

# My feelings and health



## Teacher's Pack



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## My feelings and health: introduction

**Me and my family** gives learners the language needed to be able to talk about themselves, their feelings and people around them. The main foci of the lessons in this pack are speaking, listening and vocabulary; there are also some opportunities to develop reading and writing skills. There are three units in this pack **All about me**, **Describing my feelings and health** (this unit) and **My family, friends and others**. These nine lessons complement each other, but can be used separately. Timings are approximate and may take more or less time than shown, depending on your learner.

Bearing in mind that some learners' oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

### Overview

#### Unit 1: all about me

1a: myself

1b: my hobbies and interests

1c: my skills

#### Unit 2: my feelings and health

2a: how are you?

2b: it's great

2c: I feel ill.

#### Unit 3: my family, friends and others

3a: family members

3b: family and friends

3c: family life

**Level:** QCF Entry 1/2 , CEFR A1/A2 , SQA Access 2/3

## My feelings and health: how are you – teachers' notes

**Lesson 2a: how are you feeling?****Time:** 60 mins**Aims:**

- This session will support your learner too use adjectives to talk about personal feelings and daily situations.

**Objectives:****Your learner will be able to:**

- recognise and use *I am, I'm not, Are you...? ( I feel, I don't feel – extension)*
- recognise and use adjectives *scared, hungry, thirsty, upset, angry, excited, nervous, happy*
- recognise the words *quite, very, really*.

**Preparation****You will need:**

- **Worksheet 1** situation pictures
- **Worksheet 2** situation cards (cut up)
- A plain piece of A4 paper with *Yes* on the top left hand side and *No* on the top right.
- **Worksheet 3** feelings word cards (cut up)
- **Worksheet 4** quite, very, really chart
- **Worksheet 5** listening activity

**Consider:**

- Some of the feelings described may be traumatic for your learner. Consider what you know about the learner when preparing the learner, and be prepared to change topic should your learner appear uncomfortable.

**Introduction: (10 mins)**

- Look at the pictures (**Worksheet 1**) and elicit from your learner what is happening in each situation. Generate as much language as possible and write any new words down.
- Now ask how your learner might feel if he or she were in those situations. Listen to see if the learner uses any of the language items to be covered in the lesson. This will help you decide what you need to focus on most.
- Where appropriate, take time to let the learner talk about any experiences he or she has had as this will develop fluency. Use questions to prompt your learner to say more. Be aware that learners may have been through traumatic situations that they do not wish to talk about; be sensitive to this and ensure that your learner's wishes are respected.



## My feelings and health: how are you – teachers' notes

**Activity 1: feelings vocabulary (15 mins)**

- Give out the **Worksheet 2** sentence cards and ask your learner to read the sentence on each one. If your learner struggles to read the card, read it to the learner, highlighting the 'feeling' and 'situation' words. Elicit the pronunciation of both and drill where necessary.
- Once your learner has read the sentences, ask him or her to match the cards to the situation that they correspond to from **Worksheet 1**.
- Reinforce new language by going through each of the pictures, and asking your learner to tell you how the person on the card is feeling.
- Use the **Worksheet 3** feeling word cards to play a pelmanism game to further reinforce the vocabulary. Turn the situation and feeling word cards upside down and ask your learner to turn over the cards to find pairs of feelings and situations that match. Be prepared to accept any reasonable matches suggested by the learner.

**Differentiation:**

If you feel that six new language items will be too challenging, consider using a smaller selection of vocabulary here.

**Activity 2: I am / I'm not.... (10 mins)**

- Look at the **A4 Yes/No** sheet. Place the word cards (**Worksheet 3**) on both the *Yes* and *No* sides of the board in a way which reflects your own feelings.
- Model the language *I'm / I'm not* by pointing to the pictures and saying the appropriate sentence. For the positive sentences, give a simple reason with *because*, for example: *I'm not upset. I'm happy because it's my birthday today.*
- Give the cards to the learner to put on the board where he or she wishes. This time ask your learner to make sentences using *I'm / I'm not...* Encourage him or her to give a reason for the positive comments.
- Mime one of the feelings from the **Worksheet 3** word cards. Ask your learner to name the feeling. Then ask your learner to choose a feeling to mime. Continue until you have worked your way through all the feelings on the worksheet.

