

Name: Weishan **Date:** 16 Aug 2023 **Level:** Intermediate **Number of students:** 2 **Topic:** Happiness/sadness

Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing

Learner outcome(s): The students will be able to (mention task first, then “using”)

The students will be able to discuss things that makes them happy or unhappy using expressions ".... makes me ..." and others listed below to improve their spoken fluency.

Grammar:

Vocabulary:

Purpose

Going with the flow

Roller coaster

Phrases:

Makes me happy

Makes me smile

Makes me ecstatic

Be on top of the world

Be over the moon

Have the time of my life

Makes me feel down

Makes me depressed

<p>Materials:</p> <p>Presentation text: profiles/self-introduction of 3 different persons, sharing what makes them happy and unhappy</p> <p>P1: Fill in the gaps activity sheet</p> <p>P2: Word cards</p> <p>Production: Ranking activity</p>
<p>Assumptions: For this lesson I assume the Ss already know</p> <p>the necessary tenses and some basic vocabulary to form the sentences they'll need in order to express themselves.</p>
<p>An anticipated problem: They might not know enough language to express themselves or to talk for long.</p> <p>My proposed solution: Building their confidence gradually – making P1 a concept checking activity to ensure that students have and understand the necessary language, followed by an accuracy-focused activity for P2 using expressions they have learnt so the students have some structure for reference, before ending with a fluency-focused production activity.</p>
<p>What I intend to work on based on previous feedback:</p> <ul style="list-style-type: none"> - Increase STT by providing more opportunities for SS to discuss their opinions, - Time management – make sure to fill the hour.

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
No. of minutes			
<p>Intro:</p> <p>3 mins</p>	<p>Introductions game:</p> <p>Say your name + one thing you you'll be doing this weekend.</p> <ul style="list-style-type: none"> - For example, <u>We</u>ishan and I'll be meeting my friends for a 	<p>To get the students warmed up and have some fun finding out something new about one another.</p>	<p>S</p>

	drink this weekend.		
Engage: 5 mins	<p>Give focus task: Watch the video, listen out for what makes the people in the video happy and note them down.</p> <p>Show the video:</p> <p>(1) Get students talking about what they heard makes people in the video happy.</p> <p>(2) Ask students if they have anything else to add about what makes them happy.</p>	<p>To get the students interested and start talking about the topic of happiness, and</p> <p>To provide some ideas about what the students can talk about for the topic.</p>	L
Presentation of new language in context: 5 mins	<p>Pre-teach new vocabulary:</p> <p>Sense of purpose</p> <p>E: When someone has this, they have a strong sense of motivation to do something. People often say this makes them feel alive.</p> <p>D: Sense of purpose (get one side of the class to say it once, then other side of the class to say it)</p> <p>C: In this case, are we referring to the use of something – for example, the purpose of a pen is for writing? Or is it something that people hope to have?</p>	<p>To ensure new vocabulary will not be an obstacle for students to complete the production activity later.</p>	S

	<p>B: Sense of purpose (n)</p> <p>Go with the flow E: If I've no specific plans when I meet my friend – we can either go to the movie or shop, what do we call this? D: Go with the flow (get one side of the class to say it once, then other side of the class to say it) C: I'm teaching now, do I have a plan or am I just going with the flow? B: Going with the flow</p> <p>Roller coaster E: It's something you can find at the theme park, and you go woaaahhh (mime and draw). It goes up and down, left and right upside down. D: Roller coaster (get one side of the class to say it once, then other side of the class to say it) C: Is it something that can make you scared, that you'll feel dizzy after sitting on? B: Roller coaster (n)</p>		
<p>Presentation of target language</p> <p>10 mins</p>	<p>1. Get SS to read for gist – give focus question</p> <p>"What is one thing that makes Tim, Ella, and Michèle happy?"</p> <p>2. Get students to look at presentation</p>	<p>To teach phrases that the students can use to discuss about things that make them happy or unhappy.</p>	

