Personality adjectives

1. SPEAKING Work with a partner. Think of possible opposites for these words. Do you know any synonyms for the words?

- clever
- friendly
- hard-working
- patient
- polite
- quiet
- reliable
- serious
- tidy

2. cleaver – opposites: slow, silly
   synonyms: bright, intelligent


Luke is one of my best friends, but we’re very different. He’s usually quite shy and reserved. When you go out with him to a party, he doesn’t usually talk to many people, especially if he’s never met them before. He’s a very sensitive and tactful person. He does his best not to hurt anyone’s feelings. In that sense, he’s quite mature. He’s really gifted and talented, too. He can play three instruments really well. But because he’s so modest and down-to-earth, only his good friends know just how talented he is. His favourite type of music is classical, but he’s quite broad-minded, musically speaking. He’ll listen to any type of music as long as it’s good. I don’t want to give the idea that Luke is perfect though. He can be very insecure at times, especially when he starts worrying about how he’s going to do in exams. And he can also be a bit bad-tempered, getting angry for no good reason. He’s still a great friend though.

4. From each pair of adjectives, choose the one that describes you the best. You can qualify the adjective with very, quite or a little bit.

- insecure/self-confident – I’m a little bit insecure.

5. SPEAKING Work with a partner. Talk about the adjectives you chose in 4 and why.

6. Decide which adjective in each pair has a positive meaning and which has a negative meaning. Use a dictionary if necessary.

   1. ambitious/pushy
   2. self-confident/arrogant
   3. bossy/assertive
   4. frank/brusque
   5. stubborn/determined

7. LISTENING Listen to descriptions of three people. Write down two adjectives from this page to describe each one.

   1. _______________________/_____________________
   2. _______________________/_____________________
   3. _______________________/_____________________

8a. SPEAKING Work with a partner. Decide what type of personality you need to do these jobs. Give reasons for your answers.

   1. a professional musician
   2. the director of an international bank
   3. the President
   4. a Formula 1 driver
   5. a TV presenter

8b Discuss your ideas with the rest of the class.
Read the text again and choose the best answers.

1. Dynamo thinks that …
   a. doing tricks and illusions keeps him young.
   b. illusions can remind us of when we were young.
   c. people are less happy when they get older.

2. Other children used to bully Steven because …
   a. of his personality and build.
   b. he had a strange appearance.
   c. he had more money than them.

3. Dynamo got better at illusionism because …
   a. he needed new tricks to beat the bullies.
   b. he wanted people to be frightened of him.
   c. he had a lot of free time alone.

4. At the start of his career …
   a. famous people asked to see his tricks.
   b. he made his own TV series.
   c. he did his tricks outside on strangers.

5. Dynamo thinks people …
   a. wouldn’t understand if he explained his illusions.
   b. are more impressed as they can’t explain his tricks.
   c. don’t like it when he explains his tricks.

6. Speaking: What about you?
   Do you like watching illusionists? Why/Why not?
Comparative and superlative adjectives and adverbs

1a Look at the sentences. Which contain comparative forms and which contain superlative forms?

1. I try harder but can no longer lift him.
2. He grew up in one of the most dangerous areas in Bradford.
3. Even when you look more closely, it’s impossible to know.
4. He is better than the rest.
5. My stomach hurts the least when I’m performing.
6. He practises the longest.
7. It’s easier for him to do a trick than explain it.

1b Look at the sentences again. Which contain adjectives and which contain adverbs?

2 SPEAKING Work with a partner. Complete the table below and then explain the rules for the different groups of adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ambitious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard-working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>less</td>
<td>the farthest/the furthest</td>
</tr>
<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>little (determiner)</td>
<td>less</td>
<td></td>
</tr>
</tbody>
</table>

For one-syllable adjectives, add -er to make the comparative.

3a Match the rules and examples for comparative and superlative adverbs.

1. We usually make comparative and superlative adverbs with more and the most.
2. With some irregular adverbs we add -er and the -est.
3. Some comparative and superlative adverbs are irregular.
   a. well, bad, little
   b. carefully, quietly, easily, beautifully, often
   c. fast, hard, early, late, long, soon, near

3b Make the comparative form of the adverbs in 3a (a–c).

