

Teachers' Notes: Long Vowels (magic 'e')

You will need: The long vowels handout cut in half – one for each pair of students.

Procedure

First, elicit the pronunciation of these words, with their short vowel sounds.

mad	pet	win	hop	hug
/æ/	/e/	/ɪ/	/ɒ/	/ʌ/

Then add the 'magic e' to the ends of the words, and ask students how the vowel sounds have changed. Answer: the sounds are longer and are now pronounced the same as their alphabetical equivalents.

made	Pete	wine	hope	huge
/eɪ/	/i:/	/aɪ/	/əʊ/	/ju:/

Drill the sounds in isolation. You might want to point out that sometimes u_e is pronounced just /u:/ (for example June).

Write the following transcriptions on the board, and ask students how they would say /spell the words, drawing attention to the a_e, e_e, i_e, o_e and u_e spellings.

/feɪd/ (fade), /nju:d/ (nude), /pi:k/ (peke), /rəʊd/ (rode) and /waɪp/ (wipe)

Now give the handout to the students who work in pairs to pronounce / spell the words. Students who finish quickly could think of definitions for the words so they can teach the other students any new vocabulary items.

Answers

1. skive
2. rude
3. brave
4. grave
5. theme
6. shave
7. drove
8. hide
9. tune
10. shade

11. crime
12. slide
13. lime
14. poke
15. space
16. lice
17. bone
18. blame
19. vote
20. puke



Long Vowels: A, E, I, O and U

How do you pronounce/spell these words? Do you know what any of them mean?

1. /skaɪv/ 2. /ru:d/ 3. /breɪv/ 4. /greɪv/ 5. /θi:m/ 6. /feɪv/ 7. /drəʊv/ 8. /haɪd/ 9. /tju:n/ 10. /feɪd/	11. /kraɪm/ 12. /slaɪd/ 13. /laɪm/ 14. /pəʊk/ 15. /speɪs/ 16. /laɪs/ 17. /bəʊn/ 18. /bleɪm/ 19. /vəʊt/ 20. /pju:k/
--	---

Long Vowels: A, E, I, O and U

How do you pronounce/spell these words? Do you know what any of them mean?

1. /skaɪv/ 2. /ru:d/ 3. /breɪv/ 4. /greɪv/ 5. /θi:m/ 6. /feɪv/ 7. /drəʊv/ 8. /haɪd/ 9. /tju:n/ 10. /feɪd/	11. /kraɪm/ 12. /slaɪd/ 13. /laɪm/ 14. /pəʊk/ 15. /speɪs/ 16. /laɪs/ 17. /bəʊn/ 18. /bleɪm/ 19. /vəʊt/ 20. /pju:k/
--	---

