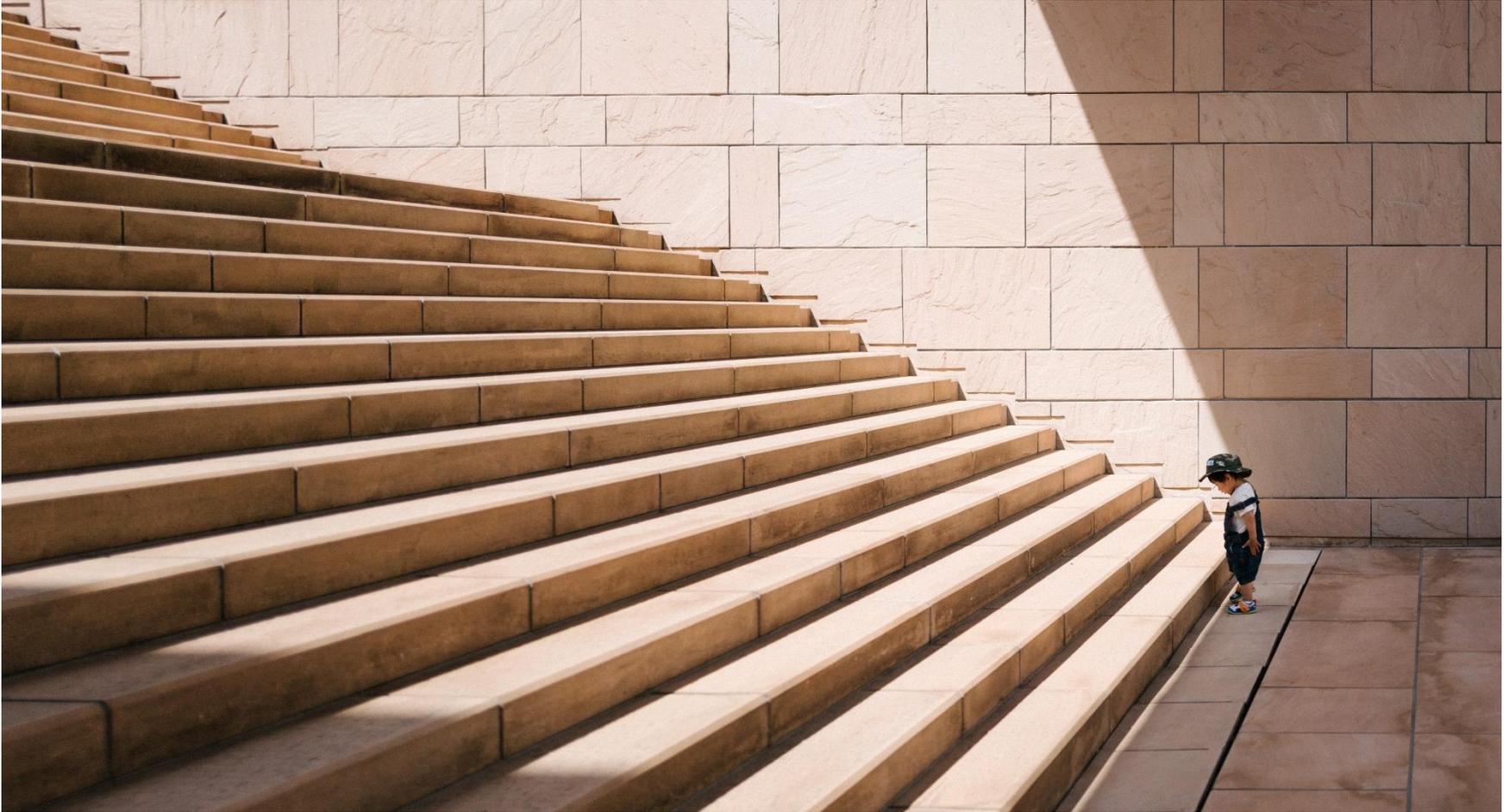


GROWTH MINDSET



GROWTH MINDSET

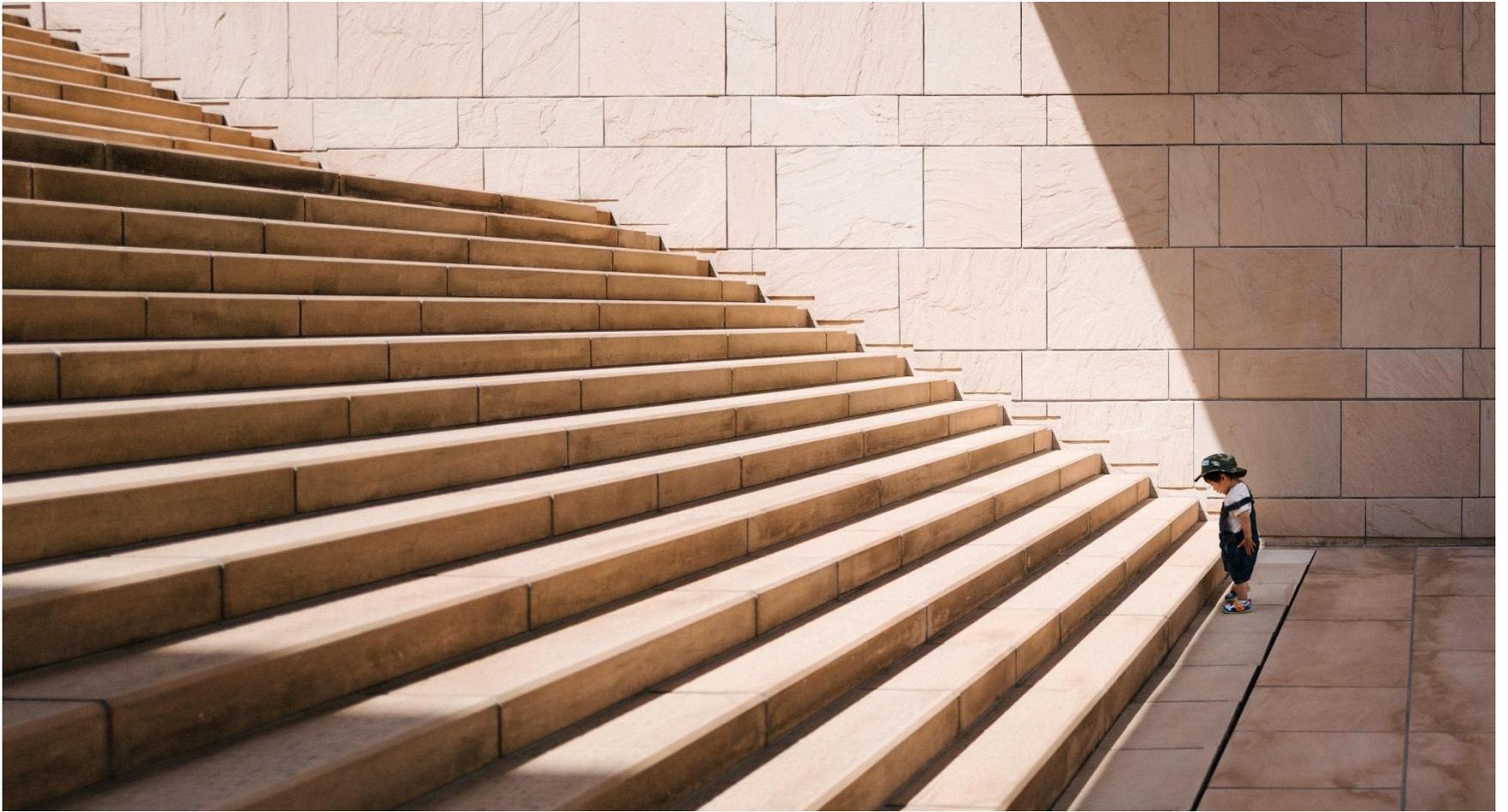
Key points:

- what is mindset
- grow your brain
- mistakes
- feedback
- “yet”
- choice

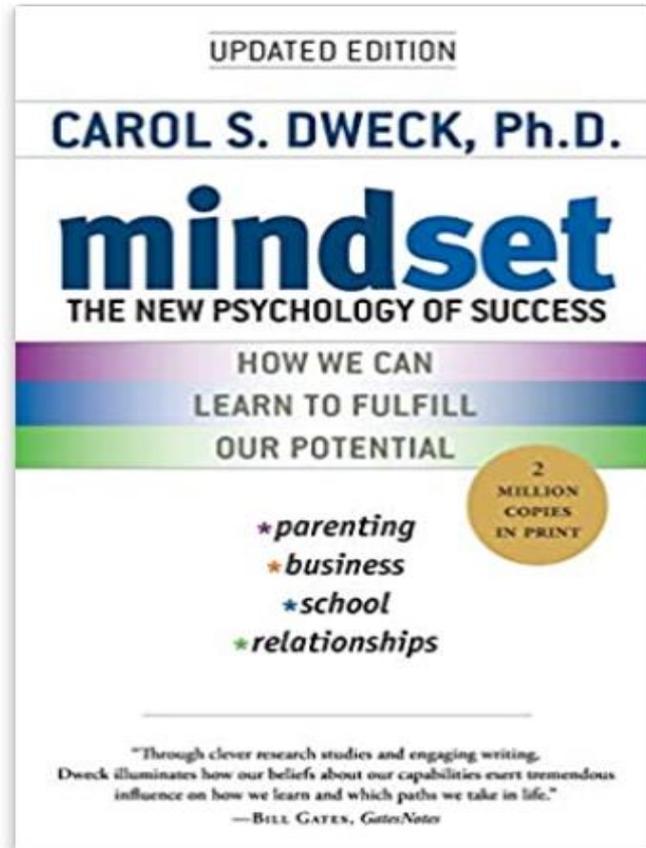
Activities:

- success stories
- Balderdash
- treasure hunt
- my favourite “No”
- Made by Mistake* project





Carol S. Dweck



GROWTH MINDSET

= I can grow my
intelligence

FIXED MINDSET

= people are born
smart, intelligence
cannot be changed



FIXED MINDSET

- > Success comes from talent.
- > I'm either smart or dumb.
- > I don't like challenges.
- > Failure means I can't do it.
- > Feedback is a personal attack.
- > If you succeed, I feel threatened.
- > If something's too hard I give up.



