

The purpose of this Unit is to help students think about confidence and how it affects their language learning. This is also influenced by motivation and attitudes to learning. Hopefully students will come to see that confidence is something that can be improved and even learned. It is also helped by regular effort, diligence and perseverance. A major factor is simply believing in oneself and having self-esteem. This has been identified as one of the most important factors in successful language learning. Teachers should therefore promote self-esteem in their students by giving them continued success through the achievement of realistic (achievable) tasks.

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Brainstorming (individuals)

- Students think about the three questions at the top of the page.

These questions set the learning schema - the importance of self-esteem and affective factors in learning English.

Students don't need to spend long on these questions. They can read them before class or while the teacher is taking roll.

Task 1 (individuals)

- Students match adverbs to pictures.

Suggested answers are in the Answer section at the back of the book. However, the main goal of this activity is to get students thinking about their feelings.

Task 2 (groups)

- Students play the Feelings Game
- One student performs an action using a feelings adverb. For example, walking to the door happily or closing his/her book angrily, or yawning in a tired way.
- The other students have to guess the adverb.

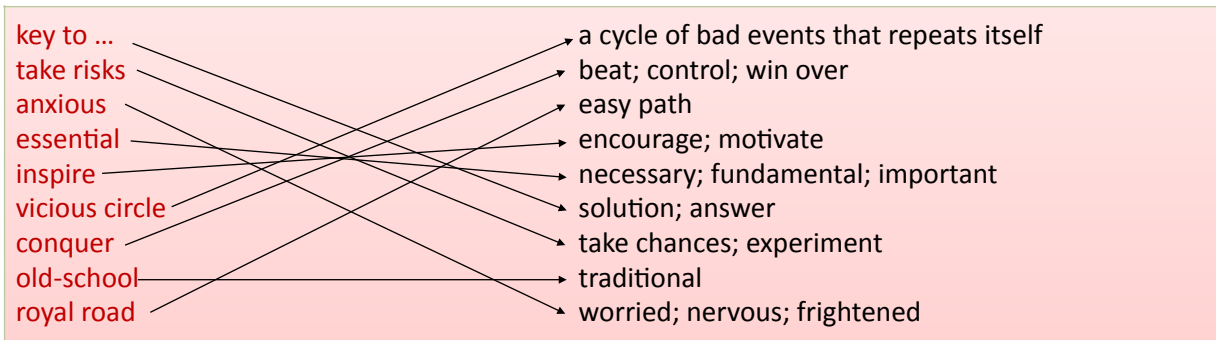
Again, the goal of this activity is to set up the schema of affective adverbs. It will also give an opportunity to review those adverbs, as well as being an interesting and creative group activity.

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Self-confidence (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (TRACK 29) and ask students to read the passage silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.

- While they are reading, students can [match the vocabulary](#) with the definitions at the bottom of the page.



Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.

Answers:

1. Language learners need self-confidence because we need to take risks when communicating in a new language.
2. 'The most successful people make the most mistakes' means that success comes from making mistakes and learning from them. Therefore the people who make the most mistakes (and learn from them) are the most successful.
3. A 'vicious circle' is a cycle of bad events that repeats itself. The solution to one problem becomes the cause of another problem, which leads back to the first problem. For example, if I am overweight I go on a diet. But then I become depressed and start eating more than before. So I become overweight and need to go on a diet.
4. Three methods of becoming self-confident in the passage are: 1) Stop thinking negatively about ourselves; 2) Start believing in ourselves; and 3) follow Roger Federer's advice when he says, 'I believe in old-school hard work.'
5. 'There is no royal road to language learning' means that there is no simple or easy way to learn another language.
6. Another word for 'self-confidence' in this passage is 'self-esteem'.
7. 'Whether you think you can or you think you can't - you are right' means that our self-confidence controls our success. If we think we can't do something, then we won't be able to do it, and we will be correct. If we think we can do something, then we will be able to do it, and we will be correct.

Think for Yourself

- Students think about confident people that they know.

