# ENGLISH DISCOVERY

Growth mindset-based English learning

Ratchadaporn Janudom

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# *English Discovery*

## *Growth mindset-based English learning*

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# English Discovery: Growth mindset-based English Learning

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# Preface

**What are the purposes of this book?**

This book is written with the aim of promoting learners' English language development. Learning English is often a difficult and challenging process for most, if not all, non-native English learners. Therefore, they must persevere, be willing to fail or make mistakes, and learn from those experiences. They also need to invest consistent effort to achieve their learning goals. To cope with these challenges, learners require psychological tools that support their motivation and resilience. One such tool can be found in Dweck's concept of the growth mindset.

To provide a theoretical foundation for this book, the author has studied the concept of mindset (previously known as implicit theories of intelligence) proposed by Dweck (1999, 2006, 2010, 2012) and numerous subsequent research studies conducted by her team on the effects of mindsets on learners' academic achievement (e.g., Blackwell, Trzesniewski, & Dweck, 2007; Claro, Paunesku, & Dweck, 2016). According to Dweck's theory, mindsets can be divided into two main types: the growth mindset (associated with the incremental theory) and the fixed mindset (associated with the entity theory). A growth mindset refers to the belief that intelligence can be developed through hard work and effort. When individuals with this belief fail, they view failure as an opportunity to learn and improve. Obstacles and challenges are seen as chances to stretch their abilities and enhance their intelligence. In contrast, a fixed mindset is defined as the belief that intelligence is an inborn and unchangeable trait. Individuals with this mindset tend to avoid challenges because they fear that failure will expose a lack of ability and label them as unintelligent.

The importance of this belief system to learners' success is further supported by Duckworth (2016), who studied factors predicting individuals' long-term achievement and found that grit—defined as passion and perseverance toward long-term goals—is a key predictor of success. She posits that a crucial factor underlying grit is a growth mindset, as proposed by Dweck (2006).

Another complementary psychological construct that supports academic success is self-efficacy. Self-efficacy, defined as one's confidence in their ability to perform specific tasks successfully, is another widely accepted concept introduced by Bandura (1997). It is considered a crucial factor influencing learners' academic success, as it plays a central role

in human motivation, behavior, and learning. According to Bandura (1997), individuals with high self-efficacy are more likely to set challenging goals, remain committed, and persist in achieving them. They are resilient in the face of failure and view obstacles as challenges to overcome rather than threats. This belief system aligns closely with Dweck's notion of the growth mindset. Dweck (2006) suggests that individuals with a growth mindset believe their abilities can be developed through effort, effective strategies, and support from others. This belief encourages persistence and resilience when encountering challenges. Hence, it can be inferred that fostering a growth mindset may be an effective way to enhance self-efficacy, as it helps individuals view ability as something that can be developed rather than fixed. When individuals believe they can improve, they are more likely to perceive themselves as capable of succeeding, which in turn enhances their motivation, commitment, and performance. This is supported by the recent study which found that a growth mindset significantly enhances academic performance by positively influencing students' self-efficacy (Prihandoko et al., 2024).

With the recognition of the crucial role of this belief in learners' achievement, the practical question of how to foster a growth mindset inevitably arises. Fortunately, Dweck (2006) asserts that students' mindsets can be changed through explicit mindset instruction, and once a growth mindset is fostered, improvements in academic achievement can be expected. A recent study by Vestad and Bru (2024) supports this assertion, showing that teachers' practical support of a growth mindset positively influenced students' motivation, engagement, and academic achievement. Building on this perspective, the author investigated learners' mindsets in a Paragraph Writing course and found that students generally exhibited both growth and fixed mindsets. While their perception of failure, criticism, and the success of others reflected a growth mindset, their negative perception of challenges and mistakes indicated a fixed mindset. The findings suggested that English lecturers should pay more attention to students' mindsets and provide clearer guidance on how to nurture the growth mindset to prepare and support their future development (Janudom, 2021). Guided by this suggestion, the author subsequently conducted a study entitled Instilling Growth Mindset to Promote Students' English Learning Behaviors and Oral Communication Achievement (Janudom, 2023), which reported positive effects of growth mindset instillation on students' English learning outcomes. For this reason, the author aims to integrate the principles of growth mindset proposed by Dweck (2006) into the English learning process in this book, with the goal of enhancing learners' English skills and fostering their growth mindset simultaneously. Based on numerous empirical

studies and her personal experiences, the author strongly believes that the growth mindset held by learners will enable them to pursue and ultimately achieve their learning goals, and even their life goals. Hence, as a lecturer, helping students develop a growth mindset is essential. Although a growth mindset is not a one-size-fits-all solution, numerous empirical studies, together with the author's firsthand experience in implementing growth mindset instruction, have confirmed that fostering such a mindset is worthwhile for learners.

**Who is this book designed for?**

This book is designed for both English learners and English lecturers. For English learners, it aims to gradually foster a growth mindset through the process of English learning, thereby strengthening their belief in the ability to improve through the lessons they learn, as well as the challenges, failures, and obstacles they may encounter and overcome through their efforts. For English lecturers, the book provides guidelines on how to deliver English instruction while simultaneously fostering learners' growth mindset.

**How is this book organized?**

This book contains eight chapters. At first glance, it may appear to be a general textbook focused on integrated English skills; however, it is much more than that. Every part of the book has been systematically and thoughtfully developed to foster various characteristics of a growth mindset in students. Apart from the grammar explanations, all content and tasks in this book addressing key aspects of a growth mindset, as proposed by Dweck (2006), have been entirely developed by the author based on her interpretation, with the specific aim of fostering a growth mindset in students. Each chapter is designed to gradually cultivate a meaningful understanding of growth mindset principles while simultaneously enhancing learners' English skills through growth mindset-based learning strategies. The reading sections in this book consist of a series of interconnected stories featuring characters that clearly represent two different types of mindsets. One main character, Lisa, consistently demonstrates the characteristics of a growth mindset, while other characters reflect various aspects of a fixed mindset. Through these stories, students are encouraged to observe how the characters think and behave, enabling them to better understand the differences between the two mindsets. This approach is intended to help learners recognize their own fixed mindset tendencies and gradually adopt a growth mindset to support their learning and development. The details of each chapter are as follows:

The first chapter, entitled '***Redefining Intelligence***,' is designed to encourage learners to reassess their perceptions of intelligence—whether they view it as changeable or as a fixed trait. For those who perceive intelligence as fixed, the chapter aims to motivate them to reconsider and redefine their understanding of intelligence. It also encourages learners to reflect deeply on what it truly means to be intelligent.

The second chapter, entitled '***Sweet Challenge***,' aims to foster a positive perception of challenges among learners, as challenges are an inevitable part of the learning process. Moreover, challenges play an important role in helping learners grow stronger. Therefore, learners are encouraged to view challenges positively and embrace them as opportunities for growth.

The third chapter, entitled '***Welcoming Obstacles***,' is designed to encourage learners to embrace obstacles, as overcoming them enables learners to stretch their potential and strive toward their learning goals.

The fourth chapter, entitled '***Celebrating Failure***,' aims to help learners understand that failure should be embraced rather than avoided. Failure is something that most, if not all, learners fear. As a result, many learners choose to avoid challenging tasks to minimize the risk of failure. For this reason, learners should be encouraged to embrace failure, as it often provides valuable lessons and opportunities for growth and self-improvement. Although failure may be painful, the ability to accept it and move forward can offer meaningful and worthwhile benefits.

The fifth chapter, entitled '***Growing through Criticism***,' highlights the benefits of constructive criticism. More often than not, such criticism provides valuable guidance for improvement. Therefore, learners should neither ignore nor fear it. Instead, they should reflect on it and use it as an opportunity to support their learning and development. The content of this chapter is designed to foster a positive perception of constructive criticism among learners.

The sixth chapter, entitled '***Being Inspired by the Success of Others***,' demonstrates the benefits learners can gain from observing others' success. Rather than perceiving others' achievements as a threat to their self-perception, learners are encouraged to view them as opportunities for inspiration and learning, using others' experiences as valuable guidance toward achieving their own goals.

The seventh chapter, entitled ***'Fruitful Effort,'*** highlights the importance of effort as a key to success. Certainly, most learners understand that effort is crucial for their success, but many are reluctant to apply this knowledge in practice. One main reason for

the reluctance could be the fear of failure. The content in this chapter aims to boost learners' motivation to apply their effort and learn from their failures in order to revise their strategies and move toward success.

The eighth chapter, entitled ***'Growth Mindset: Review and Conclusion,'*** reviews the principles of a growth mindset, allowing learners to reassess their understanding of these principles.

It should be noted that the author deliberately includes photographs of her students, with their permission, throughout this book. These students have studied the concept of a growth mindset with her, found it beneficial, and willingly portrayed characters representing both growth and fixed mindsets. Their valuable support and cooperation are sincerely appreciated

**How is each chapter structured?**

Each chapter follows the same structure which includes eight sections as follows:

**Section 1: General concept about the topic of the chapter**

This section gives learners overview of a growth mindset aspect related to the topic of the chapter.

**Section 2: Reading**

This section is presented through a play, allowing the characters to explain more about the topic. In this section, learners also encounter key vocabulary related to the topic and reflect on their understanding of the play through question-and-answer tasks. It should be noted that the main goal of the reading section is to promote students' reflective and critical thinking, which are important reading skills for students in the 21st century. Hence, this section focuses on developing these skills.

**Section 3: Listening and speaking**

The listening and speaking section is where learners practice listening and answer questions to demonstrate their comprehension, as well as engage in discussion activities to practice speaking.

**Section 4: Grammar focus**

This section is designed to help learners express their opinions or ideas through writing. Each chapter covers only one or two grammar points, progressing from simple to more complex ones to gradually build learners' grammatical knowledge. The grammar points included in this book address basic concepts that many learners struggle with, and these difficulties may make it hard for them to express their ideas clearly.

**Section 5: Writing**

The writing section allows learners to apply the learned grammar to their writing in order to express their views on the related topic in each chapter.

**Section 6: Grow your mindset**

This section is designed to help learners practice monitoring their mindset and learn how to shift from a fixed mindset to a growth mindset.

**Section 7: Communicative tasks**

The aim of this section is to encourage learners to apply their understanding of each growth mindset concept to analyze the provided situations, thereby supporting a deeper understanding of the concepts while also enhancing their communicative performance and analytical thinking skills.

**Section 8: Self-reflection**

The last section of each chapter allows learners to reflect on their understanding of each aspect of the growth mindset and what they have learned from the chapter. It should be noted that the author adds a rhyme at the end of each chapter as a summary of a key concept in the chapter to deepen learners' understanding of that concept.

**A note to English language learners**

When it comes to successfully learning a foreign language, some learners consider themselves achievers, while others see themselves as failures. What determines success or failure? Based on numerous empirical studies, several psychological factors play a crucial role, with mindset being particularly important. Therefore, to become successful learners, you need to begin with a correct and clear understanding of this factor. You must first believe that everyone can succeed as an English learner. What determines your success is not the difficulty or complexity of the subject itself, but rather how you respond to these challenges. Your responses are influenced by your beliefs about your abilities. With the right beliefs about your abilities and constructive responses to difficulties or challenges, anyone—including you—can become a successful learner in any subject, especially English in this context.

**A note to English language teachers**

When it comes to the demanding responsibilities of being foreign language teachers, one of our key roles is to support our learners in achieving their learning goals. However, learning a foreign language is challenging and involves numerous influencing

factors. One such factor is learners' mindsets. Studies have shown that having a growth mindset predicts learners' success and that mindsets can be changed and cultivated. The author's firsthand experience, as well as findings from her research study (Janudom, 2023), supports these claims. Therefore, to help our learners succeed in their English studies, it is suggested that we foster a growth mindset in them while supporting their learning. However, before doing so, we as teachers need to cultivate a growth mindset ourselves. We must sincerely believe that our learners' abilities can improve and strive in every possible way to support them. In other words, we need to become growth-minded teachers in order to foster growth-minded learners.

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# Contents


| | Page |
|---|---|
| **Chapter 1: Redefining Intelligence** | **15** |
| Reading | 17 |
| Vocabulary | 18 |
| Listening and speaking | 19 |
| Grammar focus | 21 |
| Writing | 24 |
| Grow your mindset | 25 |
| Communicative tasks | 28 |
| Self-reflection | 29 |
| **Chapter 2: Sweet Challenge** | **32** |
| Reading | 34 |
| Vocabulary | 35 |
| Listening and speaking | 37 |
| Grammar focus | 38 |
| Writing | 39 |
| Grow your mindset | 40 |
| Communicative tasks | 41 |
| Self-reflection | 42 |
| **Chapter 3: Welcoming Obstacles** | **45** |
| Reading | 47 |
| Vocabulary | 48 |
| Listening and speaking | 49 |
| Grammar focus | 51 |
| Writing | 53 |
| Grow your mindset | 54 |

# Contents


| | | Page |
|---|---|---|
| | Communicative tasks | 55 |
| | Self-reflection | 56 |
| **Chapter 4:** | **Celebrating Failure** | **58** |
| | Reading | 60 |
| | Vocabulary | 61 |
| | Listening and speaking | 62 |
| | Grammar focus | 63 |
| | Writing | 65 |
| | Grow your mindset | 66 |
| | Communicative tasks | 67 |
| | Self-reflection | 68 |
| **Chapter 5:** | **Growing through Criticism** | **71** |
| | Reading | 73 |
| | Vocabulary | 74 |
| | Listening and speaking | 75 |
| | Grammar focus | 77 |
| | Writing | 79 |
| | Grow your mindset | 79 |
| | Communicative tasks | 80 |
| | Self-reflection | 81 |
| **Chapter 6:** | **Being Inspired by the Success of Others** | **83** |
| | Reading | 85 |
| | Vocabulary | 86 |
| | Listening and speaking | 87 |
| | Grammar focus | 88 |
| | Writing | 91 |
| | Grow your mindset | 91 |

# Contents


| | Page |
|---|---|
| Communicative tasks | 93 |
| Self-reflection | 93 |
| **Chapter 7: Fruitful Effort** | 96 |
| Reading | 98 |
| Vocabulary | 99 |
| Listening and speaking | 100 |
| Grammar focus | 102 |
| Writing | 105 |
| Grow your mindset | 105 |
| Communicative tasks | 106 |
| Self-reflection | 106 |
| **Chapter 8: Growth Mindset: Review and Conclusion** | **110** |
| Reading | 112 |
| Vocabulary | 113 |
| Listening and speaking | 115 |
| Grammar focus | 115 |
| Writing | 117 |
| Grow your mindset | 118 |
| Communicative tasks | 119 |
| Self-reflection | 121 |
| **Answer Keys** | **123** |
| **Tape Scripts** | **155** |
| **Bibliography** | **161** |

# Chapter 1
# Redefining Intelligence

# CHAPTER 1

## REDEFINING INTELLIGENCE

**Objectives:** After completing this chapter, learners will be able to
1. apply the learned vocabulary from the reading to form sentences that express their thought about intelligence and demonstrate their critical thinking in respond to the reading.
2. listen for details and identify key words.
3. identify sentence fragments and write complete sentences.
4. demonstrate the ability to apply their understanding and perception of intelligence based on a growth mindset principle in completing assigned tasks.

**Intelligence can be developed through *practice*.**

**Discuss the following questions.**

A. Do you agree that being intelligent is an inborn quality? Why?

B. Do you agree that only intelligent students can be successful in their English learning?

C. Do you agree that fast learners are more intelligent than slow learners?

D. What does intelligence mean to you?

**Read the following passage and recheck your answer to the above questions.**

**What does it mean to be intelligent?**

It is quite hard to define intelligence. Does it mean learning quickly? Does it mean achieving a goal without trying hard? Many experienced achievers definitely say "no." Being intelligent does not mean learning fast or slow. Intelligence can mean being able to focus on a goal and achieve it through learning—learning to fail, learning to overcome obstacles, or learning to improve skills through hard work and actual practice. Many people think that intelligence is an inborn quality, fixed and unchangeable. However, many research studies, especially Dweck (2006), insist that intelligence is changeable and can be developed through effort. Intelligence is nurtured rather than inherent. The more people practice, the more intelligent they become. Although different people may achieve varying levels of success with the same amount of practice, it is confirmed that everyone has the ability to learn and develop their intelligence. This means you too can develop your intelligence or your ability to do whatever you aim for, including improving your English.

## Reading

**Read the playscript and do the activities below.**

### REDEFINING INTELLIGENCE

**Setting: In a classroom**

**Liza**: What's wrong with you Natacha? You look so sad.

**Natacha**: I feel I am so stupid. Everyone seems to understand everything very fast, but I hardly understand anything. I can't learn things as fast as others in class.

**Bella**: Do you think fast learners are more intelligent than slow learners?

**Natacha**: Yes, I think so.

**Laura**: I am a slow learner, too. I always feel really bad about myself.

**Liza**: I am a slow learner, but I am not stupid. I just need more time to make sense of what I am learning.

**Math**: Someone is intelligent, so they learn things really fast. Someone is not intelligent, so they learn things more slowly.

**Natacha**: I am afraid that I can't become successful like others.

**Laura**: Someone is very lucky that they learn things very fast, so they can **achieve** their goal easily.

**Liza**: Being a slow learner doesn't mean that you can't become **successful**. You might take longer time, but you can also become successful if you don't give up.

**Bella**: I wonder whether intelligence is an inborn quality, or it is something we can develop.

**Laura**: I think it is an **inborn** quality. We can't do anything about it.

**Math**: I am not sure. Someone becomes very successful though they failed from the school.

**Natacha**: Someone is good at school, but they are not successful persons.

**Liza**: I think we should **redefine** intelligence. Many educational psychologists have **confirmed** that **intelligence** can be **developed** through **practice**. The more we practice, the more intelligent we will become.

**Math**: That's why you try to learn many things though you are not good at them.

**Liza**: I'm just not good at them yet.

**Laura**: I see many people laugh at you sometimes, for you learn slowly.

**Liza**: I don't focus on what other people think about me. I focus on what I can do to improve my intelligence.

**Math, Laura**: Well, it's hard to be a person like you.

**Natacha and Bella**: We will try to think like you.

**Liza**: Good. So, let's go to the library. There are many things we can learn from there.

**Math and Laura**: Oh, it's time to go to class. Bye.

**Natacha and Bella**: You have no class after 4 pm!

**Math and Laura**: We are just kidding. Let's go to the library.

**Natacha**: It's time to improve our intelligence.

## Vocabulary

**A. Look at the underlined words in the reading part. Guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____ achieve | a. perform (an activity) or exercise (a skill) repeatedly or regularly in order to improve or maintain |
| 2. ____ successful | b. grow or cause to grow and become more advanced |
| 3. ____ redefine | c. existing in someone since birth |
| 4. ____ confirm | d. the ability to acquire and apply knowledge and skills |
| 5. ____ intelligence | e. establish the truth or correctness of (something previously believed) |
| 6. ____ inborn | f. define again or differently |
| 7. ____ develop | g. accomplish an aim or purpose |
| 8. ____ practice | h. successfully bring about or reach (a desired objective) by effort, skill, or courage |

**B. Use the eight words above to form sentences about what you have learned from the play.**

**Example.**

1. *Everyone can **achieve** their goals, no matter how fast or slow they learn.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

**C. Read the play again and answer the following questions**

1. How many characters are there in the play?

_____

2. What kind of person are they?

_____

_____

_____

_____

3. Which character do you think you are? Give reasons.

_____

_____

4. Which character is your favorite one? Give reasons.

_____

5. What have you learned from this play?

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to the conversation. Then, circle T for True or F for False.**

| | | |
|---|---|---|
| 1. Smart is not intelligent at all. | T | F |
| 2. Smart has never been successful. | T | F |
| 3. Smart thinks people who learn things fast are intelligent. | T | F |
| 4. The teacher thinks Smart is not intelligent at all. | T | F |
| 5. The teacher thinks the task is too difficult for Smart, so she assigns him a new assignment. | T | F |

**B. Listen again and fill the missing words in the blanks.**

**Smart**: Teacher, can I leave the room now?

**Teacher**: Have you finished the assigned task?

**Smart**: No, I can't do it. It's too difficult for me. I think I am not _____enough to learn this subject. Actually, I think I'm not intelligent at all.

**Teacher**: Why do you think so?

**Smart**: I have never been_____in doing anything. I can never_____any goals.

**Teacher**: Now, you are studying at university. Isn't it one of your goals?

**Smart**: Yes. It is.

**Teacher**: You finished high school. Doesn't that_____your intelligence?

**Smart**: When I was in high school, I thought I was intelligent because I was able to pass all subjects easily. I didn't have to_____much. Now, I think I'm not intelligent at all. Everything seems difficult for me. Can I just skip this task?

**Teacher**: You can, but I don't think you should. What does intelligence mean to you, Smart?

**Smart**: Intelligent people learn things fast. They understand everything easily. They can do everything successfully without trying hard. They were born intelligent.

**Teacher**: Don't you think your intelligence can be developed? Do you think intelligence is (a/an) _____quality?

**Smart**: Sure, teacher. If you were born intelligent, you are intelligent. If you were born stupid, you are stupid.

**Teacher**: Look! I think you should_____intelligence. Here is your new assignment: study the meaning of intelligence from different sources and write a clear description of intelligence in one paragraph.