GROWTH MINDSET

- > Success comes from effort.
- > I can grow my intelligence.
- > I embrace challenges as a chance to grow.
- > Failure means I'm learning.
- > Feedback helps me grow.
- > If you succeed, I'm inspired.
- > I keep trying even when I'm frustrated.



WHAT IS YOUR MINDSET?

1. No matter how much intelligence you have, you can always change it a good amount.

GROWTH

1 2 3 4 5

2. You can learn new things but you cannot really change your basic amount of intelligence.

FIXED

1 2 3 4 5

3. When something is hard, it just makes me want to work more on it, not less.

GROWTH

1 2 3 4 5

4. To tell the truth, when I work hard at my schoolwork, it makes me feel like I'm not very smart.

FIXED

1 2 3 4 5

5. I like school work best when I can do it well without too much trouble.

FIXED

1 2 3 4 5

6. I like school work best when it makes me think hard.

GROWTH

1 2 3 4 5

7. I like school work best when I can do it perfectly without mistakes.

FIXED

1 2 3 4 5

8. I like school work that I'll learn from even if I make a lot of mistakes.

GROWTH

1 2 3 4 5

✓ Why is mindset important?



✓ Success stories

✓ Success stories

05

SABRIYE TENBERKEN

A blind woman with a vision



Sabriye teaching in her school for visually impaired children in Lhasa, Tibet

2.25

Sabriye Tenberken was just twenty-six years old when, in 1997, she rode horseback into Tibet to pursue her dream of founding a school for visually impaired children.

Born in Germany, with poor vision because of an eye disease, Sabriye had once been able to make out faces, colours and landscapes, but by the age of twelve she was totally blind. At school she was teased and left out by her classmates and patronised by her teachers in a way that set her apart from the other children. ¹ *Desperate to fit in, she did all she could to hide her blindness and prove to the world that she was as capable of doing things as anyone else.*

² *But not accepting her blindness made her miserable and it wasn't until she went to a boarding school for the blind that, surrounded by people like herself, she finally came to terms with it.* At the school, students were taught Braille, horse riding, swimming, whitewater kayaking and downhill skiing, and most importantly, self-confidence and self-reliance.

³ *When, a few years later, Sabriye studied Tibetology at Bonn University, she discovered that the Braille writing system did not exist in Tibetan, but she didn't let that put her off. Instead, she devised her own Tibetan Braille system.* This gave her the idea of going to Tibet to introduce her new system to the local people. She had also learned through her studies that there was a particularly high occurrence of visual impairment in Tibet, partly due to poor diet and inadequate

⁴ *During her travels, Sabriye met Paul Kronenberg who*

became her husband and together they founded a school where children in Tibet can

⁵ *learn to read and write, and earn a living. Sabriye's school has an internet connection. Its aim is to help children to start their own businesses.*

Sabriye's vision has improved since she went into Tibet and what it means to her.

⁶ *In a magazine, Sabriye wrote that she could rather be blind than have a few years of school. For example, she has developed good skills, to be a problem-solver and a stronger person.*

“ A lot of people say I can't do it because I'm blind, or I have red hair, or my feet are too big. Get the right team around you, don't set boundaries and go for it. ”

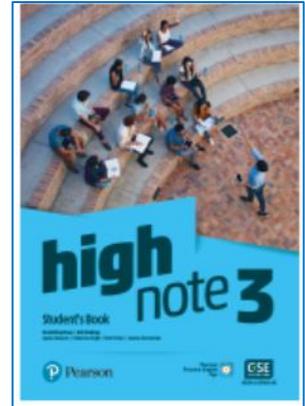


Pearson

Lionel Messi - the football genius | Student A

In pairs, read the sentences and put the story of Lionel Messi's childhood in the correct order. Take turns to listen to your partner and read out the section of the text you think comes next.

- a decided to transfer him to a more prestigious club, Newell's Old Boys, because he was so good. The team was very successful - they only
- b afford to pay 1,000 dollars a month for his injections. So, Leo's father started looking for other options. In September 2000, he
- c Lionel Messi is one of the greatest football players of all time. He was born on 24 June 1987 in Rosario, Argentina, to a working-class family. Leo, as his family called him, was passionate about football from an early age and he
- d he wrote a contract on a paper napkin. In Spain. After some time, he started feeling
- e but his family's insurance only paid for two years. He had to play for less talented, local clubs
- f he had stopped in 2000, and completed the first part of his league debut and became the third youngest



Lionel Messi - the football genius | Student B

In pairs, read the sentences and put the story of Lionel Messi's childhood in the correct order. Take turns to listen to your partner and read out the section of the text you think comes next.

