




# Recycling and '-ed' Endings


The Environment

## - Teacher's Insights -

### At a Glance

-  60 minutes
-  B1, A2
-  pronunciation of 'ed' endings (& vocabulary)

### Preparation

-  10 minutes
- Print one worksheet for each student.
- Either: Prepare the audio  
Or: Be prepared to pronounce -ed endings for your students.
- Students should have used the passive voice before this class. This class provides a review of the passive voice.

### Exercise Summary

- Kickoff:** speaking intro
- Vocabulary Focus:** match words to pictures
- Grammar Revision I:** quick revision of the passive voice **not designed to be students' first time using the passive voice**
- Grammar Revision II:** convert sentences into the passive voice
- True or False?:** true or false questions about recycling where the students live
- Pronunciation I-V:** Students complete a table in which they will identify when to pronounce 'ed' as an extra syllable and when not to. At the end, they complete the pronunciation rules by crossing out the incorrect options.
- Controlled Practice:** gap fill with passive voice (verbs with 'ed' endings)
- Role-Play:** conversation role-play about recycling

**Kickoff:** (warm-up and topic introduction)  
**Read the questions and answer them.**

1. Do you recycle at home?
2. Do you think that recycling is important?
3. Where you live, do you have to separate food waste from other waste?

**Vocabulary Focus:** Match the six different types of waste to the six pictures.

This activity introduces students to the specific vocabulary related to waste types. You may also wish to ask students to brainstorm other types of waste, such as coffee capsules and oil.



appliances



used batteries



furniture



food waste



cardboard



lightbulbs

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### Grammar Revision: Revise the passive voice.

This section aims to revise the passive voice. Be prepared to give examples from everyday life, such as "the school is cleaned every day" and "the rubbish is collected on Tuesdays."

In some sentences, we want to focus on what happens to something, instead of who or what is doing the action. In these sentences, we put the object (which receives the action) as the subject. Then, we use a form of the verb "to be" or "to get", followed by the action in past participle. This way of writing sentences is called the passive voice. You can then add the subject at the end of the sentence using the preposition "by".

Here is an example: "The workers recycle the waste." → "The waste is recycled by the workers."

Can you put the following sentences in the passive voice?

### Grammar Revision II: Convert the active voice sentences to the passive voice.

- |  |  |
|--|--|
| 1. People collect bottles and cans.      | = bottles and cans are collected (by people) |
| 2. The factory recycles plastic.         | = plastic is recycled (by the factory)       |
| 3. The truck transports the recyclables. | = recyclables are transported (by trucks)    |
| 4. People separate paper and glass.      | = paper and glass are separated (by people)  |
| 5. The machine crushes the cans.         | = the cans are crushed (by the machine)      |
| 6. The workers wash the plastic.         | = the plastic is washed (by the workers)     |

### True or False?: Are the following statements true or false where you live?

This activity encourages students to reflect on recycling practices in their region. The answers given below are for [Madrid, Spain, in March 2023](#), and will vary in other areas of the world.


1. Food waste is separated from other waste. = true
2. Paper is not mixed with plastic. = true
3. Lightbulbs are not recycled. = false, lightbulbs are recycled at a clean point
4. Glasses and bottles must not be deposited in the same container. = true
5. Glass is sorted by colour before processing. = false, at least not by the citizens
6. Energy called "biogas" is produced from food waste, etc. = true
7. Plastic bags are charged at 10 cents (or equivalent). = true, and sometimes more
8. Furniture and appliances can be placed on the street for collection. = true but only after calling a dedicated telephone number
9. Dirty pizza boxes can be treated as paper. false
10. Plastics have to be washed before being thrown away. = false, just rinsed
11. You could be fined if you don't recycle. = false
12. All waste is loaded onto trucks every day. = true
13. Many jobs are generated by the recycling process. = true
14. Water use is lowered by recycling. = true

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**Pronunciation I:** Identify the past participle in each of the 15 sentences above and fill in the **Infinitive** column. 1, 2, and 3 are done for you.

These activities focus on pronunciation, specifically on the final sounds of past participle forms and the pronunciation of the 'ed' ending.

	Infinitive (I)	Final Sound (II)	Listen (III)	How does 'ed' sound? (IV)		
1	separate	<u>t</u> <del>e</del>		<u>id</u>	d	t
2	mix	<del>k</del> <u>s</u>		id	d	<u>t</u>
3	recycle	<del>e</del> <u>l</u>		id	<u>d</u>	t
4	deposit	<u>t</u> sh		id	d	t
5	sort	<u>t</u> sh		id	d	t
6	produce	<u>s</u> p		id	d	t
7	charge	s <u>dg</u>		id	d	t
8	place	k <u>s</u>		id	d	t
9	treat	<u>t</u> sh		id	d	t
10	wash	s <u>sh</u>		id	d	t
11	fine	e <u>n</u>		id	d	t
12	load	dg <u>d</u>		id	d	t
13	generate	e <u>t</u>		id	d	t
14	lower	<u>e<sup>r</sup></u> p		id	d	t

**Pronunciation II:** Choose the correct final sound for each **infinitive** verb.

This particular activity focuses on the importance of the last **sound** of the infinitive (as opposed to the last letter). It is the last sound that will determine how to pronounce 'ed' correctly.

