



Theme: Get To Know Me

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Compound sentences Adverbial phrases (1) 	Feelings	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

Lesson Objectives

Students are able to

- describe the different feelings that they experience in different situations,
- write a story based on a situation and guides.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- A music video 'Feelings Feelings: Children Love to Sing Feel Good Positive Songs'
- Powerpoint slides showing people with different feelings
- 1st set of word cards (refer to the words in the options on [pages 11 – 12](#))
- 2nd set of word cards (refer to the words in the options on [page 13](#))
- Picture of an unhappy boy with a trophy in his hand
- A copy of the story shown on [page 13](#) or make up a story of your own using all the vocabulary words found in the box

Introduction / Warm-up Activity (10 min)

- Let the students watch the music video on 'Feelings Feelings: Children Love to Sing Feel Good Positive Songs'. At the end of it, elicit from the students the feelings that were talked about in the video. Write the students' answers on the whiteboard.

Example:

- happy, safe, proud, loved, special
- Ask the students if they remember the chorus of the song. Remind them that feelings are a part of them and that they can have different feelings within a day. Ask them why it is so and elicit from them the different feelings that they are familiar with. Write the feeling words on the whiteboard.

Lesson (20 min)

- Ask the class if there are any words on the whiteboard that might have the same meaning.

Example:

- happy – delighted, elated, blissful, joyful, etc.

Elicit from the students any other words that they can think of that mean 'happy' if they are not written on the whiteboard.

2. Ask the students if there are words with the opposite meaning of the feeling word 'happy' that is written on the whiteboard.

Example:

- sad – depressed, miserable, bitter, hurt, etc.

Elicit from the students any other words that they can think of that mean 'sad' if they are not written on the whiteboard.

3. Tell the students that you are going to show them some powerpoint slides. The students have to guess what the person in each slide is feeling. Make sure that the feeling words are easily recognized from the expressions shown on the faces of the characters in the powerpoint slides. Select the words from the options given on **pages 11 – 12**.

Example:

- puzzled, surprised, impatient, terrified, busy, bored, disappointed, furious, sorry, hurt, guilty, etc.

Explain to the students the meanings of the feeling words shown on the slides. Get them to construct sentences using the words.

4. Next, show the students the 1st set of word cards. Go through the words which have been taught in the powerpoint slides earlier to the students. Then, reveal the new words on those word cards to the students. Get them to read the words, one at a time before getting them to explain what the word means. If they are unable to explain the word, let them or you construct a sentence using the word. From the sentence, get the students to infer the meaning of the word.
5. After completing all the word cards, stick them at the side of the whiteboard. Get the students to discuss if the feelings expressed are negative or positive ones. Divide the whiteboard into two columns. Write the headings: 'Positive feelings' and 'Negative Feelings'. Then, get the students to decide which of the word cards should go under which column.

Example:

- Negative feelings – angry, furious, upset
- Positive feelings – ecstatic, jovial, lively

6. Show the students a picture of a boy with a trophy but he does not look happy. Let them guess why he is unhappy with his win. Tell the students that you are going to tell them the story of the boy in the picture. You may use the story shown on page 17 or make up a story of your own. However, ensure that you use all the words shown on the word cards. As you tell the story and use a particular word that is reflected on the 2nd set of word cards, stick the word card on the whiteboard.
7. At the end of the story, go through the 2nd set of word cards with the students. Ask the students the meaning of the words on the word cards and when the boy in the story felt that way.

Additional Activities / Closure (15 min)

1. Show the students some powerpoint slides with a short paragraph about what a character is going through. Then, get them to select one of the options which describe best the feeling of the character based on the situation.

Example:

- John had no choice but to walk along a dark alley. He kept looking behind him. He clutched his coat tightly to his body. He walked as fast as he could. Then, he started to run. He wanted to reach the end of the alley quickly. (Options: terrified, ecstatic, infuriated)

2. Tell the students to turn to **pages 11 – 13 of Learning English Workbook 4**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 16** as homework. Read the instructions together with the students. Explain to them what is needed of them to write their story. Get them to underline important words in the instructions. Go through the guiding questions and elicit responses from the students how the story can be developed. Write their responses on the whiteboard. Let the students write their own titles for their stories.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Give the students 10 different feeling words and stick them on the English notice board. Then, get the students to write a short creative story using all of the words. They are allowed to use the words in any order in the story. Let them share their stories with their class during the next lesson.