- g had decided to go back to Argentina. However, that couldn't stop his stunning career. While he was playing for the Barcelona youth academy, he restarted the hormone treatment
- h lost a single match in four years. When Leo was ten, he was diagnosed with a growth hormone deficiency. The treatment of this condition is very long and expensive. Leo had to receive nightly injections for four years,
- i he was also the youngest player to score for Barcelona. At the end of 2012, Messi turned down a very lucrative offer to play for a Russian team. Instead, he signed a contract with Barcelona until the end of 2018.
- j were not willing to pay for the treatment. The Messi family became desperate because over thirty percent of Leo's treatment was still incomplete, and they could not
- k spent his childhood playing football with his brothers. When he turned seven and he had already played for a local team coached by his father for almost three years, his family
- l arranged a trial with FC Barcelona. They were so impressed with Leo's football skills that Carles Rexach, the club's sporting director, offered to pay his medical bills and move the family to Spain. The meeting with the Messis was taking place in a restaurant, and as Rexach hadn't brought any writing paper with him,

The Present



The Present

	The boy and dog open the door.
	The boy picks up the ball.
	His mother says he should go outside.
	He stops playing and opens the present.
	They say, "We'll be outside."
	The puppy finds a red ball.
	The puppy gets caught in the box.
	His mother arrives.
	A boy is playing video games.
	He throws the dog away.

1. Who did what?

	Mother	Boy	Puppy	Nobody
a. brought a present				
b. played video games				
c. kicked the puppy			_____	
d. ate pizza				
e. answered the phone				
f. fell on the carpet			_____	
g. cleaned the house				
h. opened the box				
i. went outside				
j. apologized			_____	
k. opened the blinds				
l. was happy then sad				
m. hit his head			_____	
n. gave in				
g. <u>made lunch</u>				

The message of the film is:

- Never _____ no matter how hard the situation is.

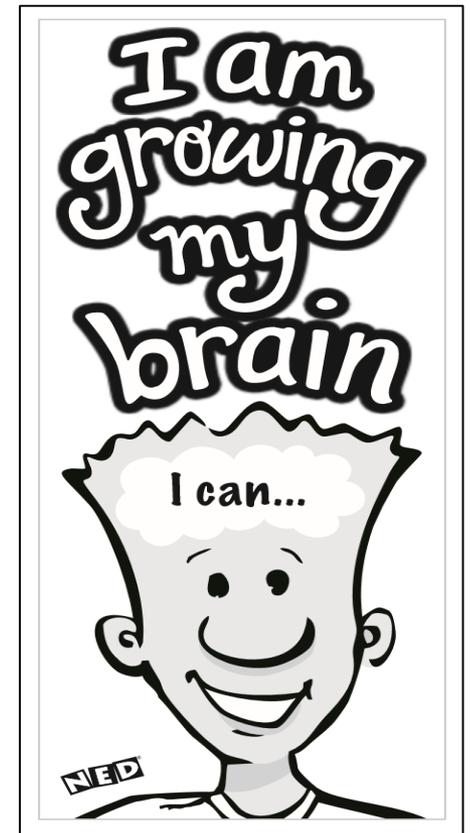
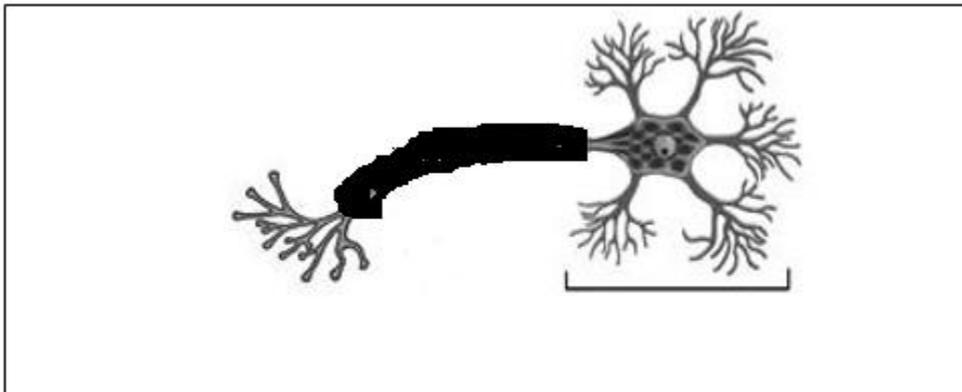
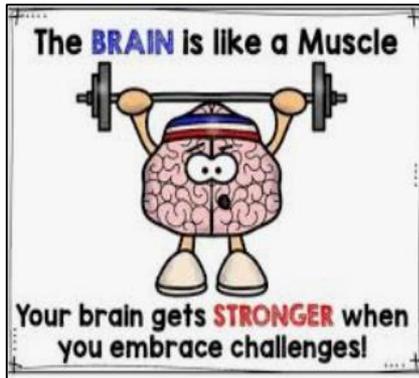


- I learned from the story that



✓ You can grow your brain

anything is possible



You Can Grow Your Brain

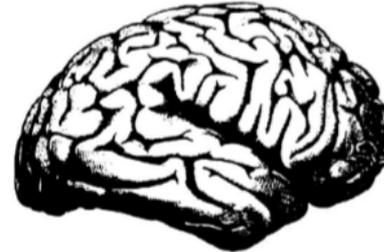
New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. We don't often think about what intelligence is or how it works. And when you do think about what intelligence is, you might think that a person is born either smart, average, or dumb—either a “math person” or not—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. Scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time.

