

02 FEELINGS



UNIT OVERVIEW

In this unit, students extend their ability to talk about **feelings** and practise **responding to good or bad news**, **making excuses**, using **stress and intonation** more effectively and asking **double questions** and **response questions**. They **read** an article about **an experiment to make people happier** and **listen to two conversations** about **how people feel** and one **conversation** about **work**. The main **grammar** aims are **be, look, seem, etc. + adjective, -ing / -ed adjectives** and revision of **the present continuous**.

VOCABULARY Feelings

Aim

To extend vocabulary and introduce **-ed** adjectives.

Step 1 Lead in by asking students to look at the pictures and describe the scenes / situations. Ask students how one or two people in the pictures are feeling. Then put students in pairs and ask them to describe all the people using the adjectives in the box. Check with the whole group. Drill for pronunciation and elicit and mark the stress on the board. Use dictionaries if necessary to help with the meanings. You could mime or ask students to mime the meanings.

Answers

Picture 1

The child could be exhausted, furious, upset, fed up, in a bad mood; the father could be stressed, furious, annoyed, in a bad mood; the mother could feel terrible, guilty, worried, stressed; the other people could be annoyed, fed up.

Picture 2

The man could be pleased, in a good mood, disappointed (but pretending to be pleased); the other people could be relaxed, pleased (and down, fed up if they wish they were retiring).

Step 2 Ask students in the same pairs to discuss which of the adjectives in A show you are feeling tired (exhausted, stressed), ill (stressed, terrible, down), happy (pleased, in a good mood, relaxed), unsure (confused, worried) angry (annoyed, furious), bad about something you've done (in a bad mood, down, terrible, worried, guilty). Check with the whole group.

Step 3 Ask the whole group which of these feelings they have had today / in the last week / month and why.

GRAMMAR *Be, look, seem etc.*

Aim

To revise verbs **like be, look etc. + adjective in the context of people's feelings**.

Step 1 Read out the introduction and check that students understand the differences in meaning between the verbs. Then ask students to match sentences 1–8 in A with the correct reason a–h. Check in pairs, then check with the whole group, in open pairs.

Answers

1 d 2 b 3 h 4 g 5 c 6 e 7 f 8 a

Step 2 Ask students to write their own responses to the questions in A. Monitor and help students with their writing where necessary.

Step 3 Put students in pairs and ask them to take turns asking and answering with their own responses. Monitor and help with pronunciation where necessary.

Look at the grammar reference on p. 138 if you think students need further explanation at this stage.

LANGUAGE PATTERNS

Aim

To draw students attention to the use **expect + to-infinitives**.

Ask students to look at the box and tell you what pattern they notice (**expect + to-infinitive, expect + object + to-infinitive**). You could ask them to translate into their language and notice how the pattern is similar / different. If you don't want them to translate, or in a multilingual class, you could ask if they know any similar patterns (want, ask).

LISTENING

Aim

To hear the target language in context and give practice in listening for gist and detail.

Step 1 Tell students they are going to hear two conversations, the first about Karim and the second between Belinda and Alisha. Ask them to listen and note down how each of these people are feeling. Play the recording, pausing after the first conversation to allow students time to complete their notes. Check in pairs, then check with the whole group.

Answers

Karim: a bit down, worried, upset; Belinda: fed up, stressed; Alisha: great, pleased.

2.1

Conversation 1

R = Ryan, C = Clara

R: Hey, Clara!

C: What is it, Ryan?

R: Have you seen Karim this week?

C: Yeah, I saw him yesterday. Why?

R: Is he OK? I haven't spoken to him for a while, but the last time I saw him he seemed a bit down.

C: Hmm. I know. I think it's his mum. Apparently, she's quite ill and he's just very worried about her.

R: Oh no. What's wrong with her? Is it very serious?

C: I think it must be. He was quite upset when I spoke to him, and he didn't want to say much.

R: Oh dear. That's awful. I feel a bit guilty now that I haven't rung him, because I had a feeling something was wrong.

