UNIT 5

Success Story



In this unit, you will

- read about the meaning of success and what factors contribute to it.
- read about a personality trait related to success.
- review finding main ideas.
- increase your understanding of the target academic words for this unit.

READING SKILL Identifying Definitions

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
attain						
aware						
coincide						
colleague						
demonstrate						
dominate						
dynamic						
exploit						
generate						
inhibit						
media						
positive						
professional						
role						

Outside the Reading What do you know about success?
Watch the video on the student website to find out more.

Oxford 3000™ keywords

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Before You Read

Read these questions. Discuss your answers in a small group.

1. How would you define success?
2. Are all famous people successful? Are all successful people famous? Give examples to support your opinion.
3. Name some people you consider successful. Why do you consider them successful?

Read

This article discusses important information about how to be successful. It defines success and explains what it takes to achieve it.

WHAT IS SUCCESS?

What is success? is it wealth? Fame? Power? We tend to think of success as something unusual, something that requires special talents to achieve. That's because stories in the **media** about successful business executives, **professional** golfers, glamorous movie stars, best-selling authors, and powerful politicians lead us to believe that only a few special people are successful. We may not hear about them, but ordinary people can be successful, too. Success is about reaching for something—and getting it. It is about having something you didn't have before. It is about **attaining** something that is valued by others.



Success requires ambition and hard work.

SETTING GOALS

Success begins with a clear goal, and **attaining** that goal requires ambition. Ambition is the energy that drives people to work hard, to learn more, and to seek opportunities to advance themselves. Some people have a clear goal, but they lack the ambition to make their dream come true. Other people have great ambition but no

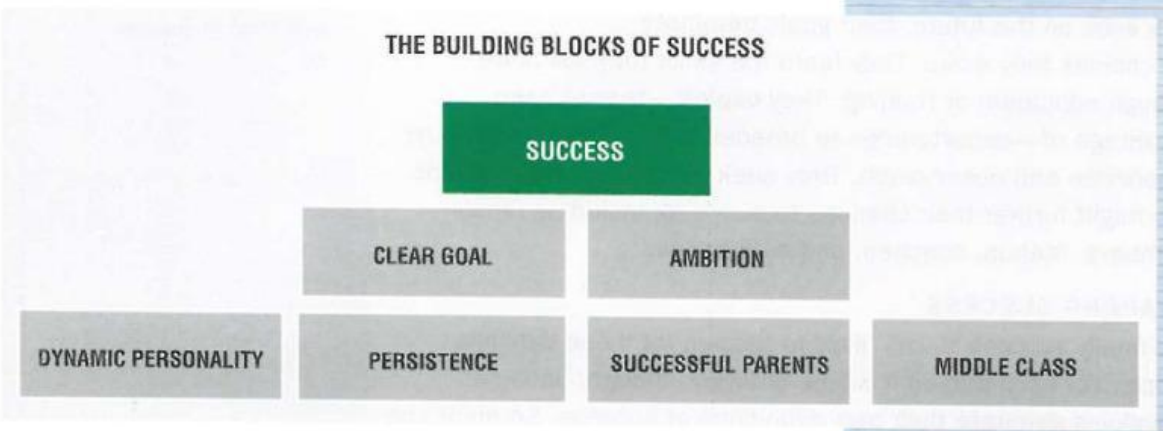
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clear goal to work toward. They start one scheme after another but never seem to find success.

THE NEED FOR PERSISTENCE

All children begin life with great ambition. Consider the ambition that babies **demonstrate** as they try to sit up, crawl, and walk. Despite repeated failures, they keep trying until they succeed. What makes them keep trying? Persistence. This is the ability to focus on a task despite interruptions, obstacles, and setbacks. Persistence is strong throughout childhood. During the teen years, however, a fear of failure or a fear of being laughed at by



others for trying to "be somebody" may **inhibit**, or stop, their persistence. As a result, many teens seem to just quit trying.

THE ROLE OF PARENTS

If parents are **aware** that a lack of ambition is common in teenagers, they may be able to minimize it by providing **positive** learning experiences in the early years. For example, parents can encourage their young children to take on challenges, praise them for trying, and comfort them if they fail. One of the strongest influences on a person's ambition is the family. It is not a **coincidence** that successful parents tend to raise successful children. However, is this due to heredity or upbringing? Evidence suggests that both play a **role** in determining ambition.

