

What It Takes to Be Great

Developed by Aleen Jendian and Micah Jendian

STUDENT VERSION

Reading Selection for this Module

Colvin, Geoffrey. "What It Takes To Be Great." *Fortune* 30 Oct. (2006): 88-96. Print. [adapted]

Reading Rhetorically

Prereading

Activity 1

Getting Ready to Read—Quickwrite 1

Describe something—a hobby, activity, academic skill—that you do pretty well and you feel good about doing.

- What do you like about it?
- How long did it take you to get pretty good at doing it?
- How did you get better at doing it?

Describe something—a hobby, activity, or academic skill—that you would like to be able to do better?

- Why would you like to do it better?
- How do you think you will get better at doing it?

Activity 2

Getting Ready to Read—Quickwrite 2

Your teacher will show you some *YouTube* video clips of people who are recognized as greats—among the best—in their particular fields. After watching these clips, respond to the following quickwrite prompts:

- By whom are you most amazed in the clips you just saw? Why?
- List two or three people whom you consider to have achieved greatness in any field: music, dance, art, sports, science, business, academics, etc.

- What do you think made them so good in their field? What may have led to their greatness?

Activity 3

Deciding What You Think

Below you will find a number of statements related to the topic of improving performance and achieving greatness. On a scale of 1 to 5, note the extent to which you agree or disagree with each statement (1 = strongly disagree and 5 = strongly agree). Afterward, share your answers with a small group of classmates. Note: Please keep this and all following activities in a specific folder or in a separate section in your notebook. This will help you to have – in the same place – all the materials you will need to look back on to complete your final assignments.

Statement	What Do You Think on a Scale of 1 to 5? 1 = strongly disagree 5 = strongly agree
People are born great—you either got it or you don't.	
You can make yourself great if you put in many hours of practice.	
If you find your natural talent, you will be great from the first day and achieve fame and fortune.	
People usually do get better when beginning a particular activity but stop making improvements fairly soon after.	

Activity 4

Exploring Key Concepts

In the essay you will be reading, Geoff Colvin's "What It Takes to Be Great," the author presents new research on greatness. Understanding words often used in talking about research will improve your understanding of the essay.

Below you will find a number of words that are a part of the topic of research. In pairs, fill in the first chart with words that seem similar in meaning to the words at the top of each column. In the second chart, fill in words that do not seem to be similar to any of the others.

Be ready to share why you grouped them how you did with another pair. As you do this activity, think about the relationship between these different parts of research.

authors of a study
conclude
conclusion
evidence
experts

findings
observations
problem
publication
question

research
researchers
scientific
study

	authors of a study	conclusion	problem	research	evidence
words <i>similar</i> in meaning	1. 2.	1. 2.	1.	1.	1.
words <i>not similar</i> to any of the others	1. 2.				

Activity 5

Surveying the Text

Discuss the following questions as a class:

- What does the title of Colvin’s article, “What It Takes to Be Great,” hint about the essay’s topic?
- What is the subtitle of the article? What does it tell you about what the article might say?
- What do you know about the author of the article and where it was published? Do you expect to find the author’s ideas believable? Will it be interesting?
- What can you tell about the article by looking at its length, the length of its paragraphs, and the subheadings throughout the article?

Activity 6

Making Predictions and Asking Questions

- Read the first three paragraphs. What are they about?
- Now read the last paragraph. Colvin says, “But the striking, liberating news is that greatness isn’t reserved for a small few who—gifted with natural talent—were born to be great.” What does this mean?
- From reading these few paragraphs, complete the following sentences:

a) I predict that the article will be about

_____.

b) I predict that the author will argue that greatness

_____.

Activity 7

Understanding Key Vocabulary—Synonyms

Throughout the article, Colvin uses many synonyms to refer to people who are the best in their fields. Look over the text quickly, highlighting any of these words you find. Then list them on the chart below.

Activity 8

Vocabulary Self-Assessment

The words listed in the vocabulary self-assessment chart below are important to understanding Colvin’s article. The chart will help you track whether these words are familiar. Review the list below and, before you read, note how well you understand each word’s meaning by marking the appropriate column:

- Know it well
- Have an idea
- Don’t know it

There are additional columns on the chart that you will be asked to finish later. After completing this assignment, put it in your folder with your other work related to Colvin’s article.

