

# Title

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**TOPIC:** How do you feel? - adjectives describing emotions.

**GRADE:** 6th

**APPROACH:** drama technique, multisensory approach, differentiation in a foreign language teaching

**DURATION:** 45 min

**Summary:** by means of this lesson students are supposed to acquire varied adjectives describing emotions and different ways of expressing and responding to them. Vocabulary, pronunciation, spelling and finally speaking practice are the most widely promoted competences during the entire lesson. The lesson involves different teaching approaches as well. Drama technique, for instance, allows learners to use the acquired knowledge in practice and in a real life situation or differentiation helps to take into account individual characteristics of the students. Multisensory Teaching Approach is purposefully chosen because this method of teaching can be applied for the whole class. It is especially beneficial for less-skilled learners and SEN students, those with dyslexia in particular since they encounter problems with spelling and have weaker phonological skills. It is ideal for teaching them spelling and pronunciation too. More able students, with higher intellectual abilities, lower ability ones, with dyslexia, ASD, ADHD or with Ukrainian as an additional language are thus all taken into consideration as the teacher prepares varied activities for them to practice the same language item and the ones which are adjusted to their skills. Another aspect of differentiation concerns the choice or interest given by the teacher because learners can choose on their own the type of the exercise they prefer the most from the options given (tracing words on their friends' backs, colourful letter tiles, or movement activity) and the one which is within their abilities. As students with ADHD are predominantly inattentive, hyperactive, get easily distracted or have problems with focusing, the teacher changes the activities and introduces the one requiring movement and action as well. The teacher also asks students to change their partners, move around the class, which is also an element which combats boredom and gives students an opportunity to do a physical activity (good for ADHD students). The final stage, namely speaking practice involves the fifth educational learning objective from Bloom's Taxonomy, namely synthesis because the learners produce, develop, design new, original work based on the acquired knowledge. The aim of the speaking task – a role play is to practice communicative skills and use language students may use in real life.

### Learning Objectives, Skills and competencies:

What are the main objectives? What skills will the learner develop and demonstrate within the scenario? (e.g. 21st Century Skills).

Students will acquire new vocabulary and develop speaking skills. Another aim is to promote learning English as a foreign language in an engaging and communicative way by means of using drama as an approach in teaching and familiarize students with all types of learning difficulties with various types of emotions. A subsidiary aim is to create a pleasant atmosphere by means of which learners will be encouraged to learn and use a foreign language more frequently. What is more, the lesson undoubtedly allows students to practice the four Cs, one of the most essential skills of the 21st century. Students are going to increase their communication skills and develop their confidence in using a foreign language as there are plenty of activities and opportunities for them to use English in speaking. Collaboration is another vital ability, which is also present during the lesson since students have more than one chance to work on certain tasks with their peers. Interestingly, the elements of critical thinking and creativity can be also noticed at certain stages of this lesson. By means of completing particular tasks, students are encouraged to think outside of the box, solve puzzles, be involved in a guessing game or develop creativity by preparing exercises with playdough or Dixit cards.

### Learners' role:

What sort of activities will the learner be involved in?

## FAR BEYOND THE BARRIERS SCENARIO

Learners are involved in various types of exercises. They work individually to answer the teacher's questions and finish the given sentence on their own. What is more, they work in groups or they collaborate in pairs to perform certain communicative tasks.

### Tools and Resources

What resources, particularly technologies, will be required?

A blackboard, flashcards, pieces of paper with the names of the adjectives, handouts for students, playdough, toothpicks, cards with big syllables, markers, costumes, Dixit card, small whiteboards and markers.

### Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, in an online space?



## FAR BEYOND THE BARRIERS SCENARIO

The learning will take place in a school classroom, although other settings are also possible.

### Far Beyond the Barriers Scenario Narrative

Describe in max 10 sentences the main ideas of the scenario

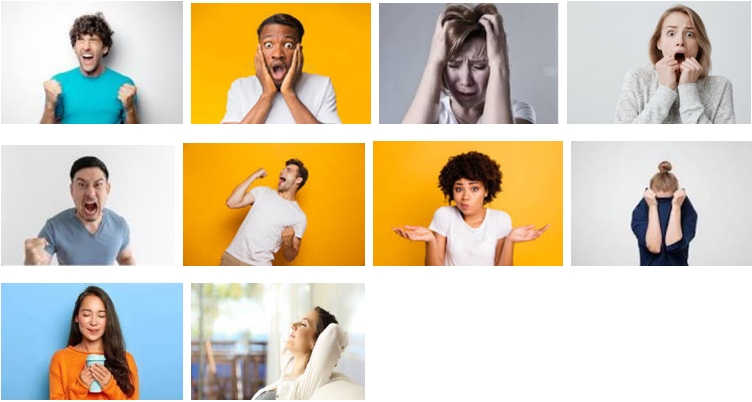
The main ideas of the lesson are connected with a multisensory approach to learning English. The students know words about emotions then practice them in various ways: trace words on each other's backs, use colourful playdough, on which they have to write a word with a toothpick, colourful letter tiles, a bingo activity and a movement activity. It is especially beneficial for less-skilled learners and SEN students, those with dyslexia in particular since they encounter problems with spelling and have weaker phonological skills. A subsidiary aim is to create a pleasant atmosphere by means of which learners will be encouraged to learn and use a foreign language more frequently. The learners can choose on their own the type of the exercise they prefer the most from the options given (tracing words on their friends' backs, colourful letter tiles, or movement activity) and the one which is within their abilities. Apart from that they collaborate with others and practice the role plays- dialogues in the restaurant. Students are encouraged to be creative, collaborative and develop their communicative skills. .

