

# Motivate 1

## Teacher's Guide

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### Introduction

Traditionally, the emphasis in language teaching has been on presenting targets clearly at the beginning of a lesson. In *Motivate*, it is the students who work out the rules and sense the patterns for themselves.

A *Motivate* unit is a series of puzzles, and the language targets of each unit are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets.

Another traditional tendency has been for teachers to use fun activities for a change of feeling or on special occasions, but not in "real" lessons. Fun activities have been gaining more respect, but there is still a tendency for them to be used for practicing language that has previously been introduced by more conventional methods.

In *Motivate*, the aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, and particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

The primary aim of *Motivate* is to motivate the students to feel personally involved in the learning of the basic structures, functions, and themes they need to communicate effectively. All new language is presented in a clear and achievable sequence, but in contrast with conventional courses, the students feel they are learning what **they** want and need to express themselves, not simply what the teacher wants to teach. The students can also relax, have fun, and sense and feel English, rather than just understand it rationally.

One of the most fundamental problems we face as English teachers is that so many English language students fail to learn to communicate. *Motivate* is a course that attempts to address this problem head on.

Having said this, there is no 'right' way to use *Motivate*. Every teacher has a different style and every learning situation has its own unique requirements. The following way of teaching each section of a unit provides suggestions for teachers using the course for the first time. The aim is not to be prescriptive, but to suggest methods that can be successfully adapted to individual teaching styles and students' needs.

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### Warm-Up Activities

We put the students in situations where they either need the target words and structures in order to express themselves, or they need to guess what these words and structures mean. They should either be thinking *How on earth do I say **that** in English?!* or *What on earth does **that** mean?!*, where the answers to these questions are today's language target.

The idea is to start with mystery, not clarity. The more involved the students feel in solving the puzzles we put in front of them, the more deeply they will

learn. We never need to "teach," explain, or expect the students to completely understand in the early stages of a unit.

To do this effectively, it is important to select an appropriate warm-up activity. When making this selection, one key question to ask ourselves is *Will this activity help the students feel they are learning what they want to learn, or will they simply feel they are learning what we want to teach?*

The ten types of activities outlined below are not comprehensive, but they should provide a quick reference and help you design your own alternative warm-up activities if you think the ones suggested in the Student Book are not appropriate for your class.

### Focused approach

Ask leading questions.

e.g. Target: **Have to**

T: *What time do you usually get up on Sunday?*

S: *Nine o'clock.*

T: *What time do you usually get up on Tuesday?*

S: *Six-thirty.*

T: *Six-thirty. Why not nine o'clock?*

S: *I . . . (searching for how to say I have to go to school/work)*

If one student answers using *have to*, the others can try and guess what *have to* means from this student's answer. If not, help one of the students use the pattern when he/she is trying to express him/herself. The students then ask each other similar questions, either in pairs or around the class.

### Disguised approach

Lead a simple, casual conversation towards a situation where the students need the target language to express themselves.

e.g. Target: **Have to**

Begin by talking about how nice the weather is, and suggest doing things that some students probably can't do because of other plans.

Say things like:

*Let's go to the beach tomorrow morning.*

or: *Let's go to a movie on Wednesday morning.*

The aim is to generate feelings like *"I'm sorry I have to go to school."* If none of the students use *"have to"*, help one of them use this pattern when he/she is trying to express him/herself. The students then make and accept/refuse similar suggestions, either in pairs or around the class.

### Questioning

Ask the students questions that include the new language.

e.g. Target: **Have to**

T: *What do you have to do in the morning?*

S1: *Huh?*

T: *What do you have to do every day?*

S2: *I . . .*

If none of the students guess how to answer, encourage them to ask you the questions and guess what *have to* means from your answers. The students then ask and answer similar questions, in pairs or around the class.

### Using the target in context

Make statements that include the target language, and encourage the students to guess what you mean.

e.g. Target: **Have to**

T: *Oh no! I have to teach you again!  
I have to get up at six o'clock in the morning  
I have to come to school!  
I want to have breakfast, but I have to teach you!*

Groan whenever you say *"have to,"* and use a lot of humor. The students then talk about the things they have to do every day, either in pairs, in groups, or as a class.

