Teaching Guides

Ma Qing Angel; Lin Shanru
The Education University of Hong Kong

Target Students: Intermediate
Corpus Used: Corpus Concordance English
Class Duration (in minutes): Two Class Periods (35mins + 35mins)
What is amazing about Debbie’s dog?

GIA: AN AMAZING DOG!

Three years ago, Debbie broke her neck in a car accident, and now she can’t move her arms or legs very much. She gets around in a wheelchair.

Last year, she got a dog to help her with the many things she cannot do. She is amazed that Gia can turn on the lights and answer the phone. In fact, he can answer eighty different commands.

When they go shopping, he picks items off the shelves, puts them in the shopping cart, pushes Debbie’s wheelchair, and then, he pays the cashier. The cashier is amazed by his behavior!

Debbie got the amazing dog from a nonprofit organization near Vancouver. It costs them $8000 to train dogs for people with disabilities. Debbie paid $125 and the organization paid the rest. They are a nonprofit organization: they don’t want to make money; they just want to help people.

(Adapted from Canadian Newspaper Stories)

Teacher Tips: Teachers can use a few activities to check students’ overall comprehension of the text before the following activities.

1. Can you underline these two adjectives amazing and amazed in paragraphs 2, 3 and 4?
2. Now look up the explanation provided by the Cambridge Learner’s Dictionary. Can you identify their differences in meaning or usage? Work in pairs to share your ideas.

amazing

**adjective** · US 🇺🇸 UK 🇬🇧 /əˈmeɪzɪŋ/

- very surprising:
  
  [question word] It's amazing how many people can't read.

amazed

**adjective** · US 🇺🇸 UK 🇬🇧 /əˈmeɪzd/

- extremely surprised:
  
  I was amazed at the price.
  
  [that] I was amazed that Paul recognized me.

**Teacher Tips:** For **less able students**, choose sentences b), d), f), g) and i)

3. Check your understanding. Circle True (T) or False (F) for these sentences.

   a) “What an amazed garden!” said Lucy.  
   b) Kobe is an amazing basketball player.  
   c) His friends all felt amazed when they saw him.  
   d) I was amazing by the news.  
   e) Elena was amazing to hear that she had won the first prize.  
   f) It's amazed that many students don’t know how to read.  
   g) This place is amazing.  
   h) You are so amazed.  
   i) He was amazed at how clear the sky was.

   a) T  
   b) T  
   c) T  
   d) T  
   e) T  
   f) T  
   g) T  
   h) T  
   i) T

**Teacher Tips:** **Suggested activities for Question 4-5** — ask the students to search the words from the corpus if computers or tablet PCs are available; if not, use the printed concordance lines.

4. Look at the concordance lines below and see if you can find the answers to Question 3 by yourself, then check and discuss with your partner.
5. Answering Question a - e. Groups can then feedback to each other, explaining the words.

a. Please circle the subjects (before the word *amazed*) in the sentences. The first example has been done for you.

b. Tick the correct one(s). (You may tick both if necessary)

These circled words in Question a. refer to sb□□ sth□□
c. Please circle the subjects (before the word *amazing*) in the sentences. The first example has been done for you.

008. "And what about Tristan? Don't you think he's got the most **Amazing** eyes. I couldn't stop looking at him." 'I noticed! A
010. She found herself almost staring at him. He had the most **Amazing** eyes - sort of strong blue that seemed to look throu
015. ought the journalist happily. Mill Machines Live in Houses? **Amazing** Ideas of Professor-Architect.' Professor Silenus wa
017. can walk fr. A bit slo, but it doesn't hurt at all. It's **Amazing** isn't it? Only twenty-four hours. He says it's bea
018. 6 yards per catch. **STRENGTHS** Coach Jim Fassel has done an **Amazing** job of instilling confidence in the team. His m
019. ailed to hear my brother's voice. And then I discovered the **Amazing** news that Mum wasn't dead at all! 'Lisa,' Frank told
020. the Gliss for the last time before we boarded them. They are **Amazing**. Our scientists have achieved the impossible. They a
021. of Windsor, uncle to Queen Elizabeth II, starred in his own **Amazing** palace tale, abducting the throne to marry an Amer
022. interrupted. They had come into sight of the house. What an **Amazing** place!' said Beaumont. The car stopped. Paul
024. y, I think she's spent most of her life there.' 'She sounds **Amazing**!' said Sven. 'Those presentations of hers are so ha
025. and change them at this time of night.' 'You're absolutely **Amazing** Sandra Rovello!' I shouted. I hadn't thought about
026. and a hundred metres high, and found ourselves in a hall of **Amazing** size. A few men and women were walking slowly in the
028. rnight. Everyone's clothes were wet the whole time. It was **Amazing** that none of us got really wet...' Jennifer got on'

