

# 13 Moods and feelings

## Unit profile

**Vocabulary:** Adjectives: feelings  
**Reading:** The worst day of the week  
**Grammar:** *just, already* and *yet*  
**Vocabulary:** Adjectives: *-ed* or *-ing*  
**Writing:** Notes and messages

## Warmer

Write *Feelings* on the board and elicit its meaning (emotions). Brainstorm a list of feelings as a class, and write them on the board.

Tell students how you are feeling today and why. Say, for example, 'I'm feeling happy today because I'm going to a party tonight!' Ask 'How are you feeling today? Why?' Tell them to write down their answers on a piece of paper and collect them in (remind them not to put their names on the paper). Hand out the pieces of paper to different students. They take turns to read out the information for the class to guess who wrote it.

## Your profile

Model the activity by telling the class about yourself. Say, for example, 'I'm almost always in a good mood. I enjoy life. Some things put me in a bad mood. I feel exhausted if I don't sleep well and I feel stressed when there's too much traffic and I'm late!'

Write *Good mood* and *Bad mood* as headings on the board with faces to indicate *happy* and *sad*. Tell students to discuss the first question in pairs. Then ask for a show of hands to find out who is usually in a good mood and who is often in a bad mood.

Ask students to work in small groups to discuss the things that put them in a bad mood or a good mood. Invite them to share their answers with the class and write them on the board under the relevant heading.

## VOCABULARY Adjectives: feelings

**1** Tell students to look at the text and ask what kind of website it is (social media). Ask 'Do you use social media websites? What kind of information do you put online? Do you say how you are feeling?' Point out that the comments here include the posters' feelings.

Ask students to look at the first comment and elicit how Evie is feeling. Tell them to complete the exercise in pairs. Check answers.

## Answers

1 lazy 2 creative 3 relaxed 4 confused 5 embarrassed  
 6 hopeful

**2** Ask students to look at the adjectives they didn't choose in exercise 1 and elicit their meanings. Monitor as they complete the exercise in pairs.

Invite different students to read out the definition and say which adjective it matches.

## Answers

a lonely b disappointed d exhausted e stressed f helpful

**3** **2.08** Tell students to compare the list on the board from the Warmer to the adjectives in the box.

Read the adjectives and drill pronunciation, paying attention to *exhausted* /ɪg'zɔːstɪd/, *creative* /kri'eɪtɪv/ and *proud* /praʊd/. Check meaning by miming the adjectives and asking students to guess.

Ask them to read the sentences and explain that they have to complete each one with an adjective. Give them time to think about which adjective goes in each space. Invite them to share their ideas and explain why, e.g. for sentence 1, exams often make people feel stressed.

Play the recording, pausing after each speaker for students to write the missing adjectives.

Tell them to compare their answers with a partner and then invite different students to read out the completed sentences.

## Audioscript

**Narrator: 1**

**Matt:** Hi, Jess. How is everything?

**Jess:** Oh, I'm really stressed. I've just realised I've got a geography exam tomorrow and I haven't revised yet.

**Matt:** Oh, no. Have you got lots to do?

**Jess:** Yes, I have! It's going to take me a few hours. And I haven't started yet! Now can I go?

**Matt:** All right. All right. But try to relax. You'll work better if you're relaxed. Good luck!

**Jess:** Thanks, Matt.

**Narrator: 2**

**Mrs Malik:** Ali, can you go down to the shop for me? We haven't got any milk. It shuts at 7. If you hurry, you'll get there in time.

**Ali:** What? But ...

**Mrs Malik:** Go on. It's good exercise for you!

**Ali:** But I'm exhausted. I've just finished football training! I was jogging and running around almost all afternoon. I just want to watch TV.

**Mrs Malik:** Come on, Ali. Don't be lazy.

**Ali:** OK, OK ...

**Narrator: 3**

**Rob:** It's snowing, Matt! It's snowing!

**Matt:** Yeah, it's cool, isn't it? Look at the sky. It's almost white.

**Rob:** Let's go outside. Come on!

**Matt:** But it's time for school, Rob. We can't go outside now.

**Rob:** But ...

**Matt:** What's wrong? You look really confused.

**Rob:** I am confused. Last time it snowed, our school was closed. Remember?

**Matt:** Yes, but it was *really* heavy snow then. No one could get to school. At the moment, there isn't much snow, so I'm pretty sure school will be open today.

