



Page 13

**MAKE STORY BY USING THESE WORDS**

sailing

bottle

HOLIDAY

reply

delighted

parents

amazed



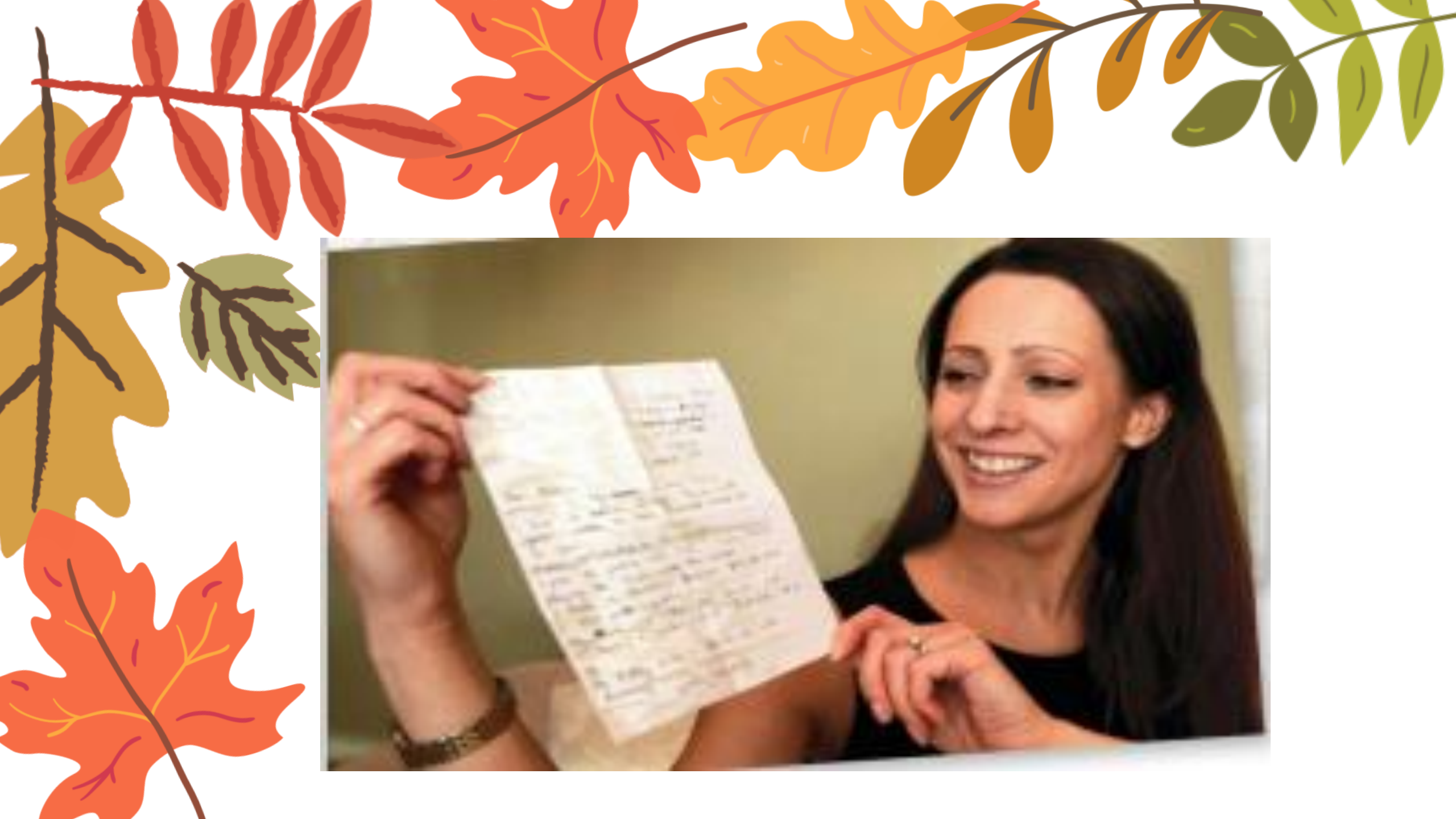
**1E**

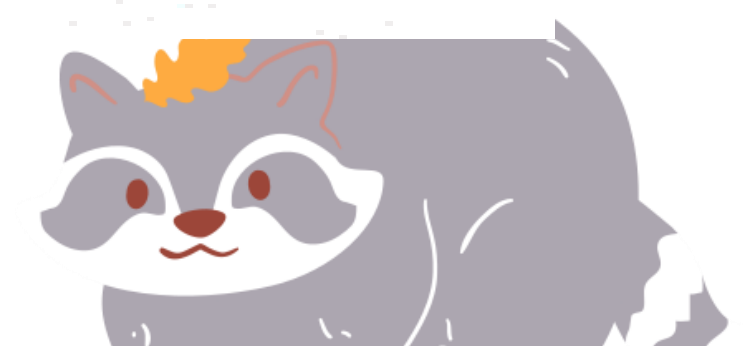
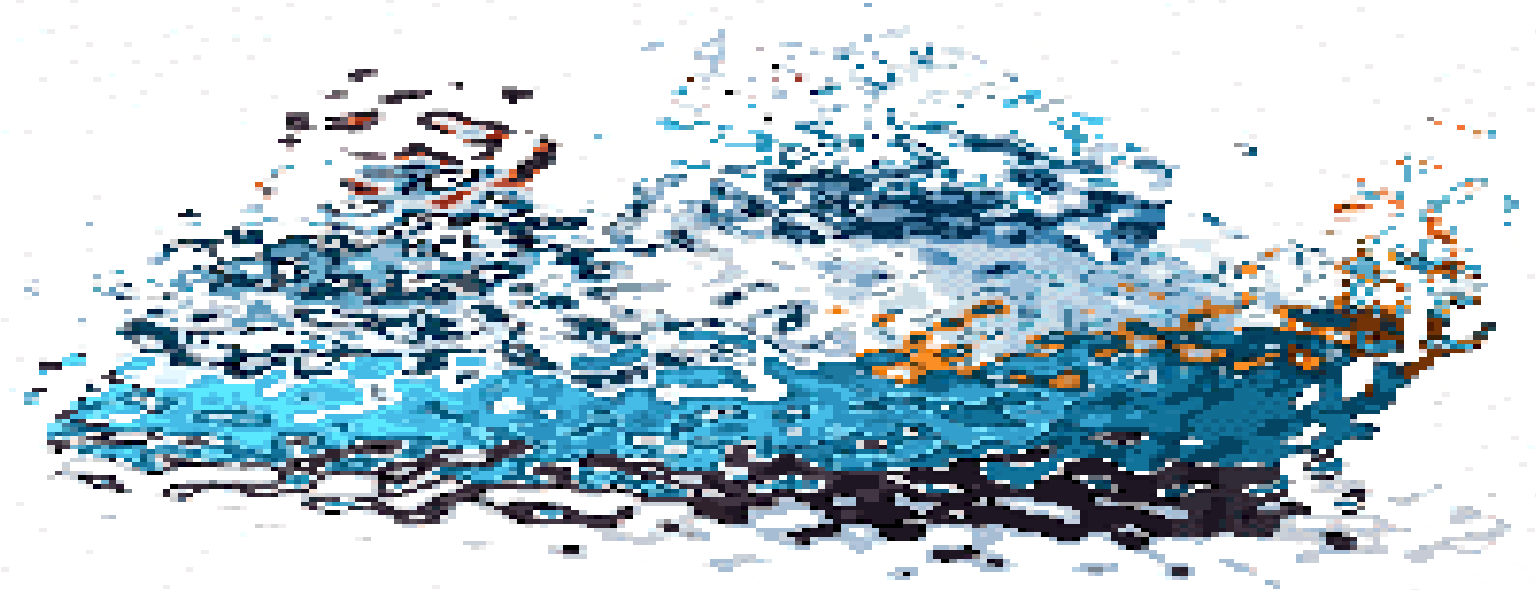
Word Skills

## Adjective endings

*I can use different adjective endings.*

- 1 SPEAKING** Look at the title of the text and the photo.  
What do you think the story is about?



