

Worksheets
PRIMARY

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PALABRAS
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Journey

We feel happy

Who is happy? Look at the pictures and choose the correct answers.



Who is happy?

The man with the skis.
 The man with the swimsuit.

Why?

Because it's sunny.
 Because it's snowing.

Who is happy?

The girl with the badminton racket.
 The girl with the kite.

Why?

Because it's sunny.
 Because it's windy.

Who is happy?

The girl selling umbrellas.
 The man selling watering cans.

Why?

Because it's sunny.
 Because it's raining.

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PHOTOCOPIABLE MATERIAL

Credit: Rowloway

TEACHING NOTE

The aim of this activity is for pupils to identify reasons why people can feel happy in different situations. In addition, pupils will practise vocabulary relating to the weather. You can introduce the activity by asking the pupils to describe what they can see in the pictures. Next, ask them to answer the questions individually, and then check the answers as a group. As an extension activity, you can ask the pupils to make a list of things that make them happy, and then compare the lists as a class to show that different things make different people happy.

ANSWERS

- The man with the skis. Because it's snowing.
- The girl with the kite. Because it's windy.
- The girl selling umbrellas. Because it's raining.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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How disappointing!

Read the story and choose the correct answers.

What does the boy think the carpet can do? Fly. Do magic tricks. Talk.

Can the carpet do this? Yes. No. Sometimes.

How does the boy feel? Relieved. Disappointed. Angry

When do we feel disappointed? When something turns out how we wanted it to. When something doesn't turn out how we wanted it to.

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TEACHING NOTE

The aim of this activity is for pupils to learn about what causes the feeling of disappointment. To start, read the story, using your intonation to demonstrate how the boy's feelings change. The pupils can then read the story individually, thinking about how to dramatise it (using gestures, movement and intonation). Next, give each pupil a role and ask them to act out the story in pairs. Then read the questions to the class and ask the pupils to answer them in groups. Although the boy feels disappointed about the magic carpet, the story has a happy ending. To finish the activity, ask the pupils if they think the ending is happy, and why.

As an extension activity, you can ask the pupils to talk about situations when they have felt disappointed.

As an alternative to giving out the photocopied worksheets, you could cut out the pictures from the comic strip and stick them on the board in the wrong order and ask the pupils to reorder them.

ANSWERS

- Fly.
- No.
- Disappointed.
- When something doesn't turn out how we wanted it to.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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We all feel grateful

1. Listen to the sentences and match them to the pictures.



a.



b.



c.



d.



e.

2. Is there a child who doesn't feel grateful? Which one? Cross out the picture.

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TEACHING NOTE

The aim of these activities is for pupils to identify things they feel grateful for. They will also learn to recognise a situation where someone does not feel grateful, even though they say 'thank you'. To start, give out the worksheets and ask the pupils to look carefully at the pictures. Try to describe each one as a class. This will help make the pupils more aware of what the activity is about, and make it easier for them to understand the sentences when they hear them.

Next, read each sentence aloud twice. Read them slowly, and give the pupils time to look through the pictures and decide which one matches each sentence.

Finally, correct the activity with the class, and then introduce the second question. You can give the pupils some time to think about the question individually, or discuss it as a class. If the pupils find the question difficult, discuss each picture individually and decide whether each child feels grateful or not.

As an extension activity, you can ask the whole class to write down a list of things they might not previously have consciously felt grateful for, making them more aware of the feeling of gratitude in the future.

Sentences to read aloud to the class:

- Miss Wilkinson, thank you for explaining the activity. I understand it now.
- Thank you for letting me use the tablet, Dad.
- Thanks for breaking my favourite car, Jack!
- Thank you so much mum! It's exactly the dress I wanted!
- Martin, thank you for lending me your book. I've read it now – it's great!

ANSWERS

1. 1d, 2c, 3e, 4a, 5b
2. Cross out picture **e**.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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Who feels guilty?

Put the pictures in order and mark the correct option with an X.

• What is Sam's idea?
 Throwing the banana skin on the ground. Sitting on a bench.

• What are the consequences of his idea?
 The banana fell on the ground. A lady slipped and fell.

• Who feels guilty?
 Tom. Sam.

• Why does he feel guilty?
 Because the banana fell on the ground. Because the lady slipped and fell.

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TEACHING NOTE

The aim of this activity is to raise pupils' awareness of how the feeling of guilt can be triggered. We feel guilty when we feel responsible for something we have done that we think was wrong. To start, tell the pupils that they are going to read a comic, and that the pictures are in the wrong order. To help them start thinking about the story, tell them that the comic is about two boys who play a joke. Then give them time to put the pictures in order.

After this, and before starting work on the questions, you can go over what happens in the story with the class. At this point the pupils may start to understand that the comic is about guilt.