**C. According to the conversation, what does Smart think about intelligence and what do you think?**

Smart thinks:

_____

_____

_____

I think:

_____

_____

_____

**D. If you were Smart in the conversation above, what would you say to the teacher when you find the assigned task difficult? Prepare a conversation with your partner. Assign one person to play Smart and the other to play the teacher. Then, act out the role-play in front of the class.**

_____

_____

_____

## Grammar Focus

***What is fragment?***

In order to express understandable meaning, a complete sentence is required. The complete sentence conveys a complete thought. In English, a complete sentence must include both a subject and a predicate. Missing any of these components, the sentence becomes a piece of a sentence, or it is called a fragment. There are many problems that form a sentence fragment and ways to correct the sentence fragment are several as well.

| Problems that form a sentence fragment | Ways to correct a sentence fragment |
|---|---|
| ***There is no subject.***<br>*Ex. Also means the ability to handle all kinds of problems.* | ***Add a subject***<br>*Sentence: Intelligence also means the ability to handle all kinds of problems.* |
| ***There is no verb.***<br>*Ex. My previous perception of intelligence wrong.* | ***Add a verb***<br>*Sentence: My previous perception of intelligence is wrong.* |
| ***There is no subject and no verb.***<br>*Ex. Ability to solve problems.* | ***Add a subject and a verb.***<br>*Sentence: Intelligence is an ability to solve problem.* |
| ***There is no main clause to convey a complete thought.***<br>*Ex. When I practice more.* | ***Add the fragment to a complete sentence.***<br>*Sentence: When I practice more, I learn more.* |

## Grammar practice

**A. Write *F* in front of the fragments and *S* in front of the complete sentences.**

1. ____ Intelligence the ability to think and give reasons.
2. ____ Also means the capacity to learn and understand things.
3. ____ Something changeable and developable.
4. ____ It means everyone can become more intelligent through hard work or practice.
5. ____ Because I do not have enough knowledge yet.

**B. Look at the sentence fragment and identify the problem. Write *NS* for no subject, *NV* for no verb, *NSV* for no subject or verb, or *NMC* for no main clause.**

1. ____ I more knowledge.
2. ____ With a fixed amount of intelligence.
3. ____ If I could not do something.
4. ____ Because I am not intelligent enough.
5. ____ Intelligence changeable and developable.

**C. Make correct sentences from the following fragments.**

1. I more knowledge.

_____

2. With enough effort.

_____

3. If I cannot do something.

_____

4. Because I haven't tried hard enough.

_____

5. Intelligence changeable and developable.

_____

**Adverbs or Adjectives**

**An adverb is** a word used to modify a verb, an adjective, or another adverb. The adverb is used to give more information about the verb. It may tell how, when, where, why, for how long or to what extent (how often or how much) the action of the verb is done. The followings are examples of adverbs.

She learns things very ***slowly.*** (**slowly** tells how she learns)

She comes to class ***early***. (***Early*** tells when she comes.)

She goes ***everywhere***. (***Everywhere*** tells where she goes.)

She ***always*** practices her English. (**always** tells how often she practices.)

An adverb may modify an adjective.

**Example**: This task is ***very difficult***. (The adverb **very** modifies the adjective **difficult**, telling to what extent the task is difficult.)

An adverb may modify another adverb.

**Example**: She speaks English ***very well***. (The adverb **very** modifies the adverb **well,** telling how well she speaks English).

**Adjectives**

**An adjective** is a part of speech that describes a noun. In other word, it is a word used to describe someone or something. It tells us how someone or something looks, feels, tastes, sounds, or smells. It should be noted that adjectives usually come before the nouns they describe. Sometimes, they appear after linking verbs such as become, feel, look, taste, sound, or be.

**Example: Intelligent** people always try to improve themselves.

(**Intelligent** is an adjective that describes people)

Everyone can become **intelligent** if they work hard.

(**intelligent** is an adjective appear after a linking verb, **become**.)

# Grammar Practice

**D. Choose an adverb or an adjective to complete the following sentences**

1. Before judging anything, we should think ***careful/carefully***.
2. In order to be ***successful/successfully***, we have to ***continuously/continuous*** improve ourselves.
3. Even genius works ***real/really*** hard in order to achieve their goal.
4. Our intelligence can be ***gradually/gradual*** changed through practice.
5. ***Clearly/clear*** understanding of our ***actual/actually*** ability will enable us to apply our potential more ***effective/effectively***.

**E. Find an adjective or adverb to modify the noun or verb provided in each sentence and form complete sentences.**

**Example**: learners / work

***Successful*** learners / work ***hard***. Successful learners work hard.

1. task/promote

_____

2. book/give

_____

3. thinking / provide

_____

4. knowledge/ help

_____

5. behaviors/ support

_____

## Writing

**A. Smart is assigned to write a paragraph about his understanding of intelligence. His first draft is full of fragment. Help Smart edit his paragraph.**

**Smart's first draft**

Intelligence the ability to think and give reasons. Ability to solve problems. Also means the ability to learn and understand things. Something changeable. It means everyone more intelligent through hard work or practice. If something is difficult for us, it does not mean we are not intelligent enough. It means. We have to learn more and practice more. Now, I realize that. I cannot do the task. Because I do not have enough knowledge yet. I more knowledge. It is not because I am not intelligent enough. I have just found that. My understanding of the notion of intelligence was wrong. Actually, my intelligence can be improved through my hard work. I can always improve my intelligence.

_____
_____
_____
_____
_____
_____
_____

**B. Smart wants to add some adverbs and adjectives in his paragraph. Please help Smart add at least three adjectives and three adverbs in his paragraph.**

_____
_____
_____
_____
_____

## Grow Your Mindset

**Pre-testing your mindset**

Imagine that you go to your favorite English class. The lecturer returns the midterm papers to the class, and you receive a D. You feel very disappointed because it is your favorite subject. You think that you prepared very well for the exam; therefore, you expected a better grade.

Based on this situation, how should you respond in order to develop a growth mindset?

_____
_____
_____
_____
_____

**How does a growth minded person view intelligence?**

Our mindsets are a set of our belief in ourselves or self-perception which influence our behaviours, mental attitudes and our responses to stimulus. The mindsets, hence, determine our personal as well as academic success. Dweck (2006), a well-known psychologist, divides mindsets into two types, namely fixed mindset and growth mindset. People with a fixed mindset believes that intelligence is an inborn quality and static trait. This basic belief in the intelligence activates their negative responses to events they are encountering. Those with a growth mindset, on the other hand, perceives intelligence as something developable and malleable through hard work and practice. Unquestionably, such belief activates their productive reactions. Multiple empirical studies have confirmed that a growth mindset is an essential trait of successful individuals. For example, Janudom (2023) found that students demonstrated more productive learning behaviors and achieved higher levels of oral communication performance after being encouraged to develop a growth mindset. As learners, you should not hide or deny your fixed mindset but rather acknowledge it and seek opportunities to cultivate your growth mindset.

**A. Read the following problems that you may sometimes encounter. Identify your fixed mindset and apply your background knowledge about the notion of intelligence and mindsets to grow your mindset.**

**Example**

You have been trying to finish your assignment for two hours. You are upset and feel bad about yourself. The more time you have spent, the more discouraged you become. You feel you are a very slow learner. Because of that, you have to spend a long time on the assignment. For you, being a slow learner means being unintelligent. You think many of your friends can finish the assignment faster than you because they are more intelligent than you. You feel hopeless.

**Your fixed mindset**: A slow learner is not intelligent, while a fast learner is intelligent. I have to spend a long time completing the task because I am a slow learner. Being a slow learner is an unpleasant quality.

**Grow your mindset**: It does not matter whether I am a slow learner or a fast learner. What matters is the skills I need to develop and the knowledge I need to gain in order to complete the assignment.

1. You like learning English. In high school, you always got good grades in English. You believe that you are talented in the language. Today, when you see the assignment, you feel that it is very difficult. It is not as easy as the previous assignments you completed. Your mind goes blank, and you have no idea how to do it. You begin to doubt your intelligence and think that you may not be as smart as you once believed. You start to think that you may have made the wrong choice and that you should not have chosen to major in English.

**Your fixed mindset:**

_____

_____

_____

**Grow your mindset:**

_____

_____

2. Your faculty is holding a vocabulary competition. You really want to participate in the competition. Then you see the name list of applicants. Most of them are the smart students in your class. You are reluctant to apply for the competition. Although the teacher said the list of vocabulary will be given in advance for practicing, you think it is impossible for you to win. You are not as intelligent as your friends. Your friends are intelligent. They can win without any practice. You have no chance to overcome them. You think getting the list of vocabulary for practicing in advance is useless.

**Your fixed mindset:**

_____

_____

_____

**Grow your mindset:**

_____

_____

_____

3. You are assigned to give a presentation. Based on your previous experiences, you have never received a good result. You believe that giving presentations is one of your weaknesses. You think you already know which groups of classmates will perform well and which will not. You are certain that you will be in the latter group. Since you do not think you are good at giving presentations, you do not expect a good result. You prepare for the presentation as you usually do. After the presentation, everything turns out as you expected—you do not get a good result, while some groups of your classmates do. What surprises you is that some classmates who performed poorly in the past receive good results as well.

**Your fixed mindset:**

_____

_____

**Grow your mindset:**

_____

_____

## Communicative Tasks

**A. In a group of four, read the following passage and discuss the questions given.**

Smart feels very happy these days. In fact, his feelings about himself have gradually changed. In the past, Smart often doubted his intelligence whenever he could not complete challenging assignments. He believed that he was not intelligent enough, which made the assignments seem difficult for him. His feelings became even worse when it took him a long time to complete his assignments. Receiving poor grades further confirmed his negative thoughts about himself, leading him to view himself as unintelligent. As a result, he felt deeply unhappy about himself. At present, however, he has become more satisfied with himself. Although many assignments still seem very difficult, he no longer feels as hopeless as he once did. He no longer questions his intelligence. He is not frustrated when it takes him a long time to complete assignments, nor is he upset when his classmates finish faster than he does. Instead, he focuses only on his own work. Although he has often received poor grades on assignments, he no longer feels discouraged. Rather, such grades motivate him to learn more and practice harder.

**Questions for group discussion**

1. What makes Smart change?

2.What was Smart's belief in intelligence in the past?

3. What is his belief in intelligence now?

4. What are the differences between old Smart and new Smart?

5. How does the change of his belief affect his learning behavior?

6. Are you similar to old Smart or new smart? How?

7. Will thinking like Smart in the past lead you to the success? Why or Why not?

**B. Share what you have discussed in your group to the class.**

_____

_____

_____

_____

## Self-Reflection

What did you think about your intelligence in the past?

_____

_____

_____

_____

_____

_____

_____

What do you think about it now?

_____

_____

_____

_____

_____

**B. Use the vocabulary you have learned from the reading part to complete the passage below based on the knowledge you have gained from this chapter. Some verbs need to be changed according to the grammatical context of a sentence.**

From this chapter, I have learned that if I want to_____ my goal, I need to start from _____ the concept of_____ as an alterable trait, not a/an_____quality. When I believe that my intelligence can be_____ through effort and_____, I will work hard in order to be_____. This is strongly_____by many educational psychologists.

**Intelligence can be developed through practice.**

When I was young, I believed my abilities were fixed in stone.
I was alone, isolating myself from challenges unknown.
Feeling sad and hopeless, I stayed within my safe zone.
Now, I know that my brain can grow, like muscles tone.
That truly heals my soul; my dreams have shone; my goals are possible.

I will rise and break the stone; my intelligence has shown to be alterable, a power of my own.

# Chapter 2
# Sweet Challenge

# CHAPTER 2

## SWEET CHALLENGE

**Objectives:** After completing this chapter, learners will be able to
1. apply the learned vocabulary to form sentences that express their perception of challenge and demonstrate their reflective thought in respond to the reading.
2. listen for details.
3. write simple sentences.
4. express their perception of challenge based on a growth mindset principle to complete assigned tasks.

**You can never know your *full potential* unless you try something *challenging*.**

A. Do you like to do something challenging? Why or Why not?

B. What do you think is the advantages of doing something challenging?

C. What is the most challenging thing you did in your life?

D. What did you learn from doing it?

**Read the following passages and discuss whether you agree or disagree with the opinion presented in the reading.**

**Challenges**

Do you normally embrace challenges or do you avoid them? As a foreign language learner, you encounter many challenges. You have to learn a language you are not familiar with. You must pronounce words differently from your own language. You practice organizing sentences with grammatical rules different from those you generally use in your first language. You are required to express your opinions, either in speaking or writing, using a language you have not fully mastered yet. However, your responses to these challenges certainly predict the level of your future success in learning a foreign language, especially English in this context. If you consider these challenges as a path to mastery and embrace them, you are more likely to become a successful English language learner. On the other hand, your English won't improve as much if you avoid these challenges. Challenges provide a foundation for you to learn and motivate you to reach your potential. They also help you sharpen your grit and reveal your hidden capacities. Once you embrace the challenges you encounter, you gradually learn and grow.

## Reading

**Read the play script below and answer the following questions.**

## Sweet Challenge

**Setting: School speech competition**

**Natacha**: Hi there. You look worried. What happened?

**Bella**: The teacher asked me to participate in school English speech **competition**. She said I got top score in English. I should **participate** in the **contest**.

**Math:** That should be good news, shouldn't it?

**Laura**: Math is right. Why are you worried?

**Bella**: I'm not good at speaking English. It's too big **challenge** for me.

**Nathacha**: It **requires demanding** effort.

**Math:** You may lose or win.

**Laura:** If you lose, people may think that you are not as smart as you might have seemed.

**Bella**: Those are reasons why I am worried.

**Liza**: Hi everyone. I'm going to participate in school English speech competition. I'm so excited.

**Bella**: Are you?

**Math**: Really?

**Laura**: Are you sure?

**Liza**: Yes. Why?

**Nathacha**: You look so **enthusiastic**.

**Liza**: It's the biggest challenge in my life.

**Bella**: Aren't you afraid?

**Math**: Aren't you worried?

**Nathacha**: Well, your English is not, well, to be honest…your English is…. You know?

**Liza**: You mean my English is not good enough, isn't it? Well, it might not be good enough now, but it can be improved.

**Bella:** You might not win.

**Liza**: I don't care about winning or losing.

**Bella**: What do you care about?

**Liza**: I care about the experience I will gain and the lesson I will learn from the competition. The most important thing is that I want to challenge myself. You will never know what you

are capable of if you don't try.

**Nathacha**: That's right.

**Laura**: She is right.

**Math**: You are right.

**Liza**: To me, challenge is sweet. I know my **potential** when I try something challenging. I learn new thing if I do more challenging things. I can improve myself if I do something new and more challenging.

**Bella**: Okay. All of us will go to apply for school English speech competition now.

**Nathacha**: What do you mean?

**Bella**: You know what I mean.

**Math**: My English is very poor.

**Bella**: It can be improved.

**Nathacha**: I am not sure I can do it.

**Bella:** You never know what you can do if you haven't done it yet.

**Laura**: Oh. I'm sorry. I'm going to miss the last bus. I have to go now.

**Bella, Math, Nathacha, Liza**: You have a car.

## Vocabulary

**A. Read the following play script and guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____challenge | a. (of a task) requiring much skill or effort. |
| 2. ____ competition | b. having or showing intense and eager enjoyment, interest, or approval |
| 3. ____ contest | c. someone's or something's ability to develop, achieve, or succeed |
| 4. ____ participate | d. to need something or make something necessary |
| 5. ____ demanding | e. take part in an action |
| 6. ____ enthusiastic | f. a task or event that requires effort and skill to overcome |
| 7. ____ potential | g. a call to take part in a contest or competition, especially a duel |
| 8. ____ require | h. the activity or condition of competing. |

**B. Use the words above to form sentences based on the situation in the play entitled "Sweet Challenge." The first one has been done for you as an example.**

1. Doing something challenging enables us to stretch our **potential**.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

**C. Read the play again and answer the following questions.**

1. According to the play, which character do you think you are? Give reasons.

_____

_____

_____

_____

2. What have you learned from this play?

_____

_____

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to the listening passage and choose the correct answer.**

1. Why do people say a challenge is sweet?
   a. It is a part of their success
   b. Their success becomes more worthwhile and meaningful because of it.
2. What does this passage imply?
   a. A great challenge can lead to a great success.
   b. We should watch the sunrise from the top of the mountain.

**B. Listen again and answer the questions.**

1. What makes the success more worthwhile and meaningful?

_____

2. According to the writer, why do people think the sunrise in front of their house is not as beautiful as the one they see from the top of the mountain?

_____

3. According to the writer, what makes our success sweet?

_____

**C. Share your life experiences about the successes and challenges you faced before achieving success. What have you learned from those experiences?**

_____

_____

_____

## Grammar Focus

**A Complete sentence: Simple sentence**

**A simple sentence,** which is also called an independent clause, is a structure that must have two components or parts: a **subject and** a **predicate.** The subject is the part about which something is said or the person or thing being discussed. The predicate is the part that says something about the subject. It is the part of the sentence that contains the verb.

**Example**

**I** *love challenges.*

**Challenge** *supports my growth*.

**Doing something challenging** helps me develop my potential.

All of these sentences include two components, a subject (as indicated in bold) and a predicate (as indicated in italic). As can be seen, a simple sentence can be as short as "I love challenges" or as long as "Doing something challenging helps me develop my potential." However, regardless of whether the sentence is short or long, it is considered a **complete sentence** if it **contains** both a **subject** and a **predicate**.

# Grammar Practice

**A. Add subjects to complete sentence. Focus on the topic of challenge.**

1. _____ love to learn new things.
2. _____ force us to stretch our potential.
3. _____ can be difficult and painful.
4. _____ can avoid challenges.
5. _____ has the ability to succeed.

**B. Add predicates to complete sentence. Focus on the topic of challenge.**

1. Challenges_____.
2. Overcoming challenges _____ .
3. Success _____ .
4. Our full potential _____ .
5. Challenging tasks _____ .

**C. Write a complete simple sentence to express your opinions or experience about challenges.**

1. _____ .

2. _____ .

3. _____ .

4. _____ .

5. _____ .

## Writing

**A. The following is a story about a highly successful person that clearly shows why she became so successful. Then, read her quotes to understand how she thinks about and responds to challenges.**

Do you know her? She has become very successful in her career as a singer. However, before achieving success, she faced many challenges in her life. She moved to Korea to pursue her dream when she was only 14 years old. She encountered numerous obstacles, such as living far away from her family and adapting to a new culture and language. At such a young age, she had to endure rigorous training to meet the company's demanding standards for more than five years. Even after joining the K-pop group BLACKPINK, she continued to face tough challenges as a Thai trainee in a foreign country. Nevertheless, through her hard work, she overcame these obstacles and has become a powerful, influential, and successful person.

**Liza's quotes**

1. Every challenge is an opportunity to grow and improve.
2. Never give up on your dream, no matter how painful and difficult your journey is.
3. Being away from home and facing new challenges made me more resilient.
4. Challenges are a part of life. I see them as a chance to become stronger.

**B. Write the quotes of your own about challenges. Make sure your sentences include both subject and predicate to form complete simple sentences.**

Add your photo here

***My quotes***

1. _____ .
2. _____ .
3. _____ .
4. _____ .
5. _____ .

## Grow Your Mindset

**Pre-testing your mindset**

Close your eye. Imagine you are in an English class. It is your first class in university. Around you are all new classmates and right in front of you is your new teacher. At the beginning of the class, your teacher asks you to describe your feeling when attending freshmen activities in English without giving any time to prepare.

Based on the situation, how would you feel? What will you do? Monitor your thought or feeling. Are you nervous? Are you afraid to make mistakes? Do you feel that everyone is ready to judge you? Write down your feeling and your thought.

_____

_____

_____

_____

**How does a growth minded person view challenge?**

Many people might consider challenges as a threat or something they should avoid, as it could lead them to experience failure. Oftentimes, people are afraid of being judged or appearing unintelligent. However, people with a growth mindset are not bound by the fear of judgment. They focus on learning and improving themselves. Hence, challenges, for those with a growth mindset, are regarded as crucial factors in their journey to success. The bigger the goal they aim to achieve, the more challenges they have to encounter. Handling challenges enables them to stretch their current potential and strive for success. Challenges help them learn and grow. Therefore, these people embrace challenges. They view challenges as a mirror that reflects their weaknesses and flaws, which they need to improve in order to become a better version of themselves. These are the reasons why people with a growth mindset willingly embrace challenges**.**

**Post-testing your mindset**

Look at what you wrote in the pre-test on your mindset. What did you write? Does it reflect a fixed or a growth mindset? If it reflects a fixed mindset, adopt a growth mindset and rewrite it from a growth mindset perspective.

_____

_____

_____

_____

_____

## Communicative Tasks

**A. In a group of four, discuss the following situations based on the questions given.**

Next month, the university will host an English vocabulary competition. Lists of vocabulary to be used in the contest will be provided to students for review during the month leading up to the competition. This means that students will have one month to prepare themselves. The winner will receive a substantial prize and a certificate, which has attracted a

large number of students, including Smart. Smart is eager to participate in the competition and is determined to win. However, after reviewing his vocabulary skills, he realizes that they are still quite limited compared to those of many of his classmates who are also participating. He feels that it will be difficult to surpass them and doubts his chances of winning. Consequently, he hesitates to apply for the competition, fearing failure and possible criticism from his friends if he does not succeed. After thinking about the competition for many days, he finally decides to submit his application.

**Questions for group discussion**

1. Why is Smart later reluctant to join the competition at the beginning?
2. What possible reasons might make Smart decide to apply for the project?
3. Do you think it is possible for Smart to win over his classmates? Explain your reasons.
4. If you were Smart, would you join the competition? Explain your reasons.
5. If Smart consulted you, would you encourage him to join the contest? Explain your reasons.
6. How do you think Smart should prepare himself for the contest if he wants to win?
7. What would you say to Smart if he lost the contest?

**B. Share what you have discussed in your group to the class.**

_____

_____

_____

_____

## Self-Reflection

**A. Answer the questions.**

What did you think about challenges in the past?

_____

_____

What do you think about it now?

_____

_____

_____

_____

**B. Use the vocabulary you have learned from the reading part to complete the passage below based on the knowledge you have gained from this chapter. Some verbs need to be changed according to the grammatical context of a sentence.**

From this chapter, I have learned that we should always embrace_____we are encountering in order to stretch our_____ . We should be_____ to _____in any kinds of task or events such as challenging_____whenever we have a chance. Participating in such_____ might_____ _____effort, but I have learned that it is worth it.

**You can never know your *full potential* unless you try something *challenging*.**

In the path of our life journey,
we can't be free from challenges.
Challenges are always there for us
to prepare, not to scare.
Embrace the challenges,
gather strength, and then strive forward.
Hold your breath tightly
and get ready to fight.
Challenges are sweet as they nourish
our seeds of growth.

# Chapter 3
# Welcoming Obstacles

# CHAPTER 3

## WELCOMIMG OBSTACLES

**Objectives:** After completing this chapter, learners will be able to
1. apply the learned vocabulary from the reading to form sentences that express their thoughts about obstacles and demonstrate critical thinking in response to the text.
2. listen for details and identify missing words.
3. use helping verbs correctly in sentences.
4. demonstrate their ability to apply their understanding and perception of obstacles based on a growth mindset principle in completing assigned tasks.

