4 Goals and ambition

Reading

1 Skim the article on page 25. Choose the best heading (1–5) for each paragraph (A–E).

1 Fixed mindset _____
2 Mindset research _____
3 Growth mindset _____
4 Changing your mindset _____
5 Two ways of thinking _____

2 Scan the article. Complete the sentences with a word or name from the text.

1 The _____ changes as people get older and learn new things.
2 A _____ mindset is when people think they can learn new things.
3 People with growth mindsets believe they can learn new information and _____.
4 A _____ mindset is when people don't think their skills and abilities can change.
5 _____ researched growth and fixed mindsets.
6 She is a professor at _____.
7 She found that a positive or negative mindset can affect _____.
8 Some people with fixed mindsets can change how they _____ about their abilities.

4 Are the sentences (1–6) examples of fixed mindsets (F) or growth mindsets (G)? Write F or G.

1 I'm training for a race. I'm not sure that I'm ready, but I know I can do it. _____
2 When I know I'm not going to do well, I give up. I don't even try! _____
3 I hate making mistakes. I don't think I learn from them at all. _____
4 I'm sure I can achieve anything. I just need to work hard! _____
5 I want to be a vet. I need to study hard, but I want to try. _____
6 I'd love to be an artist, but I don't think I'm good enough. _____

The effect of mindset on success

[A] Science tells us that the human brain is always changing. As we get older, we learn new information and skills. While some people believe that anyone can learn anything, others think nature decides your talents and how smart you are. These two ways of thinking are called growth mindset and fixed mindset.

[B] Mindset is how a person thinks or feels about things. People with growth mindsets believe that they can learn new information and skills throughout their lives. They like doing difficult things, getting feedback, and learning from their mistakes. This doesn't mean people with a growth mindset believe they can easily join NASA or be the richest person in the world. It means that they believe they can grow as a person and work toward their own personal goals.

[C] On the other hand, people with fixed mindsets don't believe that everyone can learn new things, especially difficult things. They believe that people are either good at something or they aren't. Often those with fixed mindsets don't set goals because they think that they won't be able to achieve them.

[D] The psychologist behind the idea of growth and fixed mindsets is Dr. Carol Dweck from Stanford University. She did research into why some people fail when others succeed. The research found that if people believe that ability is not fixed and that they are able to improve their abilities, they have a better chance of success. Of course, good luck, opportunities, and support also affect success.

[E] Dr. Dweck also found that mindsets can change. With work, people can change the way they think about their abilities and develop a growth mindset. It helps if they set goals that are possible for them to achieve, and think about what they can and can't control. With positive action, they may start to see that they have the ability to learn from mistakes and to grow as a person as a result.

Grammar

Future plans

1 Read the statements. Are they plans (P) or arrangements (A)? Write P or A.

1 I'm going to study math at college. _____
2 We're meeting Hani on Tuesday afternoon. _____
3 I'm seeing the doctor at 10:30. _____
4 We're going to buy a new car. _____
5 I'm not going to go on vacation. _____

2 Circle the best option to complete the conversations.

1 A: Do you have any plans for the summer?
B: Yes, I've decided *I'm going to visit / I'm visiting* my sister.
2 A: What's he doing when he finishes school?
B: He says *he's studying / he's going to study* music.
3 A: Hazeem's cousin is arriving this evening. Don't forget!
B: I know. *We're picking / We're going to pick* her up from the airport at 8 p.m.
4 A: How is your tooth?
B: Not so good. *I'm going to go / I'm going* to the dentist at 3 p.m. tomorrow.

LIVEWORKSHEETS

4 Look at the to-do list and complete the sentences. Write two plans with *going to* and three arrangements with the present progressive.

To do
Buy milk, bread, and eggs
Meet Cillian at 8 p.m.
Attend online class—26th at 4 p.m.
Paint the living room
Call Dad
Play rugby—Tuesday morning at 9 a.m.

1 *He's going to buy milk, bread, and eggs.*

2 _____
at 8 p.m.

3 _____
on the 26th at 4 p.m.

4 _____

5 _____

6 _____
on Tuesday morning at 9 a.m.

Vocabulary

Motivation

1 Match these words with the statements.

challenge (n)	encourage (v)	praise (n)
prize (n)	punish (v)	reward (n)

1 "That was a great test result. Good job!" _____

2 "Come on, Stephanie! You can do it!" _____

3 "Thanks for finding my wallet. Here's a little gift to say thanks." _____

4 "That wasn't very nice! Go to your room!" _____

5 "I know it's going to be hard, but I want to start my own business next year." _____

6 "You won the competition! Here's your $100." _____

Listening

1 4.2 Listen to five people talking about apps for goal setting. Write the number of the speaker (1–5) next to the purpose of the apps (a–e).

a staying positive _____

b drinking water _____

c saving money _____

d getting organized _____

e counting steps _____

2 4.2 Listen again. Circle the correct option to complete the sentences.

1 Speaker 1's app tells them to move every *hour / hour and a half*.

2 Speaker 2 wants to buy some *coffee / new shoes*.

3 Speaker 3's app sends her *a message / a photo with a message*.

4 Speaker 4 is *happy / unhappy* with their app.

5 Speaker 5 has a lot to do at *home / work*.

LIVEWORKSHEETS

Grammar

will and *won't* for promises, offers, and spontaneous decisions

1 Match the statements (1–5) with the responses (a–e).

1 My window is broken. _____
2 The traffic looks really bad. _____
3 Don't forget to turn all the lights off. _____
4 I don't understand this at all. _____
5 She doesn't like early morning calls. _____

a I won't call her before 10 a.m.
b I'll explain it to you.
c I'll fix it for you.
d I'll leave early.
e I won't forget.

2 Match the statements (a–e) from Exercise 1 with their uses (1–3). One statement can be used twice.

1 promise _____ _____
2 offer _____ _____
3 decision _____ _____

3 Complete the conversation with *will / won't* and these verbs. Use contracted forms.

be	check	forget	get	take	pick

A: We need more milk.
B: I [1]_____ some on the way home.
A: Can you get me a new notebook, too?
B: OK. I [2]_____ a look. Do we need anything else?
A: I [3]_____ the fridge. No, we don't. Don't forget I have band practice tonight.
B: Don't worry. I [4]_____!
I [5]_____ you up at 5 p.m.
A: OK. I [6]_____ outside the house at 5 p.m. exactly!

LIVEWORKSHEETS