### Mime and pictures

The students make guesses about pictures or somebody miming.

e.g. Target: **Present continuous**

Mime some actions badly. The students try to guess what you are doing, saying things like *"Are you swimming?"* (If the students say things like *"swim,"* help them use the tense correctly.) Alternatively, half-draw or gradually draw a picture of a person performing an action. The students can guess things like what a person is doing, is going to do, or did yesterday. The students then mime or draw pictures in front of the class, in groups, or in pairs.

### Quizzes

Use the target language in a quiz, and see if the students can guess how to answer the questions.

e.g. Target: **Occupations**

T: *He gets up at six-thirty every day.  
He wears a school uniform.  
What does he do?*

T: *She works in a hospital.  
She helps sick people.  
What does she do?*

If the students can't guess, give them two or three answers to choose from. They then try to think up similar quiz questions, and do the activity as a class or in pairs.

### Word puzzles

Build up the students' curiosity with a word puzzle.

e.g. Target: **All of us, most of us, some of us, none of us**

Write the following on the board:

*noses*  
*study hard*  
*don't do homework*  
*gorillas*

See if the students can solve the puzzle. If it is too difficult, ask questions like "*How many of you are gorillas?*" The class may decide that none of them do their homework or that some of them are gorillas, but that just adds to the fun.

The students then make their own sentences about the class, their family, their club, etc. using the four sentences "*All of us . . . , Most of us . . . , Some of us . . . , None of us . . .*"

### Brainstorming

The students say whatever they like about a subject.

e.g. Target: **Past simple**

Ask questions like:

*Who was Napoleon?*  
or: *Who was George Washington?*

Help the students use the past tense to tell you what they know about these people. Encourage the students not to worry about making mistakes. Help a little less each time you introduce a new historical figure. If it's not too difficult, the students can then try the activity among themselves, either as a class, in groups, or in pairs.

### Games

All the Warm-up activities here are games, but there are some activities that are games in the more conventional meaning of the word.

e.g. Target: **possessives (-'s)**

Ask one or more students to leave the room. While they are outside, get some or all of the other students to place one thing of theirs in a central place. When the students come back they have to guess who each thing belongs to. The first time, pick up one of the things and gesture to various students to hint who it might belong to. When the students who left the room are trying to say things like "*I think it's Mario's, help them say this.*"

### Translation

Some teachers may find themselves in situations where they have to teach in the students' native language. In this case, the students can be given a series of sentences to translate into English. (It is best if they write these sentences individually.) Start with an easy sentence, and end with sentences that require the target language.

e.g. Target: **Past simple**

Write or say the following sentences in the students' language. The students translate them one by one.

*I play tennis every day.*  
*I can play tennis very well.*  
*Yesterday, I played tennis for three hours.*  
(Give the students the English word *yesterday*.)

Let the students make guesses, and then give the correct answer (without saying why). Give them other, similar sentences to translate. Continue until the students are beginning to recognize how the past simple is formed.

## Dialogs / Texts

The students can listen to these sections, read them, or do both.

### Listening

The students can listen to the anticipation questions on the CD, or you can ask the same or similar questions or write questions on the board. These

questions are for the students to focus on while listening. After finishing the dialog/paragraph, the students listen to the questions again and try to answer them.

After the students have listened to the dialog, they can also answer the follow-up questions on the CD, or you can ask the same or similar questions.

Both the anticipation and follow-up questions are designed to encourage the students to focus on the messages being conveyed by the dialog/text, not only on individual language points.

## Reading

The anticipation questions can also be used as pre-reading questions. The students can listen to the questions on the CD, or read them from the board. They answer the questions after they finish reading.

When the students read a dialog or text, it is usually best to let them read it silently by themselves. An option is for the students to time themselves when reading, and then read again and try to improve their time.

After the silent reading, you can ask some students to take roles and act out the dialog, either reading the dialog as they do so or trying to remember it with the help of your prompts.

