

# Learning Experience 1

Make a video about a negative situation



Context:  
Personal/Social



## Step 1 Think

- In pairs, discuss the questions.
  - Do you find it easy or difficult to talk about your emotions with other people?
  - Who do you usually talk to when you've got a problem?
  - Do you usually follow their advice when you talk to them?
- Look at the photos. How do these people feel? What body language shows their emotions? Discuss in pairs. Use this language.

### Emotions

angry annoyed bored embarrassed excited happy nervous relaxed shy stressed surprised tired worried

### Body language

cheer have got his/her head in his/her hands have got wide eyes look away look down point shout smile

*I think the girl on the left in photo A feels angry because she's shouting and pointing at the other girl.*

- In pairs, think of situations when you feel the emotions in Exercise 2. How do you usually react? Do you feel the same?

*A: I feel angry when my sister uses my phone without asking. I usually shout at her.*

*B: I don't mind that, but I get angry when my brother breaks my things.*



# Understand other people's emotions

## Step 2 Analyse

- 4 2.19 Listen to a conversation between Tamsin and Ben and answer the questions.
- 1 Why is Tamsin calling Ben?
  - 2 Why is Ben unhappy?
  - 3 What two suggestions does Tamsin make?
  - 4 Which suggestion does Ben think is a good idea?
  - 5 How do you think Ben feels at the end of the call? Why do you think that?
- 5 2.19 Study the Useful Phrases box. Then listen again and write the expressions you hear in Ben and Tamsin's conversation.
- 6 In pairs, read these situations. Discuss how the people feel and what body language shows their emotions.
- a Emma is a new student in your class. She never speaks to the other students.  
*I think she feels shy. She doesn't smile and she often looks down.*
  - b Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.
  - c Harry is playing the guitar in a talent show today. It's his first time performing on stage in front of a lot of people.

### USEFUL TIPS

Reading a person's emotions can help you understand how he/she is feeling and offer help.

Look at the person's body language.

Listen to his/her voice.

Think about how you usually feel in the same situation.

Ask how the person is feeling.

Say politely what you think and why.

### USEFUL PHRASES

#### Identifying emotions

- You seem (a bit/quite) unhappy.
- You look/sound (really) excited/bored.
- I think maybe you're tired/stressed.

#### Offering help

- Is everything OK?/Is something wrong?
- What's the matter?
- Can I do anything to help?
- Do you want to talk about it?

#### Offering advice

- When I feel ..., I usually ...
- Why don't I/you/we ...?

## Step 3 Prepare

Resource: a video script



- 7 Make a video about a negative situation in which one friend offers advice to another. Follow these instructions.
- Work in groups of three. Choose a situation from Exercise 6 or think of your own idea.
  - Complete the video script with information about the scene and the dialogue. Use expressions from the Useful Phrases box.
  - Practise your dialogue. Use body language and your voice to show emotions.
  - Record your dialogue.

## Step 4 Present

- 8 Show your video to the class.
- **PEER REVIEW** Give your opinion. Do they use body language and their voice to show emotions?



## REFLECTION TIME

Think about the task and answer the questions.

- Can you identify other people's emotions?
- Did you offer good advice to a friend with a problem?
- Did you work well in a small group?
- Was it easy or difficult to make the video? Why?
- Did you use language from Units 1 and 2? Give examples.

# Learning Experience 1

## Make a video about a negative situation

### Lesson aim

- Understand other people's emotions and offer to help

### Lesson product

- A video recording of a role-play

### Context

- Personal/Social

### Future skills

- Communication

### Sustainable goal


- To reduce inequalities and discrimination

### Resource

- A video script (Teacher's Resource File, Resource 2.10)

### Lead-in

Ask students to discuss in groups how they are feeling today. Encourage them to give reasons why.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with the class. Ask students questions to check understanding, e.g. *Are you OK? Why?/Why not? How are you feeling?*



### Communication

Understanding other people's emotions refers to the ability to identify how other people are feeling and respond effectively. This lesson helps students learn to understand other people's emotions based on their words, voice and body language. It also helps develop empathy and sensitivity towards the speaker.

### Steps 1–4

- Work through each step by reading the instructions, clarifying doubts, and setting a time limit for work on each task.

### Step 1 Think

#### Exercise 1

- Ask students to discuss the questions in pairs. Encourage them to think of examples of when they find it easy or difficult to talk about their emotions with other people (e.g. *you get a bad mark at school, you have an argument with a friend*). Students share their ideas with the class.
- Ask the following questions to continue the discussion as a class: *Do you like giving other people advice? Is the internet a reliable or useful place to get advice?*

#### Exercise 2

- Pre-teach the phrase *body language*. Don't pre-teach the emotions or body language phrases. Instead, encourage peer learning by asking pairs to ask other pairs the meaning of words and phrases they don't understand.
- Point out that some of the words in Exercise 2 have similar meanings. Ask: *What is the difference between angry and annoyed?* (Being angry is a much stronger and less common emotion than being annoyed.) *What is the difference between excited and nervous?* (You feel excited when something good is going to happen. You feel nervous when you think something bad might happen.) *What is the difference between worried and nervous?* (When you are worried, you are unhappy because you keep thinking that something bad will happen. When you are nervous, it is impossible to relax because you are frightened about something.).
- Give students around five minutes to do the task. Explain that there may be more than one answer for each photo. Elicit ideas from the whole class.
- **FINISHED EARLY?** Ask students to choose two photos and write sentences about them.