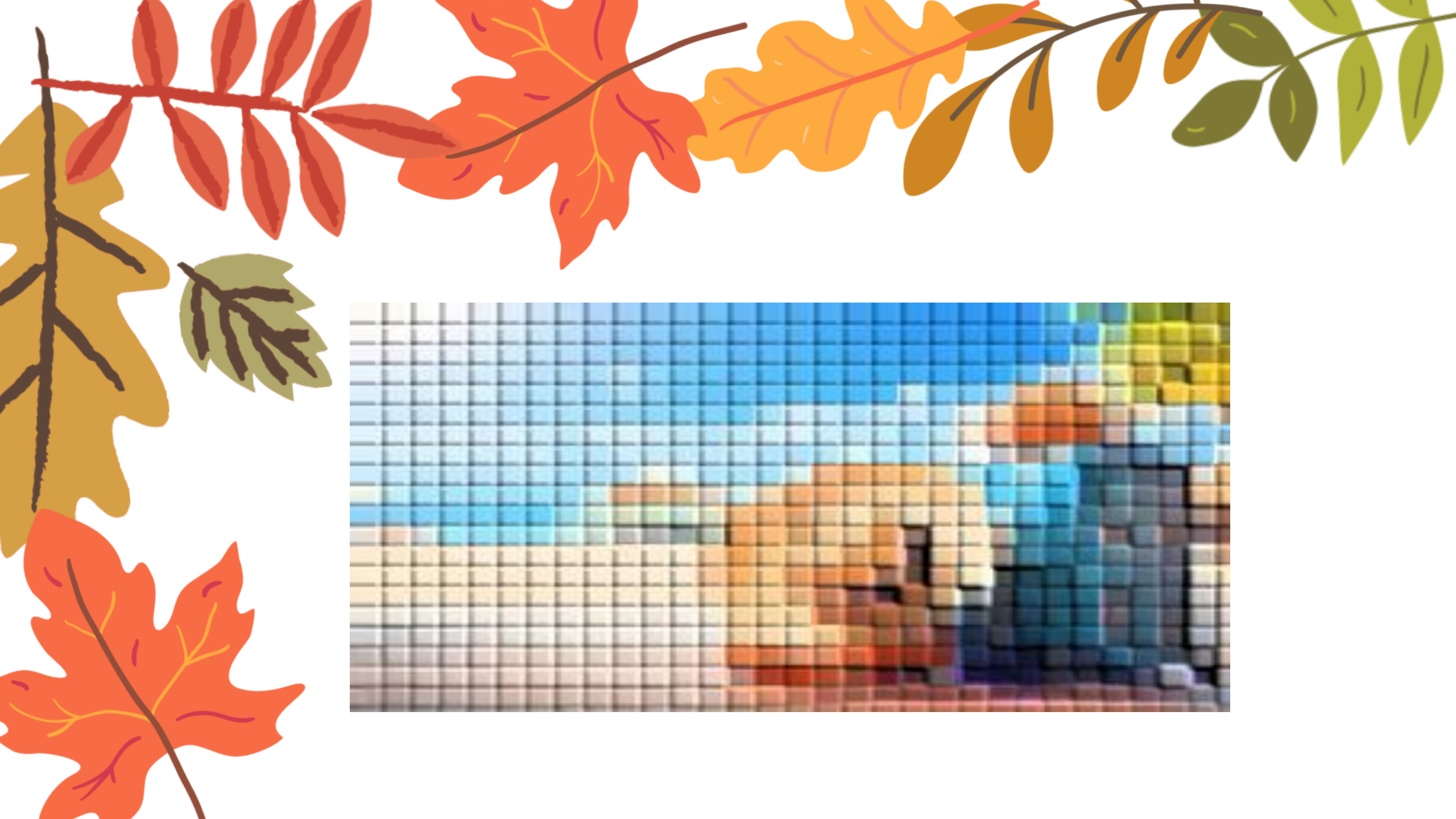






*ferry*

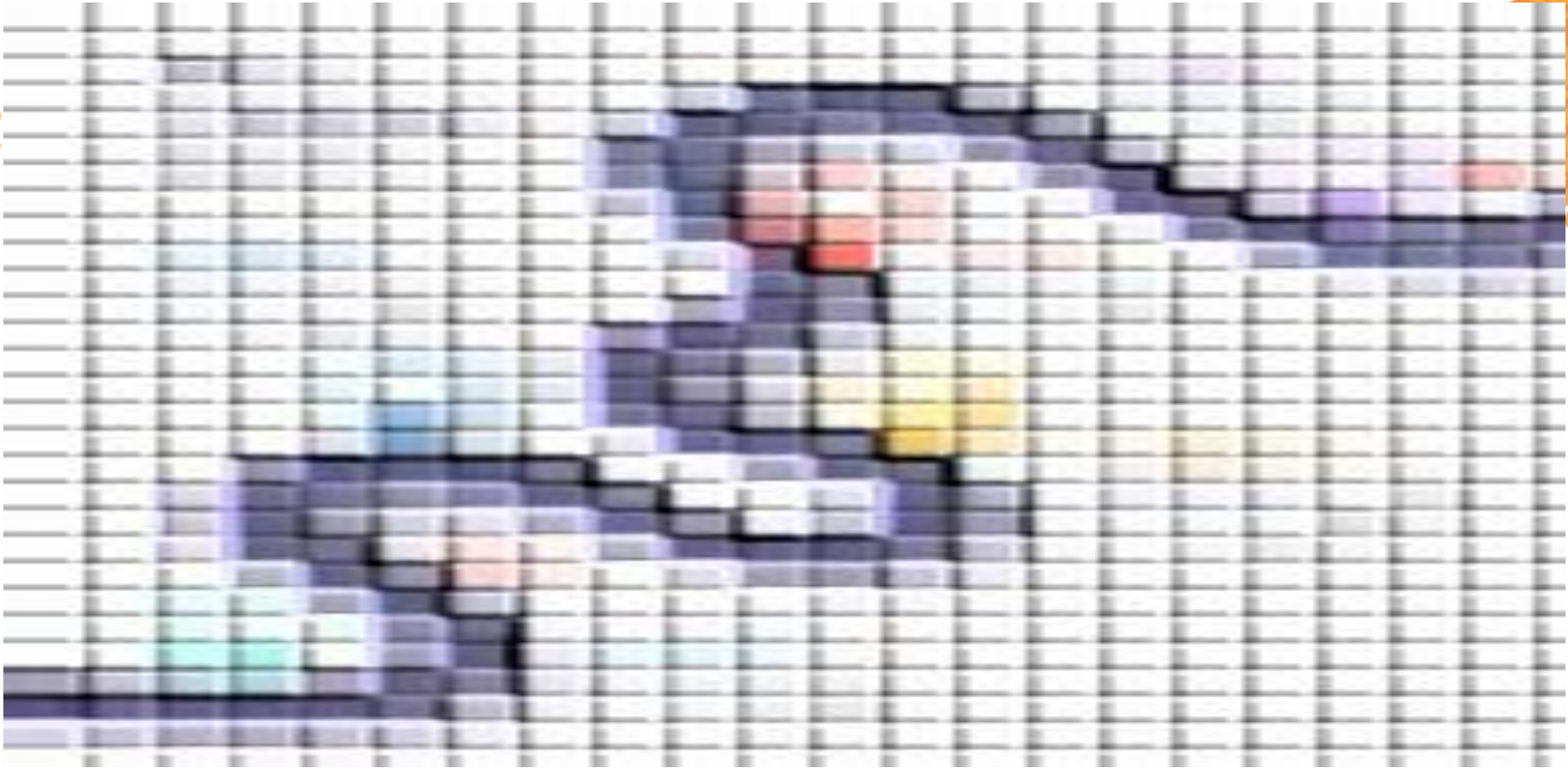






*holiday*



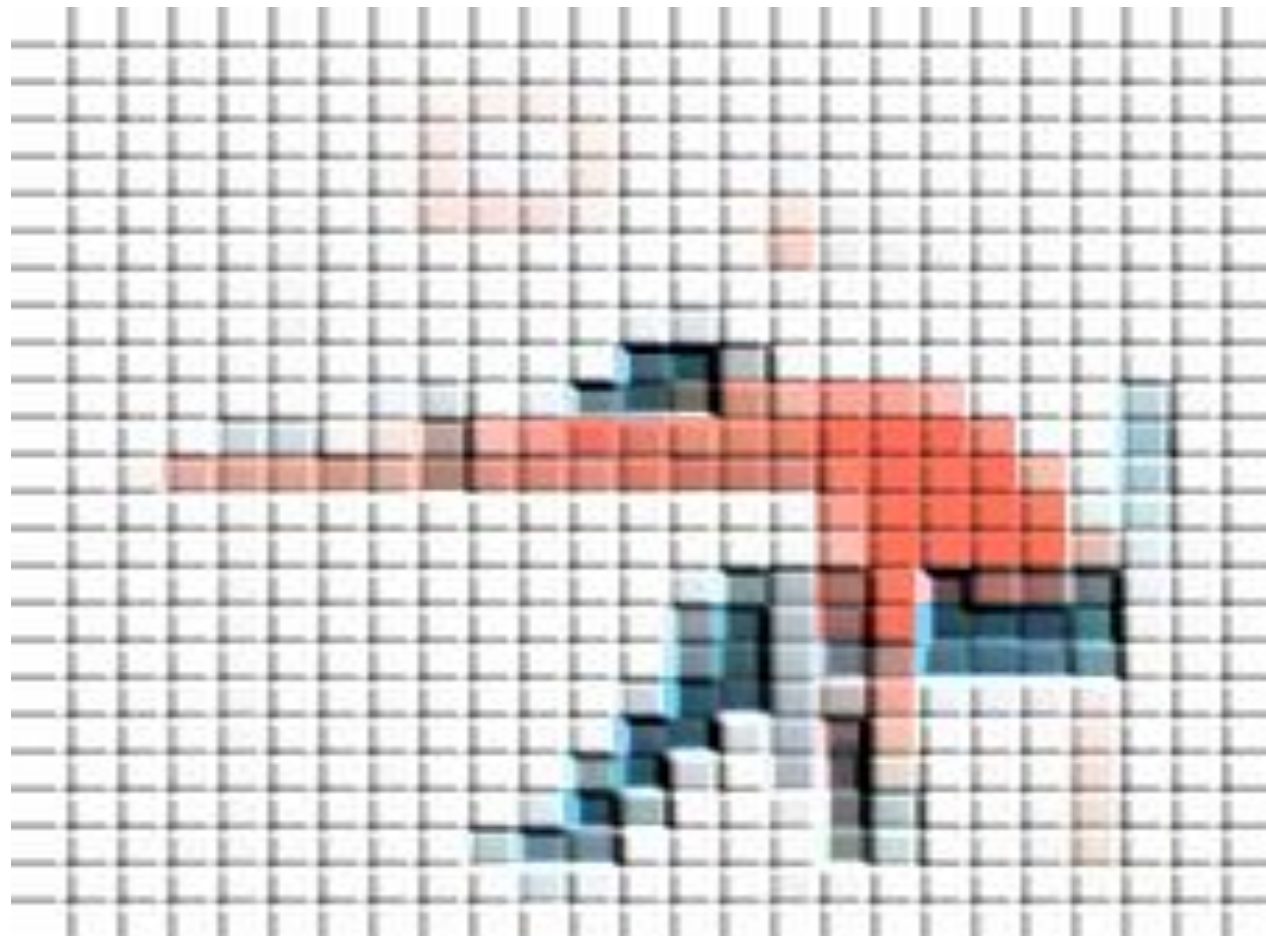


# BEST JOURNEY ROUTE



*journey*









*tiring*





*drop*



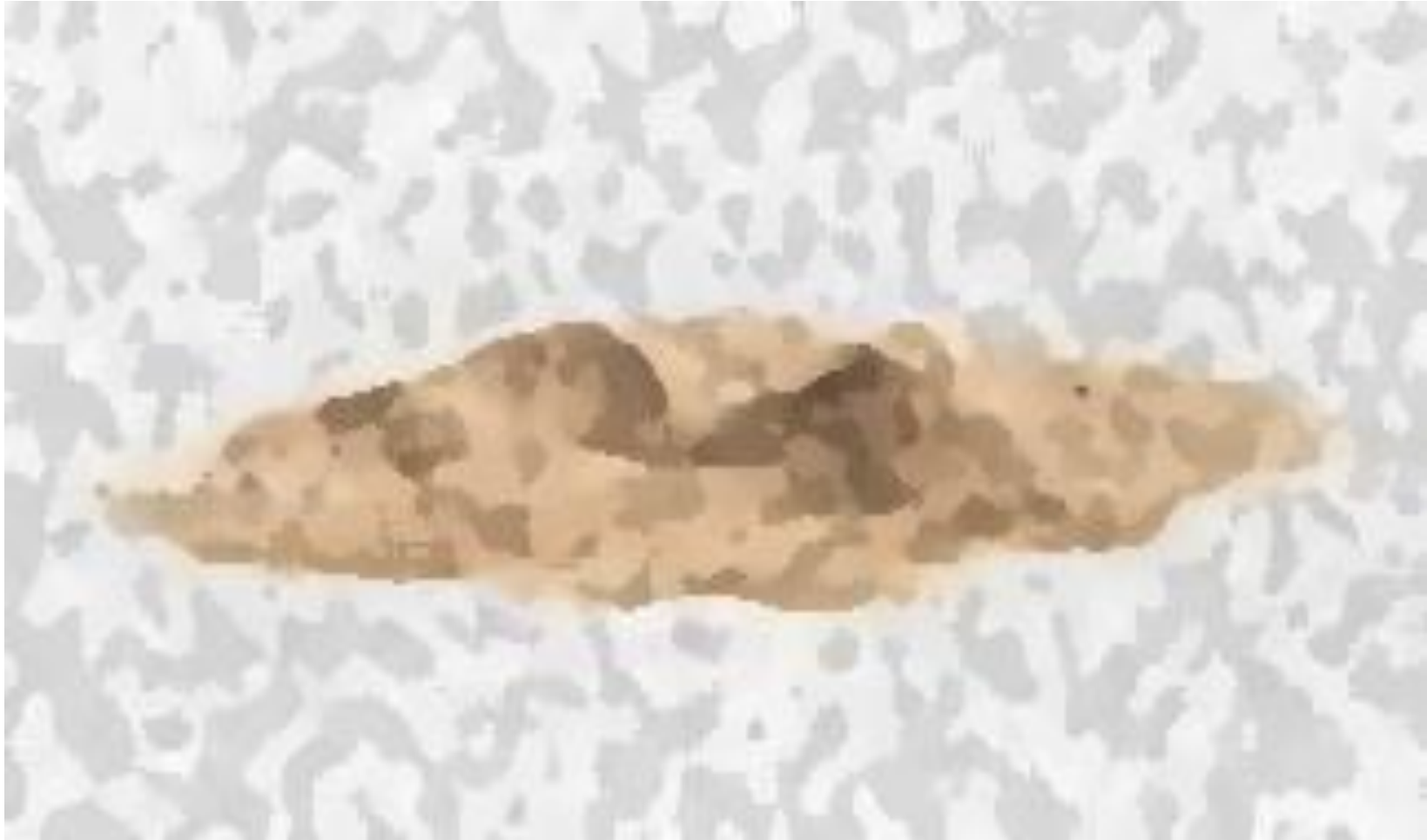






*reply*







*sand*









*amazed*







*astonishing*



# Message in a bottle

In 1990, Zoe Lemon was on a ferry, sailing from Hull in England to Germany. She was going on holiday with her family. The journey was long and tiring and ten-year-old Zoe soon got bored. To pass the time, she decided to write a message in a bottle and drop it into the sea. 'It will be interesting if someone finds it,' she thought. Then she forgot about the bottle completely.

Twenty-three years later, she was amazed to get a reply from someone in the Netherlands. A man was walking on the beach and was surprised to find Zoe's bottle