

## Language Analysis: Adjectives ending in -ing or -ed

### 1. Form:

#### a. I'm tired. Work was tiring.

Affirmative	Negative	Question
I'm tired	I'm not tired	Are you tired?
He/she/it's tired	He/she/it isn't tired	Is he/she/it tired?
We/you/they're tired	We/you/they aren't tired	Are we/you/they tired?
Work is tiring	Work isn't tiring	Is work tiring?
Work was tiring	Work wasn't tiring	Was work tiring?
Work will be tiring	Work won't be tiring	Will work be tiring?
Work has been tiring	Work hasn't been tiring	Has work been tiring?

- b. If the adjective is describing the subject, add ed (past participle)  
If the adjective is describing the noun, add ing (present participle)
- c. Subject + v. + adj, + -ed suffix (to describe the subject)  
Subject + v. + adj. + -ing suffix (to describe the noun)

### 2. Meaning/Use:

- a. We use -ed adjectives to describe how the subject feels. We use -ing adjectives to describe the thing that makes the subject feel like this.
- b. -ed endings are in past participle form, and -ing endings are in present participle form. Participles are adjectives or nouns formed from verbs (for example: working or worked).
- c. Only use -ed and -ing adjectives in this way. We do not add these suffixes onto other adjectives.
- d. It is appropriate to use in both formal and informal contexts, and in written and spoken language.

## LESSON PLAN - Intention and evaluation

**Name:** Sarah Miller      **Length of TP:** 45 mins **Date:** February 17, 2017

**Estimated no. of ss:** 10 **Level:** Elementary      **Coursebook:** Cutting Edge

**Lesson type:** Language-Based

**Materials needed:** Lesson Plan, textbooks, pencils, teacher textbook, slips of paper for matching activity, whiteboard, controlled practice 2 handouts, 3 UN for role play, pictures for discovery task

**Main aim(s):** By the end of the lesson the students will have had practice in using adjectives that end in -ed and -ing and be able to use them in controlled oral/written and freer oral situations.

**Language Analysis for language-based lessons**  
separate sheets attached

### **Anticipated problems and solutions**

- Students may try to add the suffixes -ed and -ing to an adjective, rather than using adjectives that already have these suffixes. For example, they may try to use “nervous” in the same context as “tired” and say, “nervoused”. I will tell students they can only use adjectives that already end in -ing or -ed.

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### **Areas of my teaching performance I want to work on:**

- Time management skills. Designate the correct amount of time for each activity, have time to do free practice without rushing, and finish the lesson within 45 minutes.