**Rob:** Ohhhh!

**Matt:** Don't be disappointed, Rob. You can still play in the school playground at lunch time.

**Narrator: 4**

**Matt:** Hi, Ali. How are you?

**Ali:** Fine. But I haven't got time to talk now. Mum asked me to make dinner tonight.

**Matt:** Oh, OK.

**Ali:** Sorry, Matt. Are you alright?

**Matt:** Sure. I'm just a bit lonely. There's no one else here, so I haven't got anyone to talk to.

**Ali:** What about watching a film? You've got loads. Or give Jess a call.

**Matt:** Sure. Thanks. You're being very helpful. Anyway, you need to go. Speak later?

**Ali:** Sure. Call me after eight.

**Narrator: 5**

**Ali:** Hi, Jess. What's that?

**Jess:** Oh, it's a poster to advertise the new girls' rugby team. Do you like it? We want to encourage more girls to take up the sport.

**Ali:** Yeah, I think it's great. I love the photos. Did you design it?

**Jess:** Yeah, I did. Actually, I think it's quite good. I'm quite proud of it.

**Ali:** You should be. I didn't know you were so creative!

**Narrator: 6**

**Jess:** Hi Matt. How was your history exam today?

**Matt:** Don't ask! I made loads of stupid mistakes! I'm really embarrassed about some of the things I put! I just couldn't think properly. Maybe I was tired, I don't know.

**Jess:** Oh, don't worry. It's always easy to remember all the wrong answers you gave. I do the same thing after exams.

**Matt:** I know what you mean. I'm still hopeful that I've passed, but it wasn't my best exam.

**Jess:** Well, there's nothing you can do now. Come on. We'll be late for English if we don't hurry.

### Answers

- |                          |                        |
|--------------------------|------------------------|
| 1 stressed; relaxed      | 4 lonely; helpful      |
| 2 exhausted; lazy        | 5 proud; creative      |
| 3 confused; disappointed | 6 embarrassed; hopeful |

- 4** Look at the first sentence as a class. Tell students what makes you feel embarrassed. Say, for example, 'I get embarrassed when I don't understand a joke!' and draw their attention to the example sentence. Invite other suggestions from the class.

Students complete the sentences individually and compare their ideas with a partner. Monitor and join in with the discussions.

In whole-class feedback, invite different students to tell the class something about their partner.

### Fast finishers

Tell fast finishers to choose two more adjectives and write prompts as in exercise 4 for their partner to complete. They can share their partner's answers with the class after feedback to exercise 4.

### Extension activity

Before class, find some pictures of people expressing different emotions. Display these around the classroom and number them.

Put students into pairs and tell them to write down the feeling they think each picture expresses. Set a short time limit for them to do this.

Ask pairs to say which mood they think each picture represents. Find out if the class agrees and why / why not.

## READING

- 1** Tell students to look at the title of the web article and ask 'Which is the worst day of the week? Why?' Tell them which day you don't like. Say, for example, 'The worst day of the week for me is Saturday because I have to go shopping and clean the house.' Invite different students to share their opinions.

Set a short time limit for students to read the article quickly and answer the question. Share some ideas as a class. Ask 'How do you feel after the weekend?' and 'Are you in a bad mood in the middle of the week?'

- 2** Put students into pairs to read the statements and decide which option is correct, without looking at the article. Then ask them to read the article again more carefully and check their answers. Tell them not to worry about any words they don't know at this point, but to focus on understanding the general message of the article.
- Invite different students to read out the completed sentences. Ask them to read out the part of the text which gives the answer.

### Answers

- 1 teachers 2 negative 3 Monday 4 12–19  
5 Sunday evenings 6 go to

- 3** Tell students to look at the highlighted words in the text and elicit their meanings. Then ask them to match the words to the definitions.

Set a short time limit for students to find all the feeling adjectives in the article, and check understanding where necessary, i.e. *excited* (very happy and enthusiastic), *cheerful* (happy), *stressed*, *miserable* /'mɪz.ər.ə.bəl/ (unhappy), *happy* and *terrible* /'terəbl/ (very bad).

### Answers

- 1 positive 2 According to 3 put off 4 invented  
5 completely 6 memory

## Talking points

Put students into pairs and give them one of the questions to discuss. Monitor and join in with the discussions, helping where necessary.

Put pairs together to make groups of four (i.e. a pair who discussed each question). Ask them to share their ideas and opinions. Then ask the whole class to comment on both questions.

## EP Word profile

Write *time* on the board and ask students for definitions. Divide the class into groups of four and give each student in the group one of the sentences to look at. Tell them to rewrite it so that it means the same, but without using the word *time*.