THE ROLE OF ECONOMIC STATUS

The economic status of a family also influences a person's level of ambition. Young adults who grew up in poor families may be more focused on meeting the needs of today rather than reaching for the dreams of tomorrow. Or they may have great ambition but lack the means to reach their goals. In contrast, ambition may be unnecessary for those who grew up in rich families because, at least financially, they are already successful. Not surprisingly, ambition seems to **coincide** most often with middle-class status.

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Although financially secure, middle-class families may not feel socially secure. This status anxiety fuels the ambition needed to reach for success.

THE ROLE OF PERSONALITY

Despite their backgrounds, it is people with **dynamic** personalities who are most likely to succeed. These are people who don't wait for things to happen; these are people who take effective action to make things happen. With their eyes on the future, their goals **dominate** the choices they make. They learn the skills they will need through education or training. They **exploit**—that is, take advantage of—opportunities to broaden their knowledge through experience and observation. They seek assistance from anyone who might further their chances to succeed, including family members, friends, coaches, and **colleagues**.

ATTAINING SUCCESS

And finally success is very likely to happen for these **dynamic** people. For each person it will be different, though, because individuals **generate** their own definitions of success. So he or she will get the job, win the race, earn the diploma, start the business, or climb the mountain—and the goal will become a reality.



Each person has a different definition of success.

Reading Comprehension

A. Mark each sentence as *T* (True) or *F* (False) according to the information in Reading 1. Use your dictionary to check the meaning of new words.

___ 1. Stories generated by the media demonstrate that ordinary people can be successful.

___ 2. Family plays a major role in influencing a child's level of ambition.

___ 3. The teen years often coincide with a fear of failure and a lack of ambition.

___ 4. Positive learning experiences in the early years can inhibit persistence.

___ 5. Dynamic people are aware that they must take effective action to attain success.

___ 6. Despite their backgrounds, professional people are the most likely to succeed.

___ 7. Meeting the needs of today may dominate the thoughts of a young adult who grew up in a poor family.

___ 8. People seeking success might ask colleagues to assist them.

___ 9. One way to prepare for success is to exploit opportunities to learn through observation.

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B. With a partner, decide which of these qualities contribute to success, according to Reading 1.

___ a clear goal	___ middle-class status	___ repeated failures
___ persistence	___ focus	___ a dynamic personality
___ a coincidence	___ dreams of tomorrow	___ successful parents

READING SKILL Identifying Definitions

LEARN

The author of Reading 1 uses the entire passage to arrive at a full description of success. Each paragraph contains information that adds to the definition. Within the text, there are definitions of other words related to success. For some words, the author provides a definition; for example, ***ambition*** in paragraph 2. Other words are defined with a synonym; for example, ***inhibit*** in paragraph 3.

APPLY

Look back at Reading 1 to find definitions of these words. Write the definitions in your notebook.

1. ambition (paragraph 2)
2. persistence (paragraph 3)
3. inhibit (paragraph 3)
4. dynamic people (paragraph 6)
5. exploit (paragraph 6)

Vocabulary Activities STEP I: Word Level

A. Use the target vocabulary in the box to complete this story. Use the words in parentheses to help you.

attained	dominant	positive
coincided with	dynamic	professional
demonstrated	generating	was aware

As a boy, Lance Armstrong excelled in many sports. By his teen years, however, bicycling had become the _____ (1. most important) interest in his life. He easily won many local cycling races. But his goal was to be a _____ (2. paid) racer. In his first race, he finished last of 111 riders. He was discouraged and almost quit racing. Instead, he trained harder and soon _____ (3. reached) the rank of number one bicyclist in the world. But his success _____ (4. happened at the same time as) a terrible illness. Lance, just 25 years old, was diagnosed with advanced cancer. After long and painful medical treatments, he was so weak that he again thought of quitting. He _____ (5. knew) that he might never recover from his illness, but once more this _____ (6. energetic) young man _____ (7. showed) amazing persistence,

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and he had a _____ (8. optimistic) attitude. He trained for two years, slowly regaining strength and _____ (9. creating) a new goal: to compete in the Tour de France bicycle race, one of the most demanding sports contests in the world. In 1999, Lance entered the Tour and won. He subsequently went on to win the Tour seven years in a row.

Lance officially retired from cycling competitions in early 2011. He heads the Lance Armstrong Foundation, which has raised millions of dollars for cancer research.

