

# 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.

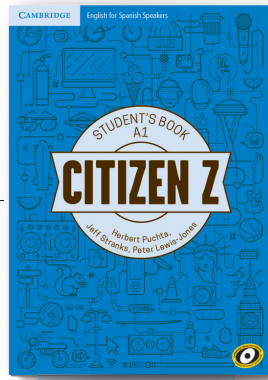
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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



# Emotional syllabus

## Citizen Z A1 (Student's book)

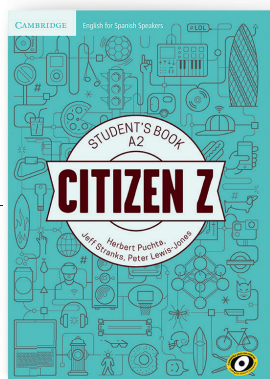


Unit		SB section		Emotion	Emotional competences
1	One world	p15	Think self-esteem	<b>Happiness</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Self-motivation</b> > Have a positive image of yourself. Get emotionally involved in the positive aspects of your life.
2	I feel happy	p23	Think values	<b>Sadness</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. <b>Life and well-being awareness</b> > Contribute to other's well-being. Look for help and resources.
3	Me and my family	p35	Think values	<b>Love</b>	<b>Self-awareness</b> > Name your emotions. <b>Self-management</b> > Be able to express your emotions appropriately.
4	In the city	p45	Think values	<b>Pride</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Self-motivation</b> > Get emotionally involved in the positive aspects of your life.
5	In my free time	p57	Think values	<b>Solitude</b>	<b>Self-management</b> > Be perseverant. Generate positive emotions and enjoy life. <b>Self-motivation</b> > Have the capacity for self-motivation. Be resilient.
6	Friends	p67	Reading	<b>Admiration</b>	<b>Self-motivation</b> > Have a positive image of yourself. <b>Social awareness</b> > Show respect to others. Understand that in human relationships sincerity and reciprocity are fundamental.
7	Sporting life	p86	Life skills	<b>Frustration</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. <b>Self-management</b> > Control your impulses. Manage frustration.
8	Dance to the music	p88	Reading	<b>Passion</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. <b>Self-motivation</b> > Have a positive image of yourself.
9	Would you like dessert?	p108	Life skills	<b>Gratefulness</b>	<b>Self-management</b> > be able to express your emotions appropriately. <b>Social-awareness</b> > control basic social abilities: showing thanks.
10	High flyers	p111	Reading	<b>Courage</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in a safe, healthy and ethical manner.
11	A world of animals	p130	Life skills	<b>Anxiety</b>	<b>Self-awareness</b> > Name your emotions. <b>Self-management</b> > Be conscious of how emotions influence behaviour. Reduce the length and intensity of negative emotions.
12	Getting about	p136	Reading	<b>Enthusiasm</b>	<b>Self-motivation</b> > Have the capacity for self-motivation. > Feel optimistic and capable, intend to make the world a better place.



# Emotional syllabus

## Citizen Z A2



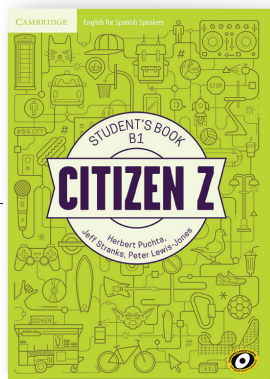
Unit	SB section	Emotion	Emotional competences
<b>1</b> Having fun	<b>p13-14</b> Reading pages	<b>Happiness</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Life and well-being awareness</b> > Have the capacity to enjoy your own well-being.
<b>2</b> Money and how to spend it	<b>p23</b> Think values	<b>Satisfaction</b>	<b>Self-motivation</b> > Have a positive image of yourself. > Accept your own emotions even if they're not socially accepted.
<b>3</b> Food for life	<b>p42</b> Life skills	<b>Remorse</b>	<b>Social awareness</b> > Control basic social abilities: asking for forgiveness. > Understand that in human relationships sincerity and reciprocity are fundamental.
<b>4</b> Family ties	<b>p45</b> Think values	<b>Love</b>	<b>Social awareness</b> > Show respect to others. > Have the capacity to prevent and resolve interpersonal conflicts.
<b>5</b> It feels like home	<b>p62</b> Life skills	<b>Compassion</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. <b>Social awareness</b> > Show respect to others.
<b>6</b> Best friends	<b>p72</b> Culture	<b>Acceptance</b>	<b>Social awareness</b> > Understand that in human relationships sincerity and reciprocity are fundamental. > Be assertive.
<b>7</b> The easy life	<b>p86</b> Life skills	<b>Empathy</b>	<b>Self-motivation</b> > Be resilient. <b>Life and well-being awareness</b> > Take responsibility for making decisions using ethical criteria.
<b>8</b> Sporting moments	<b>p89</b> Think values	<b>Frustration</b>	<b>Self-management</b> > Be perseverant. <b>Self-motivation</b> > Have the capacity for self-motivation.
<b>9</b> The wonders of the world	<b>p103</b> Think values	<b>Courage</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Reduce the length and intensity of negative emotions.
<b>10</b> Around town	<b>p114</b> Reading	<b>Discouragement</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using social criteria. > Be an active, civic and responsible citizen.
<b>11</b> Future bodies	<b>p130</b> Life skills	<b>Anger</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. > Be conscious of how emotions influence behaviour.
<b>12</b> Traveller's tales	<b>p133</b> Think values	<b>Compassion</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.