Ask students to compare their sentences and make any corrections within their group. Invite different students to read out their sentences.

Monitor as students complete the exercises on page 126. Check answers.

### Cooler

Give each student a day of the week. Put students into groups with students who have different days of the week (if your class divides into seven, organise them this way, if not, smaller groups are fine).

Ask students to talk about what they do on the day they were given, e.g. On Saturdays I go to dance classes in the morning and visit my grandparents in the afternoon. I go out with my friends in the evening. Monitor and help as they are working.

Invite different students to tell the class about someone in their group.

## GRAMMAR *just, already and yet*

- 1 Books closed. Tell students about your day so far. Say, for example, 'I've already had breakfast and I've just decided what I'm going to have for lunch. I haven't decided what to cook for dinner yet.'

Write the sentences on the board and underline *just*, *already* and *yet*. Ask 'Which actions are finished?' (having breakfast, deciding what to have for lunch), 'Which of the two finished actions happened first?' (having breakfast) and 'Do I know what I'm going to have for dinner?' (No).

Books open. Tell students to read the first sentence. Ask 'When did this happen? A short time ago or a long time ago?' (a short time ago). Then tell them to read the second sentence and ask 'Do the students remember their weekend now?' (yes). For the third sentence, ask 'How long have they been at school?' (two days). Finally, ask 'Does the person think the homework has been done?' (They don't know).

Tell students to read the sentences again and complete the rules. Invite different students to read out the rules.

### Answers

1 already 2 just 3 yet

- 2 Put students into mixed-ability pairs to decide which option is correct. Tell them to be ready to explain why. Monitor and help as they complete the exercise. Invite different students to read the completed sentences, explaining their answer. The class says whether they agree or disagree and why.

### Answers

1 already 2 yet 3 just 4 yet

- 3 Tell students to read the sentences in exercise 1 again. For each sentence ask 'Is this positive, negative or a question?' (1 positive, 2 negative, 3 positive, 4 question). Complete the rules as a class.

→ Grammar reference Student's Book page 150

### Answers

1 just 2 already 3 yet

- 4 Elicit the tense which is used with *just*, *already* and *yet* in exercises 1 and 2 (present perfect). Ask what students remember about how the present perfect simple is formed (present simple of *have* + past participle).

Review past participles by calling out the infinitives from exercise 4 and asking students to call out the past participles. Write the prompts from sentence 1 on the board and construct the sentence as a class.

Students write the rest of the sentences in pairs. Monitor and help as they are working. Nominate a student to read the second sentence and name another to read out the third sentence.

### Mixed ability

Do the exercise as a whole-class activity to provide additional support for weaker students. Encourage stronger students to explain the rules.

### Answers

- 1 I've just finished my homework.  
2 I've already done lots of revision.  
3 he hasn't got up yet  
4 Her best friend has just moved to a new town.  
5 Have you done the washing up yet?  
6 I've already played three times today.

## Corpus challenge

Ask students to look at the sentence and elicit what the tense is (the present perfect).

Put them in pairs to correct the mistake, and say why it is wrong (*just* comes after *have* but before the main verb).

### Answer

I have just found a new computer game.

- 5 Say 'I'm going to a birthday party this evening! What do I need to do before I go?' to elicit get ready, buy a present, etc. Ask them to look at the words in the box and compare their ideas.

Tell students to look at the picture and refer them to the example sentence. Tell them that they are going to play a memory game, and that they have 30 seconds to memorise the picture.

Books closed. Students work in pairs to discuss what Kate has already done and what she hasn't done yet. Monitor and help as they are working.

Books open. Check answers by giving an action to a student and asking them to make a sentence using the appropriate adverb.

### Extension activity

Brainstorm a list of things students do during the day, e.g. *get up, have breakfast, go to school*. Write their ideas on the board.

Students work in pairs to say what they have already done, what they've just done, and what they haven't done yet. Monitor and help as they are working. Give positive feedback for the correct use of *just, already* and *yet*. Invite different students to talk about their day.

### Answers

She hasn't wrapped the present yet.  
She's already written the card.  
She's already ironed her T-shirt.  
She hasn't tidied her room yet.  
She's already washed her hair.

## VOCABULARY Adjectives: -ed or -ing

- 1 Tell students to look at the photo and the speech bubbles. Refer them to the adjectives and ask 'What's different about them?' to elicit that the ending is different. Tell them to look at the examples and meanings and decide in pairs which definition matches which example. Check answers.  
Elicit other adjectives which can have both endings, e.g. bored/boring, interested/interesting, excited/exciting.

