

UNIT 7

UNIT

7

SPEAKING

- ▶ Talk about success
- ▶ Talk about your abilities
- ▶ Give/Clarify opinions
- ▶ Describe an achievement

LISTENING

- ▶ Understand a radio programme about success
- ▶ Listen to a conversation about memory
- ▶ Listen to a discussion about intelligence
- ▶ Watch a BBC documentary about an achievement

READING

- ▶ Read a biographical text
- ▶ Read about qualifications

WRITING

- ▶ Write a summary
- ▶ Write an internet post

BBC CONTENT

- ▶ Video podcast: What has been your greatest achievement to date?
- ▶ DVD: The One Show: Water Ski Challenge

success



▶ The secret of success p80



▶ The memory men p83



▶ Are you qualified? p86



▶ Water ski challenge p88

SPEAKING

1A Work in pairs and read the quotes. What do they tell you about success? Do you agree or disagree?

'The difference between failure and success is doing a thing nearly right and doing a thing exactly right.'
Edward Simmons

'Success doesn't come to you ... you go to it.'
Marva Collins

'The secret of success in life is for a man to be ready for his opportunity when it comes.'
Benjamin Disraeli

B Write the names of three very successful people. Answer the questions.

- How and why did these people become successful?
- Do you think they have a special talent, or have they just been lucky?
- What advice would you give to someone who wants to be as successful as these people?

VOCABULARY success

2A Complete sentences 1–8 with the phrases in the box.

work hard (at something) have a natural talent focus on
get better at have the opportunity (to do something)
believe in yourself practise (something) be a high achiever

- You will never achieve anything, if you don't work hard at it.
- I don't _____ for languages. I find them difficult to learn.
- If you _____ and your abilities, then you can achieve anything.
- It's amazing what children can achieve if they _____ to try different skills.
- If you want to develop any skill, you have to _____ regularly.
- I'm sure she will _____. She is determined to do well at everything.
- When I really want something, I try to _____ my goal.
- If you keep trying, you'll _____ it. Don't give up!

B Find phrases above to match meanings 1–6.

- be sure about your ideas/abilities
- only think about one objective
- improve
- do something again and again
- have the chance to do something
- be successful in your work or studies

C Choose two of the phrases and make sentences which are true for you. Compare your ideas with a partner.

▶▶▶ page 154 **VOCABULARYBANK**

LISTENING

3A Read the introduction to an article about success. What do you think the secret of success is?

What is the secret of success?

BBC Focus Magazine investigates

What makes the most successful people on the planet different from the rest of us? If we were more like Albert Einstein or John Lennon, surely we could enjoy the same level of success they did. In truth, however, we pay too much attention to what high achievers are like, and not enough to where they come from and the opportunities they had along the way. In his new book, Malcolm Gladwell reveals that there is one factor – so obvious that it's right under our noses – that all successful people share ...

B ▶▶▶ 7.1 Listen to the radio programme to find out.

C Listen again and complete the summary.

In this new book, *The Outliers*, Gladwell argues that Beethoven, The Beatles and Bill Gates all have one thing in ¹ _____. They ² _____ what they do, and they practised a lot. In fact, Gladwell discovered that in order to be truly ³ _____ in anything, it is necessary to practise the ⁴ _____ for more than ⁵ _____ hours. These people have done that which is why he believes they have been so ⁶ _____.

4A Are the statements true (T) or false (F)?

- If we want to learn from Bill Gates' achievements, we need to look at where he came from and the opportunities he had.
- If you're going to be world-class at something, you need to have parents who are high achievers.
- The Beatles played all-night concerts in Hamburg, and this helped them to master their craft.
- Bill Gates got into computer programming, and through a fortunate series of events, he was able to do lots and lots of programming.
- Bill Gates had access to a computer at home during the 60s and 70s when computers were 'the size of rooms'.
- In order to be very successful, you need a very talented teacher, and enough money to pay for your tuition.

B Listen again to check.

SPEAKING

5 Discuss the questions in groups.

- Do you have a special skill/interest? How many hours do you think you have spent practising it? (10,000 hours is approximately ten hours per week for twenty years.)
- Do you agree that if you practise something enough, you can become world-class at it, or do you think you need to have a natural talent?
- What things have you been successful at? Why?



GRAMMAR present perfect simple versus continuous

6A Read sentences a)–e). Underline examples of the past perfect simple and circle examples of the past perfect continuous.