### Learning Activities

Warm-up activity

The teacher and students have a quick conversation about how they feel today. Then, students receive pieces of paper with the beginnings of the sentences which they have to finish on their own. For example, they have to end such a sentence: I feel happy when...; I feel excited when...; I feel surprised when... They share their ideas with others.

## FAR BEYOND THE BARRIERS SCENARIO

Collaborative work	<p>As the final revision of the meaning and pronunciation of 10 adjectives related with emotions, learners are divided into groups and receive some cards from the game Dixit. They describe the pictures together with their friends and need to name the emotions they associate with the pictures (the adjectives are written on the board). The teacher monitors their work and helps if necessary. Then, when the groups are ready, they have to complete one more activity. Each group needs to choose one picture, describe it as detailed as possible and the other groups have to listen and draw the identical picture on their spare pieces of paper. The group with the most similar picture to the one being described scores a point. The game is continued until all the groups present their chosen pictures.</p>
Investigation work	<p>The teacher shows students 10 pictures presenting such different emotions as: excited, surprised, devastated, terrified, furious, thrilled, confused, ashamed, pleased and satisfied respectively:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>She models the words, pointing to each picture with its spelling and asks the learners to repeat each new item.</p> <p>So as to practice the words' correct pronunciation, the teacher drills the words with the students, beginning with choral repetition and individual drills. Then, she explains that she is going to take one picture away as students' eyes remained closed and learners have to guess which emotion is missing</p>

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	<p>from the board (pictures are numbered from 1 to 10). The guessing game is repeated until all the words are taken away from the blackboard. Another task involves the teacher miming the words' pronunciation quietly, exaggerating the sounds with her mouth and asking the learners to guess which word it is. If time allows, the teacher can choose volunteers who utter their examples of words to the rest of the class. What is more, the teacher shows students the pieces of papers with the correct spelling of the words. She asks individual students to read the words and match them on their own to the correct pictures.</p>
<p>Practice work:</p>	<p>The first activity involves</p> <p>To practice the meaning of the adjectives related with emotions, learners play charades. Each student chooses one emotion, needs to present it and the others guess which one it is.</p> <p>In order to practice the words' spelling, the teacher decides to do it in a multisensory way and gives students the opportunity to choose their own technique for practicing spelling of the adjectives (learners can still see the spelling of 10 words on the board). They choose which spelling station they prefer:</p> <ul style="list-style-type: none"> <li>- in their pairs learners can trace words on each other's backs (there are three rounds, learners score points for each correctly guessed word, so there is an element of competition, fun and excitement);</li> <li>- learners are given some colourful playdough, on which they have to write a word with a toothpick, the word is pronounced for them by their classmate (there are three rounds, learners score points for each correctly written word, so there is an element of competition, fun and excitement);</li> <li>- learners are provided with colourful letter tiles, one learner dictates a word to his/her friend and he/she has to bring down each letter to spell it correctly (there are three rounds, learners score points for each correctly written word, so there is an element of competition, fun and excitement);</li> <li>- bingo activity – students have to find the hidden words in a crossword; dyslexic and lower ability students are given a simplified version of this task as attached below*, more able</li> </ul>

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	<p>students are given a more challenging version, without any hints;</p> <ul style="list-style-type: none"> <li>- jumping, movement activity – the teacher prepares bigger cards with the words’ syllables and she places them around the carpet. The students work in pairs, one person says one of 10 words and the other learner has to find this word’s correct syllable and jump on them while saying the word at the same time. (there are three rounds, learners score points for matching the words’ syllables correctly, so there is an element of competition, fun and excitement).</li> </ul>
Producing work	<p>As the final stage of the lesson, students work in pairs to perform a restaurant role play based on a given problem and then present it in front of the class. They are provided with such problems and have to deal with them adequately:</p> <ol style="list-style-type: none"> <li>a) The waiter accidentally poured beetroot juice on a client.</li> <li>b) The client has to complain about the spicy food he/she received.</li> <li>c) The waiter needs to stay calm as the client is really demanding and quite indecisive.</li> <li>d) The client receives a delicious meal and wants to complement a restaurant by serving such excellent food.</li> <li>e) The client is enjoying the stay in the restaurant as the waiter is really pleasant and nice towards him/her.</li> </ol> <p>The teacher chooses a brave student and models a similar conversation with him/her. Then, the students work on their dialogues in pairs, practice them and then present in front of others. They do not reveal the topic of their conversation as the other learners have to listen and formulate it on their own.</p>
Discussion	<p>The teacher discusses each exercise with the students making sure they know how to perform a certain exercise.</p>

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Presentations	The students work on their dialogues in pairs, practice them and then present in front of others. They do not reveal the topic of their conversation as the other learners have to listen and formulate it on their own.
Assessment and feedback	The teacher monitors their work during every activity, helps whenever necessary and presents feedback after learners' production and presentation.