



Theme: How Do You Feel Today?

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Interrogatives (1)	Feelings	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and describe different feelings,
2. list out occasions or events when a certain feeling is usually expressed,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. A storybook titled 'My Friend is Sad' or any other storybook about feelings
3. Word cards (refer to the underlined words on [page 42](#))
4. Word cards (refer to the answers in [B] for questions 1 – 8 on the answer page)
5. Picture cards (refer to the answers in [B] for questions 1 – 8 on the answer page)
6. Two different trays
7. Blu tack
8. A piece of paper with 6 different blank faces

Introduction / Warm-up Activity (10 min)

1. Before reading the story "My Friend is Sad" to the students, discuss with the students the front cover of the book. Ask them to find the title and the author's name. Let the students predict what the story is about.
2. After reading the story, ask the students what the story is about and how the characters in the story felt.

Example:

- Gerald is sad. Piggie is always happy.

Write the students' sentences on the whiteboard. You can discuss further with the students about the times they felt sad and how the people around them try to cheer them up.

Lesson (20 min)

1. Show the 8 picture cards that have people expressing different feelings, one at a time, to the students. You may want to stick each picture card on the whiteboard so that the class can see it. Get the students to identify the feelings expressed by the person. The students will most likely use the common feeling words such as 'happy', 'scared', 'worried', etc. Write all their responses on the whiteboard.
2. After going through all 8 picture cards, tell the class that you have some word cards in two different trays with you. Go through the word cards in one of the trays first. Get the students to

repeat the each word after you. This set of word cards should be the underlined words found on **page 42**. Do the same with the second tray which contains word cards that are the answers in [B] for questions 1 – 8 on the answer page.

5. Tell the students that they have to match a word from the first tray to a picture that you will point out to them. Then, they have to find a word that is similar in meaning to the first word in the second tray. Once they know what is expected of them, you may want to point to a picture card showing a sad expression. Select a student from the class to choose the correct word to identify the feeling. Stick the word card below the picture card. Finally, get the students to find the corresponding word card from the second tray. Stick it below the first word card and picture card.

Additional Activities / Closure (15 min)

1. Remove the word cards from the whiteboard. Shuffle them up so that they are a good mix.
2. Play a mime game with the students. Divide the class into groups. A member from each group will be asked to go to the front of the class to select a word card. He has to use his facial expression to convey the word shown on the word card. His group members have to guess the word within a minute. If they get the answer correct, they earn themselves 2 points. If they are unable to get the answer, the next group gets the chance to make a guess for 1 point. If both groups are unable to get the answer, the word card is placed back in the stack and the next group gets to have a go with miming another word card. At the end of the game, the group with the highest points is the winner.
3. Tell the students to turn to **page 42** of **Learning English Workbook 2**. 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 **pages 43 – 44** as homework. Read the passage together with the students. Explain any words that might be unfamiliar to the students. Go through the questions with the students and elicit the answers from them. Discuss with them how they derive their answers to the questions.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Give each of the students the piece of paper with 6 blank faces. Tell them to draw in the expressions on the faces to show how each person is feeling. You may want to give them the six different 'feeling' words and get them to write it below each of the blank faces. You may want to pin their work on the English notice board when they submit them the following lesson.