



# Teaching notes and answer key

## 2A What happened?

### Introduction

The goal of this lesson is for students to describe their past experiences. To help them achieve this, they will revise the past simple and past continuous in the context of telling stories.

### Warm-up

Describe a situation to Ss that can illustrate a few of the target adjectives. For example, *Sue had an interview for a job. It was her first interview. How did she feel?* (worried). *When she arrived at the interview, an old friend was one of the interviewers. How did Sue feel?* (surprised). *She didn't get the job. How did she feel?* (disappointed). Write these adjectives in a list on the board. Elicit more adjectives that end with *-ed*. Tell Ss this is the focus of today's lesson.

## Vocabulary

### Describing feelings and events

**1** Ask Ss to look at the first photo and say what is happening. Ask Ss to suggest one adjective in the box for the photo and discuss why they chose it. Put Ss in pairs and give them a few minutes to talk about the other photos, using the words in the box. Point out they may not be able to use all the words. Monitor and help with new vocabulary. When they finish, elicit ideas.

### Optional extra activity

With **weaker classes**, you may want to pre-teach *annoyed*, *embarrassed*, *amazed* and *disappointed* (see Warm-up). Display pictures that demonstrate any feelings in the box that are not shown in the pictures and check that Ss can identify them.

**2a** Ask Ss to read the comments and then discuss in pairs which photos they match. Follow with a whole-class discussion.

**Answers:** 1 C 2 A 3 D

**b** Ask Ss to read comment 2 again, then discuss in pairs the difference between *annoying* and *annoyed*. Clarify that a situation or activity is *annoying* and we feel *annoyed* because of that. Drill all the target adjectives chorally.

**Answers:** *-ing* adjectives describe a situation; *-ed* adjectives describe how we respond to that situation and how we feel.

### Pronunciation checkpoint

Like regular past simple endings, *-ed* endings of adjectives are pronounced either /t/, /d/ or /ɪd/. The ending is not pronounced /ed/. The ending sound depends on the preceding consonant sound but you don't need to get too technical. Ss can learn the simple rule that words ending with the sound /t/ or /d/ will have the /ɪd/ ending (e.g. *disappointed* /tɪd/). Others will end with either a /d/ or /t/ sound (e.g. *surprised* /d/, *relaxed* /t/).

### Optional extra activity

Use the list of *-ed* adjectives in Ex 1 to conduct further pronunciation practice in pairs. Student A says *I was ...ed* and Student B responds by saying *Yes, it was ...ing*.

### Vocabulary checkpoint

Ss often simplify and suggest that *-ed* adjectives describe a person and *-ing* adjectives describes a thing: *The delay is annoying, I am annoyed*. While this is often true, it is not always true. People can be *annoyed* and *annoying*. They can also be *amazing* and *amazed*, and so on. One simple example to help them remember this is to think of a horror film character such as Dracula. He is *frightening* and we are *frightened*.

**3** Explain that Ss must choose the correct form. Complete the first item together, then ask Ss to continue alone. Ask Ss to compare in pairs before eliciting answers. Drill again if necessary.

**Answers:** 1 annoyed 2 amazing 3 worried  
4 embarrassing 5 frightening 6 disappointed 7 worrying  
8 relaxed 9 tiring

**4** Explain that Ss must ask the questions and respond with *-ing* or *-ed* adjectives. Elicit responses for the first question, establishing that several answers are possible. Then ask students to continue in pairs. **Weaker classes** may need to prepare first, by writing their choice of adjectives beside each answer.

### Further practice

**Photocopiable activities:** 2A Vocabulary, p157

## Listening

**5a** 2.1 Ask Ss to look at the options and make sure they understand the vocabulary (*incident* = something that happens). Play the audio and tell Ss to listen and write 1, 2 or 3 beside each option. Pause after each story.

**Answers:** a 3 b 2 c 1

**b** Focus attention on the statements. Allow Ss time to read through them before playing the audio again. Ss mark each statement T or F. Ask them to compare answers in pairs before leading feedback. Elicit corrections for the false sentences.

**Answers:**

1 F (He was visiting his home town) 2 T 3 T  
4 F (Her train was leaving)  
5 F (She was shutting down her computer) 6 T

## Audioscript 2.1

### Speaker 1:

My best friend at school was called Andy. When we finished school, we went to different universities to study. After university, we both went abroad to work and we didn't keep in touch. Then last week I was visiting my home town for a few days. One afternoon, I was walking along the High Street and thinking about Andy. I was wondering where he was and what he was doing. I decided to stop for a coffee in one of the cafés on the High Street. Just as I was going into the café on the High Street, a man came out. It was Andy! We were both amazed!

