

2

Happiness

LEARNING SITUATION

What makes us happy in life?

PROJECT Create and complete a gratitude journal

STEP 1 Respond to and write gratitude journal prompts

STEP 2 Write gratitude journal questions

STEP 3 Describe a photo of a happy moment

UNIT OBJECTIVES

VOCABULARY

- Working towards goals
- Life stages

GRAMMAR

- Present perfect simple and continuous
- Question forms

SPEAKING

- Sharing and responding to news

VIDEO
INSPO



What makes you happy?



- 1 Look at the photo. How do the teenagers feel? Why do you think they feel this way?
- 2 **VIDEO** Watch the video. What makes each person happy?
- 3 Make a list of the people, places, achievements and activities that make you happy. Then share with a partner and say why.
- 4 **MINI WRITING** Write a short paragraph about one of the things on your list.

VOCABULARY

Working towards goals

Vocabulary presentation

- 5 Check the meaning of the verbs in **bold** and do the quiz. Then compare your quiz results with a partner. Do you agree with your results? Why? / Why not?

What does **success** mean to you?

- In a competition, what is your goal?
 - To enjoy myself and connect with others.
 - To do my best and see what happens.
 - To **compete** and win.
- You and your team lose a sports match. What do you do?
 - I **appreciate** everyone's effort and our friendships.
 - I learn from it and **adapt** so I can improve for next time.
 - I push myself to train harder for next time.
- A friend is finding something difficult. What do you do?
 - I encourage them in order to **boost** their confidence.
 - I **motivate** them with advice and support.
 - I help them make a plan so they can **accomplish** more.
- What does success mean to you?
 - It means being happy and feeling supported.
 - It means **progressing** in something I enjoy.
 - It means **overcoming** challenges and doing my best.

Mostly As

For you, success isn't about competing or being number one! You value happiness, connections and enjoying the journey.

Mostly Bs

You believe that success is growing, improving and **working towards** goals. You **manage to** balance effort and enjoyment.

Mostly Cs

When you compete, you **aim** to win. For you, success is the feeling you get when you've always done your best.

Your Results

LEARNING SITUATION INTRODUCTION

Create and complete a gratitude journal

- Read the *Learning situation* question. Then discuss the questions.
 - What is a gratitude journal?
 - What kinds of things do people put in a gratitude journal?
 - Why do people keep a gratitude journal?
- VIDEO** Watch *Your project inspo*. Check your ideas from exercise 1.

- 6 Complete the message with the correct form of some of the verbs in **bold** in the quiz.

AskMe Forum

What does happiness mean to you?



Marc06

My older cousin believes you should always ¹(...) to do your best. She does a lot of sport, and winning is what ²(...) her. If her team loses or she doesn't ³(...) score a goal, she feels disappointed.

For me, happiness is about ⁴(...) life's good moments and having supportive friends. It's about enjoying the journey as I ⁵(...) my goals, seeing myself ⁶(...) and learning to ⁷(...) challenges. I don't think happiness is about ⁸(...) with others. Is this a generational thing, or is it just a different opinion?

- 7 **THINK** Whose opinion is most similar to yours: Marc's or his cousin's? Why?
- 8 **10** Listen. Which speaker ... ?
- feels proud of something he/she accomplished
 - has adapted to a new situation
 - had support to overcome a problem
 - describes how he/she boosts his/her mood

VIDEO
INSPO

CONTENT CREATOR
How to use it



- 9 Discuss the questions.
- What have you accomplished recently that you are proud of?
 - How do you boost your mood if you are feeling sad?

Vocabulary practice

Click here for inspo!



PROJECT
INSPO

YOUR PROJECT INSPO
Gratitude journal





Lesson Objectives • Read about happiness • Make predictions from general knowledge
• Learn about the present perfect simple and continuous

READING

- 1 How happy do these things make you? Put them in order (1 = the thing that makes me the happiest). Then compare with a partner.

achieving goals free time friends good grades
helping people money new experiences
possessions

READING HACK!

