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Excerpt

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1 Vowel sounds

1.1 Short vowel sounds

Lesson plan

This unit deals with the students' listening awareness of both short and long vowel sounds. You might note that there is no universally agreed concept of what each vowel sound should be. Although this book uses the phonetic symbols from the International Phonetic Alphabet, which is based on Southern British English pronunciation, there are many other acceptable pronunciations which you could check in a good dictionary.

Each word, when sounded out, has one or more beats. Each beat is a syllable. In every beat (syllable) we usually hear a vowel sound. A vowel sound occurs when the mouth is open, the air can flow freely and the tongue is at rest. The vowels are 'a' 'e' 'i' 'o' 'u' and sometimes 'y'. One or two vowel letters may combine to make one sound, as you can see in the following:

one-syllable words	two-syllable words	three-syllable words
can	can - dy	can - di - date
hope	hope - ful	un - hope - ful
weight	weight - less	weight - less - ness

When writing, students may rely only on their auditory memory, that is, they write the way they remember the sound of a word. (The word 'week' may be written as 'wik', if that is what the students hear.) Therefore, in this unit, the differences between the various short vowel sounds are practised. Next, students are introduced to the differences between the short **and** long vowel sounds. Later units will deal with each long vowel sound individually.

- 1 ELICIT: Ask students for the names of the vowels. Write them on the board: **A E I O U**. Remind the students that all the other letters are called consonants, apart from **Y**, which sometimes acts as a vowel and other times as a consonant. (In less advanced bilingual classes, this part of the lesson can be done in mother tongue.)

Vowel sounds

2 WRITE ON THE BOARD:

a	e	i	o	u
cat	bed	big	hot	fun

Ask students to give other words that follow the same CVC (consonant – vowel – consonant) pattern of letters and add them to the table.

Students copy the table and three examples for each vowel into their notebooks.

- 3 ASK: What sound does each vowel have when it is ‘sandwiched’ between two consonants? Answer: The vowel does not say its name, but is pronounced as a short sound: /æ/ as in *cat*; /e/ as in *bed*; /ɪ/ as in *sit*; /ɒ/ as in *hot* and /ʌ/ as in *fun*.

The vowel will be pronounced in its short form in VC words, like *at, it, up, on*.

You might want to explain to more advanced classes that this pronunciation does not apply to some one-syllable words that end in ‘-ld’, ‘-st’, or ‘-nd’, where the vowel sound is long: /aɪ/ as in *kind, mind, child*; /əʊ/ as in *old, most, post*.

Warm-up practice of short vowel sounds

* *Beginners*

In turn, students say aloud to the rest of the class one short vowel sound, without revealing the name of the vowel being pronounced, for example, Student A says ‘/ɪ/’ as in *sit*. The other students must guess which vowel is being referred to. Do this until all the vowel sounds have been covered and students feel confident in identifying the short vowel sounds.

* *Intermediate*

Write on the board:

bag beg big bog bug

You should now carefully pronounce each word out loud to the class. Tell the class that when the next word is called out, they must identify which word was said and write it down in their notebooks. It’s a good idea to go over the correct answer after each word and possibly re-test words that were problematic for the students.

* *Advanced*

The following are a number of listening exercises that use the same list of words and are aimed at strengthening the students' perception of the five short vowel sounds. You could either write the list on the board or photocopy it and hand out to each student.

Listening Exercise – Short Vowel Sounds

- | | | | | |
|----|-------|-------|-------|-----|
| 1 | bad | bed | | |
| 2 | cop | cup | | |
| 3 | bit | bat | | |
| 4 | mud | mad | | |
| 5 | chip | chap | chop | |
| 6 | drunk | drink | drank | |
| 7 | an | in | on | |
| 8 | pet | pit | pat | |
| 9 | hut | hot | hit | hat |
| 10 | bug | bag | big | beg |

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- 1 Dictate one word from each line. Ask the students to underline the word they hear.
- 2 Another way you might like to consider is to read out all the words from each line, but at random. Students number the words in the order they hear them. For example, (line 5), the words are read out in the order of **chop**, **chip** and **chap**. The students would write their answer like this:

