

Preparing to Write

A Read the report. What four questions were the students asked in the survey? Discuss with a partner.

¹I recently surveyed students in my college to understand their spending behavior. ²To do this, I gave a survey to 100 students asking about their spending on streaming services, other forms of entertainment, eating out, and also how often they use a credit card.

³The survey showed that:

- 90% of students currently pay for four or more streaming services. 8% have between one and three, and only 2% have none.
- 59% of students spend \$50–100 on entertainment each month. Only 28% spend less than this, and 13% spend over \$100 per month.
- eating out is common among college students. 56% of students do this 1–3 times per week. 38% of students dine out more than four times per week. Only 6% of students rarely eat out.
- 67% of students use a credit card regularly, 23% only use a credit card occasionally, and just 10% of students never use one.

⁴Based on the findings, particularly credit card usage, I believe students may need support with their financial management. ⁵I recommend setting up workshops on budgeting, credit card usage, and the benefits of saving to improve students' financial literacy.

B Match these common features (a–e) with the sentences from the report (1–5).

- a ___ details of the key findings d ___ recommendations based on the findings
 b ___ how the data was collected e ___ the purpose of the research
 c ___ what the data might mean

Writing

C Imagine you are the researcher who collected the data in the chart below from 100 students about financial literacy. Use the data to write a short report. Make sure to include the features from Exercise B.

1 How confident are you about managing your own finances?	A: Very confident: 13 B: Slightly confident: 47	C: Not very confident: 40
2 Do you follow a budget?	Yes: 17	No: 83
3 Do you keep money for emergencies?	Yes: 22	No: 78
4 Where do you usually go for financial advice?	A: Family or friends: 74 B: Books or websites: 26	C: A financial advisor: 0

D Exchange reports with a partner. Use the points from Exercise B to evaluate your partner's report and give some feedback. Do you agree about what the data might mean?



Christina Koch at the Johnson Space Center in Houston, U.S.A.

In this unit, you will ...

- explore different ways to measure success, and think about goals and achievements
- watch a TED Talk about the importance of luck
- read an article about a psychology experiment
- conduct informal interviews related to success
- write the introduction to an opinion article

Warm Up

Discuss the questions with a partner.

- 1 The photo shows astronaut and engineer Christina Koch. She holds the record for the longest space flight by a woman (328 days). What do you think helped her to be successful in her career?
- 2 What difficulties do you think she faced?
- 3 Apart from career, what other things make a successful life?

4B A successful career

Analyze an infographic about a career • Use three narrative tenses • Describe past events using a timeline

Language in Context

A Work with a partner. Do you agree or disagree with these opinions? Why?

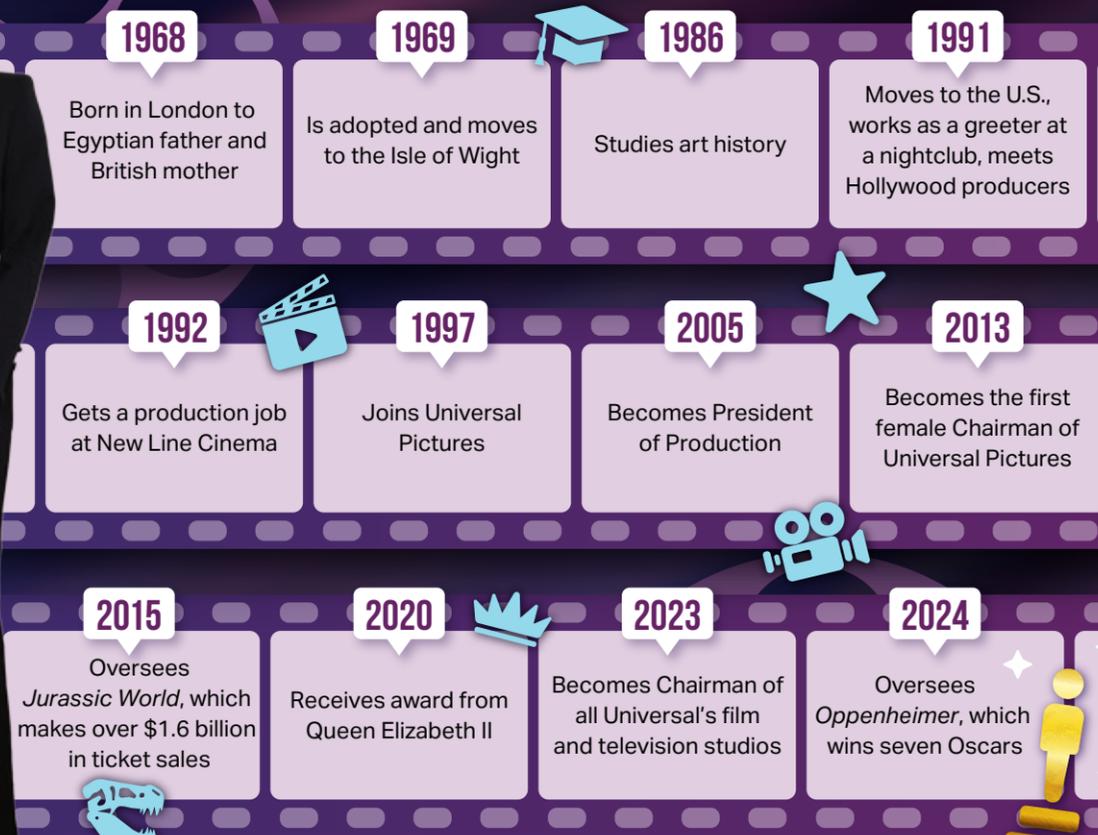
- 1 The subject you study at college should connect to your future career.
- 2 Career progress depends on who you know as well as what you know.
- 3 Making mistakes is an important part of success.

