

Learning Experience 1

Role-play a bad situation with a positive solution



Context:
Personal/Social

A My phone was new a week ago!
Aargh!

B Whaaat? Who took my wheels?

C My favourite band are in town,
but I can't get a ticket.

D Oh, no! I'm making dinner for us all tonight
and I burnt the pizza!

Step 1 Think

- Look at the photos. In class, discuss the questions.
 - Imagine you are in situations A–D. How do you feel?

angry annoyed calm sad
stressed surprised worried
- In pairs, think of similar bad things that happened to you. Describe how you felt and what you did to solve the problem.
- Read the Useful Tips. In pairs, answer the questions.
 - Did you follow any of these tips to solve the problems that you described in Exercise 2?
 - Which tip do you think is the most useful? Why?
 - What other tips can you think of?



Keep calm when things go wrong

Step 2 Analyse

4 **2.19** Listen to a conversation between Sam and Jess and choose the correct option.

- 1 Sam and Jess are talking about a problem with Sam's *mobile phone / bike*.
- 2 Jess suggests that Sam can go to school by *bus / train* with his *sister / brother*.
- 3 At first, Sam doesn't want to buy new *wheels / lights*, but at the end, he thinks he can do jobs for his *dad / mum* to get money to buy them.
- 4 Sam says he will *take the wheels off / lock the wheels to the rest of* the bike in the future.

5 **2.19** Study the Useful Phrases box. Then listen again and write the expressions you hear.

6 Complete the text with these words.

bad calm happen help improve positive problem slowly

Sam has got a ¹ problem. His friend Jess tries to ² (...) him by focusing on ways to ³ (...) the situation, but Sam only focuses on his ⁴ (...) luck and more bad things that probably won't ⁵ (...). However, at the end, Sam keeps ⁶ (...), breathes ⁷ (...) and tries to solve his problem in a more ⁸ (...) way.

USEFUL TIPS

When something bad happens, it's important to keep calm and control negative feelings.

Breathe slowly.

Don't focus on your mistakes or bad luck.

Focus on things that you can do to improve the situation.

Don't think about more bad things that probably won't happen.

Remember that friends can give good advice.

USEFUL PHRASES

Helping someone in a bad situation

- Bad luck! What are you going to do?
- Can you ...?
- Why don't you ...?

Finding something good in a bad situation

- It isn't the end of the world.
- At least ...
- It's lucky that ...

Finding solutions

- I guess I can ...
- Maybe I can ...
- Perhaps the best thing is to ...

Step 3 Prepare

Resource: a problem-solution chart



7 In pairs, role-play a bad situation with a positive solution. Follow these instructions.

- Choose a situation from Exercise 1 or think of your own idea. Complete the problem-solution chart.
- Write the dialogue. Use expressions from the Useful Phrases box.

Student A: Describe the bad situation.

Student B: Suggest one or more solutions.

Student A: Reject the solution(s).

Student B: Encourage your friend to keep calm.

Student A: Be positive and decide on a solution.

- Practise your dialogue.

Step 4 Present

8 Role-play your dialogue for the class.

- **PEER REVIEW** Give your opinion. Does Student A manage to focus on positive solutions? Does Student B help him/her to do it?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing that you have learned from this task?
- How do your friends usually help you when something bad happens?
- Do you know how to keep calm and positive in a bad situation now?
- Were you good at giving advice to your partner in the role play?
- Did you use language from Units 1 and 2? Give examples.

Learning Experience 1

Role-play a bad situation with a positive solution

Lesson aim

- Keep calm and adopt a positive attitude in a bad situation

Lesson product

- A role play

Context

- Personal/Social

Future skills

- Self-management: self-control

Sustainable goal


- To promote positive attitudes to day-to-day problems

Resources

- A problem-solution chart (Teacher's Resource File, Resource 2.10)

Lead-in

Pre-teach or elicit: *self-control*. Tell the class about a situation where you felt frustrated or upset, and you had to keep calm and show self-control. Ask students to brainstorm some further ideas for situations which require self-control, then elicit some suggestions in open class.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Elicit one or two examples of how you can keep calm in a difficult situation.