That's because muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say “Use it or lose it!”



✓ Encourage your students to take more responsibility

Make a SMART goal

Your goal: improve my English, learn new vocabulary

- S Specific** What do you exactly want to achieve? ¹ _____
- M Measurable** How will you know when your goal is met? ² _____
- A Achievable** What steps can you take to achieve your goal? ³ _____
- R Relevant** Why is your goal important to you? ⁴ _____
- T Time-bound** How long will it take you to reach your goal? ⁵ _____

LIFE SKILLS | Project

- Think of a goal related to education or your personal life.
- Follow the tips from this lesson about SMART goals and answer the questions in the SMART chart in Exercise 8.
- Present your SMART goal to the class in the next lesson.
- Discuss each other's goals. Do you think they are easy to achieve? Can you think of other steps to reach them?

LIFE SKILLS How to set SMART goals



- 1 In pairs, discuss the questions.
 - 1 Compare the colourful and black and white photos. What goals did the people have? Have they achieved them or failed?
 - 2 How important do you think it is to set yourself goals for the future?
 - 3 What are some of your educational and personal goals for this year?
- 2 Do you have plans to achieve the goals you mentioned in Exercise 1? What are you going to do and when?
- 3 Read the forum entries about failed goals. Match statements 1–4 with entries a–c. There is one extra statement.

The speaker ...

 - 1 failed to achieve a goal because of a lack of preparation.
 - 2 wasn't sure which goal he/she wanted to achieve.
 - 3 did not do enough research to achieve a goal.
 - 4 chose a goal that was impossible to reach.
- 4 Work in pairs. Why did the people fail to achieve their goals? What didn't they do? What advice would you give them?
- 5  2.39 Listen to an expert talking about setting goals. What is she talking about? Choose the correct answer.
 - a Where to get advice on what our goals should be.
 - b How important it is to have big ambitions.
 - c How to make our goals easier to achieve.
 - d What to do if we fail to achieve a goal.

92

HOW DO YOU MANAGE YOUR TIME?



TOMOKA

1 When there is something I really need to do, like prepare for a big test, I try to save time and avoid distractions. For example, I simply turn off my phone. This way, I don't get messages that I think I have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can work or study without thinking about anything else.

MARIA

3 I used to be rather disorganised. I often left important tasks until the last minute and felt very stressed. So now, when I am busy, I usually make a list of things I have to do. At the top of the list I put the most important things which really can't wait, like schoolwork or buying a present for a friend's birthday. This really helps me to focus on what's most important. And I never forget to plan time for my hobbies because this is essential, too.



OLAKA

2 There are a few things I do to manage my time. For example, I usually keep my work with me. So, if I have to wait somewhere or travel by bus, I can use this time to do some exercises or read a book for school. What really helps me, though, is using a calendar. I write the date when I must finish something and check that I do everything before that day.

1 In pairs, say how often these are true for you - often, sometimes or never.

- I feel I don't have time for anything.
- I do everything at the last moment.
- I don't have time to rest.
- I waste time on unimportant things.

2 **2.36** Listen to a conversation between John and Peter and answer the questions.

- Who do you think has better grades?
- Who has more free time?
- Who is more stressed?

3 Are you more like John or Peter? How do you feel about this?

4 In pairs, read the opinions about planning your time. Do you agree or disagree with them?

- When we don't have a plan, we usually do nothing.
- Planning takes too much time.
- When you have a list of things to do, you don't have to remember about them anymore because they are on your list!
- Good planning helps you to have more free time.
- Planning kills creativity.

A For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.

B Make notes to answer the questions below:

- What things from your to-do list did you do?
- Were there any tasks you didn't do? Say why.
- Did you find the to-do list useful? Say why.
- Are you planning to change anything about organising your time? If yes, what?

C Prepare a short presentation to share your findings in point B with the class.

- 5 Read the A-E with...
 - A Don't
 - B Use a
 - C Switch
 - D Never
 - E Conco
- 6 **2.37** your day and phr...
 - break

LIFE SKI

- Be syster takes ab
- Be realis the time
- *
- Prioritise
- Plan som
- *
- day.

A

9:00	sch
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	catc wee
4:00	sho
5:00	swi
6:00	my i
7:00	do h
8:00	on T
9:00	read wee
10:00	soar

B

To-do list

Wed 25

school till 2.30 p.m.

3.30-4.30 p.m. revise material for Biology test tomorrow!!!

5 p.m. gym with Dad (one hour)

7 p.m. do homework and tidy desk (or Mum will be angry)

8 p.m. time to relax! watch film? play computer game?

If possible:

buy T-shirt if there's time after gym?

read book for Literature class?

do some work on the History project?



