

# What's the Emotional Syllabus about?

The Emotional Syllabus is one of the resources we offer as part of the Cambridge Learning Journey. As you may already know, the Cambridge Learning Journey is the educational route which Cambridge University Press offers young learners from infancy up to late adolescence through its courses and accompanying resources. The aim of this learning journey is to help young learners not only become academically competent adults, but also to gain emotional and social competences.

Recent psychological studies have shown that a developed emotional competence favours both our social adaptation and the resolution of conflicts, but also improves our academic performance, our ability to make decisions and our well-being.

Our emotional education starts at an early age. After only a few months, a baby can express such emotions as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface, such as love, sadness, shame and disgust. Children also learn how to recognise emotions in others and develop self-control mechanisms. In general, when children are around seven or eight years old they have a well-established understanding of their own emotions and those of others and begin to be able to talk about them. But their emotional education does not end at this point. In the following years of adolescence there is still a lot to learn and discover. They find that they begin to feel different emotions at the same time, which can cause complex mood swings where, for example, enthusiasm could have its origins in another emotion, such as love. Luckily, at this stage, they have more resources to control their emotions, amongst these is the capacity to make value judgements or to be aware of the consequences of the decisions they make when influenced by their emotions. They feel a deep need to create and maintain friendships, where the expression of and openness to emotions are key, along with the ability to positively impress others.

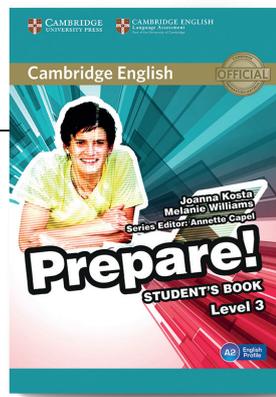
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with others are friendly and honest. This will arm them with the capacity to construct the emotional states they need to deal with everyday situations and feel physically and mentally healthy.

The ideas put forward in the work of Rafael Bisquerra Alzina and Núria Pérez Escoda (2007) have been used as a point of reference to draw up an Emotional Syllabus, which includes a list of the emotions present in our materials along with each of the related emotional competences, teaching notes and extra worksheets full of ideas for working with the emotions and their competences in the classroom.



# Teaching Notes

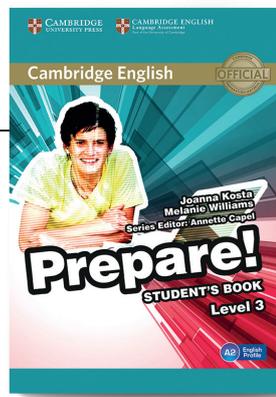
## Prepare! 3 Student's Book



Unit	SB section	Emotion	Emotional competences
<b>1</b> It's a challenge!	p13 Listening	<b>FEAR</b>	<b>Self-management</b> > Be able to express your emotions appropriately. <b>Social awareness</b> > Be capable of cooperating with others.
<p>Ask students if they remember their first day at school? How did they feel? Brainstorm a list of possible adjectives to describe their feelings onto the board. In groups ask the students to arrange the adjectives into categories (give them the categories: e.g. positive and negative or ask students to invent their own categories). What advice would they give to a new student?</p>			
<b>2</b> The natural world	p17 Reading	<b>TENDERNESS</b>	<b>Life and well-being awareness</b> > Look for help and resources. > Be an active, civic and responsible citizen.
<p>Explain to students that Pandas are listed as "endangered" on the world wildlife website. What does this mean? Do the students know of any other species on this list? Why do students think these animals are endangered? How do they think the world can prevent extinction of these species?</p>			
<b>3</b> Travel: then and now	p20 Reading	<b>SOLITUDE</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. <b>Social awareness</b> > Be capable of cooperating with others.
<p>Ask students if they would enjoy spending time on a desert island? Do they enjoy spending time alone? Why/why not? In groups, give students a list of 6 items, including the fish bones, pocket knife and buttons. Tell them they have to plan an escape from the island using only these 6 items. Groups present their escape plan to the class.</p>			
<b>4</b> My place	p24 Reading	<b>DISAPPOINTMENT</b>	<b>Self-awareness</b> > Understand how others feel. <b>Self-management</b> > Be conscious of how emotions influence behaviour.
<p>Tell the students to underline all the disappointing things that happened on the holiday. In groups, put them in order of seriousness. Compare with other groups. Next, ask them to imagine that Elena's mum and dad phone up the apartment owner after the holiday. Write the conversation, and ask volunteers to act out.</p>			
<b>5</b> School	p34 Reading	<b>STRESS</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Generate positive emotions and enjoy life.
<p>In groups, ask students to brainstorm reasons school might be more stressful than home school.</p>			