#### Suggested answers:

- B** They feel excited/happy; they're cheering and smiling.
- C** He feels bored; he's got his head in his hands.
- D** She feels surprised; she's got wide eyes and her mouth is (wide) open.
- E** She feels nervous/worried; she's looking down.
- F** They feel annoyed (with each other); they're looking away.

#### Exercise 3

- Go through the task with students. In pairs, they discuss different situations. Encourage them to use the emotions in the box in Exercise 2. Once they have finished, ask for volunteers to tell you about their situations and the emotions they feel, and how they react. Do other students feel the same?

#### Extra activity

- In pairs, students choose one of the emotions from Exercise 2, without telling their partner their choice. Ask them to talk about what they did yesterday or at the weekend, expressing the emotion they chose. Their partner should try to guess the correct emotion.





## Step 2 Analyse

### Exercise 4 2.19

- Play the audio. Encourage students to make notes to answer the questions. Compare answers as a class.

#### Answers:

- 1 To see if everything is OK/because he seems quite unhappy at the moment.
- 2 Because he studies hard at school, but he doesn't get good marks.
- 3 Taking a break and doing something different for a while; and coming round to Ben's house tomorrow to study together.
- 4 Tamsin coming round to his house tomorrow.
- 5 **Suggested answer:** He feels happier because he doesn't sound as stressed/annoyed as at the start of the call.

### Exercise 5 2.19

- Read through the Useful Phrases box getting students to repeat the examples. Play the audio and make a pause after each sentence. Check answers as a class.

#### Answers:

Is everything OK?  
You seem quite unhappy.  
Can I do anything to help?  
I think maybe you're tired and stressed.  
When I feel like that, I usually just take a break.  
Why don't I come round to your house tomorrow?

### Exercise 6

- Go through the task instructions and the example about Emma. Ask: *Do you feel shy sometimes? Is your body language the same as Emma's?* Elicit any other emotions that Emma might be feeling.
- In pairs, students discuss the situations. Encourage them to use language from the boxes in Exercise 2. Point out that there are no right or wrong answers.
- **NEED SUPPORT?** Allow students to discuss their ideas in L1, then write down their answers in English.

#### Suggested answers:

- a I think he feels embarrassed. He often looks down./He's got his head in his hands./ He covers his mouth with his hand.
- c I think he feels excited but nervous. Sometimes he smiles, but sometimes he looks down/chews his nails.

## Step 3 Prepare

### Exercise 7

- Read through the task instructions asking students to give you examples when appropriate. Check that they understand all the Useful Tips. Write *empathy* on the board and explain that the Useful Tips can help us 'empathise' with other people.
- Hand out copies of the Resource 2.10 (a video script).
- Before rehearsing dialogues, get pairs to check any language doubts they have about their dialogue with another pair.
- Remind students to show their emotions by making their body language and tone of voice very evident when they practise and record their dialogues. As far as possible, they should memorise their dialogues in order to focus on performance.
- Students can record several versions until they have produced one which really expresses what they had planned.

## Step 4 Present

### Exercise 8

- **PEER REVIEW** Ask students to comment on each video and answer the question. They can also vote on the top three role-plays.

## REFLECTION TIME

- Draw students' attention to the Reflection Time section. They can do this on their own or in pairs. In the feedback session, ask some students to volunteer to share their thoughts.



## Sustainable Goal

- Focus students' attention on the Sustainable Goal statement.
- Elicit how people can be unequal, for example: access to education/health/job opportunities, between the sexes, between developed and developing countries, etc. Explain that discrimination occurs when a person is treated as an inferior person because of a characteristic they have or because of a group they belong to. Draw a mind map of types of discrimination on the board. Elicit: race, age, gender, religion, sexual orientation, etc.
- Ask: *Do you think empathising with other people (i.e. trying to understand their feelings and problems) can help reduce inequality and discrimination in society? Why/Why not?* In groups, students make a list of possible ideas. Then they present their favourite ideas to the rest of the class.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then they write as many Useful Tips as they remember on a piece of paper. Review the lists and if there are many mistakes or if some students didn't write many, review the language.

# Learning Experience 1

## Resource: a video script

SITUATION

CHARACTERS

SETTING

DIALOGUE

Greetings

Student A → Identify emotions: say how Student B looks and ask what is wrong.

Student B → Explain how you feel and why.

Student A → Offer help.

Student B → Respond to Student A's offer of help.

Student A → Offer advice/make suggestions.

Student B → Respond to Student A's advice/suggestions and thank him/her.