Predicting from general knowledge

Before you read a text, look at the title, subheadings and pictures. Use your general knowledge to predict vocabulary you think the text will contain.

Extra practice

Does it really make you happy?

For many years, researchers have been studying happiness, and their findings may surprise you. According to various studies, we are often wrong about the things that we think will make us happy.



1 'I won't be happy until ...'

At some point, you've probably thought something like 'I've been working hard since the beginning of term, but I won't be happy until I pass my exams', right? This is a false idea called the arrival fallacy. Accomplishing our goals might make us happy in the short term, but research has shown that those positive feelings don't last long. Instead, we should enjoy the process of working towards our goals as well as appreciating what we have already accomplished.

2 'I want to be happy all the time!'

Avoiding negative feelings, like anger or jealousy, might sound like a good idea, but researchers have done many studies and found that it can actually make you feel worse. Instead, we need to accept that a happy life includes a range of positive and negative emotions. Remember, it isn't possible or healthy for someone to be constantly happy.

- 2 11 Read and listen to the article. Has reading the article changed your ideas from exercise 1? How?

- 3 Which paragraph should each person read to find out how they are wrong about happiness?

- a Buying lots of new clothes will make me happy.
- b I must try not to feel sad.
- c For me, small joys are just steps to the bigger goals that really matter to me.
- d I'm sure I'll be happier when I leave school next year.
- e I'm not going to do anything all weekend. It'll be great.

3 'I just need more free time!'

Have you ever thought you needed more leisure time in order to be happy? It makes sense, but research shows that we are happiest when we have two free hours a day. More than five hours of free time can make us feel unproductive and cause a drop in wellbeing. To avoid this, it can help to use our leisure time for activities that motivate us, like hobbies or exercise.

4 'All I need is more money!'

Imagine you have finally saved enough money to buy a new phone – but will it really make you happy? While having enough money is important for happiness, research has shown that, after a certain point, having more money or possessions doesn't make people happier. In fact, spending money on others is one of the most effective ways to boost happiness.

5 'Big achievements will make me happy!'

It's easy to believe that happiness comes from achieving big goals, like performing in a school play or winning a tournament. However, research indicates appreciating the small joys in life can have a much bigger impact. Keeping a gratitude journal and writing down things you're grateful for can help you focus on these everyday positives and feel happier.



- 4 Read the article again. Complete the sentences with one or two words from the article.
- Happiness means experiencing a (...) positive and negative emotions.
 - Having up to (...) hours of free time per day increases our happiness.
 - Spending money on (...) is one way to increase happiness.
 - Writing down what you appreciate in a (...) can make you feel more positive.

- 5 Read the article again. Answer the questions.
- How can we avoid the arrival fallacy?
 - What can happen if we ignore negative emotions?
 - How much free time can cause happiness to decrease?
 - Why might a very rich person's money not make them happy?

SOCIAL & EMOTIONAL LEARNING

- 6 **THINK** After reading the article, what changes could you make in your life to focus more on happiness?

Reading extra

GRAMMAR

Present perfect simple and continuous

Grammar animation

- 7 Read the rules and choose the correct options.

Present perfect simple and continuous

We use the present perfect simple and continuous to talk about something in the past which is relevant to the present.

We use the present perfect ¹simple / continuous to:

- focus on a completed action and result.
You have finally saved enough money to buy a new phone.
- talk about how much or how many.
Reseachers have done many studies.
- say we don't know when something happened in the past or it isn't important.
Research has shown that those positive feelings don't last long.

We use the present perfect ²simple / continuous to:

- focus on the activity itself and how long the action has continued.
I've been working hard since the beginning of term.
- talk about an action that might still be happening.
For many years, researchers have been studying happiness.

We can't use the present perfect ³simple / continuous with state verbs, like *know*, *own*, *have* or *believe*.

We use ⁴for / *since* with a period of time. We use ⁵for / *since* with a start time.