in the sand. He wrote to the address on the message, where Zoe's parents still live. Zoe was delighted, but it was also very moving for her to see her message again after twenty-three years, and she cried when she read it. 'It's astonishing that the bottle didn't break,' said Zoe. Her five-year-old son thinks it is all very exciting and wants to put a message in a bottle himself!



# Message in a bottle

In 1990, Zoe Lemon was on a [red] sailing from Hull in England to Germany. She was going on holiday with her family. The journey was long and [green] and ten-year-old Zoe soon got bored. To pass the time, she decided to write a [blue] in a bottle and drop it into the sea. 'It will be interesting if someone finds it,' she thought. Then she forgot about the bottle completely.

Twenty-three years later, she was amazed to get a reply from someone in the Netherlands. A man was walking on the beach and was surprised to find Zoe's bottle in the sand. He wrote to the address on the message, where Zoe's parents still live. Zoe was [yellow] but it was also very moving for her to see her message again after twenty-three years, and she cried when she read it. 'It's [purple] that the bottle didn't break,' said Zoe. Her five-year-old son thinks it is all very exciting and wants to put a message in a bottle himself!

# What's the Difference?

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-ED  
adjectives  
-ING

## -ED adjectives

We use adjectives ending in **-ed** to describe how people feel

*She's very excited about her upcoming trip to Australia.*

## -ING adjectives

We use adjectives ending in **-ing** to describe the thing, situation, place or person that makes us feel that way

*Her upcoming trip to Australia is very exciting!*


(The trip made her feel excited.)

