

B1.5 Feelings and Fears - Handout

- 1 This discussion of emotions is personalised from the beginning. Together with your partner you should discuss the situations that make you, or last made you, feel angry/depressed/happy/excited etc.. Many of these adjectives are formed with "-ing"/ "-ed" endings, where the situation is *exciting* and the person feels *excited*. This can cause confusion for the learner and a common mistake is, "*I am boring (instead of bored) in my classes.*"
- 2 These pictures are designed to stimulate imaginative responses. There will probably be some use of the modal verbs for speculating/possibility e.g. "could", "may" and "might", and the adverbs "perhaps", "maybe" and "possibly".
- 3 These questions should stimulate discussion of personal fears and phobias. Key vocabulary includes: *scream, phobia, claustrophobia, arachnophobia, 'to suffer from vertigo', 'to calm your nerves' and nightmares.*
- 4 The enduring popularity of ghost stories bears witness to people's desire to be frightened for fun. However, while some of these images are scary others are happier, so it is hoped they should stimulate some kind of Halloween story, but with a happy ending. This also provides an opportunity to practise chronological linking devices (e.g. *at first, after that, then* etc.) and narrative tenses. Most tenses will be in the Past Simple, but you may occasionally have a Past Continuous to 'set the scene' (e.g. "*It was raining heavily...*") and a Past Perfect to show that one event happened before another in the past (e.g. "*He had heard the scream before he left the building.*").
- 5 The previous brainstorming and oral recounting of the "Scary Story" should serve as a good preparation for this writing up of the frightening story with a positive outcome.