

Excitable Edgar
Teacher's Notes

Before the class
Make copies of p3-4

- Video**
1. REO Speedwagon
 2. Bastille
 3. John Lewis 2019

STEP 1

Display the first image on slide 1 of the PowerPoint. Put students in pairs / groups and ask them to talk about their favourite emoji.
Click again and ask them what's the best way to get around the place where they live.
Click twice and ask them which they prefer: *Glee* or *Stranger Things*? Alternatively, what are they watching in English at the moment?
Click once more and ask which is better: listening to music at home or going to a concert?

STEP 2

Now mute the screen and play the first few seconds of **Video 1 REO Speedwagon**. Does anyone recognise the song? If not, tell them it's called *Can't Fight This Feeling*. Say that there is a connection between the song and each of the five images. Get students to speculate on what the connection might be.

STEP 3

Answers

Emojis express feelings. The song is called *Can't Fight This Feeling*.

The truck is called a speedwagon, made by the company *REO motor company* (which was founded by Ransom Eli Olds). *Can't Fight This Feeling* is a song by the American rock band REO Speedwagon, who took their name from the motor company.

Glee and **Stranger Things** have both featured *Can't Fight This Feeling* in an episode (*Glee* in season 1 and *Stranger Things* in season 3).

The band **Bastille** recently performed a cover version of *Can't Fight This Feeling*..

STEP 4

Say that students are going to watch Bastille performing *Can't Fight This Feeling*. Divide the class into two groups, A and B, and give them copies of the corresponding lyrics. Give them a couple of minutes to read and look up new vocabulary.

STEP 5

Tell them that there are some mistakes in the lyrics. They should listen and correct the mistakes (or at least underline the parts where the mistakes appear). If you want to give them a bit more help, say that the mistakes in Student A's lyrics are only in odd-numbered lines while Student B's are in even-numbered lines.

STEP 6

Play **Video 2 Bastille** once and let students compare their answers in their groups. Then play the song a second time.

STEP 7

Pair a Student A with a Student B. Student A reads the first line to Student B. Student B says whether it is correct or not. Student B reads the second line to Student A, who says whether it's correct. They continue until they've checked the whole song. Tell them not to show each other their lyrics; they should only speak and listen (and spell if necessary) to each other.

STEP 8

Say that the song is used in an advert. Display slide 2 with the images from the the advert and the three questions. Students discuss them in pairs before open-class feedback.

STEP 9

Play **Video 3 John Lewis 2019** until 01:10 to check answers to the three questions.

STEP 10

Tell students that there's about a minute of the advert left. How does the story continue? Students work in groups to come up with an ending. Once they've got one, regroup them so that the new groups are made up of students with different endings. They tell each other how they think the story ends and vote on the one they think will be closest to the ending in the advert.

STEP 11

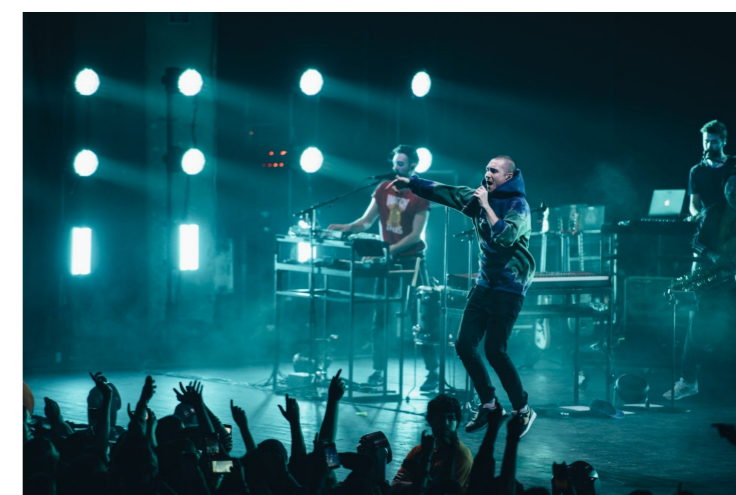
Play the rest of the video to see if anyone came close. (You may need to explain the tradition of setting fire to the Christmas pudding.) Tell them that according to the customer director at Waitrose, the pudding represents....display slide 3.

STEP 12

Tell students that they're going to discuss some thoughtful gestures towards people who might be alone at Christmas. Put them in pairs and display slide 4. Students talk about the question. When they've had enough (or in two minutes if you're doing it as a First or Advanced speaking task), stop them and ask them to choose the two best ideas.

Find out what people thought and ask them if they were going to do the task again, what changes would they make? (E.g. would they use a wider range of vocabulary? Comment on their partner's ideas more? Agree and disagree in different ways?

Finally, get them to repeat the task with another partner, incorporating the changes they mentioned.



Student A

I can't fight this feeling any more
and yet I'm still afraid to let it flow
What started out as friendship has got longer
I only wish I had the strength to let it show
And I can't fight this feeling any more
I've forgotten what I started fighting for
It's time to bring these sheep into the shore
And throw away the oars forever
'Cos I can't fight this feeling any more
And even as I wander
I'm keeping you, parasite

You're a candle in the window
On a cold, dark winter's light
And I'm getting closer than I ever thought I might
And I can't fight this feeling any more
I've forgotten what I started fighting for
It's time to bring these sheep into the shore
And throw away the oars forever
'Cos I can't fight this feeling any more
I've forgotten what I started fighting for
And if I have to fall upon the floor
Come crashing through your door
Babe, I can't fight this feeling any more

Student B

I can't fight this feeling any longer

and yet I'm still afraid to let it go

What started out as friendship has grown
stronger

I only hope I had the strength to let it show

And I can't fight this feeling any more

I can't remember what I started fighting for

It's time to bring this ship into the shore

And throw away the horse forever

'Cos I can't fight this feeling any more

And even as I blunder

I'm keeping you in sight

You're a vandal in the window

On a cold, dark winter's night

And I'm getting grosser than I ever thought I might

And I can't fight this feeling any more

I can't remember what I started fighting for

It's time to bring this ship into the shore

And throw away the horse forever

'Cos I can't fight this feeling any more

I can't remember what I started fighting for

And if I have to crawl upon the floor

Come crashing through your wall

Baby, I can't fight this feeling any more

What might these people be looking at? How might they be feeling? What might have happened before the photos were taken?



The Christmas pudding in the final scene is not just the showpiece of a spectacular feast which brings all the villagers together. It's a reminder that a thoughtful gesture - whether that's a delicious meal or a special gift - can mean so much.

(Martin George, Customer Director, Waitrose)

Take a few moments to chat to them when you see them

Invite them round for a meal

Tell them about events for people who are on their own

Drop a gift in to them during the holidays

Give them a call

What are the advantages and disadvantages of these ways of helping someone who's alone at Christmas?