

# UNIT 17

# Success and Happiness

The penultimate Unit revisits the theme of happiness, as in Units 3 (Health) and 11 (Well-being). The theme of success was also implied in Units 8 (Sport) and 10 (Dream Jobs). Now the two themes are combined and students have the opportunity to discuss and reflect deeply about what they want in life. They have probably heard a great deal, from parents and teachers, about getting a good job, marrying, settling down and having a family. However, these options are getting more difficult to achieve as the job market gets more competitive and the cost of having and educating children increases. This Unit therefore invites students to discuss these issues and also to think outside the box in terms of job, career and life options.

## Page 137

### Picturing the Future (Individuals)

- Individual students think about their goals for the next 5 and 10 years.

#### Task 1: (individuals)

- Students draw pictures of themselves 5 years from now.

While helping students to visualize themselves 5 years from now and therefore to make their dreams more concrete, this activity also asks the question of whether we want to be doing the same things and thinking the same way in 5 years time. Are our lives mapped out for ever, or are we making some room for unexpected events and different directions to appear? This is an important question, since the jobs of the future are largely unpredictable, but when they appear they need people to retrain for them. It has been said that a feature of 21st century life is that everyone will have to retrain some time in their life.

#### Task 2: (individuals)

- Students draw pictures of themselves 10 years from now.

This is basically the same task, but with a different time frame. The question of whether we want to be doing the same things is now more urgent.

#### Task 3: (pairs)

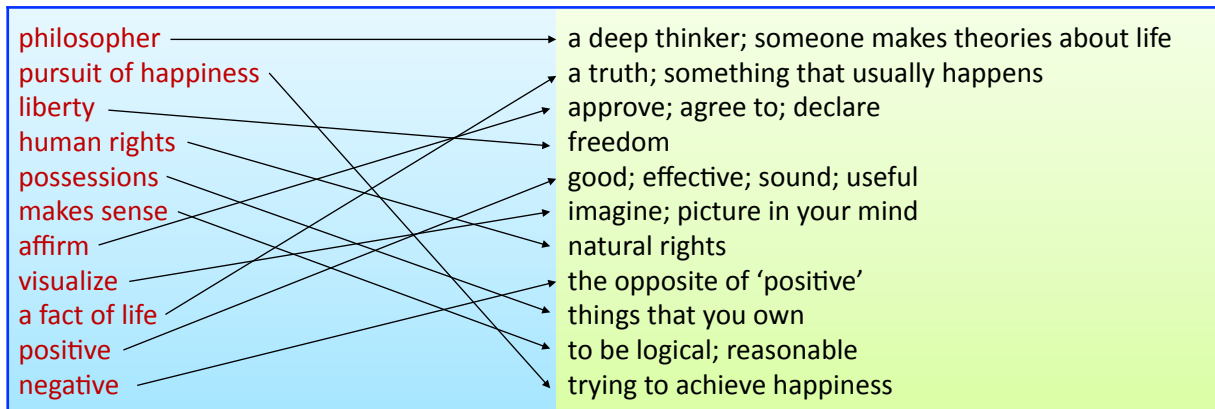
- Students discuss their pictures and their dreams.

## Page 138

### Happiness (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 57) and ask students to read the three paragraphs silently while they listen.

- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should **match the words and phrases** at the bottom of the page.



Success tends to be equated with happiness by media and popular opinion. The question of whether money is more important than health or happiness is an important one. This reading passage is about happiness in itself - the intrinsic search for happiness. It suggests that the answer is inside us. This is an important concept for students, many of whom have been told that happiness lies in things outside us. This is the message of most TV commercials (Unit 16) and other popular media.

This passage also mentions affirmation and visualization. These are powerful tools for building self-esteem, which is a prerequisite for happiness.

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

## Page 139

### Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers:

1. 'The goal of humanity' means the thing that everyone wants to achieve.
2. 'Basic human rights' mean the things that everyone deserves in life.
3. Most people look for happiness in money, relationships, or possessions.
4. Happiness and success are inside us.
5. 'Affirmation' is reminding yourself of your value as a person. This can be done by saying "I believe in myself" or "I can do anything if I do my best" 20 times a day.
6. 'Visualization' means imagining yourself as happy and successful. As the American scholar, William Arthur Ward, said, "If you can imagine it, you can achieve it; if you can dream it, you can become it."
7. We can become more positive by cutting the words "No" and "Can't" from our speech.

