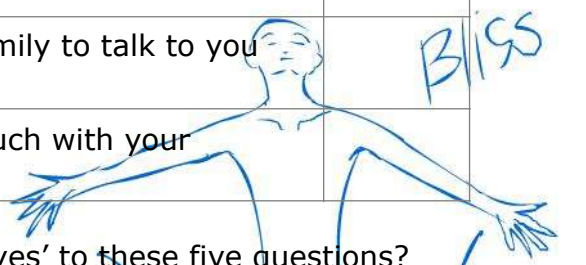
# Emotional People

**EAE Learning objectives for this lesson**

Learn words and expressions to talk about how you feel. Comprehension. Discussion.

**Activity One** – **Ask and answer**…

| *Question:* | Y/N |
|---|---|
| 1. Are you a very emotional person? | |
| 2. Do you cry easily? | |
| 3. Do you always say how you feel? | |
| 4. Do you encourage your friends and family to talk to you about their emotions? | |
| 5. Do you think it's important to be in touch with your emotions? | |



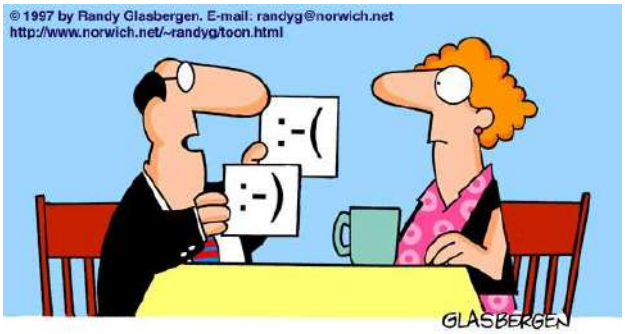

How many times did you and your partner answer 'yes' to these five questions? Give yourself a score out of five – ***How emotional are you on a scale of one to five?***

**Activity Two** – **Team Challenge** – ***Show your emotions***.
**T**ake turns for one member of each team to mime one of the following emotions. After ten seconds if no one guesses then the next team gets a turn. Each team wins one point for guessing correctly.

First let's watch a short presentation for some ideas: http://www.youtube.com/watch?v=LHraznv4pHQ&feature=fvwrel

- Thrilled
- Troubled
- Delighted
- Infuriated
- Elated
- Anxious
- Disappointed
- Alarmed
- Terrified
- Mortified
- Excited
- Ashamed
- Contented
- Satisfied
- Disappointed

**Activity Three** – Art Therapy - ***How do you feel today?***
Choose three feelings you have experienced today and sketch them.
http://www.angiogram.com/feelings.html




"You always complain that I don't know how to show my emotions, so I made these signs."

**Activity Four** – **Listen and Learn** – group activity.
- http://www.elllo.org/months/weeks/games.htm
  - Which man is it?
  - Which woman is it?

**Activity Five – Team Race** – Match the idiomatic expressions to their definitions (Please don't prepare this activity at home).

| | |
|---|---|
| To be over the moon | To feel depressed |
| To be down in the dumps | To get more and more angry |
| To be up in arms | To be furious and totally lose your temper |
| To blow your top | To feel very angry |
| To be hopping mad | To feel delighted |
| To get steamed up about something | To feel indignant |



**Activity Six** - Work with your partner to complete the table.

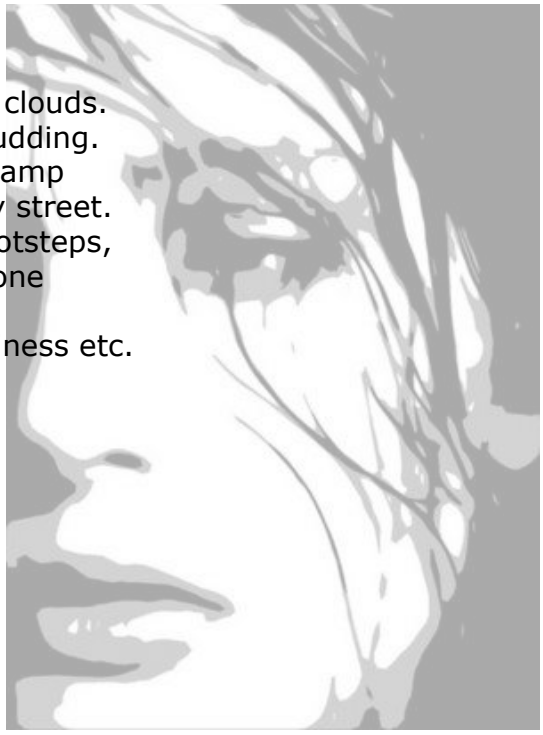
**Ed/Ing Emotion Adjectives** ***(by Rick Shur)***

