



Lesson length	60 minutes	Level	B1
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Information about the class:

This lesson is designed for a B1 General English class of young adults. The lesson develops learners' ability to use intermediate level vocabulary to describe feelings.

Lesson aim(s):

- To present and practise a set of 12 adjectives describing positive and negative feelings in the context of talking about personal experiences.
- To introduce the use of a digital tool to support vocabulary learning and to demonstrate to learners how to use it to develop their own digital learning materials.

Rationale:

This lesson provides useful practice of developing vocabulary-learning skills, including grouping of vocabulary into lexical sets and personalisation of vocabulary. In addition, it encourages learners to select and use images to memorise vocabulary, and to develop skills in working with digital tools for learning.

Materials (referenced):

- Wordwall <https://wordwall.co.uk> (n.b. Teachers should create an account before the lesson – an email address and password are required)
- Quiz: Cambridge English – Good Feelings B1 <https://wordwall.co.uk/activity/omjh>
- Learners' smartphones/tablets/PCs (one for every two learners is enough)
- Interactive whiteboard or PC/laptop and projector
- Resources PDF

Assumptions:

Learners will be familiar with some of the vocabulary presented in the lesson, but not all. All the vocabulary in this lesson is at B1 level.

Anticipated difficulties	Solutions
Some learners may not understand the relationship between the images and feelings.	Teacher to use other examples, personalisation and concept checking to illustrate and clarify the meaning of the vocabulary.
Some learners may not be able to access the Wordwall website via their smartphones.	Learners can work in larger groups and share smartphones if necessary. Alternatively, the teacher can demonstrate the use of Wordwall on a mobile device and learners can practise this at home.
Learners may become distracted when using smartphones in class.	Teacher will ask all learners to agree to concentrate only on the lesson activity while using smartphones. Teacher to monitor carefully.



Assessment (how the teacher will know if lesson aims have been reached)

In this lesson, the teacher uses features of the Wordwall digital tool to assess how well the learners have developed their use of the target language.



Stage	Stage aim	Procedure	Interaction	Time
Lead-in	To establish the general meaning of 12 vocabulary items. To establish the topic of the lesson.	Put series of visuals to illustrate feelings onto the whiteboard using Resources PDF Page 1. Learners work in pairs to divide them into two groups – Good or Bad – six words in each group. (Note: if there is no interactive whiteboard, this can be projected or printed as a handout.) Answer: 1, 2, 3, 10, 11, 12: Good 4, 5, 6, 7, 8, 9: Bad	S–S	4
Presentation of target language	To clarify meaning, form and pronunciation of six items of target vocabulary.	Teacher elicits six vocabulary items for positive feelings from learners using visuals on Resources PDF Page 2: <ul style="list-style-type: none"> • <i>calm</i> • <i>confident</i> • <i>excited</i> • <i>interested</i> • <i>optimistic</i> • <i>proud</i> Focus on pronunciation: Teacher models and drills as necessary. Key pronunciation points to note: <ul style="list-style-type: none"> • <i>calm</i> – focus on long vowel sound; silent /l/ • <i>confident</i> – focus on stress on first syllable • <i>excited</i> – focus on stress on second syllable and /ks/ consonant cluster • <i>interested</i> – focus on number of syllables (3) 	T–SSS	6



		<ul style="list-style-type: none"> • <i>optimistic</i> – focus on syllable stress • <i>proud</i> – focus on vowel sound /aʊ/ <p>Focus on meaning: Use concept-checking questions to check understanding of meaning, e.g.:</p> <ul style="list-style-type: none"> • <i>calm</i> – <i>If you are calm, do you make a lot of noise?</i> • <i>confident</i> – <i>If you feel confident, are you sure you can do something well?</i> • <i>excited</i> – <i>If you are excited, do you expect something good to happen?</i> • <i>interested</i> – <i>If you are interested in something, do you want to know more about it?</i> • <i>optimistic</i> – <i>If you are optimistic, do you think the future will be good?</i> • <i>proud</i> – <i>If you are proud, have you done something people will be happy about?</i> <p>Focus on form:</p> <ul style="list-style-type: none"> • Learners may have difficulty in distinguishing between <i>-ed</i> and <i>-ing</i> adjectives and may substitute <i>exciting</i> for <i>excited</i> etc. Teacher to clarify difference between the items in this pair, e.g. usually <i>-ed</i> adjectives describe the way a person is feeling. <p>[Resources PDF Pages 2 and 3]</p>		
Checking understanding of meaning	To check that learners have understood the meaning of six items of the target vocabulary. To present the	Teacher logs into Wordwall and opens the Wordwall quiz https://wordwall.co.uk/activity/omjh Cambridge English – Good Feelings B1. Teacher sets the quiz format to <i>Teacher Led</i> , and displays using the interactive whiteboard or projector. The teacher can elicit the correct answers from the learners, or can invite the learners to come up to the	T-SSS	3



