



TEACHING FOCUS

To familiarize students with the pronunciation of –ed endings and linking in connected speech

MINIMUM LEVEL

Pre-intermediate

ACTIVITY

Chanting

WORKSHEETS

[PronPack Worksheet 4.14](#)
Print one copy for each student

AUDIO FILES

Background

This activity is based on a poem containing many examples of past simple verb endings **–ed**.

Presentation

Ask students to tell you about any time when they were lost.

Activity

1. Give out the [Worksheet 4.14](#). Explain that the text is a poem, but the first two verses are printed as they are pronounced, not in normal written form. Say the poem, **Lost**, twice (the way it is written on the worksheet/below) or play [Audio 4.14-1](#) (a chanted version of the poem over background music) and ask students to listen and read. The syllables in **bold** show where the beat falls in the rhythm.
2. Write the first line of the poem on the board, as it appears on the worksheet. Underline the two parts which are wrongly printed:

I walk tin the par kin the middle of the night

Explain that this is how the line is pronounced. The **–ed** of **walked** sounds like a **t**, and it joins to the following word **in** to make **tin**. The **–k** of **park** seems to join to the following word **in** to make **kin**.
3. Tell students to read the remainder of **Verses 1** and **2** and correct the other places where the words are printed incorrectly. Check answers. The corrections are underlined in the poem below.

Lost

I walked in the park in the middle of the night
I hurried in the dark 'cause there wasn't any light
I stopped and I listened and I looked all around
I couldn't see a thing and I couldn't hear a sound

I switched on my phone and I used it for a light
I looked to the left and I looked to the right
I started feeling worried and decided to go back
I looked all around but I couldn't see the track

You're lost, you're lost
You'll never find the track
You're lost, you're lost
You're never coming back!

4. Say the first two verses of the poem, pausing after each line to give students time to repeat. Remind them to be careful to pronounce the words as they are on the worksheet. You may need to repeat the lines (or small parts of the lines) several times to give students more opportunity to practise.
5. Ask the class to say the poem together in chorus over the top of [Audio 4.14-1](#).
6. Optional: Get the class to perform the song over the backing track [Audio 4.14-2](#) (the backing track, without the chanted words)

4.14 Goes well with ...

... [PronPack 2.2](#) Version 6 for a lesson on –ed endings.