- Martina's been playing tennis since she was three years old.
- She's been going to ballet lessons since she was a child.
- I've known Max for years.
- How long have you been studying French?
- He's always enjoyed playing sport.

B Match sentences a)–e) with rules 1–3. Some sentences will match more than one rule.

Rules:

- Use the present perfect continuous to emphasise that an action has been long and repeated.
- With state verbs (e.g. *like, love, understand, remember, know, etc.*), we cannot use the present perfect continuous, so we use the present perfect simple.
- We often use *for, since* and *How long have you ...?* with the present perfect simple and the present perfect continuous.

▶▶ page 140 LANGUAGEBANK

PRACTICE

7A Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- I _____ (write) books for years, but I haven't written a best-seller yet!
- They _____ (play) music for hours! I can't get to sleep.
- I _____ always _____ (love) art, but I'm not very good at it.
- She _____ (not study) a lot because she's been ill.
- How long _____ you _____ (know) Sheila?
- I _____ (learn) Mandarin for two years.
- I _____ (have) my own car since I was twenty.
- Will Smith? I've never _____ (hear) of him.

B ▶ 7.2 Listen to check. Notice the pronunciation of *have*. Is it strong or weak? Practise saying the sentences.

8A Make questions with the prompts.

- how long / you / know / best friend?
- how long / you / do / your hobby?
- how long / you / study / English?
- how long / you / live where you live now?
- how / you / spend / your days off recently?

B Work in pairs. Take turns to ask and answer the questions above. Think of two or more follow-up questions for each question.

A: *How long have you known your best friend?*

B: *For about fifteen years.*

A: *Where did you meet?*

VOCABULARY PLUS verb phrases

9A Choose the correct preposition to complete the verb phrases in sentences 1–7.

- I don't have a lot in common *to/with/for* my sister.
- We don't have access *with/at/to* the internet at work.
- She's world-class *in/for/at* playing the violin.
- He works very hard. He *puts in/to/with* a lot of hours.
- I've got a lot to think *with/for/about* at the moment.
- The film *picks up on/to/at* the difficulties people experienced during the war.
- She has a talent *about/for/in* finding a bargain.



B Add the verb phrases to the correct group below.

1 agree	with	5 depend	on
argue		rely	
_____		_____	
2 worry	about	6 look	at
complain		laugh	
_____		_____	
3 belong	to	7 succeed	in
pay attention		believe	
_____		_____	
4 pay	for		
wait			

▶ speakout TIP

There are many verbs in English which use prepositions. Keep a record of which prepositions go with which verbs in your notebook. Can you add any more phrases you know to the diagram in Exercise 9B?

C Write three questions using the verb phrases above.

Do you argue with anyone in your family?

What kind of things do you worry about?

D Work in pairs. Ask and answer your questions.

▶▶ page 154 VOCABULARYBANK

VOCABULARY ability

1 Work in pairs. Take turns to ask and answer as many questions as you can about the things you are good/bad at.

When did you start playing the drums? How often do you play? Do you ...

2A What do the phrases in bold mean?

- He's an **expert** in Italian art. He's written several books about it.
- He's **gifted at** painting. He had his first exhibition when he was sixteen.
- She has a lot of **ability** as a dancer. I think she could become a professional.
- She's the most **skilful** footballer I've ever seen. She can play in any position.
- He has an **aptitude for** maths. He learns new formulas very quickly.
- He is a really **talented** musician. He can play six instruments.
- I'm **hopeless at** geography. I failed my exam three times.
- I'm **useless at** ball sports. I can't play any.

B ▶ 7.3 Look at the words in bold above. Then listen to the sentences from above and answer the questions.

- Which parts of the words in bold are stressed? Underline the stressed part.
- Which five words have two syllables? Where do we normally put the stress on two-syllable words?

C Listen again and repeat the sentences. Focus on the stressed parts.

3A Write the name of:

- an expert in your own area of interest.
- someone in the class who is talented.
- a gifted musician.
- something you are useless at.
- something you have an aptitude for.

B Work in groups. Ask each other to explain what they wrote and why.

READING

4A Work in pairs. Look at the photos opposite and on page 161, then discuss. The men in the photos have been called 'The human camera' and 'The human computer'. What special abilities do you think they have?

B Student A: read the text opposite to see if your ideas are mentioned. Student B: turn to page 161.