**Differentiation:**

- If the learner can cope with the introduction of the extra phrases, take the cards and put them one by one on the *Yes/No* board again saying the phrases *I feel* or *I don't feel*. When finished, ask the learner *I am nervous, I feel nervous - same meaning or different meaning?* Make sure he or she realises that these mean the same.
- To practise, hand the cards to the learner. Say a sentence, for example: *I feel hungry*. The learner should place it on the appropriate side of the board (in this case, the *Yes* side). Continue until all the cards have been placed then swap roles, with the learner saying the sentences.

**Activity 3: recognising quite, very, really (10 mins)**

- Look at **Worksheet 4** and at any 4 image cards. Place above the three numbers on the number pyramid - 1 not, 3 quite 5 very. Say a sentence for each picture and adverb and establish the meaning using the number as well as voice and body language, for example: *I'm not angry, I'm very hungry*.
- Focus your learner's attention on the **Worksheet 5** listening exercises and recap some of the adjectives by pointing at the pictures and asking the learner to supply the word. Explain that the learner must listen and circle the right number according to the adverb used.

Listening text sentences:

- |                     |                    |                     |
|---------------------|--------------------|---------------------|
| 1. I'm very angry   | 2. I'm quite happy | 3. I'm not nervous  |
| 4. I'm quite scared | 5. I'm not upset   | 6. I'm very excited |

- To finish, drill the sentences with the learner, encouraging him or her to place stress on the words *quite, not, and very*.

## My feelings and health: how are you – teachers' notes

**Activity 4: talking about situations (15 mins)**

- Introduce this activity by turning the **Worksheet 3** feeling word cards face down and asking your learner to pick one of the cards. When your learner picks one of the cards, ask him or her to name situations that match with the feeling chosen.
- Once the learner has turned over all the cards, provide a model sentence, for example: *'I feel really happy when it is my birthday'*. Drill the sentence, and then encourage your learner to make sentences using the same structure.

**Learning check:**

Monitor **Activities 3 and 4** to assess whether your learner is able to talk about his or her feelings. Focus on whether the learner clearly understands what the different feeling words mean.

## My feelings and health: how are you – teachers' notes

**Lesson 2b: it's great!****Time:** 60 mins**Aim:**

- This session supports learners to be able to describe everyday activities and give an opinion about them.

**Objectives:****Your learner will be able to:**

- name common activities
- use adjectives accurately to be able to give an opinion about everyday activities.

**Preparation****You will need:**

- **Worksheet 6** activity pictures (cut up)
- an A4 sheet of paper, divided in two with a smiling face on one side and a frowning face on the other (as used in **Lesson 1a**)
- **Worksheet 7** adjectives sheet
- **Worksheet 8** transcript worksheet
- **Worksheet 9** writing frame
- audio recording.

**Consider:**

- how much vocabulary you feel is appropriate to focus on with your learner.

**Introduction: (5 mins)**

- Use the **Worksheet 6** image cards to elicit, or teach and drill the vocabulary for different everyday activities. See how many of the activities your learner can say, before practising pronunciation.
- Demonstrate saying '*I like.... / I don't like...*' and put the activity cards on to the appropriate side of the **A4 like/dislike sheet**. Ask your learner to do this according to his or her opinions.

**Activity 1: listening (10 mins)**

- Play the first phrase of the audio recording and demonstrate moving the shopping card to the appropriate section of the **A4 like/dislike sheet** sheet. Ask your learner to complete this for the rest of the activities and play the rest of the recording. Play the recording as many times as necessary for your learner to place all the cards. Address any issues that emerge with the vocabulary.



## My feelings and health: how are you – teachers' notes

### Activity 2: presenting adjectives (10 mins)

- Show your learner the **Worksheet 7** adjective sheet. Focus the learner's attention on the images with each adjective (*fun, relaxing, boring, tiring, stressful, important*) and elicit and drill the vocabulary. Use gestures and clear examples to clarify meaning of these words. Elicit from the learner whether each adjective is 'good' or 'bad'.
- Play the first phrase of the recording again, and elicit which activity and adjective is mentioned by the speaker. Ask your learner to listen to the rest of the recording and to match the image cards to the correct adjectives. Play the recording as many times as necessary for your learner to be able to hear the answers.

### Activity 3: sentence focus (10 mins)

- Give your learner a copy of **Worksheet 8**, demonstrate that he or she should try to fill the gaps in the transcript of the recording. Check that your learner understands that the *-ing* form is used to describe activities after *I like / I don't like*. Make sure that the learner includes the 's' before adjectives. Play the recording to check answers, pausing after each sentence to drill form and pronunciation.