4 Rewrite the sentences using the correct comparative and superlative form.

1. In my opinion, Caleb is the friendlier person in this class.
2. I think Emma is slightly taller than Claire.
3. That is definitely the most silly thing I’ve heard today!
4. You can write much quicker on a computer than by hand.
5. Sorry I couldn’t come more soon.
6. Is it much more further to your house?
7. You need to try more hardly if you want to be a professional illusionist.
8. Houdini was one of the more famous illusionists in the world.
9. That film was terrible! It’s the less interesting film I’ve ever seen.
10. She did more well than me in the test.

5a SPEAKING Work with a partner. Decide who in your class ...

1. talks the fastest.
2. shouts the loudest.
3. speaks the most quietly.
4. draws the best.
5. runs the furthest.
6. arrives the earliest.
7. writes the most neatly.
8. laughs the most often.

5b Say one of the names you chose in 5a. Can your classmates guess the description?

Other ways of making comparisons

6 Look at the sentences and answer the questions a–c.

1. I tried as hard as the others.
2. He was not as big as his classmates.
3. When he works, his stomach is less painful than when he rests.
4. We get older and older.
5. The longer you practise, the better you get.
6. The earlier you start, the easier it is.

a. When do we use as … as?
b. When do we use not as … as, not so … as, or less … than?
c. How do you say 4–6 in your language?
7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. Liam enjoys surfing the Net as much as playing computer games.
   **ENJOYABLE**
   For Liam, surfing the Net ............... computer games.

2. Eating fruit and vegetables is healthier than eating fast food.
   **LESS**
   Eating fast food ......................... eating fruit and vegetables.

3. When you walk at a higher speed, you get more tired.
   **FASTER**
   The ........................................ more tired you get.

4. Dylan thinks judo is better than karate.
   **NOT**
   For Dylan, karate ......................... judo.

5. Olivia is quick when she writes, and so is Amy.
   **AS**
   Amy writes ................................. Olivia.

6. Chinese is much harder to write than English.
   **DIFFICULT**
   English is ................................. than Chinese.

7. Basketball becomes easier depending on your height.
   **TALLER**
   The ......................................... basketball becomes.

8. She's getting increasingly good at maths.
   **AND**
   She's getting ............................... at maths.

8 SPEAKING Work with a partner. Match the halves of these common expressions. Check that you understand what they mean and then think of a situation when you might use them.

1. The sooner
   a. than done.

2. Better late
   b. to worse.

3. Easier said
   c. than never.

4. Better to be safe
   d. the harder they fall.

5. The more
   e. the merrier.

6. This is going from bad
   f. the better.

7. The bigger they are
   g. than sorry.

The sooner the better. You use it when you want something to happen as soon as possible, for example the start of the holidays.

Noun suffixes

1 Look at these words. Each one contains a noun suffix. Which of the nouns are for a person?

- ability
- actor
- artist
- difference
- enjoyment
- illness
- performance
- politician
- writer

2 Make nouns from these words using the suffixes in 1. You may need to change the spelling. Sometimes you can make more than one noun from each word.

- act • appear
- appreciate
- confident
- create
- different
- educate
- electricity
- employ
- happy
- improve
- invention
- investigate
- mad
- music
- relevant
- science

3 Complete the text below with the correct form of the words given.

**EXAM SUCCESS**
In this type of exercise, you may need to add a prefix or a suffix or both. Sometimes the word needs to be plural. Look at the context carefully to decide.

➤ **EXAM SUCCESS** page 145

Sometimes you can get the impression that (a) ........................................ (science) today spend all their time just improving high tech toys and phones. But just think of the (b) ........................................ (important) of some of the biggest inventions of the past. Take (c) ........................................ (electric), for example, or, more specifically, the electric light bulb. The (d) ........................................ (create) of the light bulb is one of the key moments in human progress. Its (e) ........................................ (invent) was the extraordinarily talented Thomas Edison. Edison's biggest skill was to take another person's idea and make (f) ........................................ (improve) to it. Electric light bulbs meant the (g) ........................................ (appear) of unsafe gas lighting. Before electric lights, people couldn't do much when it got dark at night. Edison gave people the (h) ........................................ (able) to see at night. What a (i) ........................................ (different) that made!
1 **SPEAKING**: Work with a partner. When we call somebody ‘intelligent’, what do we mean? Give examples of people you think are intelligent.

2a **Choose what you think is the best alternative. Think about why.**

1 Intelligence **means**/doesn’t mean knowing lots of facts.
2 There **is/isn’t** just one type of intelligence.
3 You can/can’t easily measure intelligence.
4 Your intelligence **stays**/doesn’t stay the same throughout your life.
5 Your circumstances in life affect/don’t affect your intelligence.

