LESSON TITLE	DATE	CONTEXT
A Research on Happiness	09/25/24	Level: Intermediate-Mid Skill: Listening/Speaking Institution: The BYU English Language Center Class Period: 65 mins (Mon-Thurs)

LEARNING OUTCOMES
1. Recognizes high-frequency academic vocabulary. 2. Understands high-frequency academic vocabulary. 3. Uses high-frequency academic vocabulary.

OBJECTIVES
Intermediate-Mid students will be able to recognize, understand, and use selected AWL vocabulary in speech without the aid of the word definitions or teacher support. Intermediate-Mid students will be able to identify and analyze collocates of selected AWL vocabulary words with the support of a worksheet, video captions, and a provided transcript.

MATERIALS	KEY VOCABULARY[1]
● TED Talk: What Makes a Good Life by Robert Waldinger[2] ● Paper ● Pencils ● Slideshow Presentation ● Collocations Worksheet ● Ted Talk Transcript	1. Decline 2. Achieve 3. Predict 4. Conflict 5. Survey 6. Count on 7. Lean in to

ASSESSMENT
Formative: 1. Paraphrasing with a partner. 2. Collocations Worksheet
Summative: 1. Unit Project: Group Podcast (on another day)[3]

ACTIVITY	TIME	DESCRIPTION
Introduction[4]	2 mins	The teacher will start by introducing the lesson topic: research on happiness. She will explain that Harvard conducted a life-long study of several people to determine what makes humans happy. She will explain that they will watch a TED Talk about this study. She also explains the objectives of the lessons.
Think-Pair-Share[5]	3 mins	The teacher will then prompt students first to take a minute to reflect on the answer to the following question: "What makes a person happy?" The students should then turn to the

		person next to them to share their thoughts. The teacher will then ask three volunteers to share their ideas with the class.
Vocabulary[6] Pre-Teach	7 mins	The teacher will then explain that they will look at some vocabulary words. The teacher should explain that these words are high-frequency vocabulary words that they will encounter in academic and professional settings. The teacher will use the slides in the Slideshow presentation to present each of the six vocabulary words. A picture, a definition, common collocations, and corpus examples accompany each vocabulary word.[7] The teacher should pause after each vocabulary word explanation to give the students an opportunity to practice using the word. Sentence frames are provided on the following slide.[8]
TED Talk Watch #1	15 mins	The teacher will pass out the collocations worksheet. The students will watch the TED Talk by Robert Waldinger with captions. They will be required to take notes on the main idea[9] and the major supporting details in the talk (a concept they have previously learned and practiced in class.) They can use the top of the collocations worksheet to take these notes. The teacher will also explain that they will summarize the TED Talk to a partner afterward and should try to use the key vocabulary in their summary.
Partner Talk: Summary [10]	3 mins	Students will turn to a partner and share a summary of the TED Talk. The teacher will encourage the use of the vocabulary words in their summary. *Previously, students were taught and practiced summarizing and paraphrasing.
Collocations Worksheet Instructions [11]		The teacher will explain that the students will now look at the collocations of the words used in the speech. The teacher will explain that collocations are words that typically occur with the word. This helps us understand in which context words usually occur, which helps us know how to use the words. For example, when we say, "I've reached the top of the mountain. The peak of training has come and gone," the word 'top' is a collocate of the word 'mountain. It is normal to hear English speakers say "the top of the mountain."