### Differentiation

Be aware that some learners may not be able to read the sentences on this sheet. Support your learner by reading out the sentences and completing the activity orally.

### Activity 4: talking about activities – fun, relaxing, boring (5 mins)

- Pick up the **Worksheet 6** image cards and ask your learner the following questions about each:
  - *Do you like.....?*
  - *Is it .....? (Repeat with all appropriate adjectives)*
  - *Quite .... Or very ....'*
- As your learner responds, encourage him or her to move the pictures next to the adjectives that he or she thinks are appropriate. You may want to use sticky tack or tape to fix the images in place.
- Ask your learner to tell you any additional activities that correspond to the activities already mentioned. Write or draw these activities on the **A4 like/dislike sheet**. Provide new vocabulary where needed and model and drill it.



## My feelings and health: how are you – teachers' notes

- Ask your learner to use the **A4 like/dislike sheet** with the image cards attached to help give his or her own opinion about the different everyday activities, both from the image cards and his or her own suggestions. Support the learner by indicating the different activities and adjectives and eliciting the necessary vocabulary.

### Differentiation:

- Some learners will need support to build up confidence talking about likes and dislikes. Support your learner with the pictures on **Worksheet 3**. Model and drill sentences, formed from the pictures on the worksheet. Once your learner builds up confidence use the pictures to prompt him or her to give his or her opinion independently.
- Consider how much grammar correction is appropriate for your learner: for learners who are less confident you may want to focus on building up his or her ability to communicate, while it may be more appropriate for a more confident learner to focus on grammatical accuracy

### Learning check: (10 mins)

Monitor this activity to assess whether your learner is able to talk about activities that he or she likes and dislikes. Pay attention to your learner's use of adjectives. You may want to assess how accurate your learner's grammar is, alternatively you may prefer to focus on communication.

### Activity 5: writing about your opinions (15 mins)

- Give your learner a copy of the **Worksheet 9** writing frame and highlight that this will help the learner to write a short text about his or her opinions of everyday activities.
- Start by using the writing frame to elicit answers from your learner. Encourage and support him or her to write in the spaces on the form.

## My feelings and health: how are you – teachers' notes

**Differentiation:**

Learners with lower-level literacy skills may need more support to produce texts. Consider using a language experience approach here:

- Scribe your learner's statements from **Activity 4** on to strips of paper.
- Use the strips of paper to drill each statement.
- Working one sentence at a time, cut the strip into individual words and drill and elicit the sentences word by word.
- Mix the sentence up and ask your learner to re-arrange the words into the right order, reading each word as he or she does it. Note, this should be done one sentence at a time.
- Ask your learner to copy the words from the cut out cards on to a piece of paper.

**Activity 6: conversation (5 mins)**

- Ask your learner to describe his or her typical week, using the activities discussed in the lesson. Ask your learner questions about the different activities to find more information, for example:
  - *When do you do ...?*
  - *Who do you do ... with?*
  - *Where do you do ...?*
- Encourage your learner to say as much as possible, supply any new language required for this.

## My feelings and health: I feel ill – teachers' notes

**Lesson 2c: I feel ill****Time:** 60 minutes**Aims:**

- This session supports learners to recognise and use a number of adjectives and adverbs to describe symptoms of illness.

**Objectives:****Your learner will be able to:**

- be able use a number of symptom adjectives *grazed, sore, blocked, itchy, bruised, swollen*
- make sentences about symptoms, for example: *my arms are bruised, my leg is grazed, my knee is swollen, my eye is sore, my head is itchy, my throat is sore, my nose/ear is blocked.*
- use *not, quite* and *very* to describe severity of symptoms.

**Preparation****You will need:**

- **Worksheet 10** body part pictures (cut up)
- **Worksheet 11** symptom picture cards. You may want to cover the words with sticky notes initially (cut up)
- **Worksheet 12** condition and symptom worksheet
- **Worksheet 4** *not, quite, very* chart (from **Lesson 2a**).

**Consider:**

- This lesson assumes that the use of *not, quite* and *very* has already been covered in **Lesson 2a**.
- It assumes some knowledge of the body parts covered in the lesson. Activity 1, therefore, aims to recap rather than teach new language.
- Many learners tend to use *too* instead of *very*, for example: *My head is too itchy*. Encourage your learner to use *very* instead.

