

Motivating Teens in the Classroom

Katherine Stannett

Bringing the world to the classroom and the classroom to life

NGL.CENGAGE.COM/ELT

A PART OF CENGAGE

Katherine Stannett is an author with over twenty years of experience. She spent two years in Japan in the 1990s, teaching English to a wide variety of students in different settings. She is the co-author of several successful secondary series and has also written articles, songs and raps for popular EFL magazines.

She has written two levels of the new National Geographic Learning course for young teenagers, Impact. She is an author for National Geographic Learning's new series for young learners, Look. Katherine has given presentations and run workshops in countries around the world, including Poland, Kazakhstan, Portugal, Honduras, Nicaragua, Spain and Slovenia and also conducts webinars from her home office in the UK.



Motivating Teens

- Make a Bold Beginning
- Get Creative
- Think Critically
- End the lesson memorably

Make a Bold Beginning

- grab their attention
- make them curious
- make them laugh
- set a challenge

Make a Bold Beginning

- grab their attention



Where is he?

Why is his dog on a skateboard?

Can you see anything else unusual on the bike?

What's the man on the left thinking?

What's the dog thinking?







Where are they?
What are they holding?
What are they going to do?

Make a Bold Beginning

- grab their attention
- make them curious

Guess the link ...



**In Roman times, only
emperors wore purple
clothes.**

But why...?



PURPLE POWER

THE HISTORY OF ONE OF THE MOST POPULAR COLORS

Purple is one of the most popular colors today. There are purple clothes, purple handbags, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual color.

Let's take a look at the rich and sometimes dangerous history of the color purple.

THE VERY BEGINNING

Some scientists believe that the first organisms to appear on Earth over 500 million years ago probably looked purple, not green. Plants today are green because they use green chlorophyll to produce energy. But these early organisms probably used something called *retene*, which is a dark purple color.



500 YEARS AGO

In sixteenth-century England, purple was only for royalty. Queen Elizabeth I's clothes were purple, but ordinary people were not allowed to wear the color.



150 YEARS AGO

In 1856, William Perkin, an 18-year-old science student, noticed something strange while conducting an experiment. The chemicals he used to clean his equipment combined with the chemicals he used in his experiment, and produced a bright purple color. This discovery led Perkin to start a company using this

3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye ... as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred color of emperors.



3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye ... as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred colour of emperors.



17 Before you read, discuss in pairs. Look at the photos and the timeline. What do you think the reading is about?

18 Learn new words. Find these words in the text. Use the other words in the sentences to guess each word's meaning. Then listen and repeat. TR: 12

company to notice ordinary royalty

19 While you read, think about the order of the events. TR: 13

20 After you read, discuss in pairs.

1. Why do scientists think that the earliest organisms were purple?
2. Why was the color purple so expensive during the Roman Empire?
3. Who usually wore purple in England in the sixteenth century?
4. How did William Perkin discover a way to make purple dye? What advantage did his discovery have?

21 Re the

22 Dis

1. V
2. I
3. V

Make a Bold Beginning

- grab their attention
- make them curious
- make them laugh

Make a Bold Beginning

- grab their attention
- make them curious
- make them laugh
- set a challenge

You've got just one minute to ...

- Write three countable and three uncountable food items.
- Write four animals beginning with the letter 'g'.
- Name four things in a town.
- Find and name three orange things in this classroom.
- Think of four words that rhyme with 'play'.
- Find three students who didn't watch TV last night.



Motivating Teens

- Make a Bold Beginning
- Get Creative
- Think Critically
- End the lesson memorably

Get Creative

Why is creativity important?

- motivates & engages students
- an important skill for life
- encourages independence
- gives you some time off!

Get Creative

- write raps & songs
- make posters
- make videos
- take photos
- record themselves
- write their own quizzes

What do you want on your pizza?

What do you want on your pizza?

What's your favorite food?

What do you want on your pizza?

What tastes really good?

I like **cheese** and **tomatoes**
with **a bit of onion**, too
sometimes I add **mushrooms**
how about you?

I like **chicken** and **meatballs**
with **salt and pepper**, too
sometimes I add **sausages**
how about you?

A**Plan and create an art presentation.**

- Research the use of colour in Aboriginal art.
- Draw an object from your own culture using Aboriginal art techniques.
- Present your drawing to the class. Explain why you chose the colours you used.

B**Plan and make a presentation about colour and taste.**

- Choose five foods. Use food colouring to change each food's colour.
- Ask friends and family to taste and react to the foods.
- Present the results to the class.

