Emotions/Idioms

ESL Objectives:

**Pronunciation** - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

**Diction** - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English*!

**Vocabulary** - learning new words of a foreign language. This includes idiomatic expressions.

**Fluency** - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

**Intonation** - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

**Confidence** — levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

Objectives:

1. The students will be introduced to Emotion vocabulary by use of
   a. Pictures in student workbook
   b. Word flash cards - assistants acting out emotion – repeat orally
   c. Assistants act out emotions – students say appropriate word
   d. Vocabulary will be applied using pictures of children showing emotion – students will put emotion into a sentence, and express WHY that child is…..
   e. Vocabulary applied “TPR” – students acting out emotions
   f. The students will be introduce to Idioms – using flash cards of pictures – repeat orally
   g. The students will use vocabulary and idioms in dialogue
   h. The class will stand up and act out emotions (TPR)
   i. The students will learn songs and jazz chants about Emotions
   j. If time; the students will write out a sentence using one idiom.
   k. The students will be reminded that all group work must be done in English.

Materials Needed

Free emotion Flash Cards and pictures available:
   www.TeachChildrenESL – Flashcards!

From a Teacher Store – colored pictures of children, each showing one emotion
Happy Face name tags for today only
Happy Face Balloons to decorate classroom
Happy Face 16 inch pictures to decorate classroom
Happy Face stickers to give at the end
**FIRST SESSION: 45 minutes**

“Good Morning Class”

I. Review previous day’s vocabulary – point to a word on your Word Wall and call on individual students for definitions as the Chinese student typically does not volunteer. Review previous lesson’s idiom as well.

II. Have the students stand and rehearse a song learned in a previous lesson, or a jazz chant. This for is “warm up” as well as getting the brain “ready” to learn new vocabulary.

III. Introduce new vocabulary. Use as many prepared pictures as possible as these are the universal language. You can copy free pictures from Google Images.com. There are excellent pictures in the student workbook.

**Vocabulary:**
Emotions – feelings
Idioms – words that have a different meaning from the way used – You said….You meant…..

Happy Sad Surprised Anger Frustration Excited Fear Silly Sleepy Bored Confused Jealous Love Shy Excited

A. Introduce the vocabulary on emotions using pictures in student work books.

B. Assistants act out with facial expressions and body language each emotion. Students repeat word. Show word flash cards

C. Assistants act out again, students give the emotion verbally

D. After the vocabulary for emotions has been introduced, play a quick game with TPR. Have the class stand. The teacher gives an emotion and points to a student. He/she must repeat the word, and then “express’ the emotion physically with facial expression and body posture.

If time:

E. Introduce pictures of children – have the students work in pairs – each pair gives a complete sentence using the emotion expressed in the picture, and then telling WHY she is feeling the way she is feeling. “She is sad. She is sad because…..”
SECOND SESSION: 45 minutes

A. Review vocabulary on emotions – switch pairs and pictures
   And repeat F. above

B. Teach the idioms that express the emotion of anger. Idiom pictures are on the BTW web site, and can be printed and laminated. Have students repeat the emotion, and the phrase.

   1. Teach difference between Idiom and Emotion – explain that every language uses idioms, a phrase that says one thing but means another. Unless you know some of the idioms, it is often hard to understand what someone is saying.
   2. Write this Chinese idiom on the black board.
      This means “one action, several consequences”. Example: “kill two birds with one stone”

**Idioms:**
Anger
   He hit the ceiling – (He became very angry)
   He lost his temper – (same)
   He blew his top – (same)
   He is ticked off – (same)
   When someone is angry, you might say…    Cool it – (Calm down)

C. Think-Pair-Share: In partners, students focus on one idiom assigned to them on a card. Their assignment is for each one to come up with a sentence about what the idiom is really saying, and a sentence using the idiom in context. Partners think about the idiom and share their response with their partner. Have partners stand and share idiom sentence with whole class. One partner tells what the idiom is and what it actually means in complete sentence. The other partner states the sentence they both came up with.

Selecting Pairs:

   1. One option is for the student to select his partner. However, this is not always a good idea.

   2. An excellent option is to give half the class numbers (1-12), and the other half the same numbers (1-12). The student must find the person with the same number and partners are formed. (If you work in pairs a lot, this will ensure the students working with a different student every day as they get new numbers every day.)
3. Another option for selecting pairs is to have the teacher pair up a strong student with a weaker student. You will need to have the students several days before you can make this assessment. This is an excellent option for use during the second week of camp for lessons requiring working in pairs.

D. Teach Dialogue

1. Review any words that may be difficult
2. Model dialogue with Assistant – 2x’s
3. Have students altogether take one part
4. Have students as a class switch parts
5. Work in pairs

DIALOGUE

#1 Hi Paul, how was your first day at summer camp?
#2 Sweet! How was yours?

#1 It was awesome! At first I was shy. I didn’t know anyone.
#2 I was surprised that I was not more afraid.