✓ Difficult is good

9F READING AND VOCABULARY

- 1 Look at the photos, read the Fact Box and answer the questions.
- Where is Easdale?
 - Why did so many people leave the island?
 - How big is the population now?

FACT BOX Easdale island

Easdale is the smallest inhabited island in the Inner Hebrides, off the west coast of Scotland. In the 19th century over 500 people worked in the island's slate¹ quarries². However, in 1850 a great storm flooded most of the quarries. The slate industry began to die. By the 1960s, the population of the island had dropped to only four people. Since then, the island has come back to life. There are now over seventy inhabited houses.

¹ a dark rock used to make roof tiles
² a large hole in the ground where stone is extracted

- 2 In pairs, look at the title of the text. How do you think a music video could change someone's life? Read the text to check your ideas.

- 3 Read the text and choose the correct answers.

- 1 Which of these sentences is true about the music video Carrie saw?
- It was about living in London.
 - It made her feel unhappy.
 - It was filmed in a beautiful place.
 - It reminded her of a dream she'd had.
- 2 What was the main reason Carrie decided to go to Easdale?
- She was fed up with commuting to work.
 - She wanted to help the residents to make a video.
 - She'd never visited such a lovely place.
 - She was impressed by someone's comment.
- 3 Which of these things did Carrie do during her holiday on Easdale?
- She bought a meal for some of the islanders.
 - She took part in an annual event.
 - She did some rock climbing.
 - She decided never to return to London.
- 4 Which of the following is mentioned in the text as a fact, not an opinion?
- London is more polluted than it used to be.
 - People who live on the coast feel better.
 - It's impossible to find a job on Easdale.
 - Carrie doesn't earn a lot of money.
- 5 Carrie's main purpose in writing the text was to
- explain why she went to live in a new place.
 - compare life in urban and rural communities.
 - persuade people to be kinder to their neighbours.
 - describe her work and life in her new home.
- 4 What do you think of Carrie's decision? Discuss in pairs.

How a music video changed my life

by Carrie Kane






3.33 I'm a city girl, born and bred in London. I used to love the **hustle and bustle** of the big city, the **trendy boutiques** and the **vibrant nightlife**. I never thought I'd leave. But then two years ago, I left university and got a dead-end job. I lost touch with most of my friends and for the first time in my life, I began to feel unhappy. Then one day, I saw a music video for a song called *Queen of Peace* by Florence + the Machine. As soon as I'd watched it, I played it again. And again. It's a great song but the best thing about it was the place where it was filmed. It was magical and **remote** with wild seas and huge skies. That night I dreamt I was there, walking on a **winding path** overlooking the deep blue ocean. The next day, my **commute** to work was even more miserable than usual. The station was **crowded and noisy**. The passengers on the train were packed like sardines in a can. On the streets, the traffic noise seemed louder than ever before, the fumes seemed thicker and there were so many people rushing to work. But despite the crowds, I felt lonely. When I got back home, I watched the song again.

1 I discovered it had been filmed on a Scottish island called Easdale. I searched online for photos and information. I came across another video called *Easdale, a Wild Community*. The residents had made it to persuade people to visit their island, or even to stay. I watched it and admired the **breath-taking scenery**, the friendly people and the **sense of community**. One of the islanders said something that made me think: 'You can't be an island on an island like this.' There and then, I made up my mind to go there. I booked my trip straightaway.

2 Three days later, after a long journey, I arrived on Easdale. When I got off the ferry, I saw some people using wheelbarrows to carry their shopping home. I was puzzled but then I realised why: there were no cars on the island. The air smelled clean and pure. After settling into my B&B, I walked around the island. It didn't take long since it's

only the size of thirty football pitches. The entire population could fit inside a London double-decker bus.

3 Over dinner in the pub I got chatting to some locals.

4 They told me that the next day was Atlantic Adventure Day, which takes place every August. It was fantastic. I went on a boat trip, swam with dolphins, ate wonderful food and I think I met everyone on the island. It was the perfect start to my holiday.

5 On my last day on Easdale, I walked up a hill along a winding path overlooking the deep blue ocean. I sat on a rock and watched the waves. It was lovely, peaceful. I thought about my life in London and made a decision. A month later I left London and moved to Easdale. I've been here ever since.

6 It hasn't always been easy. I'm an urban girl living in a rural world. I used to live on the top floor of a **tower block**. Now I live in a **picturesque cottage** on the shore of the North Atlantic. I sometimes dream of London, especially the nightlife. But nothing can compare to the **peace and quiet** of this beautiful, tiny, **isolated** island and its **tight-knit community**. Studies show that living by the sea makes you happier and healthier. It's certainly true for me.

7 It isn't easy to earn a living here. Many islanders have jobs on the mainland; some work on the ferry, in the pub or in the folk museum; others have their own businesses. I make jewellery and sell it online. I don't consider myself rich but I get by. I love my new life and all the friends I've made. I wish I'd left London sooner. And just to think, I would never have come here if I hadn't watched that music video.