C: Why?

R: Well, I met him outside the university with Chris. Chris and I were chatting, but Karim didn't say much. In fact, he hardly said anything at all.

C: Really?

R: And Karim is normally really chatty.

C: I know. Well, he probably isn't in the mood to talk to anyone at the moment.

R: Oh dear. Well, if you see him, tell him I'm thinking of him. Say 'hello' to him from me.

C: Sure.

Conversation 2

B = Belinda, A = Alisha

B: Hello Alisha! How's it going?

A: Great actually, Belinda. I've just finished all my exams!

B: That must be a relief. How did they go?

A: Quite well, I think. I was really pleased with how I did.

B: That's great.

A: Are you all right? You look a bit fed up.

B: Yeah, sorry. It's not you. I'm just having a few problems with my accommodation.

A: Oh dear. What's the problem?

B: Oh, I've just found out I can't continue to stay where I am at the moment.

A: What a pain! How come?

B: I don't really want to explain. Basically, I need to find something else and, to be honest I just don't need the stress.

A: I can imagine. Can I do anything to help?

B: No, it's OK. I'm sure it'll sort itself out, but thanks.

A: Well at least let me buy you a drink.

B: OK. That'd be nice.

A: What would you like?

B: A cappuccino would be good.

A: Anything else? A bit of cake? Go on. It'll cheer you up.

B: Well I have to say that chocolate cake looks very nice.

A: I think I'll join you – to celebrate finishing my exams.

Step 2 Ask students if they can remember why each person feels this way. Play the recording again for them to check if necessary.

Answers

Karim's mother is ill; Belinda has to find somewhere new to live, Alisha has finished her exams.

NATIVE SPEAKER ENGLISH

Read out the box to students and check they understand. What is another way of saying *How come?* (*Why?*) Is this formal or informal? (Informal.)

SPEAKING

Aim

To extend and personalise the topic using the target language.

Step 1 Ask students to read the questions and think about how they would answer them.

Step 2 Put students in pairs or small groups to talk about the questions. Conduct brief feedback at the end.

DEVELOPING CONVERSATIONS

Response expressions

Aim

To draw students' attention to some typical short responses to people's news.

Step 1 Lead in by telling students some news e.g. I've just won the lottery, I've lost my job etc. and elicit responses.

Step 2 Ask students to look at the short responses in bold in A. Ask them to try to translate them into their own language and see if there are any they can't translate. If you don't want them to translate these put students in pairs and ask them to guess the meanings from the context. Elicit another scenario in which you might give each response.

PRONUNCIATION Responding

Aim

To draw attention to the intonation in responses.

Step 1 Read out the box and demonstrate the wider voice range with a positive response (that's fantastic!) and the narrower voice range with a negative response (oh, that's sad). Ask students if they notice the difference.

Step 2 Ask students to listen to the sentences from *Developing conversations*. Pause the recording after the responses in bold and ask students to repeat after each one, paying particular attention to the intonation.

2.2

- 1 A: I can't drink at the moment. I'm pregnant.
B: Really? Congratulations! When is the baby due?
- 2 A: I'm going to Canada to study English.
B: Wow, that's great. How long are you going for?
- 3 A: I'm afraid I can't meet you tonight.
B: Oh, what a shame. Are you sure?
- 4 A: My brother's not very well.
B: Oh no! I'm really sorry. I hope it's not too serious.
- 5 A: I've lost my wallet.
B: Oh no, what a pain! Did it have much in it?
- 6 A: I've found my wallet!
B: Phew, that's a relief! Where was it?

Step 3 Put students in pairs and ask them to practise the exchanges in *Developing conversations*. They should pay particular attention to the intonation and try to develop the conversations by continuing them. Demonstrate with a strong student, continue in open pairs, then in closed pairs. Monitor and help students with pronunciation where necessary.



pp. 16–17



Next class Make photocopies of 2A p. 130.



CONVERSATION PRACTICE

Aim

To put the target language in a real personalised context and give further practice.

