

The Writing Center

DLA: Participial Adjectives



This DLA is a writable PDF form. You can enter your answers directly into this document.

YOU MUST DOWNLOAD AND SAVE THIS FILE TO YOUR COMPUTER.

Do not complete this form in a web browser. You will not be able to save your work.

Student Name:

Important Note

To get completion credit for this DLA, make sure you complete all the required activities. If you'd like help while working on a specific DLA, you can meet with a specialist at the Writing Center. Keep in mind that you might need to schedule a second appointment to review your work, check your understanding, and get your completion credit. You can only review **ONE** DLA per appointment. (Check the last section of this DLA for information on making your appointment and receiving completion credit for your work).

Participial Adjectives Activities (approximately 1 hour)

Read the information, complete the activities that follow, and be prepared to discuss your answers when you meet with a tutor.

Understanding Participial Adjectives

The participial adjectives are a type of adjective—a word that describes a noun. They can be distinguished by their endings, either *-ed* or *-ing*. They are called participial adjectives because they have the same endings as verb participles. These participial adjectives are hard to distinguish because they often look like verbs, past participles, and other adjectives. This is because they often end in *-ed* or *-ing*. Here are some examples:

alarmed/alarming	embarrassed/embarrassing	relaxed/relaxing
amused/amusing	exhausted/exhausting	shocked/shocking
bored/boring	humiliated/humiliating	surprised/surprising
confused/confusing	interested/interesting	terrified/terrifying
disgusted/disgusting	pleased/pleasing	tired/tiring

Problems with Participial Adjectives

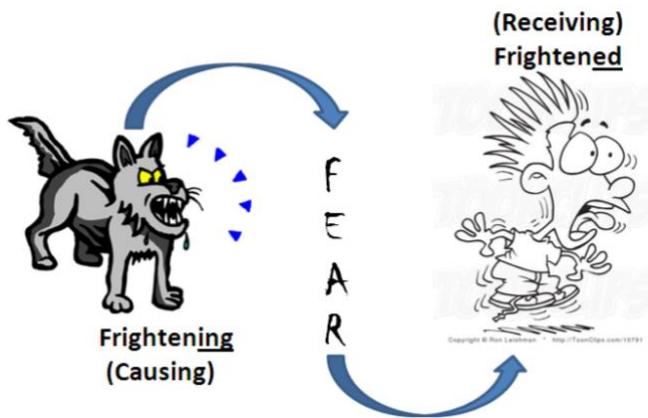
Non-native speakers of English sometimes use the incorrect participial adjective, which means that sometimes they write one form of a word when they need the other form.

Incorrect	Correct
I was confusing about the lesson.	I was confused about the lesson.
We had a horrified experience.	We had a horrifying experience.

Which Form Should You Use?

In order to help you understand which form you should use, let's look at the difference between the participial adjective with the *-ed* ending and the one with the *-ing* ending.

-ed	-ing
modifies a noun that is the RECEIVER of the feeling or emotion.	modifies a noun that is the CAUSE of the feeling or emotion.
The bored students fell asleep. (The students are feeling boredom.)	The boring professor lectured for hours. (The professor is causing boredom.)
The shocked people saw the car accident. (The people are receiving the shock.)	The shocking car accident was on the news. (The car accident is causing the shock.)
The amazed kids watched the fireworks. (The kids are feeling the amazement.)	The amazing fireworks lit up the sky. (The fireworks are causing the amazement.)
The frightened child ran home. (The child is experiencing fright.)	The frightening dog chased the child. (The dog is causing fright.)



Activities

Check off each box once you have completed the activity.

1. Participial Adjectives Review

Review the information on this sheet. Then, answer the following questions.

What are participial adjectives?

What is the difference between the two types of participial adjectives?

2. Online Quiz

Go to <http://tinyurl.com/participialadjectivesdlaquiz> and take the DLA quiz. You must score at least 75% on the quiz before meeting with a specialist. After you complete the task, please take a screenshot of the page that has your score and show it to your specialist. Do not exit the quiz until you take the screenshot.

Choose 3a or 3b Below

3a. Correct Your Own Writing

Collect some of your graded work. Find THREE different sentences that have participial adjective errors. Write them down below and then write the corrected sentence with the appropriate adjective below the original sentence.

- Original sentence: **Math is very bored.**
- Corrected sentence: **Math is very boring.**

1a. Original sentence:

1b. Corrected sentence:

2a: Original sentence:

2b. Corrected sentence:

3a: Original sentence:

3b: Corrected sentence:

If you do not have your own essay to work with, please complete the supplemental activity below (3b)

□ 3b. Choose the Correct Participial Adjective

Fill in the sentences with the correct participial adjective from the box.

exhausted

humiliated

surprised

exhausting

humiliating

surprising

1. We heard news on T.V.; we had won the lottery!
2. Gina was ready for bed after a long, day of work.
3. John was to see that he passed the class because he thought that he was going to fail.
4. The teacher felt when he saw the mistake he had made on the board, so his face turned bright red.
5. After running 26.2 miles in the marathon, Doug was .
6. I had a(n) experience when I fell in the cafeteria last year.

□ 4. Write sentences with Participial Adjectives

Make sentences using the following participial adjectives correctly.

1. satisfied:

2. satisfying:

3. relaxed:

4. relaxing:

5. interested:

6. interesting:

5. ***Review the DLA/Receive Completion Credit***

1. Go to [EAB Navigate](#) and make an appointment (online or in-person).
2. Attend your session and be prepared to explain your understanding of the information you've learned in the DLA. Consider the main concept you learned and how you might use this in your future assignments/classes.
3. If your professor asks you to provide proof, you can review the "appointment summary report" through EAB Navigate (app or desktop). You will find all Writing Center appointments under "appointment summary reports" (app or desktop). Look for the summary report for your DLA appointment. This is where your writing specialist will indicate the title of your DLA and state whether it is "completed" or "not completed." If it is marked as "not completed," book a follow up appointment to complete.

Note: Appointment summary reports are also sent weekly to your instructor on record. If there is an issue, please contact us at writingcenter@mtzac.edu or (909) 274-5325.

If you are an individual with a disability and need a greater level of accessibility for any document in The Writing Center or on The Writing Center's website, please contact the Mt. SAC Accessible Resource Centers for Students, access@mtzac.edu, (909) 274-4290.

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