

Warm-up

First, to begin a discussion on motivation and drive, start the class by describing a situation in which a teen feels unmotivated to do schoolwork. Then, have students work in groups to brainstorm options. Next, elicit ways the teens could motivate themselves or their parents, teachers, or friends could encourage them. Finally, encourage students to vote for the one they would use and, as a class, create a graph of the vote results, tracking the popularity of each suggestion.

Teaching Tip

For Exercise 1

First, extend the exercise by having students create a class definition of *drive* and examples. Then, if appropriate for your group, elicit synonyms such as *grit* and *perseverance* to build their vocabulary. Finally, tell students to generate more sentences with the synonyms and post them on a physical or digital shared document.

Differentiation Strategy

For Exercise 4

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

Flexi Exercises

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

Exercise 2

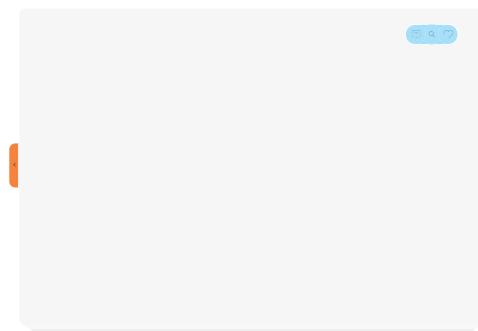


Skills for Life

What keeps us going when the going gets tough?

01 Work with a classmate. Create a definition of *drive* and share it with another pair.

Answers will vary.



02 Read "Shoot for the Stars" and identify if the statements are "T" true, "F" false, or not given "NG."

1. All motivation is the same. F
2. Intrinsic motivation is always better. F
3. Knowing your motivation when you start a project or set a goal is important. T
4. Alex and Andres are friends. NG

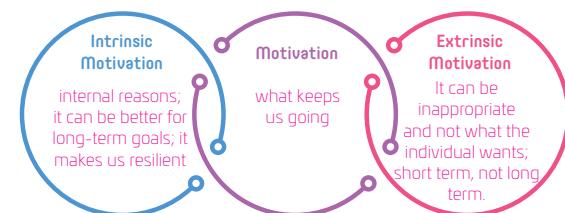
Shoot for the Stars

Where does your **drive** come from? Does it emanate from within, or are external forces more powerful? In general, **motivation** can be categorized into two types: **intrinsic**, which is the internal motivation that comes from within you, and **extrinsic**, which comes from external sources of motivation, such as friends, family, the possibility of reward, or social media likes. Our topic today is to identify the impact of different forms of motivation in a social media-saturated world.

Let's look at two examples. Both Alex and Andres are learning to play the guitar. They both know that learning an instrument entails a significant investment of time and energy, but they stick with it and learn. Why? Alex is a music lover who admires and follows several professional guitarists. He would like to write his own music in the future, but he understands that there is much to do before then. Not only is Alex not bothered by mistakes, but he also finds the experience challenging and validating. His motto is progress, not perfection. In contrast, while Andres also practices and invests a lot of time in the guitar, no sooner has he learned a new technique than he posts it to TikTok. For Andres, the motivation comes with the number of followers and likes his videos receive. Not many likes, not much motivation. Both Alex's intrinsic and Andres' extrinsic motivation can be powerful, but in cases like these, their impact on **long-term** goals may differ. Not only is extrinsic motivation potentially disheartening, but our well-being may also be affected by inappropriate extrinsic motivation. Furthermore, intrinsic motivation tends to create more **resilient** and **satisfied** individuals. When embarking on new projects or setting goals, identifying why you're driven to achieve these goals may be the key to success.



03 Complete the chart about motivation.



04 Read the situation. With a classmate, discuss the different types of motivation involved.

Gabriela is working hard as a competitive swimmer. She trains every day and swims in competitions on the weekends. She enjoys swimming and especially enjoys winning competitions. Her parents give her a prize every time she wins, and her coach lets her skip practice when she beats her best time. This is great for Gabriela because sometimes the practices are boring, especially when she has a lot of schoolwork.

Teaching Tip**For Exercise 5**

First, have students work with a classmate to review their two new sentences. Then, ask them to choose the two best of their four and write them on post-it notes. Next, ask students to post their sentences around the classroom, and ask everyone to read them and identify what type of inversion they include. Finally, extend the task by having students write alternative inversions for a few of their classmates' sentences if appropriate.

Language Structures and Functions Tip**For Exercise 6**

First, review the answers for the provided sentences in pairs, and elicit more examples of the different types of inversions as needed. Then, identify the kind of inversion used. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy**For Exercise 7**

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 3.

Wrap-up

If using Exercise 8, have a whole-class feedback session discussing students' experiences with extrinsic and intrinsic motivational strategies, providing their thoughts on the effectiveness of each in their lives. If not using Exercise 8, return to the warm-up. Ask groups to review the options they voted on in the warm-up. Now, based on what they learned in the session, have them discuss the most effective strategies to help the unmotivated teens.

Flexi Exercises

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

Exercise 8**05 Underline the inversions in each sentence. Then, write two more examples.**

1. Little did they realize that relying on online approval could negatively affect their confidence over time.
2. Seldom have students thrived as deeply as when driven by a personal passion for the subject.
3. No sooner had the student received praise online than they began focusing more on likes than on learning the skill itself.
4. Under no circumstances can external validation fully replace the satisfaction derived from doing something one truly loves.
5. On no account should teachers rely solely on extrinsic motivators like grades or prizes to foster genuine learning.
6. So powerful was his intrinsic motivation that he continued practicing daily, even without recognition or reward.
7. Answers will vary.

8. Answers will vary.

06 Match the sentences from Exercise 5 to the type of inversion used.

Negative: 4, 5

Time: 3

Degree: 1, 6

Frequency: 2

07 Use the inversions from Exercise 5 to create a dialogue about motivation.**08 Read the situations. Then, answer the questions with a classmate.**

Parents give their children \$100 when they get an A on an exam.

Teachers give students free time if they finish their work early.

Students can choose between different topics and work on topics that personally interest them.

In music class, students record themselves every week to document their progress.

- › Which are extrinsic motivational strategies?
- › Which are intrinsic motivational strategies?
- › Which encourages long-term learning? Why?
- › Which have you or would you like to experience? Why?