Step 1 Put students in pairs and ask them to write a short conversation similar to the ones they heard, including some response expressions. When they are ready, they should practise the conversations together. Monitor and correct any mistakes in target language.

Step 2 Round off by asking willing pairs to act out their conversations in front of the class. Give the other students a 'reason to listen', e.g. get them to note down the news in each case and how the speakers felt. Check their ideas at the end.

SPEAKING

Aim

To extend students' vocabulary of parts of the body and associated verbs and lead in to the reading.

Step 1 Ask students to look at the sentences in A and check they understand the words / phrases in bold. If possible, take in monolingual dictionaries for students to check with. If not, check the words with them. The easiest way is to mime / demonstrate. Model and drill for pronunciation.

Step 2 Put students in small groups (mixed nationality if possible) and ask them to discuss the questions in A. Conduct brief feedback.

READING

Aim

To give practice in predicting, reading for gist and specific information and noticing common collocations.

Step 1 Put students in pairs. Ask them to look at the pictures and the title and answer the questions in A. They could also discuss what they think the title means and why he is called Juan Mann. Do not conduct feedback on this.

Step 2 Ask students to read the article quickly and check their ideas in A and decide whether they feel differently about the man afterwards. Check overall understanding with the whole group.

Step 3 Put students in pairs and ask them to try to answer the questions in C, then read the text again to find any answers they are not sure about.

Answers

- 1 He felt lonely and depressed and wanted to do something different.
- 2 He felt rather pessimistic and vulnerable.
- 3 A woman whose dog had died and for whom this was the anniversary of the death of her daughter.
- 4 He became famous through the Internet site YouTube.
- 5 He was told at school he could not do this kind of work; he learns from other people's mistakes as well as his own.
- 6 He thinks many people need someone to listen to and comfort them but are too embarrassed to ask a professional.

Step 4 Ask students to look at the nouns in D and try to remember the adjectives that went with them in the text. They should look at the text again to check. Check in pairs, then check with the whole group. Check the meanings of the phrases and perhaps ask students to make sentences to illustrate each one.

Answers

meaningful connections	true identity
desperate attempt	social skills
international star	professional help
miserable year	original plan

VOCABULARY Adjective collocations**Aim**

To look at adjectives which frequently collocate with certain nouns and to introduce *-ing* adjectives before contrasting them overtly with *-ed* adjectives.

Step 1 Ask students to look at the groups of words in A and match each group with one of the adjectives in the box. Check in pairs then check with the whole group. Drill for pronunciation and elicit and mark the stress on the board. You could give further practice by asking students prompt questions e.g. How did you feel on holiday? (Relaxed.) How did you feel when they phoned you at 6 am? (Annoyed.)

Answers

1 relaxing	4 inspiring
2 annoying	5 confusing
3 exciting	6 disappointing

Step 2 Ask students to write eight true sentences about themselves using each adjective with one or two of the nouns given in A. Elicit a few examples first, e.g. *I had a really relaxing holiday in Greece.* Put students in pairs to check each other's sentences and develop conversations by asking when, why, etc.

GRAMMAR *-ing* / *-ed* adjectives**Aim**

To contrast *-ing* / *-ed* adjectives and give practice.

Step 1 Lead in by writing two examples on the board, e.g. *The book was really exciting. I was really excited by the book.* Ask students which one describes my feeling (excited) and which the thing or person (exciting). Read out the explanation in the box or ask students to read it.

Step 2 Ask students to read the sentences in A and choose the correct answer. Check in pairs then check with the whole group.

Answers

1 confused	4 bored
2 interesting	5 embarrassing
3 disappointing	6 scary

Tip Point out that not all adjectives of feeling fit into neat *-ing* / *-ed* pairs. Ask students for an example from the exercise (*scary* / *frightened*). They could look back at exercise A on p. 14 and the grammar reference on p. 138 for help with this.

Step 3 Ask students to look at the picture and match each person with one of the sentences in A. Point out that there may be more than one possibility.