- 5 **3.34** Study Active Reading. Then listen to a poor summary of the text and say which of the six points the speaker does not respect.

ACTIVE READING | Summarising texts

When you summarise a text, you should ...

- 1 mention all the key points (underline them and/or make notes),
- 2 check you get the key points right,
- 3 ignore unimportant information/minor details,
- 4 avoid unnecessary repetition,
- 5 rephrase the text (don't repeat it word for word),
- 6 use linkers to connect your ideas.

- 6 **3.35** Follow the tips in Active Reading to summarise the text to a partner. Then listen to a good summary and compare it to yours.

- 7 In pairs, add the highlighted words and phrases from the text to the categories below. Can you add more?

Urban life: *hustle and bustle*, ...
Rural life: *remote*, ...
Both: *sense of community*, ...

- 8 Read the definitions below and match them with some of the phrases from Exercise 7.

- 1 A group of residents who get on well. *tight-knit community*
- 2 A small charming house in the country.
- 3 Clubs and pubs full of energy and life.
- 4 Fashionable shops.
- 5 Lots of movement and activity.
- 6 Amazing landscape.
- 7 A walking track which has a lot of bends in it.

- 9 **SPEAKING** Discuss the questions in groups.

- 1 What are the pros and cons of living on a small, remote island compared to a large city?
- 2 What would you include in a video to attract people to come and live in your community?

- 10 **REFLECT** | Society Scientific studies show that living by the sea makes you happier and healthier. Why do you think that could be?

31 WATCH AND REFLECT Go to page 170. Watch the documentary *Living by the coast* and do the exercises.



Carrie used to live in London and she used to like the hustle and bustle of the city, the trendy boutiques and the vibrant nightlife.

Two years ago, she finished university, got a job and lost touch with most of her friends.

Then one day, she saw a music video and she fell in love with the place where it'd been filmed.

The next day, she made up her mind to go to this amazing place and booked her trip straightaway.

Three days later, when she got off the plane, she saw some people using wheelbarrows to carry their shopping home.

She was on an island where there were no cars and the entire population could fit into a London double-decker bus.

She spent there an amazing holiday, going on boat trips, swimming with dolphins, eating wonderful meals and meeting the local people.

A month later she left London and moved to the island where she's been ever since.

It hasn't always been easy but she makes jewellery, sells it online and gets by.



Balderdash

condiment, slate, binge, glitch, squelch,...

CONDIMENT

1. A situation when someone is forced to stay in a place, esp. in prison, and not allowed to leave
2. **A substance, such as a relish, vinegar, or spice, used to flavor or complement food**
3. A great pleasure or satisfaction from something

SLATE

1. A fisherman's net
2. **Type of dark grey stone that breaks easily into flat thin pieces**
3. A baby gull when it first grows feathers

MADCAP

1. A brown butterfly.
2. The feeling when you get hit in the knees.
3. A person who always fools around a lot.

Turn over for answer

GRIGGLES = 3.

Balderdash



Pearson

✓ Encourage the use of new language

✓ Encourage the use of new language

peace and quiet

blessing in disguise

take something for granted

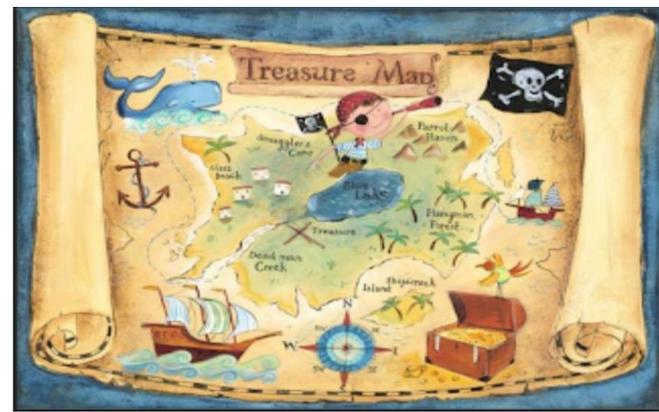
wind somebody up

have the last laugh

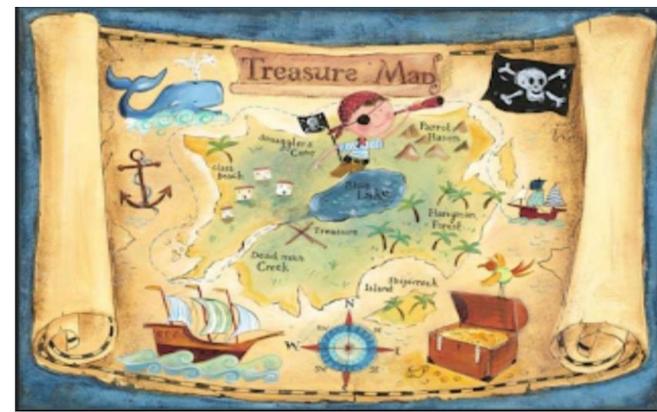
consider your options



✓ Treasure hunt



✓ Treasure hunt



1. There is a poem on page xx in your textbook. Learn it by heart and recite it in the next lesson. You will then get an envelope from your teacher. (Envelope: Your word is: **a**)