B Study the infographic about Donna Langley's career. Answer the questions.

- 1 What was her first job, and how far did she climb in the movie industry?
- 2 Which ideas from Exercise A do you think she might agree with? Why?

A life in PICTURES

Donna Langley is one of the most powerful women in Hollywood.
But how did she get to where she is today?



Language Focus Talking about past events

GRAMMAR 1 Simple past and past continuous

The simple past and past continuous are used to talk about different aspects of past events. They are often called "narrative tenses" because we can use them to tell stories about the past.

- She **was** born in London.
- She **moved** to Los Angeles in 1991.
- She **met** some Hollywood producers while she **was working** as a greeter.
- While working at New Line Cinema, she **was gaining** important industry experience.
- She **became** Chairman of Universal Pictures in 2013.

For more information and practice, see Grammar Reference.

C Read the Grammar 1 box and look at the example sentences. Find the following:

- 1 four simple past verbs: _____, _____, _____, _____
- 2 two past continuous verbs: _____, _____

D Choose the correct options to complete the grammar summary.

- We often use the simple past to give **background / main** events in a sequence.
- We use the past continuous to describe a **background / main** action, something in progress when a main event took place.
- We can also use the past continuous to show that an action happened **quickly / over a period of time**.

E 4.3 Complete the paragraphs using the simple past or past continuous form of the verbs in parentheses, then listen to check. Have you seen any of the movies that are mentioned?

After moving to Los Angeles—the home of Hollywood—Donna Langley quickly ¹ _____ (*become*) interested in the movie business. While she ² _____ (*work*) as a nightclub greeter, she ³ _____ (*meet*) someone who ⁴ _____ (*offer*) her a job in movie production. A few years later she ⁵ _____ (*join*) Universal Pictures, where her career took off.

However, at the time that Langley became Chairman in 2013, the company ⁶ _____ (*experience*) some problems. Langley ⁷ _____ (*realize*) that they needed movies that could attract a wider range of people. So she ⁸ _____ (*decide*) to make a mix of big-budget movies, like *Jurassic World*, and smaller, creative movies, like *Split*. *Split* ⁹ _____ (*cost*) \$9 million to make, but ¹⁰ _____ (*earn*) over \$278 million worldwide.

F Discuss the topics with a partner. Say what you were doing and where you were living at the time, and explain what happened.

- Your earliest memory
- Your life five years ago
- How you decided what to study or do as a job
- How you met a close friend

Five years ago I was living in Kobe with my parents, and I was studying at a local high school. I only moved here last year.

Language Focus Talking about an earlier time in the past

GRAMMAR 2 Past perfect simple

The past perfect is another narrative tense which helps to give the background to a main event. If the order of events is not clear, this tense shows that one past event happened before another. The past perfect simple is formed using *had* or *hadn't* followed by the past participle.

*She received an award from the Queen for the work she **had done**.*

For more information and practice, see Grammar Reference.

- G** Look at the Grammar 2 box, then read the sentence below and complete the grammar explanation.

Langley **made** good decisions because she **had learned** a lot from mistakes.

Made is **simple past / past perfect simple**. It happened **first / second**.

Had learned is **simple past / past perfect simple**. It happened **first / second**.

- H**  4.4 Read about another person's career. Choose the correct options, then listen to check. What was Noroshige Kanai's dream?

Noroshige Kanai ¹**studied / had studied** medicine at college in Japan, specializing in underwater medicine. One day, while he ²**was doing / had done** an underwater training course, someone told him this was useful experience for an astronaut. He ³**never thought / had never thought** about becoming an astronaut before, but he felt inspired and ⁴**decided / had decided** to apply for Japan's astronaut program. He was accepted, and completed his basic training in 2011. But it wasn't until 2017 that he finally ⁵**went / had gone** into space to work on the International Space Station. He ⁶**waited / had waited** a long time to achieve his dream, so he was very excited. In total, he ⁷**was spending / spent** 168 days on the ISS, working as a flight engineer and doing experiments. When it was time to leave, he was sad, but also happy. He ⁸**spent / had spent** six months in space and he was ready to go home.