2b **SPEAKING**: Compare your answers with a partner.

3 **READING**: Read a text about one theory of human intelligence. Which alternatives in 2a does the writer agree with? What arguments do they give to justify their answers?

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**THEORY OF MULTIPLE INTELLIGENCES**

When we talk about intelligence, some people have the idea that intelligence is what we need to answer general knowledge questions, such as *What is the capital of Venezuela?* or *How many legs does a spider have?* And when somebody knows the answers to all those questions, we say they’re really clever or that they know a lot. The idea is that you’re clever if you know a lot of facts and data. However, most experts would say that this is only one part or type of intelligence. There are other ways that we can think of intelligence, for example the creativity that you need in order to find answers to questions that you’ve never seen before, or to grasp new concepts.

This brings us to the American psychologist Howard Gardner. Gardner says that there isn’t just one type of intelligence. There are what he calls ‘multiple intelligences’. He talks about seven different types of intelligence, shown in the table opposite. Of course, each of us may be naturally strong in more than just one of these intelligence types.

When you look at the table, you can see that Gardner’s multiple intelligences cover everything we do in our lives and is a much more complete and realistic way of thinking about intelligence. For example, we all know people who aren’t so good linguistically, but who are very strong in logic or mathematics. We would probably all agree that this doesn’t mean one person is more intelligent than another. They’re both intelligent, but in different ways, with different strengths. One important reason for it not being very easy to measure intelligence is because it all depends on what type of intelligence we’re talking about.

The good news is that most of Gardner’s intelligences can be developed. With practice, you can learn to see things in a more scientific or logical way, or you can learn to appreciate literature or music. It is possible for children to become great musicians if they start early, and there are many bilingual or multilingual children in the world. The interesting thing here is that your life opportunities can make a big difference to your intelligence. If a child lives in an environment where they speak two languages they’ll learn to understand and speak them. If somebody has access to a musical instrument and has lessons, we naturally expect them to learn more than somebody who doesn’t. So intelligence is not just a question of being born intelligent. The environment you live in can make a huge difference.
4. Read the text again and answer these questions.

1. What does the writer say about knowing facts and data?
2. Why does the writer say that Gardner’s theory is more realistic than the traditional view of intelligence?
3. According to the writer, why is it difficult to measure intelligence?
4. What examples does the writer give to show that intelligence is not just a question of being born intelligent?

5. Look at the table of Gardner’s Multiple Intelligences. Where do you think these go?
   a. dance
   b. singing
   c. literature
   d. architecture
   e. being in control of yourself
   f. scientific thinking
   g. teaching people


7. Listening. Watch or listen to Deana talking about study tips. Make notes about her study tips for each intelligence 1–7.
   Intelligence 1: .................................................................
   Intelligence 2: .................................................................
   Intelligence 3: .................................................................
   Intelligence 4: .................................................................
   Intelligence 5: .................................................................
   Intelligence 6: .................................................................
   Intelligence 7: .................................................................

8. Speaking. Work with a partner. Talk about each tip. Which of these things do you already do? Which would you like to try? Why?


   Follow this plan:
   1. Do the Multiple Intelligence Test on page 159.
   2. Work with a partner. Talk about your results in the test. Do you agree with the results? How might the results help you in your studies?
   3. Do some research to find a study tip or activity that can help learners with your natural strengths. When you are ready, work in groups and share your tips and activities.

GARDNER’S MULTIPLE INTELLIGENCES

1. Linguistic
   Includes reading, writing, talking, listening, poetry …

2. Logical and Mathematical
   Includes ability with numbers, legal thinking …

3. Spatial
   Includes driving, navigating a boat or plane …

4. Musical
   Includes playing an instrument, composing music …

5. Bodily-kinaesthetic
   Includes sports, drama, making things …

6. Interpersonal
   Includes understanding other people, communicating with them, helping them …

7. Intrapersonal
   Includes understanding yourself, reflection …

LINGUISTIC
Includes reading, writing, talking, listening, poetry …

LOGICAL AND MATHEMATICAL
Includes ability with numbers, legal thinking …

SPATIAL
Includes driving, navigating a boat or plane …

MUSICAL
Includes playing an instrument, composing music …

BODILY-KINAESTHETIC
Includes sports, drama, making things …

INTERPERSONAL
Includes understanding other people, communicating with them, helping them …

INTRAPERSONAL
Includes understanding yourself, reflection …
Grammar in context

Articles

1 Read these sentences.
   1 There was a programme that stood out.
   2 The programme was the first in the series.
   3 Nurses treat patients in emergencies.
   4 You could be the best diver in the world.

