

**Suggested level**

Mid-intermediate

**Aims**

- to raise students' awareness of some metaphorical concepts in English that are used to describe feelings
- to introduce and practise vocabulary and idioms relating to these metaphors

**Word list**

(bitter/terrible) blow, to be on a high, to cheer (somebody) up, to feel/be down/low, to hit somebody, to make somebody's blood boil, to melt somebody's heart, to send a chill down somebody's spine, to touch/be touched by somebody, lukewarm (response/reaction), hot-tempered, a slap in the face, on a high

**Preparation**

- Photocopy one set of Student Pages for each student in the class.

**In class**

1

- Students do this activity in pairs, before you do feedback with the whole class.
- During feedback, check that students really understand the literal meanings of all the words in the exercise.



a a blow b touch c chill d lukewarm e low

2a

- Explain to students that many of the words in the answers to 1 can also be used metaphorically to talk about feelings. Give them an example (e.g. *feeling low* = feeling sad or depressed), or ask them to give you an example.
- Tell them to look at the chart, and decide where to put the example you have just done.
- Instruct students to work in pairs to complete the chart.
- Draw the chart on the board, and fill it in (or call up individual students to fill it in).



Physical contact: a, d, k, m  
Temperature: c, e, g, i, j  
Up and down: b, f, h, l

2b

- Ask students to discuss this activity in pairs.
- Monitor unobtrusively, helping to explain any words that students don't know.
- During feedback, select two or three adjectives and ask students to explain in what situations they may have that feeling. With a strong group, you could also ask students to suggest other words with similar meanings (e.g. *very upset* = *devastated*; *very happy* = *elated*; *very angry* = *furiosus*; *very frightened* = *terrified*).

2c

- Instruct students to complete this activity in pairs.
- If you have discussed words with similar meanings to those in the list in 2b, then include these where appropriate when doing the feedback for 2c.



a shocked b happy c disappointed d upset  
e furious/angry f excited g angry  
h sympathetic i frightened j depressed  
k excited l depressed, depressed m depressed

2d

- Give the students a few minutes to read the questions individually, and to decide which ones they would like to discuss. (Some of the questions may involve too much self-disclosure for certain students, and they may prefer to avoid them.)

- Ask the students to discuss the questions they have chosen in pairs.
  - Give students plenty of time for discussion, monitoring unobtrusively and helping if needed.
- 3
- Ask students to write two sentences in their own language with metaphors describing feelings.
  - Organise students into small groups to discuss the question, which encourages cross-cultural comparison.
  - Ask each group to report back on their discussion to the whole class.
  - During the discussion, you may also want to add any additional expressions in English to the chart in 2a (see the Notes for some suggestions).
- 4
- Give students time to think about their answers and to write notes, either individually or in pairs if appropriate.
  - Each individual or pair then tells the outline of their story to another student/pair.
  - Ask students to write the stories, and complete them for homework.
  - Students can then read out their story to the class, and can vote on 'The most exciting story', 'The story with the most interesting character', 'The scariest story', etc.

**Notes**

- In this unit three metaphorical concepts connected with feelings are explored: physical contact, temperature and 'up' and 'down'.
- There are many other words relating to these metaphorical concepts: *to be stunned/struck by something* (physical contact), *a warm/an icy reception*, *to be hot under the collar*, *to keep your cool*, *to take the heat out of a situation* (temperature), *to feel on top of the world*, *to be down in the dumps* ('up' and 'down').
- See Unit 21 *Rising to the top* (page 75) and Unit 27 *Keeping your cool* (page 97) for more figurative language connected with these concepts.

**Revision activity**

Poster presentations page 127

# Ups and downs

## Describing feelings



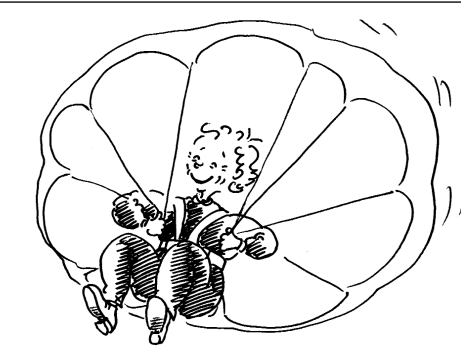
### 1 Underline the most suitable word in the sentences.