Background information

Quotations about self-confidence are offered here. Students might like to follow these up by finding out about the people who made these quotes. They can use their smart phones for this. Perhaps students who finish early can find out about the people concerned and tell their group members or the rest of the class later on. Alternatively, they can do an Internet search at home, out of their own curiosity and for their own information.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
 - Then they read and do the instructions.
 - Students discuss the questions, using the Conversation Strategies: 'Giving an opinion' and 'Generalizing.'
- it is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. In my opinion people lack self-confidence because of their upbringing. I think parents should praise their children and respect them as human beings. We have to be very careful when we criticize our children. Even teachers have to be careful. If we say 'You are not doing as well as you can' to students, this can have a negative effect. It can make them stop believing in themselves.
2. My tips for becoming self-confident are as follows: 1) Believe in yourself; 2) make reasonable goals that you can achieve. Don't try to do too much all at once. Step by step; and 3) Just do it. If it doesn't work out, think about it and learn from your mistakes.
3. - Yes, I have seen 'Self-help' books in a book store. They are very popular these days. Personally, I think they are a good idea. They help people to become confident and believe in themselves. If you ask me, people read self-help books because they are not satisfied with themselves. They want to be better people and more successful in their relationships and their careers.
- Yes, I have seen 'Self-help' books in a book store. However, as far as I'm concerned they are a waste of time. The only people they benefit are the writers, who get rich by writing these books. I think the people who read these books are weak and easily fooled. They believe anything they see in a book.
4. Personally, I think the difference between confidence and arrogance is in people's actions. As the saying goes, 'Actions speak louder than words.' Confident people get results. They don't need to boast about them. However, arrogant people typically spend lots of time praising themselves but doing nothing. Their speech is 'a lot of hot air'.
5. - From my point of view psychiatrists can help people who lack self-confidence. Psychiatrists are good at offering personal help. Therapists can also help. Their job is to show the patient how to become confident and stay that way.
- If you ask me, psychiatrists cannot help us become confident. In my opinion they just make the problem worse. If you ask me the best way to become confident is to trust yourself and believe in yourself. It's no good going to an expert. The solution is within yourself.
6. - Personally, I would go to a psychiatrist or a therapist if I had a problem with confidence. I think these people are experts and they know how to help us. They can show us how to believe in ourselves. They can show us the problem and help us overcome it.
- As far as I'm concerned I would never go to a psychiatrist or a therapist. If I have a mental

problem I want to sort it out myself. I don't want other people looking into my personal life.

7. From my point of view, if I could be happy, successful, wealthy, or confident, I would choose to be confident. Why? Well, I think that confident people can be happy, successful and wealthy. I believe that confidence comes first.
8. - Personally, I believe it is possible to be successful without self-confidence. I think some people become successful by accident, and that makes them confident. As William Shakespeare wrote in his play *Twelfth Night*, 'Some are born great, some achieve greatness, and some have greatness thrust upon them.'
- As for me, I don't believe it is possible to be successful without self-confidence. For example, if your father is very rich, then you can successfully follow in his footsteps. However, you will need to be confident even then, or else you will make weak decisions.
9. The most confident person I know is my father. There are a number of things that show me how confident he is: 1) He stands up for what he thinks is right; 2) He is not afraid of being wrong; 3) He is very good at listening to other people; 4) He doesn't need people to tell him he is great; 5) He is not afraid to ask for help; 6) He doesn't say bad things about other people; 7) He doesn't mind looking silly; and 8) He admits his mistakes.

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Dialogue (three people)

- Students get into groups of three and read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 30 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz.

Answers:

1. Mr. and Mrs. Brown are watching Helen's favorite soap opera on TV.
2. Mr. Brown wants to watch the big football game that's on tonight.
3. Seung-min wants to talk with Mr. and Mrs. Brown because he has various problems. His grades are poor, he can't make new friends, and he can't get on the football team.
4. Seung-min can't talk with his parents about his problems because he feels they are disappointed in him.
5. In my opinion I think that Mr. and Mrs. Brown tell Seung-min to believe in himself, to do his best and to talk with his parents.
6. Seung-min feels much better at the end of the dialogue.

