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Part 1: General Description

Target audience:	☐ Age group: 13-15 years old. ☐ Students' educational level: Form one in secondary school. ☐ Students' English Proficiency level: Lower and Intermediate levels. ☐ Class size: 60 students.
Classroom equipment:	☐ Chalk, markers and writing board ☐ Laptops, android tablets and smart phones ☐ Relevant text on adjective ending with “-ed” or an adjective with “-ing”
Lesson Aims:	☐ Students to be helped to know how and when to use an adjective ending with “-ed” or an adjective with “-ing”
Learning Objectives:	By the end of the lesson, students will be able to: ☐ differentiate adjectives ending with “-ed” or an adjective ending with “-ing” in the given contexts.



	☐ use appropriately adjectives ending with “-ed” or an adjective with “-ing” in the given contexts.
Assumptions:	☐ The knowledge of adjectives has been imparted to the learners. ☐ Students are familiar with how to use OER Commons.
Assessment:	☐ During the activity, students will be supervised to accomplish the given tasks. ☐ Presentation is to be used to assess how the students have understood the grammar tasks given in their real contexts.
Class time	☐ 80 minutes
Resources	• https://learningenglish.britishcouncil.org/grammar • https://www.english-corpora.org/coca/

Part 2: Materials development process

After long worrying of how I can incorporate technology tools in my English classroom and succeed to find this useful content that helps me to teach grammar by using technology. Decision is made to help learners on how to know and when to use similar-looking adjectives “-ed” or “-ing” endings such as interesting and interested, boring and bored. Thereafter, I planned various activities in lesson plan to get rid of struggling with these adjectives.

Note: These adjective words are formed from verbs, that is why they are called participial adjectives or verbal adjectives. **-ed adjectives**, generally describe emotions; they tell us how people feel while **-ing adjectives** describe the thing or person that causes the emotion.

Some common adjectives with “-ed” and “-ing” forms.

verb	-ed adjective	-ing adjective
annoy	annoy(ed)	annoying
bore	bor(ed)	boring
confuse	confus(ed)	confusing
disappoint	disappoint(ed)	disappointing
excite	excit(ed)	exciting



fright	freight(ed)	frightening
interest	interest(ed)	interesting
relax	relax(ed)	relaxing
surprise	surprise(ed)	surprising
tire	tir(ed)	tiring
amaze	amaz(ed)	amazing
worry	worri(ed)	worrying

Sentence examples

1. Taking a bath is **relaxing**.
2. He is so **excited** about his trip to Tanzania.
3. Her math class is **boring**.
4. The class is not **interesting**. She is **bored**.
5. I don't like horror films. They are much too **frightening** for me.
6. She felt so **annoyed** that her friend let her down.

Part 3: Lesson Plan

Timing (minutes)	Stages and activities	Interactions Ss/T T/Ss Ss/Ss	Aims
5	1. Warm-up The teacher asks students to mention parts of speech. Students share their thoughts and speak out. Guide students to write three adjectives ending with “-ed” or an adjective ending with “-ing” ending for each form.	Ss/Ss T/Ss	Students to be involved in sharing their prior knowledge about the lesson.



2. Development			
15	The Teacher gives more clarification on the structures of these adjectives ending while students take some key points.	T/Ss	Students to gain structures of “-ed” and “-ing” adjectives ending.
10	Teacher writes five sample of sentences to show the different between “-ed” and “-ing” adjectives.	Ss/T	Students learn and practice the uses and correct from of “-ed” and “-ing” adjectives in different situations.
30	COCA is used by students to see more examples of expressing “-ed” and “-ing” adjectives in the given context. The teacher supervises students during the activity. (See figure 1 and 2 below)	Ss/Ss	
3. Realization			
20	(a) Asking students oral questions such as: i) If I say, “I am interested”, do I describe how I feel or what causes my feeling? ii) Which adjectives are still confusing for you? b) Write different situations of similar-looking adjectives “-ed” or “-ing” endings and students are supposed to choose the given adjectives to match the situations. c) Instruct students to write their own sentences to express “-ed” and “-ing” adjectives at their home contexts (three sentences for each structure).	Ss/Ss T/Ss	Students are tested their ability to relate the lesson in real context.

Note: Ss/T = students-teacher interaction

T/Ss = teacher-students interaction

Ss/Ss =students-students interaction

Part 4: The complete and ready-to-use materials



Activity 1: Warm up

a) Listen to the instructions from the teacher and students share their answers with peers about:

i) Parts of speech

ii) Writing three adjectives ending with “-ed” or an adjective ending with “-ing” ending

Activity 2: Classroom activity

- ☐ Open COCA and type these adjectives bor(ed) and boring one after another, then copy three sentences for each as used in the context.

