

Today, I'm Happy

A Warmer

Read the information about Kayleigh.

Kayleigh
16 years old
Rich family
Goes to private school.
Hobbies: Classical music, horses.
Lives in London, England.
Father: diplomat / Mother: politician
No boyfriend. Pet dog: Bouncer.



Look at these sentences from Kayleigh's diary. Is she happy or sad?

Very good day at school. I love my school.

Violin lesson at 6pm. Very difficult! I think the piano is better.

Bouncer is ill! I'm very worried about him.

B Reading

Now read some phone texts that Kayleigh sends to her friend, Samantha.



Tuesday, March 16th

Oh no! History exam today. I hate History! I know you love it. Then we have 2 terrible hours of chemistry.

Wednesday, March 17th

Do you have the Shakespeare book with you? I don't have it! My bedroom is very very untidy, haha! I'm in biology and Mr. Grayson is always very angry and unhappy.

B Reading

Friday, March 19th

It's Friday, Sam!! I love Fridays. Wow, I'm happy today. Tomorrow is Saturday: tennis, swimming and shopping. Do you have the difficult French homework? I have! 😊

Monday, March 22nd

It's windy and wet and I'm very cold. I hate Mondays. Even my dog Bouncer is miserable today. Why do Mondays exist? Isn't Sunday >> Tuesday better? I also have a headache...

Is she happy or sad on each day?

Look at the words Kayleigh uses each day – are they positive or negative? Put some words into the **positive** and **negative** columns below.

Positive	Negative

C Pronunciation

There are many sounds in English. We use a special alphabet, the Phonetic Alphabet, to show English sounds.

Look at these examples:

- house /haʊs/
- cat /kæt/
- computer /kəm'pjʊtər/
- go /gəʊ/
- arrive /ə'raɪv/



C Pronunciation

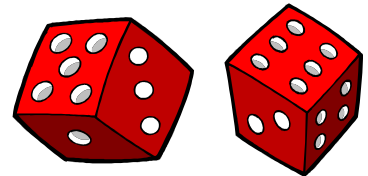
Now match the positive and negative words from Kayleigh's texts to the correct phonetic transcription.

Terrible	/heit/
Angry	/terəbl/
Hate	/hæpɪ/
Miserable	/wau/
Wow	/æŋgrɪ/
Happy	/mɪzrəbl/

D Game

Your teacher will explain a game that you are going to play.

In this game, you must decide if something makes you **Angry, Sad** or **Happy**.



Teacher Notes

Target Language:

**Emotions vocabulary, phone texts,
phonetics & pronunciation.**

Duration:

45 minutes

1 Structure and Timing (all times approximate)

- A. Warmer (5 minutes)
- B. Reading (15 minutes)
- C. Pronunciation (15 minutes)
- D. Game (10 minutes)

Total: 45 minutes.

2 Procedure

A. Warmer

The focus of today's lesson is positive and negative vocabulary of emotions and also some work on pronunciation and phonetics.

Ask students to look at the picture of Kayleigh and read the basic information about her. Ask further questions such as "Is her family rich or poor?", "Is her house big or small?" to generate interest in her.

B. Reading

The reading takes the form of phone messages that Kayleigh writes to another friend, Samantha. For this reason, there are many informal and conversational structures shown, although these shouldn't create too many issues.

Pre-teach some of the trickier vocabulary, such as "headache" and "miserable". Ask students to read the text messages and think about whether Kayleigh is happy or not on each day.

Put students into pairs after they have finished the reading and get them to complete the positive/negative table.

Possible positive words: happy, wow, love

Possible negative words: hate, terrible, angry, unhappy, windy/wet, hate, miserable, headache.

C. Pronunciation

This could be your students' first work on pronunciation. It's important to get students working on phonetics and pronunciation from very early on in their learning.

Today, there is some introductory work on the phonetic alphabet. It's a good idea to have a poster/chart showing the IPA on the wall of the classroom or on a reference page in your students' dictionaries or coursebooks, something they can refer to whenever they need to.

Spend some time showing how the phonetic transcription matches each word, how especially the vowels are represented. Different dialects will represent words in a slightly different way. For example, the final /r/ on "computer" is less evident with a British accent than with an American accent.

The matching exercise can be done by students in pairs if you think they can deal with its difficulty. It's usually the vowel sounds that cause most difficulty when first exploring the phonetics of English, so perhaps it would be a good idea to review the vowels covered in today's lesson on the board.

Answer Key

Hate	/heɪt/
Terrible	/tɛrəbl/
Happy	/hæpɪ/
Wow	/waʊ/
Angry	/æŋgrɪ/
Miserable	/mɪzrəbl/

D. Game

The game is a variation on the old fashioned dictation race type games from yesteryear. Make copies of the cards from the final page of this lesson plan, after these *Teacher Notes*. There should be the same number of copies as there will be groups of 3-4 students in your class.

Let's say you have three groups of four students in your class. On three separate tables, put the pile of Situation cards. Some distance from these cards, each group sits with two students as organisers and two as runners. When the game starts, the first runner goes to the card pile, picks one up and returns to where his group are sitting, they put it into the correct pile, "Happy", "Sad" or "Angry". Then the second runner goes to the card pile, and so on. The organisers' job is to ensure the cards go and stay in the right pile.

You can give points to the first team to finish, and penalty points to cards in the wrong pile at the end. There will also be some cards that could go into more than one pile, so allowances need to be made for this. This is not a game about getting the "right answers", but about thinking about how we feel in different situations.

Cards For Final Game

Your cat is
ill

You win the
lottery

Your English
class is
cancelled

You forget
your
homework

You lose 50
dollars

You watch
"Titanic"

It is raining

It is hot and
sunny

You have
three hours of
English

Your TV is
broken

You have a
headache

You lose
your phone

You find 50
dollars

You buy
new jeans