

They **wanted** to go to Australia.
I **didn't want** to say anything.
Where **did you want** to go?

- b • Tell SS to go to **Grammar Bank 5B** on page 130.
• Go through the rules with the class. Model and drill the example sentences.

Grammar notes

simple past (regular verbs)

- The simple past is used for completed actions in the past however distant or recent.
- The simple past of regular verbs is very easy. There is no third person change, $\boxed{+}$ verbs all end in *-ed*, *didn't* is used instead of *don't/doesn't* for $\boxed{-}$ sentences, and *Did...?* instead of *Do/Does...?* for $\boxed{?}$.
- The base form is used after *did/didn't*, not the past.
- The word order in questions is the same as in the simple present.

- Focus on the exercises for **5B** on page 131. SS do the exercises individually or in pairs.
- Check answers. Have SS read the sentences aloud and correct any mispronunciation of the *-ed* ending. Have SS spell the verbs to you, and write them on the board.

- a 1 I watched TV yesterday.
2 Did you listen to the radio yesterday?
3 We studied English yesterday.
4 He didn't work yesterday.
5 The movie ended at 7:00 yesterday.
6 I didn't like the movie yesterday.
7 Did she smoke yesterday?
8 They played tennis yesterday.

- b 1 stayed
2 didn't wait
3 Did watch
4 didn't remember
5 lived
6 did want
7 arrived
8 landed turned on

- Tell SS to go back to the main lesson on page 55.
- c • Focus on the questions, and give SS, in pairs, two minutes to complete them.

d 5.7

- Play the recording for SS to listen and check.

5.7

CD2 Track 31

- 1 Did they want to go to Australia?
- 2 Was it a long trip?
- 3 Did they book their tickets at a travel agency?
- 4 Were the tickets expensive?
- 5 Did they check in at Heathrow airport?
- 6 Did they change planes three times?
- 7 Was the second plane big?
- 8 Was Emma worried?
- 9 Did the plane land in Australia?
- 10 Did they stay in Nova Scotia for a long time?

- Play the recording again, pausing after each sentence for SS to repeat and copy the rhythm.
- e • Focus on the speech bubbles and get SS to ask and answer the questions in pairs. They should be able to

remember the answers. Although it isn't necessary to always answer *yes/no* questions with a short answer using the auxiliary verb (i.e., *Yes, they did*), have SS use them here as it will help to reinforce the difference between *was* and *did*.

3 PRONUNCIATION -ed endings

a 5.8

- Have SS underline the regular verbs in the first paragraph of the story. Focus on the **A** box and give SS time to read through it.
- Focus on the verbs in the three columns and play the recording once. Tell SS to listen and concentrate on how *-ed* is pronounced.
- Elicit/explain that there are three different ways of pronouncing *-ed*. Two are similar (the first two columns), but the third column is very different.

Pronunciation notes

- The regular simple past ending (*-ed*) can be pronounced in three different ways:
 - 1 *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g., *booked, hoped, laughed, passed, washed, watched*.
 - 2 After voiced endings *-ed* is pronounced /d/, e.g., *arrived, changed, showed*.
 - 3 After verbs ending in /d/ or /t/ the pronunciation of *-ed* is /ɪd/, e.g., *wanted, needed, decided*.
- In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g., *I liked it*).
- However the difference between 3 and the other two is significant (it is an extra syllable), and SS tend to transfer this ending to verbs from groups 1 and 2 by mistake.
- If SS want more information about when *-ed* is pronounced /t/ and when it is pronounced /d/, you could explain that *-ed* is pronounced /t/ after verbs ending with unvoiced sounds (made in the mouth without using the voice, see above). After all other endings (except /d/ and /t/), it is pronounced /d/.

- Focus on the phonetics which show the three different pronunciations of *-ed* (/t/, /d/, and /ɪd/). Then play the recording again, pausing after each verb for SS to repeat it.

5.8

CD2 Track 32

- 1 /d/ arrived, changed, showed, tried
- 2 /t/ booked, checked, looked, walked, asked
- 3 /ɪd/ wanted, landed, waited

- Now ask SS the question *In which group do you pronounce the e in -ed?* (column 3).
- Tell SS to look at the spelling of the verbs, and see what letters come before *-ed* (*d* or *t*). Explain/demonstrate that it would be impossible to pronounce another /d/ or /t/ after a *d* or a *t*. For that reason an extra syllable is added, which is why the pronunciation here is /ɪd/. Emphasize that this group of verbs is very small.