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| Reading Lesson Plan |
| Title : Feelings |
| Teacher | Student Level& Age | No of Students | Length |
| Gowoon, Choi | Intermediate & university students  | 10 students | 50 mins |
| Materials: - 12 copies of 'Match the emotion' worksheet - 12 copies of 'read the letters' worksheet - 12 copies of 'English idioms of emotions' worksheet - PPT file - Computer & projector - Board & markers |
| Aims: To help students develop : - skills of reading letters - vocabularies and idioms in terms of emotion  - solving the problem from reading text - understanding of using passive voice describing emotional states |
| Language Skills:Reading : reading four letters, reading worksheetWriting : writing a letter using adjectives, answering worksheetSpeaking : partner discussion to solve the problems, checking their answers each other Listening : teacher`s explanation |
| Language Systems:Grammar: Stative Passive Constructions Describing Emotional States Lexis: new vocabularies and idioms of emotionFunctions: complaining each situation in letters, questioning, advising each of the letter-writers to doDiscourse: discussing to solve the problems written in four letters, giving information about each of situationPhonology: pronunciation of informal language used when discussing |
| Assumptions: 1. Ss have already known the meanings of feeling adjectives in worksheet.  2. Ss have enough experiences to advise letter-writers to do. |
| Anticipated Errors and Solutions: |
| References:http://www.eslflow.com/readinglessonplans.html |
| Notes: |

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| Pre Task |
| Title:Greeting & Matching activity | Aims: To help students develop : - vocabularies in terms of feelings - using emotion words in proper situation | Materials:  - 12 copies of 'Match the emotion' worksheet - computer & projector - PPT file |
| Time | Set Up | Students | Teacher  |
| 11mins | class |  - answer teacher`s questions - match the beginnings and endings of adjectives  - watch the ppt file  - guess and tell the proper adjectives in ppt |  - ask students about their feelings in different situation - hand out the worksheet - give instructions to solve the worksheet  - turn on the projector  - show some pictures - allow students guess and tell the proper adjectives |
| Notes:  - Ask 2 guiding questions. - Give them 5 mins to answer the worksheet. |

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| Task Preparation  |
| Title: Give instructions for reading activity | Aims: To help students develop : - skill of listening to teacher`s explanation | Materials:  None |
| Time | Set Up | Students | Teacher  |
| 3mins | Class  |  - answer some questions - listen carefully to teacher`s instructions |  - hand out the worksheet per student - give instruction of activity clearly  - ask CCQs for checking their understanding - demonstrate to make Ss know clearly |
| Notes:  |

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| Task Realization  |
| Title:Read the 4 letters | Aims: To help students develop :  - reading skill  - understanding of situations in text  - skills of solving the problems and advising - writing a letter properly | Materials:  - 12 copies of 'read the letters' worksheet - Board & markers |
| Time | Set Up | Students | Teacher  |
| 28 mins | class → pairs → class |  - read the letters - match the titles to the correct letter - answer some teacher`s questions - answer the questions in worksheet - check out their answers with partner - discuss what students advise each of the letter-writers to do and fill in the blanks - write a letter to one of the 4 letter-writers |  - monitor what students are doing during reading - some comprehensive questions after reading - pair up the students for discussion - let them discuss the solutions (7 mins) - allow Ss to write a letter (5 mins)  - explain passive voice describing emotional states  |
| Notes: - If students ask phrases in worksheet, explain clearly them. - Give them 8 mins to read letters - After reading ask 2~3 comprehensive questions from each of letter |

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| Post Task  |
| Title:Idioms of emotions | Aims: To help students develop : - understanding of idioms of emotions | Materials:  - 12 copies of 'English idioms of emotions' worksheet - Board & marker |
| Time | Set Up | Students | Teacher  |
| 8mins | Class →pairs → class |  - read the example sentences using idioms - guess what they means with partner |  - hand out the worksheet per person - give instruction of activity clearly - monitor what students are doing - wrap up the class |
| Notes: |

Match the emotion words

 **a. Match the beginners and endings of these adjectives.**

|  |  |  |  |  |  |  |  |
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| **Embarr-** | **Anno-** | **Sa-** | **Sca-** | **-trated** | **-ied** | **-used** | **-ted** |
| **Worr-** | **Lov-** | **Disapp-** | **Rela-** | **-ud** | **-red** | **-red** | **-ous** |
| **Bo-** | **Ner-** | **Pro-** | **Frus-** | **-assed** | **-xed** | **-set** | **-ppy** |
| **Conf-** | **Up-** | **Gui-** | **Surp-** | **-d** | **-lty** | **-vous** | **-ed** |
| **Jeal-** | **Ha-** | **Exci-** |  | **-rised** | **-inted** | **-yed** |  |