TED Talk Watch #2	13 mins	The students will watch the TED Talk by Robert Waldinger once again with captions. [12] This time, as they listen, they should note each time they hear one of the vocabulary words used in the TED Talk. They should take note of the collocations by writing down the word in front of and after the vocabulary word using the attached worksheet. [13]
Collocates Worksheet Discussion	10 mins	Once the video is over, the teacher should direct the students to compare their worksheets with one another. She should pass out the transcript of the speech to the students. They can then look at the transcript to fill in any gaps they might have missed in the speech. [14] Then, they should go over the answers as a class. The teacher might choose to talk about some of the answers with the students. The teacher should ask students what they notice about the collocations. Possible questions to ask: - What do the collocations tell us about when the word is used? - In what kind of contexts would you use this word? - What are some other ways you have heard the word used?
Fluency Line Summary	10 mins	Once again, the students will summarize the TED Talk. First, they should create two lines facing one another so each student has a partner. If a student is missing, the teacher should partner with the student at the end. The students should tell the students they have 1 minute to summarize the TED Talk. She should display the vocabulary words on the screen. The students should try using as many vocabulary words in their summaries as possible. [15] Start by giving students 1.5 minutes each to summarize. Start with one row and set a timer. Once the timer goes off, assign the other row to summarize. Then set the timer for 1 minute each. Then reduce the time to 45 seconds, 30 seconds, and finally 20 secs. [16]
Conclusion	4 mins	The students should then stand up, find a new partner, and discuss the following question:

		"Do you agree with Robert Waldinger that strong relationships are the secret to happiness? Why or why not? What examples have you seen in your life?" [17]

CONTINGENCY

Class Debate: "Is Conflict Inevitable in Personal Relationships, or Can We Achieve Harmony Through Effective Communication?"[18]

Divide the class into two groups. Instruct the students to work with their teams to plan arguments and counterarguments for the above topic. Explain that they need to plan how to use the vocabulary words in their debate. Students have done a debate previously in the semester, so they are already familiar with the activity format.

REVIEW PLAN[19]

Day after: Survey Role Play

"Imagine you are participating in a survey about the future of work. The survey asks questions about the challenges and opportunities people face in their careers.

1. **Decline**: Discuss how you think certain jobs may decline in the future and why that might happen.
2. **Achieve**: What skills or qualities do you believe people need to achieve success in the evolving job market?
3. **Predict**: Make a prediction about a job or industry that will grow in the next decade. What factors influence your prediction?
4. **Conflict**: Consider the potential conflicts that might arise as technology changes the way we work. How can we address these conflicts?

Take turns discussing these questions with a partner. Use the vocabulary words in your answers and provide examples to support your points.

2 Days Later: **Discussion questions**

"Think about the relationships in your life—friends, family, colleagues.

1. Count on: Who do you count on the most when you face challenges, and why is that person important to you? Share a specific example of a time when they supported you.
2. Lean into: How do you lean into your relationships for support in difficult times? What strategies do you use to strengthen these connections?

Take turns discussing these questions with a partner. Try to use the phrases 'count on' and 'lean into' in your answers, and feel free to share personal stories or experiences."

4 Days Later: Taboo (with other learned vocabulary words)

1. Students should be put in pairs (or groups of three where needed.) One student should be facing the board, and the other student should have their back to the board. The teacher should write one of the words on the board and set a 30-second timer.
2. The student facing the board should describe the word to their partner in 30 seconds. The

students should then switch spots, and the teacher should write another word on the board.

1 Week Later: Rotating Story Creation

1. The teacher should pass out a piece of paper to each student. The students should write their names at the top. The teacher should then assign each student a slip of paper with the topic on it. Some topic examples could be school, work, technology, farming, the environment, art, culture, language, etc. The teacher should set a 1-minute timer. The student should then use this topic to start a story. They should try to use as many of the vocabulary words in their story as possible.
2. The student should then pass the paper to the student to their left as each other student should.
3. Each student should pick up where the last student left off and write as much as they can to add to the story for a minute.
4. There should be five rotations. The teacher should warn students when it is the last round so they can finish the story. At the end, each paper should be returned to the student who started the story.

2 week, One month, and Six week Review:
Review words along with other words, integrating them into regular class review activities.