2	3	1
chip	chap	chop


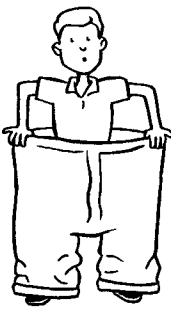
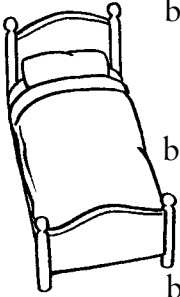






- 3 Students work in pairs, taking turns reading out one word from each line. The partner must identify the word by pointing to it on the page.
- 4 Taking turns, one student dictates a word and the partner writes it down, without looking at the list.
 You might like to ask the students:
 - What difficulties did you have when doing these exercises?
 - What was easier for you?
 - Which sound/letter did you have most difficulty with?

Vowel sounds

A Beginners

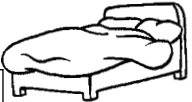
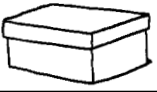








1 What am I?

Circle the word that is the name of the picture. Do at least six.

 <p>cat cot cut</p> <p>1</p>	 <p>bag big bug</p> <p>2</p>	 <p>bad bud bed</p> <p>3</p>
 <p>pin pan pen</p> <p>4</p>	 <p>bit bat but</p> <p>5</p>	 <p>hot hat hut</p> <p>6</p>
 <p>cup cap cop</p> <p>7</p>	 <p>dig dog dug</p> <p>8</p>	 <p>track trick truck</p> <p>9</p>

2 Pick a letter – make a word

Choose one letter from each box to make up the name of the picture. Write the name on the space at the side. Do at least seven.

1		b r	a e	m d	— — —
2		d b	o u	k x	— — —
3		f p	i a	t n	— — —
4		p d	e o	g q	— — —
5		t k	i e	n d	— — —
6		r b	a u	s c	— — —
7		z s	o u	n b	— — —
8		sh ch	e i	p f	— — — —
9		pr fr	a o	g j	— — — —
10		f d	u i	nd sh	— — — —

Vowel sounds

3 Vowel trivia

Read the definition, then choose a suitable vowel to complete the word, which matches the definition. Can you do at least 14?

A E I O U

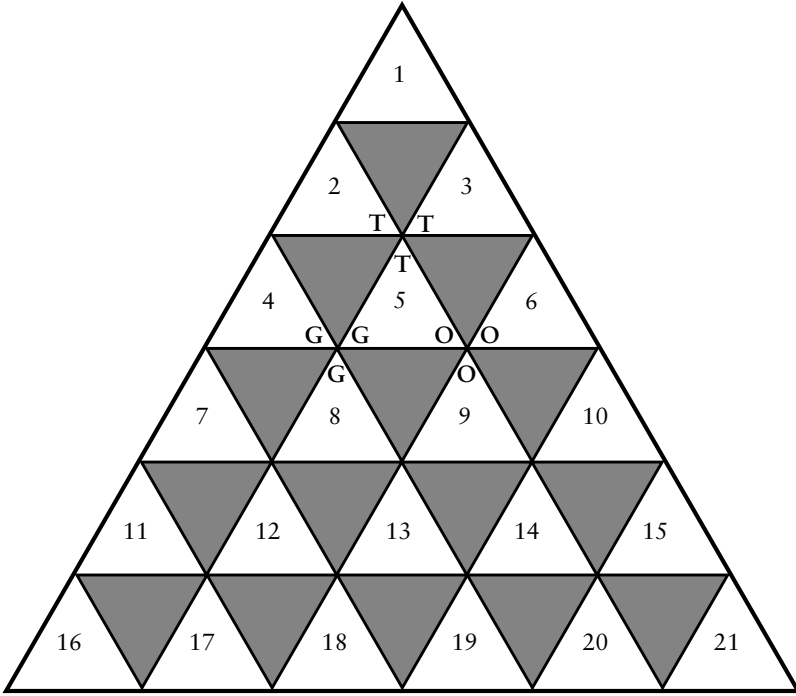
- | | | | |
|-----------|-------------------|-------------|---------------------|
| 1 p __ g | a farm animal | 11 d __ ck | a swimming bird |
| 2 m __ p | found in an atlas | 12 h __ t | not cold |
| 3 r __ d | a colour | 13 s __ x | a number |
| 4 h __ nd | has fingers | 14 w __ t | not dry |
| 5 m __ n | not a woman | 15 n __ ck | a giraffe's is long |
| 6 l __ ps | part of the mouth | 16 b __ d | not good |
| 7 f __ x | a wild animal | 17 dr __ ss | a girl may wear it |
| 8 t __ n | a number | 18 c __ p | you drink from it |
| 9 g __ lf | a game | 19 d __ sc | for the computer |
| 10 r __ n | not walk | 20 d __ ll | a child's toy |