Vocabulary Self-Assessment Chart for Geoff Colvin’s “What It Takes to Be Great”			Before Reading			During/After Reading (with the help of the context)		
Word	Para-graph(s) where the word appears	Definition	Know It Well	Have an Idea	Don’t Know It	Know It Well	Have an Idea	Don’t Know It
discipline	¶s 3 & 17							

irrelevant	Subtitle & ¶ 3							
innate	¶ 4							
consistent, consistency	¶s 4, 6, & 14							
field, fields	¶s 4, 5, 6, 7, 8, 10, 12, 14, & 15							
crucial, critical, vital	¶s 14, 19, 20, & 24							
obsessive	¶ 16							
mindset	heading before ¶ 20 & ¶ 20							
sporadically	¶ 21							

Reading

Activity 9

Reading for Understanding

You have read the first three paragraphs and the conclusion. Now read the rest of the article silently. As you read, think about the predictions you made before you read the article, and then answer the following questions:

- Of your original predictions, which were right? Which changed as you read the entire article?
- What was surprising or most interesting to you?
- What part of the text or idea would you like to understand better?

Activity 10

Noticing Language

Revisit the Vocabulary Self-Assessment Chart you filled in before you read the article. Now fill in the “During/After Reading” columns of the chart and write a definition for each word. If you are not sure what a word means, use the paragraph numbers where the word appears in the article to reread. Notice the context of each word—how the word is used in the article and the words around it—to see if the context helps you understand the word better. If any words are still unclear after rereading, look them up in the dictionary and write their definitions.

Activity 11

Considering the Structure of the Text—Labeling the Text

Now that you know what Colvin’s “What It Takes to Be Great” is about, go back and reread it. Using a highlighter or pencil, mark and label the following on the article itself:

- Where you think the article’s introduction ends
- Where Colvin notes the question researchers wanted to answer (the problem they wanted to solve) by studying great performers
- Where Colvin shares the researchers’ findings/conclusions
- The “elite performers” Colvin includes as evidence
- Where you think the article’s conclusion begins

Now exchange your copy of “What It Takes to Be Great” with a partner. Read your partner’s highlights and labels and then talk about what you each chose to mark. Compare and contrast your notes. Now, go back and change your own markings of the text in light of what you learned.

Activity 12

Topic Sentences

Good topic sentences are a necessary part of good writing. They let the reader know what is coming up and they also link the paragraph with the paragraph/s that came before it. Your teacher will point out one of Colvin’s effective topic sentences and explain why it is effective.

Now, locate what you consider to be another effective topic sentence in Colvin’s article and explain what makes it effective. How does it help the reader to be prepared for what follows? How does it help the reader better understand the information or ideas that came before?

Postreading

Activity 13

Thinking Critically

Your teacher will divide the class into various groups. Work with your group to answer the assigned questions. Select a reporter to write down your group’s answers. If you finish early, answer some of the other questions. Be prepared to share your answers with the class. Write down the responses to the questions that you hear from your classmates and put them in a folder with the other work you are doing with Colvin’s article.

Group 1

1. Colvin’s article begins—in some ways—like a rollercoaster. He
 - states that Warren Buffett is the world’s best investor, then
 - asks what made Buffett the best, then
 - writes that “We think we know” and shares the common explanation, then
 - provides a quote from Buffett which confirms this reasoning, then
 - declares, “Well, folks, it is not so simple,” suggesting that that reasoning is inaccurate, then
 - offers another explanation as to what makes people great in any field, then
 - shows that this explanation—rather than Buffetts’—explains Buffett’s success

What were you thinking when you read through these “turns” in his opening paragraphs? Why do you think Colvin began his article this way?

2. In paragraphs 12-21, Colvin begins to explain what deliberate practice is. Look at paragraphs 13 and 20 (where Colvin gives two specific examples of deliberate practice). What are the most important characteristics of deliberate practice?
3. What do you think is the purpose of the article? What does he hope his readers walk away with? How might the article affect readers?

Group 2

1. Why does Colvin say that it’s “good news” that “your lack of a natural gift is irrelevant” (paragraph 3)? Is it good news to you? Why or why not?
2. In your own words, what question or problem makes the researchers want to study great performers? Why were the researchers trying to find out what makes people become so great in their fields?
3. In paragraphs 12-21, Colvin begins to explain what deliberate practice is. Look at paragraphs 13 and 20 (where Colvin gives two specific examples of deliberate practice). What are the most important characteristics of deliberate practice?