Answers

1 girl with yellow T-shirt	4 girl with brown hair
2 girl with black hair	5 boy with glasses
3 boy with green T-shirt	6 blond boy at back



2A see Teacher's notes p. 120.

SPEAKING**Aim**

To round off the lesson and give fluency practice.

Step 1 Ask students to look at the questions and think about how they would answer them.

Step 2 Put students in pairs or small groups and ask them to discuss the questions. Conduct brief feedback at the end.



pp. 18–19



Next class Make photocopies of 2B p. 131.

**LISTENING****Aim**

To introduce the grammar (different uses of the present continuous) in context and give practice in predicting, listening for gist and detail.

Step 1 Lead in by asking students to look at the picture and say where Louise and Sarah are and what they think they are talking about. Tell them to imagine a conversation beginning, 'Hi, how are you? What are you doing here?' and to practise it in pairs. Do not give feedback on this.

Step 2 Tell students they are going to hear to Sarah and Louise's conversation. They should listen and check their ideas from A (step 1) and also decide which adjective(s) from the box in B describe each of the women.

Answers

Louise: stressed, exhausted, shocked

Sarah: mysterious, happy, annoyed

2.3**S = Sarah, L = Lousie**

S: Hello Louise!

L: Oh Sarah. All right?

S: How's it going?

L: OK. I'm a bit stressed to be honest. I'm working quite hard at the moment. We're finishing at nine most days!

S: Really? What a pain. You must be exhausted.

L: Yeah I am. So what are you doing here? Are you window shopping?

S: What? No, no. Not really. I'm just meeting a friend here. I'm a bit early.

L: Oh right. Hey listen, Sarah. I've rung you a few times recently, but you always seem to have your phone switched off or you don't answer it.

S: Oh right, yeah. Sorry about that.

L: So why aren't you answering it? Don't you want to talk to me?

S: No, no, it's not that!

L: I mean, you usually answer it on the first ring!

S: I know, I know.

L: So what? Is it work?

S: Sort of.

L: What do you mean, 'sort of'?

S: Well, if you must know, I'm seeing someone from work.

L: Oh right! But why are you being so mysterious about it? It's unlike you. You normally tell me everything.

S: Well, it's just ... well, it's my boss!

L: You're going out with your boss? So how long has this been happening?

S: About three weeks.

L: That's not long.

S: No. That's why I don't want anyone to know for the moment. I've just changed jobs too.

L: Oh really? I didn't know that. What are you doing now? Did you get promoted?

S: No, the new job isn't really a promotion. I'm not getting any more money. I'm just doing something different. It's more marketing than sales.

L: And you studied marketing, didn't you?

S: Yeah, that's right. I prefer marketing, so it's a good change. I'm really enjoying it.

L: Well, with your boss, it sounds like you're having a great time!

S: But I didn't get the new job because of my boss. I was promoted by Head Office.

L: Oh right.

S: But you see, this is why I don't want people to know about the relationship! They'll think I've got the job because I'm going out with the boss. It's really annoying.

L: OK, OK, I'm sorry. It was a stupid thing to say.

Listen, what are you doing on Friday? Do you fancy meeting? It'd be nice to hear more of your news.

S: I'm afraid I can't. I play badminton on Fridays. And this Friday we're going for a meal afterwards.

L: Oh right. That's a shame. Maybe next week sometime.

S: Yeah ... yeah.

L: So ... when am I going to meet your boss?

S: Er ... Um ... er ... now. There – coming towards us.

L: Wait! That's your boss?!

Step 3 Ask students if they remember why the women have each of the feelings given in B. Play the recording again if they need to check.

Answers

Louise: stressed and exhausted because of working long hours; shocked when she hears Sarah's going out with her boss (and when she sees him).

Sarah: mysterious because she doesn't want to talk about her new boyfriend / boss; happy because she loves her new job. Annoyed because people think she got the job because of her relationship with the boss.

GRAMMAR Present continuous**Aim**

To revise different uses of the present continuous.