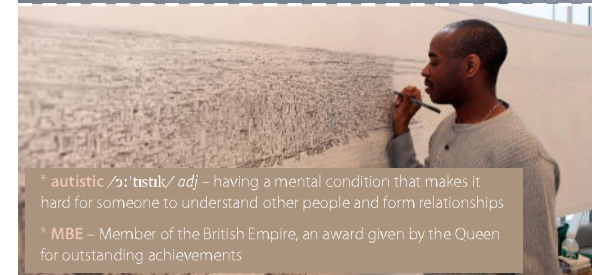
The human camera

There is no one quite like Stephen Wiltshire. Born in 1974, Stephen was always different. As a child, he couldn't make friends. In fact, he talked to nobody, showed no interest in school subjects and wasn't able to sit still. Stephen was diagnosed as autistic. He didn't learn fully to talk until he was nine years old and he didn't manage to pass his exams, but he found one thing he liked doing: drawing. Art became his way to communicate.

He started by drawing funny pictures of his teachers, but soon began to draw buildings. His eye for detail was perfect. He could see a building just once and remember everything about it. In 1987, aged twelve, he saw a train station in London called St Pancras. Hours later, in front of TV cameras, he managed to draw this complicated building, with the time on the station clock saying 11.20, the exact time when he was there. The drawing showed every detail perfectly.

Since that television programme made him famous in the UK, many great things have happened to Stephen. He has become a well-known artist, published four books of his drawings, taken helicopter rides above the world's great cities – including London, Rome, Hong Kong and New York – and drawn amazing pictures of them, and opened his own art gallery, where he now works, in London.

His drawings are incredibly accurate – he always manages to draw everything in the right place – but also beautiful to look at. In 2006, he was given an MBE by the Queen of England for services to art.



* autistic /ɔːˈtɪstɪk/ *adj* – having a mental condition that makes it hard for someone to understand other people and form relationships

* MBE – Member of the British Empire, an award given by the Queen for outstanding achievements

C Student A: read the text above again and answer the questions.

- How was his behaviour different from other children's?
- What special talents does he have?
- How did the public learn about his special talents?
- What country/countries has he been to and what did he do there?
- What has he published?
- What is his 'job' now?

D Tell your partner about your text. Use questions 1–6 to help.

GRAMMAR present and past ability

5 Read sentences 1–9. Which describe present ability and which describe past ability? Which three sentences are negative?

- If you tell Daniel your birth date, he can tell you what day of the week you were born on. *present ability*
- He could see a building just once and remember everything about it.
- As a child, he couldn't make friends.
- He is able to do extremely difficult mathematical calculations.
- He was able to calculate $82 \times 82 \times 82 \times 82$.
- He wasn't able to sit still.
- He always manages to draw everything in the right place.
- He managed to learn Icelandic in a week.
- He didn't manage to pass his exams.

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PRACTICE

6 Complete the text with the words in the box.

can isn't can't managed could to couldn't able

When four-year-old Derek Paravacini heard the sound of the piano, he ran towards it. Although he was blind, he ¹ _____ to reach the instrument. He pushed the piano player—a small girl—off her stool, and started to play. Adam Ockleford, a piano teacher, said, 'It was ... extraordinary. He was hitting the notes with his hands, his feet, his nose, even his elbows.' Paravacini was ² _____ to play the tune he had just heard and at that moment Ockleford realised the boy was a genius.

Paravacini was born blind and autistic and had great learning difficulties. As a child, he ³ _____ do many things that ordinary children do. Even today, as an adult, he ⁴ _____ count to ten, and he ⁵ _____ able to dress or feed himself. But Paravacini has one incredible gift: music. Like Mozart, he ⁶ _____ remember every piece of music he hears.

It started when his parents gave him a plastic organ when he was eighteen months old. He couldn't see the notes, but he managed ⁷ _____ play tunes on it. By the time he was four, he ⁸ _____ play many pieces on the piano. With Ockleford's help, Paravacini developed his technique and played his first major concert at the Barbican Hall in London, aged nine. He has performed all over Europe and the US and in 2006 recorded his first CD.

SPEAKING

7A Look at the activities opposite and read the instructions below.

- Put one tick next to the things you can do now.
- Put two ticks next to the things you could do when you were a child.
- Put three ticks next to the activities you are very good at.