### Speaker 2:

Do you ever have days when everything goes wrong? Last year I had an interview for a new job. I didn't want to be late, so I got up very early. While I was walking to the train station, I suddenly remembered I didn't have my phone. I had to go back home and get it. When I got to the station, my train was just leaving – I was so annoyed! I had to wait for the next train. Finally, I got to the office where I was going to have the interview. I was running up the steps to the main door when I fell over and dropped my bag – my things went everywhere. It was one of the most stressful days of my life. Oh, and I didn't get the job.

### Speaker 3:

I was working late at the office one night as I needed to finish a report for my boss. I was just shutting down my computer when I heard a noise. I was alone in the office by that time so I felt rather worried. I decided to call the security guard. While I was waiting for him to come, I saw something move near the wall. By now I was really frightened! Then I saw it – it was just a cat! Maybe it got in through the open window. It was so funny, I laughed out loud!

## Grammar

### Past continuous and past simple

#### Optional extra activity

Ss will have studied the past simple and continuous before. Ask them to find and underline examples of the two verb forms in Ex 5b, then elicit the form (*was/were* + *-ing* for past continuous and *-ed* for regular past simple). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit ideas. It may be helpful to draw a timeline on the board to show the interaction of the two tenses.

**6** Ask Ss to read the Grammar box and underline the correct alternatives. With **weaker classes**, first check the meaning of *interrupt* and *in progress*. (You are teaching the class now – the class is *in progress*. But if another teacher comes to ask you a question, they *interrupt* the class.) Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if the longer action continues after we interrupt it (maybe).

**Answers:** 1 past simple 2 past continuous

#### GRAMMAR BANK 2A pp.118–119


**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

#### Answers:

- 1 1 saw, was waiting 2 was walking, started  
3 met, were doing 4 didn't answer, was driving  
5 was raining, didn't go 6 were you queuing, got  
2 1 was celebrating 2 released 3 received 4 found  
5 was playing 6 were having 7 threw 8 slipped  
9 hurt 10 received 11 didn't clean up/hadn't cleaned up  
12 were trying

#### Optional extra activity

Ask students to think about where they were and what they were doing during an important event or news story. It could be national or personal, for example: *Where were you and what were you doing when the new president was elected/you received your exam results? I was at work/cleaning my house.* Ss ask each other.

**7a**  2.2 Ask Ss to read the three sentences and listen to the pronunciation of *was*. Do they think it is strong or weak? (weak) If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

#### Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *was* or *were* is unstressed. The stress is on the main verb. The auxiliary verb is weak and the vowel sound is replaced by a weak form or schwa: *was* /wəz/ *were* /wə/.

**b** Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence.

**8** Write the first gapped sentence on the board with the two verbs in brackets. Ask Ss to work in pairs to decide on the verb forms, then elicit the correct forms. Ask Ss why *study* is continuous (it is the longer action, it started first) and why *join* is simple (it is short, it interrupts the longer action). Ss work alone to complete the story then check in pairs. Check answers with the whole class. Ask Ss why they chose each verb form, as with the example.

**Answers:** 1 was studying 2 joined 3 wanted 4 practised  
5 was waiting 6 started 7 went 8 forgot 9 was standing  
10 was waiting

#### Optional extra activity

Ask Ss to decide which words in the story are stressed and underline them. They should focus on the main verbs. They then practise reading the story to each other and/or record it on their phone. Remind them to stress the underlined words and use the weak forms of *was*. After several tries, they practise recalling the whole story without looking.

**9** Write the first sentence stem on the board and elicit possible endings. Accept any answers with past simple as long as they are grammatically correct (see Teaching tip below), e.g. *Recently, I was sitting in the park when I met an old friend/saw a dinosaur.* Then ask Ss to work alone to complete the sentences for themselves. Monitor and help with new vocabulary. When they finish, ask Ss to share ideas with a partner. With **stronger classes**, students can ask and answer to develop the conversation: *Really, what happened next?* Ask pairs of Ss to tell the class their sentences.

### Teaching tip

Ss can enjoy being playful with language. Motivation can be increased if you encourage them to think of silly examples. This can make the target language more memorable as well as making the lesson more fun. Ss can vote for the craziest sentences.

### Further practice

**Photocopiable activities:** 2A Grammar 1, p155;  
2A Grammar 2, p156

## Speaking

### Prepare

**10** Explain that Ss are going to tell their own story. Ask a stronger student to read the instruction to the class or read it yourself. Ask Ss to read through the list of questions first and make notes. With **weaker classes**, you may want Ss to invent a story and prepare it in pairs so that they can help each other. Monitor and help with new vocabulary.

### Speak

**11a** Go through the Useful phrases with the class. With **weaker classes**, you may want to ask Ss to underline the stressed words and drill the expressions. Refer Ss to the questions in Ex 10 to use in their conversation. When they are ready, put them in new pairs to tell and respond. Move around the class and listen. When they finish, Ss change roles.