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B Intermediate

1 Triangular words

In each triangle, write a three-letter word that is an answer to its clue. Write each letter of the word in the corners of the triangle. Make sure the word is written in the triangle with the same number as its clue. Words can be written either clockwise or counterclockwise. Where the corners of the triangles meet, the letters are the same. To help you start, the answer is given for clue five. Solve at least 15.









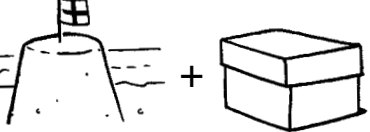
Clues

- | | |
|------------------------|--------------------------------|
| 1 Not a woman | 11 Past of 'do' |
| 2 10 | 12 It becomes a flower |
| 3 Turn it on for water | 13 One of many bones |
| 4 Precious stone | 14 A can |
| 5 Received | 15 It blows air |
| 6 Policeman | 16 To tear |
| 7 Earth and water | 17 A colour |
| 8 It covers the floor | 18 Place to sleep in |
| 9 To go bad | 19 Quickly in and out of water |
| 10 A lion, for example | 20 Used for frying |
| | 21 Not thin |





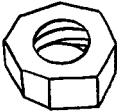
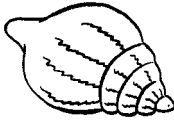


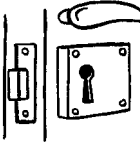



Vowel sounds

2 Compound word picturegram

In this exercise, there are picture, word and letter hints. Use them all and discover the compound words. Try to do at least ten.

1		+ set	=	_____
2		+ mill	=	_____
3		+ stick	=	_____
4		+ club	=	_____
5		+ stick	=	_____
6			=	_ nth _ ll
7			=	s _ ndb _ x

Vowel sounds

8		+		=	h _ ndb _ g
9		+		=	b _ db _ g
10		+		=	n _ tsh _ ll
11		+		=	_ i _ _ _ e _
12	pad	+		=	_____
13	pig	+		=	_____
14	dish	+		=	_____
15	hot	+		=	_____

Vowel sounds

C Advanced

1 Vowel inserts

Read the definition to complete each word with its correct 'short' vowels.

- | | |
|--|-----------------------|
| 1 A thief or robber | b _ n d _ t |
| 2 It could be mathematical or personal | p r _ b l e m |
| 3 A quick meal or snack, with bread | s _ n d w _ c h |
| 4 Vegetable for Cinderella's carriage | p _ m p k _ n |
| 5 One more than twins | t r _ p l _ t s |
| 6 Open footwear for the summer | s _ n d a l |
| 7 A brass wind instrument | t r _ m p _ t |
| 8 A competition | c _ n t _ s t |
| 9 A serviette | n _ p k _ n |
| 10 A tooth doctor | d _ n t _ s t |
| 11 Created something original | _ n v _ n t e d |
| 12 Like a devil | s a t _ n _ c |
| 13 Big American river | M _ s s _ s s _ p p _ |
| 14 Bad behaviour | m _ s c _ n d _ c t |
| 15 To live in | _ n h _ b _ t |

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