

Pre-Intermediate – Do your best in difficult times

Aim: To help students respond positively and do their best when they encounter challenges in their lives

Lead-in: Write the following on the board:

- *Things I am good at*
- *Things I find difficult*

Ask students to work alone and to write five things under each heading for them. Put students into pairs. Ask them to tell their partner about the things they wrote under each heading. Encourage pairs to compare their lists. Are they good at the same things? Do they find the same things hard? Why is this important?

Point out that we are not all good at the same things, and we all find different things challenging. Everyone is different and has different talents. Encourage students to think of ways that they can respond positively when they find things hard.

Choose A Scenario: Ask students to work in pairs and choose one of the three scenarios (A–C). Ask them to read through their scenario and check understanding. Write on the board:

- *What is the challenge?*
- *How do you feel about it? Why?*

Encourage pairs to identify the difficulty the person in the scenario is facing and how it is making them feel (e.g., in A, *the work is difficult. Although you are studying hard, you think you won't do well at the test. You feel nervous because you are afraid you will fail the test*).

Ask pairs to write some ideas of solutions for the challenges they identified in their scenario. Ask the questions:

- *What can you do to help?*
- *What is the best thing that can happen?*
- *What is the worst thing that can happen?*

Monitor and help with language where necessary. Encourage students to look at the Reflection Point while doing the task.

Reflection Point: Tell students that everyone struggles at times, even if we are good at other things. It's important to try again when things are difficult and not give up. If you do your best, you may learn something out of the situation, and you will feel proud.

Class discussion: Ask each pair to work with another pair who chose the same scenario and to compare their challenges and the solutions they suggested. Encourage them to identify differences and similarities in their solutions to their scenarios.

Write the questions below on the board. Allow groups time to discuss their answers before holding a whole-class discussion.

- *What did you decide to do in your scenario?*
- *Why do you think the person in each scenario was feeling the way they did?*
- *Is it always possible to succeed in everything we do?*

Work alone: Ask students to work alone and choose a second scenario from A–C and follow the same steps to identify the challenge and think of possible solutions.

Once they have finished, invite volunteers to present their scenario to the class and explain what their possible solutions are.

Extension: Tell students about the quote 'Success is 99% failure' (Soichiro Honda) and ask what they think it means (failing at something is good because it means we are trying new things and learning).

Ask students to think of a situation when they tried something and failed and a situation when they found something hard, but succeeded.

Ask them to write a short paragraph about each situation, explaining what the challenge was, what strategies they used, and what they learned from the experience. They can either share with their classmates or turn in as homework.