- I** Look at the example sentences about Kanai, then write sentences about your own life. Then share with a partner and ask follow-up questions.

Before Kanai did the underwater training course, he'd never thought about becoming an astronaut.

By the time he came back to Earth, he'd spent six months in space.

- 1 Before I _____, I'd never _____.
- 2 By the time I _____, I'd _____.

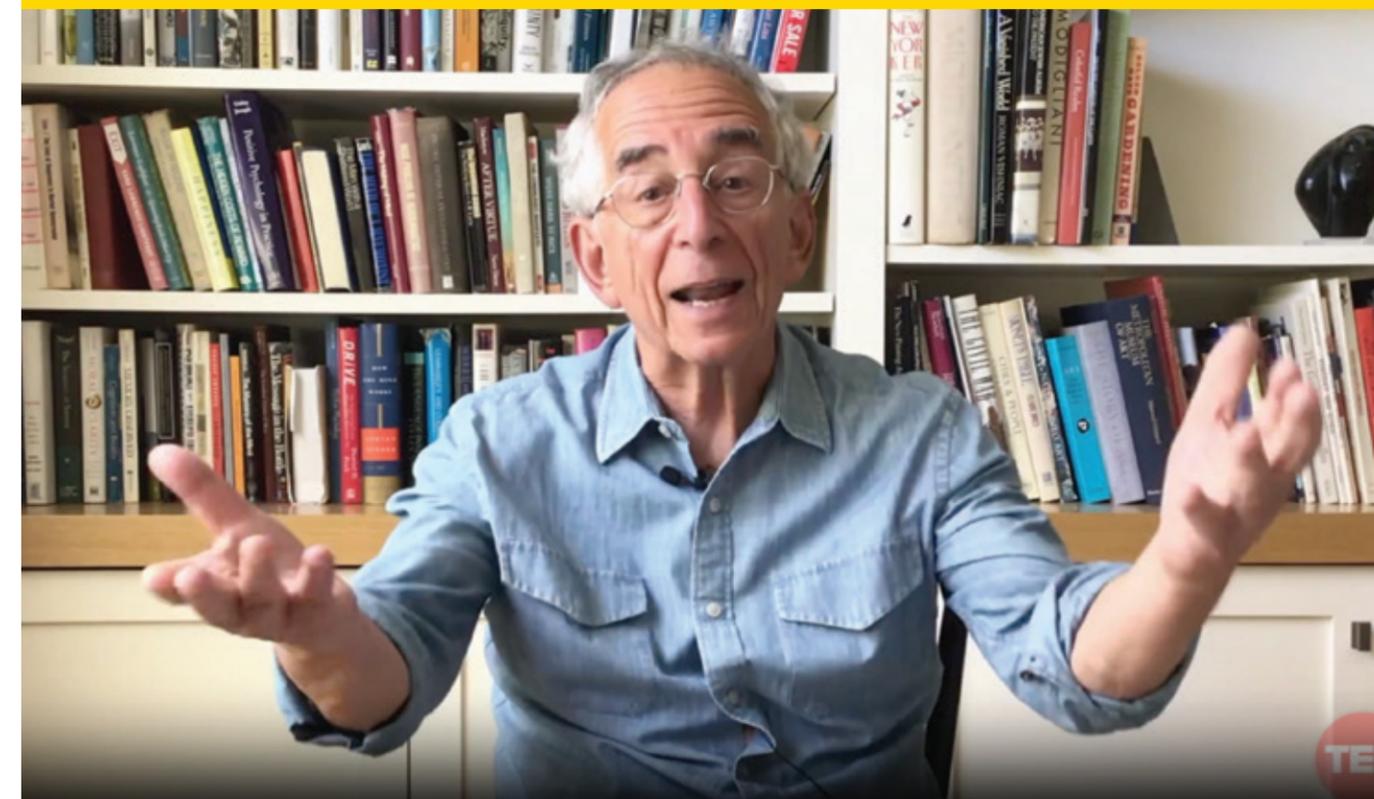
Speaking Describing a timeline

- J** Draw a timeline showing the main events in someone's career or life. You could focus on yourself, someone you know, or a famous person. Then share it with a partner, describing the main events and giving background information as needed.



4C The role of luck

Understand a talk about success and luck • Distinguish fact and opinion • Use animated body language



Before Viewing

- A** Read the information in the box, then discuss the questions with a partner.

- 1 How do colleges decide who gets in? What are they looking for?
- 2 Do you think academic success depends on luck in any way? Why?

- B** Read the sentences (a–f). The words in **blue** are used in Barry Schwartz's TED Talk. Write the correct form next to the definitions (1–6).