EXTRA GRAMMAR PRACTICE p119

- 8 Complete the sentences with the correct present perfect form of the verbs in brackets.
- I (...) to my favourite band since I was 12. (listen)
 - My sister (...) yoga for nearly four months. (do)
 - Guido (...) much free time recently. (not have)
 - My team (...) in two events this year. (compete)
 - I (...) five goals in the last three games. (score)
 - We (...) this happy for a long time. (not feel)

- 9 Complete the sentences with *for* or *since*.
- I've felt happier (...) I spoke to my friend.
 - Our teacher hasn't given us a test (...) weeks.
 - My sister has been working long hours (...) she started her new job.
 - I've been writing in my journal (...) a month.

- 10 **12** Complete the conversation with the correct present perfect form of the verbs in the box. Then listen and check.

be do learn know not know not run

- A What's a free-time activity that you enjoy?
B I enjoy going for a run.
A How long ¹(...) that?
B I ²(...) for long, only about six months.
A What new things ³(...) recently?
B Well, now I know how to control my breathing.
A Do you ever go running with other people?
B Yes, sometimes with my friends Mia and Krish.
A How long ⁴(...) them?
B I ⁵(...) friends with Mia since we were little.
I ⁶(...) Krish for very long – only about a year.

Grammar practice

LEARNING SITUATION STEP 1

Respond to and write gratitude journal prompts

WORKBOOK LEARNING JOURNAL p8

- 1 Read the gratitude journal prompts and write two sentences for each.
- Write about something you've done recently that you enjoyed.
 - Write about something you've been looking forward to recently.
- 2 Write three more gratitude journal prompts. Use the words in the box or your own ideas. Then share your prompts. Which are your favourites?

appreciate boost your mood
compliment grateful kindness

2.3

What age are we happiest at?

Lesson Objectives • Learn about life stages • Listen to a podcast about happiness • Learn about question forms

VOCABULARY

Life stages i Vocabulary presentation

1 Which words and phrases in the box do you associate with each life stage? Copy and complete the table.

birth childhood middle age old age
older person retirement teenager toddler

Youth	Adulthood

2 Explain the difference between the words in each pair.

- toddler / childhood
- youth / teenager
- old age / retirement

3 Take turns to describe the photos below. Then discuss the questions.

- What do you think makes people happy at each of these life stages?
- What do people value at all ages?



i Vocabulary practice

LISTENING

4 **THINK** Look again at the photos in exercise 3 and read the podcast summary below. What age do you think people are happiest at? Why?

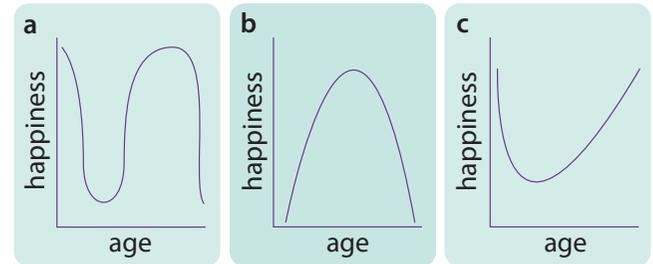
⋮ ×

How to Be Happy

Episode 14

What age are people happiest at? How can teenagers deal with the most challenging years? What helps us manage our emotions? In today's episode, we'll be sharing the answers!

5 **13** Listen to the podcast. Which graph shows the way happiness changes throughout life?



6 **13** Listen again. Choose the correct answer.

- According to Dr Mendoza, why does happiness usually decrease during the teenage years?
 - Teenagers develop more empathy.
 - Teenagers have less independence from parents.
 - Teenagers experience physical and social changes.
- What do we learn as we move from youth to adulthood?
 - how to manage our emotions and relationships
 - how to form long-term relationships
 - how to accomplish our goals
- What does Dr Mendoza suggest that teenagers do to be happy?
 - decide on a new direction for their life
 - build strong social connections and control stress
 - plan how to achieve their goals
- What is the purpose of this podcast episode?
 - to inform and reassure
 - to inform and warn
 - to persuade and entertain

- 7 13 Listen again. Answer the questions.
- 1 What is Dr Mendoza an expert in?
 - 2 Why does Dr Mendoza tell teenagers not to worry?
 - 3 Why does Dr Mendoza think having personal goals is important?
 - 4 Why does Dr Mendoza say mindfulness is important?
- 8 **THINK** Dr Mendoza says 'Life is a journey, not a destination.' What do you think this means? Do you agree? Why? / Why not?
- 9 **MEDIATION** You want to write a short post for your school's blog to share the information you learned from the podcast. Use the questions below to help you.
- Why can life as a teenager be challenging?
 - What does Dr Mendoza recommend teenagers do to stay happy?