Feed back. Provide students with both praise and constructive feedback and elicit the correct answer when students are incorrect in their thinking.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:12	<p>Lead in:</p> <p>To introduce -ed and -ing adjectives</p>	<ul style="list-style-type: none"> <li>- Discovery Task:</li> <li>- Tell students to open books to page 60 and look at the picture in the top left corner.</li> <li>- Teach inflation and unemployment. Write "inflation" and "unemployment" on the board.</li> <li>Say: <ul style="list-style-type: none"> <li><b>Inflation is a rise in prices and fall in the buying value of money.</b></li> <li><b>Inflation rate: the percentage that prices are rising.</b></li> </ul> </li> <li>- Role Play example: <ul style="list-style-type: none"> <li>Me: I want to buy this black marker. How much does it cost?</li> <li>Store clerk: It costs 3 UN.</li> <li>Me: (pay 3 UN) Thank you!</li> <li>Okay, now I use the marker so much that it's out of ink! I need a new black marker.</li> <li>Me: I want to buy this black marker. Is it 3 UN?</li> <li>Store clerk: No, actually the price has gone up. Now it is 5 UN.</li> <li><b>Say: The prices of the marker were inflated. This is inflation.</b></li> </ul> </li> <li>- Teach Unemployment: <ul style="list-style-type: none"> <li>Elicit answers: underline 'employment'. What does employment mean? Underline 'un'.</li> <li>What does 'un' mean?</li> <li><b>When someone does not have a job they are unemployed.</b></li> <li><b>Unemployment rate: the percentage that unemployment is rising.</b></li> </ul> </li> <li>- Say: Now look at number 1 in the 'analysis' box to the right of the picture. Answer number 1 by yourself. Do not go onto number 2 yet.</li> <li>- Allow students time to answer the questions. Monitor to see if students need any help.</li> <li>- Review answers with students. Write on the board. <ul style="list-style-type: none"> <li><b>a. the man is depressed</b></li> <li><b>b. the news is depressing</b></li> </ul> </li> <li>- Write on the board: (leave space for pictures) <ul style="list-style-type: none"> <li>1. Surprised/surprising</li> <li>2. excited/exciting</li> <li>3. bored/boring</li> <li>4. scared/scaring</li> </ul> </li> <li>- Show students pictures 1-4</li> <li>- Ask CCQs: <ul style="list-style-type: none"> <li><b>In picture 1, who is surprised? What is surprising?</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Listen to T</li> <li>- Answer Qs about unemployment</li> <li>- Read 'analysis' box, answer Q</li> <li>- Respond to Ts questions about pictures</li> <li>- Read and answer Q2 in analysis box.</li> <li>- Share ideas in pairs</li> <li>T-C, S, S-S</li> </ul>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<p><b>In picture 2, who is excited? What is exciting?</b>  <b>In picture 3, which word describes the boy? What does "boring" describe?</b>  <b>In picture 4, which word describes the zebra? What does "scaring" describe?</b></p> <ul style="list-style-type: none"> <li>- Redirect students back to the analysis box.</li> <li>- Say: Now read and try to answer question 2.</li> <li>- Monitor as students work.</li> <li>- Tell students to share their ideas with a partner.</li> <li>- Ask: <b>Can anyone explain the difference between the -ed and -ing forms of the adjectives.</b></li> </ul>	
:03	<p>Presentation                      a) Meaning/Use:</p> <p>To introduce the meaning and use of -ed and -ing adjectives</p>	<ul style="list-style-type: none"> <li>- Write on the board:  <b>-ed adjectives describe how the person feels (subject); Ex: He's interested in the movie.</b>  <b>-ing adjectives describe the thing that makes them feel like this (noun). Ex: The movie's interesting to him.</b>  <b>CCQ: Can the movie be interested?</b> No! -ed endings describe a person</li> <li>- Underline the 'ed' in 'interested' and the 'ing' in 'interesting'</li> <li>- Say: <b>-ed and -ing are participles, meaning they turn a verb into either an adjective or noun</b>  <b>In this case, into adjectives these are adjectives. Do you think -ed is the past participles or present participle? How about -ing?</b></li> <li>- Write 'past' next to sentence example 1 and 'present' next to sentence example 2.</li> </ul>	<p>Listen to T                      Answer CCQ                      T-C</p>
:03	<p>b) Form:</p> <p>To introduce the form of -ed and -ing adjectives.</p>	<ul style="list-style-type: none"> <li>- Write:  <b>Subject + v. + adj, + -ed or -ing</b></li> <li>- Ask: How would I form the negative?                      - Write:  <b>'He's not interested in the movie' and 'The movie's not interesting.'</b></li> <li>- Ask: How would I form a question?                      - Write:  <b>'Is he interested in the movie?' and 'Is the movie interesting?'</b></li> </ul> <p>Show students that we can also use adverbs before the adjective.  <b>Subject + v. + (adverb) + adj, + -ed or -ing</b>  <b>He's very interested or He's not really interested.</b></p>	<p>Listen to T                      Answer questions about form                      T-C</p>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:04	<p>c) Pronunciation</p> <p>To introduce examples of -ed and -ing adjectives and practice pronunciation</p>	<ul style="list-style-type: none"> <li>- Point students to practice 1 in the book.