C**Blog about colours in your community.**

- Find colourful people, places, and things in your community. Take photos of them.
- Write a blog about your photos. Explain why you took each photo and how the colours make you feel.
- Publish your blog and respond to your classmates' comments.

Write your own quiz

- Write a multiple choice quiz about facts you've learnt this term.
- Find five sentences in the last two units and make them into gapfills.
- Choose five new items of vocabulary and draw a picture for each one.
- Find five sentences in the last two units. Split each sentence into two halves and mix them up.
- Choose one sentence from your favourite text in the book. Read it out to your partner. Can they guess where it's from?

Motivating Teens

- Make a Bold Beginning
- Get Creative
- Think Critically
- End the lesson memorably

Think Critically

Why is critical thinking important?

- makes students feel personally involved
- develops problem-solving skills
- encourages reflection
- makes learning meaningful

Think Critically

- ask students to make predictions
- ask students for a personal response to a text
- ask students to give reasons for their answers
- ask students to identify fact vs opinion

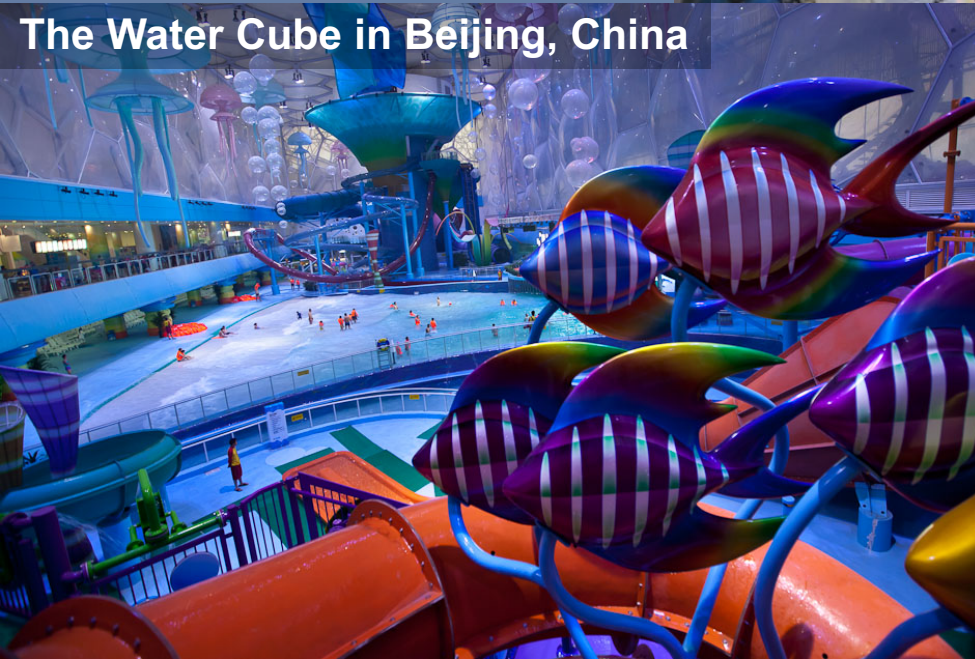


GAME OVER

An abandoned Olympic training pool in Athens, Greece



The Water Cube in Beijing, China



17 Before you read, discuss in pairs.

Based on what you learned so far in this unit and the photos on this page, what do you think the reading is about?

18 Learn new words. Find these words in the reading. What do you think they mean? Use the other words in the sentence to help you. Then listen and repeat. **TR: 53**

cost development to maintain venue

19 While you read, think about the author's purpose. **TR: 54**

20 After you read, work in pairs to answer the questions.

1. What is a benefit of hosting the Olympics?
2. What are two negative results of hosting the Olympics?
3. What was the total cost of the 2004 Summer Olympics?
4. Give an example of how an Olympic site is being reused.
5. What should Olympic host cities do to avoid ending up with a "ghost town"?

GAME OVER

After the torch goes out, what happens to Olympic sites?

How would you feel if your city were chosen to host the Olympic Games? The best athletes in the world would be right outside your door! The games bring excitement and attention to your region, as well as a lot of development. But the Olympics also have great economic and environmental costs. People have even been forced to leave their homes to make way for the Olympics. And once the last medal is awarded and the athletes have gone home, you may be left with a ghost town.

Greece is the birthplace of the Olympics. So the country was excited to welcome the 2004 Summer Olympics back to Athens.