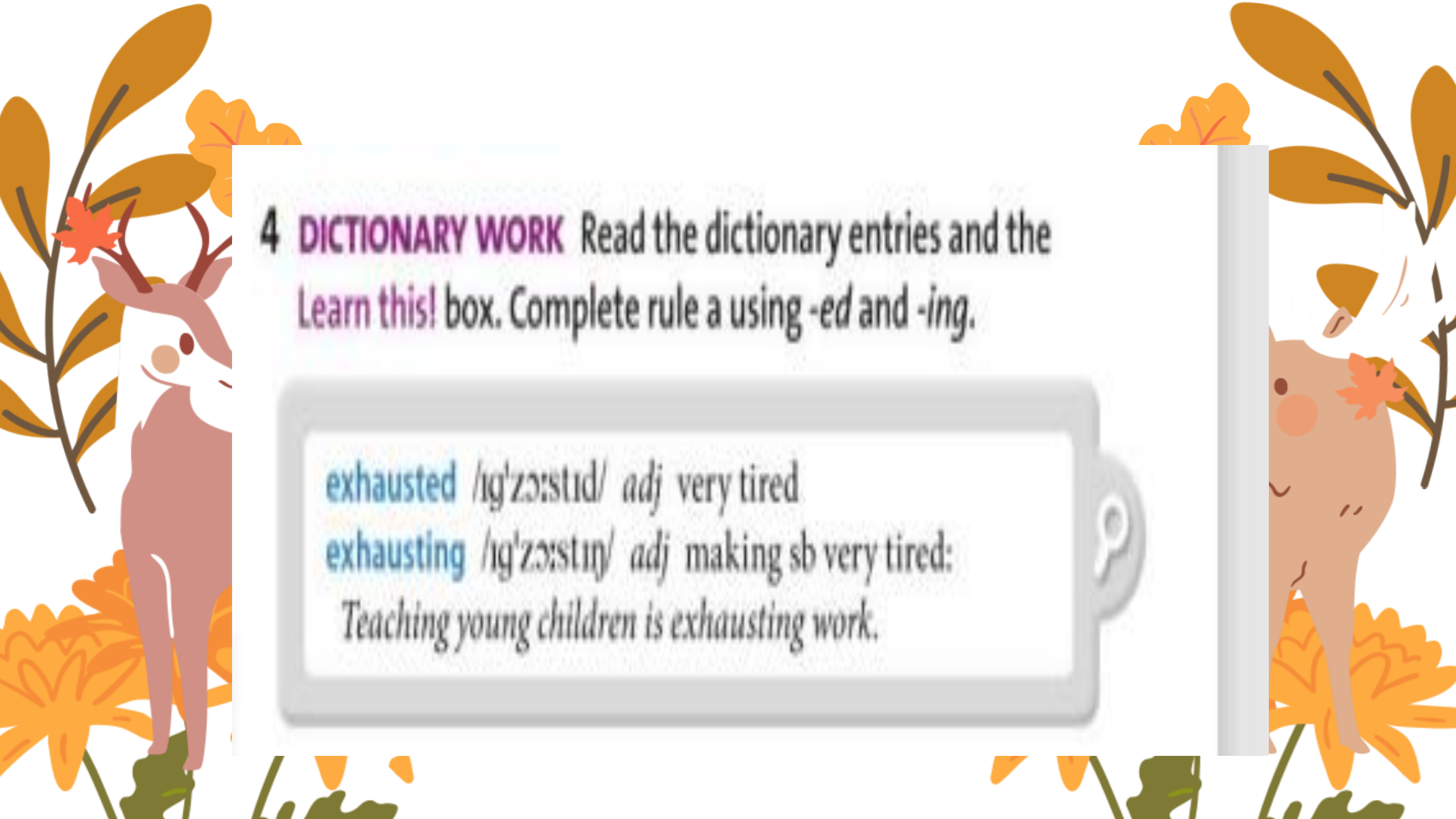




- 3 **SPEAKING** Work in pairs. Imagine you are going to put a message in a bottle and drop it into the sea. What would you write? Tell the class.

**LEARN THIS!** *-ed / -ing* adjectives

-  **a** Many adjectives ending in <sup>1</sup> **ed** describe how people feel. Adjectives ending in <sup>2</sup> **ing** describe something which makes them feel that way. Pairs of *-ed / -ing* adjectives like these are formed from verbs, e.g. *disappoint*.  
*I'm disappointed. My exam result is disappointing.*
- b** Sometimes the spelling changes.  