2. (For two students) Here are the lines of a dialogue, all mixed up. Put them in the right order and write your own ending to the dialogue. Act it in front of the class in the next lesson. You will then get an envelope from your teacher. (Envelope: Your word is: **the**)

3. Here is a text where some words are spelt wrongly. Check with your dictionary to find out the correct spelling. Write down all the letters that were wrong. They make a word. Ask your teacher if you have found the correct word. (Word: **there**)

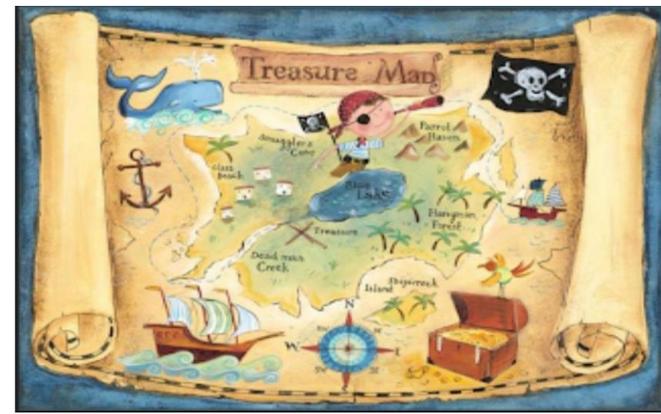
4. Phone this number xxx-xxxx and ask to speak to Mr Z. Find out where he spent his holiday last year, tell him about yours. If you don't make any mistakes he will tell you the next word. (Word: **is**)

5. Read this story and tell the class what it is about in the next lesson. Your teacher will give you the next word. (Word: **surprise**)



✓ Treasure hunt

6. Write an email to Mrs Y. Ask her for the recipe for crumble. If your email has no mistakes she will send you the recipe. The word you need is in red in the recipe. (Word: **in**)



7. Is the following statement true? *Teenagers these days spend too much money on unimportant things.* Do a survey among your schoolmates and present the findings. Your teacher will give you the next word. (Word: **cupboard**)

SOLUTION: There is a surprise in the cupboard.





Mistakes



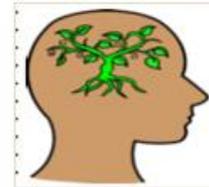
Pearson

✓ Mistakes

I like school work best when
I can do it perfectly without mistakes.



I like school work that I'll learn from
even if I make a lot of mistakes.



✓ Mistakes

mistakes are punished

mistake = shame

high marks, correct answers =
success

fear of mistakes = students avoid
challenges

- ✓ create a mistake friendly atmosphere
- ✓ expect mistakes
- ✓ mistakes help us develop and improve
- ✓ fixing something incorrect = personal success



My favourite “No”



Pearson

My favourite “No”

❖ I failed my exam:

If I _____ (study) more, I _____
(fail).

❖ I am doing a test, but I don't know all the
answers:

If _____ (study) more, I _____ (know)
the answers.



Made by Mistake research project

Invented by Mistake

Silly Putty

Penicillin

Slinky (toy)

Popsicles

X-Ray Images

Plastic

Super Glue

Post-Its

Play-Doh

Corn Flakes

Ice Cream Cone

Pacemaker



Famous Mistakes
Research Project Planner

Name of Invention _____

Who made the "mistake" _____

How do we use the product today?
How does it provide value to us?

How was the product created by mistake?

Was there an original intention for this product before it became a "mistake"? If so, what?

How did learning about this mistake make you think differently about mistakes and challenges you make?

✓ Feedback

Well, done,
Jane.
You are so
clever!

You really studied for the
vocabulary test. You read the
words over several times,
highlighted the difficult ones
and tested yourself on them. It
really worked!

I like the way you tried a
lot of different strategies
on that math problem
until you finally got it.

You did a good job
drawing. I like the
detail you added to
the people's faces.

You are so smart.
You can always
do the
assignments right

You are such a
talented writer!

That was a hard English
assignment, but you stuck
with it until you got it done.
You kept your concentration.
That's great!



✓ Feedback

Well, done,
Jane.
You are so
clever!

I like the way you tried a
lot of different strategies
on that math problem
until you finally got it.

You are such a
talented writer!

You really studied for the
vocabulary test. You read the
words over several times,
highlighted the difficult ones
and tested yourself on them. It
really worked!

You did a good job
drawing. I like the
detail you added to
the people's faces.

You are so smart.
You can always
do the
assignments right

That was a hard English
assignment, but you stuck
with it until you got it done.
You kept your concentration.
That's great!



**THE POWER OF
YET!**



I can't do this **YET**
I'm not good at this **YET**
I don't understand this ... **YET**
It doesn't work **YET**
This doesn't make sense ... **YET**

Today you can...

1. Write your story
2. Create your comic strip
3. Read independently
4. Work in small group with your teacher



Character tra



DEVELOPING A **GROWTH MINDSET**

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



✓ Students with a growth mindset



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