

Crazy Ed and the Past Simple Affirmative

Level	Time	Lesson Type	Materials
Elementary	Up to 90mins	Grammar	See materials PDF

Lesson Aims

- To provide clarification and controlled practice of the meaning and form of the past simple affirmative in the context of a story about 'Crazy Ed'
- To raise learners' awareness of, and practise, the three variant realisations of the regular "-ed" ending in the past simple
- To provide opportunities to practise reading for gist (skimming) and specific information (scanning)
- To encourage learners to work out language patterns autonomously

Learning Outcomes

By the end of the lesson, the learners will be better able to:

- Talk about what they did in the past using the past simple
- Read a text quickly for general meaning and to pick out key words

Language Focus

This lesson focuses on the past simple affirmative with regular verbs.

Meaning	The past simple in this lesson focuses on actions which have been completed at a specified point in the past or states which were true at that time.
Form	<ul style="list-style-type: none"> • Infinitive + ed (talked) • When there is a vowel-consonant-vowel pattern, the final consonant is doubled, e.g. stopped. • If the infinitive ends in a '-e', then only '-d' is added, e.g. loved.
Pronunciation	<p>The '-ed' ending can be realised in three different ways:</p> <ul style="list-style-type: none"> • /d/ if preceded by a voiced consonant or vowel sound, e.g. loved • /t/ if preceded by an unvoiced consonant, e.g. stopped • /ɪd/ if preceded by /t/ or /d/, e.g. decided or hated <p>The '-ed' syllable is never stressed.</p>

Skills Focus

Reading for gist/skimming – this involves reading quickly for the overall or general meaning of a text or paragraph.

Reading for Specific information – this involves reading quickly, not necessarily from left to right or top to bottom to recognise particular items

Suggested Lesson Procedure

Lead-in

1. Hold up/display the first picture of Crazy Ed and elicit some ideas about him (what's he like? Who is he? Job? Etc.).
2. Tell the learners that was Ed on Monday and then show the second picture.
3. Pair learners and tell them they have one minute to imagine what happened to Crazy Ed, discussing with their partner.
4. Take some full class FB on what ideas the groups come up with.

Reading for Gist/Skimming

1. Pre-teach the word "adventure" if you think the learners will not know it.
2. Ex. A. Make sure the paper is folded in three.
3. Tell the learners that they'll now read the story of Crazy Ed.
4. Give them 30 seconds to read the question and the words in the box and to ask their partner anything they don't feel confident about. Deal with any difficulties.
5. Set a time limit of one minute and have learners open the paper and read quickly.
6. Discuss their answers with their partner and then brief full class feedback.

Reading for Specific Information/Scanning

1. Ex. B. Do the first one as a class, highlighting that you don't need to read left to right, top to bottom to find specific words/phrases quickly.
2. Tell learners to read again and circle all the phrases they find, then to put them in chronological order.
3. Quickly check with a partner and then brief full class feedback, displaying the answers or using an answer key for efficient answer confirmation.

Post-text Discussion

1. Ex. C. Ask learners if anyone would like to be friends with Ed and elicit some responses.
2. In pairs, learners then discuss this in more depth, saying why they would or wouldn't like to be Ed's friend.
3. Take some brief full class feedback on the content of the discussion.

Meaning and Form Clarification

1. Highlight the target language by telling learners we are looking at words which end in "-ed" and have them complete Ex. D.
2. Give learners one minute in pairs to complete Ex. E. and then confirm answers as a class. Elicit that there is no change in the conjugation for person, e.g. I opened, you opened, he opened.

Pronunciation Clarification

1. Elicit that all the '-ed' endings in paragraph A are pronounced as **/d/** and draw three columns on the board for the different endings.
2. Have learners put a hand to their throats and say **/d/** to notice voicing.
3. Drill these chorally, in groups and individually if necessary.

4. Repeat the above for paragraph B (all pronounced /t/) and paragraph C (all pronounced /ɪd/).
5. Give out the verb cards (front) and have learners stick these in the right column on the board.
6. Ex. F. Learners now copy the board into the table.

Controlled Oral Practice

1. Hold up one of the cards with the phonemes on the back and elicit the pronunciation.
2. Give out the cards face up and have learners test each other by holding up a card for their partner to say the correct pronunciation. They can check it's correct with the phoneme on the back.
3. Monitor and support, noting difficult words.

Controlled Written Practice

1. Ex. G. Do number 1 as a class, eliciting the answer.
2. Learners then complete individually and check in pairs. Monitor.
3. Display answers for full class feedback and deal with any difficulties.
4. Ask learners to discuss in pairs if any of the sentences are true for them

Semi-Controlled Written Practice

1. Ex. H. Do an example as a class using a bolded time expression from Ex. G and a verb from Ex. F.
2. Learners then write their own sentences using the target language.
3. Monitor here and collect errors, feed-in necessary language.
4. Have learners cover the sentences and try to recall them to tell a partner to try to find things in common.
5. Take some full class feedback on the content of the discussion

Freer Oral Practice

1. Board "yesterday, I _____".
2. Tell learners to write down five verbs that would be true for them in the gap, but not full sentences.
3. Learners then mingle (mill drill) and tell each other their sentences to try to find the person with the most in common with themselves.
4. Monitor and collect errors, interact, etc.
5. Wrap this up when it feels like it's coming to a natural end and take some full class feedback.