*worry (verb) – worried, worrying    bore (verb) – bored, boring*
- c** Not all *-ed* adjectives have *-ing* equivalents, e.g. *delighted, ashamed.*

The page features a central white box with a grey border and a handle on the right side. The background is decorated with autumn-themed illustrations: a brown deer with small antlers on the left, a brown rabbit on the right, and various orange and yellow leaves and flowers scattered throughout. The text is centered within the white box.

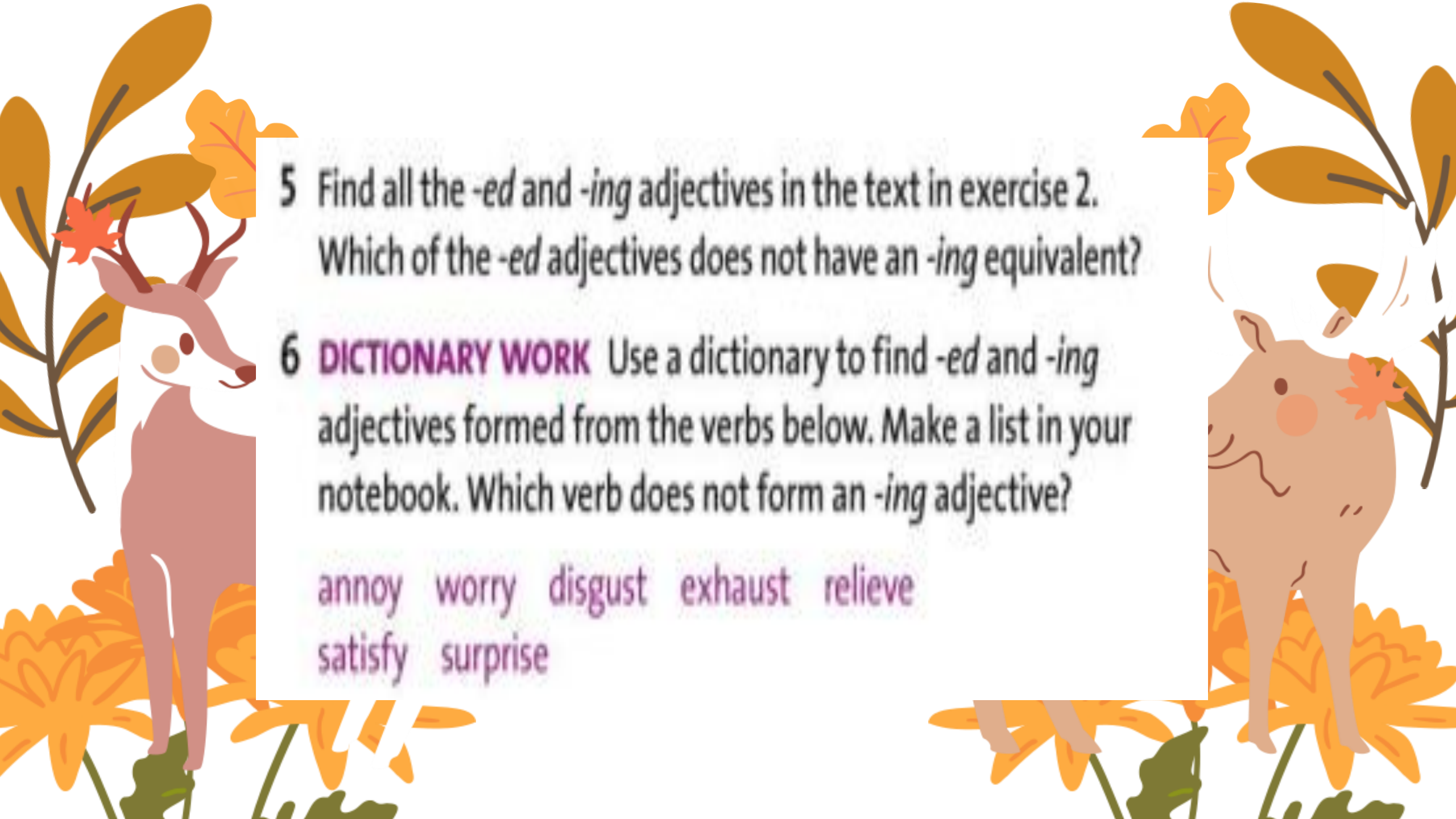
4 **DICTIONARY WORK** Read the dictionary entries and the **Learn this!** box. Complete rule a using *-ed* and *-ing*.