B Work in groups. Compare your abilities. Say how often you do these things, and which ones you enjoy(ed). Describe any special experiences you have had while doing these things.

change the wheel
on a car



paint pictures

run for an hour



tell a joke in a
foreign language

catch and
cook a fish



write with your
'wrong' hand

remember
important dates
from history

1066
1901 1666
1837



climb a mountain

play tennis



ride a
motorbike

WRITING a summary

8A Read the summary and answer questions 1–3.

Daniel Tammet and Stephen Wiltshire are two gifted young Englishmen who suffer from forms of autism. These men have one thing in common – they are able to remember large amounts of information – but their talents are very different. Wiltshire has an ability to draw complicated images after seeing them only once, while Tammet has an amazing aptitude for remembering numbers. They have both appeared on television programmes, which helped make them famous, and both published books. While Tammet and Wiltshire experienced difficulties during their childhood, their great achievements are now recognised by the public. And best of all: they both seem happy with their lives.

- Does the summary explain the main idea of the text(s) (who, what, where and why)?
- Is the summary shorter or longer than the original text(s)?
- Does the writer of the summary copy sentences from the original text(s) or does he/she use his/her own words?

B Work in pairs. Look at phrases 1–5 from the summary. What details do these phrases leave out? What information is missing?

- Wiltshire has an ability to draw complicated images. *He drew a train station in London and pictures of other cities, including Rome, Hong Kong and New York.*
- Tammet has an amazing aptitude for remembering numbers.
- They have both appeared on television programmes.
- Both published books.
- (They) experienced difficulties during their childhood.

LEARN TO make notes for a summary

9A Read the notes and find examples of 1–6 below.

THE MEMORY MEN

Tammet & Wiltshire = very gifted. They are able to remember lots of info. Their abilities → them becoming famous

The artist

Wiltshire remembers things he sees

The mathematician

Tammet remembers numbers & does maths problems

- an abbreviation
- symbols for: a) and b) resulted in
- a number to represent a word that sounds the same
- a heading
- a subheading
- highlighted information

B Look at suggestions 1–8. Are they good or bad ideas for taking notes? Change the bad ideas.

- Use abbreviations and symbols.
- Use diagrams or drawings.
- Try to write down every word you hear/copy down every word you read.
- Write fast. Don't worry about handwriting.
- Don't worry about spelling. You can check later.
- Highlight important information.
- Don't use your own words – you might make mistakes.
- Use a space or a new heading when there's a change of speaker or topic.

10A 7.4 Listen to three people talking about memory. Tick the things they talk about in the box.

names faces dates words birthdays
directions to places books you've read places
films jokes information about products
things that happened to you when you were very young

B Read the notes about Peggy. Listen again and use the same headings to write notes about John and Tim.

PEGGY**Job**

Sales rep for publishing company

Memory

needs to remember lots

not good at directions → used to get lost all the time

has to remember names & faces of people she talks to + information about products

C Compare your notes with a partner. What else can you remember about what they say? Use the phrases below to help you.

Sally or Samantha? makes mistakes
blocking all other students
after an hour of watching a film

She spent an hour calling a woman Sally when her real name was Samantha.

11A Work in pairs. Ask and answer the questions.

- Do you have a good memory, generally?
- Which things in the box in Exercise 10A are you good at remembering?
- Which would you like to be better at remembering?
- Do you use any special strategies to remember things?

B Write a summary (100–120 words) of what you learned about your partner.

▶ **FUNCTION** | clarifying opinions ▶ **VOCABULARY** | qualifications ▶ **LEARN TO** | refer to what you said earlier



qualifications

1A Discuss. Which jobs do you think require the most qualifications?
In my country you have to study for six years to become an architect.

B Read the text. What did Steve Eichel do? Why?

Steve Eichel, a psychologist, was worried about the number of therapists with false diplomas and degrees. He thought it was too easy to get these qualifications. So, one day, he decided to do an experiment. Eichel had a cat called Zoe. Using the name Zoe D Katze (in German, the name means Zoe the Cat), Eichel applied for a number of diplomas and a degree in hypnotherapy for his cat. He completed some forms, paid the money, and invented a CV and a job for Zoe at the Tacayllaermi Friends School (Tacayllaermi backwards spells 'I'm really a cat'). In a few weeks, the cat had two diplomas and a PhD.