2 Match the sentence halves to make rules. Find an example of each rule in a sentence in 1.
   1 We use a/an …
   2 We use the …
   3 We use the …

   a to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
   b to talk about a specific person or thing or a person or thing mentioned before.
   c to talk about things in general in the plural.
   d to talk about someone or something that is unique.
   e with superlative adjectives, adverbs, first and last.

3 Choose the correct alternative.
   1 In general, I think the teachers can help the young people to develop their talents.
   2 Last night I saw a/programme about the young girl who has the really good voice.
   3 Did you read a/the book I gave you yesterday about science?
   4 I reckon she's the better than most TV presenters.
   5 The biggest problem with a/the world today is that we are all too busy.
   6 I've got a/friend who trains the animals to appear in the films.
   7 Last week I read an/the article about the first episode in a new comedy series.
   8 I think the most amazing things.

4 Complete the text with a, an, the or [-].

I've got a friend who has an amazing talent. She has an incredible memory. She's really good at remembering faces. She once met a man for just a few seconds. When she saw him again six months later, she recognised him immediately, even though clothes he was wearing were completely different and now he had a beard. I'm exactly the opposite. I think I have my worst memory in the world!
5 Read the text and correct seven mistakes in the use of articles.

One of the most interesting episodes of Hidden Talent was about a boy called James Whinnery. He was only 19. They discovered that the boy had a special talent for the languages. He learnt the Arabic in just 19 weeks. He did a test working in Turkish restaurant for a day, talking to the waiters in Arabic. Then, for his training, they say he learnt the new words – one hundred words each day! At the end of the episode, he travelled to Jordan and they interviewed him in Arabic on a special programme. Of course, nobody can really learn a new language in just 19 weeks. But James learnt a lot of things in that time. It seems that sometimes the TV programmes can have positive effect on people and their lives.

6 Look at these sentences and complete the rules below with so, such, too or enough.

a. The weather is usually _______ bad that it can be a scary experience.
   - SO

b. She did it _______ well.
   - SUCH

c. It’s _______ a difficult climb that you usually need many years of experience.
   - TOO

d. It’s _______ a pity.
   - ENOUGH

e. She’s always been _______ busy to find the time.
   - NOT

f. She was(n’t) _______ good _______ to do it.
   - ENOUGH

7 Complete the sentences with these words. You can use the words more than once. If no word is necessary, put [–].

[–] a • enough • so • such • to • too

1. I’m 15, so I’m _______ young to vote in a general election.
2. It’s _______ beautiful day today.
3. She isn’t tall _______ to get the book off the top shelf.
4. It’s too late _______ say that you’re sorry.
5. I have such _______ good memories of living by the sea.
6. The film was _______ exciting I watched it twice.
7. When you’re 18, you’re old _______ to drive in most countries.
8. Rebecca and Christine are _______ good friends that they seem like sisters.
9. I love that band. Their music is _______ good!

8 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. That artist does _______ good pictures that everyone copies her. SO
   - That artist’s pictures _______ copies her.

2. The water was so cold we couldn’t swim. TOO
   - The water was _______ swim.

3. Her paintings are so good you could sell them. ENOUGH
   - Her paintings _______ sell.

4. It was so cold that day that they stayed at home. SUCH
   - It was _______ they stayed at home.

5. He’s so insecure that he’ll never be a good leader. SELF-CONFIDENT
   - He _______ be a good leader.

6. Kate doesn’t sing very well so she won’t become a professional singer. ENOUGH
   - Kate doesn’t _______ to become a professional singer.

9a Use your imagination to complete these sentences.

1. They’ve got _______ big house that …
2. There was a woman who was so rich …
3. My friend is so quiet …
4. I knew somebody who was too lazy to …
5. We aren’t fit enough to …
6. I’m such a good student that …
7. My friend is so clever …

9b SPEAKING Work in small groups. Compare your sentences in 9a. Choose the best ones and tell them to the rest of the class.
Useful expressions to structure a presentation

**Beginning your presentation**
- I’d like to begin by saying …
- To start with …
- The first thing I’d like to say is …
- I’m going to talk about …

**Ordering your arguments**
- First of all,
- Firstly,
- Secondly,
- Another thing is that,
- Furthermore,
- What’s more,
- It’s important to remember that …
- It’s also true that …

**Concluding your presentation**
- In conclusion,
- Finally,
- To sum up,
- Last but not least,
- The point I’m trying to make is …
- In short,
Developing writing

An article – 1

1 SPEAKING Work with a partner. Read this announcement and talk about people that you could write about and what talents they have.

