

Lesson Nine Homophones with [ū]

1 Underline the letters that spell [ū] in the following words:

l <u>o</u> se	ch <u>oo</u> se	ch <u>e</u> ws	t <u>o</u>	l <u>oo</u> se
bl <u>e</u> w	tw <u>o</u>	st <u>u</u> dent	n <u>e</u> w	y <u>o</u>
t <u>oo</u>	y <u>e</u> w	thr <u>o</u> ugh	tr <u>u</u> ly	sh <u>o</u> es
sh <u>oo</u> s	kn <u>e</u> w	bl <u>e</u>	thr <u>e</u> w	su <u>i</u> cide

2 In English we have many cases of two or more words that sound the same even though they mean different things and are spelled differently. Such words are called **homophones**. The base *homo* means “same,” and the base *phone* means “sound.” So homophones have the same sound, but different meanings and spellings. Several homophones contain the sound [ū]. The list above contains one set of three homophones, three words that sound the same but are spelled differently. Find them and write them here:

<i>too</i>	<i>two</i>	<i>to</i>
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3 The list contains six pairs of words that are homophones. Write the other five pairs here:

Word #1	Word #2
<i>blew</i>	<i>blue</i>
<i>shoos</i>	<i>shoes</i>
<i>choose</i>	<i>chews</i>
<i>yew</i>	<i>you</i>
<i>knew</i>	<i>new</i>
<i>through</i>	<i>threw</i>

4 When you are trying to keep the different spellings of homophones clear in your mind, it helps to put them into groups. For instance, in the *to*, *too*, *two* set, it helps to remember that *two* is related to other words with the meaning “two,” like *twice*, *twin*, and *twelve*. Remembering that set can help you remember the <w> in *two*.

And sometimes you simply have to think of little tricks that can help. For instance, in the *to*, *too* set the word *too* has an extra <o>. It has one too many <o>'s.

Be ready to discuss these questions:

What words are *threw*, *knew*, and *blew* related to that can help you remember the <w>?

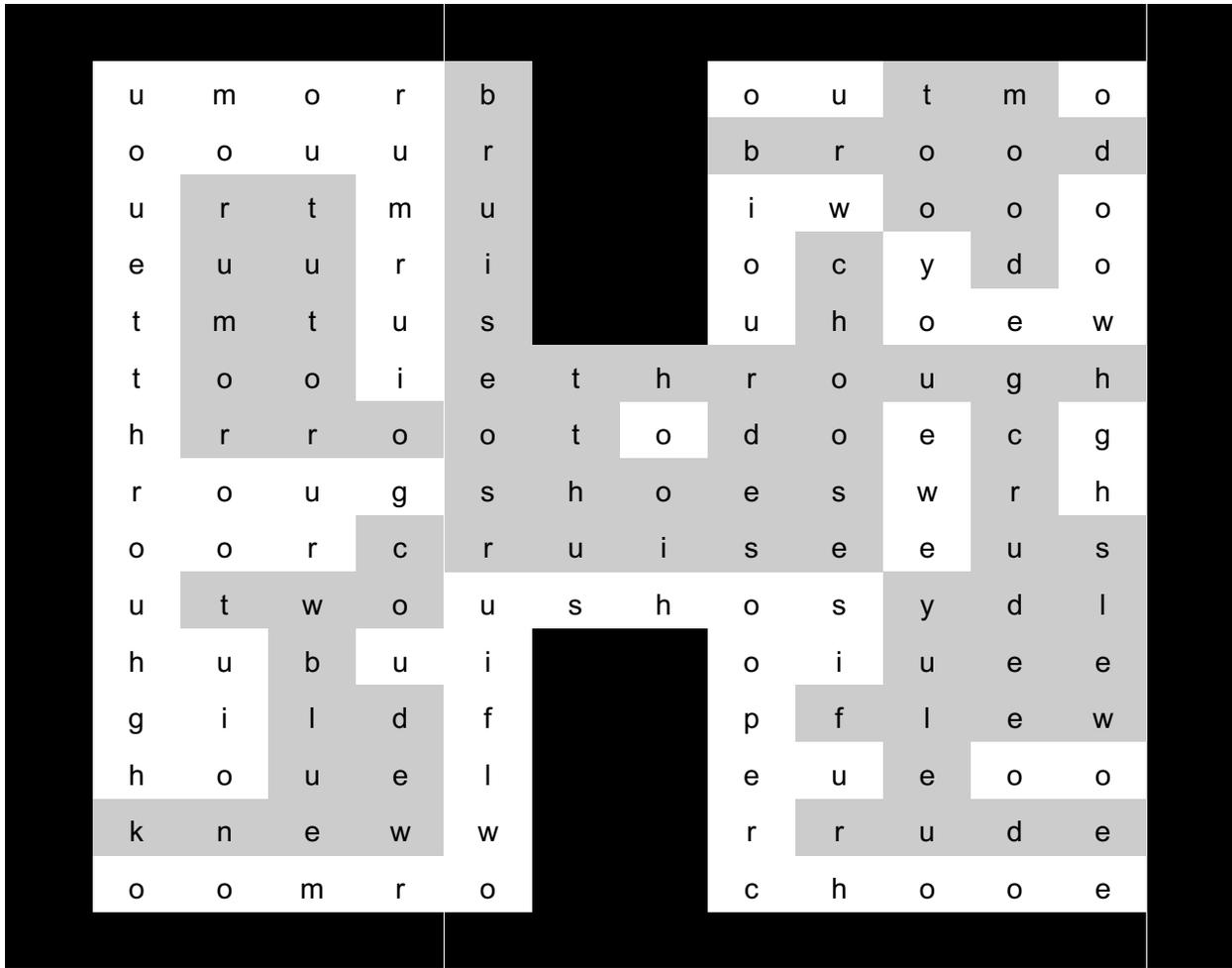
Can you think of other patterns or tricks to help you with the homophones *choose* and *chews*? *You* and *yew*? *Shoes* and *shoos*?