2A Work in pairs. What do the words in bold mean? Which words are shown in the photos?

- What **qualifications** do you have? Apart from school exams, what other exams have you taken or will you take in the future?
- In your country, when you leave school do you get a **certificate**?
- Do you have a **driving licence**? What other **licences** can you get?
- Have you ever done an **online course**?
- Is **distance learning** popular in your country? Is it more popular than **face-to-face learning**? Which do you prefer?
- For which professions do you have to **do an apprenticeship**? Does the company usually pay you while you do your training?
- Do you have a **degree**? From which university?
- Do you know anyone with an **MA** or a **PhD**? What subject, and in which university, did they do it?

B Discuss the questions in groups.

FUNCTION clarifying opinions

3A Work in pairs and discuss. Do you think people with a lot of qualifications are usually intelligent?

B ▶ **7.5** Listen to two people discussing intelligence. What do they talk about?

- intelligent animals
- intelligent people
- 'intelligent' technology

C Answer the questions, then listen again to check.

- Why does the man think the boy from Egypt is intelligent?
- Why does the woman think her two friends are intelligent? What did/do they do?
- Why are qualifications useful, according to the woman?
- What does the woman say about 'real life experience, going out and meeting people, talking, travelling'?

4A Complete the phrases in the table.

offering opinions
The ¹ _____ I say (he's intelligent) is (that)
For me
In ² _____ view
I do think
I must say
giving examples
For example,
Let me ³ _____ you (an/another) example.
For ⁴ _____ thing

B ▶ **7.6** Listen to some three-word phrases from Exercise 4A. Which word is stressed?

C ▶ **7.7** Listen to the full sentences. Copy the stress patterns.

▶▶▶ page 140 **LANGUAGEBANK**

5 Complete the sentences with the words/phrases in the box. Do you agree with the statements?

must In my Let me give The reason I
 For one For example I do For

- I must say many creative people are bad students. _____, most artists and musicians don't have many academic qualifications.
- _____ me, qualifications aren't that important. _____ thing, they don't show a person's character.
- _____ view, face-to-face learning will disappear. _____ say that is because people want to study from home, so they prefer distance learning.
- _____ think geniuses usually have personal problems. _____ you an example: Vincent Van Gogh suffered from depression.

LEARN TO refer to what you said earlier

6 Read the phrases from the audio script and answer questions 1–3.

- Like I said, he doesn't go to school but, for me, he's super-intelligent.
- Having said that, I do think qualifications are useful.
- Exactly. That's what I was saying. Just like the boy from Egypt.

Which phrase shows that you:

- have already given an opinion that someone else is now giving?
- have already said something?
- have said something but now want to give a different opinion?

7 Complete the conversation using the phrases below.


Like I said, Having said that, That's what I was saying,

- A: I think online courses are great if you can't travel to class. _____ I prefer to have a real teacher.
 B: I agree. You learn more with other people in the room.
 A: _____, an online teacher is not the same.
 B: I've done some online courses, though. It was really convenient because I could study at home.
 A: _____. They're great for people who can't travel.

SPEAKING

8A Read the job advertisement. What qualifications does it mention?

Guides needed for Eco-Tours cruise ships

Location: along the River Nile 
Salary: £20,000
Duration: 6 months (includes four 5-week tours)
Date posted: 18th July 09.22

Duties: introduce tourists to the plant and animal life of the Nile, organise day trips for tourists, write a regular blog. Must speak Arabic and English plus one other language. Must have a tour guide licence, a university degree, and basic qualifications in biology and/or land management.

B Work in groups of three. Student A: read about candidate A. Student B: read about candidate B. Student C: read about candidate C. What benefits can they bring to the job? Are there any skills or qualifications they don't have?

Candidate A

Suresh Perera,
 Sri Lanka, 42

- was a tour guide in Sri Lanka (2 years), geography teacher in Saudi Arabia (10 years)
- has a tour guide licence and MA in Geography
- speaks English, Arabic, Tamil
- visited Egypt many times, knows the culture and people
- hobbies: sailing and swimming



Candidate B

Dr. Ahmed Nasari, Egypt, 54

- biologist (20 years), experience in 11 countries.
- PhD in marine biology
- published three books about marine biology, writes regularly for biology journals
- speaks Arabic, English, basic German
- will take the exam for a tour guide licence next month
- wants to research animal life in the Nile



Candidate C

Delilah Olufunwa, Nigeria, 28

- former TV actress and model, then tour guide in Nigeria
- degree in performing arts
- excellent physical fitness (qualified scuba diver, strong swimmer)
- speaks English, Arabic, Spanish, Portuguese, French, is studying Japanese
- loves animals and nature



C Present your candidate to your group. Who should get the job? Why?

