

Energy 4 Unit 4 How do you feel?

Time	30–35 minutes
Interaction	small groups and pair work
Preparation	Photocopy worksheet
Aim	To give practice of vocabulary describing emotions and to give speaking practice around the topic of solving problems

Procedure

Activity A

- Tell students that they are going to describe when they feel different emotions. Demonstrate the first activity by asking or writing the following question on the board:

When do you feel: enthusiastic? stressed?

Elicit a few examples and then give out worksheet. If necessary you can check students remember the meaning of the vocabulary at this stage.

Tell students to work in small groups of 3–5 and set a time limit of 15 minutes to talk about both positive and negative emotions. At the end of the 15 minutes the group should have a list of three things that make them feel positive and three things that can stop them feeling negative.

- Monitor and assist students whilst they do the task, for example, remind them of the meaning of the vocabulary or help them if they don't have the language to say when they feel a particular emotion.
- Do a brief feedback slot with the group. Ask them to explain the things that make them feel good and can stop them feeling negative. Ask the students to listen and see if the other groups had similar responses or different ones. If you have time, you can also ask them to share what they learned about what makes the people in their group feel different emotions.

Activity B

- Put students into pairs and tell them to look at activity B on their worksheets. Elicit an example of a problem that people the same age as the students have. Then ask the class what their advice would be to solve this problem.

For example:

Problem: *Teenagers often argue with their parents.*

Solution: *Talk things through calmly a day or two after an argument.*

Remind them to try and use the phrasal verbs, for example:

deal with work out drop out depend on talk through

- Allow students about 5 minutes to work in pairs and list three problems on their worksheet.
- Tell students to swap their list with another pair's list. They discuss what they think is the best solution and then write this under the problem.
- Students return the advice to the students who wrote the list of problems. Do some quick feedback – do they think the proposed solution will work? Why or why not?

Energy 4 Unit 4 How do you feel?

Activity A Work with a partner. Ask and answer the following questions:

Positive emotions When do you feel:

enthusiastic?

excited?

confident?

content?

delighted?

satisfied?

Write three things that can make you feel positive:

1

2

3

Negative emotions What makes you feel:

stressed?

annoyed?

depressed?

worried?

upset?

Write three things that can stop you feeling negative:

1

2

3

Activity B Problem solving

Think of three problems that people your age often face.

1

2

3

Now pass your list of problems to another student – she or he must write some ways to solve these problems.