SHOELESS and FOOTLOOSE

EAE Learning objectives for this lesson

Familiarise yourself with SUFFIXES and PREFIXES and COMPOUND NOUNS.
Comprehension and discussion activities.

Activity One - *Ask and answer with your partner.*

1. How many pairs of shoes do you have?
2. What kind of shoes do you find comfortable?
3. Do you wear shoes for comfort or fashion?
4. Do your shoes reflect your personality?
5. Describe your favourite shoes.
6. Do you look at people's shoes when you first meet them?
7. Is it important to you to wear 'labels'?
8. Do you wear out your shoes quickly?

Activity Two - Riddles

Read the riddles and identify the parts of the shoe …

A

I touch the ground
Sometimes without a sound
Silence or comfort is my goal
And my name sounds like I have soul.

B

I help to attach your shoes
But trip you up if undone
When you are a kid
Tying me up is fun

C

When I am high you are tall
If I am broken you will fall
Choose me for comfort style
But lean on me all the while.

Activity Three - Famous Shoes Whose shoes do you think these are?

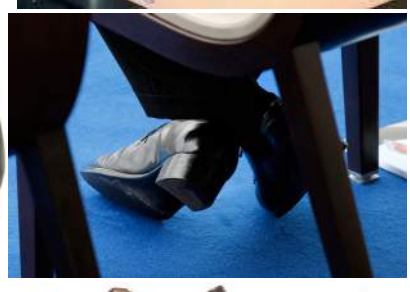














(Fred Astaire - Queen Elisabeth - Sarkozy - Dorothy - Claude François - Elvis - Michael Jackson).

Activity Four - Shoeless = *Unshod - Barefoot - Shoeless - the word shoeless has a **suffix**.*

When someone has no shoes on we can say they are walking barefoot or we can use the **prefix** UN to say that they are 'UNshod', we can also use the **suffix** LESS to say that they are 'shoeLESS'. So, understanding prefixes and suffixes can help you to improve your vocabulary. Let's have a look at the most common ones. Prefixes are added to the front of the base (like - dislike (verbs)), whereas suffixes are added to the end of the base (active (adjective) - activate(verb)). Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word.**Read the examples with your partner:**

Here are the some common **prefixes** for **verbs**

re- **again or back***restructure, revisit, reappear, rebuild*
dis- **reverses the meaning of the verb** *disappear, disconnect*
over- **too much** *oversleep, overwork*
un- **reverses the meaning of the verb** - unfasten, undo
mis- **badly or wrongly** *- misunderstand*
co- **together** *-co-operate*
de- **do the opposite of** *devalue*
inter- **between** *interact interface*
pre- **before** - *prejudge*



Here are some common **suffixes** for **verbs**

-**ise** *stabilise, characterise, symbolise, visualise, specialise*
-**ate** *differentiate, duplicate*
-**fy** *classify, simplify, justify*
-**en** *fasten, shorten*

Here are some common **prefixes** for **nouns**

anti- **against** *anticlimax, antidote*
auto- **self** *autobiography, automobile*
bi- **two** *bilingualism,*
co- **joint** *co-founder, co-owner, co-descendant*
counter- **against** *counter-argument, counter-example, counter-proposal*
dis- **the opposite of** *discomfort, dislike*
in- **the opposite of** *incoherence, incompatibility*
re- **again** *re-organisation, re-assessment*

When you add a **suffix** to a verb , noun or adjective **the new words becomes a noun**

Verb
-tion / sion **action** *alteration demonstration expansion, inclusion, admission*
-er **person who does or thing used for** - *advertiser, driver, computer*
-ment **action -** development, punishment, unemployment
-ant/ -ent **person who does -** *assistant, consultant student*
-age **result of** - *breakage, wastage, package*
-al - result - *denial, proposal, refusal, dismissal*
-ence/ -ance - *action/result* - preference, acceptance

noun
-ship **state of being -** *friendship, citizenship, leadership*

adjective
-ity **state or quality of being** *- ability, similarity, responsibility, curiosity*
-ness **state or quality of being** *- darkness, consciousness*



Activity Five: **With your partner -** ***Identify the suffixes, prefixes and compound nouns in the following text. This is a TIMED activity - let's see who completes it in the shortest time!***