	<p>text and highlight target language:</p> <p>Makes me happy Makes me smile Makes me ecstatic Makes me feel on top of the world Over the moon Have/had the time of your life Makes me feel down Makes me depressed</p> <p>[Go through the happy phrases, then unhappy ones using the text]</p> <p>Over the moon: Ask: What word do we see here? Can we stand or do we float if we went up to the moon? Yes, we float, what do we think this phrase is expressing? That we're so happy it feels like we're going to float away. Often, there's also the element of excitement about news that just happened, in this case Tim's results.</p> <p>On top of the world: Ask: Imagine you're on top of the mountains, how do you feel? Exactly! We use it to describe how we're so happy it feels almost like we're on top of a mountain or the world.</p> <p>Have/had the time of my life: Ask: What did Ella do when she said she had the time of her life?</p>		
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	<p>Yes, she had a <i>fun and amazing</i> experience – she climbed Mt Everest and was describing how it felt like the best thing she's experienced so far in life.</p> <p>Ecstatic: Ask: What did Michèle use this phrase to talk about? Yes! Is she just happy that she'll be performing for the first time, or is she <i>very</i> happy and also probably a little excited?</p> <p>Makes me feel down: Ask: Was Michèle in high or low spirits when she said this? Exactly! She was in low spirits – she did not even feel like going to lessons for a week.</p> <p>To be/feel Depressed: Ask: What else did Tim say when he said that he was depressed? Very good! He said he almost wanted to give up. So when we say one is depressed, it's a higher level than just being sad, it's to the extent of not being able to enjoy anything.</p>		
Practice 1: 9 mins	Fill in the gap activity: Get the students to correct the errors in the activity sheet.	To concept check students' understanding of the expressions taught earlier.	S

	<p>D: Individually, I: Fill in the gaps in the text M: For example, and I fill in the blank. T: You have 3 mins. S: Give out activity sheet</p>		
<p>Practice 2: 6 mins</p>	<p>Turn over a card activity (4 min): Have picture cards for the students to turn over and form sentences with the expressions that were taught.</p> <p>D: In pairs, I: Take turns to turn over a card and form sentences using the expressions we just learnt.</p> <p>M: For example, "coffee makes me happy!" Or, "aww man thinking of global warming makes me depressed."</p> <p>T: You have 4 mins. S: Give out the picture cards.</p> <p>Feedback (2 mins): Ask students to share one most interesting thing they found out about their partner which makes them either happy or unhappy.</p>	<p>To help students start talking about what makes them happy and unhappy in a guided and structured way, focusing more on accuracy, based on expressions they learnt.</p>	S
<p>Production + feedback: 20 mins</p>	<p>Ranking activity: Part 1 (3 mins)</p>	<p>To allow students to talk about what makes them happy or unhappy in a broader context. For students to use any language they have to express themselves, focusing on</p>	S

	<p>D: Individually, I: You'll be getting these cards (show students). First rank them in terms of what makes you happy. The top one being the one that makes you most happy, and the bottom (closest to you) the least happy.</p> <p>M: I think that health would be the most important and what makes me happiest, I'm going to place them at the top. I don't need to have fame, that'll go to the bottom</p> <p>T: You have 3 mins S: Give out the cards.</p> <p><u>Part 2 (12 mins)</u></p> <p>D: Now in pairs, I: Discuss your rankings with your partners, and share why you have ranked them in your order.</p> <p>M: For example, (Student A) Health is the most important and what makes me happiest. (Student B) Oh, why so? (Student A) Because ... (Student B) But oh, I think family would be make me happier because ...</p> <p>T: You have 12 mins.</p>	<p>fluency and getting their message across, rather than worrying about making mistakes.</p>	
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	<p>S: Give out the cards.</p> <ul style="list-style-type: none"> - Family - Friends - Wealth - Fame - Health - Nature - Knowing my purpose - Practising gratitude - Job/work - Food - Sleep - Music - Arts - Laughter - Housing/accommodations - Going with the flow <p>Feedback (2 mins):</p> <p>Ask each pair of students to share what was their top and bottom, and what came up during their discussion.</p>		
Filler:	<p>Change a word</p> <p>Write on board: I love roller coasters, I'm ecstatic about the trip to the theme park this weekend!</p> <p>Each pair comes up to change one word and gets a point. Continue until the students run out of ideas.</p>		W



1. I just got engaged! I'm on _____.
1. I can't wait for the winter holidays! I'll be going skiing in Switzerland, I bet I'm going to have the _____.
2. John just failed his fifth interview this month, he's terribly _____.
3. Lily has been _____ since the weekend because her boyfriend did not come to visit as he promised.
4. Uncle Steven just won the lottery, he's _____.
5. Ron was _____ that his favourite football team won the World Cup.
6. I rode the highest _____ last weekend, I almost threw up!
7. I'm so envious of people who have a strong _____.

Dogs	Being underwater	Chocolates	Coffee	Seeing my family
One on one time with my children	Roller coasters	Taking a siesta	Walks	Meeting with friends
Sea	Learning new things	Music	Arts	Films
Being alive	Climate change	Grey skies	Rain	Forgetting my keys
Cleaning the house	Cooking	Falling sick	Travel	

Family	Friends	Wealth	Fame
Health	Nature	Sense of purpose	Practising gratitude
Job/work	Food	Sleep	Music
Arts	Laughter	Housing/accommodations	Going with the flow