**Introduction: (5 mins)**

- Ask the learner how he or she feels. Then ask how his or her health is. This need not go into any great depth. Say how you are feeling and describe any illness symptoms you may have or have had recently.

## My feelings and health: I feel ill – teachers' notes

**Activity 1: parts of the body recap (5 mins)**

- Pointing to parts of your own body (or **Worksheet 10** pictures, if preferred) ask the learner to name as many parts of the body as he or she can. Make sure the following words are covered: *leg, arm, head, knee, nose, ankle, eyes, ear, throat*. Practise any of these that are not known.
- Make sure the learner can say the words clearly.

**Activity 2: symptom vocabulary (10 mins)**

- Lay the **Worksheet 11** symptom pictures and the **Worksheet 10** body part pictures on the table. You may want to cover the words on the **Worksheet 11** cards with sticky notes initially.
- Focus learner's attention on the symptom image cards on **Worksheet 11**. Ask your learner to name as many of the symptoms pictured as he or she can. Teach any new words, using mime to make the meaning completely clear.
- Now direct your learner's attention to the body part image cards on **Worksheet 10**. Say a sentence using a body part and a suitable symptom, for example: *My knee is swollen today*. Ask the learner to pick up the two corresponding cards. If your learner chooses the wrong symptom card he or she should keep choosing until he or she gets the right one.
- Continue until all the symptom cards have been used.
- Now say the sentences shown by the pairs of cards and ask the learner to repeat until confident. Use mime, gestures or simple explanations to clarify the meaning of words if still unclear from the image cards.
- Mime a few symptoms, for example: *blocked nose, swollen knee* and *itchy head*. Elicit the target language from your learner, drilling pronunciation where necessary. Then swap roles.
- If your learner can read, he or she could write down the symptom words in a notebook for reference. Practise reading each word with your learner until he or she is confident.

**Differentiation:**

Some learners may feel more comfortable learning just three or four symptom words. Choose: sore, swollen, blocked and itchy.

## My feelings and health: I feel ill – teachers' notes

### Activity 3: talking about symptoms (10 mins)

- Look at a **Worksheet 11** symptom card. Let the learner match all the possible parts of the body cards (**Worksheet 10**) which could correspond with that symptom and say sentences e.g. *My arm/leg/knee/ankle is swollen*. Make corrections and check for correct use of the verb forms *is/are*.
- Work through each symptom in this way (see answers for possible permutations).
- Put **Worksheet 11** cards to one side, and focus the learner's attention on the **Worksheet 10** body part pictures. Hold up an image card and ask your learner to make a sentence describing a symptom about the body part pictured. Continue until you have worked your way through the body part cards. Then repeat the same process for the symptoms.
- Mime some symptoms, as in **Activity 2**. This time, ask the learner to make sentences, for example: *My head is itchy*. Then swap roles.

### Differentiation

If your learner has difficulty using *is* and *are*, use **Worksheet 3** from **Lesson 2b** to divide up the body part cards into plural and singular more visually so the learner knows which form of the verb to use.

### Activity 4: illness/symptom matching (10 mins)

- Look at **Worksheet 12**. Let your learner read or use the picture to find out what the four health issues are.
- Discuss the possible symptoms. Then the learner should fill in the gaps in the texts with a suitable symptom word. Support the learner with reading any new words.
- Cut up the sheet into eight cards. Shuffle the cards. Let the learner match the picture and the symptom description. Ask your learner to say the sentences describing the symptoms.

### Differentiation:

If the learner is unable to read the texts, look at the pictures and discuss the symptoms and make sentences orally. To practise, describe the symptoms in one of the pictures and ask the learner to choose which one it is. Then show one of the problems and ask the learner to describe the symptoms.

## My feelings and health: I feel ill – teachers' notes

**Activity 5: quite, very, really (10 mins)**

- Look at **Worksheet 4** chart. Recap the words that correspond to the numbers (3 = quite, 5 = very. See **Lesson 2a**).
- Encourage your learner to use these adverbs to make sentences to describe the symptoms.

**Activity 6: role play (10 mins)**

- Play the part of the doctor. Give the learner some body parts and symptom cards and ask him or her to explain the problems. Try to make the role play natural by starting with e.g. *Good morning, what seems to be the problem?* Give some kind of diagnosis or prescription at the end.
- Do the role play several times with different card pairs until the learner seems confident.