Finally, read the questions aloud and make sure the pupils understand everything. Give them time to answer the questions individually, before correcting the answers as a group.

This activity may open a debate about what behaviours can make people feel guilty, and the pupils may wish to share their own experiences of things they have done and then felt guilty about. When dealing with an emotion like guilt, it is important to do so from a neutral perspective, and not to be judgemental about whether pupils should or should not feel guilty about things they have done. When they express feelings like this it is a way to get to

know them better, and for them a chance to talk about themselves without fear.

ANSWERS

Correct order:

Picture 1. Two boys are playing. Sam has a banana in his hand.

Picture 2. The two boys are sitting on a bench, next to the banana skin.

Picture 3. A lady slips on the banana skin and falls.

Picture 4. Sam laughs. Tom feels guilty.

- What is Sam's idea? **Throwing the banana skin on the ground.**
- What are the consequences of his idea? **A lady slips and falls over.**
- Who feels guilty? **Tom.**
- Why does he feel guilty? **Because the lady slipped and fell.**

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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Very satisfying activities

Which activities are satisfying? Put the sentences in order and write the name of the corresponding child under each picture. Then cross out the picture of the activity that is not satisfying.

.....

.....

- drinking water glass is a of Mark.
- with Alex arguing sister little is his.
- picture Carmen painting a is.
- eating apple an is Stephanie.
- Thomas tree is a planting.

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CHRISTIE LA GOMMENATA

TEACHING NOTE

The aim of this activity is for pupils to relate various activities to the feeling of satisfaction, and to learn to distinguish between satisfying and unsatisfying activities. To introduce the activity, you can point to different elements of each picture and ask the pupils what they are (such as the tree, the painting, the apple and the glass of water), or you can ask them directly what the children are doing in each picture.

Next, explain to the class what they have to do, and give them time to put the sentences in order. You can match the names with the pictures as a class. When the sentences are in order, ask a pupil to read the first one, and ask: *So, who is Thomas?* Let the pupils show you by pointing to the correct picture, and give them time to write down the name. Finally, ask the pupils to cross out the picture that does not show a satisfying activity. You can point to the pictures one by one and ask, for example: *Do you think Thomas feels satisfied?* Try to help the pupils reach a consensus if there are any disagreements, and let individual pupils explain their reasons. You can help them by asking, for example: *Do you think Thomas feels good doing this?* Give the pupils some time to cross out the picture of Alex.

As an extension activity, you can ask the pupils to talk about the activities that they find satisfying in the following situations:

- When they feel hungry.
- When they feel hot.
- When they feel cold.
- When they feel sad.
- When they feel very tired.

ANSWERS

- **Thomas** is planting a tree.
- **Stephanie** is eating an apple.
- **Mark** is drinking a glass of water.
- **Carmen** is painting a picture.
- **Alex** is arguing with his little sister.

Emotional competences:

Understanding others' feelings.

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A calm life

Look at the pictures and cross out the ones where the people don't feel calm.

**HABITS THAT CREATE
SERENITY**



Having a hot bath.



Having a cold shower.



Walking in a big city.



Walking in the country.



Listening to classical music.



Listening to the noise of a traffic jam.

CIBELLE LA GARRETT

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TEACHING NOTE

The aim of this activity is for pupils to identify certain activities that can help people feel calm. You can start by asking the pupils if they are familiar with this feeling, and even demonstrate it by asking them to put their heads down on the desk, close their eyes and be silent. If you have an audio player in your class, choose some relaxing music. If not, you may wish to sing, hum or talk quietly. Tell them that they are going to relax for a few minutes and then you will clap your hands. When you do so, the pupils raise their heads. It is likely that when you do clap your hands the pupils will not respond immediately. Explain that this is because they are feeling calm, which is a very pleasant state, where it seems that there is nothing to worry about, and it is normal that they wish to continue feeling this way.

Once the pupils have experienced this feeling, they will be well prepared to start the activity. Give them the instructions: *Circle the pictures where the people feel calm, and cross out the ones where they don't.* When the pupils have done this, correct the activity as a class.

As an extension activity, you can suggest that the pupils copy the word *serenity* into their notebooks,

trying to make it as pretty and colourful as possible. You can devote the rest of the class to this, so that the pupils relax as they draw and colour.

ANSWERS

- Having a hot bath. / ~~Having a cold shower.~~
- ~~Walking in a big city.~~ / Walking in the country.
- Listening to classical music. / ~~Listening to the noise of a traffic jam.~~

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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Is Jonas sad?

Look at the pictures and write YES or NO next to each sentence.



Jonas

- Jonas has got a robot.
- The robot is broken.
- Jonas is crying.
- Jonas is sad.



