

## Introducing the *-ed* suffix

Level: A2+

Age: 13+

Time needed: 10 minutes

Materials needed: “Introducing the *-ed* suffix” handout, consonants cards

Classroom organisation: frontal, individual

Procedure:

1. Lead-in: Hand out the consonant cards (only the voiced and voiceless pairs) and tell the students to find their pair. Each pair should have a voiced and a voiceless consonant. Have the group review the arrangement of the pairs, then, if needed, practise distinguishing voiced and voiceless sounds (e.g., write a consonant on the board or show the students the consonant cards one by one, and ask the group to remain seated if the consonant is voiceless and stand up if it is voiced).
2. Demonstrate the difference between voice assimilation in English and Hungarian with the following examples:

Hungarian	English
csuk+d → csu[gd]	pick+ed → pi[kt]
mász+d → má[zd]	kiss+ed → ki[st]

Make sure that the students understand that a voiced and voiceless consonant cannot appear next to each other in pronunciation neither in Hungarian nor in English. The two languages apply different strategies to “remedy” such a situation. In Hungarian, it is always the *first* consonant that assimilates to the second one (i.e., it changes into its voiced or voiceless pair), while in English it is the other way round: none of the sounds of the root changes, and the *suffix* assimilates to the root-final consonant.

3. Write the Hungarian example on the board, then elicit the English example by telling the rule.
4. Have the students fill out the handout either individually or in pairs. Tell them to examine the last *sound* of the verbs before putting it into past tense. This is important to emphasise because sounds and letters do not always match – e.g., the word *like* ends in a letter “e”, but its last sound is a /k/.
5. Check the answers.

/ɪd/	/ɪd/	/t/
needed	answered	finished
wanted	arrived	laughed
	called	looked
	damaged	passed
	grabbed	stopped
	massaged	watched

6. If you want to integrate the activity into the learning process, have the students find the past tense verbs that are pronounced with a /t/ at the end in a text that you have covered previously in the coursebook.
7. Optional follow-up: “-ed suffix card game”  
Optional homework: “/t/ forms hunt”