**b** Ask individual Ss to comment on their partner's story to the group. Ss can ask questions if the story sounds interesting or funny to them and they would like to know more.

### Optional extra activity

Students will probably work at differing speeds for this activity. **Fast finishers** can repeat the same conversation with a new partner several times. Each time they will do a bit better.

### Reflection on learning

Write the following questions on the board:

*How did you feel talking about your story?*

*What did you do well in this lesson?*

*What do you need to spend more time on? How will you do that?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

### Homework ideas

Ss write their story for homework.

**Grammar bank:** 2A Ex 1–2, p119

**Workbook:** Ex 1–5, p10

**Mobile app:** grammar and vocabulary practice

**Fast route:** continue to Lesson 2B

**Extended route:** go to p89 for Develop your reading

## WORKBOOK ANSWER KEY

### 2A

#### 1

1 annoyed 2 embarrassed 3 frightened 4 relaxed  
5 disappointed 6 worried

#### 2

1 annoying 2 relaxing 3 embarrassed 4 excited  
5 frightening 6 surprising 7 tired 8 disappointing  
9 worrying 10 embarrassing

#### 3

1 surprised 2 amazing 3 tired 4 worrying 5 relaxing  
6 embarrassed 7 excited 8 frightening

#### 4

1 were you doing 2 was 3 Did you see 4 was having  
5 were standing 6 was learning 7 was happening 8 heard

#### 5

1 Someone called when I was giving a class.  
2 She met her husband when she was studying English at university.  
3 I was waiting for a bus for one hour when three came at once!  
4 He was travelling when he met an old friend.  
5 My niece called when I was watching TV.  
6 I was walking to the station when I realised I didn't have my phone.



# Photocopiable notes and answer key

2A

## Grammar 1 Past simple and past continuous

**Materials:** One worksheet for each student

**Instructions:**

Give a copy of the worksheet to each student. Ss work individually to complete sentences 1–6 using a pair of verbs from the box. Clarify that in each sentence one verb should be in the past continuous and the other in the past simple.

Check answers with the class. The ask Ss to write their own sentences for pictures 7 and 8 using the remaining verb pairs in the box. Remind them to include one verb in the past continuous and one in the past simple in each sentence. Put them in pairs to compare their ideas.

**Answer key:**

- 1** 1 was writing, crashed    **2** was running, heard  
**3** broke, was playing    **4** was going, realised  
**5** were talking, came    **6** saw, was walking

**Suggested answers:**

- 2** 7 I was sitting in the cinema when my phone rang.  
**8** While we were eating dinner, a fire started in the kitchen.

## Grammar 2 Past simple and past continuous

**Materials:** One set of picture cards per group of four Ss; one set of questions per student

**Instructions:**

Cut up the picture cards. Arrange the class into four groups, A, B, C and D. Give each group A student a copy of picture 1, each group B student a copy of picture 2, and so on. Give all Ss a copy of the questions.

Tell Ss they are going to tell a 'bad story' story. Ask each group to discuss and make up answers to the questions for their picture. Remind them to use the past continuous and past simple. Make sure group members know they are going to talk about their picture separately so they should all take notes. Give groups time to prepare telling their 'bad day' story.

Regroup Ss into groups of four, one student from each group, A, B, C, D, so that each student has a different picture. You may need to make some groups of three or five and pictures can be repeated in one or two groups.

In turn, each student describes their bad day to find out who had the worst day. Encourage them to use *when* and *while* to link their sentences. Encourage the other Ss to listen actively and respond to the stories they hear, e.g. *Oh no! Really? That's terrible! How annoying!* Get feedback from the whole class about who had the worst day.

## Vocabulary Describing feelings and events

**Materials:** One worksheet for each group of four Ss; four counters; a coin

**Instructions:**

Put Ss in groups of three or four and give each group a copy of the worksheet. Ss place their counters on the START square.

They then take turns to throw the coin and move their counter two spaces if it's heads and one space if it's tails. When they land on a word, they must make a sentence using the adjective correctly. The rest of the group decides whether the sentence is correct, if it is, the player stays on the square; if not, they go back to where they started. If group members can't agree on whether the sentence is correct, they should ask the teacher.

If necessary, remind Ss of the *-ed/-ing* rules and elicit some example sentences before they begin, e.g. *I always feel tired after my dance class. Yesterday was a very tiring day.* Encourage Ss to be imaginative and try to make their sentences funny or unusual, e.g. *I was really embarrassed when my dad started dancing on the table.* Go around checking sentences and helping with group decisions. The winner is the first player to reach FINISH.

Ask each group to choose and share their three funniest or most imaginative sentences.