- a She was knocked unconscious and rushed to hospital after receiving a *blow/a slap/a touch* on the head.
- b If you *touch/slap/hit* the puppy gently, it will slowly start to get used to you.
- c *Chill/Freeze/Melt* the soup in the fridge for one hour before serving.
- d The bathwater was *boiling/lukewarm/warm*, and I soon started to feel cold.
- e The book is on a very *high/low/lupper* shelf, so the child can get it easily.

### 2a Put sentences a)–m) into the correct categories in the chart below.

- a I was very **touched** that my cousin sent me some flowers when I was in hospital.
- b Her daughters suggested that she go to the party because they felt it might **cheer her up**.
- c When I suggested going out for lunch, I only got a **lukewarm** response from her.
- d The way he behaved is a big **slap in the face** after everything I've done for him.
- e It **makes my blood boil** to think of my mother slaving away in that filthy factory all day.
- f She laughed loudly, still **on a high** from the morning's good news.
- g Unfortunately, Bill is a very **hot-tempered** man who often gets into arguments.
- h I **felt really down** when I got back from my holiday.
- i He gave me a smile which just **melted my heart**.
- j The horrible story **sent a chill down his spine**, and he couldn't sleep that night.
- k 'What he said really **hit** me – I felt awful!' my aunt said.
- l I am always exhausted, and **feel very low**, so my mother says I should go to the doctor.
- m Claire really thought she was going to get the job as manager, so it was a **terrible blow** when she didn't.

### Feelings are ...

Physical contact		<p>a .....</p>
Temperature		<p>.....</p>
'Up' and 'down'		<p>.....</p>

# Ups and downs

## *Describing feelings*

**2b** Look at these adjectives which describe feelings.

angry depressed disappointed excited frightened  
furious happy shocked sympathetic upset

Have you experienced any of these feelings in the last few months? If so, tell another student about when and why you experienced this feeling.

**2c** Complete these sentences with the adjectives in 2b. Some of the adjectives can be used more than once.

- a If something **hits you hard**, it affects you very badly, and makes you feel very upset or .....
- b If something **touches** you, or you are **touched** by it, then you feel ..... and grateful because somebody has been kind to you.
- c If something is a **bitter/serious/devastating/massive blow** to you, it is an event that makes you very ....., upset or shocked.
- d If something is a **slap in the face**, it makes you ..... or shocked because it shows that somebody does not respect you even after you have really tried to help them.
- e If something **makes your blood boil**, it makes you .....
- f If somebody is **lukewarm** towards you, or has a **lukewarm reaction/response** to you, then they are not very interested in or not very ..... about something.
- g If somebody is **hot-tempered**, they become ..... very easily.
- h If **your heart melts** or somebody **melts your heart**, you suddenly feel more ..... and friendlier towards them than you did before.
- i If something **sends a chill down your spine** it makes you feel very .....
- j If you are **down**, you feel .....
- k If you are **on a high**, you feel very happy and .....
- l If you **cheer up** or **cheer** somebody **up**, you become less ..... or you make somebody else less .....
- m If you feel **low**, you are ..... and without hope.

**2d** Choose three or four of these questions, and discuss them with another student.

- Would you describe yourself as a hot-tempered person? If so, what kind of situations make your blood boil and why?
- What makes you feel on a high? Why?
- What makes you feel low? Why?
- If you are down, what helps to cheer you up?
- Has anything ever been a serious blow to you? If so, what?
- Has anyone's kindness recently really touched you? If so, who was kind to you and why?
- Has anything in the last few years really hit you hard? If so, what and why?
- Has anything recently really melted your heart? If so, what and why?
- What sends a chill down your spine when you think about it? Why?

# Ups and downs

## Describing feelings

3 Think of two ways of describing feelings in your own language and write two sentences showing them. Are they the same as, or different from, the ways feelings are described in English?

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.....

4 Invent your own answers for this story. Write notes.

Imagine a character. (How old is he/she? What does he/she look like? Where does he/she live? What kind of personality does he/she have?) .....

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.....

Two years ago, something was a real blow in his/her life. It hit him/her badly, and made him/her feel very low. But, as he/she is also a very hot-tempered person, it also made his/her blood boil. What happened? .....

.....  
.....

Your character has been feeling very down lately. Why? .....

.....

Now a second character enters the story. (How old is he/she? What does he/she look like? Where does he/she live? What kind of personality does he/she have?) .....

.....  
.....

This character is on a high because .....

.....

He/She decides to cheer up the first character by .....

.....

but only gets a lukewarm reaction because .....

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So then, .....

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Now write the story!

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