

Student A

My partner's words	My words
	bet hut pin tap bun pat cap song think cat sit ten met drunk swim pack rap



Student B

My words	My partner's words
cut set tin mat drink swum pick rip thank bat hot pen bed top pet cup sing	



Teacher's Notes: Short Vowels (a, e, i, o, u)

You will need: copies of the handout, cut in half for student A and student B.

1. Write the following words on the board and elicit the pronunciation (or elicit all words and pron by giving one word each to 5 students and get them to explain/draw/act it). Draw attention to the shape of the mouth when pronouncing just the vowel sounds (pictures underneath). **Note:** These pictures are **not** a scientific representation – they are just what I think my mouth does when I say these sounds – you can change them if you want.

rat /æ/



wet /e/



fit /ɪ/



hot /ɒ/



cut /ʌ/



2. Silent dictation – mouth the sounds for the students, and see if they can guess what the sound is without any noise.
3. Drill the words chorally and individually (you could do it silently at first, students just making the shapes with no noise).
4. Give students 3 minutes to think of three more words for each sound, then check their ideas.
5. Students work in pairs (student A with handout A, and student B with handout B). They should take it in turns to dictate their list to each other, only checking their answers at the end. Teacher monitors and helps with any problems. With an odd number of students, just have two student As in one group – they can take it in turns to dictate the words.
6. Feedback – you'll probably notice some particular problems as you are monitoring (for example Spanish students with **cat** and **cut**, Arabic speakers with **bat** and **bet**, almost everyone with **bed** and **bet**). You could do more drilling here to practise these.
7. Finally, board the following words, and elicit their pronunciation:

race

elephant

like

son

put

Elicit that the pronunciation and spelling do not always correspond – here you could get students to think of more words which have the same a/e/i/o/u letters, but different pronunciation.

A good follow-up lesson to do here would be with 'magic E' (imagine adding an 'e' to the words "rat", "pet", "slim", "hop", "hug". The effect is usually the same! Check my website for a lesson on this – it'll be there soon.

