HAPPINESS

# 1

# ACADEMIC TRACK

Health Science / Sociology

# ACADEMIC SKILLS

READING Identifying the main idea
WRITING Writing a strong topic sentence
GRAMMAR Review of the simple present tense

CRITICAL THINKING Inferring meaning

#### UNIT OVERVIEW

The theme of this unit is happiness, and the different factors that contribute to happiness around the world are explored. The unit also discusses longevity studies and explores ways to become a happier person.

- READING 1: This reading describes life in Mexico and Singapore and the diverse factors that lead to happiness.
- VIDEO: The video provides a look at centenarians around the world and the reasons certain groups of people, most notably those in Okinawa, Japan, are living longer.
- READING 2: This reading discusses six factors associated with happiness and gives examples of how to enhance these areas in one's own life.

Students draw on what they've read and watched to write an opinion paragraph evaluating happiness in their own communities. The unit prepares them by introducing vocabulary to talk about happiness, reviewing the simple present tense, and offering tips for writing strong topic sentences. The unit also explains how to identify the main idea of a paragraph. Lastly, it introduces students to brainstorming and using an outline to prepare drafts skills that students will use in every unit's Writing Task.

# 0

# THINK AND DISCUSS (page 1)

The questions help prepare students for the subject matter covered in the unit—happiness around the world. The scene depicts children playing on swings made of rope in a vehicle (a jeepney) in the Philippines.

- · Have students study the picture, title, and captions.
- Discuss the photo as a class. Ask students to describe what they see. Ask: Why do you think they are happy?
   Do you think children are happier than adults? Have students explain their answers.

Discuss the two questions as a class. For question 1, write the word happy on the board, and create a word web with student answers (relaxed, loved). For question 2, have volunteers share their answers. Ask the class what characteristics they notice happy people share.

#### AMSWER KEY

#### THINK AND DISCUSS

Answers will vary. Possible answers:

- Happiness can mean different things to different people.
   I think true happiness is when you are surrounded by people who love you and you feel fulfilled in your life.
- My friend Janna is someone who seems happy. She likes to laugh and be around other people. She always looks on the positive side of a situation, even when times are tough.



# EXPLORE THE THEME (pages 2-3)

The opening spread provides information and statistics about the happiest countries in the world, according to the World Database of Happiness.

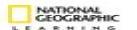
- Allow time for students to study the spread and answer the questions in part A individually. Elicit meanings of rate and on a scale of one to ten.
- Discuss answers as a class. Ask students why they think these countries were chosen and whether the statistics described in the spread reflect their own experiences.
- Have students answer the question in part B. Remind students to use the correct forms of the words.
- Bicit example sentences from students for each of the blue words.

#### AMSWER KEY

#### EXPLORE THE THEME

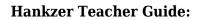
- A Answers will vary. Possible answers:
  - Yes, I've been to Canada and Mexico. Most of the countries shown here are very scenic and have stunning natural views, so maybe that's why people from these countries are generally happy.
  - Many countries have high GDPs, but then again, number 1 (Costa Rica) and number 3 (Mexico) don't, so that can't be the major reason for happiness. I think this suggests that there are other factors that contribute to happiness.
- B provide; secure; standard of living.





# **Hankzer Teacher Guide**

Joacim Rocklöv



# Hankzer Teacher Guide Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Hankzer Teacher Guide**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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