Articles wanted
Extraordinary talents!
We want to know who you think are the most talented people in the 21st century!
Write about one famous person who you think has extraordinary talents. Describe them and what they do. It could be an actor, singer, musician, writer, artist… anyone with an amazing talent!
Send us your articles … now!

2 Read an article written about the singer Ed Sheeran. What talents does the writer of the article say that Ed Sheeran has? Make a list.

Ed Sheeran

A How many good singers are there today? Hundreds, maybe? But how many can write great songs? And how many can perform a whole concert on their own, without any other musicians? In my opinion, there’s only one, and his name is Ed Sheeran.

B Apart from his red hair, Ed Sheeran doesn’t look very special. Maybe that’s also because he tends to wear normal clothes like jeans and T-shirts. But when he starts to sing, you can tell that he is in fact incredibly special. As for his personality, what I love about him is that he’s modest, funny and friendly.

C One of Ed Sheeran’s most important talents is that he can play and sing in lots of different styles. For example, he has some very romantic songs, but he also raps sometimes. Another of his great talents is being able to write lyrics. He usually writes about down-to-earth things that young people understand. He also makes brilliant videos. In one video, he shows that he’s a talented dancer, too!

D Ed Sheeran is already a great singer and performer. But the most exciting thing is that he’s still very young. Just watch how he gets better and better!

Match the paragraphs A–D to these topics.
- Brief conclusion
- The person’s name/introductory information about them
- The person’s main talent(s)
- The person’s appearance and personality

4 Read the Writing bank and underline examples in the article in 2.

Useful language in descriptions
- He/She seems …
- He/She looks …
- He/She is very/really/extremely + ‘normal’ adjectives (good, big …)
- He/She is completely/totally/absolutely/really + ‘extreme’ adjectives (fantastic, huge …)
- He/She is quite/rather + ‘normal’ adjectives
- He/She can be …
- He/She tends to …
- He/She has a … side.
- He/She shows that …
- What I like (most) about him/her is …

5 SPEAKING Use expressions in the Writing bank to talk about the people you chose in 1.

What I like most about Daniel Radcliffe is his sense of humour.

6a Choose one person and write your article. Follow the paragraph plan in 3 and use expressions from the Writing bank.

6b When you finish writing your article, check it carefully. Have you included the relevant information? Is it easy to understand the ideas and information? Are there any grammar or spelling mistakes?

WRITING BANK ➤ PAGE 153

Extraordinary talents!
We want to know who you think are the most talented people in the 21st century!
Write about one famous person who you think has extraordinary talents. Describe them and what they do. It could be an actor, singer, musician, writer, artist… anyone with an amazing talent!
Send us your articles … now!
### Making comparisons

- We usually make **comparative** and **superlative adverbs** with *more* and the *most*.
  - carefully ➔ more carefully, the most carefully
- With these adverbs we add **-er** and the **-est**.
  - fast ➔ faster, the fastest
- These adverbs are irregular:
  - well ➔ better, the best
- badly ➔ worse, the worst
- little (determiner) ➔ less, the least
- **Less** is the opposite of **more**.
  - *Animals are less intelligent than humans.*
  - (= Humans are more intelligent than animals.)

### Articles

- **a/an**
  - We use *a/an* with singular countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of people or things.
  - I've got *a computer*. *It's a laptop.*
  - We use *a/an* to say what somebody's profession is.
  - *He's a scientist.*
  - the
  - We use *the* with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
  - I've got *a computer*. *The computer's really fast.*

### so, such, too, enough

- We use **so** to intensify an adjective or adverb.
  - *She's so hard-working.* *She works so hard.*
- We use **such** to intensify a noun, with or without an adjective. We use *a/an* after *such* with a singular countable noun, but not with uncountable or plural nouns.
  - *It's such a pity.* *He asks such difficult questions.*
- In sentences with a **so** or **such** clause we can continue the sentence with **that**.
  - *His theory is so complicated that I don't understand it.*
  - *She's such a good boss that everybody loves her.*
- We use **too** to say that something is excessive. It is not the same as very because it has a negative meaning.
  - *Too* comes before the adjective/adverb.
  - **A:** He's very clever. (= positive)
  - **B:** Yes, but sometimes he's too clever. (= negative)
- We use **enough** to say that something is sufficient and **not enough** to say that something is insufficient. It comes after adjectives/adverbs. We use it + infinitive after too/ enough.
  - *He's gifted enough to win a Nobel Prize.*
  - *I'm not patient enough to wait.*