**Welcoming obstacles is a way to improve ourselves, reach the full potential, and achieve our goals.**

A. Do you agree that obstacle is a part of our learning processes?

B. Do you agree that we can't improve ourselves if we have never encountered any obstacle? Why?

C. Do you agree that the more obstacles we encounter, the more improvement we have? Why?

D. What obstacle have you recently faced? What did you learn from it? Did it help you improve yourself in any way?

**Read the following passage and review your answers to the questions above.**

### How should we respond to obstacles?

Obstacles are a normal part of life, especially in our learning process. If you have faced many obstacles, it indicates that you have grown through your efforts to overcome them. People generally dislike obstacles, but they are unavoidable. Since they are unavoidable, they should be embraced. Ultimately, how you respond to obstacles is more important than the obstacles themselves. Your response to obstacles can predict your future success. By embracing obstacles and trying different strategies to overcome them, you can ultimately achieve your goals. Conversely, if you fear obstacles and try to avoid or escape them, achieving your goals becomes impossible. The more obstacles you face, the more you learn. The more you learn, the bigger your goals can become. Embracing obstacles is akin to embracing your own success.

## Reading

**Read the playscript and do the activities below.**

### WELCOMIMG OBSTACLES

**Setting**: In a common room

**Laura**: What are you doing Liza? You look so serious.

**Liza**: I am trying to finish English homework.

**Bella**: English homework?

**Math**: Are you trying to do it?

**Natacha**: We **gave up** already.

**Laura**: Yes. It's too difficult and **complicated**.

**Bella**: We don't think we can do it.

**Liza**: You can definitely do it. You just need more time to think about it.

**Math**: I don't have any knowledge about the topic the teacher assigned.

**Liza**: Reading different texts can help you make sense of the topic the teacher assigned.

**Natacha**: Writing a paragraph is too hard for me because my grammar is poor.

**Liza**: You will see correct patterns of sentences from reading those texts and that can help you a lot in your writing.

**Math**: It's too hard. My vocabulary is also **limited**.

**Liza**: Reading different texts about the topic assigned will help you learn a lot of new vocabulary and you can apply it in your writing

**Laura**: There are too many **obstacles**.

**Liza**: Obstacles should be **welcomed** if we want to improve ourselves. Without obstacles, you learn nothing and you can never improve yourself.

**Bella**: It seems obstacles can't stop you.

**Natacha**: Are those the texts you have been reading?

**Liza**: Yes. You know my English is not good yet. I have to try harder to improve it. I enjoy **overcoming** obstacles because I want to improve myself.

**Bella**: I think your English is a lot better now.

**Math**: Yes. I often see you talking with foreigners more fluently.

**Liza**: That's because I always practice my English when I have time.

**Natacha**: How can we keep focused on things like you?

**Laura**: Yes. It's hard to control ourselves. We always change our focus when we face something difficult.

**Liza**: You need to have a clear goal. Having a clear goal will help you focus on your goal better. You will be **passionate** to overcome all kinds of obstacles. Obstacles always activate me to learn new **strategies** and that makes me grow.

## Vocabulary

**A. Read the following play script and guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. _____ gave up | a. stop trying to do something before achieving the success |
| 2. _____ complicated | b. something which is hard to understand |
| 3. _____ limited | c. the state of being deficient |
| 4. _____ obstacles | d. something that block one's path to mastery |
| 5. _____ welcomed | e. be willing to receive something |
| 6. _____ overcoming | f. succeed in handling a problem or difficulty |
| 7. _____ passionate | g. a strongly desire to achieve something |
| 8. _____ strategies | h. a plan of action for achieving a goal |

**B. Use the words above to form sentences based on the situation in the play entitled "Welcoming obstacles." The first one has been done for you as an example.**

1. **Giving up** is not the way we should respond to obstacles.

2. _____ .

3. _____ .

4. _____ .

5. _____.

6. _____ .

7. _____.

8. _____ .

**C. Act out the play in front of class. Then, answer the following questions.**

1. From the play, what do you learn about obstacles?

_____

_____

_____

2. What are the differences between Liza and other characters?

_____

_____

_____

3. Who possesses a growth mindset? Why do you think so?

_____

_____

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to the conversation. Then, circle T for True or F for False.**

| | | |
|---|---|---|
| 1. Smart thinks he is facing a big obstacle. | T | F |
| 2. Smart would like to give up because he doesn't like obstacles. | T | F |
| 3. An obstacle may look hard only at first glance. | T | F |
| 4. If the obstacle is big, we just have to invest more time to work on it. | T | F |
| 5. Smart finally gives up the obstacle as he realizes that he cannot do it. | T | F |

**B. Listen again and fill the missing words in the blanks.**

**Smart:** My life is full of _____. It's really tiring.

**Mirror:** So, you don't like obstacles, do you?

**Smart:** No, I don't. No one likes obstacles.

**Mirror:** No one likes them, but no one can avoid them.

**Smart:** Look at this long list of vocabulary I need to learn.

**Mirror:** Oh. It seems you have to _____a lot of time to learn them. How many days do you have?

**Smart:** 30 days.

**Mirror:** 30 days. How many words do you have to learn?

**Smart:** 100 words!

**Mirror:** Only 100 words in 30 days. You only need to learn 3–4 words a day. That's not so many.

**Smart:** Yeah, you're right. Learning only 3–4 words a day is not that _____. I almost gave up when I saw the long list of vocabulary. I felt there were too many for me to learn.

**Mirror:** The obstacles we _____always look big at first glance. When we start working on them bit by bit with effective _____, we find that they're not that big.

**Smart:** I must win the vocabulary _____. Only 100 words a month is a piece of cake for me. From now on, I will _____ all obstacles.

**Mirror:** You know what? Big obstacles will bring about big _____.

**C. From the conversation between Smart and Mirror, what do you think about Smart's obstacle? Is it big or small for you? What would you do if you were Smart?**

_____

_____

_____

_____

_____

_____

_____

_____

## Grammar Focus

***Helping verbs***

***Helping verb*** is a verb which helps the main verb to express an action or make a statement. The first group of helping verb, simply known as modals, includes may, might, should, will, would, can, could, must, etc. They work with main verbs to convey meaning in sentences. As for the second group which consists of verb to be (is, am, are, was, were), verb to do (do, does, did), and verb to have (have, has, had), they hold grammatical functions such as forming tenses. However, they do not add substantial meaning to sentences. Helping verbs are used to form different kinds of sentences such as negative and question. It should be noted that the latter group of helping verb can function as main verbs while the former cannot.

**Examples:**

You **should** practice speaking English every day to become proficient in English.

Everyone **can** become proficient in English if they get sufficient practice.

You **must** not give up when encountering difficulty.

You **may** encounter many obstacles in the process of learning English.

I **am** trying to overcome a big obstacle.

# Grammar practice

**A. Use correct helping verbs to complete the following sentences.**

Obstacles (1)_____ become a crucial part of our success. The path to our success (2)_____be hard if our goal is big. When our barrier is big, we (3)_____work harder. We (4)_____not like to encounter any difficulties. However, we (5)_____not forget that those obstacles make us grow and become the way we are today. We (6)_____been through many obstacles since we were young. We (7)_____ face bigger barriers when we grow up. Everyone (8)_____always overcome those obstacles if they (9)_____give up. Once they (10)_____successfully overcome such obstacles, the success (11)_____ be there waiting for them. If you (12)_____encountering any difficulties, always keep in mind that you are undergoing a path to your mastery.

**B. Use correct helping verbs to form negative sentences.**

1. We _____ become successful if we _____ try to overcome obstacles.
2. We can always achieve our goal if we _____give up when facing difficulties.
3. It _____possible to reach a big goal in life without barriers.
4. You _____give up when facing difficulties.
5. We _____ doubt our intelligence when undergoing barriers. Just overcome them.
6. We _____know what we can actually do if we _____try to do anything difficult.
7. It _____be easy to overcome difficulties.
8. If we _____ overcome the difficulties in the first try, just try it again with new strategies.

**C. Use correct helping verbs to form questions.**

1. Q: What _____we do when encountering obstacles?
   A: You should try to overcome them.
2. Q: _____ an obstacle a bad thing?
   A: People don't like an obstacle, but it is not a bad thing.
3. Q: _____we become successful without facing any obstacles?
   A: Yes, we can if our goal is just a small one.
4. Q: What _____ successful people do when they undergo difficulties?
   A: They welcome them because they know handling such difficulties help them improve their potential.
5. Q: _____ we always become successful if we can overcome obstacles?
   A: No one can guarantee that. However, it is guaranteed that your ability will improve when you try to overcome obstacles no matter you succeed or fail.
6. Q: What _____ we do if we can't overcome obstacles?
   A: You should try again and again with new strategies.
7. Q: What_____ we do if we have tried but still can't overcome obstacles?
   A: You should try different strategies and keep learning from your mistakes.

## Writing

**A. Make a list of what you have learned about obstacles. Use a helping verb when it is needed.**

**Example:** We must welcome obstacles if we want to achieve our goal.

1. _____

2. _____

3. _____

4. _____

5. _____

**B. Your friend is encountering some difficulties about her study and she is likely to feel she lacks ability. Use the knowledge you have learned about obstacles to help her overcome such difficulties.**

**Your friend**: I feel I should not study in English major. All subjects seem too difficult for me.

**You**: _____

_____

**Your friend**: All assignments and tests are a lot more difficult than when I was in high school.

**You**: _____

_____

**Your friend**: I am really afraid that I can't graduate from this major.

**You**: _____

_____

**Your friend**: When I was in high school, I felt I was good at English. Now, I feel I am not good at it at all.

**You**: _____

_____

**Your friend**: I think I should change my major.

**You**: _____

_____

## Grow Your Mindset

**Pre-testing your mindset**

You are working on an assignment in your favorite subject. You like this subject because you can always do well in it, and you think you are good at it. However, while working on the assignment today, you find that it is really difficult. At first glance, you have no idea how to complete the assignment.

How does the obstacle make you feel? What will you do? Will you give up? Why or why not? Monitor your thoughts and write them down.

_____

_____

_____

_____

_____

_____

**How does a growth-minded person view obstacles?**

Obstacles are an unavoidable factor in life. However, people view and respond to obstacles differently according to their mindset. Fixed-minded people view obstacles negatively and tend to give up when they encounter them. Growth-minded people, on the other hand, perceive obstacles as opportunities to learn and improve their potential. They understand that obstacles arise when they are challenging themselves. Overcoming challenges can enhance their abilities and skills, unlike easy tasks that do not offer such growth. Therefore, obstacles are seen as steps toward improvement. The more obstacles they face, the more they can improve. Certainly, no one likes obstacles, including growth-minded people. However, when obstacles arise, growth-minded individuals respond by trying to overcome them, whereas fixed-minded individuals often become disheartened and ultimately give up. This difference may explain why growth-minded people tend to be more successful than fixed-minded persons.

**Post-testing your mindset**

Look at what you wrote in the pre-test on your mindset. What did you write? Does it reflect a fixed or a growth mindset? If it reflects a fixed mindset, put yourself in a growth mindset and rewrite your response from a growth mindset perspective.

_____

_____

_____

_____

## Communicative Tasks

A. In a group of four, discuss the following situations based on the questions given.

Today, Smart receives a vocabulary list for an upcoming competition. When he looks through the list of 100 words, he realizes that all of them are new to him, which makes the task seem very challenging. He begins studying seriously and planning to learn three to four words each day. At first, his progress is good. However, as time passes, he starts to forget some of the words he learned earlier and needs to review them often. Soon, he realizes that he may not be able to learn all 100 words before the competition. To cope with this problem, Smart decides to increase the number of words he studies each day. However, he has limited time because he also has many other assignments. With only 10 days left and many words still unlearned, Smart begins to doubt his chances of winning and considers giving up. In the end, he decides to continue preparing for the competition.

**Questions for group discussion**

1. According to the passage, what are Smart's obstacles?
2. What would you do to overcome those obstacles if you were Smart?
3. If you were Smart, what do you think you would do to learn all those new 100 words?
4. If Smart consults you, will you encourage him to continue or give up? Why or why not?
5. Why do you think Smart finally decides to continue joining the competition

**B. Share what you have discussed in your group to the class.**

## Self-Reflection

**A. Answer the questions.**

What did you think about obstacles in the past?

_____

_____

What do you think about them now?

_____

_____

**B. Use the vocabulary you have learned from the reading part to complete the passage below based on the knowledge you have gained from this chapter. Some verbs need to be changed according to the grammatical context of a sentence.**

From this chapter, I have learned that_____ is not a bad thing. It is the thing we should _____rather than avoid because it helps us stretch our potential in order to_____it and we learn that our ability is actually not _____Sometimes, we may encounter a very _____obstacle that at first glace we have no idea how to deal with it. However, if we are _____about our goal more enough, we will try different_____and we will not _____Finally, we will go through those obstacles and achieve our goal.

**Welcoming obstacles is a way to improve ourselves, reach the full potential, and achieve our goals.**

When starting a life journey, we must be ready to face obstacles, They block our way and make our days hard to endure.

Being persistent day by day will pave the way to overcome them.

When obstacles are in your way, stay calm and take your time to climb over.

Once we reach our goal, we know we have grown stronger and tougher.

# Chapter 4
# Celebrating Failure

# CHAPTER 4

## CELEBRATING FAILURE

**Objectives:** After completing this chapter, learners will be able to
1. apply the learned vocabulary from the reading to form sentences that express their thoughts about failure and demonstrate critical thinking in response to the text.
2. listen for details and identify missing words.
3. write sentences by using the present simple tense and the past simple tense.
4. demonstrate their ability to apply their understanding and perception of failure based on a growth mindset principle in completing assigned tasks.

**Failure is the reminder of our learning progress. It's just like the saying: no pain, no gain.**

A. Are you afraid of failure? Why?

B. Have you ever encountered failure?

C. What did you do when you encounter failure?

D. Do you agree that failure is the reminder of our learning progress? Why?

**Read the following passage and recheck your answer to the above questions.**

### Are you afraid of failure?

Most people know that effort is a path to mastering their goals. However, many people are reluctant to invest their full effort because they are afraid of failure. Many consider failure as evidence of their insufficient ability. In contrast, those with a growth mindset consider failure a reminder of their learning progress. Failure does hurt them, but it is not a bad thing. Failure is a sign that reminds you of remaining flaws to correct or weaknesses to improve. It may also indicate that more effort is required or new strategies are needed to achieve your goals. Don't let failure judge or belittle you. Instead, learn from it. Try harder in every possible way to reach your goal. Failure is not something to fear. It hurts, but it helps you grow stronger.

## Reading

**Read the play script and do the activities below**

## CELEBRATING FAILURE

**Setting**: In a classroom after a speech competition

**Bella**: I **failed**. I will not participate in any contests anymore.

**Natacha**: I'm sorry to hear that. Your English is very good. You deserved to win.

**Laura**: I know how you feel. I'm lucky that I **withdraw** from the contest.

**Math**: Don't be sad Bella. At least, you passed to the second round.

**Bella**: Wait. Where is Liza? She lost, didn't she?

**Natacha**: Yes. She failed in the first round. I told her that her English was not good enough, but she didn't believe me.

**Math**: She might be crying somewhere.

**Bella**: That's impossible. That's not her.

**Laura**: There she is. Liza, where have you been?

**Liza**: I went to **celebrate**.

**Natacha**: What did you celebrate?

**Math**: Why did you celebrate?

**Laura**: You failed, didn't you?

**Liza**: Of course, I failed. I celebrated my **failure**.

**Bella**: Are you crazy? You failed and you celebrated.

**Liza**: Why shouldn't I? Failure is not a bad thing.

**Bella**: Isn't it a bad thing?

**Liza**: No, it isn't. Failure tells us that we have to try harder. Failure warns us to recheck the **strategies** we are using. Failure **reminds** us that we have some **progress** in our life.

**Natacha**: Some progress? How?

**Liza**: If you never encounter failure, it means you never do anything new. It also means you never learn anything new. So, you can't experience any progress in your life.

**Bella**: I feel **ashamed** when I fail.

**Math**: Yes. People may laugh at us.

**Laura**: Failure means you are not good enough.

**Liza**: I don't think so. To me, failure is just a lesson. If I fail, I just try again and fail better. It doesn't matter. Every time I fail, I learn something. The more I fail, the more I learn. So, failure is **worth** celebrating.

**Bella**: Oh wow. I feel a lot better now about my failure. Thank Liza.

## Vocabulary

**A. Read the play script and guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____ fail | a. being unsuccessful in achieving a set goal |
| 2. ____ withdraw | b. forward movement to the expected goal |
| 3. ____ celebrate | c. feel embarrassed |
| 4. ____ failure | d. be unable to achieve the goal |
| 5. ____ remind | e. to cause someone to be aware of something |
| 6. ____ progress | f. deserves to be valued |
| 7. ____ ashamed | g. to leave |
| 8. ____ worth | h. doing something enjoyable to express happiness |

**B. Use the words above to form sentences based on the situation in the play entitled "Celebrating Failure." The first one has been done for you as an example.**

1. We should **celebrate** failure because it reflects our bravery to do something.

2._____ .

3._____ .

4._____ .

5._____ .

6._____ .

7._____ .

8._____ .

**C. Read the play again and answer the following questions**

1. According to the play, do you think Liza is crazy that she celebrates failure? Give reasons?

_____

_____

_____

2. Have you ever failed like Liza? How did you feel? What did you do?

_____

_____

_____

3. What have you learned from this play?

_____

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to the passage and answer the questions**.

1. Why does Smart think he should have withdrawn from the vocabulary competition?

_____

2. According to Liza, what can we be proud of ourselves even if we fail?

_____

3. According to the listening passage, what are the benefits of failure?

_____

**B. Listen again and fill in the missing words.**

**Liza:** Hi, Smart. You look sad. What happened?

**Smart:** I_____the vocabulary competition. I tried very hard. I spent a lot of time on it, but I got nothing in return. I am really disappointed. I should have _____ from the competition.

**Liza:** I see. It hurts, doesn't it?

**Smart:** Yes. It really hurts. I feel _____. I feel I am not intelligent enough to study in this program.

**Liza:** Come on. It is not shameful to fail. I failed the speech competition as well, and I just _____ my failure.

**Smart:** What? Celebrate failure?

**Liza:** Yes. Why not? When we fail, it does not mean we have nothing to be proud of. We can be proud of our bravery in attempting something challenging. We can be proud of the experience and _____we have gained. Don't you think you have learned a lot?

**Smart:** You are right. I have learned a lot of new vocabulary. I have learned new techniques to help me remember vocabulary better. Well, actually, it was _____investing time in it.

**Liza**: You see, _____is not a bad thing. It _____you to work harder and recheck your strategies. There are many good things we learn from it that can help us improve for future success. That's why we should celebrate it.

**Smart**: Thank you, Liza. See you later.

**Liza**: Where are you going?

**Smart**: I'm going to celebrate failure.

## Grammar Focus

### Tenses

In English, a tense is a form of the verb used to express time. We use the tense of the verb to tell when an event or something exists or existed or when a person does or did something.

**Present simple tense vs past simple tense**

**The present simple** is used to talk about many things. We use it most often to talk about things that we do every day, for example, ***"I practice my English every day."*** We also

use it to talk about routines, for example, ***"I exercise every evening."*** We use it to talk about facts, for example, ***"A human being has a brain."*** Finally, we use it to talk about things that are always true, such as opinions, for example, ***"Failure is a good life experience."***

We use ***subject*** + *verb 1* when we need to form a statement in present simple tense.

***Example: I*** *practice my English every day.*

***I*** *exercise every evening.*

***A human being*** *has a brain.*

***Failure*** *is a good life experience*

**Note:** In present simple tense, when the subject is singular third person such as he, she, or it, we need to add 's,' 'es,' or 'ies,' depending on the final consonant of a particular verb**.** *For example, Liza (try) tr**ies** to improve her English**.** Failure (make) make**s** us a stronger person.* Everyone wish**es** success in life.

**The past simple** is used to talk about actions that have been completed in the past. We use it for things that happened once, for example, ***"Liza failed in the first round of the speech contest."*** We use it for two or more actions that happened at a similar time in the past, for example, ***"Liza failed the speech contest and she celebrated the failure."*** Finally, we use it to talk about a routine in the past that doesn't happen anymore, for example, ***"Smart learned new vocabulary every day."***

We use ***subject*** + *verb 2* when we need to form a statement in past simple tense.

***Example: Liza*** *failed in the first round of the speech contest.*

***Liza*** *failed the speech contest and* ***she*** *celebrated the failure.*

***Smart*** *learned new vocabulary every day.*

## Grammar Practice

**A. complete the following sentences by using correct form of the present simple tense.**

**Example:** *A human being_____a brain (to have).*

*A human being* ***has*** *a brain.*

1. Failure _____an obstacle to overcome (to be).
2. Everyone _____ failure in the journey of their life (encounter).
3. We _____our weakness through the failure (know).
4. Liza and Smart _____experiences from their failure (gain)
5. Liza always _____her best (to do).

**B. Complete the following sentences by using correct form of the past simple tense.**

**Example:** *Smart _____ new vocabulary (to learn).*

*Smart **learned** new vocabulary.*

1. Smart_____the vocabulary competition (to fail).
2. Smart _____disappointed (to feel).
3. Actually, Smart _____a lot from the failure (to learn).
4. Liza _____the failure (to celebrate).
5. Liza _____Smart to be proud of his experiences (to remind).

**C. Complete the following sentences by using correct form of the present simple or the past simple tense.**

**Example:** *Smart _____ new vocabulary every day (to learn).*

*Smart **learns** new vocabulary every day.*

1. Many people _____afraid of failure (to be).
2. Both Smart and Liza _____ the competition (to fail).
3. Smart _____ ashamed for his failure (to feel).
4. Actually, we _____a lot from our failure (to learn).
5. The failure _____ us important lessons for our future improvement (to give).

## Writing

**A. Have you ever encountered any failure in your life? Make a list of the failures you encountered. Use the past simple tense.**

**Example:** I failed math exam.

1._____ .