GRAMMAR

Question forms

Grammar animation

- 10 Read the rules and choose the correct option.

Question forms

We use question words to ask about the subject or the object of a sentence.

When we ask a subject question, we ¹**change** / **don't change** the order of the subject and verb. We ²**always use** / **don't always use** an auxiliary verb.

Who is important to you?

My sister is important to me.

When we ask an object question, we use an auxiliary verb and put it ³**before** / **after** the subject.

Who do you trust? I trust my parents.

When the question word asks about the object of a preposition, the preposition goes at the ⁴**beginning** / **end** of the question.

Who do I want to spend time with?

I want to spend time with Mia.

We use question ⁵**tags** / **marks** to check information is correct.

Being a student can be stressful, can't it?

EXTRA GRAMMAR PRACTICE p119

- 11 Put the words in the correct order to make questions. Then decide if they are subject questions (SQ) or object questions (OQ).

who / a positive impact / has / made / on your life / ?

Who has made a positive impact on your life? (SQ)

- 1 grateful / what / are / for / you / ?
- 2 you / someone / who / is / admire / ?
- 3 of / talent or skill / what / are / you / proud / ?
- 4 with / enjoy / do / you / spending / who / time / ?
- 5 you / feel / makes / happy / what place / ?

- 12 Write a subject question (SQ) and an object question (OQ) for each sentence.

Diana trusts Felipe.

SQ: Who *trusts Felipe*?

OQ: Who *does Diana trust*?

- 1 Kevin knows Leo best.
SQ: Who (...)? OQ: Who (...)?
- 2 Anxo gives a lot of support to Pablo.
SQ: Who (...)? OQ: Who (...)?
- 3 Lina sometimes feels overwhelmed by exams.
SQ: Who (...)? OQ: What (...)?
- 4 Eva knows a lot about birds.
SQ: Who (...)? OQ: What (...)?

PRONUNCIATION BANK p116

- 13 Add the question tags.

- 1 You didn't have a good day today, (...)?
- 2 Life has its ups and downs, (...)?
- 3 You won't compete in the tournament, (...)?
- 4 Everyone enjoys relaxing at the weekend, (...)?
- 5 Your friends are important to you, (...)?
- 6 We've learned something new today, (...)?

Grammar practice

LEARNING SITUATION STEP 2

Write gratitude journal questions

WORKBOOK LEARNING JOURNAL p9

- 1 Take turns to ask and answer the questions in exercise 11.
- 2 Write three more gratitude journal questions like the ones in exercise 11.

EXPLORE IT!

Look for examples of gratitude journals and questions. Find four questions you would like to include in your gratitude journal.

- 3 Compare the questions you wrote in exercise 2. Are any of them similar? Which are your favourites?

2.4

The land of smiles



Lesson Objectives • Explore the importance of smiles in Thai culture

CULTURE i Warm-up

SOCIAL & EMOTIONAL LEARNING

1 **THINK** Look at the photos. Discuss the questions.

- 1 Why do you think the people are smiling?
- 2 Are smiles always expressions of happiness? What else can a smile mean?

2 **VIDEO** Read the text below. Why do you think smiles are important in Thai culture? Then watch the video to check your ideas.



VIDEO
INSPO

CULTURE
The land of smiles



Land of Smiles

Thailand is known as the Land of Smiles, but smiles here aren't just expressions of happiness – they're practically a language.

