

# “I know the feeling!” – Wortschatz zu den Themen „Gefühle“ und „Beziehungen“ erweitern (Klassen 9/10)

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## Die Materialien

M 1: What do you see?

M 2: So many emotions

M 3: Good or bad emotions?

M 4: From good to better, from bad to worse ... – different states of emotions

M 5: Quick reaction game – inventing situations and events for an emotion

M 6: Emotions and body language

M 7: Emotions as nouns: Playing memory

M 8: Some psychology: overcome by emotions – who can help?

M 9: Describing your emotions – treasury of words

M 10: “Emotional idioms” – gap filling activity

M 11: “I love you – I hate you – I can’t live without you”: Emotions in pop songs



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Anhand motivierender Bildimpulse und spielerischer Aufgaben erweitern die Schüler ihre Ausdrucksmöglichkeiten rund um das Thema „Gefühle“.

## Das Wichtigste auf einen Blick

### Kompetenzen:

- den Wortschatz zum Thema Gefühle erweitern und anwenden
- die kommunikative Kompetenz durch Diskussion, Spiel und kreatives Schreiben trainieren
- den Ausdruck von Gefühlen, ihrer gesellschaftlichen Akzeptanz, der geschlechtsspezifischen und kulturellen Unterschiede reflektieren
- kurze lyrische authentische Texte zum Thema Gefühle und Beziehungen interpretieren

### Dauer:

2–6 Unterrichtsstunden, je nach Auswahl der Materialien

### Niveau:

Klasse 9/10

### Einbettung:

lehrwerksunabhängig einsetzbar

## M 2

## So many emotions

Here are some emotion words you will work with in this unit.



<b>confusion</b>	<b>hope</b>	<b>boredom</b>
<b>love</b>	<b>guilt</b>	<b>shame</b>
<b>curiosity</b>	<b>excitement</b>	<b>disgust</b>
<b>pain</b>	<b>impatience</b>	<b>sadness</b>
<b>peacefulness</b>	<b>depression</b>	<b>embarrassment</b>
<b>fear</b>	<b>happiness</b>	<b>surprise</b>
<b>anger</b>	<b>loneliness</b>	<b>pride</b>
<b>joy</b>	<b>frustration</b>	<b>sense of loss</b>

## M 6

## Emotions and body language

## Task

For the following emotions, explain how people show them and describe the body language that goes with them.

**TIP** Use your dictionary to find verbs that are often combined with these body parts to express emotions.

Think of the following parts of our body that get involved:

eyes – eyebrows – mouth – head – shoulders – hands – feet – walk

**EXTRA** In small groups, act out different emotions. The other group members guess which emotion it is and why they think so.

<b>fear</b> 	<b>love</b> 	<b>guilt</b> 	<b>shame</b> 
<b>excitement</b> 	<b>confusion</b> 	<b>sadness</b> 	<b>peacefulness</b> 
<b>joy</b> 	<b>anger</b> 	<b>depression</b> 	<b>pain</b> 
<b>pride</b> 	<b>curiosity</b> 		

## M 10

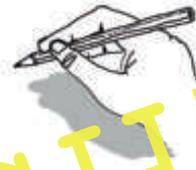
## "Emotional idioms" – gap filling activity

There are many idioms dealing with emotions. Here are some examples.

(to) pour one's heart out to so.  
 (to) be bored to tears  
 (to) make someone's day  
 (to) be frozen with fear  
 Shame on you/him/her!  
 It's not the end of the world!  
 (to) be head over heels in love with so.

## Task

Find an appropriate idiom for the following sentences and put it in the right form and tense. If you do not understand the idioms, look them up in your dictionary. You do not need all of them.



1. Thanks for the compliment. You really made me happy, in fact, you \_\_\_\_\_  
 \_\_\_\_\_ I \_\_\_\_\_

2. How dare this politician say that most people who are out of work are lazy? I'm sure HE never had to queue for a job.  
 \_\_\_\_\_ !

3. Marcia's boyfriend insisted that she would come along to the cinema although she had seen the film three times. She \_\_\_\_\_,  
 \_\_\_\_\_, of course, and fell asleep on his shoulder.

4. When Stephen heard those weird sounds in the middle of the night, he was so scared that he was unable to get up and find out what was going on in the house. The poor man \_\_\_\_\_ .

5. The moment she saw him she knew: this is the man I want to spend the rest of my life with. She \_\_\_\_\_  
 \_\_\_\_\_ .

6. Poor Mary is so depressed. I wish she could express her feelings and troubles freely, but I am afraid there is no one she can \_\_\_\_\_ .

7. Oh come on, you'll take another driving test next month, have a couple of lessons first, and then you'll be ok. So many people fail the first time! You feel bad now, but really, \_\_\_\_\_ !

## “I love you – I hate you – I can’t live without you”: Emotions in pop songs

The following lines are taken from well-known timeless pop songs. They all deal with strong emotions.

### Tasks

1. a) Describe the **underlying emotion** of each text.  
b) Explain the **situation** the person is in or the experience he or she made. Give references from the text.  
c) Look out for **metaphors** and explain their meaning.
2. Imagine the singer wanted to write a text message to the other person – what would he or she say to describe the feeling? You may use SMS language and spelling.
3. Have you, or somebody you know, had this experience in life? Speak about the situation with your partner.
4. Decide which of these texts you like best and explain why. What are your partner's favourites?
5. Choose one of the situations from the songs and prepare a sketch with your partner.
- EXTRA** 6. Find other lines from pop songs you know that express strong emotions.

**Metaphor:** describes a person/ an object by referring to something with similar characteristics.  
Examples: The mind is an ocean.  
The city is a jungle.

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Michael Jackson, the 'King of Pop'

① In Our Darkest Hour  
In My Deepest Despair  
Will You Still Care?  
Will You Be There?  
(Michael Jackson, Will you be There)

② At first I was afraid I was petrified  
Kept thinkin' I could never live without you  
by my side;  
But then I spent so many nights  
Thinkin' how you did me wrong  
And I grew strong  
And I learned how to get along  
And so you're back from outer space  
I just walked in to find you here with that  
sad look upon your face  
I should have changed that stupid lock  
[...]

(Gloria Gaynor, I will survive)



Gloria Gaynor

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