

AIM

To complete a speaking activity practising vocabulary for feelings

LANGUAGE

Adjectives to describe feelings

SKILLS

Speaking, Listening

MATERIALS

One copy of the worksheet for each group of three/four students

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version. Here are some ideas:

- Personalize all the situations and call the game *How did you feel when ...?* Instead of the students asking *When did you last feel ...?* they should ask *How did you feel when ...?*

Pre-activity (5 minutes)

- Explain that students are going to play a game to revise adjectives describing feelings from Unit 9. Write on the board *When did you last feel ...?* and *Why?*
- Mime two feelings, e.g. *sad* and *nervous*, and elicit the adjectives to describe these feelings.
- Ask students to work in pairs to list as many adjectives to describe feelings as they can. Remind them to think about the vocabulary from Unit 9.
- After one minute, stop the activity and ask students to call out their adjectives. List them on the board making sure you include the following: *angry, nervous, delighted, stressed, upset, homesick, jealous, proud, scared, amazed, lonely, and disappointed*. Check pronunciation if necessary.

Procedure (20 minutes)

- Divide the class into groups of three or four and give each group a copy of the board game, some counters, and a coin to flip.
- Pre-teach/check expressions students will need to play the game: *It's your turn; It's my turn; Move the counter; Flip the coin; It's heads/tails.*
- Explain that students will flip their coin in order to move their counter forward. (heads = one square, tails = three squares)
- Students take turns to move around the board. When they land on a square with a question, they need to answer it. If they answer the question correctly, they can take another turn.
- Tell students that those listening must ask the speaker *Why?* whenever possible in order to get more information. Explain that they will need to listen to each other carefully because they will be asked to remember some of the information.
- As students play, go round monitoring, noting any common errors or pronunciation problems.
- The first player to get to the finish square wins the game.

Extension (10 minutes)

- Students write a paragraph about one of the questions they didn't answer from the board game. Go round monitoring and helping with vocabulary where necessary.