

Speakout 2nd Edition

Intermediate

Students' Book

Unit 6.1 Page 68 – 69

- Start by writing 'January' on the board. Ask the students what they think of when they see this word.
- After eliciting 1-2 ideas from the whole class, ask the students to continue in 2s/3s for another minute. Feedback and write some ideas on the board.

- Now tell the students they're going to use their ideas about this month to write a poem. *Either dictate the beginnings of the lines or have them written on the board / a handout:*

January makes me feel _____

It's the colour of _____ (highlight they need to write an object not a colour here)

It tastes like _____

It smells like _____

If it were a day, it'd be _____

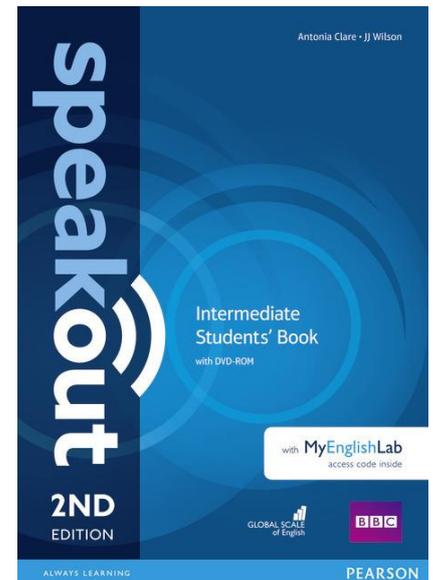
If it were a person, it'd be _____

Students write out their poems individually then compare with a partner. Make sure they explain their choices and don't just read aloud. You could give the listeners some questions to ask: *Why's that? = How come? What makes you say that? Why did you choose that?*

OPTIONAL EXTENSION If you have time, you could put the poems on the wall and ask the class to walk around the class and read them all, filling in the following: *The most surprising poem was (Vanya's) because he wrote.. / For me, the best poem was... / The poem that was most similar to mine was....* , etc.

- Link from feelings (January makes me feel.....). Have the feelings the students wrote in their poems on the board and elicit more from the class.
- Open book to **pages 68 – 69** and highlight pictures A-F at the top of the pages. Put students into 2s and ask them to tell their partners how they think the people in each of the pictures feel(s) and why. Give no more than one minute to do this. Make sure the students cover the rest of page 68 with a piece of paper so they aren't reading the texts below.

- Briefly feedback on their answers but **don't confirm** anything at this stage. Ask the students to elaborate on the reasons for their answers. Probable answers: *A = he's surprised because it's a surprise party; B = They're frightened because they're watching a horror film; C = He's happy because he's won a race / competition; D = He's unhappy because he doesn't like the food; E = She's sad/unhappy because they've had an argument/she's heard some bad news; F = He's angry because of a stupid driver.*



➤ Write angry (adjective) on the board and ask students if they can tell you the noun form of the word (anger). Tell the students that there are actually only six basic emotions that all people feel. They can all be recognised by our facial expressions, just like the anger in picture F.

➤ Ask if the students can guess the other five basic emotions (anger.....). Give them 30 seconds to work individually. Read the text on page 68 and match the emotions to pictures A-F. Briefly feedback as a whole class. *Was there anything that surprised the students?*

! There are two ways you can do the speaking activity in C

- *The first*, as suggested in the book, is to put the students into pairs and get them to tell each other the last time they felt each emotion. Make sure the students have some thinking time before speaking and also give them an opt out in case they don't want to discuss or can't remember a specific example (*I can't remember when I last felt _____ but I think people usually feel it when they're _____*).

- *The alternative* is to get the students to imagine their partner's responses using an activity called 'I Am You'. Dictate the following frame: *I think the last time you felt _____ was _____*. Each student completes the 6 sentences (one for each emotion) with what they guess their partner's answer will be then check the ideas together.

➤ Tell the students they're going to watch a video of a man talking about a time he felt one or more of these six basic emotions. If you have time, you could watch the video once with no sound and ask the students to predict from his facial expressions (and gestures) the feelings he's describing. If not, go straight to the next stage with the *following questions*:

- *Where was he teaching?*
- *Which words does he use to describe the school? the students? the director's office?*
- *What did he bring into his lessons?*
- *What did the director dislike about this way of teaching?*
- *How did he feel when he left her office?*
- *What did he get in the post the same day?*

Answers: in (a language school in) Italy; the school was conservative (in its approach), the students were compliant (but not engaged) and the director's office was bizarre and huge; he brought in poems, music, images, art and drama; the teacher wasn't lecturing, the students were moving around and talking to each other and his approach was too radical; he left with his tail between his legs feeling upset, humiliated, depressed and sad); he got a copy of a book (the Pedagogy of the Oppressed).

➤ Ask the students to compare answers in pairs and then feedback as a whole class.

Compliant (adj) = willing to agree to / obey what other people tell you to do.

➤ Ask the students what they think happened next in the story. *How did he feel the next day? What did he do when he went to the school?*

➤ You could ask them to script and act out the next meeting between the teacher and the director. Give them only the opening line:

Director: Come in.