DVD PREVIEW

1 Work in groups. Discuss the questions.

- 1 Do you enjoy sport? Which ones?
- 2 Have you ever tried to learn a new sport? How successful were you? Why?
- 3 Have you ever won a sporting competition or attempted a sporting challenge? How did you feel?

2A Read about the programme below. What is Christine's challenge exactly? Why is she doing it? What are the problems?

BBC The One Show: Water Ski Challenge

Sport Relief is a UK charity which asks celebrities to perform sporting challenges in order to raise money for people in Africa. After visiting Uganda with Sport Relief Christine Bleakley, a presenter on *The One Show* (a BBC magazine show), decided to accept a sporting challenge herself. She agreed to water ski across the English Channel from the UK to France. It was an incredibly tough challenge because Christine had never been on water skis before. After a few months training, she attempted the crossing in the middle of winter. Would her physical and mental determination help her to complete the challenge, or would she give up half way? Could she add this outstanding achievement to her already successful career?



B Match the underlined words/phrases in the text with their definitions 1–6.

- 1 very difficult
- 2 tried
- 3 stop doing something (because it is difficult)
- 4 something that tests your skill or ability
- 5 excellent/very impressive
- 6 desire to continue doing something even when it is difficult

▶ DVD VIEW

3 Watch the DVD. Choose the correct summary.

- 1 Christine completed the challenge without ever falling off her skis.
- 2 Christine attempted to cross the Channel but failed.
- 3 Christine crossed the Channel successfully despite falling a lot during the first half.
- 4 Christine nearly completed the challenge, but fell at the end and broke her leg.

4A Watch the DVD and number the statements in the order you hear them.

- a) 'My arms and body hurt so much, but I just don't want to give up.'
- b) 'She's fallen in ten times in ten miles, and that simply isn't good enough for this challenge. She has got to (dig in now, and) start to focus.'
- c) 'After several falls into the freezing water, I already feel like I can't take much more.'
- d) 'I can see France, and nothing is going to stop me.'
- e) 'The first woman to water ski across the Channel, in the winter, having only got on water skis four months ago. She is remarkable. It's a truly outstanding achievement.'
- f) 'This challenge is incredibly tough. She is going to be operating in sub-zero temperatures for over 90 minutes.'
- g) 'I am determined not to fall in, but I soon realise that determination might not be enough.'

B Watch the DVD again and decide who says what. Mark statements with a C (Christine) or a T (trainer).

C Discuss. What do you think of what Christine achieved? Would you do anything like this in order to raise money to help people in Africa? Why/Why not?



speakout an achievement

5A ▶ 7.8 Listen to someone talking about a recent challenge/achievement. Answer the questions.

- 1 What was her challenge?
- 2 Was it a good or bad experience?
- 3 What did she find easy?
- 4 What problem(s) did she have?
- 5 Did she succeed?

B Listen again and tick the key phrases you hear.

keyphrases

I found it really easy/quite difficult.
It was the ... I had trouble with.
I was/We were very nervous.
At first, I couldn't ... but then I started to ...
One thing I tried ...
I tried to/experimented with ... but it didn't work/I couldn't ...
I got very frustrated/annoyed/tired.
I didn't know how to ...
I'm (so) glad/Eventually I managed it.
It was a (really) difficult challenge/good experience ...
For me, it was quite an achievement.

C You are going to talk about a recent challenge/achievement. Before you talk, make some notes on the following:

- What was your challenge? (Were you learning a new sport/how to drive, etc?)
- Where were you?
- How did you feel?
- What was the experience like?/What did the challenge involve?
- Who helped you?
- Did you try any special techniques?
- Did you succeed?

D Work in groups and take turns. Tell each other about your experiences. Who had the funniest/most interesting/most embarrassing experience?

writeback an internet post

6A Read the internet post and answer the questions. What was Jim's challenge? What helped him to learn?