After years of preparation, and nearly \$11 billion spent, the athletes arrived, and the games began. The 2004 Summer Olympics were a success. But shortly after they ended, the venues began to fall apart. Most of them sit empty today. The Olympic training pool is used by frogs, not athletes. Until recently, the Greek government was still paying to maintain these buildings, bringing the total cost of the 2004 Summer Olympics to over \$50 billion. Athens isn't alone. Many Olympic sites have become ghost towns. The abandoned site of the 1936 Summer Olympics is still standing in Berlin, nearly a century after it was built.

With good planning, Olympic venues can be successfully reused. In many cities, former Olympic stadiums continue to host sporting events. Barcelona, host of the 1992 Summer Olympics, has been creative in reusing its venues. Barcelona's Port Olímpic, built for the Olympic sailing competition, is now a popular tourist destination, with a museum, hotels, shops, and restaurants. Tourists visiting Beijing can now enjoy a water park experience at the Water Cube, where swimming records were broken during the 2008 Summer Olympics.

Hosting the Olympic Games is an honor. But the games only last seventeen days! Olympic venues shouldn't simply be designed to be used for a couple of weeks. These facilities can improve a region only when they're designed for the long-term benefit of everyone. Architects who create quality facilities that serve a community for the years after the Olympics deserve a gold medal!

The Water Cube in Beijing, China



An abandoned Olympic training pool in Athens, Greece

21 Work in pairs. Think about the information in the reading. Why do you think the author wrote this text? What is the author's message?

22 Discuss in groups.

1. Would you like the Olympics to come to your country? Why or why not?
2. Imagine your city or town has been chosen to host the Olympic Games. What needs to be built? How will your city change?
3. What could the International Olympic Committee do to make sure that the venues designed for the Olympic Games don't turn into "ghost towns"? Give two or three examples.

29 Read. Circle the correct word.

The / A Colors of Success

Imagine you're at a shopping mall. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the mall. How do you choose *the / a* café you want to visit? You probably look at the prices and the menus. But *the / a* colors that *the / a* café uses are also very important.



Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. *The / A* green color makes you think of nature and peace.

Do you want to go someplace exciting and lively? Then you will probably choose The Coffee Machine. Many companies use *the / a* color red because it seems bright and fun, and it attracts young people.



Think about your favorite brands. Which colors do they use? What do those colors mean to you?

30 Work in pairs. Take turns naming familiar brand name products. Can your partner name the colors for the brand. Why do you think the companies chose the colors for each product?

SPEAKING STRATEGY TR: 6**Correcting information**

The sky is blue.

Actually, it isn't blue.

As a matter of fact, the light from the sun is lots of colors.

In fact, we see blue because blue light rays are shorter than light rays of other colors.

After all, the sky changes from blue to red when the sun sets in the evening.

- 10 Work in groups.** When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?

Motivating Teens

- Make a Bold Beginning
- Get Creative
- Think Critically
- End the lesson memorably

End Memorably

- give them something to look forward to
- review the lesson
- show what they've achieved
- thank your students (you never know, they might even thank you back!)

Expert Sessions

A student gets the opportunity to talk about his / her specialist subject for two minutes, for example:

- Why I support 'Real Madrid'
- How to play 'Fortnite'
- My favourite band
- My favourite Netflix show
- The best Hip Hop dance moves

Noughts and Crosses

A fact about the colour blue	The comparative of <i>popular</i>	Many cafés use <i>a / the</i> colour red
I ate <i>a / the</i> delicious apple this morning	A fact about the colour purple	The superlative of <i>bad</i>
The comparative of <i>hungry</i>	I want to buy <i>a / the</i> pink coat.	A fact about the colour red

Jeopardy

(Here are the answers ...
but what are the questions?)

- 1 The overture to 'The Marriage of Figaro'.
- 2 Rubbish bags.
- 3 In French school canteens.
- 4 10,000.
- 5 It makes you feel relaxed and calm.

Four Ways to Motivate Teens

- Make a Bold Beginning
- Get Creative
- Think Critically
- End the lesson memorably

[illegible]



webinars

Join us!

Subscribe to join authors, teacher trainers, National Geographic Explorers, and speakers from the TED stage, to discuss topics and ideas relevant to the 21st century English Language educator.

NGL.Cengage.com/webinars

in focus

Follow us!

Follow our blog to stay connected with the English Language learning community and find articles and interviews with authors, National Geographic Explorers, and speakers from the TED stage.

NGL.Cengage.com/infocus

Bringing the world to the classroom and the classroom to life

NGL.CENGAGE.COM/ELT

A PART OF CENGAGE