2._____ .

3._____ .

4._____ .

5._____ .

**B. What did you respond to the failure at that time?**

1._____ .

2._____ .

3._____ .

4._____ .

**C. If you are encountering such failure now, how will you respond to your failure?**

1._____ .

2._____ .

3._____ .

4._____ .

## Grow Your Mindset

**Pre-testing your mindset**

After you graduated from high school, you desired to study in one of the top five universities in your country. You tried very hard. You spent most of your time preparing yourself. You attended many tutoring courses. You thought you had done your best and you should pass the entrance exam, but you found that you failed.

Based on this situation, monitor your thought or feeling by answering the following questions: how would you feel? Are you disappointed? Will you question your intelligence? How will you deal with your failure? Write down your feeling and your thought.

_____

_____

_____

**How does a growth minded person view failure?**

In life, everyone faces failures at some point. But how we see and handle failure can determine how successful we become. People who believe in a growth mindset tend to achieve more than those with a fixed mindset because they see failure as something positive. For growth-minded people, failing can be painful, but they see it as a lesson that helps them get stronger. When they fail, they learn that their current methods aren't working and that they need to try new ways. They also understand that they may need to put in more effort. They do not think failure means they cannot do something; instead, they believe it means they cannot do it yet. They believe that with more effort and new strategies, they will eventually succeed. The key is not to give up when faced with failure. Growth-minded people keep trying and think about what strategies to change or improve. They know that doing the same thing will bring the same results, but trying something new can lead to different outcomes. For them, failure is an important step toward achieving even greater success in the future.

**Post-testing your mindset**

Look at what you wrote in the pre-test on your mindset. What did you write? Does it reflect a fixed or a growth mindset? If it reflects a fixed mindset, put yourself in a growth mindset and rewrite your response from a growth mindset perspective.

_____

_____

_____

_____

_____

## Communicative Tasks

**A. In a group of four, discuss the following situations based on the questions given.**

After talking to Liza that day, Smart seriously thought about the causes of his failure in the vocabulary competition. He reviewed the strategies he had applied for learning vocabulary. He read the words and their meanings out loud almost every day, but he always forgot them. He tried to learn three to four words each day, but he consistently forgot the words he had learned previously and had little time to review them. He felt frustrated but

continued practicing in the same way. Sometimes, Smart stopped learning vocabulary for many days because he was busy with homework. In the last ten days, he tried to learn as many words as possible to complete the 100 words he had received. Many words he learned only once.

**Questions for group discussion**

1. Based on what Smart did, what could be the causes of his failure?
2. If you were Smart, what strategies would you use to learn the vocabulary?
3. If you were Smart's coach, how would you help him plan his vocabulary learning?

**B. Share what you have discussed in your group to the class.**

## Self-Reflection

**A. Answer the questions.**

What did you think about failure in the past?

_____

_____

_____

_____

_____

_____

What do you think about it now?

_____

_____

_____

_____

_____

**B. Use the vocabulary you have learned from the reading part to complete the passage below based on the knowledge you have gained from this chapter. Some verbs need to be changed according to the grammatical context of a sentence.**

From this chapter, I have learned that_____is a crucial part of our success. When we _____, we should_____instead of feeling _____because the failure always gives us a lesson. It _____us of our weakness which should be fixed. We gain some _____ from such lesson. Sometimes, failure may make us want to _____ourselves from what we are aiming for. However, it is _____persisting on what we are doing. We should always keep in mind that failure is a crucial part of our success.

**Failure is the reminder of our learning progress. It's just like the saying: no pain, no gain.**

Failure we face is the crucial test we all must take.

A lesson learned to make us great, so be courageous.

Failure should be celebrated as it indeed leads us towards the best.

Persistence and resilience pave the way through a difficult day.

Always stay firm with a strong heart, and success will repay.

# Chapter 5
# Growing through Criticism

# CHAPTER 5

## GROWING THROGH CRITICISM

**Objectives:** After completing this chapter, learners will be able to

1. apply the learned vocabulary from the reading to form sentences that express their thoughts about criticism and demonstrate critical thinking in response to the text.
2. listen for details and identify missing words.
3. form negative statements in the present simple tense and the past simple tense.
4. demonstrate their ability to apply their understanding and perception of criticism based on a growth mindset principle in completing assigned tasks.

**Criticism can serve as medicine for personal growth.**

A. Are you afraid of negative criticism when you do something? Explain why?

B. After you submit your assignment, do you want some feedback from your teacher? Why?

C. In your opinion, what are the benefits of criticism, especially the negative one?

D. How do you usually respond to the negative feedback you get about your performance?

**Read the following passage and recheck your answer to the above questions.**

### How can we grow through criticism?

Criticism is something unpleasant for many people, but not for those with a growth mindset. This is because the focus of growth-minded people is on learning and personal development. Receiving constructive criticism, especially from those more capable, about their work or performance helps them improve and become more capable individuals. Imagine submitting your homework without receiving any feedback from your teachers on how to improve your work. It would be difficult to understand your strengths, weaknesses, or how to enhance your abilities. Criticism might hurt your feelings if you take it personally, as it can feel like being judged. However, if you can detach yourself from feeling judged, criticism becomes valuable feedback for your improvement. In the end, you can grow through it.

## Reading

**Read the playscript and do the activities below.**

## GROWING THROGH CRITICISM

**Nathacha**: Have you got any **feedback** from your English assignment?

**Bella**: Not yet. I haven't met the teacher. I am not ready to listen to any **constructive criticism**. I'm afraid I can't accept it.

**Laura**: I don't like criticism as well. It always makes me feel down.

**Math**: You don't have to be **afraid**, Bella. Your English is good.

**Bella**: That makes me even more worried.

**Nathacha**: Why? I don't understand.

**Laura**: Nor do I.

**Bella**: Since my English is good, the teacher may have high **expectation** about my work. I'm not sure if my work meets the teacher's expectation.

**Math**: Is that Liza?

**Laura**: Liza. Where have you been?

**Liza**: I went to meet the English teacher to get some feedback for improving my English assignment. The teacher asked about all of you. She is waiting for you.

**Bella**: I dare not go.

**Nathacha**: I am afraid of negative feedbacks.

**Liza**: There is nothing to be afraid of. Criticism is very useful. We can learn a lot from it.

**Bella**: Did you get negative or positive feedback.

**Liza**: Most of the feedback is **negative**. I know my work is not good enough yet. From the feedback, I have learned how to better my work.

**Math**: Don't you feel down when you get negative feedback?

**Liza**: No. I don't. It's not me being **judged**, but it's the result of my work. I don't take it **personally**. I always practice becoming **independent** of the feeling of being judged when I receive criticism.

**Laura**: Liza is right. We are going to get the feedback of our work, not how the teacher thinks about us.

**Nathacha**: The negative feedback we may get is about our work. We must not take it personally.

**Bella**: I think I have done my best on my assignment, but I will listen to the feedback carefully to improve it.

**Liza**: Why don't you go to see the teacher now?

**Bella**: Thank you Liza. You always make us become more courageous. I am going now. Nathacha, Laura, Math, do you want to go with me?

**Nathacha, Laura, Math**: Sure. Why not.

## Vocabulary

**A. Read the play script and guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____ feedback | a. to take the disapproval comment directly against oneself with the feeling of being upset |
| 2. ____ constructive criticism | b. comments which offer specific guidance for improvement |
| 3. ____ afraid | c. feeling anxious |
| 4. ____ expectation | d. what one believes that something will become or happen |
| 5. ____ negative | e. obtained opinion after doing something |
| 6. ____ judged | f. being free from something |
| 7. ____ personally | g. a comment given concerning one's performance for their improvement |
| 8. ____ independent | h. disapproval comments on someone's work or performance |

**B. Use the words above to form sentences based on the situation in the play entitled "Growing through Criticism" The first one has been done for you as an example.**

1. I need some **feedback** from the teacher to improve my work.

2._____ .

3._____ .

4._____ .

5._____ .

6._____ .

7._____ .

8._____ .

**C. Read the play again and answer the following questions.**

1. Are you afraid of constructive criticism like Bella and Laura? Give reasons?

_____

_____

2. Do you agree with Liza that constructive criticism is useful? Explain your answer?

_____

_____

3. What have you learned from this play about constructive criticism?

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to the passage and answer the questions.**

1. What does Liza think about criticism?

_____

2. According to Liza, what is the benefit of criticism?

_____

3. What does Smart feel when he gets criticism? Why?

_____

4. What does Liza suggest Smart to do when getting criticism?

_____

**B. Listen again and fill in the missing words.**

**Smart:** What are you doing, Liza?

**Liza:** I'm reading the_____I've received from the teacher on my English assignment.

**Smart**: Oh, my God. You've received a lot of feedback.

**Liza**: It is good, isn't it?

**Smart**: Good? It looks tiring. I have never received such long feedback, especially such _____feedback.

**Liza**: That might be because you are a first-year student. Your assignment is not as complicated as mine. When you become a third-year student like me, your assignments will be more challenging because the lecturer's_____for your work are higher.

**Smart**: You are right. Last month, I attended a third-year research presentation. After the presentation, they had to listen to _____from the committee in front of the audience. I'm really _____of that.

**Liza**: I always find it very useful for self-improvement. Without constructive criticism, we don't know our weaknesses. In the past, I was afraid of it too, but I have learned from my experience how to handle it.

**Smart**: How do you handle it?

**Liza**: I don't take it _____ I always listen to the constructive criticism carefully and focus only on what I should do to improve my work. Criticism cannot hurt you if you are _____ from the feeling of being _____

**Smart**: I know it is useful, but I always feel bad when I received criticism. It makes me feel inadequate

**Liza**: It is normal to feel bad, but we have to train ourselves not to take it personally.

**Smart**: Can't you do it automatically?

**Liza**: No. I can't. I need to practice. You can do it too if you practice.

**Smart**: Okay. I will try. Next time, I will focus only on the guidance for improvement when I receive criticism.

## Grammar Focus

**Negative statements**

In English, we often use a negative statement to correct a mistake idea. In a negative statement not or n't comes after the auxiliary verb. In the present simple and past simple tense, 'not' or 'n't' usually comes after ***verb to do*** in a negative statement when correcting a mistake idea about an action. However, it comes after ***verb to be*** if a mistake idea to be correct is about general condition or state.

| | **Positive** | **Negative** |
|---|---|---|
| Present simple: | like | do not like OR don't like |
| | receive | does not receive OR doesn't receive |

**Example**: Liza **likes** to listen to the feedback about her work, but her friends **don't like** it.
Liza **receives** a lot of negative feedback, but she **doesn't take** it personally.

| | **Positive** | **Negative** |
|---|---|---|
| Past simple: | feel | did not feel OR didn't feel |

**Example**: Smart **felt** bad about criticism, but Liza **did not** feel bad about it.

| | **Positive** | **Negative** |
|---|---|---|
| Present simple: | afraid | is not OR isn't afraid |
| | happy | are not Or aren't happy |

**Example**: Smart **is afraid** of criticism, but Liza **is not afraid** of it.
Liza's friends **are happy with positive feedback**, but they **are not happy** with the negative one.

| | **Positive** | **Negative** |
|---|---|---|
| Past simple: | afraid | was not OR wasn't afraid |
| | happy | were not OR weren't happy |

**Example**: In the past, Smart **was afraid** of criticism, but Liza **was not afraid** of it.
Liza's friends **were happy with positive feedback**, but they **were not happy** with the negative one.

## Grammar Practice

**A. Complete the following negative sentences by using verb to do.**

**Example:** Many people_____ (like) criticism.

Many people **don't like** criticism.

1. Growth minded people_____ (take) criticism personally.
2. They _____ (feel) bad about it.
3. Smart _____. (want) to get criticism about his work as Liza did.
4. Criticism _____ (mean) you are bad at something. It means you need some improvement to become better at something.
5. If you_____ (get) any criticism about your work, you are lack of the guidelines for your improvement.

**B**. **Complete the following negative sentences by using verb to be.**

**Example:** Growth minded people_____afraid of criticism.

Growth minded people **are not afraid** of criticism.

1. Criticism_____a bad thing. We can learn from it.
2. If we _____good at something, we need some feedback to help us improve.
3. Many people_____happy when they get negative feedback.
4. Feeling unhappy about negative feedback_____a wrong thing. We are human.
5. Neglecting constructive criticism_____the right thing.

**C. Complete the following negative sentences by using verb to do OR verb to be.**

1. We_____have to pay attention to destructive criticism. Only constructive criticism can help us grow.
2. It_____a good idea to neglect a criticism from someone who wants to see us grow.
3. In the past, it _____easy for me to accept criticism with a peaceful mind. Now, I can do it through enough practice.
4. In the past, I _____see a positive side of criticism. Now, I realize that it helps me a lot.
5. Focusing on constructive criticism is a key. Destructive criticism _____useful. Just ignore it.

## Writing

**A. Write five sentences to express what you think about criticism. Use negative statements where needed.**

_____

_____

_____

_____

_____

**B. Have you ever received criticism. How did you feel? How did you handle it? Write few sentences to share your experience.**

_____

_____

_____

## Grow Your Mindset

**Pre-testing your mindset**

You were assigned to give a presentation in English about your hometown. You prepared all the important information about your hometown. You wrote a script and practiced delivering it. You gave the presentation confidently because you had prepared yourself very well. After the presentation, you received criticism about your pronunciation and presentation style.

Based on this situation, monitor your thoughts and feelings by answering the following questions: How would such criticism make you feel? Do you feel judged? How would you respond to the criticism? Write down your feelings and thoughts.

_____

_____

_____

**How does a growth minded person view constructive criticism?**

Many people dislike criticism because it can trigger negative feelings about themselves. They often take criticism personally. However, for growth-minded people, they see criticism as a helpful guideline for improvement. They primarily focus on constructive criticism because their goal is self-improvement. They do not feel threatened when receiving criticism; instead, they listen attentively because they view it as an opportunity to learn and grow, and become better at what they do. They receive it with an open mind and are willing to adapt and grow in their efforts. For growth-minded people, they fear learning nothing more than criticism. That is why they are likely to become more successful than those with a fixed mindset.

**Post-testing your mindset**

Look at what you wrote in the pre-test on your mindset. What did you write? Does it reflect a fixed or a growth mindset? If it reflects a fixed mindset, put yourself in a growth mindset and rewrite your response from a growth mindset perspective.

_____

_____

## Communicative Tasks

**A. In a group of four, discuss the following situations based on the questions given.**

After talking with Liza about getting constructive criticism, Smart feels ready to hear feedback about his work. Today in class, the teacher gave back their report assignments. Smart got a low score and a long list of comments. At first, he was very shocked and upset. He thought he had tried his best and expected a better result. When he saw all the comments, he felt like crying. He thought his work was too bad to improve. He didn't want to read the comments because he was afraid they would make him feel even worse. Then he remembered what Liza had told him. He tried to stay calm and put his work back in his bag. When he was alone at home, he took out his work and read all the comments carefully. He realized his work wasn't as bad as he had thought. The long list of comments showed him what he needed to add to the report and how to make it better. Smart understood that the comments weren't as hurtful as he had first thought.

**Questions for group discussion**

1. How did Smart feel when he got his report back from the teacher?
2. Why was Smart reluctant to read the comments initially?
3. What changed Smart's mind about the feedback later?
4. How did Liza's advice help Smart handle the criticism?
5. What did Smart discover when he finally read the comments?
6. Why did Smart realize the comments were helpful?
7. How does receiving constructive criticism help improve work?
8. Based on Smart's experience, what are some good ways to handle feedback?

**B. Share what you have discussed in your group to the class.**

## Self-Reflection

**A. Answer the questions.**

What did you think about criticism in the past?

_____

_____

_____

What do you think about it now?

_____

_____

_____

**B. Use the vocabulary you have learned from the reading to complete the passage below, based on the knowledge gained from this chapter. Adjust some verbs according to the grammatical context of the sentences.**

From this chapter, I have learned that_____is useful _____ for our improvement. I used to be _____of it because I often took it _____ It made me feel like I was being _____when listening to _____ feedback. However, as I became more _____from such feelings, I realized that constructive criticism is important in supporting my growth and enabling me to strive to meet _____.

**Criticism can serve as medicine for personal growth.**

Growing through criticism is life's rhythm. Listen to the best guidance to progress.

Don't be afraid.
We can become great by following suggestions.

Stay calm and brave.
Take only constructive paths and wave away the unconstructive ones.

Our future will be like the sun that is bright and shining

# Chapter 6
# Being Inspired by the Success of Others

# CHAPTER 6

## BEING INSPIRED BY THE SUCCESS OF OTHERS

**Objectives:** After completing this chapter, learners will be able to

1. apply the learned vocabulary from the reading to form sentences that express their thoughts about the success of others and demonstrate critical thinking in response to the text.
2. listen for details and identify missing words.
3. form questions in the present simple tense.
4. demonstrate their ability to apply their understanding and perception of the success of others based on a growth mindset principle in completing assigned tasks.

**If others have been successful on that, we could be successful as well.**

**Discuss the following questions.**

A. How do you feel when other people reach the goal faster than you?

B. Do you feel threatened by the success of others? Give reasons?

C. Does the success of others motivate you or demotivate you? Why?

D. What can we learn from the success of others?

**Read the following passage and recheck your answer to the above questions.**

**Being inspired by the success of others**

Does the success of others inspire you or threaten you? If it feels threatening to you, think about it again. No one is perfect, including you. You still need to learn things in order to improve yourself. When someone has been successful and you have not, it does not mean that you lack ability. You just need to learn more and improve yourself further. The success of others can be very useful for you as it offers important lessons. It can provide assurance that achieving a certain goal is possible. If others can reach such a goal, it is possible for you to achieve it too. Additionally, from the success of others, you can learn how to turn your dreams into reality. Therefore, don't let the success of others demotivate you. Instead, use it as inspiration to move forward towards your own success.

## Reading

**Read the playscript and do the activities below.**

## INSPIRED BY THE SUCCESS OF OTHERS

**Laura:** What happened, Bella? You look so sad.

**Bella**: Did you hear about the score for the English assignment?

**Laura**: No, not yet.

**Math**: Why? You usually get a high score as always. Why do you look so sad?

**Nathacha**: Did you get bad score?

**Bella**: No. My score is not bad.

**Math**: Then why are you sad?

**Bella**: All of you have said that my English is good.

**Laura**: Yes, we have and it is true. You always do well in English class.

**Math**: Yes. You always get top score and that's why the teacher selected you to participate in speech contest.

**Bella**: You always say Liza is not good at English.

**Laura**: Yes. We can say her English is poor. Her English sounds funny sometimes.

**Natacha**: I think her English is getting better now.

**Math**: Yes. It seems she is working very hard to improve her English.

**Bella**: She got top score from the English assignment.

**Laura**: Really?

**Math**: It's impossible. Although she is working hard to improve her English, she should not get better score than you.

**Bella**: My English might be getting poor.

**Liza**: No, it's not Bella. Your English is still very good. Actually, I got top score because I have got **inspiration** from you.

**Math**: What do you mean?

**Liza**: Whenever you speak English fluently in front of the class, it always **motivates** me to improve myself. Whenever you get the top score in English, I feel happy for you and it **reminds** me to work harder. Your success always **inspires** me to improve myself. I am so proud of you.

**Bella**: Liza, is that true? I am so sorry that I talked about you in a negative way. I should have **congratulated** you on your success instead of feeling **threatened** by it.

**Liza**: Don't worry, Bella. I understand. Sometimes, we feel **inadequate** when someone can do something better than us. That feeling can demotivate us. Actually, we should focus on what they do to become successful. Doing so will offer us some **guidance** to achieve our goals.

**Bella**: You're right. I now understand why you have become successful. Congratulations on your success, Liza. I have learned a lot from you.

**Liza**: Thank you. I have learned a lot from you as well.

## Vocabulary

**A. Look at the underlined words in the reading part. Guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____ inspiration | a. to activate someone to realize something |
| 2. ____ motivate | b. the feeling of being harmed |
| 3. ____ remind | c.to express happiness for someone's success |
| 4. ____ inspire | d. a reason to do something actively |
| 5. ____ congratulate | e. advice or suggestion given for handling obstacles |
| 6. ____ threaten | f. lacking required quality in achieving something |
| 7. ____ inadequate | g. a feeling that stimulates someone to do something |
| 8. ____ guidance | h. to stimulate someone's desire to start doing something worthwhile |

**B. Use the eight words above to form sentences about what you have learned from the play.**

**Example**:

1. I always use someone's success as my **inspiration** to pursue my goal.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

**C. Read the play again and answer the following questions**.

1. According to the play, why does Bella feel sad?

_____

_____

2. Why does Liza's success affect Bella's self-perception?

_____

_____

3. Why does Bella change her attitude toward Liza's success?

_____

_____

4. What can you learn from this play about others' success?

_____

## Listening and Speaking

**A. Scan the QR code below to listen to the passage and answer the questions.**

1. Why does the teacher talk about Liza in Smart's class?

_____

2. What does Liza admire about Bella?

_____

3. According to the conversation, what makes Bella feel ashamed?

_____

4. Why does Liza change her attitude towards others' success?

_____

5. What lesson does Smart learn from the conversation about congratulating others?

_____

**B. Listen again and fill in the missing words.**

**Smart**: Hi Liza and Bella.

**Liza**: Oh, hi. Where have you been?

**Smart**: I just finished my class. The teacher talked about your excellent job on your assignment. She admired your effort. It _____ me to try harder in whatever I do.

**Liza**: Oh! Really? Bella is my _____ Whenever I hear her speaking English, I admire her, and it always _____ me to try harder.

**Bella**: You make me feel really ashamed that I had been _____ by your success.

**Liza**: Don't worry, Bella. I understand you. In the past, others' success made me feel _____ . Then, I found out that such feelings didn't help me improve. I tried to change my attitude. Now, others' success becomes very helpful _____for me.

**Bella:** Your positive attitude really _____ me to change my outlook.

**Smart**: Yes, it also reminds me that we should congratulate others on their success. Doing so will help us overcome our fear of being threatened by the success of others.

