

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.

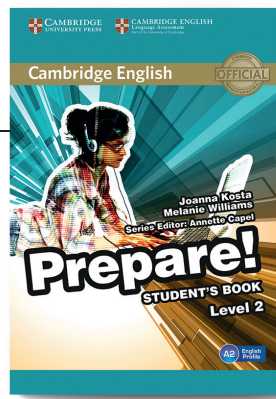
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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

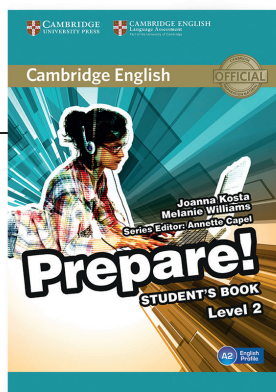
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Unit	SB section	Emotion	Emotional competences
1 Sports and games	p16 Reading	BOREDOM	Self-management > Reduce the length and intensity of negative emotions. > Generate positive emotions and enjoy life.
Ask students to choose which of the 3 sports shown seem the most exciting. Ask them which one seems the most boring. Now, in groups ask students to brainstorm lists of sports as either boring sports or interesting sports. Compare with class and talk about how students combat boredom.			
2 Tastes Wonderful!	p20 Reading and Vocabulary	ACCEPTANCE	Social awareness > Show respect to others. Self-awareness > Make decisions based on your own emotions.
Ask the students to choose which meals they most like from the texts. Do they know what people in other parts of the world like to eat? Ask them how their own meals and mealtimes are different? And, what similarities do the three texts have with their country? What's their perfect "food day" – get students in groups to plan 3 meals.			
3 Great Sounds	p26 Reading	ENTHUSIASM	Self-motivation > Get emotionally involved in the positive aspects of your life. > Feel optimistic and capable, intend to make the world a better place.
Ask the students if they think this would be a popular school in their city. In groups, tell students they are going to design their own "dream school". What's the school called? What's the theme? What would the main subjects be? Would English be a subject?			
4 A true story	p30 Reading	RELIEF	Self-awareness > Name your emotions. Self-management > Be able to express your emotions appropriately.
Ask the students if they have ever lost something and then found it again? What was it? How did they find it? Have they ever had the feeling that they have lost something – e.g. their phone or their keys – but then found it? How did they feel?			
5 Fantastic facts	p36 Reading and Vocabulary	ADMIRATION	Social awareness > Show respect to others. > Be capable of cooperating with others.
Ask the students which of these famous examples they most admire. For example, in groups they have to draw up a top 3 list, and then explain to another groups. Are there any other examples they can think of which they really admire?			

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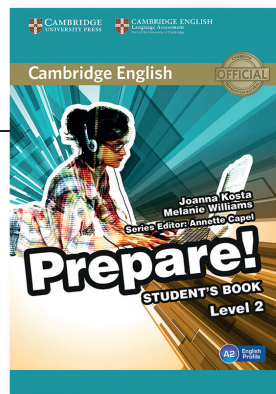
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Unit	SB section	Emotion	Emotional competences
6 What a great job!	p42 Reading and Vocabulary	SATISFACTION	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Social awareness > Be capable of communicating effectively.
Ask students which of Daniels jobs they think would be the most/least satisfying? The most/least well-paid? The most/least fun? In groups, can they add other jobs to each category?			
7 Going places	p48 Reading and Vocabulary	PRIDE	Self-awareness > Understand how others feel. Life and well-being awareness > Take responsibility for making decisions using ethical, social and safety criteria.
Ask students how they think the two scouts felt after such a long trip. Why do they think the two scouts did this? Would they like to do this trip? Why/why not? Ask students if they have ever done anything for charity. If they could do a 2-week trip for a charity, what would they do and where would they go? Which charity would they choose?			
8 Special places	p50 Reading and Vocabulary	SERENITY	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Self-motivation > Accept your own emotions even if they're not socially and culturally accepted.
Ask your students how they like to relax and wind-down. Is it a place they go to, or something they do? Do they prefer to be alone for periods of time, or do they need to be around other people?			
9 Clothes and fashion	p60 Reading and Vocabulary	ASTONISHMENT	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. > Have the capacity to set ourselves positive and realistic goals.
Ask students which of the items in the article they found most surprising, or astonishing. Next, either use the five objects in ex. 4, or give students other everyday items, and ask them to brainstorm new uses they could recycle these products into. Groups exchange and vote on best ideas.			
10 Buying things	p64 Reading	DISCOURAGEMENT	Self-motivation > Have a positive image of yourself. > Make sure there is harmony between your emotions and moral values.
Ask students if they buy things online. What do they buy? Do they think Matt's idea for selling T-shirts was a good one? Why did people discourage him from starting the business? Ask the class if they think it's more important to do something you believe in, or something other people tell you to do.			