## Checking comprehension

One option is for the students to do the comprehension/personalization tasks in the worksheets that can be downloaded from the website. These can either be done in pairs, with the students asking and answering the questions orally before writing down the answers, or individually. It is best if the students try to do these tasks without looking at the dialogs/texts.

Alternatively, use the comprehension/personalization activities suggested in each unit of this Teacher's Guide or use your own favorite techniques. Use a lot of humor and give the students as many chances as possible to relate their answers to their own daily lives.

There are five basic methods of checking comprehension that are used in this Teacher's Guide. These can be adapted to each teacher's style and the students' ability.

### Question – personalization

Either you or one of the students asks a comprehension question, and then immediately asks the same student and/or other students one or more personalized questions using the same pattern.

e.g.

T: *What does Sunee do?*

S1: *She runs an import business*

T: *What do you do?*

S2: *I . . .*

The students can ask each other these questions around the class, varying the question slightly when possible. It is often a good idea for you and/or the students to then use the pattern to ask about other people the students are likely to be interested in (usually famous people or friends).

e.g.

S3: *What does . . . do?*

S4: *She's an actress . . .*

The students can also ask each other these kinds of questions around the class or in pairs or groups.

### Description - personalization

Ask the students to describe something in the dialog/paragraph, and then ask them to describe something similar that they are familiar with in their daily lives.

e.g.

T: *Tell me about Sunee's job.*

S1: *She imports a lot of goods from India, etc . . .*

T: *How about your job?*

S2: *I sell cars, so I travel around a lot visiting customers.*

The students can ask each other similar questions around the class or in pairs or groups. This kind of technique can be used to get the students talking about things they own, people they know, things in their neighborhood, places in their city or country, etc.

### False statements

Make false statements about the dialog/paragraph, and encourage the students to correct you. Use as much humor as possible so as to encourage the students to react with as much feeling as possible. Ideally the students should shout out the corrections, but not all classes will feel comfortable enough to do this.

e.g.

T: *She goes to Kolkata fifty times a year.*

Class: *No! She goes to Kolkata a few times a year!!*

T: *Kolkata is a very boring city.*

Class: *No! It's a very interesting city!*

Encourage the students to stress the words that have been corrected. (These are underlined in the examples above.) The students can also make other

untrue statements for other students to correct. This can be done in pairs or as a class. Encourage them to make absurd statements and have a lot of fun.

## Negative answer patterns

Compare the following:

A

T: *What's does Sunee do?*

S1: *She runs an import business.*

B

T: *Does Sunee run an import business?*

S1: *Yes, she does.*

C

T: *Does Sunee work in a restaurant?*

S1: *No, she doesn't.*

T: *What does she do?*

S2: *She runs an import business.*

In A and B, the teacher is at the center of the conversation and talking as much as the students. In C, the teacher is beginning to move away from the center. This process can be taken a stage further:

D

T: *Does Sunee work in a restaurant?*

S1: *No, she doesn't.*

*What does she do?*

S2: *She runs an import business.*

T: *You.*

S2: *What do you do?*

S3: *I'm a university student*

T: *(name of a famous person)*

S3: *What does (famous person) do?*

S4: *He's a soccer player.*

Once the students are used to this approach, they can be encouraged to ask the starting questions, and the teacher hardly needs to say anything at all.

## Recalling a dialog

It is often a good idea to see if students can recall a dialog. This can be done just after the students have

listened to or read a dialog, later in the same lesson or in a future lesson.

It can be particularly useful to do this in future lessons so as to ensure that students don't forget the target language of earlier units. The students are generally most willing to do this for the follow-up dialogs because of the humor. One technique that works well is to have a section of a lesson devoted to recalling one or two dialogs from earlier units. These can be either chosen at random, because the language is particularly useful, or because the students are attracted to the humor in the dialogs.

Techniques that can be used for recalling a dialog include:

### From prompts

Write the dialog on the board with some words missing. The students try to complete the dialog individually, or act it out in pairs or as a class. The number of words that are missing can be increased each time the dialog is reviewed.