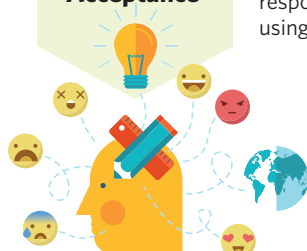
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# Emotional syllabus

## Citizen Z B1

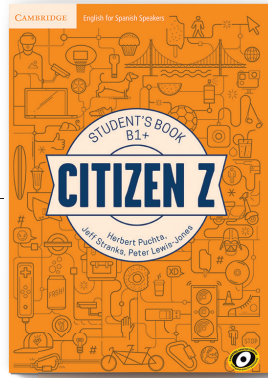


Unit	SB section	Emotion	Emotional competences
1	Amazing people p13	Think values	<b>Admiration</b> <b>Social awareness</b> > Show respect to others. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
2	The ways we learn p23	Think values	<b>Enthusiasm</b> <b>Life and well-being awareness</b> > Take responsibility for making decisions using safety criteria. <b>Social awareness</b> > Be capable of cooperating with others.
3	That's entertainment p42	Life skills	<b>Excitement</b> <b>Self-management</b> > Be perseverant. <b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals.
4	Social networking p45	Think values	<b>Serenity</b> <b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. > Take responsibility for making decisions using safety criteria.
5	My life in music p57	Think values	<b>Pride</b> <b>Self-motivation</b> > Have a positive image of yourself. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
6	Making a difference p67	Think values	<b>Compassion</b> <b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Social awareness</b> > Be capable of cooperating with others.
7	Future fun p86	Life skills	<b>Acceptance</b> <b>Social awareness</b> > Control basic social abilities: having an open attitude to dialogue. <b>Self-management</b> > Manage frustration.
8	Science counts p89	Think values	<b>Euphoria</b> <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Life and well-being awareness</b> > Contribute to others' well-being.
9	What a job! p100	Think values	<b>Satisfaction</b> <b>Self-motivation</b> > Get emotionally involved in the positive aspects of your life. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
10	Keep healthy p111	Think values	<b>Passion</b> <b>Self-management</b> > Be perseverant. <b>Self-motivation</b> > Be resilient.
11	Making the news p130	Life skills	<b>Anger</b> <b>Self-management</b> > Control your impulses. <b>Social awareness</b> > Be assertive.
12	Playing by the rules p132	Think values	<b>Acceptance</b> <b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. > Take responsibility for making decisions using social criteria.



# Emotional syllabus

## Citizen B1+

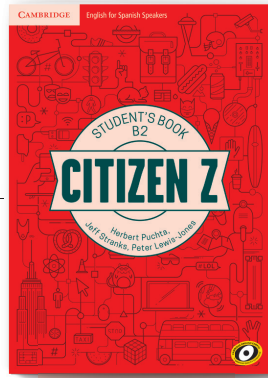


Unit	SB section	Emotion	Emotional competences
<b>1</b> Life plans	<b>p20</b> Life skills	<b>Stress</b>	<b>Self-management</b> > Manage frustration. > Develop different abilities for facing negative emotions.
<b>2</b> Hard times	<b>p25</b> Think values	<b>Compassion</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using ethical criteria. <b>Self-motivation</b> > Be responsible for making decisions and behaving in ethical manner.
<b>3</b> What's in a name?	<b>p42</b> Life skills	<b>Empathy</b>	<b>Social awareness</b> > Show respect to others. <b>Self-awareness</b> > Understand how others feel.
<b>4</b> Dilemmas	<b>p49</b> Think values	<b>Insecurity</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using social criteria. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<b>5</b> What a story!	<b>p64</b> Think values	<b>Admiration</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.
<b>6</b> How do they do it?	<b>p69</b> Think values	<b>Being misunderstood</b>	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. > Understand that in human relationships, sincerity and reciprocity are fundamental.
<b>7</b> All the same?	<b>p86</b> Life skills	<b>Acceptance</b>	<b>Self-awareness</b> > Understand how others feel. <b>Social awareness</b> > Control basic social abilities: having an open attitude to dialogue.
<b>8</b> It's a crime	<b>p88</b> Train to think	<b>Empathy</b>	<b>Self-awareness</b> > Name your emotions. > Understand how others feel.
<b>9</b> What happened?	<b>p108</b> Life skills	<b>Fear</b>	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.
<b>10</b> Money	<b>p116</b> Photostory	<b>Remorse</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. <b>Life and well-being awareness</b> > Be responsible for making decisions using ethical criteria.
<b>11</b> Help!	<b>p130</b> Life skills	<b>Enthusiasm</b>	<b>Self-management</b> > Be perseverant. <b>Self-motivation</b> > Get emotionally involved in the different aspects of your life.
<b>12</b> A first time for everything	<b>p135</b> Think values	<b>Satisfaction</b>	<b>Self-motivation</b> > Have a positive image of yourself. > Have the capacity for self-motivation.