Group 3

1. What evidence that Colvin uses to support his argument about “what it takes to be great” do you consider to be the most convincing? Why?

2. In paragraph 24, Colvin argues that we don't just need natural talent to be great, that "we can make ourselves what we will." He thinks it's strange more people don't like that idea. In the following sentence, he explains what he thinks may be the reason. Why might people "hate abandoning the notion that they would coast to fame and riches if they found their talent"?
3. In paragraphs 12-21, Colvin begins to explain "deliberate practice." Look at paragraphs 13 and 20 (where Colvin gives two specific examples of deliberate practice). What are the most important characteristics of deliberate practice?

Activity 14

Revisiting Key Vocabulary

You have read and reread the article. Also, you have thought about the research and argument Colvin presents regarding how to improve performance (what it takes to be great). Now it is time to look again at vocabulary. This time you are going to look at words you may want to use in your final assignments. The activity will also familiarize you with different word forms. Fill in the blanks of the sentences with the following words. After completing this assignment, put it in your folder with your other work related to Colvin's article.

concludes	disciplined	innate	obsessive
consistently	elite	irrelevant	researchers
critical	evidence	mindset	sporadic
deliberate	practice	fields	observations

1. Considering both the recent research and his own _____ of top performers, Geoff Colvin _____ that greatness is "available to you and to everyone."
2. Athletes like Michael Jordan and Jerry Rice may have had _____ talent, but Geoff Colvin emphasizes that their _____ and practically _____ training was more _____ in making them the very best in their respective sports.
3. Interested in discovering what it takes to be great, _____ studied _____ performers in a variety of _____.
4. _____ practice won't cut it, Colvin tells his readers. Top performers must practice _____ and have the right _____.
5. All the _____ Colvin provides demonstrates that deliberate practice is the key to improving performance.

6. It seems hard to believe that natural talent is _____; but study after study does suggest that _____ is what leads to becoming a great performer.

Activity 15

Reflecting on Your Reading Process

Before we move into the writing component of this module, reflect on your experience reading the text.

- In what ways has your reading and understanding of this text improved as a result of our work with it?
- What reading strategies have you used or learned?
- Which reading strategies will you use in reading other texts?
- How will these reading strategies apply in other classes?

Connecting Reading to Writing

Discovering What You Think

Activity 16

Considering the Writing Task

Your **first final assignment** is to write a summary of Geoff Colvin's article "What It Takes to Be Great." A summary of an essay helps someone who has not read an article to be able understand its major parts and its main ideas. A summary is not a review of the article stating your opinion about it.

To help you become familiar with summary writing, you will use a Summary Guide. Using the guide will help you to become more familiar with the language used in summary writing, the parts of an article to include, and ways to connect the different ideas of an article. It is important to read the parts and sentence frames of the Summary Guide carefully so that you complete all aspects of the assignment. With this practice, you will soon be able to write effective summaries without a Summary Guide.

You can choose to use this Summary Guide as it is, change or expand it as you see necessary, or create a summary without using the Summary Guide. If you choose not to use the guide, make sure that you include in your summary each of the parts of Colvin's article, which are detailed in the Summary Guide's six sentences.

For this prewriting activity, do the following:

- Read the Summary Guide—including its parts and structure, and the sentence frames—carefully.
- Discuss the purpose of the assignment.
- Ask necessary questions so that you have a solid understanding of the assignment.

Summary Guide for Geoff Colvin’s “What It Takes to Be Great”

The Parts and Structure of this Guided Summary

Sentence One: The author and title of article; when and where published; and the topic of the article

Sentence Two: An explanation of the question which first motivates the research into what it takes to be great

Sentence Three: A statement of the common belief as to what makes someone great AND Colvin’s argument/ conclusion

Sentence Four: A statement of the major features of deliberate practice

Sentence Five: A brief explanation of the examples that Colvin offers to support his argument

Sentence Six: A statement of the author’s apparent purpose

Colvin Article Summary Sentence Frames

Sentence One

The central focus of _____’s article,
(author’s first and last name)

_____, published _____,
 (“title of article” – in quotation marks) (where and when published)

is research on _____
(topic of the article)

Sentence Two

_____ notes that the researchers were
(author’s last name)

first curious why _____

(the question researchers wanted to answer / the problem they wanted to solve)

and that led them to study _____.
(who the researchers studied to answer their research question)

Sentence Three

While many believe that _____,
(the common belief makes someone great)

the researchers and _____ conclude that greatness
(author's last name)

_____ through deliberate practice.
(Colvin's argument)

Sentence Four

Deliberate practice involves _____,

_____,

and _____.

