

## Final Assignment

**Topic:** Know your feelings

**Level:** Intermediate

**Time:** 40 mins - 1 hour

**Language:** English

### **Aims: Talking about Character and feelings**

Students will study and practice vocabulary & structures related to traits of emotions.

Students will be able to describe & express different verbs that can be used when people talk about how they feel.

### **New Vocabulary**

Depressed, Boiling, Horrified, Shocked, Disgraced, Guilty, Embarrassed, Lost, Thrilled, Cheerful, Excited, Worried, Jealous, Surprised, Sleepy, Rainy, Noisy, Stormy, Boring, Worried, Nervous, Angry, Tired, Excited, Scared

### **New Structures**

Structure 1: I felt good when (action or event). But what I was really feeling was \_\_\_\_\_.

Structure 2: I felt bad when (action or event). But what I was really feeling was \_\_\_\_\_.

### **Introduction**

(**Teacher:** Good morning class, today we will talk about words of feelings. How are you doing today?)

**Students:** Good!

**Teacher:** Great! I'm having an amazing day too. But, what other words can we use instead of Good or Amazing? Today, we will learn a lot of vocabulary that we can use to express our feelings by doing practices and activities.)

### **Presentation**

1. Introduce the five basic emotions on the board
2. Teach new feelings vocab
3. Do the emotion sort activity
4. Verb 'to be' and Verb 'to feel' - The different ways to talk about feelings
5. Teach the new feelings structures

#### 1. Introduce five basic emotions on the board

Preparations: Video\_Inside Out: Opening Scene

Reference: [https://www.youtube.com/watch?v=x\\_\\_NgnMBHV0](https://www.youtube.com/watch?v=x__NgnMBHV0)



(**Teacher:** Emotional experiences are rooted in five core emotions and here is the video that is well presented. We will see the video first and will talk about it.

*After Watching Video*

**Teacher:** Who remembers the names of all the five emotions in the video? Yes, A?

**Student A:** Joy, Sadness, Fear, Disgust, and Anger!

**Teacher:** Brilliant! As we can see in the video, we all have these five core emotions. However, it can become complicated at times, such as when I ride a rollercoaster, I experience both fear and joy.)

## 2. Teach the feelings vocab

: Depressed, Boiling, Horrified, Shocked, Disgraced, Guilty, Embarrassed, Lost, Thrilled, Cheerful, Excited, Worried Jealous, Surprised, Sleepy, Rainy, Noisy, Stormy, Boring, Worried, Nervous, Angry, Tired, Excited, Scared

Ask the students if there are any words that they are unsure/confused about. If there are words that students don't know the meaning - act, explain or provide the synonym of the word to help students understand. Then, pronounce the word correctly and give them examples of how to use the word in a sentence. Finally, have students repeat all of the new words to see which ones they struggle with the most.

## 3. Do the emotion sort activity

After writing down all the five basic emotions on the board, I will present 1- 3 emotions and where they might be in one of the 5 basic emotions categories as a class (Ex Depressed goes under Sad and Cheerful goes under Joy). Next, I'll encourage students to come out to the board and write down which new vocabulary we've just learned would fit into one of the five basic emotion categories.

## 4. Verb 'to be' and Verb 'to feel' - The different ways to talk about feelings

On the blackboard write down the "verb to be" and "verb to feel".

(**Teacher:** There are many different ways to talk about feelings and today we will learn two of them. First, you can use the verb 'to be'. Such as "I am happy" or "She is nervous". Or You can use the verb 'to feel' to describe your feelings. As "I feel embarrassed or He feels boring" We use the verb 'to feel' in the present simple when we talk about how we feel when something happens more than once. For instance: Mina feels happy when she sees Mc donalds.)

## 5. Teach the new feelings structures

Structure 1: I felt good when (action or event). But what I was really feeling was \_\_\_\_\_.

Structure 2: I felt bad when (action or event). But what I was really feeling was \_\_\_\_\_.

(**Teacher:** So, we've learned that there are five basic emotions and that there are many other words that can be used to describe them. Now, on your paper, please copy the structures and

place the adjectives we learned in the appropriate category. I'll give you 5 minutes to think before asking four of you to present to the class.)

### Practice

1. Do the “Flashcard Guess” activity - Match feelings to the situations
2. Do the “Choose the best word for each sentence” activity in group

#### 1. Do the “Flashcard Guess” activity - Match feelings to the situations

Preparations: The flashcards of people's close-up faces expressing various emotions. -**At least 6 up to 20**. The image is on the front of the flashcard, and the answer is on the back.



Reference: <https://www.shutterstock.com/image-photo/young-boys-girls-looking-shocked-surprised-659692765>

(**Teacher:** Now, use the words from this exercise. Think about what the people in each picture are feeling.

*Show the following flashcard as an example*

**Teacher:** What do you think the students in the photograph are feeling?

**Students:** They are surprised )

#### 2. Do the “Choose the best word for each sentence” activity in group

1. Moana is [ **Worried** ]. She thinks she won't pass the test.
2. Tiana was [ **Surprised** ] when she found a frog in the window.
3. Dobby is [ **Cheerful** ]. He realizes he is now free.
4. Ron was [ **Nervous** ] before the Quidditch game.
5. Harry got [ **Angry** ] when someone stole his magic wand.
6. Mulan is [ **Tired** ]. She just came back from a war.
7. Rapunzel is [ **Excited** ]. It's her birthday today.