Activity 3: Realisation/ Homework

- a) (i) Oral question to check meaning and use
(ii) Asked to encourage learners’ self-evaluations.
- b) Choose the correct answer to complete the sentences below:
 - i) You look really _____. Why don’t you go to bed? (tired/tiring)
 - ii) Can I call you? I have some very _____ news for you. (excited / exciting)
 - iii) My neighbour is always playing loud music. It is very _____ (annoyed/ annoying)
 - iv) The directions were _____ and we got lost. (confused / confusing)
 - v) I really _____ that I won the competition. (surprised / surprising)
- c) Write their own sentences to express “-ed” and “-ing” adjectives at home context (three sentences for each structure) for students’ self-assessment.

Answer Key

Activity 1:

a) (i) Noun, pronoun, verb, adverb, adjective, conjunction, interjection, and preposition.

(ii) They may answer differently.

Activity 2:

d) The answers might be different

Activity 3:

a) (i) It describes how I feel.

(ii) Answers may vary

b) Multiple choice question

(i) tired

(ii) exciting

(iii) annoying

(iv) confusing

(v) surprised



c) Answers will be different. Please, check their relevance as applied to their context.

Activity 2: Classroom activity

Figure 1

COCA			
SEARCH	WORD	CONTEXT	TEXTS
28 TV: 1993: Beverly Hills, 90210	you . That 's over . - Only because you 're bored	with her Okay , so I 'm a bastard . What	
29 FIC: 2006: Bk:GamePatience	before the Revolution . The crowd stirred and muttered , growing bored	with idling A few fights broke out . Rough-voiced str	
30 WEB: 2012: glassdoor.com	manager tells you that you are too experienced and would get bored	with the job , then ask them , " Is that a	
31 WEB: 2012: juliandibbell.com	Dr. Jest had stopped logging in . Maybe he 'd grown bored	with the MOO . Maybe the loneliness of ostracism ha	
32 WEB: 2012: onewayrichmond.com	is doing it , Languell is . I personally get so bored	with the mundane routines art takes us these days .	
33 FIC: 2013: FantasySciFi	. It took me more than a hundred years to become bored	with them and at first that seemed even worse than	
34 MAG: 1995: Inc.	, " says Roddick . " But the press ultimately grows bored	with you and starts looking around for deficiencies . '	
35 MAG: 2008: TownCountry	still exists that volunteers are ladies who lunch , groups of bored	women searching for something to occupy their days	
36 WEB: 2012: glassdoor.com	the position and they were afraid that I would " get bored	" with the position . # Mike # It is a real	
37 BLOG: 2012: blogs.suntimes.com	day . I was sitting in the living room , super bored	, and my mom came home and put Harry Potter and	
38 MAG: 1993: FieldStream	separated and charged again , the cows looking on , rather bored	, as the bulls pushed and grunted and the creek turn	
39 NEWS: 1997: USAToday	try , and the girl operating the cage is the most bored	, disinterested employee I find on the whole trip . # A	
40 NEWS: 1995: Houston	of literature and played tennis , and , being single and bored	, I agreed to go to the movies with him . He	
41 SPOK: 1994: WAB-ATC	would be the concentration . Mr. SPANV. If you are bored	, really try . But if you , if you	

Screenshot of the "WORD" tab on <https://www.english-corpora.org/coca/> by Corpus of Contemporary American English, used under Creative Commons CC BY-SA showing example sentences from various genres with the adjective word "bored" used in different contexts.

Figure 2.

COCA			
SEARCH	WORD	CONTEXT	TEXTS

CONCORDANCE LINES (more)

1 WEB: 2012: grimm.wikia.com	work function . Nick warns Juliette that the function will be boring	and Captain Renard will be giving a long speech . Jul	
2 WEB: 2012: blogs.suntimes.com	How much I value your opinions . But this nonsense is boring	and cowardly # Rank them 1-10 . Have your specia	
3 FIC: 1998: FantasySciFi	Ezra Pound . In my passage through the art world , boring	and intriguing anecdotes alike spiraled into my men	
4 MAG: 2013: Horticulture	operate under the misconception that most natives are leaving boring	and lacking in color . To the contrary , I 've found	
5 BLOG: 2013: motafilter.com	the video . 99% of the time spent drinking is completely boring	and takes little or no concentration to	



Screenshot of the “WORD” tab on <https://www.english-corpora.org/coca/> by Corpus of Contemporary American English, used under Creative Commons CC BY-SA showing example sentences from various genres with the adjective word “boring” used in different contexts.

Part 5: Reflection

Using educational technology tools have helped students to gain more useful materials and be ready to engage themselves on grammar learning in association with its prescriptive and descriptive approaches, form and function of similar-looking adjectives “-ed” or “-ing” endings.

COCA has given them a lot of experience on how different contexts use these adjectives form and made them enjoy grammar lessons.

As I mentioned earlier “to use an adjective ending with ‘—ed’ or an adjective ending with ‘—ing’” tend to confuse my learners” especially in its form and function as some of my learners knew that these are same as present verb form. Teachers are advised to use variety of corpuses, particularly COCA and OER Commons, for references and more rules to distinguish both forms.

OER Title: Teaching Grammar Using Technology

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Keywords: Adjectives, Verbs, Technology

Date of Publication: October 25, 2025.