



# People and Achievement

Multiple matching: personal challenges | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What makes an achievement impressive?
2. Is success more about talent, effort or opportunity?
3. Can failure be part of achievement?
4. Why do some people prefer quiet success to public attention?

### Exercise 2 at a glance

Read four short texts. For each statement, choose the correct person, A-D. One person may be used more than once. Read the whole detail carefully before you choose.

## 2. Read for overall understanding

Read the four texts. Which achievement seems most impressive to you? Give a reason.

### What They Achieved

#### A Priya

Priya won a regional science prize for designing a water filter from cheap local materials. Newspapers focused on the prize, but Priya says the best part was seeing younger students copy the experiment safely in class. Her first design failed because the water flowed too slowly. Instead of hiding the mistake, she included it in her final presentation to show how the design improved. She does not enjoy speeches, so a friend read part of the presentation for her. Priya now helps run a science club for students who think experiments are only for top students. She keeps the broken first model to show visitors.

#### B Marco

Marco completed a long-distance swim after two earlier attempts were cancelled by bad weather. He trained for months before school, but he rarely posted about it online because he did not want extra pressure. During the swim, he had to stop twice because the water was colder than expected. Some spectators thought he might give up, but his coach reminded him to focus on the next small section. Marco says finishing mattered less than learning to stay calm when plans changed. The money he raised was donated to a local sports centre. He now helps younger swimmers prepare for open water.

#### C Aisha

Aisha's achievement was becoming confident enough to speak at a community meeting. She had been angry about the lack of safe crossings near her school, but she was nervous about speaking to adults. A teacher helped her organise evidence, including photographs and comments from younger pupils. At the meeting, Aisha did not speak for long, but she explained the problem clearly. The council has not built a crossing yet, which disappointed her. However, officials agreed to review traffic outside the school, and Aisha now believes young people can be taken seriously. She plans to send a follow-up letter next term.

#### D Tom

Tom learned to play the drums after an injury stopped him playing football for a year. At first, he treated music as a temporary hobby, but regular practice gave him a new focus. He found reading rhythm difficult and nearly quit after the first concert rehearsal. His music teacher suggested recording short practice sessions so he could hear improvement over time. Tom was not the best drummer in the concert, but he was proud because he had stayed with something unfamiliar. When he returned to football, he kept the music lessons. He says music helped him handle frustration better.

### 3. Strategy focus

#### Separate achievement and recognition

A person may achieve something without wanting attention. Check whether the statement asks what they did or how others responded.

### 4. Exam-style matching questions

For each statement, write the correct letter, A, B, C or D, on the line.

No.	Which person...	A-D
1	received help with presenting because public speaking was uncomfortable	.....
2	used evidence from others to support a request for change	.....
3	used recordings to notice progress in a difficult skill	.....
4	avoided online attention because it could make the challenge harder	.....
5	did not get the full result they wanted but gained confidence	.....
6	used an unsuccessful first version to show development	.....
7	continued an activity even after the original reason for starting had changed	.....
8	had to adjust emotionally when conditions interrupted the challenge	.....
9	wanted younger learners to feel science was open to them	.....

### 5. Vocabulary notebook

Underline five useful words or phrases. Check their meaning, then record them in your vocabulary notebook.

### 6. Follow-up tasks

1. Discussion: What personal qualities helped the people in the texts succeed?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Describe an achievement that taught someone a lesson.
4. Vocabulary: Circle words and phrases connected to achievement, challenge and confidence.

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## 2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to one or more details from the texts.

## 4. Exam-style matching questions

1. A
2. C
3. D
4. B
5. C
6. A
7. D
8. B
9. A

## Notes for checking

Learners should match the statement to the exact detail in the text.

An option may be used more than once.

If learners disagree, ask them to highlight and label the sentence that proves their answer.