	written form of this target language.	whiteboard to find the correct answers.		
Developing skills with digital tools	To give further controlled practice of the target vocabulary and to practise using the digital tools.	Teacher then sets the same quiz as <i>Student Completed</i> and asks learners to work in pairs. A code is displayed on the whiteboard, and each pair uses one smartphone to recap the meaning of six positive words.	SS	5
Game activity	To give further practice and to use a game to help memorise the vocabulary.	Optional activity: at this point it is possible to play a game where learners have to race one another with their smartphones to see who can answer the questions most quickly – to do this, the teacher selects <i>Multiplayer</i> on the quiz page.	SS	5
Personalisation	To give learners practice in personalising the vocabulary in order to memorise it.	Learners talk in groups to complete sentences so that they are true for them. Use Resources PDF Page 4. <ul style="list-style-type: none"> • <i>I think I'm / I'm not a calm person because ...</i> • <i>I feel confident when I ...</i> • <i>I get excited when I ...</i> • <i>I am really interested in ...</i> • <i>I am usually optimistic about ...</i> • <i>I was very proud when I ...</i> 	SSS	7
Presentation of target language	To clarify meaning, form and pronunciation of six items of target vocabulary.	Teacher shows slide of negative feelings on the board, Resources PDF Page 5, and elicits the following vocabulary items: <ul style="list-style-type: none"> • <i>angry</i> • <i>confused</i> • <i>embarrassed</i> • <i>exhausted</i> • <i>nervous</i> 	T-SSS	5



		<ul style="list-style-type: none"> • <i>miserable</i> <p>Focus on pronunciation:</p> <ul style="list-style-type: none"> • <i>angry</i> – pronunciation of /ŋ/ sound • <i>confused</i> – pronunciation of /fju:z/ • <i>embarrassed</i> – stress on second syllable • <i>exhausted</i> – silent <i>h</i> /ɪg'zɔ:stɪd/ • <i>miserable</i> – focus on syllables: only three syllables <p>Focus on form: Spelling of <i>embarrassed</i>, <i>exhausted</i>.</p> <p>Focus on meaning: Teacher uses concept-checking questions to check on understanding of meaning, e.g.:</p> <ul style="list-style-type: none"> • <i>angry</i> – If you are angry, what do you do? • <i>confused</i> – If you are confused, are you sure about what to do? • <i>embarrassed</i> – If you are embarrassed, do you want everyone to look at you? • <i>exhausted</i> – If you are exhausted, do you have a lot of energy? • <i>nervous</i> – If you are nervous, do you feel confident? • <i>miserable</i> – If you are miserable, are you very unhappy? <p>[PowerPoint Slides 5 and 6]</p>		
Personalisation	To give learners practice in personalising the vocabulary in order to memorise it.	<p>Learners talk in groups to complete sentences so that they are true for them. Use Resources PDF Page 7.</p> <ul style="list-style-type: none"> • ... <i>makes me angry</i>. • <i>I am always confused by ...</i> • <i>The last time I was really embarrassed was ...</i> 	SSS	5



		<ul style="list-style-type: none"> • <i>When I am totally exhausted I ...</i> • <i>... make me really nervous.</i> • <i>I was really miserable when ...</i> 		
Personalisation	To give learners practice in personalising the vocabulary in order to memorise it. To give learners practice in using images and digital tools to help learn new words.	Learners work in pairs and use their smartphones/tablets/PCs to find their own pictures which best illustrate for them the meaning of each of the six vocabulary items. Learners talk to each other about why these pictures are relevant for them.	SS	5
Development of digital tools	To give learners practice in using digital tools to build up their own vocabulary-learning activities.	<p>Option 1: If learners have access to computers in the classroom, they can work in small groups to create a Wordwall account, make a short vocabulary quiz using the six visuals they have chosen and share the quiz with other learners.</p> <p>Option 2: If there is no access to computers in the classroom, ask learners to select one picture from the six they have chosen, and to send it to the teacher with a short message explaining why it illustrates a particular feeling.</p> <p>The teacher can then use the whiteboard to share the images with the class.</p> <p>After the class, the teacher (or one of the learners) uses these six images to create a quiz using Wordwall, and shares it with the other learners.</p>	SSS	15