EVA

- Eva is happy.
- There are tears on Eva's face.
- Eva is playing with her friends.
- Eva is sad.



DAVID

- David is playing with a Rubik's cube.
- David is concentrating.
- David is crying.
- David is sad.

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CHRISTIE LA GOMMENATA

TEACHING NOTE

The aim of this activity is for pupils to recognise the facial expressions and body language which show that someone is sad, along with more obvious signs such as crying. Give out the worksheets and say: *Look carefully at the children. What are they doing? How do you think they feel?* Let the pupils express their ideas freely.

After talking about all three children, explain the activity and give the pupils time to complete it, either individually or in pairs. When they have finished, correct the activity with the class. As an extension activity, you can ask the following question: *Is it possible to feel sad without crying?* and also: *Is it possible to cry without feeling sad?* Ask the pupils to give examples from their own lives to explain their answers (for example, it is possible to cry with laughter, or out of sympathy).

Finally, it would be useful to ask the pupils why they think the children are sad, and to try to generalise. Help them to understand that Jonas is not just sad because his robot is broken, but because he has lost something he loves, and Eva's friends have made her feel bad. This will help the pupils gain a more global understanding of sadness and its causes.

ANSWERS

Jonas:

- Jonas has got a robot. **YES.**
- The robot is broken. **YES.**
- Jonas is crying. **NO.**
- Jonas is sad. **YES.**

Eva:

- Eva is happy. **NO.**
- There are tears on Eva's face. **YES.**
- Eva is playing with her friends. **NO.**
- Eva is sad. **YES.**

David:

- David is playing with a Rubik's cube. **YES.**
- David is concentrating. **YES.**
- David is crying. **NO.**
- David is sad. **NO.**

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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Moments of stress

Look at the faces of the children in the picture and choose the correct answer for each question.

Who feels stressed?
 Sarah. Sheila. Paul.

Why does he/she feel stressed?
 He/she doesn't know the answers. He/she is talking too much in class. He/she has worked very hard.

What is the opposite of feeling stressed?
 Feeling proud. Feeling relaxed. Feeling embarrassed.

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TEACHING NOTE

The aim of this activity is for pupils to learn to recognise facial expressions associated with stress, and to identify situations where it is normal to feel this way. To start, tell the pupils that today's class will be about the feeling of stress. You can illustrate the physical idea of stress using a piece of string – show the pupils how it looks when it is stretched tight and when it isn't. Explain that when we get stressed, our muscles feel tense too, both those in our bodies and those in our faces. Before starting the activity, ask the pupils to look at the picture and guess how the children are feeling and why they might feel this way. This will show that they recognise the facial expression associated with stress, and help them think about things that can cause this feeling. If they have trouble identifying which child is stressed, you can help them by suggesting other feelings, particularly the opposite: *Do you think the girl feels calm?* Next, explain the activity: reading what the teacher says to each child will help the pupils work out who is who. You can correct the activity with the class; if you do, it would be useful to ask the pupils why they chose their answers.

As an extension activity, you can focus on the other feelings shown in the picture (embarrassment and satisfaction).

ANSWERS

- Who feels stressed? **Paul**
- Why does he/she feel stressed? **He doesn't know the answers.**
- What is the opposite of feeling stressed? **Feeling relaxed.**

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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So confused!

All these children are confused. Read what they say and then underline the two emotions you think each child is feeling.



Yesterday my dog got lost. My dad has put posters up all over the neighbourhood to help find him. I'm sad, yes, but also...

- gratitude
- sadness
- excitement
- relief
- hope



I don't know what's happening to me. I really want to learn to surf, but... oh, the waves are soooo high!

- guilt
- sadness
- excitement
- fear
- calm



I've got a new baby brother. I can't wait to play with him! But will mum and dad still have time for me?

- love
- calm
- guilt
- jealousy
- stress

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TEACHING NOTE

Often, confusion is nothing more than an unexpected combination of emotions. Through this activity, pupils will learn that it is possible to feel two emotions at the same time, and that this can make us feel strange. To start, and to contextualise the activity, explain this idea to the pupils. Then explain that this is what is happening to the children in the picture.

Give out the worksheets and read the texts as a class. Make sure the pupils understand everything before giving them time to choose and underline their answers. Alternatively, this activity can also be done as a class; ask them, for each picture and each feeling: *Do you think Robin feels... calm?* and so on until the pupils have chosen two feelings for each picture.

As an extension activity, you can ask the pupils to invent new words to express each child's feelings. For example, Anna is feeling 'jealove'.

ANSWERS

- Robin: **sadness** and **hope**.
- Frank: **excitement** and **fear**.
- Anna: **love** and **jealousy**.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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I'm so enthusiastic!