- a They will **reject** your application if it is late.
 - b I don't have time for **extracurricular** activities like sports or drama.
 - c The library is **adequate**, but there's a bigger one in the city.
 - d The minimum **requirements** are a Grade A in Math and Grade B in Physics.
 - e I'm going to **major** in History, but I will also take some classes in Spanish.
 - f Bad exam results can **wreck** students' chances of getting into college.
- 1 _____ : enough, acceptable
 - 2 _____ : to study as a main subject
 - 3 _____ : to destroy
 - 4 _____ : something you must have (e.g., to get a job or college place)
 - 5 _____ : to refuse to accept
 - 6 _____ : not part of your studies

TED TALKS

BARRY SCHWARTZ is a professor of social theory at Swarthmore College in the U.S. He is interested in the link between economics and psychology, and has written several books, including *The Paradox of Choice*. In this talk, *What Role Does Luck Play in Your Life*, he discusses the relationship between luck and success.

LISTENING SKILL Using word stress

In longer English words (two or more syllables), only one syllable usually gets the main (primary) stress. Effective listeners can “catch” a stressed syllable and guess the rest of the word, even if they haven’t heard it clearly. Some very long words may have a primary and a secondary stress, e.g. **extracurRICular**.

C **4.5** Read the Listening Skill box. Then look at the sentences below. A stressed syllable is shown in **BOLD**. Can you guess the full word? Listen and check your answers.

- 1 I'm interested in ...**PLY**... to this college. _____
- 2 She is well **QUAL**... for the job. _____
- 3 You ...**SERVE** a reward for your hard work. _____
- 4 He felt ...**PRESS**... after he failed his exam. _____

D **4.6** Listen to the opening sentences of Schwartz’s TED Talk. Underline the stressed syllable of the words in **bold**.

Hello, everybody. I'm **honored** to be here to talk to you, and what I'm going to talk about **today** is luck, and **justice**, and the **relation between** them.

GLOBAL ENGLISHES

Spelling differences

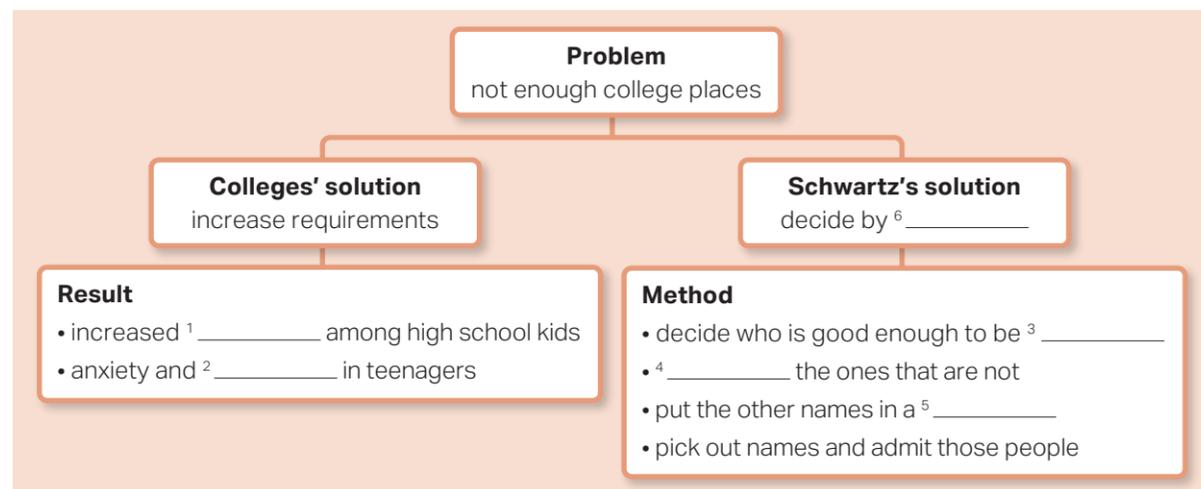
Some words are spelled differently in different varieties of English. You can choose which spelling to use, but be consistent. Some common differences are: words ending *-or* / *-our*, words ending *-er* / *-re*, and words ending *-ize* / *-ise*. Can you think of examples?

Viewing

E **4.1** Watch Part 1 of Schwartz’s TED Talk and choose the correct words to complete the statements.

- 1 Swarthmore college is **moderately** / **extremely** difficult to get into.
- 2 The man’s daughter **had** / **didn’t have** good enough qualifications to get into Swarthmore.
- 3 Barry Schwartz spoke positively about **the man’s daughter** / **her chances of getting in**.
- 4 Because there aren’t enough places for everyone, colleges raise **their prices** / **the entry requirements**.

F **4.2** Study the mind map. Then watch Part 2 of Schwartz’s TED Talk and write the missing words (1–6).