**exhausted** /ɪg'zɔ:stɪd/ *adj* very tired

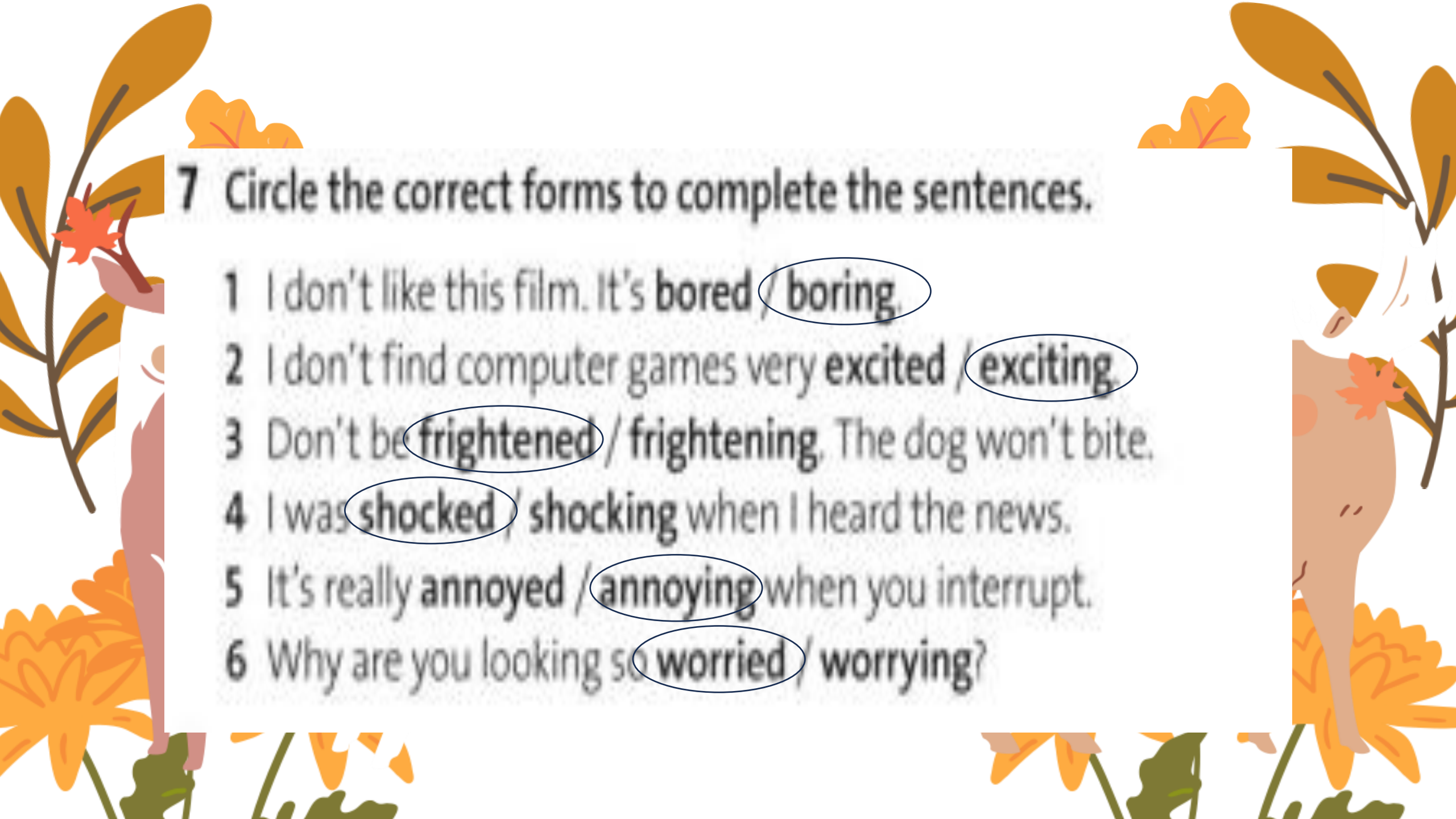
**exhausting** /ɪg'zɔ:stɪŋ/ *adj* making sb very tired:

*Teaching young children is exhausting work.*



- 
- 5 Find all the *-ed* and *-ing* adjectives in the text in exercise 2. Which of the *-ed* adjectives does not have an *-ing* equivalent?
- 6 **DICTIONARY WORK** Use a dictionary to find *-ed* and *-ing* adjectives formed from the verbs below. Make a list in your notebook. Which verb does not form an *-ing* adjective?

annoy worry disgust exhaust relieve  
satisfy surprise

The page is decorated with autumn-themed illustrations. On the left and right sides, there are branches with brown and orange leaves. At the bottom, there are large, stylized orange and yellow flowers. The background is white with a light grey grid pattern.