5 Pairs like *loose* and *lose* are not pronounced the same so they are not quite homophones, but they are enough alike in sound and spelling to be confusing. It can help to remember that *lose* is related to *lost*: If you lose something, it is lost. And both *lose* and *lost* contain just one <o>. It might help, too, to remember that *loose* rhymes with *goose*; you will probably find it easier to remember the <oo> in *goose*.



Word Find. “H” is for *homophone*. This Find gives you a chance to work some more with homophones that contain the sound [ū]. We give you clue words. In the puzzle you are to find the homophones for the clue words. There are twenty clue words but twenty-two homophones in the puzzle because two of the clue words, *due* and *to*, have two homophones each rather than just one. Here are the clues. We've given you a start:

threw✓	shoos✓	crews✓	rued✓
new✓	flu✓	crewed✓	due✓
chews✓	roomer✓	brews✓	to✓
blew✓	toter✓	brewed✓	route [rūt]✓
yew✓	you'll✓	mooed✓	slough [slū]✓



After you have found as many of the homophones as you can, write them in alphabetical order:

1. <i>blue</i>	7. <i>dew</i>	13. <i>rude</i>	19. <i>tutor</i>
2. <i>brood</i>	8. <i>do</i>	14. <i>rumor</i>	20. <i>two</i>
3. <i>bruise</i>	9. <i>flew</i>	15. <i>shoes</i>	21. <i>you</i>
4. <i>choose</i>	10. <i>knew</i>	16. <i>slew</i>	22. <i>yule</i>
5. <i>crude</i>	11. <i>mood</i>	17. <i>through</i>	
6. <i>cruise</i>	12. <i>root</i>	18. <i>too</i>	

Teaching Notes.

Item 1. In *shoes* students may want to underline <oe> rather than <o>, but we treat this as a case where the <e> is marking a preceding vowel as long. In *through* they may want to underline <ough>. That <gh> poses real problems. We treat it as a silent diacritic, somewhat like silent final <e>.

Item 2. For the related terms *homograph* and *homonym*, see the teaching notes to Book 4, Lesson 31.

Item 2. In Old English there was a preposition spelled <to> and an adverb also spelled <to>. The preposition meant basically what our preposition *to* means today; the adverb meant "furthermore, moreover," basically what our *too* means today. In time the Old English adverb added that extra <o>, to give it more weight: The preposition *to* tended to be unstressed in sentences: "They went t' school." But the adverb, which became our *too*, tended to be stressed because it was more emphatic: "They did **too** go t' school!" That extra stress and weight is the reason for the extra <o> in *too*.

Item 3. For the record, *knew* and *new* have a third homophone: *gnu*.

Item 4. For more on these <tw> words see the teaching notes to Book 4, Lesson 30. Re: *threw*, *knew*, and *blew*: The related words we're interested in here are *throw*, *know*, and *blow*. The question about *choose*, *chews* and the others is more open-ended. Possible observations: *Choose* is related to *chose*, also with <o>. One thing you chew is chow, also with <w>. *You* is related to *your*, also with <ou>. "A bird flew out of the dew-covered yew." "He hoes his garden without any shoes." "His shoes pinch his toes." That sort of thing.