G **4.3** Watch Part 3 of Schwartz’s TED Talk and answer the questions (1–4). Check with a partner.

- 1 What is Schwartz’s conclusion, when he thinks about how his life has turned out?

- 2 Does he believe he deserves his success?

- 3 According to Schwartz, what is the problem with society?

- 4 What does he say we should do about this problem?

H Work in small groups and discuss the questions.

- 1 Do you agree that Schwartz’s success is due to luck? Why or why not?
- 2 What do you think is more important for a successful career: luck, qualifications, experience, natural talent, or hard work? Why?

Critical Thinking Separating opinions and facts

An opinion is *subjective*—it is a speaker’s feeling or belief. A fact is *objective*—we can find out exact information to show it is true. It’s always useful to ask, “Is this really a fact or just an opinion?”

I Look at these statements from Schwartz’s TED Talk. Which is fact, and which is opinion? Discuss with a partner.

- 1 There just aren’t enough spots in the Swarthmore class for everybody who’s good.
- 2 We are wrecking a generation with this kind of competition.

J Work with a partner. How could you make the opinion more factual? Would this make Schwartz’s argument stronger? Why or why not?

PRESENTING SKILL Using body language

Body language shows the audience how you feel about what you are saying. If your facial expressions and body language show that you are interested or excited, it helps to keep the attention of the audience, and helps them feel the same way. However, it is also important to be natural.

- ✓ Move to a new position sometimes.
- ✓ Show emotions with your face.
- ✓ Use your arms and hands to emphasize a point.
- ✗ Don’t cross your arms or legs.

K **4.4** Watch the excerpt from Schwartz’s TED Talk again and answer the questions.

- 1 Which of the presenting tips does Schwartz use?
- 2 Do you think this helps to keep your attention?

L In the excerpt, Schwartz talked about some of the life events that brought him to his present situation. Prepare some notes to talk about some key events in your life that brought you here.

M Work in pairs. Take turns to share your short talk. Before you speak, make sure you are sitting or standing comfortably. While speaking, remember to use the presenting tips.

4D Predicting success

Understand an article about a psychology experiment • Identify process-related vocabulary • Apply concepts more widely

Reading

A You are going to read an article about a famous psychology experiment. First, work with a partner and discuss the questions.

- 1 What's your favorite "treat" food? (e.g., chocolate, candy, cookies ...)
- 2 When you have this treat, do you usually:
 - a eat it immediately?
 - b eat it slowly, enjoying it?
 - c eat a little and save some for later?



B Read the article. Then take some notes in the chart. Compare your answers with a partner.

How the marshmallow test works	What the marshmallow test shows

C Read the article again. Mark these statements true (T), false (F), or not given (NG).

- 1 Originally, Mischel wanted to know if rewards motivated children to be patient. _____
- 2 The experiment showed that focusing on a reward is useful. _____
- 3 The children who were successful in later life worked harder at school. _____
- 4 Mischel's experiment included children from both richer and poorer families. _____
- 5 The children in the original experiment trusted what the experimenter said. _____
- 6 Self-control is something that we can all learn. _____

D Find words in the article related to the process of doing an experiment. The first letter has been given for you.

- 1 to **do** an experiment c _____
- 2 the **results** of an experiment f _____
- 3 to **doubt** a result or conclusion q _____
- 4 the **people** in an experiment p _____
- 5 to **show** that an idea is **true** p _____
- 6 to **show** that an idea is **false** d _____

TIP

Vocabulary

Words related to a process

One good way to learn vocabulary is in groups related to the steps in a process. For example, in the problem-solving process, you need words like *identify* a problem, *address* the problem, and *solve* the problem.

Critical Thinking

E Work with a partner. What are some examples of showing self-control now in order to get a future reward (e.g., saving for a vacation)? Have you done any of these things?

Can a marshmallow predict your future?

4.7

A In 1970, a researcher named Walter Mischel conducted an experiment with a group of children who were all about four years old. Mischel, a Stanford University psychology professor, wanted to find out if rewards could help children to "delay gratification"—that is, to wait for something they wanted.

B The basic idea of the experiment is simple. Take a child to a room and put a treat, such as a marshmallow, in front of them. Tell them you are going out of the room for a while, and that they can eat the marshmallow if they want—but if they can wait for you to come back, they can have a second marshmallow.

