

FILE ONE

WORDS & SOUNDS

Objectives :

- Word formation with the suffix "ed"
- Pronunciation of the "ed" suffix at the end of regular verbs past participles.
- Recycle tag questions.
- Let the students be aware of sound-spelling links with an emphasis on silent letters.
- Discriminating between long and short vowel sounds:
/i/ and /i:/
/i/ and /e/.

WORDS AND SOUNDS

Step one: The learners are asked to go back to page 24 and look at 'Task1', he reminds the learners about the "suffix ed " and its pronunciation. He may ask them questions about the discrimination between the pronunciation and when do they pronounce [/t/ - /d/ or /ɪd/] ,the teacher should explain to the learners the discrimination between isolated words and connected speech (pronunciation)→ adjectives

🎨 **Cooked /t/ "isolated past participle"**

🎨 **Cooked food /d/ "adjective" , so the /t/ changes to /d/**

"The aim of this activity is double fold: word formation with the suffix —ed and the pronunciation of the —ed suffix at the end of past participles. Please remember that in connected speech, the /d/ inflection of the adjective cooked in cooked food is pronounced as /d/."

Verbs	Adjective	Phonetic transcription
♣ To cook (food)	♣ Cooked food	♣ /k u k d/
♣ To boil (eggs)	♣ Boiled eggs	♣ /b o i l d /
♣ To fry (potatoes)	♣ Fried potatoes	♣ / f r a i d /
♣ To steam (rice)	♣ Steamed rice	♣ / s t i : m d /
♣ To roast (peanuts)	♣ Roasted peanuts	♣ / r ə u s t i d /
♣ To grill (lamb)	♣ Grilled lamb	♣ / g r i l d /

Step two: The teacher explains the instructions of 'Task2p24", then tells the learners to perform and substitute the key words in the table above respecting stress and intonation.

Example:

You: Karima prefers eating {raw food}, **doesn't** (he - she)?

Your partner: No, she doesn't .She prefers **cooked food**.

Step three: The teacher tells the learners to go back to page and look at "task3p24" he explains the instructions then asks them to do it.

→ **Task 3p24:** Read aloud the words in the table below and cross out the letters which remain silent when you pronounce them.

You see /write	You pronounce	You see /write	You pronounce
Cooker	/ 'kʊkə/	Yolk	/ jɔʊk/
Fruit	/ frʊɪt/	Salmon	/ 'sæmən/
Parsley	/ 'pɑːsli/	Salt	/ sɔːlt/
Fork	/ fɔːk/	Stomach	/ 'stʌmək/
Knife	/ nɑːf/	Lamb	/ læm/
Turnip	/ 'tɜːnɪps/	Doughnuts	/ 'dɔːnʌts/
Hamburger	/ 'hæmbɜːgə/	Wheat	/ wiːt/
Yoghurt	/ 'jɒgət/	Light	/ laɪt/
Spaghetti	/ spə'tetʃi/	Calf	/ kɔːf/
		Autumn	/ 'ɔːtəm/

The teacher helps the learners to do the "task", writes on the board the words and their phonetic transcription, read and then copy down on their copy books.

Step four: The learners are invited to go back to page 25 and pay attention at:

Task 5p25: Complete the phonetic transcription of the words below with the sound /i/ as in "big" or /i:/ as in cheese.

You see /write	You pronounce	You see /write	You pronounce
Sweets	/swiːts/	Apricots	/ 'eɪprɪkɒts/
Kiwis	/kiːwɪz/	Berries	/berɪz/
Beans	/biːnz/	Peaches	/piːtʃɪz/
Bitter	/bɪtə/	Juicy	/dʒuːsi/
Figs	/fɪgz/	Lettuce	/ 'letɪs/
Protein	/prəʊtiːn/		

The learners listen to the teacher's reading of the words, and then use their pencils to mark the listened sounds.



Step five: The learners are invited to go back to page 25 and pay attention at:

→ **Task 7p25:** Complete the phonetic transcription of the words with the sounds /i/ or /e/.