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 **b. Write down the words you find**

 **C. What are the top three feelings that you do not like to have most?**

 **D. Watch the PPT and guess the proper adjectives in each of situation.**

Read the letters

**1. Read the letters. Match the title below to the correct letter.**

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| **Test Nerves Does She Like Me?****Love Triangle Good Marks, Bad Situation** |

**B** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dear Marnie,

 Last week, this girl invited me out to the cinema. I was really delighted because I really liked her. We went out and had a really good time. But yesterday, I saw her hanging out with her friends and I told her what a good time I’d had. She made fun of me and said she didn’t know what I was talking about. I felt really embarrassed, and now I’m really confused because I don’t know if she likes me or not. What should I do?

*Kevin*

**A**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dear Marnie,

 The other day, I got my exam results and I was overjoyed to find out that I passed with flying colours. But when I rang my friend to arrange a night out to celebrate, I found out that she had done really badly. She’s really upset and doesn’t want to go out. It’s really awkward because I did so well, and I’m disappointed we can’t go out and paint the town red. What should I do to make her feel better?

*Karen*

**C** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dear Marnie,

 There’s a boy at our school who my friend and I have always really liked. The problem is that last week he asked me out, and of course I said yes. I’m really excited about it, but my friend is really annoyed. I think she’s jealous. Now she wants nothing to do with me any more. What can I do to convince her that she’s still important to me?

*Jess*

**D** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dear Marnie,

 We have to do presentations for a test next week, and I’m really worried about it. The thing is, I get really nervous when I’m talking in front of people and I know I’m going to make a real mess of it. The problem is, I’m usually a pretty good student at school, and my dad is going to be furious if I get bad marks. What should I do?

*Andy*

**2. Find phrases in the letters with the following meanings.**

a. did very well in a test

b. go out to celebrate

c. talking informally

d. laughed at me

e. doesn’t want to be with me

f. persuade

g. do it badly

**3. In pairs, discuss what you would advise each of the letter-writers to do.**

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| --- | --- |
|  | Solutions to each problem |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |

**4. Choose two adjectives from previous activity and write a letter to one of 4 writers of letters about your solution using an adjective.**

English idioms of emotion

|  |  |
| --- | --- |
| **fish out of water** | "As a non-golfer, I felt like a **fish out of water** at the clubhouse." |
| **cheesed off** | "Jenny is absolutely **cheesed off** with her job." |
| **have your heart in the right place** | "The old lady's cake wasn't wonderful but she's **got her heart in the right place**!" |
| **pour your heart out** | "When she needs to **pour her heart out** to someone, Elsa goes to visit her grandmother." |
| **over the moon** | "We were all **over the moon** when we heard the good news." |
| **in seventh heaven** | "They were **in seventh heaven** when they learned they'd won a cruise." |
| **on cloud nine** | "When I got the job, I was **on cloud nine** for several weeks." |
| **down in the dumps** | "When she left him, he was **down in the dumps** for a couple of weeks." |
| **(as)sick as a parrot** | "He was **as sick as a parrot** when he realized he had thrown away his lottery ticket." |
| **beside yourself (with grief, worry)** | "When her son went missing, she was **beside herself** with worry." |
| go bananas | "If you announce that you are going to drop out of school, your parents will **go bananas**!" |

# Discuss the meaning of each idiom from the examples.

 **- fish out of water :**

 **- cheesed off :**

 **- have your heart in the right place :**

 **- pour your heart out :**

 **- over the moon :**

 **- in seventh heaven :**

 **- on cloud nine :**

 **- down in the dumps :**

 **- (as) sick as a parrot :**

 **- beside yourself (with grief, worry) :**

 **- go banana :**

**SOS Activity**

Emotions and Music

Directions:

List songs that cause the emotions listed below. For example active emotions could be caused from dance music, festive emotions could be caused from holiday music. Different people may feel different about the same type of music. Consider drums, piano, guitar, and even cartoon or various theme songs when completing this activity sheet.

|  |  |
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| ***Emotion*** | ***Songs / Music*** |
| Active |  |
| Depressed |  |
| Excited |  |
| Happy |  |
| Mad |  |
| Peaceful |  |
| Sad |  |
| Scared |  |

1. Do you think music influences mood? Explain why or how.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What songs could help you relax when feeling stressed?

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3. What songs could help motivate you when feeling sluggish?

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4. What is your favorite type of music?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What did you learn about yourself from this activity?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How could you use music help you?

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