Self-management

Self-control is the ability to manage your behaviour and emotions to achieve a task or to find a solution to a problem. This lesson asks students to reflect on the causes of their emotions and focuses on developing their ability to use a variety of strategies to manage their emotions

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

- As a class, discuss the questions. Check students understand the meaning of the adjectives in the box. Get them to repeat them in the mood of each adjective, use lots of facial gestures when modelling. Encourage students to think about how they feel personally in each of the situations. Hold a class vote to discover which situation the class thinks is the worst.

Suggested answers:

- A** annoyed/sad **B** angry/surprised
C sad/surprised **D** stressed/worried

Exercise 2

- Choose a confident student to provide a model for the task in Exercise 2. Choose a real or imaginary situation. Get the student to ask you: *What was your bad situation?* Once you have finished, write up a language formula and useful language to help students with their descriptions: situation + feeling + solution (*To solve the problem I.../ So, I decided to...*).
- **FINISHED EARLY?** Ask students to choose one of the situations in the photos A–D and write what they did to solve the problem.

Exercise 3

- As a class, read the Useful Tips. Then set a time limit for Exercise 3 with the students working in the same pairs as in Exercise 2. Once they have finished, find out which tips the class felt were the most useful and why. Ask them to suggest other tips on how to stay calm. Write them up on the board.

Suggested answer:

- 3** Ask a parent/teacher for advice/help; keep perspective – it probably isn't as bad as it first seems.



Context:
Personal/Social



Future Skills:
Self-management



Sustainable Goal:
To promote positive attitudes to day-to-day problems

Step 2 Analyse

Exercise 4 2.19

- Tell students that they are going to listen to a conversation between two friends. Ask them to read questions 1–4 before they listen. Compare answers as a class.

Answers:

- 1 bike
- 2 bus, sister
- 3 wheels, mum
- 4 lock the wheels to the rest of

Exercise 5 2.19

- Read through the Useful Phrases box. Ask students for translations for the following phrases: *to focus on something, to solve a problem, to improve something*. Get students to repeat the phrases and complete them where possible. In Exercise 5, students write down the expressions they hear. Explain that they may be slightly different in the audio. Check answers as a class. Ask volunteers to dictate answers and others to come up to the board to write them down.
- **NEED SUPPORT?** For less confident students, pause the audio after the relevant information has been heard for each item in Exercise 5.

Answers:

Bad luck!
Why don't you go on the bus ...?/buy some new wheels?
Losing the bike wheels isn't the end of the world.
Actually, it's lucky that I still have the main part of the bike.
At least new wheels aren't very expensive.
So what are you going to do?
I guess I can carry it home.
Maybe I can do jobs for my mum ...

Exercise 6

- Ask students to do Exercise 6 individually before comparing in pairs. Then check answers as a class.

Answers:

- 2 help 3 improve 4 bad 5 happen
- 6 calm 7 slowly 8 positive

Step 3 Prepare

Exercise 7

- Read through the task instructions asking students to give you examples when appropriate.
- Hand out a photocopy of the Resource 2.10 (a problem-solution chart), which is a template to help students organise their dialogue.
- Before rehearsing dialogues, get pairs to check any language doubts they have about their dialogue with another pair.
- Remind students to make body language and tone of voice very evident when they practise. As far as possible, they should memorise their dialogues in order to focus on performance.
- Alternatively, students can make video recordings of their role plays.

Step 4 Present

Exercise 8


- Invite some pairs to role-play in front of the class or to another pair. Ask students to comment on each role play.

