|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: What makes you happy?** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Sean Kim** | **Upper Intermediate** | **Adult** | **5** | **30 min** |
| **Materials:**  White board and markers.  6 short writing / vocabulary worksheet.  Pictures on the computer (prepared PPT file). | | | | |
| **Aims:**  Ss will work in pairs to think-pair-share about the given topic.  SWBAT discuss and give out free opinions in front of the class.  Ss will listen to an article and discuss about happiness and what makes them happy.  SWBAT listen to an article and give a short summarization through discussion and note taking.  SWBAT listen to the right pronunciation and usage of given vocabulary. | | | | |
| **Language Skills:**  Listening: T’s CCQs, elicitation, example of vocabularies, article, given information.  Reading: Worksheet and article.  Speaking: Discussing and sharing opinion in pairs and the whole class.  Writing: Writing down what they think makes them happy. | | | | |
| **Language Systems:**  Phonology: Correct pronunciation of vocabulary examples given by T.  Lexis: Understanding the whole meaning of an article.  Discourse: Discussing what happiness is and what makes them happy. | | | | |
| **Assumptions:**  Ss are able to fluently make a discussion in English.  Ss enjoy the subject of happiness. | | | | |
| **Anticipated Errors and Solutions**  Since pair work is intended, and S # does not end in an even #, T pairs with the left S.  Ss do not know what makes them happy.   * T guides and narrows down the term of happiness. * T defines what happiness is.   Some S may not be active in the discussion.   * T points out Ss name for an answer. * T guides and induces an answer from S * T uses rotation method for discussion so Ss can talk with other Ss. | | | | |
| **References:**  From Breaking News English Web. August 30th 2018.  <https://breakingnewsenglish.com/0510/051006-happiness.html> | | | | |
| **Notes:**  The taken article should not be given out to the Ss right away. | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Task:** | | | |
| **Aims:**  Greet Ss and let them naturally sink in to the topic  Ask Ss questions about topic and increase STT in English. | | | **Materials:**  White board and marker  Computer and PPT file |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **4 min**  **3 min** | **Whole class**  **Whole class** | **Greets and answers question.**  **Listens to T’s statements.**  **Listens to read out article.** | **<Greeting and Brief Rapport>**  T: How are things going today for everyone? How was breakfast/lunch?  (Questions need to be asked directly to Ss and if they are not willing to answer, a name should be called out)  **<Opening statement and short discussion, eliciting>**  T. Which country ranks #1 in happiness?  Do you think Koreans are happy in general and why?  **<Y/N questions followed with article lead in, eliciting>**   1. Money makes you happy. 2. The older you become, the happier you are. 3. You can take lessons on how to be happy. 4. Men are happier than women. 5. Married people are happier than single people.   **<Short discussion and article reading>**   * T reads article to Ss |
| **Notes:** | | | |
|  | | | |
| **Task Preparation:** | | | |
| **Aims:**  Short discussion with Ss and lead in to the topic Ss are about to discuss in pairs. | | | **Materials:**  Board and marker  Computer and picture |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **3 min** | **Whole class** | **Answers to T’s question and acquires new vocabulary.** | **<Article related questions>**  What did you think about the article?  Were you surprised?  **<Vocabulary>**  T: This topic may be a little vague at the moment for many of us.  There is a lot of things that make me happy.  Of course financial security and good health is a big factor.  Vague – phoneme and lexis  Tangible – phoneme and lexis |
| **Notes:** | | | |
|  | | | |
| **Task Realization:** | | | |
| **Aims:**  SWBAT pair up and write down what makes them happy through discussion.  SWBAT make a short statement about topic in front of the class. | | | **Materials:**  Worksheet |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **12 min**  **4 min** | **Pair work**  **Whole Class** | **Think-pair-share activity**  **Shares thoughts with the entire class.** | **<Instructions>**  T: Since we’ve briefly talked about the topic of happiness, what we are going to do is to get in pairs and discuss about what makes me happy. While you are discussing about what makes you happy, if you see in the handout, you will be able to see 5 lines. Write down 5 things that make you happy.  (Worksheet hand out)  **T:** So pair up with the person next to you and discuss about what makes you happy.  You will have approximately 12 minutes to get it all done. Try to be specific since you will be sharing what you have discussed with all of us.  **<CCQs & ICQs>**  What will you be discussing about?  Will you be doing it alone?  How much time are you given?  **<T pairs with the left over student and gets involved with the think-pair-share>**  **< T guides Ss to go through with the activity as they discuss>**  T: Times up in 2 minutes. Let’s wrap up our discussions and get ready to share our thoughts to the whole classroom.  **<Instructions>**  T: Let’s share our thoughts starting with \*\*\*.  Let’s take turns in what we got. You’ll have around 30 seconds to share your thoughts so make it short and on the point. |
| **Notes:** | | | |
|  | | | |
| **Post Task:** | | | |
| **Aims:**  SWBAT receive feedbacks from T.  T will be able to receive feedback about the topic. | | | **Materials:**  None needed. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **4 min** | **Whole class** | **Receives feedback and acknowledges homework.** | **<Gives out feedback>**  What did you think about today’s topic?  What did you learn?  Did you enjoy it?  **<Gives out home work instructions>**  T: HAPPIEST MOMENT: Write an essay on the happiest moment in your life. Read your essay to your classmates in the next lesson.  **<CCQs>**  What are you going to write about till next class?  How long should it be?  **<Closure>**  T: That will be all for today.  Remember once again about what makes you happy. We all have our ups and downs and I’m sure that we can overcome our downs by thinking about what makes us happy. It’s a direction in which our lives go.  Class dismissed. See you next time! |
| **Notes:** | | | |

**Article:**

Australians are the happiest people in the world according to a survey undertaken by market researchers GfK NOP. The marketers conducted door-to-door surveys and interviews with 30,000 people in 30 countries. They asked respondents how satisfied they were with their overall quality of life. Forty-six percent of Australians proclaimed to be “very happy” and expressed optimism about their future. Following them in the “very happy” stakes was the USA (40 percent), Egypt (36 percent), India (34 percent) and the UK and Canada (32 percent). Hungary got the wooden spoon, finishing bottom of the happiness chart. Thirty-five percent of its citizens said they were either “disappointed” or “very unhappy”, followed by Russians at 30 percent.

The research demonstrated that money and age were key determinants in how happy people are. Although the study could not prove money could buy happiness, it did reveal a link between a lack of money and unhappiness. Less happy populations were found among lower income groups or the unemployed. The study suggested the older we become, the less happy we are. Globally, teenagers are the happiest people. The age group with the lowest levels of happiness was 50-59 – only 16 percent of those in their fifties said they were very happy. The things that make us happy include good health, financial security and a happy marriage. Material comforts such as cars, clothes and gadgets ranked comparatively low.

**What makes you happy? Write down your top five!**

1. **---------------------------------------------------------------------------------------------------**
2. **---------------------------------------------------------------------------------------------------**
3. **---------------------------------------------------------------------------------------------------**
4. **---------------------------------------------------------------------------------------------------**
5. **---------------------------------------------------------------------------------------------------**