Thai dictionaries list at least 13 types of smiles, or *yim*, each with a unique meaning and purpose.



3 **VIDEO** Watch the video again. Complete the sentences with one word from the video.

- 1 In Thailand, there is a specific smile for when you (...) someone.
- 2 Thai people smile to show they understand a situation and |respect someone's (...).
- 3 Thai people use different smiles to both express and (...) their emotions.
- 4 Thai people smile to help avoid (...) and keep peace in their relationships.
- 5 Research shows that smiling when you aren't happy can (...) your mood and (...) stress.

4 At different points of the video, some Thai words appear on screen. How do they help the viewer?



ACROSS CULTURES

5 **THINK** Discuss the questions.

- 1 What are some non-verbal ways you show emotions in your culture?
- 2 Do you think it is better to avoid conflict or to be direct with someone about a problem? Why?

6 **MINI WRITING** Imagine an exchange student from another country, for example Thailand, is coming to visit you. Write a short email explaining things he/she might find surprising or different about your country's customs.

- Think about how people in your country express emotions or greet each other.
- Think about traditions, sayings or habits that might be surprising.
- Give examples.



EXPLORE IT!

Find examples of 'culture shocks' people may have when visiting your country.

2.5

Sharing and responding to news

Lesson Objectives • Learn phrases to share and respond to news • Show sympathy

SPEAKING



VIDEO
INSPO

SPEAKING
Guess what!



1 **VIDEO** Watch the video. Answer the questions.

- 1 What prize did Ayla win?
- 2 Who does Ayla invite to share her prize?

2 **VIDEO** Copy and complete the *Key language* phrases with the words in the box. Then watch the video again and choose the ones they use.

believe fantastic guess happy lucky

KEY LANGUAGE

Sharing news

1(...) what!
Have you heard (about ...)?
You'll never 2(...) it, but ...
I heard / read / saw that ...
Apparently, ...

Responding to good news

Really?
That's 3(...) (news).
4(...) you / her / him / them!
I'm (really / so) 5(...) for you / her / him / them.



SPEAKING HACK!

Showing sympathy

When someone tells you some bad news, you can use phrases like *Oh dear, I'm sorry to hear that, Poor you* or *That's a shame*.

3 Read the *Speaking hack*. Which phrase does Ryan use to express sympathy? Why?

4 Read the good and bad news (1–4). Think of more information about each situation. Make notes.

The school team won the basketball championship. *It's a new mixed team, and this was their first ever win. The final was exciting. The final score was ...*

- 1 I lost my wallet on the way to school.
- 2 My sister's band is going to perform at a festival.
- 3 I won a photography competition.
- 4 I passed the exam that I was worried about.

Dialogue builder

5 Choose one of the situations in exercise 4 and prepare a dialogue. Use the *Key language* phrases and your notes from exercise 4.

Guess what? You'll never believe it, but ...

Really? Wow, that's ... news.
What / When / How / Where ... ?

6 Act out your dialogue from exercise 5. Remember to ask and answer questions to continue the conversation.

Real Talk ➔ **Active Learning Kit Unit 2**

LEARNING SITUATION STEP 3

Describe a photo of a happy moment

➔ **WORKBOOK LEARNING JOURNAL p10**

1 Choose a photo of a happy moment that you are grateful for. Discuss the questions.

- 1 Who took the photo? When? Where?
- 2 Who or what can you see in the photo?

2 Write a short description of the photo and why this moment made you happy.

This photo was taken at a theme park last summer. It shows ...



2.6

Thank you so much

- Lesson Objectives**
- Write an informal email
 - Use a variety of structures and expressions

WRITING An informal email

1 Read the email. What is Elena thanking Nasim for?

Subject: Thank you!