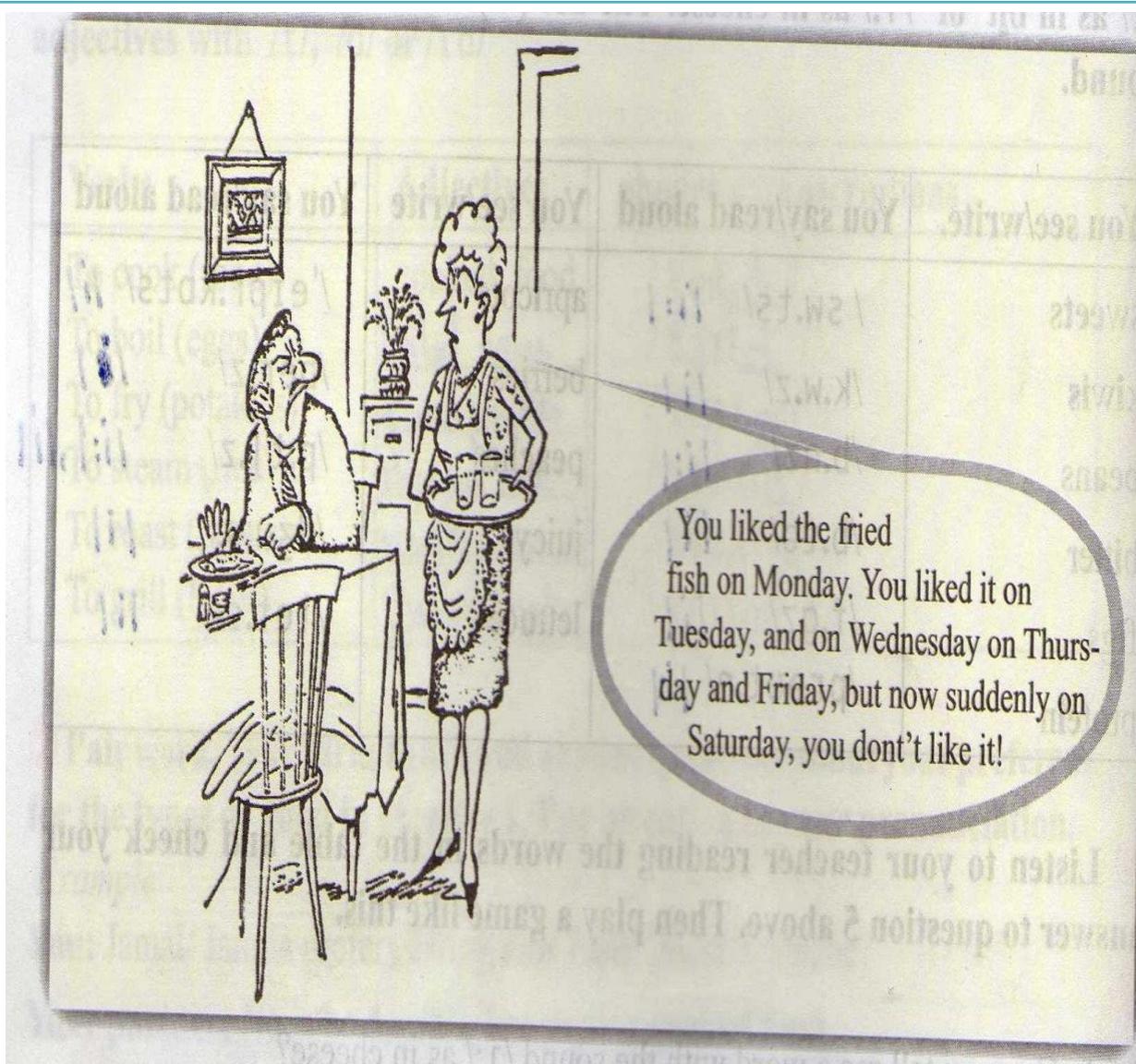
You see //write	You pronounce	You see //write	You pronounce
Lettuce	/ 'let I s/	Bread	/ bred//
Lipid	/ I p I d/	Breakfast	/ 'brekf əst/
Liquid	/ I kw I d/	Eggs	/ egz/
Lemon	/ lem ə n/	coffee	/ k ə fi/

The learners listen then use their pencils to mark out the sounds, read then copy down on their class copy books all the written works on the board.

TAKE A BREAK (p.26)

• Cartoon

Discuss the cartoon with your students and try to elicit the humour in the speech bubble and the cartoon as a whole. The humour resides in the fact that the man (husband) who ate fish and chips at a fish-and-chips restaurant during weekdays should be served the same meal on the weekend. On weekend, the British expect their wives to cook special/traditional dishes, not to be served fried fish again. Students can have a laugh at the cartoon from their own cultural point of view. Perhaps they will say that the wife considers her husband a cat or something like that. It is all good that they find it humorous from their own point of view, but it is advisable that you set the cartoon within the British cultural context mentioned above.



● **Matching**

→ Match each of the food idioms in column A with its meaning in column B.

Idiom	1	2	3	4	5
Meaning					

Column A	Column B
1. She is as sweet as sugar.	a. He is thin.
2. She is as cool as a cucumber.	b. She is very kind.
3. This exercise is a piece of cake.	c. I don't like it.
4. It's not my cup of tea.	d. She is calm.
5. He is as skinny as a string bean.	e. It is very easy.

Idiom	1	2	3	4	5
Meaning	b	d	e	c	a

Observations:

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