew</td>
<td>ewe</td>
<td>knew</td>
<td>phew</td>
<td>sinew</td>
<td>yew</td>
</tr>
</tbody>
</table>

### 9.5 ui /yu/ between consonants

<table>
<thead>
<tr>
<th>acquire</th>
<th>bruit</th>
<th>fruit</th>
<th>juicy</th>
<th>ruin</th>
</tr>
</thead>
<tbody>
<tr>
<td>bruise*</td>
<td>cruise*</td>
<td>juice*</td>
<td>nuisance*</td>
<td>suit</td>
</tr>
</tbody>
</table>

### 9.6 OU /u/-/yu/ mid word

<table>
<thead>
<tr>
<th>coupon</th>
<th>ghoul</th>
<th>ghoulish</th>
<th>routine</th>
<th>soup</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghoul</td>
<td>group</td>
<td>souvenir</td>
<td>through</td>
<td>youth</td>
<td></td>
</tr>
</tbody>
</table>

### 9.7 O /u/

<table>
<thead>
<tr>
<th>canoe</th>
<th>lose*</th>
<th>prove*</th>
<th>tomb</th>
<th>whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>move*</td>
<td>shoe</td>
<td>two</td>
<td>whose*</td>
</tr>
<tr>
<td>improve*</td>
<td>movie</td>
<td>to</td>
<td>who</td>
<td></td>
</tr>
</tbody>
</table>

### 9.8 Other spellings

<table>
<thead>
<tr>
<th>beauty</th>
<th>Eureka</th>
<th>eunuch</th>
<th>neutron</th>
<th>vacuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>eulogy</td>
<td>euthanasia</td>
<td>neuter</td>
<td></td>
</tr>
<tr>
<td>European</td>
<td>euphemism</td>
<td>leukemia</td>
<td>neutral</td>
<td></td>
</tr>
</tbody>
</table>

*The *e* at the end of these words belongs to final *ce*, *se*, and *ve* spellings (rather than the vowels).*
Lesson 9

/u/ as in blue

Answers

Test Yourself (pre)

A. Hear it. boot, hoop, pull (3)
C. Find and Correct. (6)
1. ✗ producer Peru is a producer and exporter of blueberries.
2. ✗ two It exports too tons of blueberries to the United States.
3. ✗ beautiful This butiful fruit has numerous benefits
4. ✔ They are nutritious and high in vitamins C and B6.
5. ✗ youthful Consuming a handful each day keeps you vuthful.
6. ✗ too They reduce inflammation and help the immune system to.
D. Spell the Word. (10)
1. moon
2. flute
3. music
4. student
5. spoon
6. human
7. statue
8. Jupiter
9. tools
10. ruler
11. pool
12. computer
13. school
14. ruby
15. uvula
16. graduation
17. mule
18. rooster
19. argue
20. tulips
21. June
22. room
23. parachute
24. sushi
25. tube
26. cupid
27. kangaroo
28. fortune

B. Complete the Word.
1. noodles
2. tuition
3. rooster
4. smooth
5. rumor
6. toothpaste
7. rude
8. stoop
9. useful
10. universe
11. mute
12. uniform
13. ice cube
14. influenza
15. aluminum
16. musician
17. humor
18. dispute
19. mushroom
20. humidity
21. usually
22. absolutely
23. nutrition
24. opportunity

C. Complete the Sentence.
1. We don't usually think of blue as a food color, but it is.
2. The color is cool and calming and found in fruit and vegetables.
3. You may include prunes, cherries and berries in this group.
4. and corn, tomatoes, potatoes, carrots and eggplant too.
5. People assume that blue is not flavorful or nutritious.
6. But something blue can truly taste sweet and be good for you.
7. Blue skins contain "flavonoids", which reduce the risk of cancer.
8. Next time at the supermarket, choose a blue tomato instead!

D. Find the words with the /u/ sound. Underline the words. (12)
"Once in a blue moon" means that something happens rarely. Whenever there are two full moons in a calendar month, the second one is called "blue." This occurs about every thirty months. Having a second full moon included in one calendar month does not truly change its color. However, pollution in the atmosphere and ash from volcanic eruptions can cause it to appear blue or even red to the human eye.
Lesson 9

/u/ as in blue

E. Spell the word with the /u/ sound.
   1. vacuum   2. fruit   3. group   4. news
   5. cashews  6. soup   7. suit   8. canoe
   9. cruise ship  10. juice   11. bruise   12. Europe
   13. souvenir  14. jewelry   15. stool   16. shoe
   17. beauty  18. neutrons   19. screw   20. movie

F. Complete the word with the correct spelling for the /u/ sound.
   1. knew   2. zoom   3. balloon  4. groom
   5. threw   6. beautiful   7. mural  8. neutral
  17. souvenir  18. improve  19. juice  20. throughout

G. Complete the word(s) in the sentences with the correct spellings for the /u/ sound.
   1. When visitors go to the zoo, they like to view the animals.
   2. However, it is unclear who is watching whom.
   3. Some of the humans are more amusing to watch than the animals.
   4. They make stupid faces at the monkeys and act like baboons.
   5. They throw food and shout rude words at the chimpanzees.
   6. They whistle, coo, and do imitations of mynah bird voices.
   7. In short, they act like fools in front of everyone.
   8. The orangutans move in closer to watch these goofy guys!
   9. Throughout the day, visitors "entertain" the animals in this way.
  10. Do visitors realize what nuisances they are?

H. Complete the words in the paragraph with the /u/ sound. (10)

Zoos, or menageries, were usually kept for the viewing pleasure of royal families and their courts. Animals, including lions, tigers and hyenas, were kept in small cages. The animals had little space; the conditions were inhumane. Later they were enlarged to gardens, parks and preserves. With the evolution of the zoo, the enclosures became larger and more similar to the natural habitat of the animals. Wildlife specialists continue to improve the conditions of the animals and inform the public about the importance of preserving animal habitats.