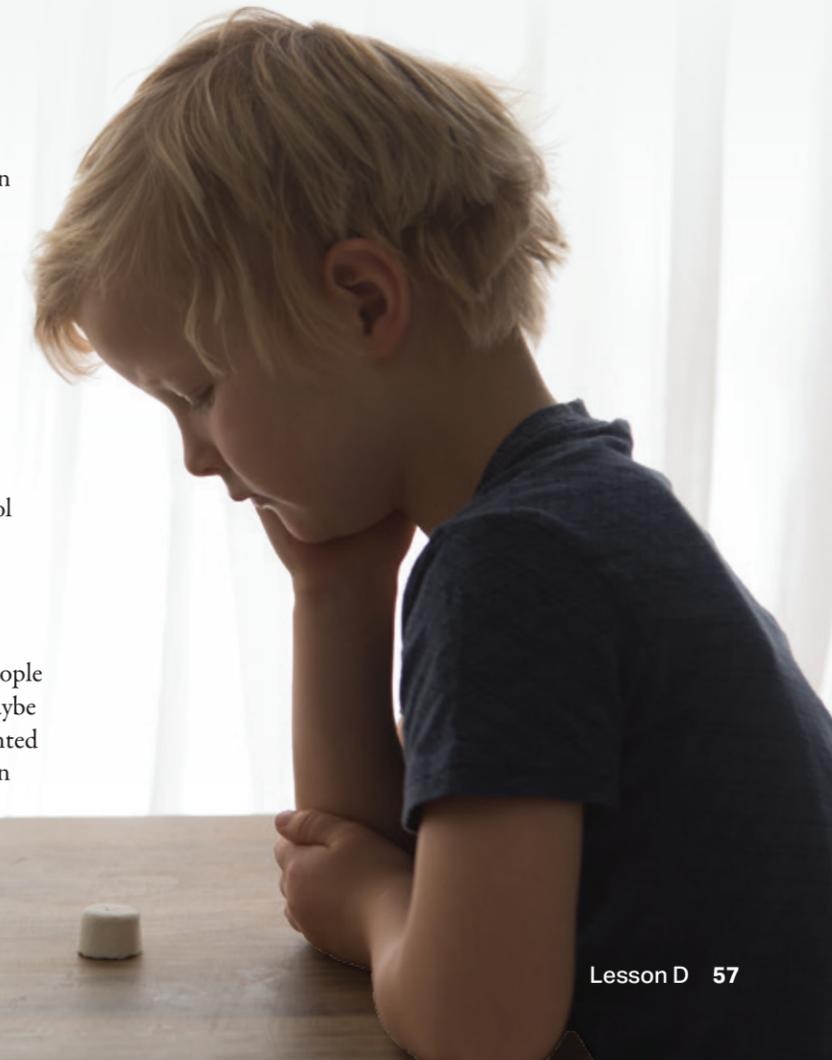
C Mischel thought the idea of the reward would motivate the children to wait, but in fact it seemed to make it harder for many of them. Some of the children ate the treat almost immediately. Others tried to stop themselves—by hiding their eyes, or by letting themselves smell it but not taste it—but in the end, they ate it. However, some children did manage to wait. They seemed to do this by not thinking about the reward: by talking to themselves, singing, or even falling asleep.

D These strategies for delaying gratification were a useful finding. However, another finding from these experiments was only discovered years later. When Mischel checked how the original children were doing in life, he learned that the ones who had waited for the second marshmallow were doing better. They got better exam results, found better jobs, lived healthier lives, and were generally happier. Mischel concluded that a child's self-control and ability to delay gratification was a key to their success in later life.

E Since the original experiments over 50 years ago, many people have questioned the findings and conducted more experiments to test them. Some people explored how the treat might affect the results—maybe some kids just don't like marshmallows. Others wanted to test a wider range of participants—the children in

Mischel's experiment all came from middle-income families, where a marshmallow might not be very special. Other people researched the idea of trust: if the children did not believe the experimenter would come back, they might act differently. And many people wondered if the marshmallow test could really predict future success, when so many other factors affect our lives, such as money, education, and health.

F Studies have proven that we should not predict future success based on the marshmallow test alone. However, they have not disproved the importance of self-control as a life skill. Thanks to Mischel's experiments we know that self-control has some connection to success in later life, and we know it is a skill that we can learn. And that is a useful finding for all of us.



Communication in Context

A Some people say that “failure is necessary for success.” Do you agree? Why or why not?

B 4.8 Some students are conducting informal research into how people feel about failure. Listen to two of their interviews, and complete the chart.

	Interview 1 (Man)	Interview 2 (Woman)
Tell me about a time when you made a mistake or failed to do something.		
Feeling at that time (Positive/negative? Why?)		
Feeling now (Positive/negative? Why?)		

C 4.9 Listen to some excerpts from the interviews. How did the interviewers respond in each case? You will need 1–4 words in each blank.

- M:** ... I couldn't catch up with the work and I failed my final exams.
F: Oh no. _____.
- M:** I did really well in the final exams, and that helped me get a job afterward.
F: _____ . Well done.
- F:** We just really didn't like each other.
M: _____ .
- F:** He missed the meeting! He was stuck in traffic.
M: Uh-oh. _____ . So what happened?
- F:** My manager was really unhappy with me.
M: _____ . But that was a few years ago. How do you feel about it now?
- F:** You have to be professional and find a way to work together.
M: _____ .