Hi Nasim,

- How are you? I've been meaning to write to you since last weekend to say a big thank you to you and your family for my surprise birthday party. It was very generous of you to organize everything, and I really appreciate that you invited all my family and friends, too.
 - My favourite part was the karaoke after dinner. I've been watching the videos and they've made me laugh a lot! It was really funny when my brother sang that last song! I think it's the best birthday I've ever had. It means a lot to me, and I'll never forget it.
 - I'm very grateful to have a friend like you – you and your family made my birthday very special. To say thank you, I'd like to invite you all to my house for a games evening. Would you be free next Saturday evening? Let me know!
- Take care,
Elena



- 2 In which paragraphs (1–3) does Elena ... ?
- say what she enjoyed most
 - explain why she is writing
 - say thank you again and suggest a plan

WRITING HACK!

Using a variety of structures and expressions

Using a variety of structures keeps your message interesting. To avoid repeating 'thank you', use phrases like:

- It was very generous of you to ...
- I really appreciate (that) ...
- It means a lot to me ...
- I'm very grateful (for/to) ...

3 Read the *Writing hack*. Then complete the sentences with the expressions in the *Writing hack*.

- (...) you invited my friends.
- (...) and I'll never forget it.
- (...) for your help.
- (...) organize it for me.

Writing extra

WRITING PLANNER

An informal email to thank someone

PLAN

- 4 Think about an experience that you want to thank someone for. Make notes.
- What was the experience?
 - Which part of the experience are you most grateful for?
 - How did it make you feel?

WRITE

- 5 Follow the structure of Elena's email to help you write. Use a variety of structures and expressions.

Paragraph 1 Start with a greeting and explain why you are writing.

- *Dear ... / Hi ...*
- *I've been meaning to ...*
- *I wanted to thank you for ...*

Paragraph 2 Describe a specific part that you most enjoyed. Say how you felt.

- *My favourite part was ... / I'll never forget ...*
- *I've been thinking about ...*

Paragraph 3 Say thank you again, suggest a future plan and sign off.

- *Thank you again for ...*
- *Would you be free ... ? / I'd like to invite you ...*
- *Best wishes, / Speak soon, ...*

CHECK

- 6 Read your work.
- Check your use of grammar.
 - Check you used a variety of structures to express gratitude.
 - Check your spelling.

Language summary 2

VOCABULARY

Working towards goals

STUDENT'S BOOK p25

accomplish	manage to
adapt	motivate
aim	overcome
appreciate	progress
boost	work towards
compete	

Life stages

STUDENT'S BOOK p28

adulthood	older person
birth	retirement
childhood	teenager
middle age	toddler
old age	youth

SPEAKING

Sharing and responding to news

STUDENT'S BOOK p31

Sharing news

Guess what!

Have you heard (about ...)?

You'll never believe it, but ...

I heard / read / saw that ...

Apparently, ...

Responding to good news

Really?

That's fantastic (news).

Lucky you / her / him / them!

I'm (really / so) happy for you / her / him / them.

GRAMMAR

Present perfect simple and continuous

STUDENT'S BOOK p27

We use the present perfect simple:

- to talk about past completed actions with a present result.
- when we want to focus on the result of an action or to emphasize how much or how many.
- to talk about an action that happened in the past, but we don't know when or it isn't important.

Present perfect simple

I / You / We / They	have(n't)	arrived.
He / She / It	has(n't)	
Have	I / you / we / they	arrived?
Has	he / she / it	

We use the present perfect continuous:

- to focus on the activity itself and how long the action has continued.
- to talk about an action that might still be happening.

We don't use the present perfect continuous with state verbs, such as *know, like, own, have* or *believe*.

Present perfect continuous

I / You / We / They	have(n't)	been working.
He / She / It	has(n't)	
Have	I / you / we / they	been working?
Has	he / she / it	

- We use *for* with a period of time. We use *since* with a start time.
He has read five books since the beginning of the summer.
He has been reading for hours.

Question forms

STUDENT'S BOOK p29

- We use question words to ask about the subject or the object of a sentence.
- When we ask a subject question, we don't change the order of the subject and verb. We don't use an auxiliary verb.
Who wants cake? I want cake.
- When we ask an object question, we use an auxiliary verb and put it before the subject.
What do you enjoy doing? I enjoy doing judo.
- When the question word asks about the object of a preposition, the preposition goes at the end of the question.
Who do you live with? I live with my parents.
- We use question tags to check information is correct.
That was a good film, wasn't it?

