success /səkˈses/ noun ★★★

Level: Upper Intermediate - Advanced

Suggestions for use in the classroom

This dictation is appropriate for classes at Upper Intermediate level or above. Although the dictation is only about 1½ minutes long, the ideas below will need about one hour of class time if you use them all!

1. Lead-in

You can prepare the students for the dictation by using the following activity:

Before listening to the text, put the students into groups and ask each group to brainstorm what they know about one of the following topics:

- The Nobel Prize
- Anti-war movements
- Great writers

Conduct feedback with the whole class before asking them if they can think of any connection between the three topics.

2. The dictation

It is usually best for students to listen to the complete text at least once without stopping before they are asked to take notes. When they listen again, you will need to pause from time to time to allow students to write. The script above has suggested pause marks. One of the values of dictations is to train the students’ short-term memory, so the sections between pauses should be short enough for the exercise to be do-able, but long enough to be challenging.
Before the students listen to the complete text, dictate the following words and phrases:

- twenty-nine
- twenty
- a substantial amount
- the last couple of years
- a large number
- hundreds
- one occasion
- six-year-old

Now play the recording (or read the dictation aloud) and tell the students to listen out for the words and phrases they have just written down. After listening, put the students into pairs or small groups and ask them if they can remember what these words and phrases referred to.

Once they have completed this task, you can move on to doing the dictation itself.

3. Follow-up
You can use one or all of the exercises below to explore some of the language in the dictation.

PHRASES
Ask the students to find phrases in the text that match the dictionary entries below.

PHRASE: used for saying how someone or something is different when you are not sure whether there really is any change or difference: The situation is, ________, worsening rather than improving. • ________, he looks younger and fitter than he did before.

PHRASE not knowing what to say, especially because you are very surprised or shocked: He hesitated and briefly appeared ________.

PHRASE to make someone notice someone or something: He waved to ________ of the waitress. • The trial has ______ international ______.

PHRASE in a leading position: Microprocessor technology is ________ of modern production techniques.

PHRASE partly, but not completely: ________, I was relieved.

Answers:
if anything, at a loss for words, attract (sb’s) attention, in the vanguard, to some extent.
In order to encourage students to be more aware of this feature of the dictionary, ask them to find and translate the common phrases that the dictionary lists for the words below:

- CAUSE
- VIEW
- OCCASION

**Answers:**
cause and effect, have (good) cause to do sth, make common cause (with sb), in view of sth, on view, take a dim / poor view of, with a view to (doing) sth, if / when the occasion arises, a sense of occasion

**CONCESSION**

Tell the students to find and underline the words ‘despite’ and ‘however’ in the text. Then tell them to turn to pages IW18-20 ‘Introducing a Concession’ in the ‘Improve your Writing Skills’ section in the middle of their dictionaries. Tell them to look carefully at the four little ‘Be Careful!’ sections on these pages.

Dictate the following notes:
1. Polish and Russian speaking parents / wrote poetry in English as a child
2. first play was a commercial disaster / very positive reviews
3. twice nominated for an Oscar / never won
4. unable to attend the Nobel Prize Awards ceremony / recorded a televised lecture in hospital
5. unpopular with the British government / honoured by the French government

Using the notes and the dictionary pages as a reference, ask the students to write a short paragraph about Pinter, using a variety of adverbs, conjunctions and prepositions of concession.
FURTHER RESEARCH

A substantial amount of material about Harold Pinter is readily available on the Internet. On Pinter’s own website, you can download seven short audio and video clips with the theatre critic, Michael Billington, and the film director, Karel Reisz, talking about Pinter’s life and work. On the BBC website, you can also listen to three short audio clips of Pinter himself talking about his work.

http://www.bbc.co.uk/bbcfour/audiointerviews/profilepages/pinterh1.shtml

You could ask your students to listen to one of these clips and then, working in groups, they can feedback to each other about what they have learnt.

In addition, there are two much longer audio files that you could use. The first of these is part of a radio show (34 minutes) from February 2007 that discusses Pinter’s work. The second (46 minutes) is a recording of the lecture called ‘Art, Truth and Politics’ that Pinter gave after winning the Nobel Prize. A transcription of this lecture is also available for download.

http://www.theatrevoice.com/listen_now/player/?audioID=463