I *can't overemphasise the importance of wearing the right shoes! People will interact differently with you if you have smart shoes on. It's often one of the first things that people notice about your appearance! So if you realise that you don't pay much attention to your shoes, you might want to re-think your approach to fashion! If you wear fashionable shoes, make sure they are clean and even match them with your handbag, you will look very smart. There's no point investing in an expensive overcoat, fashionable clothes, and then having shoes which make you look like a cheapskate!*

Shoes symbolise freedom, fashion and style in our society. Unfortunately people tend to prejudge each other as soon as they see each other. Even if you dislike this fact, you probably don't have the ability to change it. So try to wear shoes that are comfortable, practical and also stylish. Despite the fact that we all want sincere relationships, we all have to realise that first impressions last! So make sure that you are smart from head to toes and people will start off with a great impression.

Activity Six - **Footloose and Footwear** - Recognising Compound nouns also helps us to improve our vocabulary. A compound noun is a noun that is made with two or more words. Sometimes a noun and an adjective (foot+loose) sometimes a noun and a verb (foot+wear). These combinations help us to find precise terms for things. Footwear for example is the collective noun for anything you wear on your feet and footloose is an adjective which describes a person who is restless, who wants to travel and discover new things. The expression *'Footloose and fancy free'* is used to describe someone who is free to travel and do as they please.

Let's watch the original trailer for the 1984 film 'Footloose' just to get into the mood!
https://www.youtube.com/watch?v=6nSXtZPKms4

Now **listen to the famous song** 'footloose' from the film of the same name.
Read the comprehension questions before you listen to the song and then listen for the information to answer the questions:

https://www.youtube.com/watch?v=7fgKcF9K4yw
'Footloose - Main Theme (Kenny Loggins)'.

QUESTIONS:

1. What has he been punching?
2. What is his feeling?
3. What will he do to the town?
4. What does he feel he has to do?
5. What will he do to his shoes?
6. What will he lose?
7. What is he trying to tell you?
8. What should everybody do?
9. Where should you put your feet?
10. What's the main message of the song?

Activity Seven - Dancing shoes. Ask and answer the questions with your partner:

A. Do you like to dance?
B. Do you feel confident about dancing?
C. When and where do you dance?
D. What type of dancing do you know how to do?
E. Do you enjoy watching other people dance?



Activity Eight - Dancing feet - **Watch** the video and after each dance move we will pause it and ***in teams*** you will try to **describe the exact movement** of the dancers' feet. Then describe their footwear. If you think that the opposite team gets something wrong in the description, or if your teacher notices a mistake, ring the buzzer and the other team can win a bonus point by getting it right!
https://www.youtube.com/watch?v=bBIsxlhtZsI
'Footloose first dance scene'.

Activity Nine - Footwork.

Let's see if you can copy some of this fancy footwork!

Each team selects a volunteer for each dance move. Your volunteer has to compete in a dance off with the volunteer from the other team. Watch the video - describe the move and copy it! Let's see who describes it and dances it the best!

Tap dancing like Fred Astaire.
The Band Wagon - Fred Astaire and Cyd Charisse
https://www.youtube.com/watch?v=yuJxYmJlEHY

Gangnam style.
Gangnam Style Official Music Video
https://www.youtube.com/watch?v=mIQToVqDMb8

The sidewalk
How To Do The Sidewalk Dance Move
https://www.youtube.com/watch?v=xVshfzQfhrw

The Basic Waltz
https://www.youtube.com/watch?v=LEqg4PxkyYE

Activity Ten - **Blue Suede Shoes**

Watch the video and fill in the gaps.

https://www.youtube.com/watch?v=T1Ond-OwgU8



Well, it's one for the …….
Two for the …….
Three to get …….
Now go, cat, go

But don't you
Step on my blue suede …….
You can do …….
But stay off of my blue suede …….

Well, you can ……. me down
……. in my face
Slander my name
All over the …….

Do anything that you want to do
But uh-uh, honey
……. off of my shoes
Don't you step on my blue suede …….
Well, you can do …….
But stay off of my blue suede …….

Let's go, cat!
Ah, walk the …….

You can ……. my house
……. my car
Drink my liquor
From an old fruit jar

Do anything that you want to do
But uh-uh, honey
Lay off of my shoes
And don't you
Step on my blue suede shoes
Well, you can do anything
But stay off of my blue suede shoes

Ah, get
Yeah

Well, it's one for the …….
Two for the …….
Three to get …….
Now go, go, go!

But don't you
Step on my blue suede …….