Delayed Error Correction

1. Have the errors from the previous stages on the board mixed in with some correct sentences, e.g. five errors and three correct sentences.
2. Do number one together and then pairs try to find the correct sentences and correct those with errors
3. Full class feedback at the board

The Adventure of Crazy Ed (Answer Key)

a) Read the story about Crazy Ed and answer the questions. Use the words in the box to help you.

- | | | |
|----|---|---------------|
| 1. | What is Crazy Ed like in the morning? | <i>Normal</i> |
| 2. | What is Crazy Ed like in the afternoon? | <i>Crazy</i> |
| 3. | What is Crazy Ed like in the evening? | <i>Angry</i> |

<i>Boring</i>	<i>Angry</i>	<i>Hungry</i>	<i>Normal</i>	<i>Bored</i>	<i>Crazy</i>	<i>Tired</i>
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------(fold)-----

A Monday morning, Crazy Ed woke up, **opened** his eyes, and got out of bed. Then, he went downstairs, **turned** on his coffee maker, and **played** with his dog Drufa – he really **loved** that dog! Next, he got ready for work and **tried** to drink his coffee but he didn't have time. Before he left the house, he **used** the phone and **called** his mum to say happy birthday – what a good son! Then, he **closed** the door and drove his car to work.

B In the afternoon, Crazy Ed **stopped** working, **walked** to the park, and **talked** to the trees. He **liked** to talk to the trees in a loud voice and **asked** them lots of questions. People **stopped** and **watched** Crazy Ed talking to the trees, but no one **helped** him. Crazy Ed didn't care if they **looked** - he was having a good time!

C In the evening, Crazy Ed **decided** that he **hated** his family. So, he **visited** his brother, Ben, and **waited** outside his house. When his brother came outside, Crazy Ed **started** to shout at him and said terrible things. He **repeated** them again and again! Ben told Crazy Ed that he **wanted** him to go away and that Crazy Ed **needed** to see a doctor. What a terrible brother!

------(fold)-----

b) Look at Crazy Ed's day again and put these actions in the correct order.

- | | |
|----------------------------------|-------------|
| a. <i>talked to the trees</i> | 1. <u>g</u> |
| b. <i>called his mum</i> | 2. <u>d</u> |
| c. <i>shouted at his brother</i> | 3. <u>b</u> |
| d. <i>played with his dog</i> | 4. <u>h</u> |
| e. <i>walked to the park</i> | 5. <u>e</u> |
| f. <i>visited his brother</i> | 6. <u>a</u> |
| g. <i>got out of bed</i> | 7. <u>f</u> |
| h. <i>stopped working</i> | 8. <u>c</u> |

c) Would you like to be friends with Crazy Ed? Why (not)?

Grammar Analysis

d) **Underline** all of the actions finishing with 'ed'. The first one is opened.
(25 total)

e) Now, answer these questions about the actions:

- Look at these actions. Do they happen in **the past**, *the present*, or *the future*?
- Are these actions **finished** or are they *continuing*?
- What is the name of these kinds of action words? *Nouns / Adjectives / Verbs*
- We call this the **Past Simple**
- Look at the spelling of "loved", "tried" & "stopped" – what is different about these words?
The spelling changes: love + d (ends in an 'e'), tried ('-y' becomes '-i'), stopped (double consonant because vowel-consonant-vowel pattern)
- Can you find any other words like "loved", "tried" and "stopped"?
Used, closed, liked, decided, hated (all infinitive + d)

f) Copy the words on the board here.

/d/ <i>(in the morning)</i>	/t/ <i>(in the afternoon)</i>	/ɪd/ <i>(in the evening)</i>
<i>opened</i>	<i>stopped</i>	<i>decided</i>
<i>turned</i>	<i>walked</i>	<i>hated</i>
<i>played</i>	<i>talked</i>	<i>visited</i>
<i>loved</i>	<i>liked</i>	<i>waited</i>
<i>tried</i>	<i>asked</i>	<i>started</i>
<i>used</i>	<i>watched</i>	<i>repeated</i>
<i>called</i>	<i>helped</i>	<i>wanted</i>
<i>closed</i>	<i>looked</i>	<i>needed</i>

g) Complete the sentences with the verbs in f)

1. **Yesterday in class, I** asked **my teacher a question.**
2. **Last night, I** tried/wanted **to read a book, but I was too tired.**
3. **This morning, I** waited **for the bus for 20 minutes!**
4. **Last Saturday, I** called/visited **my friend to tell her happy birthday.**
5. **When I was young, I always** played **games with my little brother.**
6. **Last weekend, I** watched **a movie with my friend.**
7. **Today, my teacher** closed **the door because the class was full!**

Are any of the sentences true about you?

Now, make sentences using the words **in bold** and the verbs in **f)**. Tell your partner.