**Liza**: That's right.

**Smart**: Oh! I forgot to _____you, Liza. Congratulations. I've got to go. Bye.

## Grammar Focus

**Question**

In English there are two broad types of questions: **Yes-no questions** and **information questions**.

**Yes-no questions** are the easiest questions that can be answered by "yes" or "no." It is used for different purposes. However, in this context, it is used mainly for seeking confirmation.

| | |
|---|---|
| **Is** Bella threaten by the success of Liza? | Yes, she **is**. |
| **Are** you sometimes threatened by the success of others? | Yes, I **am**. |
| **Do** you feel inspired by the success of others? | Yes, I **do**. |
| **Does** Liza feel bad about herself because of others' success? | No, she **doesn't**. |
| **Can** we learn from the success stories of others? | Yes, we **can.** |

As can be seen from the examples, to make a yes/ no question, put the auxiliary verb in front of the subject.

## Grammar Practice

**A. Add helping verbs to form yes/no questions**

Example: _____you enjoy celebrating the success of others?

_____**Do**_____ you enjoy celebrating the success of others?

1. _____you motivated by others succeed?
2. _____you feel inspired to work harder after seeing the achievements of others?
3. _____the success of others encourage you to pursue your goal?
4. _____the others' success positively impact your own motivation?
5. _____learning about the success stories of others valuable for you?

**B. Write yes/no questions based on the following positive statements.**

Example: Lisa feels motivated by the success of others

Does Liza feel motivated by the success of others?

1. I like learning about the success stories of others.

_____ .

2. I become more motivated when learning about the success stories of others.

_____ .

3. Learning about the success of others is useful for my future improvement?

_____ .

4. We can apply lessons learned from the achievement of others for our own growth.

_____ .

5. I am always happy when seeing someone achieves their goal.

_____ .

**Information questions**

This kind of questions allow a speaker to find out more information about topics. To form information questions, you need question words which include:

**What**: asking about things, actions, or ideas

**When**: asking about a time

**Where**: asking about a place or location

**Who**: asking about a person or people

**Why**: asking about reasons or purposes

**Which**: asking about a specific choice

**Whose**: asking about possession

**How**: asking about manners

The form of information questions depends on whether the topic being asked about is the "***subject***" or "***predicate***" of a sentence. If the topic being asked is the ***subject***, simply replace the person or thing being asked about with the appropriate wh-word.

**Examples**

| | |
|---|---|
| (**Someone** learns from others' success.) | **Who** learns from others' success? |
| (**Something** makes her worried.) | **What** makes her worried? |

If the topic being asked is the *predicate*, form a yes/no question first. Then, add the appropriate wh- word to the beginning of the sentence.

**Examples**

| | |
|---|---|
| (He is someone.) | is he? |
| | **Who** is he? |
| (You want something.) | *do* you want? |
| | **What** do you want? |
| (She *learns* something.) | ***does*** she *learn~~s~~*? |
| | **What** does she learn? |

# Grammar Practice

**C. Add question words to form information questions.**

1. _____ makes someone successful?
2. _____ do you feel about other people's success?
3. _____ should we learn from other people's success?
4. _____ success inspires you the most?
5. _____ is your role model?

**D. Write information questions based on the following positive statements.**

1. I learn a lot from the success stories of other people.

_____ .

2. Other people's success can inspire us.

_____ .

3. I feel inspired when I see someone achieve their goal.

_____ .

## Writing

**A. Write five sentences to express what you think or feel when someone is more successful than you.**

_____

_____

_____

_____

**B. Write five questions you can ask yourself when seeing the success of other?**

_____

_____

_____

_____

## Grow Your Mindset

**Pre-testing your mindset**

You worked really hard on your project, investing a lot of time and energy because you aimed to win the first prize in the project competition. However, the result didn't meet your expectations. You didn't get the first prize; instead, your friend did.

Based on this situation, monitor your thought or feeling by answering the following questions: Does your friend's success make you feel bad about yourself? Do you feel the judge is not fair? How will you react in this situation? What do you plan to do? Write down your feeling and your thought.

_____

_____

_____

_____

_____

**How does a growth minded person view the success of others?**

A growth-minded person views the success of others differently from fixed-minded individuals, who may feel threatened by it. Instead of comparing themselves to others, growth-minded individuals focus on learning and self-improvement. They view others' success as an opportunity for personal growth. By learning from others' success stories, they can improve their own efforts and gain insights into achieving their goals. Therefore, growth-minded people approach others' success with a positive attitude, benefiting from the inspiration and lessons it offers. Based on this perspective, they can become more successful because of others' success rather than feeling threatened by it.

**Post-testing your mindset**

Look at what you wrote in the pre-test on your mindset. What did you write? Does it reflect a fixed or a growth mindset? If it reflects a fixed mindset, put yourself in a growth mindset and rewrite your response from a growth mindset perspective.

_____

_____

_____

_____

_____

## Communicative Tasks

**A. In a group of four, discuss the following situations based on the questions given.**

Having a conversation with Bella and Liza today, Smart thought carefully about his feelings regarding the success of others. He recalled the day he lost the vocabulary competition. At that time, even though he really wanted to win, he did not feel threatened when his classmate won over him. However, he found that he missed the opportunity to learn from his classmate about what led to his success in the competition. In addition, after the competition, he no longer wants to participate in vocabulary competitions because he sees no way to win against his classmate, whose English is much better than his. He admired his classmate when he won. Actually, it seemed like he had known when he applied for the competition that his classmate would win, but he had not asked himself what his classmate would do to become the winner.

**Questions for group discussion**

1. How do Smart's feelings about his classmate winning reflect his views on others' success?
2. What lessons can be learned from Smart's regret after losing the competition?
3. How might Smart's decision to stop participating in vocabulary competitions affect his learning and growth?
4. Why do you think Smart didn't try to understand what his classmate did to succeed?
5. In your opinion, what would Smart gain if he had tried to understand what his classmate did to succeed?
6. Is it a good idea to focus too much on winning against others? Explain your answer?

## Self-Reflection

**A. Answer the questions.**

What did you feel when seeing others more successful than you in the past?

_____

_____

What do you think about it now?

_____

_____

_____

_____

_____

**B. Use the vocabulary you have learned from the reading to complete the passage below, based on the knowledge gained from this chapter. Adjust some verbs according to the grammatical context of the sentences.**

From this chapter, I have learned that we should view the success of others in a positive way so that we can gain benefits from it. Whenever we feel _____upon seeing others' success, we must _____ ourselves of the opportunities to learn from their achievements. What we should do is sincerely _____them on their success and use it as our _____ and _____ We can apply their success stories as _____ to achieve our own goals. Feeling _____by others' success will have a more positive impact on our self-improvement than feeling _____it.

**If others have been successful on that, we could be successful as well.**

Let the success of others inspire you. Use it as a clue to make dreams come true.

Through paths they have shown, fully grown we'll be. Though the end is unknown, their success assures us we'll see.

Progress gained, success attained as they suggest.

Their provided lessons are great, guiding us to our rightful place.

Our future will be like the sun that is bright and shining

# Chapter 7
# Fruitful Effort

# CHAPTER 7

## FRUITFUL EFFORT

**Objectives:** After completing this chapter, learners will be able to

1. apply the learned vocabulary from the reading to form sentences that express their thoughts about effort and demonstrate critical thinking in response to the text.
2. listen for details and identify missing words.
3. write compound sentences
4. demonstrate their ability to apply their understanding and perception of effort based on a growth mindset principle in completing assigned tasks.

**If you want to be successful, effort is the key.**

A. Do you think you invest enough effort when you are doing something?

B. What do you think is the importance of effort?

C. What are the values of effort for you?

D. Do you agree that effort is only for those who are not smart enough? Give reasons?

**Read the following passage and recheck your answer to the above questions.**

### Effort and success

Most, if not all, people have received the message that effort leads to success. However, it is evident that only some can truly apply this message in practice. Some may be too afraid of failure to exert effort. Others might give up when they cannot persist in their efforts for long enough. They may question how much effort they need to put into their practice and for how long to achieve their goals. No one can definitively answer such questions. However, there is substantial evidence showing that varying degrees of effort yield varying degrees of success. When effort is earnestly applied, improvement can reasonably be expected. There is no evidence that anyone in this world achieves great goals in life without any effort. Even geniuses work hard; they invest endless effort to achieve their goals. Therefore, if we want to be successful, effort is the key.

## Reading

**Read the playscript and do the activities below.**

## FRUITFUL EFFORT

**Teacher**: Liza, you did a very good job this semester. I'm so surprised and so happy to see your great improvement.

**Liza**: I have been trying to improve my English for years. English is very important for me. I'm an English major, so it is **crucial** for my future job. If it's not good enough, it would be hard for me to find a good job.

**Teacher**: I'm glad to hear that and I hope you will not stop improving yourself.

**Liza**: Never teacher. I have tasted the fruit of my effort and I have learned that it is very sweet.

**Teacher**: Your **effort** is really **fruitful**. I am so proud of you.

**Liza**: Thank you teacher.

**Bella**: Liza. Congratulations on your success this semester. Because of your great effort, you have finally achieved your goal in learning English.

**Teacher**: Do you know why she has become successful in her English learning.

**Bella**: She has always worked very hard to improve her English.

**Laura**: She is never afraid of any failure or obstacles.

**Math**: She participated in all kinds of English activities. She was always willing to face challenging things to learn.

**Nathacha**: She always tried every possible way to improve herself. Sometimes people laugh at her, but she never cares. Now, everyone has to **acknowledge** her.

**Teacher**: Can you think of any other reasons?

**Nathacha**: She focuses **firmly** on her goal and never gives up. She always tries new strategies when she faces failure.

**Laura**: She enjoys learning and always welcomes constructive criticism.

**Math**: She breathes in and out in English.

**Bella**: To me, one of the best things about her is that she considers other people's success as her inspiration. She never lets other success threaten her **self-esteem**.

**Teacher**: She is an example of a person with a growth mindset. All of you can be as successful as she is if you have a growth mindset like hers.

**Bella**: What is a growth mindset, teacher?

**Teacher**: A growth mindset is the belief that intelligence can be developed through practice and hard work. If you have a growth mindset, you embrace challenges. You are ready to fail. You see effort as a path to **mastery**. You learn from constructive criticism, and you find inspiration in the success of others. Importantly, many studies have shown that a growth mindset is one of the best **predictors** of your success. So, all of you can become successful if you have a growth mindset. It is not wrong to have a fixed mindset. Accept it, and gradually work on replacing it with a growth mindset.

## Vocabulary

**A. Read the play script and guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____ crucial | a. accept |
| 2. ____ effort | b. stick to something with no sign of reluctance |
| 3. ____ fruitful | c. the feeling of pride in oneself |
| 4. ____ acknowledge | d. something that can predict something else. |
| 5. ____ firmly | e. an attempt to do something |
| 6. ____ self-esteem | f. positive result |
| 7. ____ mastery | g. to understand something clearly |
| 8. ____ predictor | h. important |

**B. Use the words above to form sentences based on the situation in the play entitled "Fruitful Effort" The first one has been done for you as an example.**

1. Having a growth mindset is a **crucial** factor for our success.

2._____ .

3._____ .

4._____ .

5._____ .

6._____ .

7._____ .

8._____ .

**C. Read the play again and answer the following questions.**

1. How did Liza show a growth mindset throughout her journey to improve her English?

_____

_____

2. How did Liza's growth mindset influence her learning outcomes?

_____

_____

3. Based on the teacher's definition of a growth mindset, how might you apply this mindset to your own academic or personal goals?

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to the conversation. Then fill in the missing words.**

**Smart**: Liza, I have learned from your friends and the teacher about your learning journey, and I find it very interesting. Could you share your experience with me?**Liza**: Sure. What do you want to know?

**Smart**: Is the_____really _____?

**Liza**: Definitely! When I was a first-year student like you, my English was really poor. My _____ goal was to confidently state in job applications after graduation that my English skills were excellent. Hence, I _____ focused on my goal and tried in every possible way to achieve it. Now, my effort has been paying off.

**Smart**: I heard that you failed many times. Sometimes, you made mistakes and people laughed at you, but it seems that it didn't affect your _____. Now, many people _____ your great improvement. How did you manage that?

**Liza**: I am here to learn, not to prove to anyone that I am smart. I focus on learning and improving myself. For me, failing and making mistakes are a normal part of learning and growing. They have led me to _____.

**Smart**: The teacher said that you are an example of someone with a growth mindset. She also said that a growth mindset is a _____ of future success. What exactly is a growth mindset?

**B. Listen to Liza's responses to Smart's questions and complete her answers.**

**Liza**: It's a belief that our intelligence can be improved through practice and hard work. If you have this belief, these are the principles you must always keep in mind:

Yeah Yeah

I have a dream, that's why I have come.

I want to learn because _____.

I won't allow_____. I won't allow _____

If I make _____, I will learn from it. If I face _____, I will overcome them. If I encounter _____, I will try again, yeah, and I will try harder. Success is my goal; _____is the key. Oh baby, never give up; go for it, yeah.

**Smart**: Wow! That's why it is considered a _____of success. Where did you learn such principles from?

**Liza**: It's Carol Dweck's theory. She studied what made people successful for more than a decade and found that those who were successful had _____that she called _____. I learned about it when I was in my first year. I applied it, and it really works for me.

**Smart**: I will learn more about it and try to apply it as well. I want to become successful like you.

**C. Listen to the conversation again and answer the following questions.**

1. What made Liza believe that effort is fruitful?

_____

2. Why couldn't failing, making mistakes, or being laughed at affect Liza's self-esteem?

_____

3. According to Liza, what are the principles we have to keep in mind if we want to be successful?

_____

## Grammar Focus

**Compound sentences**

A compound sentence joins two complete ideas (sentences) together. Each idea can stand alone as its own sentence. We use a compound sentence to connect related ideas together in a single sentence.

**Ways to Join Independent Clauses in a Compound Sentence:**

1. **Use a Coordinator for simple joining** (FANBOYS - for, and, nor, but, or, yet, so):

**Examples**:

I am a slow learner, **but** I am not stupid.

I am a slow learner, **yet** I can do many things really well.

I am not good at English, **so** I have to try harder.

Many slow learners can become successful, **for** they put in great effort.

You should work harder, **or** you cannot become successful.

Successful people do not give up, **nor** do they let any obstacles stop them.

Many people work really hard to become successful, **and** they never give up.

**2. Use a Conjunctive Adverb for showing relationships:**

**Examples**:

Albert Einstein is a slow learner; however, he is very intelligent. (showing contrast)

Albert Einstein worked really hard for a long time; therefore, he became a genius. (indicating result)

Successful students work hard; moreover, they have great effort." (showing additional related idea)

You must not give up easily; otherwise, you cannot become an achiever. (expressing consequence)

**3. Use a Semicolon for closely related ideas**:

**Example**:

Many people are slow learners; they can become very successful.

As shown above, a compound sentence can be formed with:

Independent clause (a simple sentence), + **Coordinator** + Independent clause (a simple sentence)

**Example**: Everyone must put their effort into practice, for it is a key factor to success.

Independent clause; + **Conjunctive adverb** + Independent clause

You must study harder; **otherwise**, you will fail the exam.

**Coordinators, Conjunctive adverbs and their meanings.**

| Coordinators | Conjunctive adverbs | Meaning |
|---|---|---|
| **And** | **besides, moreover** | **additional idea** |
| **but, yet** | **however, nevertheless, nonetheless** | **opposite idea** |
| **Or** | **Otherwise** | **Choice** |
| **So** | **consequently, therefore, hence** | **Result** |
| **For** | **Because** | **Reason** |
| **Nor** | **-** | **and not** |

## Grammar Practice

**A. Read the following story and add a coordinator or a conjunctive adverb to complete each compound sentence. Each word can be used only once.**

Gritty is a second-year university student majoring in English. She has many obstacles in her life, _____she is a happy and optimistic person. She loves English, _____ she tries many ways to improve her English. She wants to be a fluent English speaker; _____, she joins an English speaking club. She dreams of being an English teacher in an international school, _____she wants to earn a lot of money. She has to work extremely hard, _____ she cannot make her dream come true. She has never felt discouraged, _____ has she given up on anything. She feels tired sometimes; _____, she firmly focuses on her goal. She wants to excel in English; _____, she wants to develop many other skills such as intercultural communication and computer

skills. She must learn about intercultural communication; _____, she cannot work abroad happily. All her skills are improving dramatically_____she is working extremely hard to improve herself. She knows that to achieve her ultimate goal, her hard work must be a marathon, not a sprint. She tells herself that she will never give up as long as her dream has not become a reality.

**B. Choose appropriate coordinators or conjunctive adverbs to join clauses below to form compound sentences.**

1. Many people become successful. They put effort into real practice.

_____

2. Through effort, success is not guaranteed. Improvement is guaranteed.

_____

3. Don't give up. You will never achieve your goal.

_____

4. It is normal to face failure. Just try again with new strategies.

_____

5. Firmly focus on your goal. Try in every possible way.

_____

**C. Write at least 3 compound sentences to retell the story or reflect what you have learned from the play entitled "Fruitful Effort"**

**Example**: The teacher admired Liza because she has made significant improvements.

_____

_____

_____

_____

_____

## Writing

**A. Based on a conversation between Liza and Smart, write at least five things you can apply to your own learning journey. Use compound sentences.**

_____

_____

_____

_____

**B. Write a short paragraph to share your experience as a student in putting effort into real practice and the fruitful result you have obtained.**

_____

_____

_____

_____

## Grow Your Mindset

**Pre-testing your mindset**

You chose to study in an English program because you have dreamed of becoming a flight attendant. However, you know that your English is still not good enough. You have been trying to practice your English for almost a year, but you can't feel the improvement. You still can't perform well in English class or on English tests.

Based on this situation, monitor your thought or feeling by answering the following questions: Do you feel that your effort is worthless? Do you have a feeling that English program might not be suitable for you? Why?

_____

_____

_____

**How does a growth minded person view effort?**

For a growth-minded person, effort is the key to their success; therefore, they highly value effort. They know that through the effort, their abilities and skills will gradually improve. Although they cannot predict when they will reach their goal, they believe that their effort will bring them closer to it. For these reasons, a growth-minded person will not give up when they encounter challenges or obstacles. Additionally, they are not afraid of making mistakes. They consider these experiences a crucial opportunity for learning and becoming stronger. Many people might question how much effort they have to invest to become successful. The answer is that effort must be consistently invested until the desired goal is reached through different strategies.

**Post-testing your mindset**

Based on the situation in **'Pre-testing your mindset' what do you think as a growth minded person?**

_____

_____

_____

## Communicative Tasks

**A. In a group of four, discuss the following situations based on the questions given.**

After learning about the principles of growth mindset from Liza, Smart keeps thinking about how he can apply those principles in real practice. Over time, he has learned from various books and people that effort is the key to success. However, it is not clear to him how much effort he needs to put into practice. Sometimes, he is reluctant to attempt challenging tasks because he is unsure if he will succeed. He fears putting effort into something and getting nothing in return**.** Additionally, he is afraid of failure because he finds it very painful. Despite learning from Liza that failure is a normal part of learning, facing failure remains a terrible experience for him, especially when he feels he has given his best effort. Smart is feeling very confused at the moment.

**Questions for group discussion**

1. Based on the principles of a growth mindset, how would you encourage Smart to put effort into practice?

2. Smart fears putting effort into something and receiving nothing in return. What would you say to Smart from a growth mindset perspective?

3. Smart is afraid of failure because it is painful. Is it normal to feel pain when encountering failure? What should we do to handle the feelings?

4. When you have tried your best like Smart but still encounter failure, what should you do according to growth mindset principles?

5. If you were Smart, how would you respond to the idea of putting effort into practice? Would you feel reluctant like him? Why or why not?

**B. Share what you have discussed in your group to the class.**

## Self-Reflection

**A. Answer the questions.**

What do you think about effort? Do you believe it's worthwhile to put into practice? Explain why?

_____

_____

_____

_____

_____

Do you sometimes feel reluctant to put effort into practicing? How do you overcome that feeling?

_____

_____

_____

_____

**B. Use the vocabulary you have learned from the reading to complete the passage below, based on the knowledge gained from this chapter. Adjust some verbs according to the grammatical context of the sentences.**

From this chapter, I have learned that _____is a _____ key to our success. We should not be reluctant to put effort into practice because it always pays off. We can always enjoy its _____ results. Although sometimes we fail, we must not lose our_____or question the value of our effort. What we have to do is focus _____on our goal and try different approaches to pursue it. As long as we _____effort as a path to _____, we will not lose our focus. Our correct perception of effort can be an effective _____of our future success**.**

**If you want to be successful, effort is the key.**

As we embark on life's journey, storms are sure to be seen.

Life can't be free from difficulty, it's a common scene.

If success is the aim, effort is the key,

Through hard work, our efforts will certainly be really fruitful.

# Chapter 8
# Growth Mindset: Review and Conclusion

# CHAPTER 8

# GROWTH MINDSET: REVIEW AND CONCLUSION

**Objectives:** After completing this chapter, learners will be able to

1. apply the learned vocabulary from the reading to form sentences that express their thoughts about growth mindset principles and demonstrate reflective and critical thinking in response to the text.
2. listen for details.
3. write complex sentences.
4. demonstrate their understanding of a growth mindset and their ability to apply it in handling different situations.

**Growth mindset is a powerful psychological tool for success.**

**Discuss the following questions.**

A. Do you agree that a growth mindset is a powerful psychological tool for success? Why?

B. Now, do you consider yourself to be growth-minded or fixed-minded? Explain why.

C. Based on your knowledge of growth mindset, do you believe you can change your mindset from a fixed mindset to a growth mindset once it emerges? Explain with an example to show how.

D. According to your experience, what has been the most challenging aspect for you in achieving your goals?

**Read the following passage and recheck your answer to the above questions.**

**Growth mindset: A powerful psychological tool for success**

According to Dweck (2006), a growth mindset is the belief that our abilities can improve through practice, effort, and a positive attitude towards failure, challenges, obstacles, and constructive criticism. It also involves using others' success as inspiration to pursue our own goals. By considering these factors as crucial components for achieving success, our focus becomes unwavering. To achieve this, we must engage our minds. Once we set our goals, we must diligently work towards them in every possible way. Along the way, we will inevitably face obstacles and challenges, and we may even experience failure at times. However, regardless of setbacks, we must persist and adapt our strategies. Seeking constructive criticism from those more capable than us can provide valuable guidance and support. Finding others who have achieved similar goals can also inspire us to keep moving forward. Through this unwavering effort, improvement and success are assured. For these reasons, a growth mindset could be considered as a powerful tool for success. It depends on how each person can apply the tool.

