



HOW DO YOU FEEL?

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Common feelings; I feel __; I'm (feeling) __ because __ (reason); common ways to say hello and goodbye

Language/Culture Point: social norms around asking how people are doing

Objective: Students will learn the basics of small talk by being able to ask and respond to the question, "How are you?"

Materials: 1) Pictures of people demonstrating a variety of expressions/feelings, 2) Chart paper, 3) Dot stickers, 4) Picture cards: emotions, 5) Ball, 6) Timer

Preparation: No additional preparation is needed for this lesson.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of people demonstrating different expressions and feelings	- Using Pictures - Brainstorming

TEACHING ACTIVITY

1. Elicit vocabulary from the students by showing them pictures of people demonstrating different expressions.
2. On the board, list any vocabulary words that you and students generate.
3. Direct students to make notes in their books.

**HOW DO YOU FEEL?****STEP 2: MINI PRESENTATION WITH PROMPT**

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Chart paper- Dot stickers- Picture cards: emotions	<ul style="list-style-type: none">- Graphic Organizers- Pictures- Chalk Talk

TEACHING ACTIVITY

1. On separate chart paper, make a grid and use the emotion picture cards showing the different feelings across the top: happy, calm, afraid, angry, bored, sad, hungry, tired, sick. Leave room to add students' names going down the first column on the left side.
2. List possible reasons for different feelings next to the face that represents each one: hungry (didn't eat breakfast); happy (saw my best friend yesterday); angry (someone stole my wallet); etc.
3. Say, "I feel good today, but I'm a little tired." Use Chalk Talk to illustrate as you say, "I didn't get much sleep. I went to bed late and woke up at 5 in the morning." Put a sticker next to the face that represents how you feel and point to the reason as you repeat, "I feel good today, but I'm tired."
4. Point to the other faces and use pictures or Chalk Talk to explain why you feel different emotions. For example, "I'm hungry today because I didn't eat breakfast."
5. Have students mimic the faces and repeat key pronunciation as you point at the different faces.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Grid with emotive faces for feelings- Dot stickers	<ul style="list-style-type: none">- Graphic Organizer

TEACHING ACTIVITY

1. Have each student come up to the board individually. Say, "Hello. How are you today? Show me how you feel." The student can either point to a face on the grid, act out a feeling, draw a picture, or tell you



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2. Add the student’s name to the chart and put a dot sticker next to the corresponding emotion. Ask the class, “How does (name) feel?”
3. Ask the student, “Why do you feel __, (name)?” Point to the corresponding reason or add it to the chart if it’s not listed. Restate for the class, “(Name) feels (emotion) because he/she (reason).”

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of people demonstrating different expressions and feelings	- Using Pictures

TEACHING ACTIVITY

1. Tell students they are going to have a short conversation with another person about how they’re feeling.
2. Write a sample dialogue on the board. For example: A: “Hello, (name). How are you today?” B: “I’m (emotion) because (reason). How are you?” A: “I feel (emotion) today, thanks. See you later.” B: “Bye.”
3. Model the sample dialogue multiple times using pictures of people to illustrate the different emotions. Highlight different aspects of the conversation, such as different ways to end a conversation and substituting “How about you?” for “How are you?” when asking someone how he’s/she’s doing in return.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Have a student come up and practice the dialogue with you. Continue practicing the dialogue with one student at a time until students feel comfortable enough to use different feeling words and offer reasons for those feelings.



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2. Model how to use tone of voice and dramatic faces/movements to make it more fun. For example, bare your teeth and clench your fists to say, “I feel *angry*. How are you?”

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Picture cards: Emotions	- Question Asking and Answering

TEACHING ACTIVITY

1. Direct students to the writing practice in their books. Allow a few minutes for students to write the dialog in their books. They can use the sample on the board and help each other to write it correctly.
2. Have students work in pairs to practice the dialogue for five minutes. Use the picture cards so that students can draw a card to pick a feeling.
3. Then, have students get up and walk around the room to practice the dialogue with other students.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Create a chart on the board with two columns: “Hello” and “Feelings.”
2. Ask students, “What are some different ways to say ‘hello?’” Make a list. Words for “hello” include: “Hey,” “What’s up?” “What’s going on?” “Good morning/afternoon/evening,” “How are you doing?” “How’s it going?” etc. and direct students to make notes in their books.
3. Explain that usually when someone asks, “How are you?” or “How’s it going?”, the other person will give a generic, “I’m fine, thanks,” or “Good, thank you,” without offering further explanation.



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4. Ask students, “What other things can people say?” List the feelings words from earlier in the lesson. Use a student to help you model the dialogue again. This time, show an appropriate reaction/response to the feeling, such as a touch on the shoulder if someone’s feeling sad, offering an “I hope you feel better” if someone’s sick, etc.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Ball - Timer	- Line dialogue: Round Robin - Game: Toss the Ball

TEACHING ACTIVITY

1. Have students stand in a circle and do a quick round robin to see how each student is feeling by having each student converse with the person on his/her left. Model the language you want them to use, such as, “Hello, how are you?” “I’m feeling __ today, and you?”
2. After the first round, start a timer and see how quickly the students can complete each subsequent round.
3. As students file out of the classroom, throw a ball to each one and ask, “How are you today?” After answering, have the student throw the ball back to you to throw to the next student.