### Think for Yourself

Students think about happiness and success-related issues. They might want to look further into these issues for themselves, particularly affirmation and visualization. Self-esteem has been called the most important factor in language learning.

Sample answers:

- - Yes, I like to affirm or visualize. They are very helpful.
  - No, I have never affirmed or visualized. However, I want to try.
- I think I can be more positive in my life by cutting negative words from my speech and also cutting negative thoughts.
- In my opinion, 'success' means personal happiness.
- In my opinion, 'happiness' means feeling good about myself.
- If I could choose only two things, I would choose health and peace. I think these are most important for success and happiness.

## Background Information

This information here is about happiness. Again, students might like to find out information for themselves. If they do a google search for "success", "happiness" or "success and happiness" they will find some interesting information.

## Page 140

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Listing reasons'.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Sample answers:

1. The most successful person I know is my teacher. She does not earn lots of money, but she loves her job, and she is happy. What's more she inspires her students to be good people.
2. The happiest person I know is my mother. For one thing, she has had many hard times in her life, but she is always positive. She has a strong will and she gets through the hard times. She says that every day is a bonus. The main thing is she loves life and she loves her family. What's more, her happiness is catching. If you stay around my mother you have to become happy.
3. - Yes, it is possible to be successful and happy. The main thing is that if you love what you are doing and you are good at it, you can be both successful and happy.
  - No, I don't think it is possible to be both successful and happy. You have to choose one or the other. Successful people are usually stressed out. They also think only of money. They have no time to be happy.
4. - The happiest time in my life was when I visited Europe with my friend. We went to many capital cities and visited lots of tourist attractions. It was fantastic! That was a time with no stress and no worries.
  - The happiest time in my life was when my brother was born. I was so happy! I have always loved my brother and I have looked after him as he grew up.
  - The happiest time in my life was when I did volunteering at the local orphanage. I helped the orphans and became their friend. I have never known such friendship and love.
  - The happiest time in my life was when I went to a K-pop concert.

- The happiest time in my life was when I learned to play piano. I don't have time for playing these days, but at that time it was so nice to play Chopin and Beethoven. Their music is so beautiful. I hope to play piano again some day.
- 5. - For me, success means being able to do what you love doing.  
- For me, success means earning lots of money.  
- For me, success means having a loving family. This is something money can't buy.
- 6. - Yes, money can buy happiness. Don't believe people who tell you money isn't important. Without money, you will soon become very unhappy.  
- No, money cannot buy happiness. We seem to have forgotten this these days. However, happiness is a personal thing. Money makes people selfish and greedy. Look at the rich people on TV and ask yourself if they are happy.
- 7. - Yes, I think health equals happiness. For one thing, we cannot be happy without health. Perhaps we don't realize that we are happy until the health disappears. Then we feel unhappy.  
- No, I don't think health equals happiness. Of course, health helps you to be happy, but it is not happiness in itself. If you visit a hospital, you will see people who are happy even though they are sick. The main thing is that happiness is in the mind.
- 8. A number of things make me unhappy. First, I get unhappy if I miss the bus in the morning. Next, sad movies make me unhappy. Of course, I get unhappy if I don't get enough sleep. And then if I can't do my homework on time I get unhappy. Finally, arguing with my friends makes me unhappy.
- 9. - Yes, I think some people are born successful. They just seem to attract success. They are the right person in the right place at the right time. I don't know how they do it.  
- No, I don't think some people are born successful. Some people are born to successful families, but that does not mean that they will be successful. I think it's a matter of luck. Some people are just lucky.
- 10. In my opinion I need to work hard and study hard in order to be successful. It's as simple as that. Of course, it helps if you have influential friends. The main thing is to prepare for success by your effort.

## Page 141

### Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 58(CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Answers:

1. Mrs. Brown choosing numbers for the lottery.
2. Ji-hye thinks the lottery is gambling.
3. Mrs. Brown doesn't expect to win anything.
4. Yes, Mrs. Brown is happy?
5. Mrs. Brown tells Ji-hye that you can't buy happiness or success. She advises Ji-hye that passion and hard work are the best way to get happiness and success.
6. The American Dream is based on passion and hard work. The American Dream is that anyone

can become successful, whatever their race, belief, or social status.

## Page 142

### Success Interview: Ideas (Individuals)

- Students (individuals) Imagine they are going to interview a famous person, living or dead.
- They decide who they would like to interview.
- They choose (or make their own) five questions to ask in the interview.

This is the final role-play in the book.

