

LESSON 3

DESCRIBE YOUR EMOTIONS



ALBA PARDO

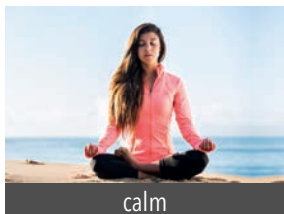
@AlbaP

Listen to this podcast. What a mystery! Some things just can't be explained...

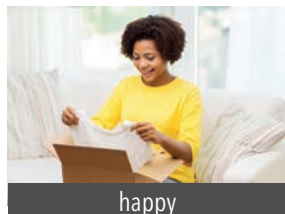


1 VOCABULARY Adjectives to describe feelings

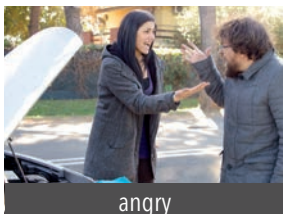
A ▶ 03-15 Listen. Then listen and repeat.



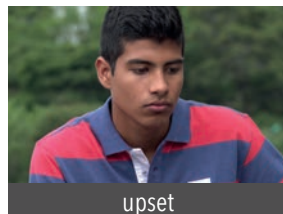
calm



happy



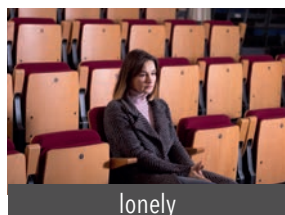
angry



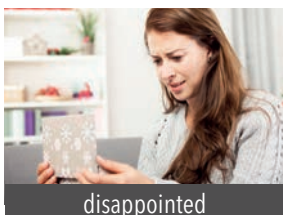
upset



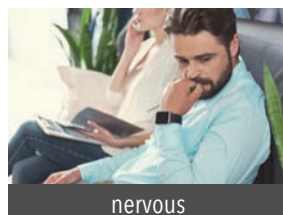
curious



lonely



disappointed



nervous

B ▶ 03-16 Listen to the scenarios. Write a word from 1A to explain how they feel. More than one answer may be possible.

1. _____
2. _____

3. _____
4. _____

C **PAIRS** Student A, make up your own scenarios like the ones in 1B. Student B, say how you feel.

A: You just spent the day on the beach with your family. How do you feel?

B: I feel happy.



2 GRAMMAR Ability / Inability in the past

Could and *be able to* are often used to express ability in the past. *Couldn't* and *not able to* are often used to express inability in the past.

Subject	Could	Not	Base form of verb	Subject	Was / Were	Not	Able to	Base form of verb
I	could		read the map.	I	was		able to	read the map.
He			sleep that night.	He				sleep that night.
We			find the trail.	We				find the trail.
		not			were	not		

Notes

- Use *be able to*, **not** *could*, to talk about one specific event in the past.
*They **were finally able to** find a restaurant.*
*I **was able to** finish my project last night.*
- It is possible to use the negative form *couldn't* for one specific event in the past.
Couldn't and *wasn't / weren't able to* have the same meaning.
*I **couldn't** find the restaurant.* *I **wasn't able to** find the restaurant.*
- Use contractions, such as *couldn't* or *wasn't / weren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 133

3 LISTENING

A ▶03-18 Listen to the podcast. Circle the correct answer.

Tony and Jack were both scared when they ____ .
a. got lost b. arrived in town c. saw the photo

B ▶03-18 Read the Listening Skill. Listen again. Complete the phrases with the descriptions you hear.

1. The town looked like a really ____ .
2. Tony is a very ____ guy.
3. The restaurant was decorated with lots of old ____ .
4. Tony sat ____ looking around the room.

C ▶03-18 Listen again. Circle the correct answers.

1. Jin and Tony felt ____ when they saw the town.
a. curious b. bored c. disappointed
2. Tony was ____ when they got to the town.
a. angry b. upset c. happy
3. The restaurant was ____ .
a. dark b. bright c. loud
4. The man in the photo had the same ____ as Tony.
a. clothes b. scar c. eye color
5. Tony wanted to ____ .
a. order food b. go home c. return to the restaurant
6. Jin wasn't able to sleep that night because he was so ____ .
a. excited b. upset c. frightened

D PAIRS What do you think about the man in the photo? Who do you think he was?



LISTENING SKILL

Listen for descriptions

A good story includes descriptions, so it's important to know how to listen for them. Descriptions tell you how something *looks, sounds, feels, tastes, or smells*.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about something frightening, surprising, or funny that happened to you. (You can also make up a story.) Think about what you could and couldn't do, and how that made you feel. Take notes.

B PAIRS Tell your partner what happened. Ask questions to get more information.

A: Last year, I saw an old friend and I couldn't remember her name! I felt so embarrassed.

B: So, what happened?

C WALK AROUND Share your story with three classmates. Complete the chart. Then report to the class. Whose story was the funniest, most surprising, or most frightening?

Name	What happened? What could / couldn't you do?	How did you feel?