A Beautiful Language, by Jim

I was never very good at languages when I was at school so learning Welsh was a **huge challenge for me**. I wanted to learn Welsh because I was living in Wales and my wife spoke Welsh. **So, I decided** to enrol for a course at the university and go for classes twice a week. I **soon** fell in love with the language – it's so gentle and musical. **I began to realise** how many people living around me loved and treasured their national language. Welsh has beautiful expressions and has often been called the language of poets. **It's not an easy language to learn, but it's very satisfying**. I feel like I've **achieved a lot**. **Now**, when I go into my local shop, I try to speak to people in Welsh. I'm sure I **make a lot of mistakes**, but everyone is very kind to me, and they always smile.

B The My Story website publishes stories from the public about their experiences and achievements. Write your own story (120–180 words) to submit to the website. Use the words in bold above and the key phrases to help.



7.5 << LOOKBACK

SUCCESS

1A Underline the correct alternative to complete the quotes. Which quotes do you think could be important for you? Why?

- 1 'When you are not *believing/practising*, remember someone else is *believing/practising*, and when you meet him he will win.'
- 2 'I was seldom able to see *an opportunity/a talent* until it had ceased to be one.'
- 3 'Focus *on/in* where you want to go, not on what you fear.'
- 4 'Some people dream of success, while other people wake up and work hard *on/at* it.'

B Work in pairs and discuss.

- 1 Do you know anyone who is a high achiever? What have they done?
- 2 What are you focusing on at the moment in your work/studies?
- 3 How do you think you can get better at speaking English?

PRESENT PERFECT CONTINUOUS

2A Complete the sentences with the present perfect continuous form of the verbs in brackets.

- 1 I _____ (practise) learning my lines. Rehearsals start next week.
- 2 I _____ (visit) patients in their homes.
- 3 I _____ (mark) homework for hours.
- 4 I _____ (try) some new ideas for a recipe.
- 5 I _____ (research) a news story.

B Think of a job to go with each sentence above. Write two or three sentences that this person could say at the end of a busy day. Use the present perfect continuous.

I've been reading all day. I've been saying my lines out loud.

C Work in pairs. Take turns to say your sentences. Can your partner guess the job?

3 Complete the text with the words in the box.

hopeless gifted skilful
useless expert ability have

As a child, I was ¹ hopeless at school. I was ² _____ at maths, English, science, everything, because I just didn't ³ _____ an aptitude for that kind of study. One day we were playing football and the ball got stuck in a tree. I climbed the tree to get it, and one of my teachers, John Marston, looking out of the staffroom window, noticed that I was a talented climber. He was an ⁴ _____ in climbing – he'd been in the Alps and up Mount Kilimanjaro – and he invited me to try it one weekend. I really enjoyed it. After a month, he told me I was a very ⁵ _____ climber for my age. I left school three years later with no qualifications, but I kept climbing regularly until I became very ⁶ _____ at it. In my early twenties, I became a professional climber. I'll always remember Mr Marston because he showed me I had an ⁷ _____ which no one else, including me, knew about.

PRESENT AND PAST ABILITY

4A Underline the correct alternative.

- 1 I *can to/am can/can* type very fast.
- 2 When I first heard English, I *not able/not could/couldn't* understand anything.
- 3 Even when I'm stressed, I'm usually *able to/can/able* sleep.
- 4 I recently had a problem but I *can able to/was able to/managed* solve it.
- 5 I *'m not able/was able not/wasn't able* to do the job of my dreams (not yet, anyway).
- 6 Last weekend I *managed to/managed/am managed to* relax completely.

B Tick the sentences that are true for you. Compare your answers with other students.

I can't type very fast, but I don't have to look at the letters when I type.

CLARIFYING OPINIONS

5A Complete the conversations by adding your opinions and giving examples.

- 1 A: I think that, to be happy, people need to have dreams and ambitions.
B: For me, _____. Let me give you an example: _____.
- 2 A: The most important thing to remember is, if you want to be successful in anything, it's hard work, not talent that gets you there.
B: I do think _____. The reason I say this is _____.
- 3 A: Being rich or famous is not the same as being successful.
B: In my view, _____. For example, _____.
- 4 A: There is too much focus on sporting achievement. Games aren't important.
B: I must say _____. For one thing, _____.
- 5 A: If you want to be successful in your job, you need a good education and you need to understand modern technology.
B: In my opinion, _____. For one thing, _____. For another, _____.

B Work in groups and take turns. Share your opinions with each other and ask follow-up questions.

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