## Reading

**Read the playscript and do the activities below.**

## Growth mindset: A powerful psychological tool for success

**Liza**: Hi Laura, Nathacha, Math. You all look very happy today.

**Bella**: Yes, I've never seen you look this happy before.

**Laura**: Yes, we've never been this happy. When we listened to Liza talk about the sweet **challenge**, celebrating **failure** or fruitful effort, we didn't fully understand it. However, we've seen how you put your words into practice. That always boosts our **inspiration** little by little.

**Nathacha**: We want to be successful like you, so we've been trying to work hard and look at things in a positive way like you. It really works! We managed to finish our big project, which seemed impossible before.

**Matt**: Yes, we've seen a lot of improvement since we started following what you have shown us. It makes us realize that our **intelligence** can really improve.

**Liza**: Oh, I'm really glad to hear that.

**Bella**: Personally, I used to feel **threatened** by others' success, and **criticism** was really scary for me. However, I've learned that both are very useful for learning and improving myself.

**Laura**: We have seen how you have tried to overcome your **obstacles** and how you respond to **setbacks**, which ultimately lead to better achievements. It is really inspiring for us.

**Liza**: It really takes time to practice developing a growth mindset. However, I have found that it really works for me. The more I embrace a growth mindset, the more I see my improvement.

**Natacha**: That is true. We have found that having a growth mindset boosts our learning motivation. Once we believe that our intelligence can improve through hard work and endless **effort**, we are motivated to welcome challenges and overcome obstacles.

**Matt**: Yes, we are not discouraged from trying again with better **strategies** because we know we can eventually achieve our goal if we don't give up.

**Bella**: Our fixed mindset can occasionally emerge when we encounter challenges or failures. However, with the principles of a growth mindset in mind, we know how to replace our fixed mindset with a growth mindset.

**Liza**: Yes. Don't you think having a growth mindset makes our learning journey more exciting?

**Natacha**: I have become more active and hopeful.

**Laura**: Many people might say a growth mindset is not everything, but I have found that it has helped me improve myself a lot.

**Liza**: Yes. It might not be everything, but it's worth having.

## Vocabulary

**A. Look at the underlined words in the reading part. Guess the meaning based on the contexts given. Then, match the words with their meanings.**

| | |
|---|---|
| 1. ____ intelligence | a. comments which offer specific guidance for improvement |
| 2. ____ challenge | b. being unsuccessful in achieving a set goal |
| 3. ____ obstacle | c. a task or event that requires effort and skill to overcome |
| 4. ____ criticism | d. the ability to acquire and apply knowledge and skills |
| 5. ____ failure | e. a feeling that stimulate someone to do something |
| 6. ____ inspiration | f. something that block one's path to mastery |
| 7. ____ effort | g. the feeling of being harmed |
| 8. ____ setback | h. an attempt to do something |
| 9. ____ threaten | i. a plan of action for achieving a goal |
| 10. ____ strategies | j. a problem encountered through an attempt to achieve a set goal |

**B. Use the eight words above to form sentences about what you have learned from the play.**

**Example.**

1. Based on growth mindset's principles, our **intelligence** is changeable through practice.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

**C. Read the play again and answer the following questions**

1. What is the "sweet challenge" that Liza talks about, and how has it affected Bella, Laura, Nathacha, and Matt?

_____

_____

2. How has Liza's example influenced Bella's perspective on success and criticism?

_____

_____

3. According to Laura, how has observing Liza's approach to overcoming obstacles impacted her own achievements?

_____

_____

4. What does Natacha suggest about the relationship between a growth mindset and learning motivation?

_____

_____

5. How does Matt describe the difference in her approach to challenges since adopting a growth mindset?

_____

_____

6. When does Bella admit to occasionally experiencing a fixed mindset, and how does she counteract it?

_____

_____

7. How does Liza describe the impact of embracing a growth mindset on her personal improvement?

_____

_____

8. Do you agree with Liza that growth mindset might not be everything, but it’s worth having? Explain why?

_____

_____

## Listening & Speaking

**A. Scan the QR code below to listen to Liza's reflection of her understanding of a growth mindset and answer the questions.**

1. According to Liza's reflection, what does she learn about intelligence?

_____

2. What are the three main factors that Liza perceives as obstacles to success?

_____

3. Why does Liza believe those three factors enhance her ability?

_____

4. Based on Liza's reflection, what does she consider the key to success?

_____

5. What does Liza do when her efforts do not pay off?

_____

6. What does Liza think about constructive criticism?

_____

7. Which factor does Liza view as a guiding light towards her goals?

_____

## Grammar Focus

**Complex sentence**

**A complex sentence** contains **one independent clause** and one (or more) dependent clause. It is like a mother with one or more children depending on her. In a complex sentence, the more important idea is expressed in the independent clause which can stand alone as a complete sentence.

| ***Dependent clause*** | **Independent clause** |
|---|---|
| *Although we encounter many obstacles,* | we must not give up |
| *When we can overcome obstacles,* | we become stronger. |
| Liza, who has a growth mindset, | has become a very successful student. |
| *If we fail,* | we just do it again with better strategies. |

Dependent clauses or subordinate clauses are those that do not express a complete thought and cannot stand alone. They can be divided into three kinds of clauses as follows:

1) An adjective clause is a subordinate clause that, like an adjective, modifies a noun or a pronoun. An adjective clause begins with a subordinator like "who, whom, whose, which, that, where, and why".

**Example**: Liza *who has a growth mindset* has become a very successful student.

2) An adverb clause is a subordinate clause that, like an adverb, modifies a verb, an adjective, or an adverb. The typical function of adverb clause is telling how, when, where, why, to what extent, or under what conditions the action is performed. It may begin with a subordinator like when, after, if, although, because, since, as, while, unless, or as though

**Example**: When we can overcome obstacles, we become stronger.

3) A noun clause is a subordinate clause used as a noun in a sentence, that is, as a subject, an object or a complement. A noun clause may begin with a subordinator like that, what, whatever, who, which, whoever, whichever, where.

**Example:** What can predict our success is our mindset.

## Grammar Practice

**A. In the following complex sentences, draw one line under independent clauses.**

1. Although making mistakes makes me feel bad sometimes, I prefer to make mistakes rather than do nothing.
2. While fixed-mindset persons focus on proving their intelligence, growth-mindset persons concentrate on learning and improving themselves,
3. The big lesson I have learned is the benefit of failures.
4. When I fail, I revise my strategies.
5. Because making mistakes is a normal part of learning, we should not be afraid of it.
6. Students who believe in the improvability of intelligence do not give up in the face of challenges.
7. If we want to be successful, we must constantly put effort into our practice.
8. After I learned about a growth mindset, I become more motivated to improve my skills.
9. What we should do in the face of challenges is to work harder.
10. We must firmly focus on our goal until we reach it.

**B. Use subordinators to join the following sentences to make complex sentences.**

1. You want to be successful. You must work hard.

_____

2. We encounter failures. We have to try new strategies.

_____

3. I have learned that my intelligence is changeable. I have become more motivated to learn.

_____

4. I dare to make mistakes. I want to learn and improve myself.

_____

5. Constructive criticism is very useful. I always use it for my self-improvement.

_____

**C. Complete the following sentences by adding an independent clause to form a complex sentence.**

1. If we are not successful on the first attempt, _____ .
2. Since effort is the key for our success, _____ .
3. As our intelligence can be improved, _____ .
4. Although it hurts to encounter failure, _____ .
5. A person who never gives up _____ .

## Writing

**A. Based on what you have learned about a growth mindset, write a short paragraph how you can apply the growth mindset to your self-improvement. Use a variety of sentence types, including simple, compound, and complex sentences.**

_____

_____

_____

_____

_____

_____

## Grow Your Mindset

**A. Make lists of your perception of intelligence, effort, challenge, failure, the success of others and criticism <u>before</u> learning about a growth mindset.**

Intelligence:_____

_____

Effort: _____

_____

Challenge: _____

_____

Failure: _____

_____

The success of other: _____

_____

Constructive criticism: _____

_____

**B. Make lists of your perception of intelligence, effort, challenge, failure, the success of others and criticism <u>after</u> learning about a growth mindset.**

Intelligence:_____

_____

Effort: _____

_____

Challenge: _____

_____

Failure: _____

_____

The success of other: _____

_____

Constructive criticism: _____

_____

## Communicative Tasks

**A. In pairs, one person should assume the role of someone with a fixed mindset, while the other takes on the role of someone with a growth mindset. Then, discuss how each mindset would respond to the following situation under the given topics.**

**1. Topic: Intelligence**

Situation: You have been trying to complete your assigned task for a long time. It seems very difficult for you.

**A fix mindset person**: I might not be intelligent enough. If I were intelligent, I should be able to easily complete this task.

**A growth mindset person**:_____

_____

**2. Topic: Challenge**

Situation: A teacher assigns you to participate in an English speech competition. It is your first time, so you are very worried about it.

**A fix mindset person**: _____

_____

**A growth mindset person**:_____

_____

**3. Topic: Failure**

Situation: You participated in an English speech competition for the first time. You prepared very well and you were confident in your English competency. However, you lost the competition and were very disappointed.

**A fix mindset person**: _____

_____

**A growth mindset person**:_____

_____

**4. Topic: Effort**

Situation: You have failed the exit English test several times. You feel that you tried hard to prepare yourself in order to pass the exam, but you still failed.

**A fix mindset person:** _____

_____

**A growth mindset person**:_____

_____

**5. Topic: The success of others**

Situation: You have failed the exit exam many times. Your close friends passed on the first attempt, even though their English competency is not different from yours.

**A fix mindset person:** _____

_____

**A growth mindset person**:_____

_____

**6. Topic: Criticism**

Situation: After you lost the English speech competition, your teacher gave you feedback on what you did not do well enough and the reasons for your loss.

**A fix mindset person:** _____

_____

**A growth mindset person**:_____

_____

## Self-Reflection

**A. Based on the concepts of mindset discussed in chapters 1 through 7, do you think you exhibit a growth mindset, a fixed mindset, or a combination of both? Explain your answer?**

_____

_____

_____

_____

**B. Use the vocabulary you have learned from the reading part to complete the passage below based on the knowledge you have gained from chapters 1 through 7.**

From chapters 1 through 7, I have learned that a growth mindset is a crucial factor in predicting our success. This mindset is reflected in our belief that_____ is an improvable trait and in our positive responses to _____and _____, viewing them as opportunities for growth. According to the growth mindset perspective, _____ and _____may be painful but are worth facing, as they remind us to revise our _____ and invest more _____ _____is seen as useful, and the success of others does not_____us; instead, it serves as _____for self-improvement.

**Growth mindset is a powerful psychological tool for success.**

With the fact that intelligence is changeable, we realize the way.

Embracing challenge that comes to play.

Welcoming obstacles we face each day.

Celebrating failure as a step to progress, not to run away.

Inspired by the success of others is a lesson to replay

Growing through criticism is another way.

Effort is the key for successes, we have to say.

With all these things we repay, success will be in our way.

# Answer Key

## Chapter 1: Redefining intelligence

### Vocabulary

**A.**

1. h 2. g 3. f 4. c 5. d 6. c 7. b 8. A

**B.**

2. Being **successful** doesn't depend on how fast you learn, but on how persistent you are.
3. We should **redefine** intelligence as something that grows through effort and experience.
4. Many psychologists **confirm** that intelligence can increase through learning and practice.
5. Being a slow learner does not mean we are not **intelligent**.
6. Intelligence is not an **inborn** quality, so we can improve it.
7. We can **develop** our intelligence.
8. Through **practice**, we can develop our intelligence.

**C.**

1. There are five characters in the play.

**The answers to questions 2-5 may vary. Sample answers are provided as follows:**

2. **Sample answer**: **Liza** is a person with a growth mindset. She does not believe that intelligence is an inborn trait; instead, she strongly believes that she can improve her intelligence through practice. **Natacha and Laura** feel hopeless at the beginning because they think they are stupid. They are not confident about their ability. However, they are open-minded, which allows them to be inspired by Liza's belief that intelligence can be developed. **Bella and Math** are thoughtful individuals. They question what others believe and do not easily jump to conclusions.

3. **Sample answer**: I think I am a combination of all the characters, depending on the situation. Sometimes, I am like Liza, believing that my abilities can improve with effort and practice. However, in certain situations, I doubt myself and am not sure whether my intelligence can really change.

4. **Sample answer:** I like Liza because she is a very inspiring character. She encourages us to reconsider our beliefs about the nature of intelligence.

5. **Sample answer:** From this play, I have learned the correct belief about intelligence. Believing that intelligence can be improved gives us a path forward, instead of leaving us feeling hopeless with the fixed mindset that intelligence cannot change.

## Listening & Speaking

**A.**

| **Answers** | **Explanations** |
|---|---|
| 1. F | In fact, Smart thinks he is not intelligent because he cannot finish an assigned task. In fact, it is his belief which reflects his fixed mindset. |
| 2. F | Smart completed high school and got into university. These are real accomplishments, so the statement is not true. |
| 3. T | Smart says "intelligent people learn things quickly. They understand everything easily." This statement clearly reflects his thought. |
| 4. F | The teacher does not think Smart is not intelligent. In fact, she tries to show him that he is intelligent by pointing out his past successes. |
| 5. F | The teacher does not think the task is too difficult for Smart. It is Smart's perception of intelligence that seems to be the problem. So, she wants him to have a correct understanding of what intelligence means. That's why she assigns him a new task. |

**B.**

| | | | |
|---|---|---|---|
| Intelligent | successful | achieve | confirm |
| practice | developed | inborn | redefine |

**C.** The answer may vary.

**Sample answer:**

Smart thinks intelligence is an inborn trait, so it is fixed. He believes that if he can do things quickly and easily without any effort, it means he is intelligent.

I think intelligence can be improved through hard work. If I cannot do something at the beginning, it doesn't mean I am not intelligent. I just need to take time and keep trying.

## Grammar Focus

**A.**

| **Answers** | **Explanations** |
|---|---|
| 1. F | It is a fragment because it lacks a verb. To form a complete sentence, verb to be must be added. A complete sentence is 'Intelligence **is** the ability to think and give reasons.' |
| 2. F | It is a fragment because there is no subject. A complete sentence is '**Intelligence** also means the capacity to learn and understand things.' |
| 3. F | It is a fragment because there is no verb and it is unclear what is a subject. A complete sentence is '**Intelligence is** something changeable and developable.' |
| 4. S | It is a complete sentence. **It** is a subject and **means** is a verb. |
| 5. F | It is a fragment because there is no main clause to convey a complete meaning. A possible complete sentence is: '**I cannot complete the assigned task** because I do not have sufficient knowledge yet. |

**B.**

| **Answers** | **Explanations** |
|---|---|
| 1. NV | There's a subject ("I"), but no verb. A complete sentence can be 'I **gain** more knowledge' |
| 2. NSV | There is a phrase with no subject and verb. A complete sentence can be '**No one was born** with a fixed amount of intelligence.' |
| 3. NMC | It's a dependent clause. It needs a main clause to complete the thought. For example: If I could not do something, **I would gain more knowledge about it**. |
| 4. NMC | It's a dependent clause. It needs a main clause to complete the thought. For example: Because I am not intelligent enough yet, I try to improve my intelligence. |
| 5. NSV | As there is no verb, it is unclear what a subject is. A complete sentence is Intelligence is changeable and developable. |

**C. Answers may vary.**

**Sample answers are as follows:**

1. I **gain** more knowledge.
2. **I can become successful** with enough effort.
3. If I cannot do something **successfully, I try again.**

4. Because I haven't tried hard enough, **I cannot be successful.**

5. Intelligence **is** changeable and developable.

**D.**

| **Answers** | **Explanations** |
|---|---|
| 1. carefully | This sentence needs an adverb to modify the verb (think). Carefully is an adverb, so it correctly describes how we should think. Careful is an adjective, so it cannot be used to describe a verb. |
| 2. successful/continuously | The first part of the sentence needs an adjective (successful) to describe the subject (we). The second part needs an adverb (continuously) to modify the verb (improve). |
| 3. really | This sentence needs an adverb (really) to modify the verb (works). Real is an adjective, so it cannot be used to describe a verb. |
| 4. gradually | This sentence needs an adverb (gradually) to modify the verb (changed). Gradual is an adjective, so it cannot be used to describe a verb. |
| 5. clear/actual/effectively | Clear is an adjective used to modify the noun (understanding). Actual is also an adjective used to modify the noun (ability). Effectively is an adverb used to describe the verb (apply) in the sentence. |

**E. The answers can vary. Sample answers are as follows:**

| | |
|---|---|
| 1. **Difficult** tasks/ **effectively** promote | Difficult tasks effectively promote *intelligence*. |
| 2. **Good** books/ **truly** give | Good books truly give *us knowledge*. |
| 3. **Critical** thinking/ **really** provide | Critical thinking really provides *clear understanding*. |
| 4. **Useful** knowledge/ **certainly** help | Useful knowledge certainly helps *us improve*. |
| 5. **Productive** behaviours/ **well** support | Productive behaviours well support *our growth*. |

## Writing

**A. Smart's first draft can be edited as follow:**

Intelligence **is** the ability to think and give reasons. **Intelligence is** the ability to solve problems. **It** also means the ability to learn and understand things. **Intelligence is** something changeable. It means everyone **can become** more intelligent through hard work or practice. If something is difficult for us, it does not mean we are not intelligent enough. It means we have to learn more and practice more. **Now, I realize that I cannot do the task because I do not have enough knowledge yet.** I **need** more knowledge. It is not because I am not intelligent enough. **I have just found that my understanding of the notion of intelligence was wrong**. Actually, my intelligence can be improved through my hard work. I can always improve my intelligence.

**B. The answers may vary.**

**Sample answers**

Intelligence is the ability to think **clearly** and give **logical** reasons. Intelligence is the ability to solve **difficult** problems. It also means the ability to learn and understand **complex** things. Intelligence is something changeable. It means everyone can become more intelligent through hard work or practice. If something is difficult for us, it does not mean we are not intelligent enough. It means we have to learn more and practice more. Now, I realize that I cannot do the task because I do not have enough knowledge yet. I need more knowledge. It is not because I am not intelligent enough. I have just found that my understanding of the notion of intelligence was **completely** wrong. Actually, my intelligence can be **gradually** improved through my hard work. I can always improve my intelligence.

## Grow Your Mindset

**A. The answers may vary.**

**Sample answers are as follows:**

1. **Your fixed mindset**: I am intelligent if I can do thing easily. If I am intelligent, I do not have to try because everything will be easy for me. If I have to try, it means I am not intelligent enough.

**Your growth mindset**: My intelligence can be developed through effort. I cannot do a difficult task now because I haven't learned enough yet — not because I'm not intelligent. If I

spend more time and keep learning, I will be able to do it. That's what truly intelligent people do.

2. **Your fixed mindset**: I won't apply because I have no chance of winning. My classmates are smart. The vocabulary is very easy for them, but not for me. I would still lose even if I tried. Getting the vocabulary list in advance won't help me because no matter how hard I practice, I can't beat them.
**Your growth mindset**: My classmates might seem smart, but that doesn't mean I can't do well too. If I use the vocabulary list and spend time learning and reviewing, I can build my skills and improve. This competition is a great chance to expand my vocabulary. I might not win, but I'll learn a lot of new words.

3. **Your fixed mindset**: I'm not good at giving presentations. Some people are just naturally talented at it, but I'm not. I wasn't born for this. The groups that got better results were probably just lucky.
**Your growth mindset**: I think I can improve my presentation skills if I practice enough. I've seen classmates who used to do poorly do better this time. If I change the way I prepare and practice more effectively, I might start to improve too.

## Communicative Tasks

**A. The answers may vary. Sample answers are as follows:**

1. Smart changed because he understands the notion of intelligence better. He realized that when assignments become more difficult, he just has to take his time and not worry about whether he is faster or slower than others.

2. In the past, Smart believed intelligence was fixed. He thought if he struggled or took a long time, it meant he was not smart enough.

3. Now, Smart believes intelligence can be developed through effort, learning, and practice.

4. Old Smart felt hopeless and doubted his intelligence when facing challenges. New Smart is patient, motivated, and focuses on his own progress without comparing himself to others.

5. The change makes him more persistent. He doesn't give up when assignments are hard or when he gets bad grades. Instead, he uses these challenges as motivation to learn more and practice.

6. I think I am similar to both the old Smart and the new Smart depending on the situation. However, since I have learned about the correct notion of intelligence, I have learned how to replace the old Smart mindset with the new one.

7. No, because thinking intelligence is fixed makes you avoid challenges, give up easily, and feel discouraged, which limits learning and growth.

## Self-reflection

**A. The answers may vary. Sample answers are as follows:**

In the past, I thought intelligence was fixed. If I was born intelligent, I would be intelligent. If not, there was nothing I could do about it. When I couldn't do something, I believed it was because I wasn't intelligent enough.

Now, I believe intelligence is not fixed. It's an ability that can be improved through hard work and practice. If I can't do something successfully, it doesn't mean I'm not intelligent enough. I just need more time and practice to achieve it.

**B.**

Achieve, redefining, intelligence, inborn, developed, practice, successful, confirmed

# Chapter 2: Sweet Challenge

## Vocabulary

**A.**

1. a 2. g 3. h 4. e 5. f 6. b 7. c 8. d

**B.**

2. A **competition** helps us stretch our abilities and learn from both success and failure.
3. We should see the **contest** as an opportunity to learn and grow, not just to win.
4. When we **participate** in new experiences, we give ourselves the chance to improve.
5. Even if something is **demanding**, we can handle it by putting in effort and staying persistent.
6. With a growth mindset, we become **enthusiastic** about learning, even when it's hard.

7. We will not know our true **potential** until we face the real challenge.

8. Success **requires** hard work and time.

**C. The answer may vary. Sample answers are as follows:**

1. From the play, I think I am more like Bella. I'm afraid of doing something challenging. When it comes to competition, I tend to focus on winning rather than on what I can learn or the experience I might gain from it.