B. **A *colleague* is a co-worker, someone you work with. With a partner, match the worker in the left column with his or her colleague. Compare answers with a partner. Writing in your notebooks, take turns making sentences with the information.**

a 1. doctor	a. nurse
*A doctor and a nurse are **colleagues**.*	
___ 2. teacher	b. principal
___ 3. manicurist	c. publisher
___ 4. violinist	d. waiter
___ 5. chef	e. pianist
___ 6. author	f. hair stylist

In this unit, the word *role* is used to mean "the position of importance of something."

*Parents play a key **role** in the education of their children.*

*Exercise plays a **role** in staying healthy. Diet plays a **role**, too.*

Role is also commonly used to refer to the part of a character in a film or play.

*Several actors have played the **role** of Superman in films.*

CORPUS

C. **Check (✓) the factors that play a role when teenagers quit trying to succeed, according to Reading 1.**

___ fear of challenge	___ fear of being laughed at
___ lack of persistence	___ lack of setbacks
___ fear of failure	___ lack of experience

Now, with a partner, think of at least two other factors that may play a role. Discuss your ideas in a small group.

The word *media* refers to the means of communication that reach many people, such as television, radio, and newspapers. *Media* is a plural noun. The singular form is *medium*, but this form is used less often. *Media* can also be used as an adjective.

*The news **media** cover national elections closely.*

*National elections get a lot of **media** coverage.*

*Some actors think that theater is a more satisfying **medium** than television.*

CORPUS

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D. With a partner, classify these examples of media. Write *N* for news media, *P* for print media, *V* for visual media, and *A* for advertising media. More than one answer for each item is possible.

____ books	____ magazines	____ radio
____ the Internet	____ newspapers	____ television

E. To *generate* something means "to create, cause, or produce" it. What do these workers generate? Complete the sentences. Then, add one more sentence of your own about another worker. Compare answers with a partner.

1. A comedian generates _____ when people hear his jokes.
2. A saleswoman generates _____ for her company.
3. A computer programmer generates _____ for computers.
4. An architect generates _____ for new buildings.
5. _____.

Vocabulary Activities STEP II: Sentence Level

The verb *coincide* means "to happen at the same time as another event." It can also be used to refer to two ideas or opinions that agree.

The release of Disney's new film was scheduled to ***coincide*** *with the first day of vacation.*

Voters could not re-elect a mayor whose views did not ***coincide*** *with theirs.*

The noun form is *coincidence*. It refers to the surprising fact of two or more similar things happening at the same time by chance. The adjective form is *coincidental*.

By ***coincidence****, Junko and Mariko came to the picnic wearing identical outfits.*

It was a ***coincidence*** *that they had identical outfits.*

It was also ***coincidental*** *that their husbands were wearing identical shirts.*

CORPUS

F. For each of these sets of sentences, circle the one sentence that describes a coincidence. Then, write a sentence in your notebook explaining what the coincidence is, using the word *coincidence* or *coincidental*.

1. a. Mr. Romano had spaghetti for lunch. His wife made spaghetti for dinner.
   b. Mr. and Mrs. Romano had spaghetti for dinner.

   By ***coincidence****, Mr. Romano had spaghetti for lunch on the same day that his wife made spaghetti for dinner.*

2. a. Dmitri got on a bus to go downtown. His friend Pavlo was on the same bus.
   b. Maria and Lupe got on a bus and they both went downtown to go to work.
3. a. Barry and Larry are twins. Their birthdays are on March 1.
   b. Sue and Lou are neighbors. Their birthdays are on June 1.
4. a. A family has five children. Each child's last name is Rodriguez.
   b. A basketball team has five players. Each player's last name is Rodriguez.

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Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
dominance domination	dominate	dominant	_____

The verb *dominate* means "to have strong control over something" or "to be the most important part of something."

*My father **dominated** our lives when my brother and I were small.*

*The huge brick fireplace **dominated** the living room.*

CORPUS

G. **Complete this paragraph, using different forms of *dominate*. Compare your work with a partner.**

The term "alpha male" is used in the science of animal behavior. It refers to the (1) _____ male in a group of animals, such as wolves. This term can also apply to people. Among humans, the alpha male tries to (2) _____ all of the other males in his social group; for example, his colleagues in the workplace. In the animal world, males may fight to attain (3) _____ over others. A human male may also "fight," but with words and actions that prove he is superior. Often the male who (4) _____ others is friendly and has clear goals, so others like having him as their leader.