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Units 5, 6, 7 and 8 introduce the language and format of debates. It is not the intention to use the extremely formalized structure of debates, since this can take a long time in the classroom and would need a separate textbook. Instead, the aim is to develop students' discussion skills to a higher level. From this perspective, debating is seen as a formalized version of discussion. Therefore, a structure is set up in these 4

Units and suitable debating language is introduced. Role Plays and Debates then alternate in Units 9 to 17. Unit 18 wraps up the whole book.

Let's Debate! (groups)

- Students read the instructions. They make circles of up to 8 students.
- Speaker 1 gives his/her name and says what he/she would do if he/she ruled the world.
- Speaker 2 repeats what speaker 1 said, then gives his/her name, disagrees and say what he/she would do if he/she ruled the world.
- Speaker 3 repeats what speakers 1 and 2 said, then gives his/her name, disagrees and say what he/she would do if he/she ruled the world.
- They continue until everyone has said what they would do.
- Once they have gone round the circle, they Start again. Some more topics are suggested:
 - If I were amazingly rich, I would ...
 - If I could live anywhere, I would live in ...
 - If I could visit anywhere, I would visit ...
 - If I could be a famous person, I would be ...

Disagreeing phrases are given on the next page (p. 47).

This is a normal circle game or chain game. Its function here is to get students used to disagreeing and giving an alternative. Students also practice phrases of disagreement.

If students already know each others' names, they don't need to give their own name when speaking.

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Debate Corner (groups of 4)

- Students in groups choose one of 4 statements for their debate.
- They then choose two students to give the 'Pro' arguments, and two to give the 'Con' arguments.
- Students in their pairs then write three arguments and a conclusion on this page.
- Disagreeing phrases are provided on this page.

The 4 debate motions are easy topics that students should be able to talk about. The first is about confidence, which is the topic of this Unit. Students can check the reading passage if they choose this topic. The other three topics are about issues that should be relevant to the students.

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Let's Debate! (groups)

- A sample debate is provided on this page. The teacher can play Tracks 31-34 on the CD-Rom and let the students read it at the same time.
- Then the Pro pair give their arguments, followed by the Con pair, who give their arguments.
- The Pro pair then disagree with the Con pair and give their conclusion. The Con pair do the same.
- Disagreeing phrases are provided at the bottom of page 47.
- Students might find it difficult to get straight into a debate, so there are a number of strategies the teacher can use:

1. Students can read and listen to the sample debate on page 48.
 2. Students can read the sample debates below, in this Teacher's Guide.
 3. Students can read their arguments on page 47, along with the disagreeing phrases on that page.
- The debate should be tailored to the level of the students. No-one should feel that it is too difficult.

Here are some sample debates on the other topics:

1. Sample basic debate on the second topic: 'Homework should be banned.'

Pro Speaker 1: First of all, I'd like to say that my partner and I agree with this proposition. We believe that homework should be banned. I will give you three reasons. First of all, students sit in school all day. They never get any exercise. Then they come home and study even more. They don't have time to enjoy themselves. Second, students need physical activity for their bodies to grow properly. Third, students should have some time to themselves. If they do homework all the time they cannot have hobbies and other interests.

Con Speaker 1: My partner and I will show you why Pro Speaker 1 is mistaken. To start with, teachers cannot cover everything in class. There is no time. Students need to practice what they learned in class and the best place to do this is at home. Second, students need to learn how to study by themselves. This helps autonomy and problem-solving. Third, students have to prepare for tests by reviewing what they have learned in class. This is good practice for later in life, when they will have to take on new skills. They will be able to teach themselves.

Pro Speaker 2: I totally disagree with Con Speaker 1. I'm afraid she is very wrong. Let me tell you why. To start with, most students go to Hagwons in the evening. This is a huge burden for them on top of school work. Second, they often don't understand the homework when they do it. They need someone to explain it. Third, homework kills childhood. Our children and even young adults should be outside playing soccer or hiking. They should be learning social skills by playing with their peers. In conclusion, I ask you to pass the motion that homework should be banned.

