

**Part II.** Listen again. Complete the sentences with the verbs you hear.

I \_\_\_\_\_<sup>1</sup> a terrible experience last night. You won't believe what happened! A thief \_\_\_\_\_<sup>2</sup> into my apartment while I was asleep. There I was, just sleeping peacefully when someone \_\_\_\_\_<sup>3</sup> the glass in the sliding door!

The sound \_\_\_\_\_<sup>4</sup> me up. I \_\_\_\_\_<sup>5</sup> the sliding door open, so I reached for the phone by the bed and called the police. My voice \_\_\_\_\_<sup>6</sup> as I told the operator there was an intruder in my home.



I \_\_\_\_\_<sup>7</sup> in my bedroom closet while the thief was sneaking around my office. Soon I \_\_\_\_\_<sup>8</sup> sirens as the police \_\_\_\_\_<sup>9</sup> to my building. From the crack in the closet door, I \_\_\_\_\_<sup>10</sup> the thief as he \_\_\_\_\_<sup>11</sup> outside with my computer.

The police jumped out of their cars and followed the thief, but he managed to get away in a car that was waiting for him. The police \_\_\_\_\_<sup>12</sup> back in their cars and drove after him. Later I learned that they \_\_\_\_\_<sup>13</sup> the thief a few miles from my building.

I \_\_\_\_\_<sup>14</sup> really frightened by all this. It really \_\_\_\_\_<sup>15</sup> me, as you can imagine. I think I'll stay at my sister's house tonight.

**Exercise 20. Warm-up: listening.** (Chart 2-6)

Listen to each pair of verbs. Decide if the verb endings have the same sound or a different sound.



*Examples:* You will hear: talked, pushed  
 You will choose: same different  
 You will hear: rented, called  
 You will choose: same different

- |         |           |         |           |         |           |
|---------|-----------|---------|-----------|---------|-----------|
| 1. same | different | 4. same | different | 7. same | different |
| 2. same | different | 5. same | different | 8. same | different |
| 3. same | different | 6. same | different | 9. same | different |

## 2-6 Regular Verbs: Pronunciation of *-ed* Endings

Final *-ed* has three different pronunciations: /t/, /d/, and /əd/. The schwa /ə/ is an unstressed vowel sound. It is pronounced like a in *alone* in normal, rapid speech (e.g., *She lives alone.*).

<p>(a) looked → look /t/ clapped → clap /t/ missed → miss /t/ watched → watch /t/ finished → finish /t/ laughed → laugh /t/</p>	<p>Final <i>-ed</i> is pronounced /t/ after voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: "k," "p," "s," "ch," "sh," "f."</p>
<p>(b) smelled → smell /d/ saved → save /d/ cleaned → clean /d/ robbed → rob /d/ played → play /d/</p>	<p>Final <i>-ed</i> is pronounced /d/ after voiced sounds. Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: "l," "v," "n," "b," and all vowel sounds.</p>
<p>(c) decided → decide /əd/ needed → need /əd/ wanted → want /əd/ invited → invite /əd/</p>	<p>Final <i>-ed</i> is pronounced /əd/ after "t" and "d" sounds. The sound /əd/ adds a whole syllable to a word. COMPARE: looked = one syllable → look /t/ smelled = one syllable → smell /d/ needed = two syllables → need /əd/</p>

### Exercise 21. Listening. (Chart 2-6)



CD 1  
Track 14

Listen to each word. Circle the pronunciation of the *-ed* ending you hear.

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| 1. /t/    /d/    /əd/ | 4. /t/    /d/    /əd/ | 7. /t/    /d/    /əd/ |
| 2. /t/    /d/    /əd/ | 5. /t/    /d/    /əd/ | 8. /t/    /d/    /əd/ |
| 3. /t/    /d/    /əd/ | 6. /t/    /d/    /əd/ | 9. /t/    /d/    /əd/ |

### Exercise 22. Listening and pronunciation. (Chart 2-6)



CD 1  
Track 15

Listen to the sentences. Practice saying them aloud. Write the pronunciations of the *-ed* endings you hear.

- Olga blinked /t/, yawned / /, and stretched / /.
- Mrs. Olsen mopped / / the kitchen floor, vacuumed / / the carpet, and dusted / / the furniture.
- The meeting started / / late and ended / / early.
- My friend jumped / / up and down and yelled / / when she got the news.
- The airplane departed / / at six and landed / / at eight.
- When I asked / / the doctor about some medication, he suggested / / a new one.

