

Warm-up

First, write several feelings (*happy, angry, anxious, etc.*) on the board. Then, ask students to write their opposites in their notebooks individually. Tell students to compare the opposites they wrote in small groups and justify their answers. For example, if you write *anxious*, a student might write its antonym, *indifferent*, since anxious can mean excited to do something. Another student might choose the antonym *calm*, since anxious can also mean uneasy or uncomfortable. Finally, in the plenary, have some volunteers share their antonyms.

Teaching Tip

For Exercise 3

Before completing Exercise 3, tell students to work with a classmate to underline the words in the questions and their corresponding synonyms in the text. Then, encourage students to use the synonyms to find the answers to the questions. Finally, check the answers with the whole class, and for each question, include a follow-up, such as: 1. *Do you have a positive mindset?* 2. *Do you use this tool?* 3. *Are you distracted from finding solutions? Who do you usually celebrate your success with?*

Differentiation Strategy

For Exercise 4

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 1.

Flexi Exercises

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

Exercise 1



Skills for Life

Are you an optimist or a pessimist?

01 Note a time when you stayed positive in a difficult moment. Share your experience with a classmate.

02 Read "Positive Polly." Match the strategy to the paragraph.

1. Paragraph 2	<input type="checkbox"/> a. Be appreciative of what you have.
2. Paragraph 3	<input checked="" type="checkbox"/> b. Revel in the changes you have made.
3. Paragraph 4	<input checked="" type="checkbox"/> c. Avoid focusing on the negative.

03 Read the text again. Answer the questions below.

1. What does having a positive mindset entail?

It entails staying optimistic and looking for opportunities in the face of challenges.

2. What tool can remind you to be grateful?

Writing in a gratitude journal can help you remember

3. What can distract us from finding solutions?

Dwelling on problems can be a distractor.

4. Who should you celebrate your successes with?

a support system of other like-minded upbeat people

04 With a classmate, read the situations below. Discuss the optimistic response to them.

- › You get a poor mark on a test that you studied hard for.
- › You try out for the school play, but there is stiff competition for the leading roles.
- › You just joined a new club and don't know anyone else yet.

Positive Polly

1. A positive mindset is about staying optimistic and looking for opportunities in the **face** of challenges. It is not easy for most of us to develop, but with the proper understanding, we can reprogram ourselves to take on a **buoyant** outlook on life.
2. Firstly, positivity stems from gratitude. Feeling grateful for what you have helps you appreciate things more, shifting your focus away from what you lack. The more thankful we are, the more we remember what we have, and the more optimistic our thinking becomes. Keeping a **gratitude** journal can remind you how lucky you are.
3. Focusing on solutions is another essential step towards developing a **resilient** mindset. It is easy to fall into the trap of dwelling on problems, but this rarely leads to solutions. Although you might have had difficulties, reflecting on the solutions that got you past them will help you **forge** new paths. Growth opportunities abound if you are open to looking for them.
4. Finally, change takes time, and you must celebrate your progress to maintain your motivation. Doing so will motivate you to keep going, no matter how small a step you take. **Likewise**, building a support system of other like-minded, upbeat people allows you to share your success with others and provides additional external motivation to continue to grow.



Teaching Tip

For Exercise 5

After completing Exercise 5, label the four corners of the room according to the four categories from Exercise 5. Then, read the sentences and ask students to move to the correct room corner depending on their answer. For extra practice, read aloud additional sentences and ask students to move accordingly. Finally, have them justify their answers.

Extra sentences:

1. *She is not pessimistic even though she rarely wins.* (concession)
2. *Harry could have learned more English if he had studied harder.* (possibility)
3. *You might have told me you were going to play without me. I wanted to play.* (annoyance)
4. *Sally might go to a sleepaway summer camp if her parents let her.* (probability)

Language Structures and Functions Tip

For Exercise 7

First, tell students to use the target language in their text. Then, invite them to choose easy mode (two examples), medium mode (four examples), or hard mode (six examples). Finally, if time allows and you deem necessary, review the grammar point in detail.

Differentiation Strategy

For Exercise 8

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

Wrap-up

First, ask several pairs to perform their role-play from Exercise 8. Then, elicit feedback from the rest of the class regarding the strategies for developing a positive mindset. Finally, using the feedback, ask pairs to add a new role-play with a positive attitude.

Flexi Exercises

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

Exercise 6

05 Read the statements below. Decide if they express possibility "PO," probability "PR," annoyance "A," or concession "C."

1. Although he may be rich, he is not happy. (C)
2. She might've felt confident about passing the course if she'd passed her test. (PR)
3. Lucy's mom could've been more positive if she'd known the strategies. (PO)
4. You might've told me you were coming to the workshop. We could've come together. (A)
5. Sheila might start journaling about positivity to help her stay optimistic. (PO)
6. Javier might talk to the school counselor about strategies. (PR)

WHAT ANIMAL PROJECTS CONFIDENCE AND POSITIVITY?



07 Imagine a classmate going through one of the situations from Exercise 4. Write them a letter advising them on how to best deal with the situation. Answers will vary.

06 Circle the words that don't fit the sentences.

1. I gave Luis advice, and he can might / may try keeping a gratitude journal to help him stay positive.
2. You may could / might have called to ask me for advice! Emily's advice was terrible.
3. He can't may / couldn't have found it easy to change his mindset. He's been a pessimist for as long as I've known him.
4. Luisa's family might could / may try doing an intervention with her next week. She is going through a hard time.
5. Even if you are always smiling, it might could / may not be that you have a positive mindset.

08 Read the situations below. With a classmate, take turns role-playing them. Afterward, decide which practice for developing a positive mindset worked best and why.

You: You are applying for a summer job but don't have any experience. You are nervous that you won't get it. You ask a classmate for advice.

Your classmate: Your classmate asks you for advice on how to get a summer job, but they are pessimistic about their chances. Reflect on the best practices for staying positive and give them advice.