### Answers

1 b 2 a

- 2 Ask students to read the sentences and decide which form of the adjectives is needed to complete them. They do this individually and then compare their answers in pairs. Check answers.

### Fast finishers

Ask fast finishers to write two more sentences using different adjectives. They can write these on the board for the class to complete after checking answers to exercise 2.

### Answers

1 bored 2 shocking 3 tiring 4 disappointed 5 annoying 6 embarrassing

## WRITING Notes and messages

- 1 Ask 'When do you write notes and messages? What kind of information do you write in a note or message?' (e.g. a reminder to phone someone, a thank you note). Set a short time limit for students to read the messages and answer the questions. Invite different students to answer each question.

### Answers

1 d 2 a 3 c 4 b

- 2 Write the following functions on the board: *Apologising, Thanking someone, Asking someone to do something, Inviting someone* and *Wishing someone luck*, and elicit phrases for each one.

Put students into pairs to find phrases in the notes and messages which express the functions. Tell them to read the *Prepare* box and check their ideas.

Elicit some more examples of when students might do each of the functions, for example, inviting someone to a party or apologising for breaking something.

### Answers

**Apologising:** note d Sorry I couldn't stay and tidy up.  
**Thanking someone:** note d Thanks a lot for a great party last night!  
**Asking someone to do something:** note b Please could you call or text Evie if you have seen it?  
**Inviting someone:** note a Would you like to come round after school?  
**Wishing someone luck:** note c Good luck! Hope ...

- 3 Ask students to read the sentences and decide which of the phrases fits in each gap. Explain that more than one phrase may be possible. Students work in pairs to complete the exercise. Invite different students to read out the completed sentences.

### Answers

1 Thanks a lot for / Thank you for  
2 Would you like to / Do you want to 3 Sorry I couldn't  
4 Please could you / Can you 5 Good luck; Hope

- 4 Put students into small groups to decide which phrases could be used for each situation. Feed back as a class.

### Answers

a Please could you / Can you  
b Thanks a lot for / Thank you for  
c Would you like to / Do you want to  
d Good luck! Hope ...  
e Sorry about ...

**5** In *Preliminary Reading and Writing, Writing Part 2*, students write a short message of between 35 and 45 words, e.g. a postcard, note or email. They are given a short text, including three content points, to respond to. Students are assessed on their communication of these three points and on the clarity of their message. They are always told who they are writing to.

Monitor and help as students write their notes or messages individually. Remind them to use the phrases from the *Prepare* box and to check their spelling and grammar. Ask them to include an example of *just*, *already* or *yet*.

### Sample answers

- a** Please help! I've lost my mobile phone. I had it before the sports lesson this afternoon but now I don't know where it is. Can you take it to the school office if you find it? Thank you!
- b** Hi Charlie, Thanks a lot for the fantastic DVD you gave me for my birthday. I haven't seen it yet but it looks exciting! Why don't you come and watch it with me one night?
- c** Hi Jade. Why don't we go shopping on Saturday? There's a new clothes shop in town and I need some jeans. Do you want to come? What about having lunch in the café, too?
- d** Hey Abby, Good luck for your driving test later! Hope it goes well! Send me a text when you finish and let me know how it went. We can go out and celebrate this evening!
- e** Hi Megan, Sorry about your birthday – I forgot it was last week! Would you like to come to my house tomorrow evening? I've got a present for you and I'll make a special birthday pizza! Jake

### Cooler

Put students into pairs and ask them to think of another situation like those in exercise 4. Encourage them to think of amusing situations. Tell them to write down their situation and display them around the classroom. In pairs students look at the situations and decide which one to write a note for. They write their notes and pin them under the situations. Give each pair one of the notes and ask them to write a reply. You could also get them to correct its spelling and grammar.

### Project

Put students into pairs to write a quiz.

Elicit the feelings adjectives from the unit. Then ask them to think of five other feelings. They could use the *Cambridge Learner's Dictionary Online* to help them. Give each pair five letters of the alphabet and tell them to research feelings beginning with these letters.

Students should write five questions, using adjectives as the options. These can be new adjectives or ones they have already studied. For example:

This word describes how you feel when something makes you smile or laugh:

- a** confused
- b** amused
- c** funny

In the following class, students should work together with another pair, taking turns to read out a question and choose the correct answer.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 150

Vocabulary list page 134

#### Video

Moods and feelings

#### Workbook

Unit 13, page 52

#### Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks