

Adjectives ending in *-ed* and *ing* by Véronique Ward

Skills:	Speaking
Language focus:	To review the difference between <i>-ed</i> and <i>-ing</i> adjectives and introduce new related vocabulary
Level:	Intermediate/Upper Intermediate
Age:	Teenagers/Adults
Time:	60 minutes
Materials:	One copy of worksheet 1 per student and one copy of the cut-outs from worksheet 2 per pair of students. If you are delivering this lesson online, the cut-outs will not be necessary.

Procedure

1. a. Put students in pairs and ask them to think of three adjectives that describe how the people in the photos are feeling. Guide their answers towards adjectives ending in *-ed*. If students struggle, you could point out that the girls seem to be watching a scary movie, the students do not look interested, and the boy does not like that food.

Key: 1 *terrified*, 2 *bored*, 3 *disgusted*

- b. Give each pair two minutes to think of as many adjectives to describe how someone is feeling. Ask them what the adjectives have in common (they will all end in *-ed*). Go through their lists as a class and clarify any doubts students may have.
- c. Ask students to change partners. Have them think of three adjectives that describe the situations in the images. Guide their answers towards adjectives ending in *-ing*. If students struggle, you could point out that the rafting would be an extreme but enjoyable activity, most people don't like insects on their food, and the woman doesn't know that the man is giving her a present.

Ask the students what the adjectives have in common (they will all end in *-ing*).

Key: 1 *exciting/terrifying*, 2 *disgusting*, 3 *surprising*

2. Have the students complete the rules with *-ed* or *-ing*. Allow them to check their answers with their partner, and then check together as a class. Make sure to clarify any doubts students may have about the meaning and use of the two forms.

Key: a. *-ed*

b. *-ing*

3. Have students discuss in pairs which adjectives they recognise from the list. Then, ask the students to organise them into positive or negative adjectives.

Key:

Positive: amused, excited, fascinated, surprised, relaxed, relieved

Negative: bored, disgusted, worried, terrified

When checking the answers, elicit and practise the pronunciation of *-ed* endings (if the final sound before *-ed* is a /t/ or /d/, it is pronounced /d/; if the final sound is voiced, it is pronounced /d/, and if the final sound is unvoiced, it is pronounced /t/):

Key:

amused /d/, excited /d/, fascinated /d/,

surprised /d/, relaxed /t/, relieved /d/

bored /d/, disgusted /d/, worried /d/, terrified /d/

4. a. If you are delivering this lesson in person, give one set of cut-outs from worksheet 2 to each pair of students for this activity. If you are teaching online, they can do this exercise on their worksheets. They can do this in pairs and then you can check the answers together as a class.

Key:

1. *f*

6. *i*

2. *h*

7. *a*

3. *b*

8. *c*

4. *g*

9. *d*

5. *j*

10. *e*

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b. Ask students to write the *-ing* form of the adjectives. Then elicit the adjectives and make sure you check the spelling of each one. If you are teaching in person, have students spell the adjectives as you write them on the board. If you are teaching online, have them type the list of adjectives in the chat of the platform you are using and correct mistakes.

Key:

1. *amusing*,
2. *boring*,
3. *disgusting*,
4. *exciting*,
5. *fascinating*,
6. *surprising*,
7. *relaxing*,
8. *relieving*,
9. *terrifying*,
10. *worrying*

5. a. Tell students to work individually and complete the sentences using the correct adjective. Remind them to think of the differences between *-ed* and *-ing* adjectives they just learnt. Check answers together as a group and clarify any doubts.

Key:

1. *relieved*
2. *disgusting*
3. *boring*
4. *terrifying*
5. *excited*

b. Have students complete the gaps with the correct form of the adjectives from exercise 4. Once again, ask them to do the activity on their own. They can check their answers in pairs, before reporting back to the class.

Key:

1. *fascinated*
2. *worrying*
3. *relaxing*
4. *amused*
5. *surprised*

6. a. Tell the students to complete the sentences using their personal experiences and knowledge and four of the adjectives they have studied.

b. Put them in pairs and ask them to tell each other what they wrote and find two ways their opinions are the same and two ways they are different. This will motivate them to expand on their ideas and build their use of descriptive adjectives.

Key: *Students' own answers*