Step 1 Ask students to look at the sentences in A and complete them using verbs in the present continuous. Do the first example with them. Check in pairs, then check with the whole group.

Alternatively Ask students to look at the audioscript on p. 161 to check their answers. Encourage them to look for other useful language, e.g. *promoted, promotion, to be honest, what a pain.*

Answers

- 1 am working / are finishing
- 2 are you doing? Are you window shopping?
- 3 I'm (just) meeting
- 4 I'm seeing
- 5 are you being
- 6 I'm not getting; I'm (just) doing
- 7 are you doing
- 8 we're going

Step 2 Put students in pairs and ask them to answer the questions in B. Check with the whole group.

Answers

- 1 a 1, 2, 5, 6 b 3, 4, 7, 8
- 2 5 – because *being* means *behaving / acting* in this case

See grammar reference p. 138

GRAMMAR Present continuous / present simple questions

Aim

To draw students' attention to the way we often ask 'double questions' (one question straight after another); to give practice in present continuous and present simple questions.

Tip It might be useful to check students' understanding of stative verbs here. Elicit some examples (*want, like, understand, know, etc.*) and ask what is unusual about them (they are not normally found in the continuous form). This should help them to choose the correct form in A. Go to the grammar reference on p. 139 for notes on this, including verbs that can be stative and dynamic. Point out that *love* is becoming more commonly used in the continuous form, as in *I'm loving it*.

Step 1 Read or ask students to read out the box. Ask them which tense is used in each question and why? (Present continuous to talk about an activity happening around now, present simple because *fancy* is a stative verb.) Ask students to create 'double questions' in the present continuous and / or the present simple, using the prompts in A. Do the first example with them to check they understand. Check in pairs, then check with the whole group.

Answers

- 1 How is your course going? Are you still enjoying it?
- 2 What are you doing now? Do you fancy going for a coffee?
- 3 What is your sister doing these days? Is she still studying?
- 4 Are you working this weekend? Do you want to go for a picnic?
- 5 Do I need a coat? Is it still raining outside?
- 6 What are you doing here? Do you work near here? (or, Are you working near here?)
- 7 What are you doing? Are you waiting to be served?
- 8 What is the matter with her? Why is she shouting at me?

Step 2 Ask students to match the pairs of questions in A with a suitable response in B. Check in open pairs by getting one student to ask one of the questions in A and another to answer with the correct response.

Answers

1 g 2 e 3 f 4 a 5 b 6 h 7 d 8 c

Step 3 Put students in pairs and ask them to have conversations, making 'double questions' by adding their own question to the one already there. Demonstrate with a strong student, then in open pairs, then continue in closed pairs. Monitor closely and take notes for a correction slot at the end.



2B see Teacher's notes p. 120.

DEVELOPING CONVERSATIONS Making excuses

Aim

To give more practice of the grammar in the context of making excuses.

Step 1 Read or ask students to read out the introduction. Then ask students to prepare a suitable response to the questions in A, using either the present simple or the present continuous.

Step 2 Put students in pairs and ask them to take turns asking the questions and responding with their own ideas. Monitor and correct their responses where necessary.

Answers

Many possibilities, as long as they are using a suitable verb in the present continuous or present simple.

SPEAKING

Aim

To round off the lesson and give fluency practice.

Step 1 Ask students to look at the pictures and ask what they can see (skiing holiday, beach holiday) and whether they would like / dislike these holidays and why. Check they understand heaven (something I love) and hell (something I hate) in this context.

Step 2 Ask students to read the text. Put students in pairs and ask them to discuss which they agree / disagree with and why, and which is their favourite comment and why. Conduct brief feedback.

Step 3 Ask students to write their own idea of both heaven and hell using some of the language from the unit. These should be about 25–30 words each. Monitor as they write and help / correct where necessary.

Step 4 Put students in small groups to discuss their ideas. They could feed back to the whole group by saying whether there were any similar ideas or if they were all very different. You could also ask what was the most surprising / strange / sad, etc. thing each group heard.