**Pronunciation III:** Listen to the pronunciation of the infinitives and participles.

This activity allows students to listen to the 'ed' pronunciation of the 15 words. You may use the audio file available by ctrl + clicking the ► button above, visiting <https://eslhome.es/wp-content/uploads/2021/05/Recycling-Infinitives-to-Participles.mp3>, or you may read the words to the students yourself.

**Pronunciation IV:** Choose the correct sound for 'ed' for each of the participles.

This part of the activity asks them to identify which of the three sounds they hear for the 'ed' pronunciation. **IMPORTANT NOTE:** The **main objective** of this activity is to differentiate when the sound is /id/ from when it is not. If students have trouble differentiating when the sound is /t/ and /d/, tell them **not to worry**. The difference is very small, and it will not stop them from communicating.

If, however, the students do wish to know the difference, it is this:

Pronounce the /t/ after verbs ending with voiceless sounds: /k/ - walk (walked), /p/ - help (helped), /s/ - pass (passed), /tʃ/ - wash (washed), /tʃ/ - watch (watched), /f/ - laugh (laughed). Students might notice how these sounds are almost 'whispered'.

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Pronounce the /d/ after verbs ending with voiced sounds:

/g/ - drag (dragged), /b/ - grab (grabbed), /z/ - seize (seized), /dʒ/ - judge (judged), /v/ - live (lived), /m/ - claim (claimed), /n/ - open (opened), /ŋ/ - bang (banged), /l/ - call (called).

Pronounce the /d/ after verbs ending with semivowels:

/r/ - occur (occurred), /j/ - play (played), /w/ row (rowed).

### **Pronunciation V: Cross out the incorrect underlined options to complete the pronunciation rules.**

This particular activity has two objectives. The first is to ensure students understand that they must pronounce 'ed' as an extra syllable /id/ after infinitives /t/ and /d/ sounds, and that this is important for their communication.

The second, however, is for them to understand that it is not extremely important to differentiate when to pronounce /t/ and /d/ and that they must say whichever one sounds natural to them.

The incorrect answers to the rules are crossed out below.

1. An 'ed' ending only sounds like /id/ when the infinitive ends with one of two sounds. Those sounds are: /d/ and /t/ ~~/s/ and /z/~~. In these cases, the 'ed' ending is / ~~isn't~~ pronounced as an extra syllable.
2. One example where the 'ed' ending is pronounced as an extra syllable is: (choose one)  
separate → separated ~~wash → washed~~
3. In all other cases, an 'ed' ending is / ~~isn't~~ pronounced as an extra syllable.
4. In these cases, the 'ed' ending can make two very similar / ~~very different~~ sounds: /t/ and /d/.
5. One example where the 'ed' ending is not pronounced as an extra syllable is: (choose one)  
~~treat → treated~~ place → placed
6. It is extremely / ~~not very~~ important to know when to pronounce /t/ and /d/ as long as you do not pronounce an extra syllable. This is because they are very similar. It is best to pronounce whichever one comes naturally.

### **Controlled Practice: Fill in the gaps with the past participle form of each verb. Then, read it aloud. Take great care to pronounce an extra syllable for the 'ed' endings only when it is necessary.**

This activity allows students to practice using the past participle form of the verbs in context. Encourage them to read the sentences aloud, paying attention to the correct pronunciation of the 'ed' endings. Offer support and correct any errors as needed.

## The Recycling Process

1. Waste is separated (separate) into different bins.
2. These bins are placed (place) on the streets every night.
3. The bins are then collected (collect) by the rubbish collection service.

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4. The waste is then **sorted** (sort).
5. After this, it is **cleaned** (clean) and **processed** (process) at a special factory.
6. Some waste is **shipped** (ship) to other countries, such as China.
7. The materials are then **processed** (process) again.
8. This is so they can be **used** (use) to make new products and packaging.
9. New products are **purchased** (purchase) by consumers
10. After this, the packaging is probably **discarded** (discard) again.
11. In general, plastics can be **recycled** (recycle) two or three times.
12. This is why recycled plastics are often **mixed** (mix) with new plastics.

### **Role-Play:**                      **Follow the instructions to carry out the role-play activity.**

The role-play activity is designed to help students practice their conversational skills in a real-life context related to the topic of recycling. By engaging in a conversation about recycling with a "neighbor" who is throwing plastic in the wrong bin, students will have the opportunity to use the vocabulary and grammar they have learned throughout the lesson.

Imagine you see your neighbour throwing some plastic in the wrong bin. Talk to them and ask them, "Hey, did you know that plastic can be recycled?" Continue the conversation...