7.3 Vocabulary and skills development

Reading & Speaking understanding paraphrasing

1a Look at the statements. What do they mean? Do you agree with them? Discuss with a partner.

1 *I have not failed. I have simply found ten thousand ways that won't work.* (Thomas Edison)

2 *Failure is the key to success; each mistake teaches us something.* (Morihei Ueshiba)

b Look at the first statement in exercise **1a**. Which word or phrase is expressed in different words in the second statement?

2a Read the information in the Unlock the code box about paraphrasing.

> 🔒 **UNLOCK THE CODE**
> understanding paraphrasing
>
> To avoid repetition, writers talk about the same thing in different ways. Writers use a synonym (either a word or phrase that means almost the same thing) to refer to the thing. Sometimes the new phrase has a different grammatical form.
>
> *People who* do well *in their jobs* get promoted.
>
> *My colleagues are pretty* ambitious.
> *Most people who work here* want to get to the top.

b Read paragraph **1** of the article. The underlined words or phrases are paraphrased later in the paragraph. Circle the phrases which are their near synonyms.

3a Think of two reasons why doing a task and failing could be good for you.

b Read the rest of the article. What reasons does the writer give for the value of failure?

The Festival of Errors

1 Some French education <u>specialists</u> recently put on a <u>festival</u> in Paris to encourage <u>children</u> to <u>make mistakes</u>. Yes, it's true! The (experts) were worried that young people in France were not <u>creative and innovative</u> enough for the modern world. Since they believe that a school system that concentrates on marks and grades will reduce the ability of the kids to produce new ideas, the activities in the week-long event showed the participants the wonder and pleasure of getting things wrong.

2 Most people believe in success. In sport, politics and business, success is king. Look at our education systems: they're based on the idea of encouraging people to be successful. We reward success in exams, for example, with entrance to university. We reward success at university with a good job. People who <u>do well</u> in their jobs get promoted to higher positions, and so on.

3 But there are reasons why we should value failure as well. The problem with the success model is that it tends to <u>give credit for</u> safe behaviour. We follow the procedures, obey the rules. More importantly, it encourages people to hang on to old ideas. On the other hand, people who like to take risks, think creatively, and come up with new, perhaps impossible, ideas, are told they are failures. In a very fast-changing world, this is not good practice.

4 Another point of view is provided by Dr Astro Teller who works for Google, a company famous for its incredible successes, and equally <u>unbelievable</u> failures. He says that if you criticize people for having good ideas, they will give up. His example is: imagine you send out a group of scouts* to a new land to find mountains to climb. They do their best to find one, but can't. If you <u>blame</u> them when they come back, those scouts will <u>quit</u>.

5 And what about learning a language? Sometimes you have to take risks, because otherwise it becomes difficult to communicate. If you're trying to <u>talk to</u> a person, and they don't understand you, then you have to find a completely different way of saying what you want to say! So making a mistake can mean you also make progress!

■ **scout** a person sent ahead to get information

4 The underlined words in paragraphs 2–5 are synonyms for words that come earlier in the article. Write the words they refer to.

Paragraph 2	do well	*be successful*
Paragraph 3	give credit for	
Paragraph 4	unbelievable blame quit	
Paragraph 5	talk to	

5 Answer the questions.

1 According to the article, how are successful people rewarded at work?

2 Why can failure be useful? What does it teach us?

3 What is the example of the scouts in paragraph 4 supposed to show?

4 What does the writer think you need to do to communicate in another language?

6 Work with a partner. What are the main ideas from the article that you both agree with?

Vocabulary & Speaking   collocations

7 Find these collocations in the article in exercise **3**. In your own words, what do you think they mean?

Paragraph 2	1 a good job 2 get promoted 3 higher positions	
Paragraph 3	4 follow the procedures 5 obey the rules 6 think creatively 7 come up with ideas	
Paragraph 4	8 do their best	
Paragraph 5	9 take risks 10 completely different 11 make progress	

8 Read the information in the Vocabulary focus box about collocations.

> **VOCABULARY FOCUS** collocations
>
> There are several different types of collocations organized by word class, noun, verb, adjective, etc. The most common are:
> - verb + noun → *obey the rules*
> - adjective + noun → *a good job*
> - verb + adverb or adverb + verb → *think creatively*
> - adverb + adjective → *hugely important*
>
> When you record collocations, it is essential to note down the grammar words like *a* or *my* as well. If you use the wrong grammar words, it will sound unnatural.
>
> e.g. *I always try to do my best.* NOT ~~I always try to do the best~~.

9 Work with your partner. Write a summary of the article, using your ideas from exercise **6** and the collocations in exercise **7** to help you.

10a Complete the questions about work and study with collocations made from one word in column A and one word in column B.

Column A	Column B
job	job
take	employees
obey/follow	creatively
temporary	risks
supervise	satisfaction
think	the rules

1 Which is more important – a good salary or a/an/– _____ ?

2 At work, is it better to obey the rules, or to _____ ?

3 Have you ever had a _____ ? What was it? Did you want it to become permanent?

4 Have you ever had a job where you had to _____ other _____ ? Did you like the responsibility?

5 Would you like a job where you had to come up with new ideas, or one where you simply _____ ?

6 Do you find it easy to _____ and come up with new ideas? How do you do it?

b 7.2))) Listen and check your answers.

11a TASK Work with a partner or in small groups. Ask and answer the questions in exercise **10**. Give reasons for your answers.

b Report the two most interesting answers to the class.