D Look again at the responses in Exercise C. Which of the responses show the following?

- a reaction to positive information _____
- a reaction to negative information _____, _____, _____
- “I agree.” _____
- “I understand.” _____

E 4.10 Work with a partner. Decide if the phrases in the box are used to respond to positive information (P) or negative information (N). If you think it depends, write D. Check with a partner, then listen and repeat.

RESPONDING AND REACTING

- | | |
|---------------------------|----------------------------|
| _____ That's interesting. | _____ Definitely. |
| _____ That's amazing. | _____ That's bad luck. |
| _____ Good idea. | _____ These things happen. |
| _____ How frustrating! | _____ Wow! Lucky you. |

F Work in pairs. Follow the steps.

- Student A:** Turn to page 180.
Student B: Stay on this page. Use the language from Exercise E to respond to Student A.
- Student A:** Use the language from Exercise E to respond to Student B.
Student B: Turn to page 182.

Communication Task Conducting informal interviews

G You are going to conduct an informal interview to find out about people's successes. Follow the steps.

- Study the questions in the chart. Take notes in column A about your own answers.
- Work in pairs. Take turns interviewing each other. Take notes in column B about your partner's answers. Use the language from Exercise E to respond informally.

	A: Me	B: My partner
Tell me about an achievement you are proud of—something you succeeded in.		
What did you have to do to reach this goal?		
Who helped you along the way?		
What do you think were the main reasons for your success? (Hard work, luck, skill, ... ?)		

H Work in small groups with different people. Based on your interviews, what do you think are the most important reasons for success?

TIP

Pronunciation

Showing attitude

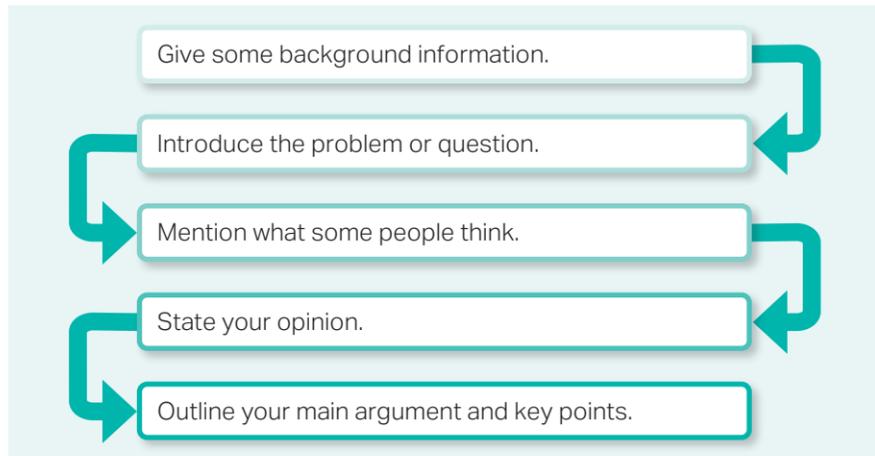
Intonation can show your attitude (interested, pleased, surprised, sorry, etc.). A wide pitch range (how high and low your voice goes) shows more emotion than a flat one.



Preparing to Write

A The graphic organizer shows how to begin a typical opinion article. Work with a partner and discuss the questions.

- 1 Can you think of other situations when you use this structure?
- 2 Which three points do you think are the most important?



B Work with a partner and put the sentences in the correct order to make the introduction to an article on a student website. Do you agree with the writer?

- a ____ But does that mean it's useful for students to experience competition in the classroom as well?
- b ____ However, I believe that for most students, competition has the opposite effect.
- c ____ In this article, I will argue that we should have less competition in schools because it makes students feel demotivated, stressed, and negative.
- d ____ Many teachers think so. They think that competition motivates students and makes them want to do better.
- e ____ Today's world is full of competition, for college places, for jobs, for a place to live, and much more.

Writing

C You are going to write the introduction to your own opinion article. First, decide your topic using the ideas below.

- a Success is not about money or career.
- b ____ is not fair.
- c Young people need to be more _____.
- d [Your idea] _____

D Write the introduction to your opinion article. Use the structure from Exercise A.

E Exchange introductions with a partner. Evaluate your partner's introduction and give feedback. Do you think their ideas are interesting?



Warm Up

- 1 The photo shows a doctor working on a hospital ward. What do you think he might be saying?
- 2 Medicine is often considered a "caring profession" or "helping profession." What other jobs do you think might fit this category?
- 3 **CS2.1** Listen to three people talking about empathy. What jobs does each person mention? Take notes on their opinions, then compare with a partner. Do you agree with the speakers?

	Jobs mentioned	Opinions
Speaker 1		
Speaker 2		
Speaker 3		

Exploring Career Skills

- A** ▶ **CS2.1** Watch Part 1 of a talk about empathy. Complete the notes with one or two words. Then compare with a partner.