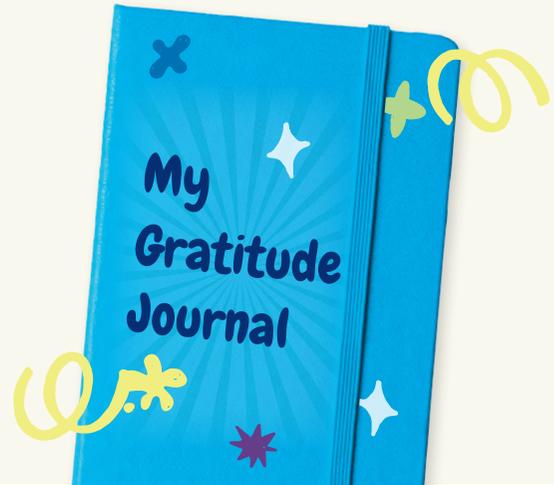
PROJECT 2

Create and complete a gratitude journal

PROJECT
INSPOYOUR PROJECT INSPO
Gratitude journal

REVIEW

- VIDEO** Watch *Your project inspo*. Answer the questions.
 - What is on each page of the gratitude journal?
 - Do you like the design? Why? / Why not?
- Look back at your *Learning situation* steps and check you have these things. Do you want to make any changes or add any ideas?
 - STEP 1** Some responses to prompts and more prompt ideas
 - STEP 2** Gratitude questions
 - STEP 3** A short description of a photo of a happy moment



CHOOSE

- VIDEO** Watch the *Project skills* video. Complete the tips.

PROJECT SKILLS

Organizing your project

- Organize information into (...) and add (...).
- Make a (...) plan or sketch.
- Leave some (...) on the page.

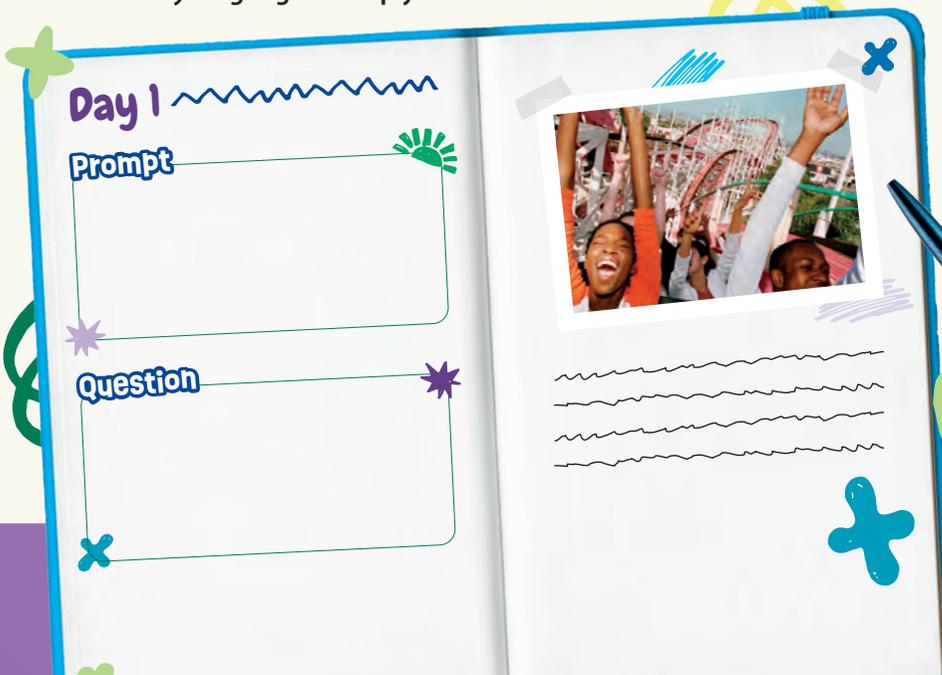
VIDEO
INSPOPROJECT SKILLS
Organizing your project

- Think about the layout of the gratitude journal in *Your project inspo*. Then look at the layout of this gratitude journal. Which do you prefer? Why? Use the *Key language* to help you.