**Learning check:**

Monitor the role play to assess how well your learner is able to talk about different symptoms. Note to see if the learner is able to use the presented adverbs.

## Answers

### Lesson 2a - Activity 4

1. 5	2. 3	3. 0
4. 3	5. 0	6. 5

### Lesson 2b

See transcript

### Lesson 2c. Activity 3

- arms – itchy, swollen, bruised, sore, grazed
- nose – blocked, sore, itchy
- leg – sore, itchy, bruised, swollen, grazed
- ankle – itchy, sore, swollen, bruised
- knee – itchy, sore, bruised, swollen, grazed
- eyes – itchy, sore, swollen, bruised
- head – itchy, sore, bruised, swollen, grazed
- throat – blocked, sore
- ear – itchy, blocked, sore

### Lesson 2c. Activity 3

1. Head lice : my head is *itchy*.
2. Flu: my nose is *blocked*, my throat is *sore*.
3. Hayfever: my eyes are *itchy/sore*; my nose is *blocked*.
4. Bike accident: my ankle is *bruised/swollen*; my knee is *bruised/swollen/grazed*; my arm is *bruised/swollen/grazed*.

**Transcripts****Lesson 2b**

There are some things that I do every week. Some of them are things I like and some of them I don't like.

I do the shopping every week, it's very boring - I don't like doing the shopping. I don't like taking my children to school every day, it's good for them, but it's quite tiring. I don't like going to the job centre. I go every two weeks, they ask a lot of questions – it's stressful.

I like going to the mosque every Friday, it's very important for me. I like going swimming because it's relaxing. I like meeting friends, it's fun. I study English every week, I like it – it's important for me.



Lesson 2a. Worksheet 1



**Lesson 2a. Worksheet 2**

**I'm upset when people are rude**

**I'm scared when I see people fighting**

**I'm happy when I'm with my family**

**I'm angry when I see people drop litter**

**I'm nervous before a job interview**

**I'm excited when I travel somewhere new**



**Lesson 2a. Worksheet 3**

scared

happy

nervous

upset

angry

excited

Lesson 2a. Worksheet 4

5 - Very

3 - Quite

0 - Not



Lesson 2a. Worksheet 5



0

3

5



0

3

5



0

3

5



0

3

5



0

3

5



0

3

5

Lesson 2b. Worksheet 6



Lesson 2b. Worksheet 7



Fun



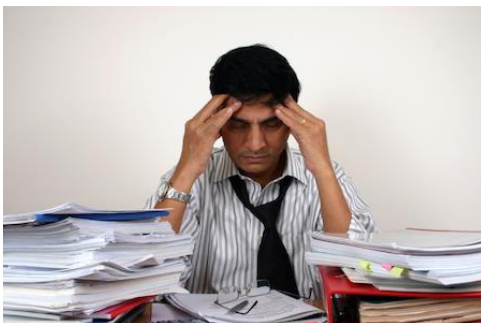
Relaxing



Boring



Tiring



Stressful



Important

**Lesson 2b. Worksheet 8**

*Listen to the recording and fill in the gaps*

I \_\_\_\_\_ the shopping every week, \_\_\_\_\_  
 very boring - I don't like doing the \_\_\_\_\_ I don't  
 like \_\_\_\_\_ my children to school every day, it's  
 good for them, but \_\_\_\_\_ quite tiring. I  
 \_\_\_\_\_ like \_\_\_\_\_ to the job centre. I go  
 every two weeks, they ask a lot of questions –  
 \_\_\_\_\_ stressful

I \_\_\_\_\_ going to the mosque every Friday, it's  
 very important for me. I like \_\_\_\_\_ swimming  
 because \_\_\_\_\_ relaxing. I like meeting friends,  
 \_\_\_\_\_ fun. I \_\_\_\_\_ English every week, I  
 like it – \_\_\_\_\_ important for me.



