Helping teachers with the Pron Problem - ... starting with '-ed'

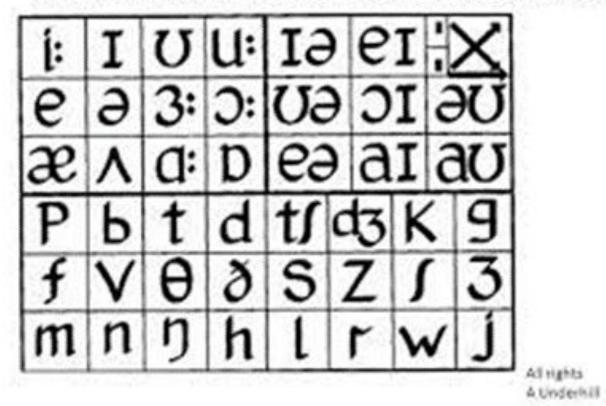
'-ed' appears across levels and categories

A2 - B1 B2-C1

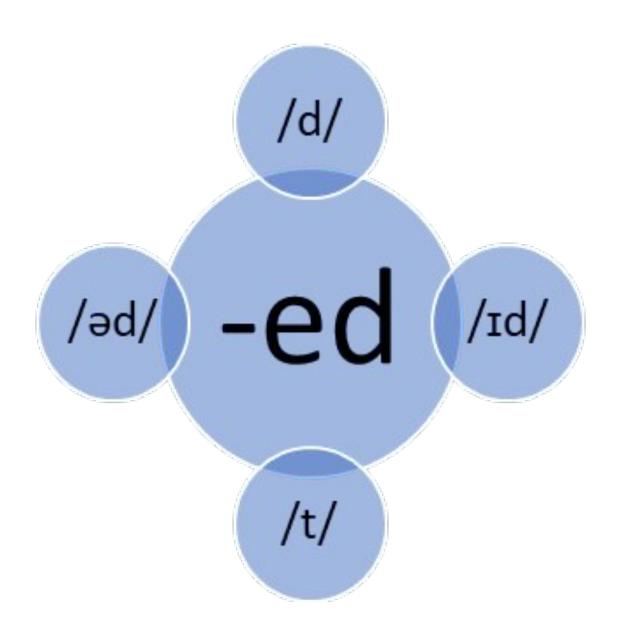
heard listened heaved trampled marginalised used crunched published talked chopped stressed balanced waited wanted frustrated affected started wasted decided ended succeeded decoded provided hooded

How many voiced and unvoiced sounds are there?





/p//f/ /t// θ //s/ / \int / /k/ /t \int and /h/



When '-ed' is preceded by t or d: 'ed'>/Id/ or /əd/

Listen:

Waited wanted started wasted frustrated affected Decided ended succeeded hooded decoded provided

A2 lesson (methods of cooking and serving food) - adjectives roasted toasted melted

B2 lesson (crime) – passives wanted arrested abducted absconded vindicated

When '-ed' is preceded by voiced sounds: 'ed'>/d/

Listen:

used phoned listened believed trampled marginalised

A2 lesson (methods of cooking and serving food) - adjectives boiled fried steamed strained microwaved stewed grilled

B2 lesson (crime) – passives burgled mugged robbed questioned charged imprisoned tried

When '-ed' is preceded by voiceless/unvoiced sounds: 'ed> /t/

Listen:

Talked worked stressed crunched published balanced

A2 lesson (methods of cooking and serving food) - adjectives baked sliced chopped washed whisked mashed

B2 lesson (crime) – passives chased punched handcuffed frisked searched released

We need to break up with ED!



-ed > /t/or/d/or/Id/or/ad/?

Adrian Underhill's Phonemic Chart

į:	I	U	U١	Iâ	e	I	\times
-					_	_	JU
\boldsymbol{x}	٨	a:	D	ea	a	I	au
P	Ь	t	d	ts	dz	K	9
						-	3
m	n	ŋ	h	l	٢	W	j

All rights A Underhill



- (1) Teach -ed pron at every opportunity in grammar / vocabulary lessons
- (2) Teach -ed pron at every level when the opportunity arises

