

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of “-ed” Ending Sounds

Instructor Presentation – Handout A

ESOL Competencies: 18.02 Describe personal work experience and skills
34.01 Pronunciation of final consonant *-ed* ending sounds

Objective: Content focus- Describe different kinds of work experiences and skills, practicing the regular past tense *-ed* sounds and usage within reading passages.

Language focus- Demonstrate pronunciation features of final *-ed* ending sounds in regular past tense verbs.

Goal: To understand how to produce this pronunciation feature, hear the three different sounds, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

Materials: Handout A- Instructor Lesson Presentation
Handout B- Student Activities
Handout C- Reading Passages

Procedures: 1. Explanation

When speaking English, the pronunciation of the *-ed*, is determined by the last sound of the verb in present tense. Although *-ed* or *-d* is always added to form the past tense, *-ed* has **three** different sounds: a) /d/ as in liveded [d]; b) /t/ as in talkeded [t]; and c) as an added syllable /id/ as in inviteded [id].

Note: In English, final consonant sounds end words and determine grammatical and word meaning. In other languages, most consonant sounds do not end words, so students will often omit or mispronounce past tense verb endings. Remind students to be sure to pronounce ending consonants as well as the correct *-ed* sound during this lesson.

2. Articulation presentation and demonstration

/d/ sound

Placement- the tip of the tongue is pressed against the upper gum ridge (*at the teeth ridge*) to stop the flow of air and then the tip of the tongue is quickly dropped.

Manner- air is released as a puff of air that is not strong or aspirated.

Voice- /d / is a voiced (place hand on throat to feel the vibration)

Examples- stayedd, filedd, managedd

/t/ sound

Placement- produced the same as /d/ with the tip of the tongue pressed against the upper gum ridge (*at the teeth ridge*) to stop the flow of air, then the tip of the tongue is quickly dropped.

Manner- air is released with a **strong** puff of air (place hand in front of mouth to feel the puff of air)

Voice- /t/ is voiceless (no vibration)

Examples- finishedd, typedd, stockedd

/id/ sound

Produced as a separate syllable, combining the /I/ vowel sound with the /d/ consonant as is **did**.

Placement- Lips are relaxed. The tongue is high in the front of the mouth. The jaw is slightly open. Then, tip of the tongue is pressed against the upper gum ridge, and released quickly.

Manner- air is released as a puff of air that is not strong or aspirated.

Voice- /id / is a voiced (place hand on throat to feel the vibration)

Examples- guidedd, treatedd, listedd (reminder: /id/ is an added syllable)

3. Rules for using the correct sound of final *-ed*

Rule 1: If a present tense verb ends with the **sound** of a **voiced** consonant or a **vowel** sound, the pronunciation in past tense is **/d/**

Rule 2: If the present tense verb ends with the **sound** of a **voiceless** consonant sound (f, k, s, x, sh, ch, or p), the pronunciation in past tense is **/t/**

Rule 3: If the present tense verb ends with the sound of **/t/** or **/d/** consonant sound, the pronunciation in past tense is always **/id/**

Note: Bring to the student's attention, it's the ending **sound**, not *spelling* that determines pronunciation.

4. Production Exercises

a. Direct students to listen and repeat the following words. Remind them to notice the contrasting sounds by placing their hand on their throat to feel the voiced vibration of /d/, as well as the separate syllable of /id/:

/d/	/t/	/id/
filled	looked	accepted
studied	thanked	added
planned	asked	waited
arrived	helped	wanted
cleaned	cooked	folded

b. Ask students to listen and repeat the following sentences, practicing the sound of final *-ed*:

/d/	/t/	/id/
She mailed <u>ed</u> the letter.	They finished <u>ed</u> early.	He deposited <u>ed</u> it.
John listened <u>ed</u> .	The boss talked <u>ed</u> .	The team rested <u>ed</u> .
The plumber repaired <u>ed</u> it.	She stopped <u>ed</u> working.	He waited <u>ed</u> .

I finisheded late, so I calleded and ordereded food for home. It tasteded great!

5. Communicative Guided Practice

Ask students to work in pairs and read the following dialog aloud. In the brackets beside each *-ed* ending, write /d/, /t/, or /id/. Remind students to think about the ending sound of the verb in present tense, then choose their answer according to the *-ed* rules for pronunciation.

Student A: Have you starteded [] your new job yet?

Student B: Yes, but I arriveded [] late on the first day!

Student A: What happeneded? []

Student B: Somehow, I misseded [] the bus. My boss wasn't pleaseded. []

Student A: How has he reacteded [] since then?

Student B: After I explaineded [] that the bus wasn't on schedule, he noddeded [], then said he expecteded [] that to be the reason.

Student A: Was he angereded []?

Student B: No, he laugheded [] and said it had happeneded [] to him before, too. I smileded [] and felt very relieveded [].

6. Reading Infusion (see Handout C)

a. a. Read the passages aloud together, emphasizing the targeted sounds of *-ed*, which are underlined and bolded. Exaggerate the sounds at first reading, then with normal emphasis in second reading.

b. In pairs, have students read aloud to one another, practicing the targeted sounds as well as stress, rhythm, and intonation. Remind them to monitor one another and self-monitor to check and listen for the phonemic sounds and phonetic pronunciations.