An alternative is to provide oral rather than written prompts. This works best when the whole class is trying to recall the dialog together (if there are two characters in the dialog, half the class can play the role of one character and the other half can play the other character). You and/or the class can mime or make gestures to accompany the dialog, and, after a while, it may no longer be necessary to have oral prompts – the mimes/gestures will be enough.

### Personalized blanks

Write the dialog on the board with spaces for students to give their own answers to questions, make their own suggestions, etc. This technique doesn't work with all dialogs, but when it does work it can be particularly effective.

### Disappearing dialog

Write a dialog or the framework of a dialog on the board. The students act it out in pairs or in groups, either recalling the original dialog exactly or making personalized sentences. Get them to do this a number of times, either one after the other or with breaks to do other activities, and erase part of the dialog after each time they practice it. If possible, continue until they can do the dialog without any prompt

## Personalization

Personalization is used extensively throughout *Motivate*, and particularly after each of the dialogs/texts.

To personalize language means to use it to refer to subjects that feel personally meaningful. For example, when practicing the pattern “. . . like/likes . . .”, the students do not say “*John likes bananas*” if they have no idea who John is, and they also do not say “*I like bananas*” if they do not particularly like them. Instead they make sentences like “*I like baseball*”, “*My sister likes ice cream*” or “*My dog likes me*” when they really mean these things.

Personalization is not something the students only do during the personalization sections of a lesson, though these sections clearly focus on ensuring that the students are able to connect the target language of a unit with their personal feelings, opinions, and daily lives. In *Motivate*, the students personalize language in every section of a unit.

Some teachers may be accustomed to first practicing a language target in a controlled way, then in a semi-controlled way, and finally to personalize it. The approach in *Motivate* is different. In *Motivate*, the students first personalize the language target, then personalize it again, and finally personalize it yet again.

Examples of personalization include:

### Personal sentences

The students make meaningful sentences about themselves.

e.g.

*I like playing soccer.*

They are not expected to do artificial exercises such as looking at a picture of somebody playing soccer and practice saying “*I like playing soccer.*” They are only expected to say “*I like playing soccer*” if they really do like playing soccer. If they don't like playing soccer, they say something else.

### People and places

The students make meaningful sentences about their family, friends, neighborhood, etc.

e.g.

*My brother likes swimming.*

If it is not important for a student whether his/her brother likes swimming, then to say “*My brother likes swimming*” is not really personalization.

This means that the ideas for personalizing language that are suggested in the Student Book or Teacher's Guide are given tentatively. They will be appropriate for some classes but not for others. One of our major roles as teachers is to discover the world our students feel emotionally involved in. They can then be helped and prompted to give as many examples as possible from this world.

### Famous people

The students make meaningful sentences about famous people, etc.

e.g.

*I think (name of a famous person) likes dogs.*

The students can be encouraged to guess or imagine what their favorite actors / sports players / musicians / cartoon characters . . . may like/think/do on Sundays / in summer, etc. If these famous people matter to the students, then making sentences about them *is* personalization.

### Opinions

The students give opinions about topics they are genuinely interested in.

e.g.

*I think the price of food is increasing.*

If a topic matters to a student, then giving an opinion about it *is* personalization.

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## Language Builder

The students read the sentences and try to guess the meaning of the key words and expressions (marked in blue). They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

e.g. For the Unit 6 practice exercise:

*In my country, there are too many cars.*

*In my country, there's too much pollution.*

*In my country, there aren't enough jobs.*  
*In my country, there isn't enough oil.*

If you correct the sentences, pay particular attention to usage. If they find a word/pattern difficult, encourage them to make more sentences and learn by trial and error – there is no need to explain.

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## Controlled Practice

In this section, one of the new structures is focused on and practiced through the controlled use of picture prompts. The students look at the pictures in turn, and ask and answer questions or make statements using the structure.

There is sometimes more than one possible answer, and even though the language practice in this section is deliberately controlled, it is important not to discourage creative answers.