This is an opportunity for students to be creative, both in choosing someone to interview and in deciding what to ask that person. They can also be creative when they take the role of their partner's famous person and respond to his/her questions.

Students will probably have an idol, a role-model, a favorite star, or an historical person they would like to interview.

Sample questions are given on this page in order to help students think of topics. However, students might wish to make their own questions and write them on the following page.

## Page 143

### Success Interview (Pairs)

- Students write their five questions from page 142.
- They look at the suggested phrases on this page.
- They interview each other. One student (A) is the interviewer and the other (B) is the successful person.
- Then they change roles. Now B is the interviewer and A is the successful person.

Students will need to know who they are playing when they are being interviewed. Then they must take on that character and give answers that they think will be appropriate for that character.

Students might like to make videos and upload their interviews. In this case, it is possible to mark the videos as private on YouTube and to restrict access to invited people.

Sample interview with William Shakespeare:

**Interviewer:** Good evening Mr. Shakespeare. Thank you for coming today. We are very honored.

**Shakespeare:** Thank you for inviting me. I'm happy to be here.

**Interviewer:** First of all, I'd just like to ask how you became successful.

**Shakespeare:** I just did my best. Also, I loved writing plays, so my work was my also my love.

**Interviewer:** I see. Could you tell us more?

**Shakespeare:** I think Confucius said that if you find a job you love doing, you'll never work a day in your life.

**Interviewer:** Steve Jobs said that as well. He was the founder of Apple computers.

**Shakespeare:** we didn't have computers. I wrote with a feather quill and ink.

**Interviewer:** I've always wondered, who was the most important person in your life?

**Shakespeare:** I'm glad you asked that. There were many important people, like Queen Elizabeth, the Earl of Southampton and my wife, Anne Hathaway.

**Interviewer:** I don't want to be personal, but can you choose just one?

**Shakespeare:** My son, Hamnet was most important to me. He died when he was 11.

**Interviewer:** Did you use his name for your play called Hamlet?

**Shakespeare:** Not really. The name came from an old tale.

**Interviewer:** I've always wanted to know, did you really write 38 plays?

**Shakespeare:** Yes, and I helped other writers on some other plays as well.

**Interviewer:** Can you tell us, if you could live your life again, what would you do?

**Shakespeare:** Off the top of my head, I would do the same things.

**Interviewer:** Did you follow your heart or your brain?

**Shakespeare:** Well, to be honest, I followed both.

**Interviewer:** Is it true that you walked from Stratford to London?

**Shakespeare:** It's funny you should ask that. At that time, walking was the best way to get anywhere. It only took me three weeks.

**Interviewer:** Perhaps you could tell us about your 'lost' years, from 1578 to 1582 and 1585 to 1592. Nobody know what happened to you then.

**Shakespeare:** I'd rather not tell you.

**Interviewer:** I see. Let me ask you something else. Is there anything you regret.

**Shakespeare:** Well, to be honest, I wish I had spent more time with my family in Stratford Upon Avon.

**Interviewer:** Finally, some people say you didn't write the plays. They say that the Earl of Oxford wrote them.

**Shakespeare:** That's just a rumor. It's completely false.

**Interviewer:** Well, thank you for clearing that up. And thank you for coming today.

**Shakespeare:** My pleasure.

## Page 144

### Speaking Self-Assessment (Individuals)

- Students read the READI criteria and assess which ones apply to them.
- They then make a new READI Profile at the bottom of the page.

This is the penultimate Unit, so students are invited to self-assess their speaking skills. They did this in Unit 13 (page 112) with very simple descriptors and 5 categories. Now the descriptors are more detailed and there are only 4 categories. This should give students an idea not only of where they are in terms of speaking skills, but also of what they need to improve. In other words, students can think about improving their oral skills by working on their weaknesses in terms of Range, Ease of Speech, Attitude, Delivery and Interaction.

For example, proficient EFL students often score low on Interaction, since they fail to bring other people into the conversation; they spend all the time giving their own opinion and not listening to the other students. In addition to such students becoming aware of such problems through the READI, teachers can also counsel the students about positive steps they can take to improve their oral skills.

Other students might need more vocabulary (Range). Others might need to improve their fluency (Ease of Speech), their enthusiasm, confidence, motivation and nervousness (Attitude), or their intonation, word stress, volume, pronunciation and rhythm (Delivery).

The READI Profile is not competitive. It is an awareness-raising item for the information of the students.