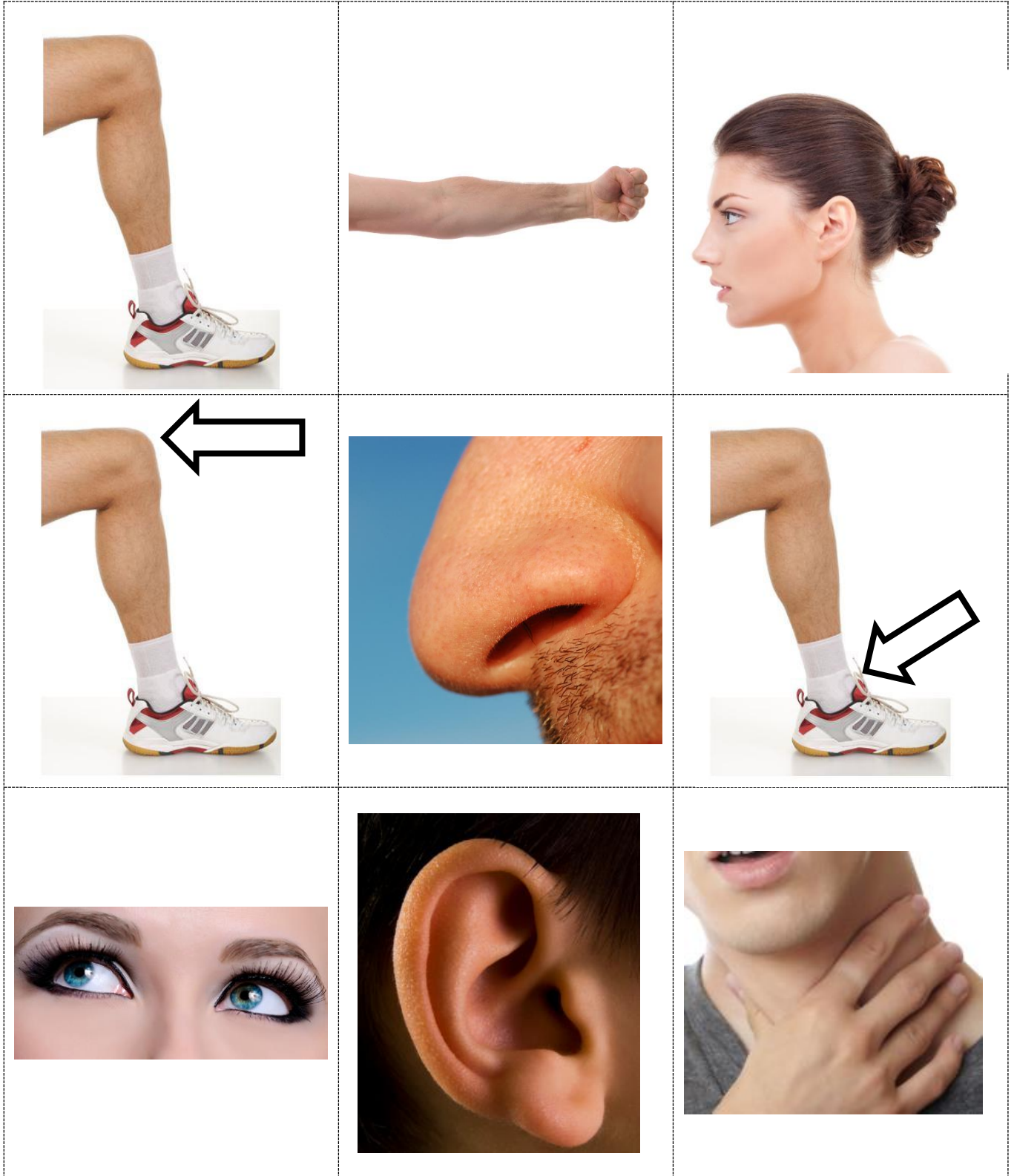
Lesson 2b. Worksheet 9

There are some things that I do every week. Some of them are things I like and some of them I don't like.

I don't like \_\_\_\_\_ every day, it's  
\_\_\_\_\_. I don't like going to \_\_\_\_\_. I go  
every \_\_\_\_\_, \_\_\_\_\_ it's \_\_\_\_\_.

I like going to the \_\_\_\_\_ every \_\_\_\_\_, it's  
\_\_\_\_\_. I like \_\_\_\_\_ because it's  
\_\_\_\_\_. I like \_\_\_\_\_, it's \_\_\_\_\_. I  
\_\_\_\_\_ every week, I like it –  
it's \_\_\_\_\_.

Lesson 2c. Worksheet 10



Lesson 2c. Worksheet 11





itchy



blocked



swollen



bruised



sore



grazed

Lesson 2c. Worksheet 12





head lice

My head is

.....



flu

My nose is .....

My throat is .....



hayfever

My eyes are .....

My nose is .....



bike accident

My ankle is .....

My knee is .....

My arm is .....