2. From this play, I've learned that challenges are not something we should be afraid of. In fact, they are something we should face in order to discover our potential. We might realize that our true potential goes beyond our expectations. We may be able to do more than we ever thought we could.

## Listening & Speaking

**A.**

1. b

2. a

**B.**

1. Challenge makes the success more worthwhile and meaningful.

2. As seeing the sunrise on the top of the mountain gives them the feeling of achievement.

3. It is a challenge which makes our success sweet.

**C. Sample answer**

When I was in high school, I dreamed of studying at one of the top five universities in Thailand. However, at that time, it felt very difficult to achieve because I wasn't very good at school. Since I had already set my goal, I studied hard and tried every possible way to improve my knowledge. Finally, I was able to enter one of the top five universities, just as I had dreamed. From this experience, I learned that challenges exist for us to overcome, not to make us give up.

## Grammar Focus

**A. The answers may vary. Sample answers are as follows:**

1. Intelligent people love to learn new things.

2. Challenges force us to stretch our potential.

3. Overcoming challenges can be difficult and painful.

4. No one can avoid challenges.

5. Everyone has the ability to succeed.

**B. The answers may vary. Sample answers are as follows:**

1. Challenges are important for our growth.
2. Overcoming challenges makes us more intelligent.
3. Success is everyone's goal.
4. Our full potential can be fulfilled through our effort.
5. Challenging tasks make us grow stronger.

**C. The answers may vary. Sample answers are as follows:**

1. Challenges make my success more worthwhile.
2. Being able to overcome challenges helps me grow.
3. Without challenges, I wouldn't know my true potential.
4. Challenges enhance my courage.
5. Overcoming challenges makes me feel smarter.

## Writing

**My quotes**

**B: The answers may vary. Sample answers are as follows:**

1. I see challenges as an important part of my personal growth.
2. Don't let any challenge stop you—let it help you learn and grow.
3. Overcoming challenges may be hard and painful, but behind the pain lies a reward.
4. When you try to overcome a challenge, whether you fail or succeed, you will never be the same.
5. Don't be afraid of challenges—be afraid of choosing to avoid them.

## Grow Your Mindset

**The answers may vary. Sample answers are as follows:**

**Pre-testing your mindset**

In such a situation, I might feel a bit nervous. Since I have no time to prepare, I could make many mistakes while speaking. The teacher and my classmates might not understand what I'm saying. However, I think I will just do my best.

**Post-testing your mindset**

What I wrote previously reflects both my fixed mindset and growth mindset. Being afraid of making mistakes shows a fixed mindset. Actually, I shouldn't worry about making mistakes because they are a part of learning. However, I chose to do it instead of avoiding it. This reflects my growth mindset.

## Communicative Tasks

**The answers may vary. Sample answers are as follows:**

1. Smart is reluctant to join the competition at first because he realizes his vocabulary skills are limited compared to his classmates. He doubts his ability to win and fears failure and criticism from his friends.

2. Smart might have realized that avoiding the competition would not help him grow. If he participates, it can be a valuable learning experience for him.

3. Yes, it is possible. Although his vocabulary skills are currently limited, he still has one month to prepare. If he works hard, uses effective study strategies, and stays motivated, he could improve enough to compete strongly.

4. Yes, I would join the competition. Even if I don't win, I can improve my vocabulary and gain good experience.

5. Yes, I would encourage him. It's a good opportunity to learn and grow. Success doesn't always mean winning—it can also mean learning and improving.

6. Smart should make a study plan, review the vocabulary lists daily, and find learning strategies that work best for him.

7. I would tell him that losing doesn't mean failure. I would remind him to reflect on the improvement he has made, especially in his vocabulary knowledge.

## Self-reflection

**A. Sample answers**

In the past, I avoided challenges because I was afraid of failure and its negative consequences, such as criticism from others. Now, I try to look at challenges from a new perspective, seeing them as opportunities to learn and grow.

**B.**

| | | | |
|---|---|---|---|
| challenge | potential | enthusiastic | participate |
| competition | contest | require | demanding |

## Chapter 3: Welcoming obstacles

### Vocabulary

**A.**

1. a 2. b 3. c 4. d 5. e 6. f 7. g 8. h

**B.**

2. If the task is **complicated**, we simply invest more time to figure it out.
3. If we have **limited** knowledge about something, we simply learn more about it.
4. An **obstacle** is a trigger that motivates us to try harder.
5. We should **welcome** obstacles because they are a crucial part of our improvement.
6. **Overcoming** obstacles helps us grow.
7. If we are **passionate** about our goal, we will not be afraid of any obstacles.
8. We need to apply different **strategies** in order to overcome obstacles.

**C. The answer may vary. Sample answers are as follows:**

1. From the play, I learned that obstacles should be welcomed rather than avoided, because finding ways to overcome them helps us grow.
2. Liza tries different strategies to overcome obstacles, while others give up when they face them.
3. Liza has a strong growth mindset. She sees obstacles as opportunities to enhance her learning and support her growth.

### Listening & Speaking

**A.**

| **Answers** | **Explanations** |
|---|---|
| 1. T | At the beginning, Smart says his life is full of obstacles. |
| 2. F | Smart doesn't say he dislikes obstacles in general. He just feels discouraged at first. |
| 3. T | As the Mirror says, obstacles look big at first glance, meaning they become easier once we start working on them with effective strategies. |

4. T The Mirror says that if we work on obstacles bit by bit, they will no longer seem so big.

5. F Smart does not give up. After thinking carefully, he becomes more motivated to overcome the obstacle and win the contest.

**B.**

| | | | |
|---|---|---|---|
| Obstacles | invest | demanding | encounter |
| strategies | content | welcome | improvement |

**C. Sample answer**

I think the obstacles Smart is encountering are not that big. He just needs to take his time. If I were Smart, I would follow the mirror's advice. I would plan my study time and decide which vocabulary to learn each time. I would also find vocabulary learning strategies that work for me.

## Grammar Focus

**A.**

| | | | | |
|---|---|---|---|---|
| 1. can | 2. may/can/will | 3. should/must | 4. don't | 5. must/should |
| 6. have | 7. will/may | 8. can | 9. don't | 10. have |
| 11. will | 12. are | | | |

**B.**

| | | | | |
|---|---|---|---|---|
| 1. can't, don't | 2. don't | 3. isn't | 4. must not | 5. should |
| 6. don't, don't | 7. might not | 8. can't | | |

**C.**

| | | | | | |
|---|---|---|---|---|---|
| 1. should | 2. Is | 3. Can | 4. do | 5. Do/Will | 6. should |
| 7. should | | | | | |

## Writing

**A. Answers may vary. Sample answers are as follows:**

1. An obstacle is not something we should avoid, but something we should find ways to overcome.
2. Obstacles help us learn and improve ourselves.
3. Obstacles help us realize that our potential is unlimited.
4. It's not obstacles that obstruct our success; it's our responses to them.
5. Obstacles are an unavoidable part of our learning process.

**B. Answer may vary. Sample answers are as follows:**

**Your friend**: I feel I should not study in English major. All subjects seem too difficult for me.

**You**: Learning at university is more difficult than learning at school, and it's normal to feel that way. At the beginning, it might seem very challenging, but once we become familiar with the university learning system, we'll find that it's not as difficult as it first seemed.

**Your friend**: All assignments and tests are a lot more difficult than when I was in high school.

**You**: We are now learning at a higher level, so we need to handle more difficult tasks. That's how we improve our knowledge and skills.

**Your friend**: I am really afraid that I can't graduate from this major.

**You**: I think everyone is afraid of that—so am I. However, I believe that if we keep learning and improving, we can eventually graduate.

**Your friend**: When I was in high school, I felt I was good at English. Now, I feel I am not good at it at all.

**You**: That doesn't mean you're not good—it just means the level has increased, and you're now being challenged to improve more.

**Your friend**: I think I should change my major.

**You**: I don't think that's a good idea. You should not easily give up. We are here to learn and improve, and handling difficult tasks or content helps us stretch our potential and grow.

## Grow Your Mindset

**The answers may vary. Sample answers are as follows:**

**Pre-testing your mindset**

At the beginning, I might feel discouraged because this is a subject I have previously done well in, which may cause me to question my ability. However, since it is my favorite subject, I would try to spend more time working on the assignment. If I still cannot complete it, I might consider giving up, as I may believe that encountering obstacles means I am not truly good at the subject.

**Post-testing your mindset**

At the beginning, I might feel discouraged because this is a subject I have previously done well in. However, I would take more time on the task to find ways to complete it. I believe that something may look difficult at first glance because I am not yet familiar with it. When I spend time thinking it through, I will be able to find a way to manage it.

## Communicative Tasks

**The answers may vary. Sample answers are as follows:**

1. Smart faces several obstacles. All 100 words are new to him, and he forgets some of them easily. He also has little time to study because of other assignments. In addition, the upcoming competition makes him feel pressured and doubt his ability.
2. If I were Smart, I would make a clear study plan, review previously learned words regularly, and use effective strategies to improve my learning, even when time is limited.
3. I would divide the 100 words into smaller groups and study them step by step. I would review previously learned words every day to avoid forgetting them. I would try to connect the words to my daily routine so that I could review them more often.
4. I would encourage Smart to continue. Even if he cannot learn all 100 words perfectly, the effort he makes will help him improve his vocabulary and learning skills. Giving up would mean losing the opportunity to learn and gain experience.
5. Smart probably decides to continue because he realizes that effort and persistence are important for improvement. He understands that challenges and mistakes are part of learning and that continuing will help him grow, even if he does not win the competition.

## Self-reflection

**A. Answers may vary. Sample answers are as follows:**

**In the past**, I thought that obstacles were bad things that made my life more difficult. I preferred easy tasks so that I did not have to struggle to complete them. **Now**, I realize that doing only easy tasks cannot help me develop my potential. It is when I work on difficult tasks and struggle to overcome obstacles that I feel I become a more capable person.

**B.**

| | | | |
|---|---|---|---|
| obstacle | welcome | overcome | limited |
| complicated | passionate | strategies | give up |

## Chapter 4: Celebrating Failure

### Vocabulary

**A.**

1. d 2. g 3. h 4. a 5. e 6. b 7. c 8. f

**B.**

2. Although we are afraid of losing, we should not **withdraw**.
3. **Celebrating** failure is like celebrating our future success.
4. **Failure** should be celebrated because it reflects our bravery to take action.
5. We should always **remind** ourselves that failure is not a bad thing.
6. We can make **progress** through our failures.
7. We should not feel **ashamed** when we fail, because failure is a normal part of learning.
8. It's **worth** trying something, even if we might fail.

**C. The answers may vary. Sample answers are as follows:**

1. No, I don't think she is crazy. As she said, failure is not a bad thing. We learn and improve through failure.
2. Yes, I have. At first, I felt sad and disappointed. However, I tried to find the reason for my failure and then tried again with different strategies.
3. I have learned that failure may make me feel bad when I encounter it. However, I can learn to improve myself through failure.

### Listening & Speaking

**A.**

1. He loses in the vocabulary competition.
2. We can be proud of our bravery in attempting something challenging, the experience, and the progress we have gained.
3. It reminds us to work harder and recheck our strategies.

**B.**

| | | | |
|---|---|---|---|
| failed | withdrawn | ashamed | celebrated |
| progress | worth | failure | reminds |

## Grammar Focus

**A.**

| | | | | |
|---|---|---|---|---|
| 1. is | 2. encounters | 3. know | 4. gain | 5. does |

**B.**

| | | | | |
|---|---|---|---|---|
| 1. failed | 2. felt | 3. learned | 4. celebrates | 5. reminded |

**C.**

| | | | | |
|---|---|---|---|---|
| 1. are | 2. failed | 3. felt | 4. learn | 5. Gives |

## Writing

**A. The answers may vary. Sample answers are as follows:**

1. I didn't pass the entrance exam for my dream university.
2. I lost in some singing contests.
3. I failed an interview for my first job.

**B.**

1. I chose to study at the university I was admitted to because I was afraid of failing again.
2. I became discouraged and lost confidence in my singing skills.
3. I looked for similar jobs in other places.

**C.**

1. I will study harder and retake the entrance exam so that I can study at my dream university.
2. I will learn proper singing techniques and practice more before joining contests.
3. I will look for similar jobs in other places, and I will prepare myself as well as possible to make sure I do not fail again.

## Grow Your Mindset

**The answers may vary. Sample answers are as follows:**

**Pre-testing your mindset**

I feel disappointed and discouraged. I worked hard, but I still failed. Maybe I'm just not smart enough. Trying again might not help because I don't have the ability.

**Post-testing your mindset**

I feel disappointed, but I will not let this failure stop me. I will try new learning strategies and attempt the exam again. With more effort and practice, I believe I can succeed next time.

## Communicative Tasks

**The answers may vary. Sample answers are as follows:**

1. There could be many causes of his failure. For example, he kept using the same strategies even though he often forgot the vocabulary.
2. I would try different strategies and find out which ones work best for me.
3. I would encourage him to find the vocabulary learning strategies that work best for him and help him set a clear schedule to practice consistently.

## Self-reflection

**A. The answers may vary. Sample answers are as follows:**

**In the past**, I thought failure was a bad thing. I was afraid of it and believed it reflected my lack of ability. **Now**, I see failure as part of learning. Even though it is painful, it teaches me how to face challenges and improve.

**B.**

| | | | |
|---|---|---|---|
| failure | fail | celebrate | ashamed |
| reminds | progress | withdrawn | worth |

## Chapter 5: Growing through Criticism

## Vocabulary

**A.**

1. g 2. b 3. c 4. d 5. h 6. e 7. a 8. f

**B.**

2. **Constructive criticism** should be welcomed, as it is very useful for our growth.
3. We should not be **afraid** of constructive criticism if we want to improve ourselves.
4. High **expectations** require great effort.

5. **Negative** feedback cannot hurt me because it is about my work, not about me.

6. My teacher **judges** my work, not me, through her feedback.

7. Negative feedback should not be taken **personally**.

8. Being **independent** of the feeling of being judged will make us feel more comfortable with feedback.

**C.**

1. No, I am not. Constructive criticism is very useful for my improvement.

2. Certainly, I agree with her. When we receive constructive criticism, it shows us how to improve our performance. It is very useful.

3. I have learned to view the positive side of criticism and how to handle negative criticism. The best way to deal with it is not to take it personally and to practice becoming independent of the feeling of being judged.

## Listening & Speaking

**A.**

1. She thinks it is a good thing.

2. It's useful for self-improvement.

3. He feels bad. It makes him feel inadequate.

4. Don't take it personally.

**B.**

| | | | |
|---|---|---|---|
| feedback | negative | expectation | criticism |
| afraid | personally | inadequate | judged |

## Grammar Focus

**A.**

1. don't take 2. don't feel 3. didn't want 4. doesn't mean 5. don't get

**B.**

1. isn't 2. aren't 3. aren't 4. Isn't 5. Isn't

**C.**

1. don't 2. isn't 3. wasn't 4. don't 5. isn't

## Writing

**A. The answers may vary. Sample answers are as follows:**

1. I think criticism can be very helpful if it is constructive.
2. Criticism allows me to see my weaknesses and find ways to improve.
3. Criticism can hurt our feelings, but it can also help us overcome our weaknesses.
4. The best way to handle criticism is not to take it personally.
5. I see criticism as an opportunity to learn and become better.

**B. The answers may vary. Sample answers are as follows:**

I have received criticism many times. At first, I felt worried and hurt, but I tried to focus on the points I needed to improve. I always find criticism useful because it helps me grow both personally and academically.

## Grow Your Mindset

**The answers may vary. Sample answers are as follows:**

**Pre-testing your mindset**

From the situation, I think I will feel hurt and discouraged because I believe I did my best already. I may feel bad about myself and think that I am not good enough. I might become afraid of giving a presentation or even avoid doing it in the future. I feel that even though I tried my best, it was still not good enough. Since effort does not seem to help, I may think it is a waste of time.

**Post-testing your mindset**

From what I wrote previously, it clearly reflects my fixed mindset. By adopting a growth mindset, I may still feel hurt, but I will listen to the criticism carefully and use it to improve myself in the future. I will take the criticism as a guideline when preparing for my next presentation. This reflects how effort should be perceived: continuously trying in every possible way to improve.

## Communicative Tasks

**The answers may vary. Sample answers are as follows:**

1. He was very shocked and upset.
2. He was afraid that the criticism would make him feel really bad.
3. He remembered what Liza had told him about criticism.

4. He stayed calm and carefully read the comments.

5. His work was not as bad as he had thought. It could be improved.

6. The comments showed him ways to improve his report.

7. Constructive criticism helps us see the weaknesses in our work and learn how to improve it.

8. Based on Smart's experience, good ways to handle feedback are to stay calm when we see comments and, when we are ready, carefully read the comments, focusing on points we can improve.

## Self-reflection

**A. The answers may vary. Sample answers are as follows:**

**In the past**, I thought of criticism in a negative way. It usually diminished my confidence in my abilities and made me feel bad about myself. I felt upset and stressed when I received negative criticism. **Now**, I have become more aware of the positive side of criticism. Although it hurts my feelings at the beginning, I often gain many benefits from it. I can say that the criticism I have received has helped me grow to become a better person today.

**B.**

| | | | |
|---|---|---|---|
| constructive criticism | feedback | afraid | personally |
| judged | negative | independent | expectation |

## Chapter 6: Being inspired by the success of others

## Vocabulary

**A.**

1.g 2. d 3. a 4. h 5. c 6. b 7. f 8. e

**B.**

2. Others' success **motivates** me to try harder.

3. Others' success **reminds** me to focus more firmly on my goals.

4. Seeing someone work hard to achieve their goals really **inspires** me.

5. We should always **congratulate** others on their success.

6. With a growth mindset, we do not feel **threatened** by others' success.

7. Others' success should give us hope rather than make us feel **inadequate**.

8. Learning how others become successful can provide **guidance** for our own path to success.

**C.**

1. She is sad because she spoke about Liza in a negative way when she got a lower score than Liza.

2. Bella thinks her English is better than Liza's. When Liza gets a higher score than her, she loses confidence in her English. She feels threatened by Liza's success.

3. She realizes that it is better to learn from others' success than to feel threatened by it.

4. We can use others' success as motivation to improve ourselves, and we can learn from the ways they became successful as guidance for our own growth.

## Listening & Speaking

**A.**

1. The teacher wants to motivate students to work hard like Liza.

2. She admires Bella's English speaking.

3. She had been threatened by Liza's success, but Liza considers her as her inspiration.

4. Negative feeling about others' success does not help her improve.

5. He learns that he should congratulate others on their success.

**B.**

| | | | |
|---|---|---|---|
| reminds | inspiration | motivates | threatened |
| inadequate | guidance | inspires | congratulate |

## Grammar Focus

**A.**

1. Are 2. Do 3. Does 4. Does 5. Is

**B.**

1. Do you enjoy learning about the success stories of others?

2. Do you become more motivated when learning about the success stories of others?

3. Is learning about the success of others useful for your future improvement?

4. Can you apply lessons learned from the achievement of others for your own growth?

5. Are you happy when seeing someone achieves their goals?

**C.**

1. What 2. How 3. Why 4. Whose 5. Who

**D.**

1. What do you learn from success stories of other people?
2. How can other people's success inspire us?
3. When do you feel inspired?

## Writing

**A. The answers may vary. Sample answers are as follows:**

1. At first, I may feel quite discouraged, but I always admire their effort.
2. Sometimes their success makes me wonder whether I can become successful like them.
3. I always think they are great, and they must have worked harder than me.
4. I try to find out what they did before becoming successful in order to learn from them.
5. I remind myself that I can be successful like them if I invest enough effort.

## Grow Your Mindset

**The answers may vary. Sample answers are as follows:**

**Pre-testing your mindset**

Based on the situation, I think I would feel bad about myself. I might question my ability because, even though I tried very hard, I was still not successful. This would make me believe that I cannot improve my ability through effort. The judge is also really unfair. As a result, I might become discouraged and lose the motivation to put effort into anything in the future.

**Post-testing your mindset**

What I wrote previously reflected my fixed mindset. Putting myself in a growth mindset, I think I may feel bad at the beginning, but I would focus more on what my friend did to become successful so that I can learn from them. Although I tried hard, there might be some weaknesses in my project, and I believe I can improve it. I would see this experience as a lesson to learn and grow, and I would try again with new strategies and stronger effort in the future.

## Communicative Tasks

**The answers may vary. Sample answers are as follows:**

1. It reflects that Smart does not feel threatened by others' success.
2. We should not miss the opportunity to learn from others' success.
3. He will lose important opportunities to learn and improve himself.
4. He may think that he cannot do what his classmate did.
5. He would learn new strategies and realize how much effort his classmate invested.
6. I don't think it is a good idea because it makes us lose focus on our real goal of learning and improving.

## Self-reflection

**A. The answers may vary. Sample answers are as follows:**

**In the past**, I always felt threatened by the success of others because it made me feel inadequate. I often became discouraged and lost the motivation to achieve my own goals. **Now**, I see others' success as a source of inspiration. If someone has been able to achieve such a goal, it shows me that it is possible for me as well. This mindset makes me more motivated to invest greater effort in my own improvement.

**B.**

| | | | |
|---|---|---|---|
| inadequate | remind | congratulate | inspiration |
| motivation | guidance | inspired | threatened |

## Chapter 7: Fruitful Effort

## Vocabulary

**A.**

1. h 2. e 3. f 4. a 5. b 6. c 7. g 8. d

**B.**

2. **Effort** is the key to our success.
3. Through effort, we will achieve **fruitful** results.
4. Always **acknowledge** your effort, as it is one of the key factors in your success.

5. Once we have set our goal, we must stay **firmly** focused on it.

6. Don't let others' success threaten your **self-esteem.**

7. Effort is the path to **mastery**.

8. Many research studies have shown that a growth mindset is a strong **predictor** of success.

**C.**

1. As her friend said, Lisa works hard and tries every possible way to improve herself and reach her goals. She always stays focused on them. She is never afraid of failure or obstacles and adopts new strategies when facing them. She never gives up. She enjoys learning and welcomes criticism. She is always inspired, rather than threatened, by others' success.