d. Tick the correct one(s). (You may tick both if necessary)

    These circled words in Question c. refer to **sb**[ ] **sth**[ ]

e. Can you identify the differences in meaning or usage of the two sets of the sentences?

Groups can then feedback to each other.

1) **We** were **amazed** to discover that we'd been at school together

   **Jasper** is always **amazed** by how much food gets wasted.

2) **My grandmother** is **amazing**. She can speak 10 languages.

   **The singer** sounds **amazing**. I can't wait to see her show.

f. What types of word(s) normally come immediately after *amazed*.

<table>
<thead>
<tr>
<th>adjective</th>
<th>Word(s) comes after <em>amazed</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>amazed</td>
<td></td>
</tr>
</tbody>
</table>

6. **Try it yourself**

Now, are you familiar with the use of *amazing* and *amazed*? Try to summarize the use patterns of the two adjectives. Groups can then feedback to each other, explaining the adjectives. The first example of each word has been done for you.

Small Group Work: Explorative Activity
amazed (*please list out another TWO use patterns*)

<table>
<thead>
<tr>
<th>use pattern</th>
<th>Examples from the corpus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>sb + be + amazed + that-clauses</em></td>
<td>I'm amazed that children survive here at all.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

amazing (*please list out another TWO use patterns*)

<table>
<thead>
<tr>
<th>use pattern</th>
<th>Examples from the corpus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. amazing + noun / noun phrase</td>
<td>amazing eyes</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

7. Summary of the difference between *amazed* and *amazing*.

✓ So, ‘I am amazed by the dog’ describes **how I feel about the dog** – I feel amazed.
✓ ‘The dog / My teacher is amazing’ or ‘It is an amazing dog / She is an amazing teacher’ means *the dog* / *my teacher* **have an effect on others.** (這隻狗 / 我的老師 對当事人或说话者產生心理作用 – 這隻狗真令人驚訝。/ 我的老師真令人驚歎。)

Here are some more adjectives that can have both an ‘-ed’ and an ‘-ing’ form. Try to search for the –ed adjectives in the corpus and find out what preposition(s) normally comes after them.

- excited
- bored
- surprised
- confused
- amused
- disappointed
- exciting
- boring
- surprising
- confusing
- amusing
- disappointing

**Teacher Tips:**
1. Encourage the students to use the corpus searches when they are confused.
2. Step 1 can be followed by peer/teacher evaluation and teacher feedback.
3. Depending on the time available and students’ level, the teacher can select some questions instead of doing all questions.

**Step 1:** Complete the questions by choosing the correct adjectives. Check your answers with your partner.

**Step 2:** Interview a friend using the correct questions. Record the answers.

**Step 3**: Report the interview result to the class.

**Step 4**: Write a short paragraph about the friend you interviewed using the -ed or -ing adjectives.

(*Try to use language patterns found for Task 6*)

1. What’s the most ……………… thing you have ever done?
   a. excited
   b. exciting

2. When was the last time you were really …………………?
   a. bored
   b. boring

3. Have you ever been ……………………? Talk about it.
   a. disappointed
   b. disappointing

4. The story can be ……………………, don’t you think?
   a. confused
   b. confusing

5. What gets you ……………………? Explain why.
   a. amused
   b. amusing

6. When was the last time you were really ……………………?
   a. surprised
   b. surprising

7. Do you think learning English is ……………………..?
   a. tired
   b. tiring

8. What do you find ……………………..?
   Give some examples.
   a. amazed
   b. amazing