#1 We met our teachers yesterday. I am happy they are our teachers. I love them already.
#2 I am happy and excited! I think I will be sad when Summer English Camp is over.

#1 My new friend was frustrated because he found it confusing to learn idioms.
#2 That’s silly. I am surprised to hear that. I love learning idioms!

#1 Well, I’d rather be frustrated than bored.
#2 Another student was angry because she was so sleepy from staying up late the night before, she did not wake up in time and missed the class!

#1 I bet she is jealous of all that we learned while she was sleeping!
#2 At least she is excited about learning English. I think she will go to bed on time tonight.

All: Yes, we all need to go to bed early, because we love our English Speaking Camp!
THIRD SESSION: 45 minutes

A. Pair Work - Dialogue

Once new pairs are established, have them practice the dialogue. “Repetition is the mother of all learning.” The students may “sound good” but they are just “reading.” The Chinese students can read English quite well. It is the “speaking of it” that needs to be practiced over and over. You want the students to get to the point where they can “read and look up,” where they can have “chunks of language” in their minds, and where there is general fluency and principles of elocution. You may ask them to substitute other words as they learn this dialogue.

B. When the students are ready, ask them to recite the dialogue in front of the class, using substitution and their own words.

Important Note for Teachers: The students must receive encouragement whenever they speak English in front of their classmates. Always give a very specific, positive comment at the end of each one’s speaking turn.

Examples:
“I like the way Alice pronounced her /v/ sounds.”
“I like the way Joseph projected his voice.”
“I like the way Mary put so much feeling into this story.”

C. If time permits – teach jazz chant

Jazz Chants help non-native speakers get the "feel" of American English. The student learns the stress, rhythm, and intonation patterns by "doing" them. It's a very effective and enjoyable way to learn. Steps in teaching a jazz chant:
1. Be sure students know all the key vocabulary.
2. Have the students follow the chant in their Student Workbook.
3. Read the entire chant to the class - slowly
4. Read one line at a time of chorus and have students repeat the line until they can say most of the words.

Idiom Jazz Chant

Are you angry? Are you mad?
Are you ready to hit the ceiling That’s too bad!
Are you ready to lose your temper?
Are you ready to blow your top?
Are you ticked off? Cross? You must stop!
Cool it! Calm down! Listen to me!
Things will be fine – just wait and see!
Should you complete everything and still have time....

D. Sing Songs

   **If You’re Happy and You Know It**

   If you’re happy and you know it clap your hands (Clap Clap)
   If you’re happy and you know it clap your hands (Clap Clap)
   If you’re happy and you know it, then your face will surely show it.
   If you’re happy and you know it clap your hands (Clap Clap)
   Repeat replacing Clap with “Stomp your feet”, shout “Hoorah”, do all three.

E. Sing Songs “Scratch a Friend’s Back”, “Getting to Know You” and “Camp Song”
Emotions & Idioms

Vocabulary:

happy       bored
sad         confused
surprised   jealous
anger       love
frustrated  shy
excited     cross
fearful     sweet
silly       awesome
sleepy      afraid

Emotions - feelings

Idioms - words that have a different meaning from the way they are used

Idioms:
Hit the Ceiling - very angry
Lose your temper - so angry, lose control
Blow your top - very angry
Ticked off - angry
Cool it - calm down

Jazz Chant:
Are you angry? Are you mad?
Are you ready to hit the ceiling?
Why that's too bad!
Are you ready to lose your temper?
Are you ready to blow your top?
Are you ticked off? Cross?
You must stop!
Cool it! Calm down! Listen to me!
Things will be fine - just wait and see!

Song: If You're Happy and You Know It

If you're happy and you know it clap your hands (Clap Clap)
If you're happy and you know it clap your hands (Clap Clap)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it clap your hands (Clap Clap)

- If you're mad and you know it stomp your feet
- If you're sad and you know it cry boo-hoo
- If you're tired and you know it give a yawn.
- If you're scared and you know it give a scream
Dialogue:
#1: Hi Paul, how was your first day at summer camp?
#2: Sweet! How was yours?

#1: It was awesome! At first I was shy. I didn't know anyone.
#2: I was surprised that I was not more afraid.

#1: We met our teachers yesterday. I am happy they are our teachers. I love them already.
#2: I am happy and excited! I think I will be sad when Summer English Camp is over.

#1: My new friend was frustrated because he found it confusing to learn idioms.
#2: That's silly. I am surprised to hear that. I love learning idioms!

#1: Well, I'd rather be frustrated than bored.
#2: One of my friends was angry because she was so sleepy from staying up late the night before, she did not wake up in time and missed the class!

#1: I bet she is jealous of all that we learned while she was sleeping!
#2: At least she is excited about learning English. I think she will go to bed on time tonight.

All: Yes, we all need to go to bed early, because we love our English Speaking Camp!