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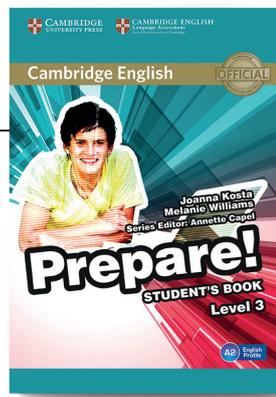
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Unit	SB section	Emotion	Emotional competences
<b>6</b> It's very special	p38 Reading	<b>ENVY</b>	<b>Social awareness</b> > Understand that in human relationships sincerity and reciprocity are fundamental. > Have the capacity to influence or manage other people's emotions.
<p>Ask students if they think people would be happy for Fred and Terry, or envious of their luck. Ask students to imagine that people write to Fred and Terry, asking them for money. Would the students share the money? Does it depend who asks? What should Fred and Terry say to these people? What other disadvantages might there be winning this amount of money?</p>			
<b>7</b> Travel and holidays	p42 Reading and Listening	<b>ACCEPTANCE</b>	<b>Social awareness</b> > Have the capacity to influence or manage other people's emotions. <b>Life and well-being awareness</b> > Contribute to others' well-being.
<p>Ask students to try and complete this sentence from the listening: "But you're ____ (terrible) ____ at cooking". How does Dan feel when he hears this? (He accepts this.) Ask students to brainstorm advice in groups for Dan, to help him get better at cooking. Ask students if there's anything they think they are terrible at. Exchange advice.</p>			
<b>8</b> Life in the future	p46 Listening	<b>IRRITATION</b>	<b>Social awareness</b> > Control basic social abilities: being polite. > Show respect to others.
<p>Ask students what Suzie isn't allowed to do at the end of the interview (use her phone in the studio). Do the students agree that in certain places and situations, phones shouldn't be allowed? Which places? Why? Technologies and mobile devices have changed the way we interact socially, what new habits might cause irritation to others?</p>			
<b>9</b> Sport and games	p56 Reading	<b>PRIDE</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour.> Control your impulses.
<p>Ask students if they play any mind sports. Have they ever entered a competition for sport or mind sport? Did they win? In groups, students list a number of positive adjectives to describe someone who wins a competition, and then for someone who loses a competition. Give time limits. At the end, share ideas for points. Ask the winners how they feel.</p>			
<b>10</b> Useful websites	p60 Reading	<b>PLEASURE</b>	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Self-management</b> > Generate positive emotions and enjoy life.
<p>Ask students if the websites shown appeal to them. Which 6 websites would they list instead of these? In groups students choose their 6 favourite websites or apps, and make a list in descending order of preference. Then mix the groups together and ask students to justify their choices and choose a final class list.</p>			