2. She has become a successful student.

3. Based on the teacher's definition of a growth mindset, I would apply this mindset to my academic and personal goals by welcoming challenges and not being afraid to fail. I will remind myself that effort is the path to mastery, so I need to work hard and stay focused on my goals. I will also listen carefully to constructive criticism from teachers and peers and use it to improve my performance. Finally, I will find inspiration in the achievements of others and learn to replace my fixed mindset with a growth mindset whenever it emerges.

## Listening & Speaking

**A.**

| | | | |
|---|---|---|---|
| effort | fruitful | crucial | firmly |
| self-esteem | acknowledge | mastery | predictor |

**B.**

| | | | |
|---|---|---|---|
| I want to grow | difficulty to block me | anything to define me | |
| a mistake | challenges | failure | effort |
| predictor | a set of belief | a growth mindset | |

**C.**

1. She had enjoyed the fruitful results of her effort.

2. She focused on learning and improving herself, instead of proving her smartness.

3. We must focus on learning and improving. We must not let any difficulties block us. We learn from our mistakes and try to overcome challenges. If we encounter failure, we just try it again.

## Grammar Focus

**A.**

yet so therefore for or nor however moreover otherwise for

**B.**

1. Many people become successful, for they put effort into real practice.
2. Through effort, success is not guaranteed, but improvement is guaranteed.
3. Don't give up; otherwise, you will never achieve your goal.
4. It is normal to face failure, so just try again with new strategies.
5. Firmly focus on your goal and try in every possible way.

## Writing

**A. Answers may vary. Sample answers are as follows:**

1. I will always remember that my intelligence can be improved through hard work, **so** I will keep practicing to make progress.
2. I will focus on learning, **and** I will not waste time trying to prove that I am smart.
3. I will not be afraid of making mistakes, **for** they are a normal part of learning.
4. I will set clear goals, **and** I will stay firmly focused on them.
5. I will try every possible way to achieve my goals, **but** challenges and failures may occur along the way.

**B. Answers may vary. Sample answers are as follows:**

My English grammar used to be very poor, but I wanted to improve it. So, I practiced grammar through writing and reading every day. I wrote and asked ChatGPT to check my grammar, then learned from the comments. I also read English books daily to study sentence structures. Through my constant effort, I have achieved fruitful results. My grammar has improved, and this progress has strengthened my overall English ability.

## Grow Your Mindset

**Answers may vary. Sample answers are as follows:**

**Pre-testing your mindset**

If I have practiced my English for almost a year and still cannot feel any improvement, I may become discouraged and think that my effort is worthless. I might even begin to question my ability to succeed in an English program.

**Post-testing your mindset**

If I have practiced my English for almost a year and still cannot see any improvement, I will question my strategies rather than my ability. The strategies I previously used might not be effective enough. Therefore, I will try new approaches and continue practicing English until I achieve improvement.

## Communicative Tasks

**Answers may vary. Sample answers are as follows:**

1. I would encourage Smart to consistently put effort into practice. I would remind him that success is not achieved overnight, but every effort he invests will contribute to his improvement.
2. I would tell Smart that every effort brings some kind of return, even if it's not the one he expected. For example, he might not get the result right away, but he gains experience, new strategies, and valuable lessons that will help him in the future.
3. Of course, it is normal to feel pain when we fail. But as the saying goes, "no pain, no gain." What we learn from failure can help us improve and bring us closer to success.
4. According to a growth mindset, we should see failure as feedback that reminds us to try harder and to find new strategies to achieve our goals.
5. If I were Smart, I would tell myself that it's normal to feel reluctant sometimes, but I would not let that feeling stop me. I would remind myself to focus on small improvements instead of expecting big changes immediately, because the small improvements would gradually add up to significant progress.

## Self-reflection

**A.**

1. I strongly believe that effort is always worthwhile because whenever I try to do something, I learn and make some improvement which makes me feel that I am getting closer to my goal.

2. Yes, I sometimes feel reluctant to put effort into practice because I am afraid of failure. However, I remind myself to focus on learning and improving, rather than on the end result.

**B.**

| | | | |
|---|---|---|---|
| crucial | effort | fruitful | self-esteem |
| firmly | acknowledge | mastery | predictor |

## Chapter 8: Growth mindset: Review and Conclusion

### Vocabulary

**A.**

1. d 2. c 3. f 4. a 5. b 6. e 7. h 8. J 9. g 10. i

**B.**

2. A challenge is an opportunity to grow and learn something new.
3. Obstacles are meant to be overcome, not to make us give up.
4. Constructive criticism helps us improve and perform better next time.
5. Failure is a valuable part of the learning process.
6. We can view our friends' success as a source of inspiration.
7. Consistent effort leads to success.
8. We should respond to setbacks in a productive way.
9.Other people's achievements motivate me to keep improving myself.
10. When I fail, I try new strategies.

**C.**

1. Sweet challenge is the way we respond to challenge in a positive way to improve our ability. It boosts our inspiration little by little.
2. She is not threatened by others' success as she used to and she finds criticism helpful for learning and improving herself.
3. It inspires her to overcome obstacles and achieve her goals.
4. Natacha suggests that having a growth mindset increases learning motivation. In other words, if we believe that intelligence can improve through hard work and effort, we become more willing to face challenges and overcome obstacles.
5. Matt says that with a growth mindset, she is not discouraged by failure. Instead, she is willing to try again with better strategies because she believes she can eventually achieve her goal if she does not give up.

6. Bella admits that her fixed mindset sometimes appears when she faces challenges or failures. She responds to it by applying the principles of a growth mindset to replace her fixed mindset.

7. Liza says that practicing a growth mindset takes time, but the more she embraces it, the more she sees her own improvement.

8. Absolutely, I strongly agree with her because having a growth mindset is like having a psychological tool that enables us to handle all kinds of barriers to success.

## Listening & Speaking

**A.**

1. It can always improve through practice.
2. Challenges, difficulties, and failures
3. Encountering them forces her to stretch her potential
4. Effort
5. She rechecks strategies she has applied.
6. It is useful as she can apply it to improve her work.
7. Other's success

## Grammar Focus

**A.** 1. Although making mistakes makes me feel bad sometimes, I prefer to make mistakes rather than do nothing.

2. While fixed-mindset persons focus on proving their intelligence, growth-mindset persons concentrate on learning and improving themselves.

3. The big lesson I have learned is the benefit of failures.

4. When I fail, I revise my strategies.

5. Because making mistakes is a normal part of learning, we should not be afraid of it.

6. Students who believe in the improvability of intelligence do not give up in the face of challenges.

7. If we want to be successful, we must constantly put effort into our practice.

8. After I learned about a growth mindset, I become more motivated to improve my skills.

9. What we should do in the face of challenges is to work harder.

10. We must firmly focus on our goal until we reach it.

**B.**

1. If you want to be successful, you must work hard.
2. When we encounter failure, we have to try new strategies.
3. After I have learned that my intelligence is changeable, I have become more motivated to learn.
4. Because I want to learn and improve myself, I dare to make mistakes.
5. Since constructive criticism is very useful, I always use it for my self-improvement.

**C. Answers may vary. Sample answers are as follows:**

1. we just try again.
2. we must put it into practice.
3. we can become a better person.
4. it makes us grow stronger.
5. will finally become successful.

## Writing

**Answers may vary. Sample answers are as follows:**

With the belief that my intelligence can be improved through hard work and practice, I can apply this mindset to improve myself in many ways. I am always motivated to try harder to reach my goals, and I do not easily give up when challenges come. Failure and mistakes are a normal part of growth, so I use them as opportunities to invest more effort and try new strategies. Focusing on learning and development makes me more willing to embrace challenges because I know they help me stretch and improve. Learning about a growth mindset also helps me view criticism and the success of others as support for my own journey, rather than as a threat to my success.

## Grow Your Mindset

**A. Answers may vary. Sample answers are as follows:**

**Intelligence:** Before learning about a growth mindset, I was not sure whether my intelligence could be improved. I tended to think that intelligence was an inborn trait.

**Effort:** Sometimes, I was quite reluctant to put effort into practice because I was afraid that I might waste my time.

**Challenge:** I avoided challenging things because I was afraid of failure.

**Failure:** Failure was something I was really afraid of; it made me feel inadequate.

**The success of others:** I always compared myself with others; therefore, their success often made me feel bad about myself.

**Constructive criticism:** I usually took criticism personally, so I was hurt by it, which made me really unhappy to listen to criticism.

**B. Answers may vary. Sample answers are as follows:**

**Intelligence:** After learning about a growth mindset, I realized that my intelligence can truly improve. Comparing my past self with the present, I can see that I have improved a lot through hard work.

**Effort:** I am hardly ever reluctant to put effort into practice now. I have learned that if my effort does not pay off, I can change strategies and try again.

**Challenge:** I embrace challenges more, keeping in mind that they are like a springboard that helps me stretch and improve.

**Failure:** I have become less afraid of failure because I have learned that it serves as a reminder to try harder in different ways. It does not mean that I am inadequate.

**The success of others:** I avoid comparing myself with others. Instead, I focus more on learning and improving myself. I try to learn from others' success rather than seeing it as a threat.

**Constructive criticism:** I welcome constructive criticism more openly. Since I have learned not to take it personally, I focus on its constructive aspects and take advantage of such aspects to improve.

## Communicative Tasks

**Answers may vary. Sample answers are as follows:**

**1. Topic: Intelligence**

**Situation**: You have been trying to complete your assigned task for a long time. It seems very difficult for you.

**A fixed-minded person**: I might not be intelligent enough. If I were intelligent, I should be able to easily complete this task.

**A growth-minded person**: This task is very challenging. I need more time and effort to complete it.

2. **Topic: Challenge**

**Situation**: A teacher assigns you to participate in an English speech competition. It is your first time, so you are very worried.

**A fixed-minded person**: I am afraid I cannot do it. My English is not good enough to participate in such a challenging competition. I am afraid that I will lose.

**A growth-minded person**: This is a good opportunity. I should give it a try. It does not matter if I lose; at least I will gain experience to improve myself.

3. **Topic: Failure**

**Situation**: You participated in an English speech competition for the first time. You prepared very well and were confident in your English ability. However, you lost the competition and were very disappointed.

**A fixed-minded person**: I will never participate in the speech competition again. My English is not good enough. I will never win.

**A growth-minded person**: I wonder what or how I can improve so that I can do better next time.

4. **Topic: Effort**

**Situation**: You have failed the exit English test several times. You feel that you tried hard to prepare, but you still failed.

**A fixed-minded person**: I should stop trying. The English test is too hard for me. I can never pass.

**A growth-minded person**: Maybe the strategies I am using don't work. I should try other strategies when preparing for the test.

5. **Topic: The success of others**

Situation: You have failed the exit exam many times. Your close friends passed on the first attempt, even though their English ability is not different from yours.

**A fixed-minded person**: My friend is very lucky.

**A growth-minded person**: I should ask my friend to find out what she did to pass the exam.

6. **Topic: Criticism**

**Situation**: After you lost the English speech competition, your teacher gave you feedback on what you did not do well and the reasons for your loss.

**A fixed-minded person**: The teacher is blaming me. I will never participate in the competition again, so I don't need to listen to her feedback.

**A growth-minded person**: The teacher is giving me useful information to improve. I will carefully listen to her feedback so that I can learn how to improve myself.

## Self-reflection

**A. Answers may vary. Sample answers are as follows:**

Based on the concepts of mindset discussed in Chapters 1 through 7, I believe I have a combination of both a growth mindset and a fixed mindset. In some situations, I am willing to put effort into practice because I know it helps me achieve my goals, and I am not afraid of failing. However, in other situations—especially when trying something challenging for the first time—I feel afraid of failure because I don't want to feel inadequate. I sometimes catch myself focusing on proving my ability rather than on learning and improving.

**B.**

| | | | | |
|---|---|---|---|---|
| intelligence | challenges | obstacles | failure | setbacks |
| strategies | effort | criticism | threaten | inspiration |

# Tape Scripts

## Tape script 1 (Chapter 1)

**Smart**: Teacher, can I leave the room now?

**Teacher**: Have you finished the assigned task?

**Smart**: No, I can't do it. It's too difficult for me. I think I'm not intelligent enough to learn this subject. Actually, I think I'm not intelligent at all.

**Teacher**: Why do you think so?

**Smart**: I have never been successful in doing anything. I can never achieve any goals.

**Teacher**: Now, you are studying at university. Isn't that one of your goals?

**Smart**: Yes, it is.

**Teacher**: You finished high school. Doesn't that confirm your intelligence?

**Smart**: When I was in high school, I thought I was intelligent because I could pass all the subjects easily. I didn't have to practice much. Now, I think I'm not intelligent at all. Everything seems difficult for me. Can I just skip this task?

**Teacher**: You can, but I don't think you should. What does intelligence mean to you, Smart?

**Smart**: Intelligent people learn things fast. They understand everything easily. They can do everything successfully without trying hard. They were born intelligent.

**Teacher**: Don't you think intelligence can be developed? Do you think intelligence is only an inborn quality?

**Smart**: Sure, teacher. If you were born intelligent, you are intelligent. If you were born stupid, you are stupid.

**Teacher**: Look! I think you should redefine intelligence. Here is your new assignment: study the meaning of intelligence from different sources and write a clear description of intelligence in one paragraph.

## Tape script 2 (Chapter 2)

**Smart:** I hate challenges. They make me feel disheartened.

**Liza:** Don't you think challenges are sweet? Some people do, but some people don't. Many people say that challenges are sweet because they make success more worthwhile and meaningful. Have you ever wondered why people go a long way along difficult paths just to

watch the sunrise? Many people feel that the sunrise in front of their house is not as beautiful as the one they see from the top of a mountain, even though it is actually the same sun. Is the sun really more beautiful, or is it the viewers' feelings that make it seem more beautiful? Is it possible that the sunrise in front of your house seems less beautiful simply because you can see it easily by just opening your window?

However, to watch the sunrise from the top of a mountain, you have to overcome many challenges such as waking up very early, climbing in the dark, and walking along difficult and dangerous paths. Hence, when you finally reach the top and see the sunrise, you experience a sense of achievement that makes everything around you seem more beautiful. It cannot be denied that challenges are a crucial part of success. No great success can be achieved without overcoming great challenges, and it can be said that it is the challenge that makes success sweet.

## Tape script 3 (Chapter 3)

**Smart:** My life is full of obstacles. It's really tiring.
**Mirror:** So, you don't like obstacles, do you?
**Smart:** No, I don't. No one likes obstacles.
**Mirror:** No one likes them, but no one can avoid them.
**Smart:** Look at this long list of vocabulary I need to learn.
**Mirror:** Oh. It seems you have to invest a lot of time to learn them. How many days do you have?
**Smart:** 30 days.
**Mirror:** 30 days. How many words do you have to learn?
**Smart:** 100 words!
**Mirror:** Only 100 words in 30 days. You only need to learn 3–4 words a day. That's not so many.
**Smart:** Yeah, you're right. Learning only 3–4 words a day is not that demanding. I almost gave up when I saw the long list of vocabulary. I felt there were too many for me to learn.
**Mirror:** The obstacles we encounter always look big at first glance. When we start working on them bit by bit with effective strategies, we find that they're not that big.
**Smart:** I must win the vocabulary contest. Only 100 words a month is a piece of cake for me.

From now on, I will welcome all obstacles.

**Mirror:** You know what? Big obstacles will bring about big improvement.

## Tape script 4 (Chapter 4)

**Liza:** Hi, Smart. You look sad. What happened?

**Smart:** I failed the vocabulary competition. I tried very hard. I spent a lot of time on it, but I got nothing in return. I am really disappointed. I should have withdrawn from the competition.

**Liza:** I see. It hurts, doesn't it?

**Smart:** Yes. It really hurts. I feel ashamed. I feel I am not intelligent enough to study in this program.

**Liza:** Come on. It is not shameful to fail. I failed the speech competition as well, and I just celebrated my failure.

**Smart:** What? Celebrate failure?

**Liza:** Yes. Why not? When we fail, it does not mean we have nothing to be proud of. We can be proud of our bravery in attempting something challenging. We can be proud of the experience and progress we have gained. Don't you think you have learned a lot?

**Smart:** You are right. I have learned a lot of new vocabulary. I have learned new techniques to help me remember vocabulary better. Well, actually, it was worth investing time in it.

**Liza:** You see, failure is not a bad thing. It reminds you to work harder and recheck your strategies. There are many good things we learn from it that can help us improve for future success. That's why we should celebrate it.

**Smart:** Thank you, Liza. See you later.

**Liza:** Where are you going?

**Smart:** I'm going to celebrate failure.

## Tape script 5 (Chapter 5)

**Smart:** What are you doing, Liza?

**Liza:** I'm reading the feedback I've received from the teacher on my English assignment.

**Smart:** Oh, my God. You've received a lot of feedback.

**Liza:** It's good, isn't it?

**Smart:** Good? It looks tiring. I have never received such long feedback, especially such negative feedback.

**Liza:** That might be because you are a first-year student. Your assignment is not as complicated as mine. When you become a third-year student like me, your assignments will be more challenging because the lecturer's expectations for your work **are** higher.

**Smart:** You are right. Last month, I attended a third-year research presentation. After the presentation, they had to listen to constructive criticism from the committee in front of the audience. I'm really afraid of that.

**Liza:** I always find it very useful for self-improvement. Without constructive criticism, we don't know our weaknesses. In the past, I was afraid of it too, but I have learned from my experience how to handle it.

**Smart:** How do you handle it?

**Liza:** I don't take it personally. I always listen to the constructive criticism carefully and focus only on what I should do to improve my work. Criticism cannot hurt you if you are independent from the feeling of being judged.

**Smart:** I know it is useful, but I always feel bad when I receive criticism.

**Liza:** It is normal to feel bad, but we have to train ourselves not to take it personally.

**Smart:** Can't you do it automatically?

**Liza:** No, I can't. I need to practice. You can do it too if you practice.

**Smart:** Okay. I will try. Next time, I will focus only on the guidance for improvement when I receive criticism.

## Tape script 6 (Chapter 6)

**Smart:** Hi, Liza and Bella.

**Liza:** Oh, hi. Where have you been?

**Smart:** I just finished my class. The teacher talked about your excellent job on your assignment. She admired your effort. It reminds me to try harder in whatever I do.

**Liza:** Oh! Really? Bella is my inspiration. Whenever I hear her speaking English, I admire her, and it always motivates me to try harder.

**Bella:** You make me feel really ashamed that I had been threatened by your success.

**Liza:** Don't worry, Bella. I understand you. In the past, others' success made me feel inadequate. Then, I found out that such feelings didn't help me improve. I tried to change my

attitude. Now, others' success becomes very helpful guidance for me.

**Bella:** Your positive attitude really inspires me to change my outlook.

**Smart:** Yes, it also reminds me that we should congratulate others on their success. Doing so will help us overcome our fear of being threatened by the success of others.

**Liza:** That's right.

**Smart:** Oh! I forgot to congratulate you, Liza. Congratulations. I've got to go. Bye.

## Tape script 7 (Chapter 7)

**Smart:** Liza, I have learned from your friends and the teacher about your learning journey, and I find it very interesting. Could you share your experience with me?

**Liza:** Sure. What do you want to know?

**Smart:** Is the effort really fruitful?

**Liza:** Definitely! When I was a first-year student like you, my English was really poor. My crucial goal was to confidently state in job applications after graduation that my English skills were excellent. Hence, I firmly focused on my goal and tried in every possible way to achieve it. Now, my effort has been paying off.

**Smart:** I heard that you failed many times. Sometimes, you made mistakes and people laughed at you, but it seems that it didn't affect your self-esteem. Now, many people acknowledge your great improvement. How did you manage that?

**Liza:** I am here to learn, not to prove to anyone that I am smart. I focus on learning and improving myself. For me, failing and making mistakes are a normal part of learning and growing. They have led me to mastery.

**Smart:** The teacher said that you are an example of someone with a growth mindset. She also said that ***a*** growth mindset is a predictor of future success. What exactly is a growth mindset?

**Liza:** It's a belief that our intelligence can be improved through practice and hard work. If you have this belief, these are the principles you must always keep in mind:

> Yeah Yeah
> I have a dream, that's why I have come.
> I want to learn because I want to grow.
> I won't allow difficulty to block me. I won't allow anything to define me.
> If I make a mistake, I will learn from it. If I face challenges, I will overcome them. If I

encounter failure, I will try again, yeah, and I will try harder. Success is my goal; effort is the key. Oh baby, never give up; go for it, yeah.

**Smart:** Wow! That's why it is considered a predictor of success. Where did you learn such principles from?

**Liza:** It's Carol Dweck's theory. She studied what made people successful for more than a decade and found that those who were successful had a set of beliefs ***that*** she called a growth mindset. I learned about it when I was in my first year. I applied it, and it really works for me.

**Smart:** I will learn more about it and try to apply it as well. I want to become successful like you.

## Tape script 8 (Chapter 8)

I am Liza. Throughout my four years at university, I have gradually learned from firsthand experience how to become successful. I have found that my beliefs and my responses to the following seven factors have had a huge impact on my success. The first and most important factor that affects my success is my belief that my intelligence can always improve through practice. With this belief, I am always motivated to learn and try new things.

However, becoming successful in whatever we want to achieve is not easy. We cannot avoid encountering challenges, difficulties, and failures—three main factors that can block our success. The right reactions to these factors are very important. From my experience, although encountering these three crucial factors makes life hard and painful at times, it truly boosts my abilities. When I encounter them, I am forced to stretch my potential, which subsequently makes me a more capable person.

In order to succeed, effort is key. I need to put serious effort into my practice. Many times, my effort does not pay off. However, giving up is not the right solution. Instead, I recheck the strategies I've applied. If one strategy does not work, I try another one. Through this practice, I always experience progress and eventually achieve success.

In my efforts to reach my goals, I do not ignore any constructive criticism from my teachers or other more capable people. I have found this feedback to be very useful because it helps me improve my work. Last but not least, I use others' success as inspiration. I consider their success a guiding light toward my own goals. I have come to realize that what I have and what I do throughout my journey toward my goals is called a growth mindset—a mindset that everyone should have.

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