I. Complete the words with correct spelling) for the /ur/ or /yur/ sound.

Nouns
   1. future  2. sculpture   3. signature   4. legislature
   5. lecture 6. posture  7. structure   8. procedure
   9. temperature 10. manicure   11. exposure   12. furniture

Nouns
  17. secure  18. inure  19. endure  20. manufacture
  21. figure  22. fracture  23. insure  24. capture

Adjectives
  25. pure  26. sure  27. mature  28. demure
  29. impure  30. unsure  31. immature  32. obscure

J. Complete the word in the sentence with the correct spelling for the /uə/ or /yəə/ sound.

1. Bob injured himself when he fell over a divider in a parking lot.
2. He wasn't sure if he had just bruised his leg or broken it.
3. We figured that it would be best to take him to the doctor.
4. The doctor took some pictures (x-rays) and said it was a fracture.
5. Fortunately, Bob has health insurance.
Lesson 9

/u/ as in blue

K. Complete the words with the correct spellings for the /u/, /yu/, /ʊər/ or /yʊər/ sound.
The patient is improving slowly. He is able to move around with crutches and is in good humor. On his leg, there is a cast. All his friends have signed it, put their signatures and good wishes on it. He likes the attention but finds it hard to endure inactivity. He spends time on his computer and plays video games. The doctor figures he will have to leave the cast on for three more weeks.

L. Homonyms
1. U → you
2. two → to
3. blue → blew
4. threw → through
5. tune → toon

M-1. Suffixes. Verbs ending in e
1. amuse → amuses, amused, amusing
2. argue → argues, argued, arguing
3. confuse → confuses, confused, confusing
4. cure → cures, cured, curing
5. dispute → disputes, disputed, disputing
6. excuse → excuses, excused, excusing
7. include → includes, included, including
8. introduce → introduces, introduced, introducing
9. pursue → pursues, pursued, pursuing
10. rescue → rescues, rescued, rescuing
11. secure → secures, secured, securing
12. salute → salutes, saluted, saluting
13. use → uses, used, using
14. value → values, valued, valuing

M-2. Suffixes. Verb ending in ew
1. brew → brews, brewed, brewing
2. chew → chews, chewed, chewing
3. screw → screws, screwed, screwing
4. stew → stews, stewed, stewing
5. view → views, viewed, viewing

Irregular forms: throw-throw-throwing; draw-drew-drawing; blow-blew-blowing

M-3 Suffixes. Verbs ending in -e.
1. choose → moves, moved, moving
2. cruise → cruises, cruised, cruising
3. lose → loses, *lost, losing
4. move → moves, moved, moving
5. prove → proves, proved, proving

Irregular forms: loses-lost-losing; chooses-chose-choosing; canoes, canoed, canoeing

1. cue → cues
2. blue → blues
3. clue → clues
4. rescue → rescues
5. statues → statues
6. tissue → tissues

1. crew → crews
2. stew → stews
3. cashew → cashews
4. curfew → curfews
5. nephew → nephews
6. view → views
Lesson 9

/u/ as in blue

M-5. Plurals for nouns ending in –o and –oe.

1. boo boos 1. canoe canoes
2. cuckoo cuckoos 2. shoe shoes
3. igloo igloos 4. 
4. zoo zoos 5. 
5. two1 twos 6. 

1"count by twos"

N. Complete the word forms in the sentences. (-s, -ed, -ing)

Andy has an old pair of shoes that he wears on the weekends. His wife keeps removing them from the house. His kids keep throwing them away. But Andy rescues them from the garbage. He argues that they are just fine even though he has worn holes through the toes. He keeps glues them back together and taping the ends with duct tape. They look as if a dog has chews and ruins them. His family keeps "losing" them. However, Andy doesn’t care. He chooses to wear them, and he continues to repair them.

O. Writing. Write a short story about the picture. (Answers will vary.)

Test Yourself (post) .................................................................................................................................................. 14

A. Complete the word. Underline the words with the /u/ sound in stressed and unstressed syllables. (11)

The computer has contributed to the ruined posture of pupils in schools. Look in any educational institution, and you will find students bent over their desks doing their course work. The result is a lot of aching backs. The positioning of the keyboard, and the monitor needs improvement. The study of the design of equipment that fits the way humans work is called ergonomics.

B. Find and Correct. (5pts)

1. ✗ continues Matthew continues to try to improve his work station.
2. ✗ chooses Sometimes he chooses to stand up and work upright.
3. ✗ suitable He likes to adjust his desk to a suitable height too.
4. ✗ throughout A stool is useful for changing positions thruout the day.
5. ✔ He often gets up and moves around the room to stretch.

C Underline the words with the /u/ sound in a stressed or unstressed syllable. (14)

The current trend in improving workplace design includes using standing desks. The health benefits and risks of standing desks versus seated desks are disputed. One study concluded that a person who stands burns 50 more calories per hour and has better circulation. Another study argued that standing workers suffer from too many knee, leg and foot problems. Also, workers usually tire after an hour or two and want to sit down. In short, there is no proof that a standing desk actually improves health

Image Credits

"Standing desk illustration" by Angus McIntyre on Wikimedia Commons, 21 Feb 2014, licensed under CC BY-SA 3.0 (cropped and resized).

"Standing desk with stool" by kcida 10, Wikimedia Commons, 30 Nov 2015, licensed under CC 1.0 (cropped and resized).

Illustrations


Clipart was downloaded from educational resource websites such as creativecommons.org, commons.wikimedia.org, pixabay.com, pexels.com, classroomclipart.com. These are sites that specifically state that the image is in the public domain or usable under a Creative Commons license.