Sentence Five

To support his argument, _____
(author's last name)

shares _____
(an overview of the evidence Colvin offers)

_____.

Sentence Six

Ultimately, _____ presents this information
(author's last name)

so that _____
(author's purpose)

_____.

Activity 17

Getting Ready to Write

Now that you understand your assignment, here are some steps to take before you begin to complete the Summary Guide:

- Take out your folder where you have gathered all the work you have completed with Colvin's article.
- Go through the article and all your notes, and highlight what you might use in your summary. To help you prepare to complete your Summary Guide, write in your notes which of the six parts of the

summary you have highlighted. For example, label the sentence you highlighted with an explanation of the research question “Sentence Two.”

- In most of your summary, you will paraphrase Colvin’s article in your own words; however, you might want to include Colvin’s own words (a quotation). In selecting what to quote, consider the following:
 - what phrases or sentences of Colvin’s you especially like
 - what phrases or sentences you think he expresses perfectly
 - what phrases or sentences would be good to include in his words rather than in yours
- Review the evaluation form so you know how your summary will be graded.

Writing Rhetorically

Entering the Conversation

Activity 18

Composing a Draft

As you review the notes that you have made in the previous activity, the following steps will help you begin a draft of your Summary Guide:

Working with one part of the summary at a time, look at all the information you have gathered for each of the six parts of the summary:

1. The name of the author and title of the article; where and when it was published; and the topic of the article
2. The question that the researchers wanted to answer and where they looked to find an answer
3. The common belief about what makes someone great and Colvin’s argument
4. The major features of deliberate practice
5. The examples that Colvin offers to support his argument
6. Colvin’s purpose for writing the article

Write a draft of your summary. As you are drafting, remember that you can use the summary guide as it is, adapt or expand it, or not use it at all. If you choose not to use the summary guide, make sure to include the major parts of Colvin’s article which are detailed in the summary guide’s six sentences.

Revising and Editing

Activity 19

Revising Rhetorically

Writing is a process. Now that you have completed a draft, you will make your work as effective as can be. You will do this in peer groups, in pairs, and by yourself.

Peer Group Work

In groups of three or four, each student should read his or her summary out loud to other members of the group. Then, for each summary, complete the evaluation form your teacher will give to you.

Paired Work

Work in pairs to decide how you want to revise the problems that your partner identified.

Individual Work

Revise the draft based on the feedback you have received and the decisions you have made with your partners. Also, answer the following questions for your own work:

- Have you responded to the assignment? Does your summary include all six parts of the Summary Guide?
- What should you keep? What is most effective?
- What should you add? Where do you need more details or specifics?
- What could you get rid of? Did you use details that don't need to be included or are irrelevant? Do you repeat yourself?
- What should you change? Are parts of your summary confusing? How can you explain some ideas more clearly?
- What should you rethink? Did you present Colvin's ideas so that someone who has not read Colvin's article would understand the article's major parts and ideas?
- How is your tone? Are you too informal?
- Have you used key vocabulary words? Do you use them correctly?

Activity 20

Editing the Draft

Now that you have revised your summary, work with the grammar and mechanics of your draft to make sure that your use of language is effective and follows the guidelines of standard written English.

Individual Work

The suggestions below will also help you edit your own work.

Editing Guidelines for Individual Work

- If possible, set your summary aside for a few hours before rereading to find errors.
- If possible, read your summary out loud so you can hear your errors.
- Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.
- Use the dictionary to check spelling and make sure that you have chosen the right words for your purpose.
- Make sure that you have capitalized Colvin's name, the title of his article, and the magazine where his article was published. Also, make sure that the "title of the article" is in quotation marks and the magazine where his article was published is in italics.
- If you have used Colvin's own words in your summary, make sure that they are in "quotation marks."

