



## Teachers Notes:

<b>Level:</b>	<b>B2/Upper Intermediate</b>
<b>Topic:</b>	The 3 Habits of Happiness (Robin Sharma)
<b>Author:</b>	<b>Aoife McLoughlin</b>
<b>Lesson Aim:</b>	To build learners fluency in everyday conversation. Learners will watch/listen to a YouTube video based Robin Sharma's '3 Habits of Happiness', summarise and report back to their partners. Learners will then focus on word stress of vocabulary met in the listening/transcript.
<b>CEFR Student Learning Outcomes:</b>	<b>Listening:</b> <ul style="list-style-type: none"><li>- I can understand what is said to me in standard spoken language</li><li>- I can follow the essentials of talks</li></ul> <b>Reading:</b> <ul style="list-style-type: none"><li>- I can rapidly grasp the content and significance of articles on topics connected with my interests</li></ul> <b>Spoken Interaction:</b> <ul style="list-style-type: none"><li>- I can take an active part of conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking</li></ul> <b>Spoken Production:</b> <ul style="list-style-type: none"><li>- I can summarise information and arguments from a number of sources such as articles, reports, interviews, presentations etc.</li><li>-</li></ul>
<b>Pronunciation Aim:</b>	Word stress
<b>Interaction Patterns:</b>	Pair work, group work
<b>Preparation:</b>	Access to internet and Youtube
<b>Task Time:</b>	90 minutes



## Lesson:

### Lead In:

Teacher projects the four motivational quotes by Robin Sharma on the IWB and in pairs, students talk about each one, giving their opinion and discussing what each quote means to them. Encourage them to give examples of each one in relation to their own lives (or if they feel uncomfortable doing that, give examples in connection with someone they know)

Get feedback from around the room and board and emerging lexical items. Elicit 'motivational' (what it is? (adjective), what's the verb? (to motivate), what's the noun (motivation), can you think of another adjective? (motivated), what's the difference in motivational and motivated? Can students think of any synonyms? (to inspire, to enthuse, to encourage...)

Do students find these quotes motivational /inspirational?

### Task One:

Now, give your students two minutes to talk to their partner about one book they have read/ or know of in this category. Swap partners to relay the summary of their book to another partner. Get a couple of examples from around the room.

### Task Two:

Now, tell students that Robin Sharma is a motivational speaker and 'guru'. In the video clip students are about to watch, they will see Robin talking about the 3 habits of happiness. Before they watch the video, what do they feel the 3 habits of happiness could be? Give them an example such as, speaking to a loved one every day, or spending time in nature maybe. Give students 5 minutes in groups of 3 to write down their thoughts. Get feedback from the class.

### The Listening Task:

Students now watch the video and listen for the 3 habits of happiness. On the first play, tell students to 'just listen' and not write any notes. Now, play the video for a second time and this time, students can take 'brief' notes. After this play, students compare their notes with their partners. Did they get the same habits?

Now on the third play, students should listen for more detail. Encourage students to write as much as they can on each of the habits.

Again, after this, students compare their notes with their partners.

Get feedback from the class.

Now, give students 5 minutes with their partners to discuss these habits in relation to their own beliefs. Do they agree with the habits? Do they think carrying out these tasks would make people happier over time?



## Lesson:

### Video Clip

Robin Sharma – 3 Habits of Happiness

<http://www.robinsharma.com/blog/08/the-3-habits-of-happiness/>

### Reading Task:

Now, students read the transcript along with the video – was there anything they missed on the listening task? Students discuss with their partners.

In pairs, students now mark the word stress on each of the bold/underlined words in the text. Encourage students to read the words aloud. Students may have difficulty with the meaning of some of these words. Encourage students to explain unknown words to each other. Get feedback and drill pronunciation.

Students now have to write their own inspirational quote. In pairs, ask students to first discuss what message they would like to give with their quote and then write the quote. A nice idea might be to post quotes around the room for other students to read, discuss and vote on the best one.

Issue	journal	gratitude
grazing	ingratitude	survival
mechanism	<b>WORD STRESS</b>	biological
successful	savour	environment
breathless	entrepreneur	extraordinary