

Lesson Plan: Basic feelings and emotions

Level	Beginner (A1–A2)
Time	45–60 minutes
Skills	Vocabulary, speaking, grammar
Focus	Naming emotions; I feel... / I'm...; -ed vs. -ing adjectives; asking about feelings

OBJECTIVES

By the end of the lesson, students will be able to:

- Name at least 15 common emotions in English
- Express how you feel using I feel... / I'm...
- Ask how someone feels and respond naturally
- Understand the difference between -ed adjectives (how you feel) and -ing (what causes the feeling)

TARGET LANGUAGE & EXAMPLES

Basic emotions

- happy, sad, angry, scared/afraid, surprised, excited, bored, tired, nervous, confused, proud, embarrassed

More nuanced feelings

- frustrated, anxious, relieved, disappointed, jealous, lonely, grateful, overwhelmed

Expressing feelings

- I feel happy / tired / nervous today.
- I'm really excited about the trip! / She looks sad. / He seems angry.
- They appear nervous. / I'm feeling a bit under the weather. (= slightly unwell, informal)

-ed vs. -ing adjectives — one of the most persistent errors

- I'm bored. (= I feel bored — the feeling is mine)
- The lesson is boring. (= the lesson causes boredom)
- I'm excited. / The news is exciting.
- She's confused. / The instructions are confusing.

Meaning & Nuance

-ed (how the person feels)	-ing (what causes the feeling)	Example pair
bored	boring	I'm bored. The film was boring.
excited	exciting	She's excited. The news is exciting.
confused	confusing	He's confused. The instructions are confusing.
tired	tiring	I'm tired. It was a tiring day.
surprised	surprising	I was surprised. It was a surprising result.

frightened	frightening	I'm frightened. The film is frightening.
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LESSON PROCEDURE

1. Warm-up: Emotion charades (5–10 min)

Task: Students act out emotions; others guess.

- Fast and fun — introduce vocabulary naturally through context.
- *Confirm spelling and pronunciation as emotions are guessed.*

2. Presentation (10 min)

Task: Present emotion vocabulary in categories: basic → nuanced.

- Key grammar: I feel + adjective / I'm + adjective.
- The -ed vs. -ing distinction — use a clear table on the board.
- Mnemonic: -ed = about me; -ing = about the thing.

3. Feelings check-in (5 min)

Task: Go around the class: 'How are you feeling today? Why?'

- Students give a sentence: 'I feel a bit tired because I slept late.'
- *Immediate low-stakes production.*

4. Scenario response activity (15 min)

Task: Students receive scenario cards and describe how they would feel.

- 'You just found out you passed your driving test.' → excited, relieved
- 'You forgot someone's birthday.' → embarrassed, guilty
- 'Your flight is delayed by 4 hours.' → frustrated, bored

5. Writing task (5–10 min)

Task: Write about a recent situation and how it made you feel — 4–5 sentences.

- Encourage use of because to explain the emotion.

TEACHER NOTES

- The -ed vs. -ing distinction (bored/boring) is one of the most persistent errors at all levels. Early exposure helps.
- Emotions vocabulary is high-utility for writing, speaking, and listening tasks across all levels.
- Nuanced emotions (frustrated, overwhelmed, relieved) are often omitted from beginner syllabuses but are very useful.

EXTENSION / HOMEWORK

Choose one or more:

1. Write a short diary entry about your week using at least 6 different emotion words.
2. Write 5 -ed/-ing pairs in sentences showing both uses clearly for each pair.
3. Describe how you felt in 3 different situations this week and explain why.