Activity 21

Reflecting on the Writing Process

When you have completed your own essay, answer these six questions.

- What was difficult about this assignment?
- What was easy?
- What did you learn about summary writing by completing this assignment?
- What do you think are the strengths of your summary? Place a star by the parts of your essay that you feel are very good.
- What are the weaknesses, if any, of your summary? Place an X by the parts of your summary you would like help with. Write any questions you have in the margin.

- What did you learn from this assignment about your own reading and writing process—about reading and rereading, preparing to write, writing the first draft, revising, and editing?

Connecting Reading to Writing

Discovering What You Think

Activity 22

Considering the Writing Task—Second Final Assignment

Your **second final assignment** is to prepare and give a speech—with another classmate—which gives advice to help someone improve his or her performance in a specific activity. In this assignment, you will show that you understand and can apply Colvin’s idea of deliberate practice.

For this prewriting activity:

- Read the assignment carefully
- Discuss the purpose of the assignment
- Ask necessary questions so that you have a solid understanding of the assignment

Speech Assignment

A Speech: “What Does It Take To Be Great? Advice to an Aspiring _____”

Background of Assignment

How can a soccer coach encourage his players to improve performance and achieve greatness? What might a music teacher say to a glee club member to help her hit the winning notes? What about a dance teacher? A writing coach? A director?

The Specific Assignment

You are the coach, the music teacher, the dance teacher, writing coach, or director, etc. You see potential in one of your players, students, or actors, etc. Based on Colvin’s research on improving performance and achieving greatness, you will offer three to five tips to this aspiring player or student, etc. For each tip, provide one or two specific examples, tasks, or exercises which best illustrate the tip.

You and a partner will deliver a two- to four-minute presentation to your class.

Speech Components

Your speech will include

- a visual
- an introduction which states the purpose of your speech and draws in your audience
- a body which offers your tips with specific tasks or examples that your intended audience can use to improve his or her performance
- a conclusion which restates the main points and purpose of your speech, and ends your speech on a strong note

Activity 23

Revisiting a Core Concept

Your second final assignment asks you to apply Colvin’s concept of “deliberate practice” to a specific activity. To deepen your familiarity with “deliberate practice” in preparation for that assignment, you will complete the concept organizer below as a class.

Concept: deliberate practice

Definition: *Activities designed specifically to improve one’s current level of performance; a highly structured activity, the goal of which is to get better at doing the activity*

Example Sentence:

“More deliberate practice equals better performance.”

“The best people in any field are those who devote the most hours to what the researchers call deliberate practice.”

Essential Characteristics:

- A particular attitude: not just getting something done, but doing the activity to get better at the activity
- Objectives beyond one’s current ability
- High levels of repetition
- Careful observation of the results of the deliberate practice and feedback so adjustments can be made

Examples:

-
-
-

Non-Examples:

-
-
-

My Sentence:

Adapted from K. Kinsella

Activity 24

Getting Ready to Write—Brainstorming Topics

As a class, make a list of fields in which someone can achieve greatness. Be as specific as possible within the fields of music, dance, art, sports, science, business, academics, etc. For example, skateboarding, sewing, acting, dancing, playing soccer, writing children’s books.

Activity 25

Selecting a Topic with your Partner

1. Meet with a selected or assigned partner and decide whom you will try to help improve his or her performance with your advice. What is his or her field? Make sure that you and your partner know something about the field you select and are interested in thinking more about what it takes to be great in that field.
2. Review the evaluation form so you know how your speech will be graded.

Writing Rhetorically

Entering the Conversation

Activity 26

Considering Structure and Generating Ideas

Your speech will have the traditional parts of an essay—an introduction, a body, and a conclusion—as well as a visual. Below is a graphic organizer with tips to help you organize and develop your speech. After reading the tips for each part of a successful speech, take notes in the graphic organizer on what you might say or do for that part of your speech.

Parts of a Successful Speech	Your Draft
Title In your title, fill in the blank to note the field you have selected and your audience.	“What Does It Take to be Great? Advice to an Aspiring _____”
Introduction Consider the following tips for your introduction: <ul style="list-style-type: none"> • Grab your audience’s attention. 	