REFLECTION TIME

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



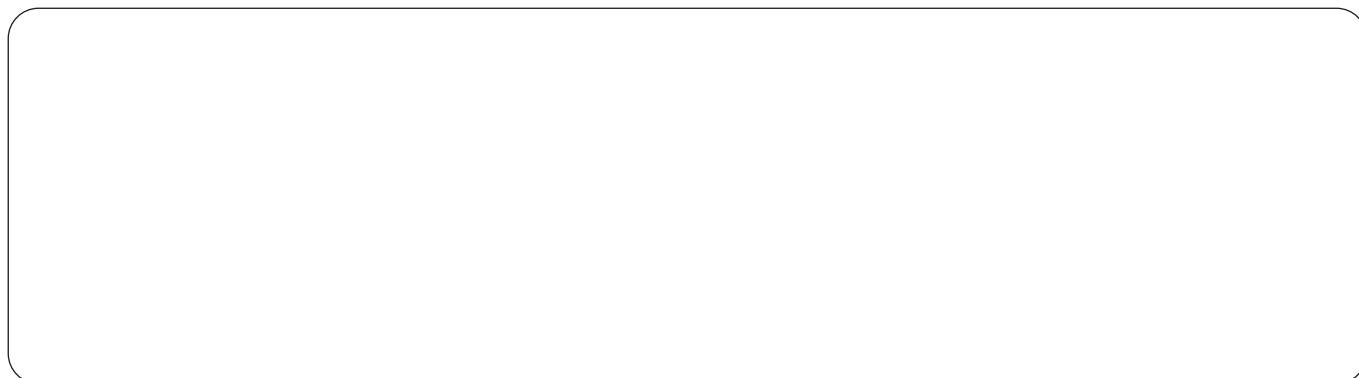
Sustainable Goal

- Hold a discussion with students about the importance of promoting positive attitudes to day-to-day problems. Ask students to tell you how having a negative attitude can create barriers when faced with a problem. Elicit ideas: *you don't think clearly, you get aggressive, you can hurt someone's feelings, you fail to reach an agreement, you create stress which is bad for your health*. Ask students to tell you what illustrations they would include on a 'keep calm poster' for students at their school.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then elicit the Useful Tips they want to remember. Then, ask students: *Which tip will you try to use in the future?* Ask students to share their ideas in pairs or small groups.

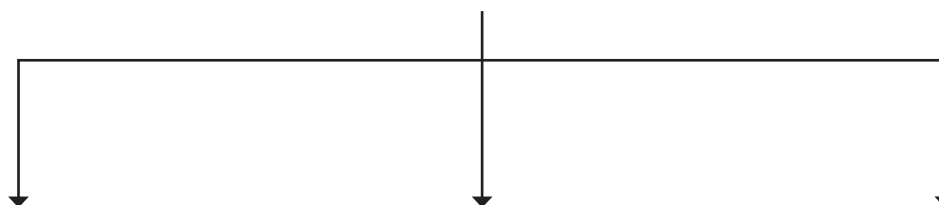
Learning Experience 1

Resource: a problem-solution chart

The problem



Possible solutions to the problem



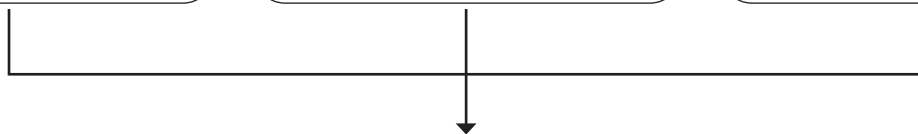
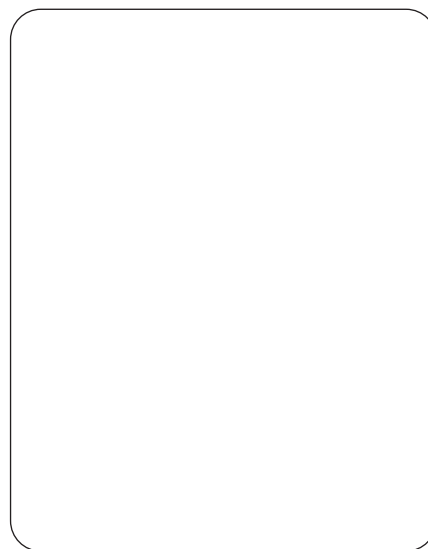
Possible solution 1



Possible solution 2



Possible solution 3



The best solution