To be *aware* means "to know about or realize something." The opposite is to be *unaware*. The noun form is *awareness*.

*Jon was **aware** that everyone was watching him.*

*Jon had no **awareness** that his name was called.*

*Jon seemed **unaware** of the audience's applause.*

CORPUS

H. **In your notebook, complete these sentences about successful people. Use your own ideas. Compare sentences with a partner.**

1. A successful teacher is aware that . . .
2. During the race, marathon runners may be unaware that . . .
3. Someone who is applying for a job must be aware of . . .
4. To write a successful book, an author must have an awareness of . . .

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Before You Read

Discuss your answers to these questions in a small group.

1. What is your definition of personality?
2. Do you know people who constantly talk about themselves? Why do you think they do that?
3. What are some things that famous people do that you don't approve of?

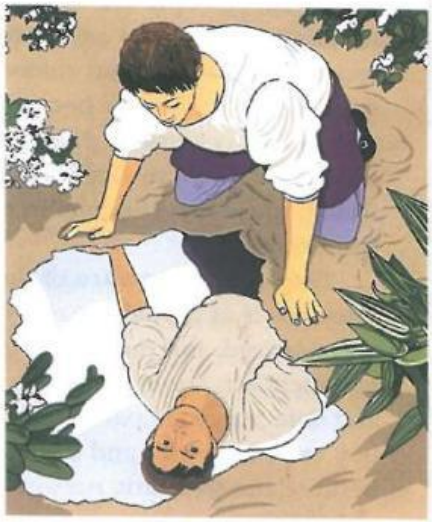
Read

This excerpt from a psychology textbook discusses a personality trait called narcissism and the characteristics of people with this type of personality.

I Love Me

Narcissus was the name of a character in an ancient Greek story. According to the story, he was very much in love with his own good looks. He drowned in a pool of water when he leaned over too far, to admire his handsome reflection. There is a personality trait named for Narcissus. It is called a "narcissistic personality." People with this type of personality have great love for themselves, and this **coincides** with a strong need to be admired by others.

NARCISSISTIC BEHAVIOR



Most people who have a narcissistic personality are very ordinary people. However, they think of themselves as being very important and special. As a result, they often try to **exploit** others. They expect other people to give them constant attention and to obey their commands. In a restaurant, for example, a narcissist might expect to be seated immediately. He might demand a better table, a special salad, or a sharper knife. Narcissists demand attention from everyone, including their family, friends, **colleagues**, and even strangers.

On the other hand, narcissists can **demonstrate** great charm. They smile a lot. They gossip and tell jokes. They **generate** excitement with their lively chatter. They like to talk about themselves and often **dominate** the conversation with stories about their **exploits**. In these stories they tend to greatly exaggerate their talents and personal **attainments**.

In fact, when narcissists describe their **attainments**, they are likely to be lying. Lying is typical behavior for narcissists, who often try to impress people with false claims about things they own or people they know. They brag that their golf clubs are identical to the ones used by **professional**

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golfers. They claim to be best friends with the mayor and the police chief and the bank president.



Narcissists can demonstrate great charm. They gossip and tell jokes.

ROOTS OF NARCISSISM

This kind of talk seems to reflect great self-confidence and self-esteem. However, psychologists suggest that this behavior results not from self-love, but actually from fear of failure and the subsequent shame it would bring. Some say that narcissism results if parents do not comfort young children when they have been disappointed or have failed to **attain** something. The children view this as punishment and try to avoid future failure. As a result, they never learn to deal with disappointment or failure.

Other psychologists have a slightly different theory. They believe that a narcissistic personality arises when parents try to protect children from disappointment and failure by satisfying all of their demands. This **generates** in the children a lifelong pattern of expecting that they will always get what they want.

HOW NARCISSISTS SEE OTHERS

Narcissists do not see other people as human beings but rather as objects that have no feelings or needs of their own. Narcissists believe that the **role** of other people is to satisfy their needs and to admire them. For this reason, narcissists seldom have truly close friends. Instead, they surround themselves with people they consider worthy of their greatness.



Celebrities are often more narcissistic than other people.

NARCISSISM IN CELEBRITIES

Oddly, the narcissistic traits that we find so annoying in ordinary people are the same traits that attract us to many entertainers and **professional** athletes. A recent study found that celebrities as a group are more narcissistic than other people. However, it is not fame that makes celebrities narcissistic; it is the other way around. They were first narcissistic and were then drawn to careers that would earn them admiration from others.

