



3.1 Challenges

GOALS ■ Talk about challenges and success ■ Talk about ability

Vocabulary & Listening challenges and SUCCESS

- 1 Work with a partner. What do you find difficult to resist? For example: buying clothes, spending too much time online, eating junk food.
- 2 Work with a partner. Look at the photo. The children are trying to resist the temptation to eat the marshmallow. Which child do you think is more likely to succeed? Why?
- 3 3.1))) Listen to the first part of a talk on the Marshmallow Test results. What was Mischel's experiment?
- 4 3.2))) Listen to the rest of the talk and answer the questions. Check your answers with a partner.
 - 1 How long did the children have to wait without eating the marshmallow?
 - 2 How many of them failed the test?
 - 3 In what ways were the children who didn't eat the marshmallows more successful in later life?
 - 4 How did the successful children manage not to eat the marshmallow?
 - 5 Why is it important to be able to wait for something you want?

- 5 3.3))) Complete the phrases in the text with the verbs in the box in the correct form. Then listen and check your answers.

avoid be deal give make (x2) prefer ~~resist~~ rise
succeed in wait

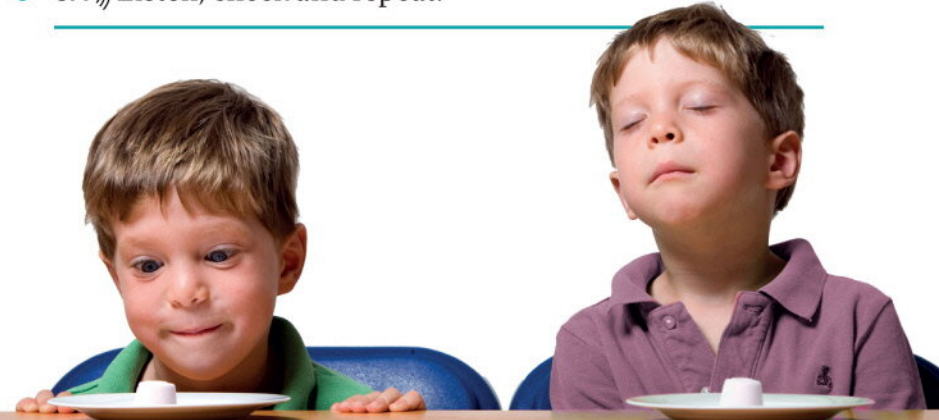
PRONUNCIATION word stress

- 6a Work with a partner. Say the verbs in the box aloud and mark the stress on each verb.

achieve avoid manage observe prefer resist
succeed

- b What is the most common stress pattern in verbs with two syllables?

- c 3.4))) Listen, check and repeat.



The Marshmallow Test

In the Marshmallow Test, researchers left four-year-old children alone in a room with a marshmallow. If the children managed to ¹ resist **temptation** and not eat the marshmallow, the researcher promised them a reward of two marshmallows. However, most of the children found it difficult to ² _____ **patient** and ³ _____ **in** before the time was up. They ⁴ _____ **to have something immediately** rather than ⁵ _____ **for** what they really wanted. The researchers found that, as adults, those children who could ⁶ _____ **to the challenge** were generally much more successful than the others.

The best technique was to ⁷ _____ **thinking about** the marshmallow at all. The successful children ⁸ _____ **with the problem** by looking away or covering their eyes. If they didn't think about the marshmallow, they didn't have to ⁹ _____ **an effort** not to eat it.

When Mischel taught a different set of children this technique, nearly all the children ¹⁰ _____ **waiting** the full time. Learning these techniques can help in adult life because being able to wait helps us to ¹¹ _____ **the right choices**.

- 7 Work with a partner and discuss the questions.
- 1 What kind of things do children find hard to wait for?
 - 2 What happens if children get everything they want immediately?
 - 3 How can children learn to be patient?
 - 4 What techniques do you use when you need to resist temptation? For example, avoid thinking about it, promise yourself a reward later, ...

Grammar & Speaking ability

- 8 Read the information in the Grammar focus box. Match sentences a–e to 1–5 in the box.
- a Some ate it straightaway, some **managed to** wait a while before giving in.
 - b Only 30% of the kids **were able to** wait the full fifteen minutes.
 - c The kids who **couldn't** resist temptation were generally less successful.
 - d When he taught the children some simple techniques ... nearly all the children **succeeded in** waiting the full fifteen minutes.
 - e ... you **will be able to** make better decisions about your future.

GRAMMAR FOCUS ability

Present and past

- To talk about general ability, we use *can/can't* + infinitive or *am/are/is able to*.
- To talk about doing or not doing something with some difficulty, we use *(don't/doesn't) manage to* + infinitive/ *succeed in* + -ing.
- In the past we use:
 - a *could/couldn't* or *was(n't)/were(n't) able to* + infinitive (general ability) ¹ _____
 - b *was(n't)/were(n't) able to* (on a specific past occasion) ² _____
 - c *(didn't) manage(d) to/succeed(ed) in* (with some difficulty on a specific past occasion) ³ _____ ⁴ _____

Future

- To talk about future ability we use:
 - a *will/won't be able to* + infinitive (general ability and on a specific future occasion) ⁵ _____
 - b *will/won't manage to* + infinitive/*will/won't succeed in* + -ing (with some difficulty on a specific future occasion) *If you work hard, I'm sure you'll manage to get the grades you need.*

→ Grammar Reference page 140

- 9a Work with a partner. Complete the tips in the blog using *can/can't*, *could/couldn't*, *(not) manage to*, *(not) succeed in*, and *(not) be able to* in the correct form.

Home > Success > How to succeed

How to succeed

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- ▶ **Remember that you** ¹ _____ **choose to resist temptation if you want to.** Just because you ² _____ stop yourself yesterday, doesn't mean you ³ _____ never do it.
- ▶ **Think about something else.** If you ⁴ _____ turning your attention away from the chocolate for a while, you may forget about it altogether.
- ▶ **Stop for a minute.** Perhaps you felt you ⁵ _____ spare the time to go for a run yesterday? But if you stopped and really thought about it, you'd see it was much more important than many of the things you did ⁶ _____ do.
- ▶ **Think ahead.** Plan for the future and you will ⁷ _____ achieving your goals.
- ▶ **Never buy things on impulse.** Go home and think about it. If you really like it, you ⁸ _____ (still) buy it tomorrow, or next week.
- ▶ **Spend time with people who are** ⁹ _____ **resist temptation themselves.** Pick up some valuable lessons by observing someone whose patience you admire.

- b Work with a partner or in small groups. Which are the most useful tips? Put them in order of usefulness.

- 10 **TASK** Work with a partner. Tell your partner about ...
- something you can do now that you couldn't do a few years ago.
 - a time when you succeeded in resisting temptation.
 - a time when you managed to deal with a problem successfully or make the right choice.
 - something you hope you will be able to do in the future and how you plan to do it.