Look at the picture and underline the correct words to complete the text.

Today we're going to do an experiment!

Brilliant! An experiment! Let's get going!

Great! I love chemistry!

An experiment? Boring!

Chemistry again? It's so difficult! I'm sure I'm going to do badly.

Oh well... I suppose we don't have a choice...

Today, class 4 are going to do a **chemistry / physics** experiment.
The boy with glasses thinks it's going to be **fun / boring**. The girl with glasses thinks chemistry is **difficult / boring**. There are **two / three** children who feel **enthusiastic / bored**.
One is wearing a **striped jersey / t-shirt**. The other is wearing a **cap / glasses**.

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PHOTOCOPIABLE MATERIAL

Credit: Rowan

TEACHING NOTE

The aim of this activity is for pupils to learn to recognise the feeling of enthusiasm. For this reason, the activity examines various different reactions to the same situation. To start, read aloud what the characters are saying. You can read what the teacher says, and nominate pupils to read the others, trying to dramatize them as much as possible.

Next, complete the activity as a group. In order to do this, the pupils will need to read and understand the text, as well as analysing the picture. As an extension to this activity, you can make lists as a class of things that make the pupils feel enthusiastic, and phrases they often use to express their enthusiasm.

ANSWERS

Today, class 4 are going to do a **chemistry / physics** experiment. The boy with glasses thinks it's going to be fun / **boring**. The girl with glasses thinks chemistry is **difficult / boring**. There are **two / three** children who feel **enthusiastic / bored**. One is wearing a **striped jersey / t-shirt**. The other is wearing a **cap / glasses**.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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Who's surprised?

Which animal is surprised? Match each animal with the correct text and then circle the one who feels surprised.

Wow!
What's this?
It's just like a tiny
version of me!



A new
horseshoe!
Great!
Exactly what I
asked for!



Carrots!
Again! I'm so tired
of carrots.



Strawberry
ice cream? What
a disappointment,
I asked for
vanilla!



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TEACHING NOTE

The aim of this activity is for pupils to learn to recognise the facial expression associated with surprise and to distinguish it from expressions that indicate other feelings, such as boredom, disgust and happiness. They will also learn how to distinguish verbal expressions of surprise from those of other emotions.

To start, explain the activity to the students: first, they should look carefully at the pictures. Next, they need to read the speech bubbles and decide which one matches which picture. To do this, they will need to look at the animals' facial expressions and relate them to the feelings expressed in the speech bubbles. The pupils can do the activity individually, and then compare and correct it in pairs or groups.

Next, ask the pupils to circle the animal who feels surprised (the duck). As an extension to this activity, you can discuss why the other animals don't feel surprised. For example, the horse has received exactly what she asked for, while the rabbit has received the same present he always gets, and the cow feels disappointed rather than surprised.

To further extend the activity, you can explore the other emotions shown here in more depth: happiness, boredom and disappointment.

ANSWERS

- Horse: **A new horseshoe! Great! Exactly what I asked for!**
- Rabbit: **Carrots! Again! I'm so tired of carrots.**
- Cow: **Strawberry ice cream? What a disappointment, I asked for vanilla!**
- Duck: **Wow! What's this? It's just like a tiny version of me!**

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

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Let's work on our anger

Match the descriptions with the pictures.

My name is When I feel really angry, I use a technique that my mum showed me: I go to a quiet place and breathe deeply, with my eyes closed. After a while, I start to feel better.



My name is When I feel really angry, I shout a lot and sometimes I cry. That's my way of letting off steam. After five minutes or so, I start to feel calmer.



My name is When I feel furious, I half-close my eyes and stay very still until the feeling passes.



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PHOTOCOPIABLE MATERIAL

CHRISTIE LA GORRISONA

TEACHING NOTE

The aim of this activity is to raise pupils' awareness of different ways to cope with anger. To start, tell the class which feeling they are going to talk about: anger. The pupils will be familiar with this feeling, and will probably have few problems recognising it or understanding what causes it. What they may find more interesting is investigating ways to channel their anger so as to avoid taking it out on others. Explain that in this activity they are going to learn about how three children express their anger. You can read the texts aloud to the class, so that the pupils can ask any questions about the vocabulary as they go along. Next, let the pupils match the texts to the pictures individually, before correcting the activity as a group.

As an extension to this activity, it would be useful to make a list as a class of ways to express anger. Ask the pupils: *What do you do when you feel angry?* and then discuss which of the ways of expressing and coping with anger are the healthiest (in that they don't involve hurting oneself or anyone else).

ANSWERS

- Text 1: **Sebastian**
- Text 2: **Tim**
- Text 3: **Michael**

Emotional competences:

Understanding others' feelings. Being aware of how our feelings can influence our behaviour.