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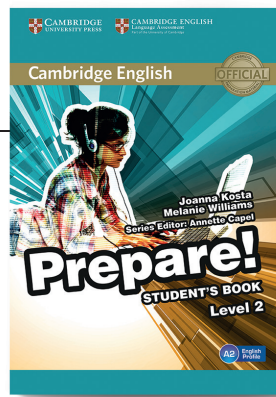
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Unit	SB section	Emotion	Emotional competences
11 Eating out	p70 Reading and Vocabulary	HAPPINESS	Life and well-being awareness > Have the capacity to enjoy your own well-being. Self-motivation > Get emotionally involved in the positive aspects of your life.
Ask students which dish makes them most happy. In groups, students have to write down a list of ingredients from all the food and drink they most enjoy. Groups then swap lists and have to plan a feast for a celebrity of their choosing, using only the items on their list to make the dishes.			
12 The latest technology	p73 Speaking	FRUSTRATION	Self-management > Be able to express your emotions appropriately. > Control your impulses.
Ask the students which type of device they mostly use. What do they use it for most? In groups, ask them to draw up a list of the top 5 most frustrating things that can happen with these devices (e.g. screen freezing). Groups decide on order of seriousness and then read out to class. The class have to give advice.			
13 Healthy bodies	p81 Speaking	COMPASSION	Life and well-being awareness > Look for help and resources. Self-awareness > Understand how others feel.
In groups (or whole class), ask 1 student (the patient) to go out of the room. The remaining students choose one health issue. When their friend returns, each member gives one piece of advice to the patient. The patient has to guess what the problem is. Ask students what they can say to someone who isn't feeling very well. How can they comfort them?			
14 In the town	p86 Reading	EXCITEMENT	Self-awareness > Make decisions based on your own emotions. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
Ask students what the most exciting thing to do in Edinburgh is, according to the article. Ask students to think about a place they have visited. What was the most exciting thing/s they did there? What would they like to do on their next holiday? What's the most exciting type of trip they could think of?			
15 Weather and places	p92 Reading	CONFUSION	Self-motivation > Evaluate social and cultural messages in the media critically. Social awareness > Be assertive.
Ask students if they think the stories are true or not? In groups the students could choose one of the stories and brainstorm possible explanations for it. They then exchange their theories with others. Ask the students if they have ever witnessed something strange.			

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16 Amazing animals	p94 Reading	GRATEFULNESS	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. > Contribute to others' well-being.
Ask students to imagine what advice the gorilla might give the zoo after the incident, if she could speak. How do you think the boy/the boy's family could best show their gratefulness to the gorilla? Get students in groups to brainstorm some fun ideas. Award points for best ideas.			
17 What's on?	p104 Reading and Vocabulary	DESIRE	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
Ask students the following questions to talk about in pairs or groups: 1.If they could choose either fame OR money, but only for a limited time of one month, which would they choose and why. 2. What would their "act" be if they went on a TV talent show?			
18 Papers and magazines	p109 Vocabulary	LOVE	Social awareness > Be capable of cooperating with others. Self-management > Be conscious of how emotions influence behaviour.
After the Romeo and Juliet story, ask students to brainstorm other films or books they know which include a love story. What about songs? Why do they think Love is such a popular topic in songs and films?			
19 School can be fun!	p114 Reading and Vocabulary	STRESS	Self-management > Be conscious of how emotions influence behaviour. > Generate positive emotions and enjoy life.
Can the students think of some of the disadvantages of this type of school? Do they think students experience much stress at this school? Why/why not. Ask students in groups to write down the top 3 things they find stressful their school. Swap papers and write advice on another group's paper, then return.			
20 Families	p116 Reading and Vocabulary	NOSTALGIA	Self-awareness > Make decisions based on your own emotions. Social awareness > Control basic social abilities: having an open attitude to dialogue.
Ask students in groups to think about which devices/technology were not available before they were born. What do they think people did instead? Can the students think of some advantages of life before this technology?			