# Emotional syllabus

## Citizen Z B2 (Student's book)

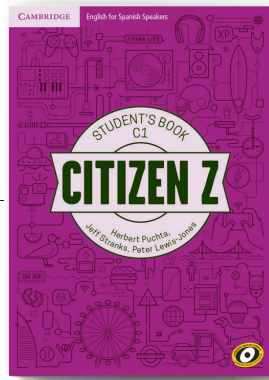


Unit		SB section		Emotion	Emotional competences
<b>1</b>	Survival	<b>p13</b>	Reading	<b>Courage</b>	<b>Self-management</b> > Be perseverant. <b>Life and well-being awareness</b> > Take responsibility for making decisions using ethical, social and safety criteria.
<b>2</b>	Going Places	<b>p23</b>	Reading	<b>Compassion</b>	<b>Self-awareness</b> > Understand how others feel. <b>Life and well-being awareness</b> > Contribute to other's well-being.
<b>3</b>	The next generation	<b>p42</b>	Life skills	<b>Respect</b>	<b>Social-awareness</b> > Show respect to others. <b>Self-awareness</b> > Understand how others feel.
<b>4</b>	Thinking outside the box	<b>p50</b>	Photostory	<b>Insecurity</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. > Generate positive emotions and enjoy life.
<b>5</b>	Screen time	<b>p61</b>	Think values	<b>Admiration</b>	<b>Social awareness</b> > Show respect to others. > Understand that in human relationships sincerity and reciprocity are fundamental.
<b>6</b>	Bringing people together	<b>p74</b>	Life skills	<b>Frustration</b>	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<b>7</b>	Always look on the bright side?	<b>p83</b>	Vocabulary	<b>Anxiety</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Generate positive emotions and enjoy life.
<b>8</b>	Making lists	<b>p89</b>	Train to think	<b>Satisfaction</b>	<b>Self-motivation</b> > Have the capacity for self-motivation. <b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals.
<b>9</b>	Be your own life coach	<b>p104</b>	Reading	<b>Anger</b>	<b>Self-awareness</b> > Understand how others feel. <b>Self-management</b> > Be conscious of how emotions influence behaviour.
<b>10</b>	Spreading the news	<b>p118</b>	Life skills	<b>Embarrassment</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. <b>Self-motivation</b> > Be resilient.
<b>11</b>	Space and beyond	<b>p124</b>	Functions	<b>Empathy</b>	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. > Make sure there is harmony between your emotions and moral values.
<b>12</b>	More to explore	<b>p140</b>	Life skills	<b>Fear</b>	<b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals. <b>Self-awareness</b> > Name your emotions.



# Emotional syllabus

## Citizen C1 (Student's book)



Unit	SB section	Emotion	Emotional competences
<b>1</b> Brothers and sisters	<b>p13</b> Reading	<b>Jealousy</b>	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Self-management</b> > Be conscious of how emotions influence behaviour. Control your impulses.
<b>2</b> Sleep on it	<b>p23</b> Reading	<b>Being misunderstood</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Be able to express your emotions appropriately.
<b>3</b> Lucky breaks	<b>p42</b> Life skills	<b>Anxiety</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. <b>Life and well-being awareness</b> > Look for help and resources
<b>4</b> Laughter is the best medicine	<b>p52</b> Life skills	<b>Empathy</b>	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<b>5</b> Thrill seekers	<b>p56</b> Reading	<b>Excitement</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Self-motivation</b> > Get emotionally involved in the positive aspects of your life.
<b>6</b> Followers	<b>p67</b> Reading	<b>Admiration</b>	<b>Self-motivation</b> > Evaluate social and cultural messages in the media critically. > Have a positive image of yourself.
<b>7</b> Beauty is in the eye of the beholder	<b>p81</b> Listening	<b>Acceptance</b>	<b>Self-motivation</b> > Evaluate social and cultural messages in the media critically. Have a positive image of yourself.
<b>8</b> It's all Greek to me!	<b>p90</b> Speaking	<b>Embarrassment</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. Be perseverant
<b>9</b> Is it fair?	<b>p100</b> Train to think	<b>Respect</b>	<b>Social awareness</b> > Show respect to others. <b>Self-awareness</b> > Understand how others feel.
<b>10</b> You live and learn	<b>p118</b> Life skills	<b>Satisfaction</b>	<b>Self-motivation</b> > Have the capacity for self-motivation. <b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals.
<b>11</b> 21 <sup>st</sup> century living	<b>p123</b> Reading	<b>Anger</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Reduce the length and intensity of negative emotions.
<b>12</b> Unsung heroes	<b>p136</b> Reading	<b>Gratitude</b>	<b>Social-awareness</b> > Control basic social abilities: showing thanks. > Understand that in human relationships sincerity and reciprocity are fundamental.