What is empathy? (Theresa Wiseman)

1. Seeing someone else's _____ 3. Recognizing _____
 2. Not _____ 4. Communicating that you _____

Without empathy ...

- people find it difficult to ⁵ _____ effectively.
- there is more misunderstanding.
- people become less ⁶ _____ and productive.
- there is more stress.
- employees may look for ⁷ _____.

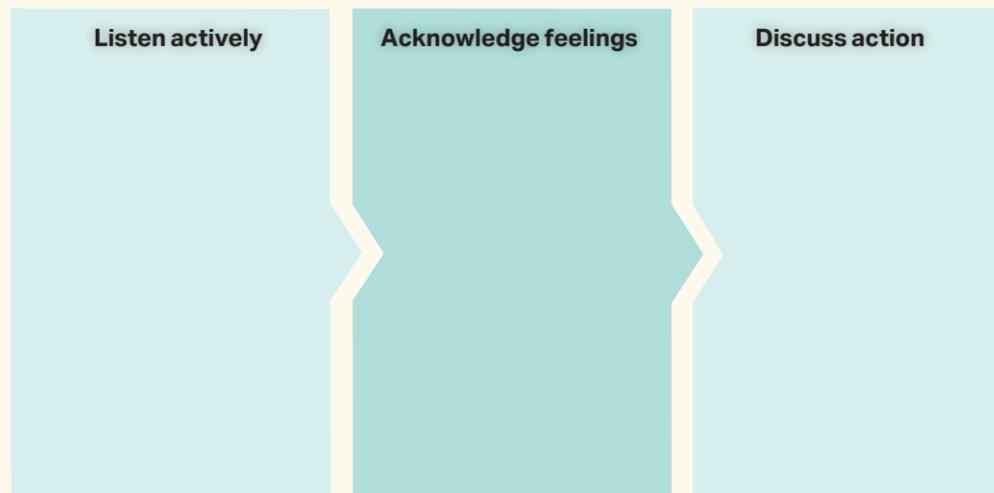
- B** Work with a partner and discuss the questions.

- 1 Can you explain Wiseman's four points about empathy in your own words?
E.g., Seeing someone else's perspective means putting yourself in their shoes.
- 2 In your life, can you think of someone who shows a lot of empathy?

- C** ▶ **CS2.2** Watch Part 2 of the talk and choose the best option, according to the speaker.

- 1 According to Jamil Zaki, everyone is **born with / can develop** empathy.
- 2 According to Jennifer Herrity, when someone is speaking, you should focus on **finding solutions / understanding their situation**.
- 3 Acknowledging someone's feelings means showing that you **understand / agree with** them.
- 4 When someone has a problem, you **shouldn't / don't have to** help them solve it.

- D** ▶ **CS2.2** Watch Part 2 of the talk again. Take notes on how we can show empathy, then compare with a partner. Are these things easy to do?



- E** Work in a small group. Think of a time when you discussed a problem with a friend or colleague. Did you or the other person show empathy? How? Did it make a difference?

Career Skills in Action

- F** ▶ **CS2.3** Watch a conversation between Fahad, a restaurant employee, and Amala, his boss. Take notes in the chart, then compare with a partner.

What does Fahad want?	How does Amala respond?

- G** ▶ **CS2.4** After his meeting with Amala, Fahad talks to Izabel, a co-worker. Watch and listen to their conversation. Then answer the questions.

- 1 How does Izabel show empathy to Fahad?

- 2 What two actions does Izabel suggest?

- H** ▶ **CS2.2** Listen to some excerpts from the second conversation, and complete the phrases.

- 1 **F:** I just tried asking Amala about Dalia's replacement.

I: Oh right. ¹ _____ ?

- 2 **F:** And Amala knows I need shorter hours because I have exams soon. She seems to think it's not a big deal, but I'm really feeling stressed by it!

I: ² _____ .

- 3 **F:** It's my dad's 50th. All the family are getting together—but she doesn't care.

I: Oh ... ³ _____ . ⁴ What do you think _____ ?

- I** Work with a partner. Look again at Izabel's phrases in Exercise H. Which one(s):

- a** discusses action? _____
b acknowledges the other person's feelings? _____, _____
c shows active listening? _____

- J** Work in a small group and discuss the questions.

- 1 Fahad thinks Amala isn't looking for a replacement for Dalia, and doesn't care about his dad's birthday. Do you think this is true? Do you think Izabel shares Fahad's opinion?
- 2 What advice would you give to Fahad and Amala about communication in the workplace?

I think Fahad should choose a good time to talk, when there are no distractions. That might also help Amala understand that this is an important issue for him.

I think Amala needs to work on her people skills. If she doesn't have time to talk she should say that, but she could arrange a time to talk later.