Option: Thrilled, Cheerful, Excited, Worried, Jealous, Surprised, Worried, Nervous, Angry, Tired, Excited, Scared

Introduce the activity and do some prep together as a class. Before dividing students into a group, let the students know this is a 10 minute activity, and at the end of the activity, some of the groups must be presenting what they've got. Put weak students and strong students together so they can share their knowledge in a more secure environment. During the activity, the teacher should keep walking around and monitor the groups and make a note of any errors.

### Worksheets

1. Do the “Find Feelings” worksheet

Preparations: “Find Feelings” worksheet

Reference: <https://www.havefunteaching.com/resource/format/finding-feelings-worksheet/>

- Pre-reading activity

## Finding Feelings

**Directions:** Read the short story below. Write the words that express feelings or make you feel a certain way when you read them.





**(Teacher:** What do you see in the pictures above the reading text?

**Students:** I see trapeze artists! A girl on the swing! I see siblings! I see two elephants! Two elephants that wear red clothes!

**Teacher:** Correct! I see them too. Guess where do you think the siblings visited?

**Students:** Circus!

**Teacher:** How are two siblings doing? Do you think they would have a great time at the circus? If you think so, Why? Umm... Student B, what do you think?

**Student B:** I think they had a great time at the circus, as I can see in their facial expressions, the girl seems very happy and excited, and also the boy seems very interested and cheerful.

**Teacher:** That's a great answer, Lizzy! I agree with you. So this reading is probably about the circus. I'll give you 10 minutes to read the text and answer the questions in groups. We will check the answers as a class when the time is up.)

- Reading the text

I went to the circus last night with my family. I was very excited. The clowns were very funny and made me happy to watch them. I was nervous when I saw the acrobats hanging high above us. My tummy was growling so mom bought me some popcorn. When the elephants came out all in a line, one stumbled and we all gasped. I felt sorry that the elephant tripped. My sister started to cry. But I hugged her and told her the elephant was just fine and she'd enjoy watching his tricks. My sister smiled and I knew she was happy again. The rest of the circus was fun and we had a great time. I can't wait until the circus comes back to town!

Give students 10 minutes to read the text. Put weak students and strong students together so they can share their knowledge in a more secure environment. During the activity, the teacher should keep walking around and monitor the groups.

- Post-reading activity - "Find Feelings" worksheet

<b>These are words I see above that show feelings.</b>	
_____ ..... _____ ..... _____ ..... _____ ..... _____ .....	_____ ..... _____ ..... _____ ..... _____ ..... _____ .....
<b>These are words I see above that make me feel...</b>	
<b>These words...</b> _____ ..... _____ ..... _____ ..... _____ ..... _____ .....	<b>make me feel...</b> _____ ..... _____ ..... _____ ..... _____ ..... _____ .....

Each group will take turns to respond to the answers they've got. This ensures that all students have an equal chance to present. When a group got a wrong answer, the teacher should give them a second chance. In case they take too long to figure it out, the teacher can help by eliciting. If they are still unsure and appear to be lost, the teacher can inform the group/class of the correct answer and explain why.

**(Teacher:** Time is up! Now as I said earlier, each group will take turns answering the questions. Group A, What word did you find in the text that shows feelings?

**Group A:** Excited!

**Teacher:** Awesome! Right as we all can see in our first paragraph's second sentence, it says "I" was very excited. Group B, can you tell us who is "I" in the text? above the text there is a picture of a brown hair girl and blond hair boy guess who is the writer of this story?

**Group B:** It's a boy!

**Teacher:** Correct! In the text, he indicated that his sister cried because the elephant tripped. So We can tell the boy is the writer and he was very excited at the very beginning. Group C, can you tell us what you find that shows feelings other than excitement?

**Group C:** Funny and happy!

**Teacher:** Correct, the boy was very happy to watch -----?

**Students:** The clowns.

**Teacher:** Because...?

**Students:** They were very funny!

**Teacher:** Great!)

### **Production**

1. Do the “How do you feel?” activity in pairs

Preparations: Diverse pictures from situations that can occur such as a picture of a Crying baby, Snowing weather, Theater, Basketball game ...etc - *At least 5*

(**Teacher:** Work with your partner. Look at the pictures in the presentation. Describe the picture, and say how each situation makes you feel. For me, when my baby nephew begins to cry, I feel both nervous and angry. If anyone has mixed feelings like me, try to share your mixed feelings with your partner and the reason why you feel that way. Try to use words we've learned today.)

### **Wrap up**

(**Teacher:** It is not difficult to define how I feel, but it is extremely difficult to determine how to describe my feelings to others in a way that they will understand. Today, we discussed various vocabulary and structures for expressing our emotions. Can anyone remember the words that we've learned?)

**Students:** Cheerful! Excited! Worried! Jealous!

**Teacher:** Good job everyone! All of you did amazing today. By today's lesson, I hope you understand it is natural to have mixed feelings about the situation and to feel differently than others. Hope today's class helped you to find a better way to describe your feelings and I will see you in the next lesson!)

## Reference

*Inside out.* (n.d.). *YouTube*. Retrieved February 5, 2023, from [https://www.youtube.com/watch?v=x\\_\\_NgnMBHV0](https://www.youtube.com/watch?v=x__NgnMBHV0).

*Young boys girls looking shocked surprised stock photo 659692765.* Shutterstock. (n.d.). Retrieved February 5, 2023, from <https://www.shutterstock.com/image-photo/young-boys-girls-looking-shocked-surprise-d-659692765>

*Finding feelings worksheet.* Have Fun Teaching. (2022, July 19). Retrieved February 7, 2023, from <https://www.havefunteaching.com/resource/format/finding-feelings-worksheet/>