They are very **aware** of the applause of their fans. They see it as a **positive** message that they are loved and admired. But they may also **exploit** the **media** to get attention. For example, they wear show-off clothes and date gorgeous partners. They marry and divorce again and again. They buy expensive cars and drive too fast. Whatever they do, the **media** report it because the **dynamic** personalities of the celebrities, and their apparent lack of **inhibitions**, seem exciting.

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NARCISSISM IN ALL OF US

All of us have some narcissism, and that's good. Self-love is what motivates people to nourish and protect their bodies, to improve their minds, to learn new skills, and to discover the world in which they live. It is what gives people the self-confidence to share a relationship with others and the ambition to reach for success. However, the self-love of those with a narcissistic personality type is so excessive that it overshadows everything else in their lives. ■

Reading Comprehension

Mark each sentence *T* (True) or *F* (False) according to the information in Reading 2. Use your dictionary to help you understand new words.

___ 1. Narcissists demand attention from everyone, including colleagues and strangers.

___ 2. A narcissist might try to exploit people because she believes she is very important.

___ 3. A narcissist is aware of other people's failures and demonstrates great concern.

___ 4. Narcissists often lie about what they have attained and dominate conversations with stories about themselves.

___ 5. Psychologists believe that narcissistic behavior coincides with self-esteem.

___ 6. Psychologists believe that parents play a role in generating narcissism in their children.

___ 7. Celebrities get attention from the media because their behavior makes them seem uninhibited.

___ 8. Professional athletes become narcissistic as a result of their careers.

READING SKILL Identifying Definitions

APPLY

A. Complete these sentences to define the characteristics of narcissists. Refer to Reading 2 for information.

1. They think of themselves as being _____.
2. They often try _____.
3. They expect other people to _____.
4. They demand _____ from _____.
5. They can demonstrate _____.
6. They like to _____.
7. They often dominate _____.
8. They tend to exaggerate _____.
9. _____ is typical behavior.
10. They believe that the role of other people is _____.
11. Their self-love overshadows _____.

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B. Write a definition of *narcissism* in your own words.

REVIEW A SKILL **Finding the Main Idea** (See p. 21)

In your own words, state the main idea of Reading 1 and of Reading 2.

Vocabulary Activities STEP I: Word Level

In this unit, the adjective *professional* is used to describe activities for which participants are paid. *A professional* (noun) is someone who is paid for his or her work. The adverb form is *professionally*.

*College sports dominate TV time on Saturdays and **professional** sports dominate on Sundays.*

*Those artists are **professionals**. I'm just an amateur.*

*Her real name is Mary Jones, but she's known **professionally** as Lucille Fontaine.*

CORPUS

A. Work with a partner. Write *P* for each activity that is done only by professionals. Write *A* for each activity that is done for fun, only by amateurs. Write *B* for each activity that could be done by both professionals and amateurs.

___ 1. fishing
___ 2. designing airplanes
___ 3. skiing
___ 4. playing basketball
___ 5. watching television
___ 6. exercising
___ 7. taking photographs
___ 8. cooking
___ 9. performing surgery

A *dynamic* person is someone who is effective and active. He or she is full of ideas and energy.

***Dynamic** people make good leaders.*

Dynamic can also be used to refer to a force or energy that causes change in people or events.

*The dairy industry has had to adapt to **dynamic** market conditions.*

CORPUS

B. With a partner, check (✓) the jobs that could best be done by a dynamic person. Explain your choices.

___ farmer
___ film actor
___ gardener
___ mail carrier
___ politician
___ receptionist
___ salesperson
___ teacher
___ wedding planner

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Now, with your partner, complete these sentences with the names of inventions that have had a dynamic influence. (More than one answer is possible.)

1. _____ had a dynamic influence on the way people cook.
2. _____ had a dynamic influence on overseas travel.
3. _____ had a dynamic influence on preventing illness.

The central meaning of the adjective *positive* is "yes." It has many uses:

good, helpful, or useful	*The new law had a **positive** effect on the economy.* *Thank you for your **positive** suggestions.*
accepting or approving	*The audience had a **positive** reaction to the new play.*
hopeful	*A **positive** attitude is important if you want to reach your goals.*
certain or confident	*I'm **positive** that Cairo is the capital of Egypt.*
affirming	*The blood test was **positive.** She has malaria.*

CORPUS

C. **With a partner, decide which meaning of *positive* is used in each sentence.**

1. If parents are aware that a lack of ambition is common in teenagers, they may be able to minimize it by providing positive learning experiences in the early years.
2. Entertainers believe that the applause of their fans is a positive message that they are loved and admired.
3. The metal detector that screens air travelers gave a positive reading.