KEY LANGUAGE

Expressing preferences

I (really / quite) like ... because ...
 I think ... is more/less ... than ...
 The good/bad thing about ... is ...
 What I (don't) like about ... is ...
 I prefer ... because ...



PREPARE

- 5  Decide how to organize the layout for your gratitude journal. Make a rough sketch.
- 6 Look at your plan from exercise 5 and think about these questions.
 - Which prompts and questions would you like to include in your gratitude journal?
 - How will you display the prompts, questions and visuals clearly and attractively?
 - Will you have enough space for writing?
 - How will you decorate your gratitude journal?
- 7 Collect the material you will need to make the gratitude journal (e.g. photos, paper, pens).

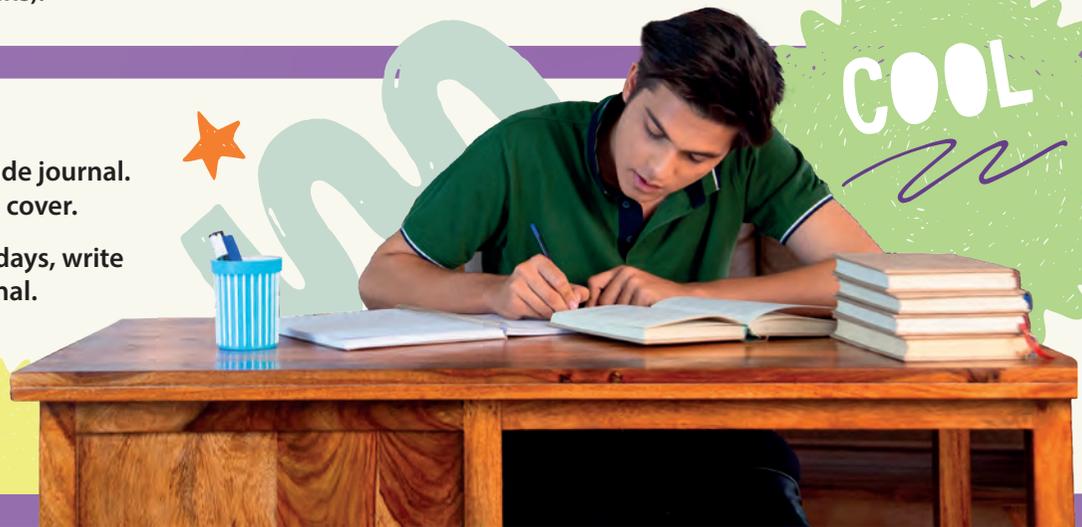
PROJECT BOOSTER

More ideas for your gratitude journal

- 1 Create a collage of photos of people, pets, places, holidays or anything else that you are grateful for.
- 2 Add extra photos or other visuals (e.g. tickets, stickers or cards from places you've visited) to your gratitude journal.

CREATE

- 8  Create your gratitude journal. Remember to create a cover.
- 9  Over the next five days, write in your gratitude journal.



SHARE

- 10  Share your gratitude journals in groups or as a class. Look at everyone's work. Then copy and complete the sentences below about your classmates' gratitude journals.
 - 1 I like the prompt about (...).
 - 2 The question about (...) is really interesting.
 - 3 I like the photo of (...) because (...).

REAL WORLD

How else can you use your gratitude journal?

We could complete the gratitude journals for a month and write a blog article about what we learned.

REFLECT

- 11  Think about the question: *What makes us happy in life?* What ideas are there in this unit? Are these ideas similar to what you wrote about in your gratitude journal?
- 12 Think about your project work in this unit. Answer the questions with one or two sentences.

1 This project involved less group work and more individual work. How did you feel about that?

2 How did you show your creativity?

3 What were two of the most important things you learned from the gratitude journal project?