| **The situation:** | **I feel, I am...** | **This is, It is...** |
|---|---|---|
| I spilled water on my pants. | | |
| My pants fell down in front of the class. | | |
| This is a new and wonderful computer! | | |
| This TV show isn't saying anything informative or new. | | |
| He's been talking about statistical formulas for hours!! | | |
| I've been working all day. | | |
| I've been running for three miles! | | |
| This unfriendly dog has big teeth! | | |
| The hurricane is going to hit our city!! | | |
| This man-eating shark has enormous teeth!!! | | |
| This fly keeps buzzing around my head. | | |
| I lost my favorite hat! | | |
| My daughter didn't clean her room!! | | |
| The dog did its mess on the carpet!!! | | |
| I can't understand the instructions. | | |
| I don't know why my wife is mad at me. | | |
| I can't pass the test after trying two times. | | |
| The teacher said that my English was getting better. | | |
| I'm listening to Martin Luther King's famous speech! | | |
| He's picking his nose in public! | | |
| He told a good joke that made me laugh. | | |
| This show made me laugh until my sides hurt! | | |
| The show was fun to watch. | | |
| She was pregnant and had twins (two babies). | | |
| She was pregnant and had quintuplets (five)! | | |
| She won $25 million in the lottery!! | | |
| His argument was strong. He gave good reasons. | | |
| His argument was weak. He didn't prove his point. | | |

**Activity Seven** – **Express** your Emotions.

It's well known that expressing our emotions through writing can help us to understand our emotions and feel good. Let's try…

Here's an ***example*** –



**Fear**

Fear is black like stormy clouds.
It tastes like cold rice pudding.
It smells musty and damp
It looks like a dark lonely street.
It sounds like echoing footsteps,
It feels like being alone

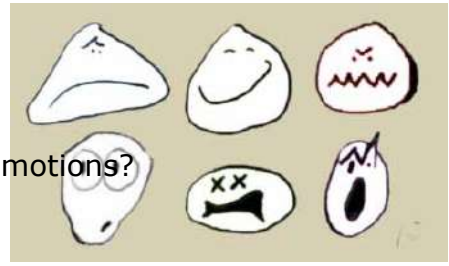
With your partner try it out:
1. Choose a human emotion e.g. fear, love, hate, happiness etc.
2. Write you poem according to this formula:

- What colour is the emotion?
- What does it taste like?
- What does it smell like?
- What does it look like?
- What does it sound like?
- What does it feel like?

**Activity Eight** – Like a Diamond…

Listen to the song - http://www.youtube.com/watch?v=kOGBIbqXwYE

Answer the questions.



1. What is the song about?
2. What emotions are expressed in this song?
3. What images and comparisons are used to talk about emotions?
4. What will never die?
5. Do you like the song?

**Activity Nine** – Act Out the following situations and show the emotions! (First prepare a dialogue with your partner.) The other class members will talk about the emotions you show.

1. You receive your exam results in the post and they are really good.
2. You try to sneak home after being out until the early hours of the morning and when you get home your mum/wife/husband is waiting for you, not sleeping.
3. You get to work late and your boss sees you arrive.
4. You ask your girlfriend/boyfriend to marry you.
5. You get a really big bill in the post for your credit card, and try to hide it.

**Activity Ten** – Emotional Intelligence – Read the article then with your partner write some questions **to test a persons emotional intelligence**. Try them out on the rest of the group.

# Emotional Intelligence

**T**he end of the twentieth century saw an unparalleled surge of scientific studies on emotion, hitherto almost unexplored territory because the status of feeling in mental life has been devalued by the reductionist approach of science. There was a time when IQ was considered to be the major determinant of success in life but in the last decade the psychologist Daniel Goleman has argued that emotional intelligence, or EI, is more important. He attempts to explain why so many people with high IQs end up working for people with average ones and he comments that the popularity of his book 'Emotional Intelligence' could be due to the fact that " it validates the idea that people can be smart in a way that doesn't have anything to do with IQ scores". This popular belief is not simply a case of people who have scored low on an IQ test trying to make themselves feel better. It is increasingly evident that IQ tests do not measure the aptitudes that count most in life but merely measure the ability to do the tests. Societies define intelligence in terms of the society's context, for example pre-literate societies depend on action- based skills taught in the context within which they will be used, technological societies require abstract reasoning skills transmitted by means of formal schooling. Consequently what is defined as intelligencea in a technological society reflects factors that make for success in school.

Famous scientists have said that their discoveries seem to be merely following up the revelations of mystics from the past, and even the arrogantly sceptical Freud wrote, "everywhere I go, I find a poet has been there before me". The poets and mystics have always known that true intelligence is a blending of head and heart, of thought and feeling and now psychology is moving towards a definition of what EI might be.

Goleman defines EI as including self-awareness, impulse control, zeal and motivation, empathy and social deftness; these are the qualities he identifies as prerequisites for success in career and in relationships. However the term EI was first formally defined in 1990 by the psychologists Mayer and Salovey as: "1) Knowing how you feel, how others feel and what to do about it. 2) Knowing what feels good, what feels bad and how to get from bad to good. 3) The emotional awareness, sensitivity and management skills which help us maximise our long term happiness and survival." More recently they have updated their definition: "Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion: the ability to access and or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth."