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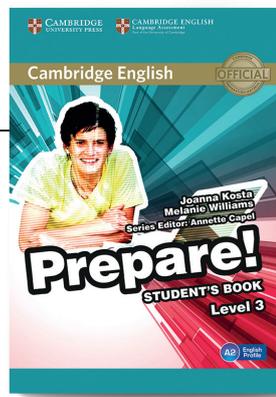
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<b>11</b> City living	p65 Reading and Grammar	<b>ASTONISHMENT</b>	<p><b>Life and well-being awareness</b> &gt; Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p> <p><b>Social awareness</b> &gt; Be capable of communicating effectively.</p>
<p>Write a few wonders of the world (old or new) on the board. Ask students to match to countries. Get students to decide which is the most amazing place, and why. Now, ask students in groups to make their own matching puzzle (for the other groups) using information about other places.</p>			
<b>12</b> Festivals and films	p70 Reading	<b>EXCITEMENT</b>	<p><b>Self-awareness</b> &gt; Make decisions based on your own emotions.</p> <p><b>Life and well-being awareness</b> &gt; Have the capacity to enjoy positive experiences in social life.</p>
<p>Ask students about the most exciting films they have seen recently/ever, and the most boring. Do all the students enjoy watching films? Do they prefer other activities to watching films – e.g. gaming, or sports, or music? What kind of activities to the students find most exciting/most boring and why?</p>			
<b>13</b> Life experiences	p78 Reading and Vocabulary	<b>NOSTALGIA</b>	<p><b>Social awareness</b> &gt; Be capable of communicating effectively. &gt; Be capable of cooperating with others.</p>
<p>Write three sentences on board about things you have done in your life. Make one of them a false statement. In groups, students have to ask you questions to find out which statement is false. Ask students to repeat activity in their groups.</p>			
<b>14</b> Spending money	p83 Writing	<b>DELIGHT</b>	<p><b>Self-management</b> &gt; Generate positive emotions and enjoy life.</p> <p><b>Life and well-being awareness</b> &gt; Have the capacity to enjoy your own well-being.</p>
<p>Give all students a small piece of paper each. Tell them to write down the best present they ever received on the piece of paper. Collect in all the answers. Now, put students in groups, take one of the words and describe it to students. The group who correctly guesses the present first wins the piece of paper. Continue as whole class activity, or get groups to do.</p>			
<b>15</b> Free time	p89 Reading	<b>ADMIRATION</b>	<p><b>Social awareness</b> &gt; Show respect to others. &gt; Understand that in human relationships sincerity and reciprocity are fundamental.</p>
<p>Ask students if they know someone like Mary. Who do they admire in their own family? Why? In groups, ask students to decide on a top 10 things they want to do before they are Mary's age. Get groups to share ideas.</p>			

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Unit	SB section	Emotion	Emotional competences
<b>16</b> So many languages!	p92 Reading	<b>BEING MISUNDERSTOOD</b>	<b>Social awareness</b> > Control basic social abilities: having an open attitude to dialogue. > Show respect to others.
<p>Ask students if they have been abroad, and which languages did they use to communicate? Ask students if language ever caused them to be misunderstood. In groups, get students to list some basic phrases (in L1) that they would need abroad. Groups have to mime the phrases and the class guesses the phrase in L1, and then give them- in English.</p>			
<b>17</b> Staying healthy	p100 Vocabulary and Reading	<b>COMPASSION</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-awareness</b> > Understand how others feel.
<p>Ask students in groups to write some imaginary letters to the website. Groups swap around the letters and write replies. Ask students if they would ever write to a website about a personal issue. Who can they talk to about personal problems?</p>			
<b>18</b> Expedition!	p104 Listening	<b>GUILT</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using ethical, social and safety criteria. > Be an active, civic and responsible citizen.
<p>Do you believe Dylan? Do you think he feels guilty about not helping with the washing up? What should his friends do next time they go on an expedition together? Has this ever happened to you?</p>			
<b>19</b> Different ingredients	p110 Reading	<b>ENTHUSIASM</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy your own well-being. <b>Self-motivation</b> > Have the capacity for self-motivation.
<p>Ask students if they enjoy cooking? Would they like to learn? Why/why not? Do any of the students keep a blog? If so, what is it about? Ask students what they enjoy doing outside of school, or is there something they would like to try?</p>			
<b>20</b> Changes	p114 Listening	<b>BOREDOM</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Reduce the length and intensity of negative emotions.
<p>Ask students why they think Fiona was bored with her job. In groups, get students to brainstorm Fiona's daily routine as a receptionist; what do they think she had to do? Now, ask students to think of an exciting job. What makes the job exciting? Are there any boring parts to the job? How could they combat the boredom?</p>			