Con Speaker 2: I absolutely disagree with Pro Speakers 1 and 2. I'm afraid they've got it completely wrong. They are mistaken when they say that homework kills childhood. I can't agree. If homework is well designed, it can help students to build on what they learned in class. As for the Hagwons, they review the school work. They are a form of homework. Finally, homework helps students to prepare for life. They need to pass exams in school and university. Then they need to keep re-skilling in their careers. They need to know how to work at home, by themselves. To sum up, I hope we will reject the motion.

2. Here are two argument samples on the third topic: 'University education should be free.'

Pro Speaker 1: First of all, I'd like to say that my partner and I agree that University education should be free. Let me give you three reasons for this. First, education is a human right. We should not have to pay to be educated. Second, the country benefits from our education. When we get a university education, we become professional and we earn money, which we pay back to the country in taxes. Third, education is necessary for the development of the country. It needs engineers, doctors, scientists, teachers, and many other professional people. So the country should pay for their education. Finally, education is the best way to get rid of poverty. We can raise the standard of living in our country by educating everyone for free. We can also help to get rid of poverty around the world by making education free and available to everyone.

Con Speaker 1: My partner and I disagree with the motion. We don't think that education should be free, for three reasons. To start with, education is very expensive. The government has to build schools and pay teachers. This is a great burden on the economy. If education were free, the

country would be in great debt. Second, students don't value education if it is free. They only value things they have to pay for. Third, people who don't have any children would have to pay for those who do if education were free. This would not be not fair. If parents want their children to be educated, they should pay for it.

3. Here are two argument samples on the fourth topic: 'Cosmetic surgery should be banned.'

Pro Speaker 1: Let me begin by saying that this motion is obviously true, for three reasons. First of all, cosmetic surgery is not necessary. It is about appearance, which is skin-deep. Second, people who want cosmetic surgery can easily fall into the trap of thinking that appearance is important. On the contrary, it is who we are that is important, not what we look like. However long they spend trying to look good, this does not make them better people. Finally, cosmetic surgery can be dangerous. It is silly to risk hurting your body by having unnecessary surgery. I hope you will support the motion for these reasons.

Con Speaker 1: Thank you, pro Speaker 1. However, I think you are mistaken, for three reasons. First, many famous people have cosmetic surgery. Are they all wrong? Are they all shallow people? I don't think so. Second, it is everybody's right to look as beautiful or as handsome as they want to. It is their money, after all. Would you take that democratic right away from them? Third, I can see that you haven't tried to get a job lately. If you had, you would know that many companies require their staff to look good. Therefore many people have cosmetic surgery in order to pass the interview. This is life. You might not like it, but you have to accept it.

4. Here are two opinion samples about self-confidence.

Opinion 1: I didn't have any self-confidence at all, so I read a Self-help book about self-esteem. It was amazing. It told me that I have to trust myself, before good things can start happening. I didn't believe it at first, but after I tried some of the Positive Thinking exercises, I found things changing. I felt better about myself and other people felt good about me as well. Now I act confidently and a whole new world has opened up.

Opinion 2: People who are confident can't understand what it feels like to be a loser. Whatever they do, they always come out on top. As for me, nothing seems to go right. I never get good grades, however hard I try, and I never get to be on any sports teams. I guess some people are born with talent, and some aren't. It's just a fact of life, so it's no use trying to change it. Deep inside, I know that I'm not as good as other people.

It is important that students try out the basic structure in this Unit, so their arguments need not be too complex. They can be quite simple, as long as they follow the structure. The teacher might like to assign a timekeeper and ask students to speak for 1 or 2 minutes each time. This will help them to keep to the format.

Some of the language that is introduced here has already been covered. However, since the structure is the main focus of this Unit, it is good for students to be already familiar with the language. More language will be introduced in further Units.

Later on, students will vote on the whether to accept or reject the proposition. This is not necessary at this stage, while students are getting used to the concept of debating. In the future, it will be possible to have a Pro team, a Con team, a timekeeper/chairperson and an audience. Students (perhaps one group per Unit) will also be encouraged to prepare for the debate.
