

Warm-up

First, ask students to draw pictures of their goals in their notebooks. Then, tell them to share them with a classmate to guess what they are. Encourage students to ask one another questions about their goals, such as *How long have you been training for that?* Finally, ask volunteers to share their pictures with the rest of the class.

Teaching Tip

For Exercise 3

First, ask students to choose the statement from the exercise that best applies to them. Then, tell them to share an anecdote with a classmate illustrating how this may hinder them from achieving their goals. Finally, ask students to create five questions in the style of Find Someone Who... so they can mingle and learn more about their classmates. For example: Find Someone Who...

1. *uses some digital tool help them concentrate better?*
2. *always sets reasonable goals?*
3. *feels unsatisfied despite achieving the goal?*

Differentiation Strategy

For Exercise 1

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 1.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

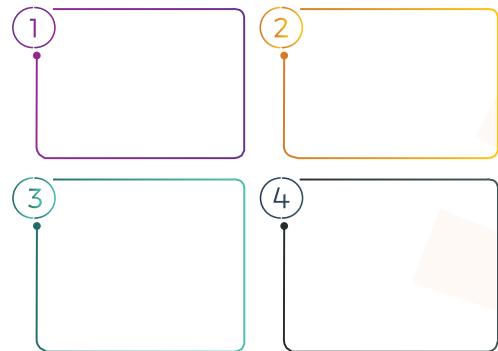
Exercise 4



Skills for Life

What are your personal goals?

01 Write words describing a time when you set a goal and could not achieve it. Summarize it for a classmate.
Answers will vary.



02 Read "Keep Your Eye on the Ball." Write the paragraph number next to its suggestion.

1. 3 Break up larger goals into smaller ones.
2. 2 Stay focused on your goal.
3. 4 Allow for extra time to accomplish them.
4. 3 Determine if you reached your goal earlier than expected.

03 Read the text again. Match the suggestion to the problem.

1. Stay focused.	a. I always have trouble achieving my goals because I underestimate the time it will take me.
2. Set milestones.	b. Sometimes I find achieving my goals daunting because they are too ambitious.
3. Create a buffer period.	c. I often get distracted from my main goal and need help prioritizing what is essential.

Keep Your Eye on the Ball

1. Although we often have the best intentions, setting and achieving goals can be challenging. Several techniques will help us set the right goals to make them more achievable.
2. Firstly, identifying the ultimate purpose behind your goal can help you determine its real **impetus**. Once you fully understand why you have set a particular goal, pursuing it without getting distracted is more manageable, allowing you to prioritize what you need to do to achieve it.
3. Secondly, achieving highly ambitious goals can be **daunting**, and you may soon feel overwhelmed. Instead, dividing them into smaller, more achievable goals can help you feel like progress is being made. Checking off **milestones** can feel extremely rewarding and encourage you to stay on track. Consequently, if your goal is **overzealous**, knowing that you have achieved part of it may be enough. By focusing on the journey, not the outcome, you may realize, as you are partway through your achievement, that completing every part of it is unnecessary.
4. Finally, when setting a goal, you might set tight deadlines. However, including a **buffer** period at the end of the deadline period allows you to deal with any unexpected delays that may arise. It is simplistic to **underestimate** factors that may disrupt your original plans, but setting aside extra time from the beginning can help you stay on track.



04 Ask a classmate to recommend strategies from the text for Exercise 1. In the organizer below, write the pros and cons of trying it.
Answers will vary.

Pros	Cons

Teaching Tip

For Exercise 5

After matching the sentences, tell students to underline the past participle clauses, circle the present participle clauses, and highlight the clauses with have + past participles. Ask students to work with a classmate to reflect on the clauses' different forms and write a summary of their understanding of the rules. At this point, it is more important for students to reflect on what they understand. Finally, some volunteers should share their summaries with the rest of the class.

Language Structures and Functions Tip

For Exercise 7

If students have trouble incorporating the target language into their blog posts, tell them to look at the examples in Exercises 5 and 6 and model their answers after some of these sample sentences:

1. *(present participle) Not wanting to hurt his feelings, she decided not to give him advice.*
2. *(Have + past participle) He decided to see if she would take it after having given her an earlier recommendation.*
3. *(past participle) Confused by the conflicting advice, Jorge decided to wait before making a final decision.*

Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy

For Exercise 6

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2f.

Wrap-up

First, show the class a video of a professional life coach giving a patient advice. Afterward, ask students to compare the content and language of the advice they gave one another to the advice and language that the life coach used. Then, invite students to repeat Exercise 8, incorporating some of the elements used by the professional life coach.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 5

05 Match the sentence halves.

1. Not wanting to hurt his feelings, a. looking for advice.
2. Having given her an earlier recommendation, b. she decided not to give him advice.
3. Used to failure, c. she was close to giving up.
4. Ana decided to contact her life coach, d. he decided to see if she would take it.
5. Sean was going to try adding buffer time again, e. Maria told her counselor that his recommendations had worked.
6. Filled with pride, f. having successfully tried it before.

06 Circle the correct option to complete each sentence.

1. **Starting** / Started / Start this year, Jose decided to get fit at the gym.
2. **Knowing** / Known / Know that it would be hard to stay on track, Delia created a calendar with deadlines to help her meet her goals.
3. Having Confused / Confusing / Confused by the conflicting advice, Jorge decided to wait before making a final decision.
4. Hurting / Hurt / Having hurt Celia's feelings, Constanza wanted to make it up to her.
5. Read **Having read** / Read a book about setting goals, Luis felt confident advising his friends.
6. Writing / **Written** / Having written by a famous psychologist, the book gives many practical tips.

07 Write a blog post about a time when you had difficulty setting a goal and what you did to overcome it. Answers will vary.



08 With a classmate, role-play being a life coach and a patient. Together, identify which technique will be the most helpful for goal setting. Use the language below to get you started.

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Coach, recently I have had a hard time setting achievable goals. I always fail at them. What do you recommend?

You are not alone. Creating the right goals is challenging. Tell me about the first goal you tried to achieve.