

## Warm-up

First, create a mini-debate statement before class, such as *Being responsible means doing everything yourself*, for students to discuss. Then, read the statement aloud or post it on the whiteboard. Next, give students two minutes to reflect on their opinions of the statement and reasons. Finally, have students stand up, get together with a classmate, and discuss their views.

## Teaching Tip

## For Exercise 4

First, extend the exercise by having students read their letters aloud to a classmate. Then, give listeners a task to complete, such as listening for the answers to these questions: 1. *What are the writer's long-term goals?* 2. *What is the writer doing NOW to meet those goals?* 3. *How is the writer using responsibility and autonomy to meet their goals?* Finally, ask volunteers to share their answers with the rest of the class.

## Differentiation Strategy

## For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 7.

## Flexi Exercises

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

## Exercise 2



## Skills for Life

## How does asking for help make us stronger?

### 01 Work with a classmate. Follow the instructions.

1. Make a list of problems teenagers commonly have.
2. List several possible ways of solving each problem.
3. Get together with another pair and compare answers. What's similar and what's different about your lists?

### 02 Read "Dear Future Me," and underline the best combination of words to summarize the letter.

1. autonomy + responsibility
2. goals + luck
3. fun + hard work

### 03 Use the words in bold to write six questions about the text. Then, take turns asking and answering questions with a classmate.

Answers will vary.

## Dear Future Me,

I'm writing to check in and wish you well. I hope you have a satisfying but challenging life and work that requires **accountability**, creativity, and **principles**. Furthermore, I'd like to remind you that I'm laying the foundation now so that you've got the skills, values, and **discipline** to stay on track; it's not easy. Future me is quite **high-maintenance**, if you don't mind me saying.

So, what have I been doing to pave the way for your ambitions and goals just waiting to be met? First, as you remember, our parents are great believers in demonstrating **responsibility** to earn **autonomy**. So, to become more autonomous in my actions and decision-making, I have become an expert in time management—using the Pomodoro approach for studying—and taking advantage of scheduling apps to ensure I don't miss a deadline or an appointment. I also keep up with my household chores to demonstrate my maturity level, which warrants a bit of autonomy. It is said that consistency and small actions build good habits, so I am consistent. Also, I'm developing my decision-making abilities even when things are challenging.

In addition, I've set out some long-term goals shaped by my values and principles. It's hard to know how the world will have changed in 15 years, but I am told that values and principles will always be essential components of a successful life.

I hope you remember the effort it took to build your life and continue making choices that align with the person you want to be. Remember, the right way is usually not the easy way.



### 04 Write a letter to your future self. Include the following points:

- › long-term goals
- › current actions to meet those goals
- › the role of responsibility and autonomy

## Language Structures and Functions Tip

### For Exercise 5

First, before students complete the exercise, review or elicit explanations and examples of homonyms and homophones; for example, *homonyms* are words that look and sound the same, but have different meanings; such as *bat* – the animal and *bat* – the thing used in baseball; and *homophones* are words that sound the same, but are spelled differently and have different meanings, such as *flour* – used to bake cakes and *flower* – the colorful part of a plant. Afterward, elicit other volunteer examples and have them categorize them as homonyms or homophones. Finally, if time allows and you deem necessary, review the grammar point in more detail.

## Teaching Tip

### For Exercise 7

First, have students write their emails with a classmate. Then, ask them to exchange emails with another pair and write a response from the friend looking for advice. Finally, ask volunteers to share their advice with the rest of the class.

## Differentiation Strategy

### For Exercise 8

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

## Wrap-up

First, there will be a competition using homonyms and homophones. Before class, write ten sentences using different homonyms and homophones—some correctly and some incorrectly. Then, to play the game, have students work in small groups and either project the sentences individually or create a Kahoot-style game so students can vote on whether the sentence is correct or incorrect. Finally, the group with the most accurate answers wins.

## Flexi Exercises

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

### Exercise 6

05 Circle the homophone and identify if it was used correctly or incorrectly. Correct the incorrect sentences.

1. It's good for teens to learn how to <u>bare</u> the consequences of their decisions.	I	bear
2. Parents should give teens the <u>reins</u> on small decisions so they can practice making their own choices.	C	
3. Being <u>eloud</u> to set your own goals helps you become a responsible person.	I	allowed
4. If teens are to be given more freedom, they must learn to accept the consequences of <u>there</u> actions.	I	their
5. You must <u>write</u> down your responsibilities and goals so you don't forget them.	C	

06 Write the homophones of the words in Exercise 5 and use them in sentences about autonomy and responsibility. Write two of your own.

Answers will vary.

- bear
- reins
- allowed
- their/they're
- right
- Answers will vary.
- Answers will vary.

07 Write an email to a friend looking for a way to earn more autonomy at home. Suggest three different ways they can demonstrate their responsibility to their parents. Use three homophones in your message.

08 Imagine you are part of the student government. You have negotiated more student involvement in decision-making. In return, the administration has requested that students take responsibility for some of the school's day-to-day functioning. Follow the instructions.

- Work in a group of four.
- Brainstorm a list of activities students could be responsible for.
- Present your ideas to the class.
- Vote on the best options.
- Present them to the school administration.

WHAT DOES IT MEAN TO BE RESPONSIBLE FOR YOUR ACTIONS?

