

B1 - PAST SIMPLE - REGULAR VERBS - PRONUNCIATION OF -ED**Level:** B1**Time:** 35-45 minutes

Lesson focus: The class focuses on the repetition of past tenses with an emphasis on the pronunciation of regular past verbs. The lesson starts with a short speaking game - The Celebrity Weekend. Students form questions using the Past Simple structure and based on exaggerated answers, they guess the celebrity. Each student gets assigned a different celebrity and writes short answers to seven questions about their weekend. Students share the answers and guess famous people. Identify all regular verbs and write them down. Students divide them based on their -ed sounds (/t/, /d/, /id/). Check the answers and explain the rules of each. Finish by playing a pronunciation maze, in which students need to follow tiles with regular past verbs ending in /t/ or /d/ way.

Materials:

- Worksheet: *Celebrity weekend*
- Game: *Pronunciation maze (/d/ and /t/)*

Learning objectives:

- to revise the Past Simple question structure
- to revise the Past Simple regular and irregular verbs
- to identify and pronounce -ed in regular verbs (/t/, /d/ and /id/)

Structure:**1. Lead-in (6 mins)**

Choose and pretend to be a famous person (one that your students know very well). Students ask you questions about your weekend using Past Simple.

Write down some of the questions on the board to revise the question structure in Past Simple. Students ask questions until they guess who you are. Don't be afraid to exaggerate!

2. Past Simple - revision (10 mins)

Ask students to pick a famous person or assign a famous person to each one at random.

Give a worksheet with seven questions in the Past Simple. Students write short (one-two sentence answers). Monitor the activity and check their use of verbs in the past (regular and irregular verbs). Students read their answers to the rest of the group, the others guess who the famous person is.

Make sure that students are familiar with the celebrities, but don't make it too easy either!

3. Pronunciation of -ed (8 mins)

Students go over their answers and identify all the regular past verbs. Write them down and underline the -ed endings. Ensure that you have a wide range of verbs pronounced in three ways: /t/, /d/, /id/.

Draw a table with three columns, each corresponding to an individual sound. Students work in pairs and based on their current knowledge and intuition put the words written on the board under corresponding headings.

Check the answers. Model and drill pronunciation.

4. Teach - pronunciation (6 mins)

Go over each column and explain the rules corresponding to each pronunciation of *-ed*:

a. **/ɪd/**: for verbs ending in /t/ and /d/ sounds, e.g. *decided, wanted, needed*.

b. **/d/**: for verbs ending in voiced consonants, e.g. *b, d, g, j, and vowels*.

For better understanding, put two fingers on your throat and say the consonants. The throat vibrates, which means that the consonants are voiced.

c. **/t/**: for verbs ending in unvoiced consonants, e.g. *sh, ss, f, k, t, etc.*

For better understanding, hold a sheet of paper in front of your mouth and say the consonants. The paper moves, which means that the consonants are unvoiced.

You can also put two fingers on your throat and say an unvoiced and voiced consonant to feel the difference.

5. Model and drill pronunciation (5 mins)

Practise saying the words in the table. Model and drill pronunciation. You can do individual and choral repetition.

6. Pronunciation maze - /d/ and /t/ identification (10 mins)

Students work in pairs and try to leave the maze by following either /d/ or /t/ sounds of *-ed*. They are allowed to go up, down, left or right - not diagonally!