

Ready to teach

Suggested A2–B1 · Adults and teens · Core lesson: 45–55 minutes

Outcome: Learners describe a feeling and its cause, then tell a short, clear story with less support.

Prepare: Share learner pages 1–3. Page 4 is optional homework with its own key. Keep pages 5–6 for yourself. No recording or extra materials needed.

A simple route

Pictures and language / 7 minutes

Use the mini grammar box, then let pairs describe A–D and invent the link between the tent and pizza. Accept different guesses. The pictures reveal events; the reason for the prize is confirmed by the text.

Story / 10 minutes

Check campsite, bench, common room and inside out if needed. Learners read for meaning before filling the eight gaps. Pause after part 1 for their rainy-evening ideas. Check the story and adjective forms.

Read aloud and retell / 7 minutes

After comprehension, learners rehearse two sentences. Model phrasing, e.g. The instructions were CONFUSING / so we felt CONFUSED. Cover page 2; partners retell with page 1 and check event order.

Guess and discuss / 10 minutes

Play two short guessing rounds, then choose a few questions from page 3. Follow interesting answers. The twelve questions are a bank, not a list everyone must finish.

Own story, feedback and retry / 12 minutes

Allow brief keyword planning. Listeners identify a surprising detail and ask a question. Note useful examples and two errors; give feedback, then repeat with fewer notes.

Fresh check / 4 minutes

Use the new situations on page 6 with all learner pages closed. Check the meaning and independence of the response, not recall of the camping story.

Adapt it to your class

Em option: Tell part 1 live, pausing for learners to supply a missing adjective. They read to check. Keep comprehension before read-aloud.

Gav option: Let a picture or personal example start the conversation, then return to two useful feeling/cause pairs.

One-to-one: Take the listener role, then tell your own brief example. Online, show page 1 while page 2 is hidden for retelling.

Short route: Pictures, story, one retelling and fresh check in about 25–30 minutes. Skip the game and question bank.

Answers and a fresh check

Picture and story guidance

Page 1: A confusing instructions / confused people; B boring afternoon / bored people; C frightening film / frightened Pip (and possibly Max and Lena); D exciting news / excited people. These are intended readings, not facts proved by every facial expression. Accept other natural descriptions with reasons.

Page 2 gaps: 1 confusing; 2 confused; 3 boring; 4 bored; 5 frightening; 6 frightened; 7 exciting; 8 excited.

Story checks: The tent is inside out, so its pockets are outside. Pip hides under a bench in the common room. The tent wins the funniest-tent prize, which is a pizza dinner. The reception sign introduces the competition. Predictions and rainy-evening ideas are open.

Language and support

Keep the rule local to these feeling/cause adjective pairs. Do not teach “people = -ed; things = -ing”: people can be interesting or boring; animals can be frightened.

I am bored means I have nothing interesting to do. **I am boring** means I cause boredom. Both are grammatical, with different meanings. Useful patterns: confused **by/about** something; frightened **of/by** something; excited **about** something.

For A2, keep the four pairs visible and allow picture prompts and simple past sequences. Help with unfamiliar past forms in the story rather than testing them. For B1, ask how another character felt, or invite a different viewpoint. Do not demand every target adjective in one story. Allow invented experiences and passing.

Homework key and open tasks

Page 4 A: 1 bored; 2 frightened; 3 confused; 4 excited.

B: 5 confusing; 6 boring; 7 frightening; 8 exciting.

C: Many endings work. Check the link to the tent mistake, a clear sequence and a natural feeling/cause pair. The printed model is only one possibility.

Page 3 opinions, guessed situations and original stories have no single key.

Fresh check / close all learner pages

Scene 1: You buy a shelf. Two instruction sheets give different steps. Ask for a sentence about the instructions and one about the person's feeling.

Scene 2: A friend offers you a ticket to an event you really want to attend. Ask about the news, the feeling and the reason.

Look for **confusing/confused** and **exciting/excited** with clear meanings. Accept other natural pairs, then elicit the taught pair if needed. Note: independent / prompted / needs more practice. Give feedback and try a different example.