</li> <li>- Tell students to spend a minute reading through the words and trying to figure out what they mean and how to say them.</li> <li>- Write each word on the board  <b>embarrassed/embarrassing</b>  <b>disappointed/disappointing</b>  <b>surprised/surprising</b>  <b>pleased/pleasing</b>  <b>excited/exciting</b>  <b>terrified/terrifying</b></li> <li>- Go through each word and practice pronunciation. Show students which vowel is stressed and correct any mistakes heard.</li> <li>- If necessary help students with -ing and -ed sounds. Tell them for -ing their tongue should be on the top of their mouth.</li> <li>- Tell students to practice reading through the words to their partner and allowing their partner to correct them if possible.</li> </ul>	<p>Listen to T</p> <p>Look through list of adjs.</p> <p>Practice pronunciation with class and partner</p> <p>T-C, S, S-S</p>
:15	<p>Controlled Practice 1:</p> <p>To provide controlled practice in using -ed and -ing adjectives</p>	<p>Say: <b>Ask your partner if there are any words they do not know. If so, try to explain the word to them.</b></p> <p>Introduce matching activity:</p> <p><b>- Say: Each person will get a slip of paper with either the beginning of a sentence or the end of a sentence. For example: one piece of paper might say, 'If I heard my friend was having a baby...' I need to first think about how this would make me feel, and then I need to find the person who has that feeling. I think I'd feel excited or it would be 'exciting'. So I'm looking for someone with 'excited/exciting'. Oh, look! I found them! Now as a pair you can sit down and decide how to complete the sentence. Would you use 'exciting' or 'excited'? You can use either, but make sure you use 'exciting' if you are talking about the noun and 'excited' if you are talking about the subject.</b></p> <ul style="list-style-type: none"> <li>- Give each student a slip of paper and begin activity.</li> <li>- Once students are sitting in pairs, ask them to write their sentence on the board.</li> <li>- Review sentences as a class.</li> </ul> <p><b>Say: Work with your partner to come up with three more similar adjectives.</b></p> <ul style="list-style-type: none"> <li>- Whole class: Ask each person to give me an adjective. Write it on the board.</li> </ul>	<p>Talk to partner about adjs.</p> <p>Listen to Ts instructions</p> <p>Participate in matching activity</p> <p>Share sentence with class</p> <p>Think of more adjs with partner</p> <p>Complete handout indiv.</p> <p>Check answers with class</p> <p>S-S, T-C, S-C, S</p>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<ul style="list-style-type: none"> <li>- Give them controlled practice worksheet from "English Grammar in Use"</li> <li>- Tell students to complete by themselves, and then allow them to check answers with a partner. (switch partners)</li> <li>- Review answers as a class. Write them on the board</li> </ul> <ol style="list-style-type: none"> <li>2. bored</li> <li>3. confusing</li> <li>4. disgusting</li> <li>5. interested</li> <li>6. annoyed</li> <li>7. boring</li> <li>8. excited/interested</li> <li>9. exhausted</li> <li>10. excited</li> <li>11. amusing</li> <li>12. interesting</li> </ol>	
:08	<p>Freer Practice:</p> <p>To provide freer practice in using -ed and -ing adjectives</p>	<ul style="list-style-type: none"> <li>- Explain activity to students.</li> </ul> <p>Say: <b>You will be in pairs. I will give you a scenario and each person will say how they'd feel in that given scenario.</b></p> <p><b>For example: You turn on the TV to watch your favorite show and discover there's a ping pong game on instead. I would say, "I'd be really frustrated. I think ping pong is boring. Or "I'd be excited because I think ping pong is interesting."</b></p> <p><b>Write "I'd be... because..." on the board.</b></p> <p>Say: <b>Make sure you used -ed and -ing adjectives in your response.</b></p> <ul style="list-style-type: none"> <li>- Number off students by two's.</li> <li>- Tell 1's to line up. Tell 2s to stand in front of 1s, facing them.</li> <li>- Give students scenarios. Switch partners 1 to the left in between each scenario.</li> </ul> <ol style="list-style-type: none"> <li>1. <b>You find out your favorite singer will be performing in Tianjin.</b></li> <li>2. <b>You suddenly see a friend on television.</b></li> <li>3. <b>You watch a scary movie late at night and then have to go to bed in a dark house.</b></li> <li>4. <b>You watch a news item about a disaster in another country.</b></li> <li>5. <b>One of your friends calls you for a chat while you are watching the news.</b></li> </ol>	<p>Listen to Ts instructions</p> <p>Respond to given scenario</p> <p>T-C, S-S</p>

If I tripped and fell...	<b>embarrassing/embarrassed.</b>
If I got a bad grade...	<b>disappointing/disappointed.</b>
If Sarah spoke perfect Chinese...	<b>surprising/surprised.</b>
If a tiger came into the classroom...	<b>terrifying/terrified.</b>
If I heard my friend was having a baby...	<b>exciting/excited.</b>
If this class improves my English...	<b>pleasing/pleased.</b>