Footnotes:

1. Each of these words were chosen based on their frequency. The transcript of the TED Talk was run through a vocabulary profiler on lextutor.ca. They were all profiled as AWL words. Because the students are at an intermediate-mid level, it was determined that they should learn words from the Academic Wordlist (AWL) as they are largely preparing to attend academic institutions in the United States. Furthermore, while most of the words are within the 2K frequency band, this lesson targets depth of knowledge as students learn to recognize collocates of the words to increase their ability to use the words in various contexts. These words are also not part of a semantic set and are structurally dissimilar, increasing the likelihood of acquisition.

   I also chose to include two multiword expressions (f&g) since these make up a large portion of our language and are not always transparent. Each word is listed below, along with its frequency rank. To my knowledge, the MWEs do not have frequency rankings.

   a. Decline (2199)
   b. Achieve (1280)
   c. Predict (1816)
   d. Conflict (n) (1433)
   e. Survey (1395)
   f. Count on
   g. Lean into

   Additionally, because each words is accompanied by pictures, definitions, and collocations, these increase the imaginability and concreteness.

2. I chose Robert Waldinger's TED Talk for many reasons. First, it only had 3.75% off-list words when run through the vocabulary profiler on lextutor.ca. It also had 3.37% AWL words. It is assumed that students already know a good number of these words at the Intermediate-Mid level, significantly since many overlap with the 1K and 2K bands. Since it is estimated that over 5% of unknown words can lead to confusion, this TED Talk sits right on the edge of acceptable. However, the students should be adequately scaffolded with a good pace, clear speech, visuals, and captions.
3. This project will assess several AWL words students learn in this unit. Students must use the words in context to interview one another on various topics. This method is used because it aligns with Michael's Long Interaction Hypothesis.
4. This introduction serves to set up expectations and objectives for the students.
5. This activity activates students' schema. It allows them to start thinking about the topic so they can think on a deeper level once they listen to the TED Talk. This is a previewing strategy.
6. This vocabulary pre-teaching activity allows students first to understand the correct definition. Explicit teaching is done so that students cannot guess the correct definitions. Also, they are shown definitions, examples, and collocates to increase their breadth of vocabulary knowledge. I also chose a short pre-listening activity so that students can use the bulk of class time to engage with listening and hearing and use the vocabulary in context.
7. This allows students to expand their knowledge of the words before they see it and use it in context.
8. Sentence frames are provided to scaffold the students' practice with the vocabulary. Skill Acquisition Theory.
9. I wanted the students first to focus on the meaning of the TED Talk. This goes along with Nation's strand of "meaning-focused input."
10. This is part of the input, output, input cycle. This helps students to have multiple exposures to the target language. This is in line with Swain's Output Hypothesis. Also, students can see where they are lacking in their vocabulary and listen more closely during their second listen. This also goes along with Nation's strand of meaning-focused output.
11. This worksheet will scaffold in helping students find collocates.
12. I also chose to include captions.This multimodality can increase word boundary options and incrases comprehesnion.
13. Worksheet: This helps students to increase their ability to use the language, improving their depth of knowledge. It also aligns with Nation's strand of language-focused learning.
14. I wanted to include the transcript as a form of scaffolding. Since this TED Talk has a moderately large number of off-list words I feel that additional scaffolding is needed to support learner comprehension. I also know that distinguishing word boundaries in listening is challenging for language learners. Thus, they might struggle to catch all of the collocations through just listening.
15. Involvement Load Hypothesis (summaries). This is also content-oriented communication which is both authentic and useful for practicing the use of vocabulary.
16. One of Nation's strands is fluency development, and specifically task repetition under increasing time pressure. This task serves this purpose.

17. Conclusion: This helps students to focus once again on the meaning of the TED Talk. It also gives them one more time to practice one of the vocabulary words, should they chose to do so.
18. This contingency plan helps students to participate in meaning-focused communication and is an engaging way to engage with the vocabulary words.
19. This review plan aligns with the Involvement Load Hypothesis because students are able to interact more with the content. It also aligns with the Testing Effect because students are forced to recall, which consolidates their memories. This retrieval and meaningful use will create strong memories. This schedule also works for spaced repetition.