

## Activity Type

Grammar, Vocabulary and Speaking Activity: sentence completion, guided discussion, guessing, communicative practice (pair work)

## Focus

Adjectives with *-ed* and *-ing* endings

## Aim

To practice using *-ed* and *-ing* adjective forms to express opinions and feelings about various things.

## Preparation

Make one copy of the two worksheets for each pair of students.

## Level

Upper-intermediate (B2)

## Time

30 minutes

## Introduction

In this communicative *-ed* and *-ing* adjectives activity, students practice using the two adjective forms to express opinions and feelings about various things.

## Procedure

Begin by eliciting the difference between adjectives ending in *-ed* and *-ing*.

*-ed* adjectives describe emotions. They tell us how people feel about something, e.g. 'I was bored in English class. I almost fell asleep'.

*-ing* adjectives describe the thing that causes the emotion, e.g. 'Boring English lessons make me feel sleepy'.

Provide the students with more examples if necessary.

Next, divide the students into pairs (Student A and B).

Give each student a corresponding worksheet.

Tell the students to complete the sentences with true information about themselves.

There are ten sentences in total with each one containing an *-ed* and *-ing* adjective.

Students then take it in turns to read and discuss their sentences with a partner.

After that, students test each other by exchanging worksheets and reading their partner's completed sentences in a random order, but instead of saying the adjective, they use the word 'blank'.

Their partner then repeats the sentence back, adding in the correct *-ed* or *-ing* adjective.

Note: This resource can be edited using a PDF editor.

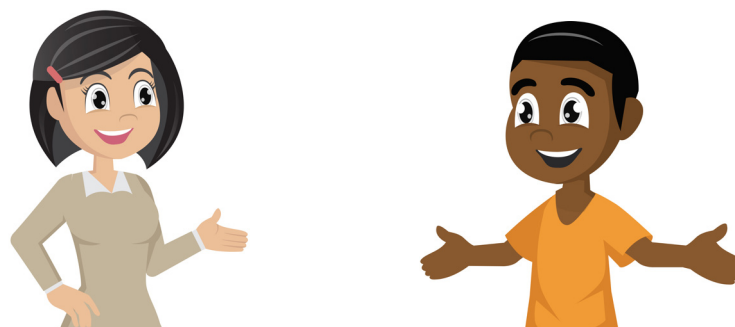
**Student A**

A. Complete each statement with true information about yourself.

1. I'm really **interested** in .....
2. I find ..... really **annoying** sometimes.
3. I get **embarrassed** when .....
4. I was pleasantly **surprised** when I ..... for the first time.
5. I got quite **annoyed** when .....
6. To be honest, if I was a/an ..... I'd be **bored** to death
7. It's **surprising** how many people .....
8. .... is one of the most **interesting** places I've ever been.
9. .... can be really **embarrassing**.
10. .... sounds a bit **boring** to me.

B. Now, take it in turns to read your sentences to your partner. Explain your answers and keep the conversation going by asking questions.

C. Exchange worksheets and read your partner's completed sentences in a random order, but instead of saying the adjective, use the word 'blank'. Your partner must repeat the sentence back, adding in the correct adjective.



**Student B**

A. Complete each statement with true information about yourself.

1. When I feel a bit **depressed**, I often .....
2. I found ..... a bit **disappointing**.
3. I'm very **excited** about .....
4. One thing I was really **disappointed** to learn was .....
5. I find it very **frustrating** when .....
6. I get **confused** when .....
7. I find ..... slightly **depressing**.
8. .... can be **confusing**.
9. I start to get a bit **frustrated** when .....
10. .... can be quite **exciting**.

B. Now, take it in turns to read your sentences to your partner. Explain your answers and keep the conversation going by asking questions.

C. Exchange worksheets and read your partner's completed sentences in a random order, but instead of saying the adjective, use the word 'blank'. Your partner must repeat the sentence back, adding in the correct adjective.