<ul style="list-style-type: none"> • Introduce your audience to Geoff Colvin’s article “What It Takes to Be Great” and his idea of “deliberate practice.” • Clearly state the purpose of your “little talk” you are having with your subject. 		
<p>Body</p> <p>In developing the body of your speech, consider the following tips:</p> <ul style="list-style-type: none"> • Clearly state each of the major tips for improving performance which are a part of Colvin’s idea of “deliberate practice.” As needed, go back to Colvin’s article and your notes to make a list of as many tips as you can find. • For each tip, make sure to relate it to your specific activity by providing a specific example. 	<p>Tips for Deliberate Practice to Improve Performance (from Colvin’s Article)</p>	<p>Specific Examples or Ideas Related to Your Activity</p>
<ul style="list-style-type: none"> • For example, one of the general tips Colvin offers is for people trying to improve their performance to approach a specific task with the goal of getting better at it. For a sewing student, for instance, you could tell him/her to practice sewing straight seams with the goal of improving his/her ability to sew seams. 		

<p>Conclusion</p> <p>Consider the following tips:</p> <ul style="list-style-type: none"> • Restate the purpose and main points of your talk • End on a strong note—an idea, short video clip, funny thought, and/or a quotation—to motivate your audience to take your advice 		
<p>A Visual</p> <p>Since a visual should be essential to your speech, consider the following:</p> <ul style="list-style-type: none"> • List some visuals that you might use in this presentation. For example, how can you best show the activity for which you are giving advice? What visual best illustrates what can result from following your tips? 		

Activity 27

Composing a Draft

Using your notes from the graphic organizer you filled in with your partner, compose a draft of your speech.

Revising and Editing

Activity 28

Revising Rhetorically

Refer to the tips in the graphic organizer to check if each component of your speech has been fully and specifically developed. As you review and improve your draft, you might consider listening to your speech as though you are your intended audience to assess how effectively you are achieving your speech's purpose.

Activity 29

Preparing to Deliver Your Speech

Once you have revised your speech with a focus on its content, review the additional questions and tips below to help you prepare to present it to the class.

- How will you divide the speech so that you and your partner each get equal talking time?
- Know your speech. You won't be reading your entire speech; remember it is a speech. What note cards can you create to remind you of the order and main points of your speech?
- At what point or points in your speech will you show or refer back to your visual?
- Is the font and/or picture large enough for those in the back row to see?
- Are you within the 2-4 minute time limit?

Partner Work

Practice your speech with your partner. Look at the evaluation form to make sure that you meet the requirements and to identify how you can continue to improve your speech.

Activity 30

Giving, Receiving, and Responding to Peer Feedback

As the author of "What It Takes to Be Great" emphasizes, receiving and making adjustments based on feedback is an essential element of improving performance. This activity provides you an opportunity to experience this component of "deliberate practice."

Work with Another Pair

With another pair of students, take turns giving your timed speech. Each pair should use the evaluation form to assess the effectiveness of the other pair's speech.

After both pairs have given and received feedback, carefully review with your partner how the other pair rated your speech's effectiveness in meeting the specific criteria.

In preparation for your speech in front of the class, work with your partner to make final adjustments based on the feedback.

Activity 31

Reflecting on Geoff Colvin’s Article

To complete our work with “What It Takes to Be Great,” you will revisit the statements about greatness that you rated before you read the article. Now that you have read Colvin’s argument, note the extent to which you agree or disagree with those same statements by completing the following chart.

Statement	What Do You Think on a Scale of 1 to 5? 1 = strongly disagree 5 = strongly agree	
	Before reading Colvin’s article	After reading Colvin’s article
People are born great—you either got it or you don’t.		
You can make yourself great if you put in many hours of practice.		
If you find your natural talent, you will be great from the first day and achieve fame and fortune.		
People usually do get better when beginning a particular activity but stop making improvements fairly soon after.		

After you have completed your new ratings, reflect on the subject of Colvin’s article and answer the questions that follow. Discuss your answers with your class.

- What does Colvin’s article make you think about? What questions do you have for Colvin?
- Of your hobbies and out-of-school interests, which would you like to improve your performance by using Colvin’s concept of deliberate practice? How would you do so? Which would you like to continue doing just for fun or relaxation?
- With regard to school and your own learning, are there any areas where you would like to improve your performance? How might you do so, using Colvin’s idea of deliberate practice?