7 Circle the correct forms to complete the sentences.

1 I don't like this film. It's **bored** / **boring**.

2 I don't find computer games very **excited** / **exciting**.

3 Don't be **frightened** / **frightening**. The dog won't bite.

4 I was **shocked** / **shocking** when I heard the news.

5 It's really **annoyed** / **annoying** when you interrupt.

6 Why are you looking so **worried** / **worrying**?

8 Complete each pair of sentences with *-ed* and *-ing* adjectives formed from the verbs in brackets.

- 1 a I don't understand this map. It's very confusing. (confuse)  
b Can you help me with my maths? I'm confused. (confuse)
- 2 a I was embarrassed when I fell over. (embarrass)  
b I hate it when my dad dances. It's so embarrassing! (embarrass)
- 3 a That journey was very tiring. (tire)  
b I was tired after a long day at school. (tire)
- 4 a Are you interested in photography? (interest)  
b Which is the most interesting lesson in this unit? (interest)
- 5 a Yuck! This cheese smells disgusting! (disgust)  
b She was disgusted by his bad behaviour. (disgust)

**LEARN THIS!** How + adjective

We often react to things we hear or see with *How* + adjective.

How boring! How disgusting! How wonderful!



9 **SPEAKING** Read the **Learn this!** box. Then work in pairs.

**Student A:** Make a sentence using the past simple and the words below. Add your own ideas.

**Student B:** React to the sentence using *How* + an *-ing* adjective.

1 I / drop / phone / and it / break

2 My dad / dance / my birthday party

3 My favourite football team / lose / the weekend

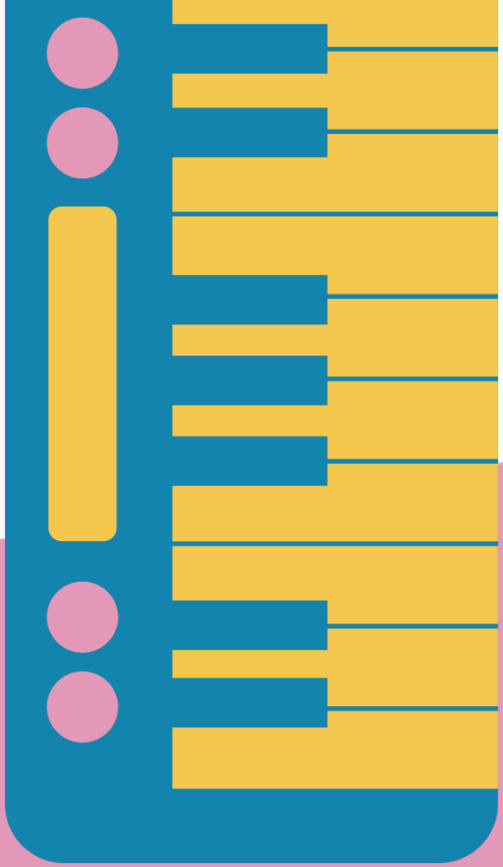
4 I / get full marks / English exam

5 I / see / a car crash / town centre

I dropped my phone and it broke.

How annoying!





M



OL



# Unusual medical condition





- 1 **SPEAKING** Look at the title of the text and the four warning signs (A–D). What is the connection? What do you think the text will be about?

### Reading Strategy

When you do a matching task, follow these steps:

- 1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- 2 Read the task and all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 Check that the extra options do not match with any of the paragraphs.

# A life without pain









hurt





**injuries**







*engine*







burn



**notice**



**realise**



tríp







bruise





cure



**A** All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker was younger, she had more accidents and injuries than her friends. For example, she once put her hands on a very hot engine and got a serious burn. She only knew about it when she looked at her skin. She showed her parents and they took her straight to hospital. Ashlyn simply did not know when she injured herself.

**B** When Ashlyn was a baby, her parents knew she was different: she didn't cry. Then, when she was eight months old, they noticed there was some blood in her eye, so they took her to see a doctor. The doctor was shocked and confused when he looked at Ashlyn's eye: there was a serious cut. So why wasn't the baby girl upset? Why didn't she cry? The eye injury soon got better, but doctors realised that Ashlyn had a very unusual medical condition: she couldn't feel any pain.



**C** This condition is very rare: only about a hundred people a year in the USA are born with it, and many of them die because of it. Pain is a natural warning: when you're ill or injured, your body hurts and this tells you there's a problem. People who can't feel pain often die young because when they break a bone or have a problem with their heart, they just don't realise.

**D** The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle and didn't know, so she didn't stop running. At school, Ashlyn needed a lot of attention to keep her safe. For example, in the playground, one teacher watched Ashlyn all the time. When other children fell over, the teachers could ask, 'Does it hurt?' But of course, with Ashlyn, it was not so simple, and the teachers had to search for cuts, bruises or other injuries.

**E** When she was five, Ashlyn's story appeared in newspapers. Then she had invitations to appear on TV shows and became well known. Scientists studied the causes of her condition and found it was a genetic disorder. For some reason, pain signals do not reach her brain. Unfortunately, at the moment, there is no hope of a cure. And as Ashlyn knows, a life without pain is both difficult and dangerous.





*1-why Ashlyn has more injuries than her friends?  
2-what is the difference between Ashlyn and  
others?*

2 Read the **Reading Strategy**. Then read the text quickly to get a general idea of the meaning. Were your ideas in exercise 1 correct?

3 Read the text again. Match the questions below with paragraphs A–E of the text. There are two extra questions.

In which paragraph does the writer tell us ...

1 when doctors realised Ashlyn had a medical problem? B

2 what causes her condition? E

3 what happened when she burned her hands? A

4 what scientists are doing to find a cure? —

5 why some people die from this condition? C

6 what treatment Ashlyn receives every day for her problem? —

7 how school life for Ashlyn was unusual? D

4 **SPEAKING** Work in pairs. Talk about information in the text that you found surprising or interesting.

I found it surprising that ...

I found it interesting that ...

