

## Warm-up

Start the session with a mingle. First, have students create three questions to ask their classmates about daily activities, feelings of pressure, and coping strategies. Then, ask students to take note of their classmates' responses to share with a small group. When writing their questions, have students stand up, mingle, and ask three or four students. Next, put students into four groups and invite them to share and compare the answers they received. Finally, close the exercise with a brief feedback session; elicit responses and highlight similarities and differences in the answers.

## Teaching Tip

**For Exercise 3**  
First, have students write their summary individually or with a classmate, whichever is best for your group. Then, have them compare their summaries with a classmate (or a group of four), confirming similar answers. Finally, if time allows, extend the exercise by inviting them to discuss which strategies they use and what benefits they currently receive.

## 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 1



## Skills for Life

### How do you keep going when it's too much?

**01** Work with a classmate. Discuss the following questions.

1. What responsibilities do you have every week? At home? At school? Others?
2. Which do you find easy to complete? Why?
3. Which do you find difficult to complete? Why?

**02** Read "Dear Journal," and list the writer's strategies to stay motivated.

1. Visualize success
2. Practice positive self-talk
3. Celebrate small wins

**03** Read the text again and write a summary paragraph of the benefits the writer receives from the different strategies.

Answers will vary.

Dear Journal,

It was just another crazy day with the exams, group projects, extra credit work at school, extra-curricular activities including swim team and debate club, and responsibilities and commitments at home and with my friends. It's hard to stay on top of everything I've got going on. There are days when I want to sleep, but I keep going. Here's how:

First, I **visualize** success. As soon as I notice I'm **procrastinating** preparing for an exam, I visualize the details of a successful **outcome**: a great score on a challenging exam, and how this success will make me feel delighted. This strategy helps build my confidence and enhances my focus and commitment to the goal; therefore, it helps jump-start my motivation when it's diminishing.

Second, my swim coach explains that whereas **negative self-talk**, such as "You're not good enough, it's too hard, you should give up," can be **self-defeating**, positive self-talk, such as "You're ready for this, you've trained, you're strong," provides a motivating psychological **boost** to motivate me to continue training or preparing. While it appears simple, it's highly effective.

Finally, I take a moment to pat myself on the back for the small wins. While significant achievements are worthy of celebration, little things like finishing my homework before dinner, helping my brother with something, and not losing control still deserve a reward. This technique may seem artificial, but it does build confidence. I am motivated to stay the course once I reward myself for sticking with something or making a small positive change.

Motivation levels rise and fall like the tides, but these techniques help keep me on track. I'm going to look for others too!

**04** Work in a group of three. Make a list of the strategies your group members use to stay motivated. Then, share your list with the rest of the class.



## Language Structures and Functions Tip

### For Exercise 6

First, either use the sentences from Exercise 5 or others you generate. Then, provide example sentences of the different categories of conjunctions, drawing students' attention to the sentence structure and identifying if clauses can change order. For example, *she felt responsible for the group project because she worked on the weekend*, or *she worked on the weekend because she felt responsible for the group project*. Next, point out that the sentences have slightly different implications, so the students know that the word order can change the connotation. Finally, if time allows and you deem necessary, review the target grammar point in more detail.

## Teaching Tip

### For Exercise 7

First, have students work with a classmate and brainstorm some strategies to write about. Next, have them write their message individually or with that same classmate, focusing on using the conjunctions. Then, students can change classmates to share their messages. Finally, close the task by eliciting suggestions students heard about from their classmates.

## Differentiation Strategy

### For Exercise 8

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

## Wrap-up

First, have students list three motivation strategies they currently use or will use in the future. Then, ask them to stand in two concentric circles facing each other for a talk line. Next, ask students to share their strategies with the person they are facing. Give each line two minutes to talk; afterward, say *change* and have the two circles move one step in opposite directions so students face a new classmate. Repeat three to four times.

## Flexi Exercises

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

### Exercise 5

**05 Underline the conjunctions in each sentence. Then, write two more sentences with different conjunctions.**

1. She visualizes her goals every morning because it helps her stay focused throughout the day.
2. He breaks large tasks into smaller ones; as a result, he avoids feeling overwhelmed.
3. Some students rely on deadlines for motivation, whereas she prefers setting internal goals.
4. Even though he didn't feel like studying, he used a reward system to push himself.
5. Once she created a weekly plan, she found it easier to stick to her study routine.
6. Answers will vary.
7. Answers will vary.

**07 Your friend has asked for advice on staying motivated. Write a message recommending three strategies. Use the conjunctions from Exercise 5.**  
*Answers will vary.*

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**06 Categorize the conjunctions from Exercise 5.**

Reason

1

Contrast

3

Concession

4

Time

5

Result

2

Answers will vary.

6

Answers will vary.

7

**08 With a group, discuss the following questions. Then, share your answers with the rest of the class.**

- Do all motivation strategies work for everyone? Why or why not?
- What strategies work for you?
- How can someone find out which strategies truly motivate them?