The students can do this section individually or in pairs. If they practice in pairs, it is best if they make both questions and answers about each of the pictures wherever this is possible.

e.g. S1: *What was she doing at ten o'clock?*  
 S2: *She was having breakfast.*  
 S1: *What was she doing at ten o'clock?*  
 S2: *He was having shaving.*

In some units, there are words for the students to choose from below the picture prompts. These are included if a controlled practice section might otherwise be too difficult. If the picture prompts in another unit are difficult for your students, you can provide similar help by writing words on the board.

The language targets in the controlled practice sections are practiced further in the practice sections that follow them. These questions can be done individually or in pairs.

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## Communication Activities

The first two activities in this section can be done without special equipment. The third activity requires material that can be downloaded from the website. There are explanations of each activity at the back of the Student Book and in the Teacher's Guide to each unit.

One of the best ways to adapt *Motivate* to the needs of your students or the timing of your course is to vary the number of Communication Activities. It may not be necessary to do all three of the activities

suggested. On the other hand, it may sometimes be appropriate to do activities from a previous unit.

The aim is to encourage the students to use the new words and structures in activities where they are completely relaxed and having a lot of fun. The target words and structures of the unit have been discovered in the warm-up activities and dialogs/texts, focused on in the word building and controlled practice sections, and personalized extensively. The Communication Activities focus on

free and spontaneous practice in fun activities. Encourage the students to relax and have fun.

### Introducing an activity

Encourage the students to relax from the moment an activity is introduced. One of the best ways to introduce a new activity is simply to get the students to look at the picture in the Student Book, and then start playing, picking up detailed rules as they go along and maybe doing the activity in a different way. If possible, try to avoid teacher-centered explanation.

### Flexibility

Many of the Communication activities can be used to practice a wide variety of language targets. This is particularly true of the third activity on each page, especially those that include prompt cards, since the cards can be changed as the course progresses. In fact, most games that prove a success can be

modified to practice other structures introduced later in the course.

Also, games from past units can be used to review past targets. If you feel that the students need to review a past structure, instead of giving them a test or doing some conventional language practice, why not just play an appropriate game?

### Words and structures

During the activities, the students will sometimes come across words and structures that they do not know. It is best to avoid explaining these words and structures before the students encounter them. It is much more effective to wait until the students encounter them while doing the activity, and are interested in discovering what they mean. If necessary, you can give hints to help them work out the meaning of the words.

## Review

It is best if the answers to the review exercises are first written individually by the students to ensure that all of them are searching for and trying to recall words and structures. The exercises can then be done orally in pairs, in groups, or as a whole class.

The review exercises cover language targets from all the units so far. These targets are deliberately mixed up together so that the students need to continually switch between the targets of one unit and the target of another unit. This helps them bring the targets together into a cohesive whole.

One of the biggest weaknesses of many courses is that students learn one target, then another target in a step-by-step way, and end up with a collection of bits of knowledge. Good communicators have a more holistic view of English and move smoothly from one language structure to another. In order to learn to communicate effectively in English, the students need constant practice in switching between language targets from different stages of a course.

There are various types of activities in these sections:

### Role plays

The students fill in their own personalized answers in a dialog from a previous unit.

### Picture prompts

The students make sentences using picture prompts from previous units.

### Mixed questions

The answers to these questions come from the current unit and from previous units.

### Puzzle sentences

The students need to put the words in the correct answer. The sentence patterns are from the current unit and from previous units.

### You

The students make personalized sentences using patterns from the current or previous units.

### Crosswords

The crosswords review vocabulary from all the units so far.



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## Personal Record

This section focuses on the language targets of the current unit. It is best if the students write their answers to the questions individually, though they can also practice them orally before or after writing. The questions consolidate the answers the students will have given when personalizing the language orally in activities earlier in the unit.

As an extension, encourage the students to look back through the unit and write down any words or patterns they find difficult. You can then ask the

students to input each of these words or patterns into flashcard or flip card software or make physical flashcards or flip cards. The important thing is that they can carry the cards around with them on a mobile electronic device or as physical cards.

Encourage the students to periodically flip through these cards and try to recall the meaning and usage of the words/patterns. They can do this on the train, at home, or in any other spare moment.