To *attain* something means "to succeed in achieving a goal, usually after great effort." Be careful not to confuse "attain" with "obtain," which means "to get something."

*Dr. Arnet **attained** the rank of professor. Then, he obtained a new desk for his office.*

*I see now that being an opera singer is not an **attainable** goal.*

CORPUS

D. **Complete these sentences, using *obtained* or *attained*.**

1. Frank Brown _____ a driver's license.
2. Li Xiao Ping _____ an Olympic gold medal.
3. Admiral Blanc _____ the rank of a Naval Commander.
4. Abdullah _____ tickets for tomorrow's basketball game.

Now, with a partner, decide which of these things are attainable by most people. Which are unattainable? Write *A* for attainable and *U* for unattainable. Discuss your answers in a small group.

___ a high school diploma
___ a journey to the moon
___ a Nobel prize
___ a well-paying job
___ an Olympic gold medal
___ fluency in a second language
___ happiness
___ the starring role in a film

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Vocabulary Activities STEP II: Sentence Level

The verb *exploit* has the general meaning of "use," but can express two different ideas. It's important to understand which idea is being expressed in a particular sentence.

use something cleverly or productively	*A good student **exploits** every opportunity to read outside of class.*
use something unfairly or selfishly	*Some companies **exploit** workers by not paying them a fair salary.*

The noun form, *exploitation,* almost always has the second, negative meaning.

*The **exploitation** of workers is unfair.*



E. **Work with a partner. Write *P* for the sentences that use *exploit* in a positive way. Write *N* for the sentences that use the word in a negative way.**

___ 1. Some parents exploit their children by pushing them to perform in movies or TV shows.

___ 2. He exploited every chance to improve his writing skills.

___ 3. She exploited her friends by borrowing money every day.

___ 4. He exploited his musical talent by playing with a band.

In this unit, *demonstrate* means "to prove or show something." A *demonstrative* person shows his or her feelings very clearly.

*Her paintings **demonstrate** a great love of her country.*

*My little granddaughter is so **demonstrative**. She is always hugging me.*

Another common meaning is "to give directions about how something is done."

*My trainer **demonstrated** how to use the new exercise bicycle.*

To *demonstrate* is also often used to mean "to publicly show your support for or against a social or political cause."

*A group was **demonstrating** in front of city hall yesterday.*

*Fifty **demonstrators** took part in a **demonstration** against high taxes.*



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F. **Complete this paragraph, using different forms of *demonstrate*. Compare your work with a partner.**

Although most narcissists live ordinary lives, it is possible for a narcissist to become the coach of a professional athletic team. What a great way to (1)_____ his or her importance. These coaches (2)_____ their power by demanding absolute obedience from their players. They may order punishment for any (3)_____ of disobedience. If a player (4)_____ any behavior that could destroy team unity, the coach may remove him or her from the team.

To *inhibit* an action means "to stop it or to decrease it."

*Fear of failure **inhibited** him from participating in the race.*

*Antibiotics **inhibit** the growth of bacteria.*

The noun form, *inhibition*, refers to the feeling of embarrassment or fear that stops someone from speaking freely or acting freely. The adjective forms are *inhibited* and *uninhibited*.

*Most actors don't mind acting silly because they are **uninhibited**. They have no **inhibitions**. Most other adults have a hard time acting silly. They are too **inhibited**.*

CORPUS

G. **Read this story. Then, in your notebook, rewrite the sentences using different forms of *inhibit*. Be prepared to read your sentences aloud or discuss them in a small group.**

1. Last year, Ahn went to Canada because the economic slowdown in his home country reduced his professional opportunities.
2. Adjusting to a new country was hard. He was too shy to make friends with his colleagues. He worried that his English was poor.
3. He wanted to feel more free when he spoke, so Ahn decided to join an English class.
4. His teacher told the students, "Try to lose your shyness and negative feelings. It's okay to make mistakes."
5. The teacher understood why the students were embarrassed. He made them feel more comfortable, and soon the students were laughing and talking, learning English, and making friends.

H. **Self-Assessment Review: Go back to page 65 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable with now?**

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