### Vocabulary

**Personality adjectives**
- ambitious • arrogant • assertive • bad-tempered • big-headed • bossy • broad-minded • brusque • determined • down-to-earth • easygoing • frank • gifted • good-natured • immature • insecure • mature • modest • narrow-minded • outgoing • pushy • reserved • self-confident • sensitive • shy • stubborn • tactful • tactless • talented

**Noun suffixes**
- ability • action • activity • actor • appearance • artist • confidence • creation • creativity • creator • darkness • difference • direction • education • electrician • electricity • employer • employment • enjoyment • happiness • illness • importance • improvement • invention • inventor • investigation • investigator • madness • musician • performance • politician • relevance • scientist • writer

**Other words and phrases** ➔ page 138
Grammar revision

Making comparisons

1 Choose the correct alternative.
1 She doesn’t work as hard/hardly as me.
2 My classmates are a lot less hard-working than/as me.
3 The sunnier it is, it gets hotter/the hotter it gets.
4 She speaks faster/more fast than anybody else I know.
5 The Theory of Relativity is not as/so difficult as people imagine.
6 They’re the most/more confident people I know.
7 The sooner she finishes her work, the earlier/earliest she can get home.
8 When you rewrite your essay, do it more carefully/carefully this time.

Articles

2 There are no articles in these sentences. Add seven articles in the correct places.
1 I met a friend yesterday in the city centre.
2 Most important thing in life are good friends.
3 Experts say government is having problems.
4 When I’m bored I pick up a book and read.
5 I like listening to actors and things they say about life in Hollywood.
6 Programmes I watch are all on late at night.

so, such, too, enough

3 Match the sentence halves and complete the sentences with so, such, too or enough.
1 The test was very long.
2 My uncle was very serious.
3 My friend wasn’t patient.
4 He arrived very late.
5 It was a long film.
6 He was strong.
7 His assignment was bad.
8 We stayed in a beautiful hotel.

Vocabulary revision

Personality

1 Complete the sentences with an appropriate adjective of personality.
1 A person is someone who is not very careful in the way they speak and behave.
2 He’s very famous, but he’s still modest and .
3 A person is someone who accepts many different types of behaviour and is not easily shocked.
4 Being is the opposite of being self-confident.
5 If someone is ambitious but in a negative way, they are .
6 His friends say he’s determined, but other people say he’s .
7 She’s 25, but she’s quite because she acts like she’s still a child.
8 A student is one who has an impressive natural ability.
9 Please be and tell me what you think.

Noun suffixes

2 Put the words in the correct noun form.
1 One day she’d like to become a professional (MUSIC).
2 What an (IMPROVE). Your work is much better now.
3 Playing a sport well is often a question of (CONFIDENT).
4 They’re spending more and more money on health and (EDUCATE).
5 There was no light; just (DARK) everywhere.
6 Who was the (CREATE) of Facebook?
7 The lights aren’t working. We need to call an (ELECTRIC).
8 Your (APPEAR) is important in creating a good impression.
It’s 10,000 hours. ‘In study after study of composers, basketball players, fiction writers, ice-skaters, concert pianists, chess players,’ writes the neurologist Daniel Levitin, ‘this number comes up again and again.’ This is true even of people we think as prodigies. Mozart, for example, famously started writing music at six. But, compared to the standards of mature composers, Mozart’s early works are not outstanding. People generally agree that Mozart didn’t write his first masterwork until he was 21. By that time Mozart had already been composing concertos for ten years. Ten thousand hours is, of course, an enormous amount of time. You need parents who are encouraging and supportive. You can’t be poor, because if you have to do a part-time job to earn money, there won’t be enough time in the day. Let’s turn to the history of Bill Gates. A gifted young mathematician discovers computer programming. He leaves Harvard. Then he starts a little computer company called Microsoft with his friends. Being brilliant, ambitious and hard-working, he builds it into the giant of the software world. Now let’s look more closely. One year the school spent $3,000 on a computer terminal. From that moment on, Gates lived in the computer room, learning how to use this strange new machine. In one seven-month period in 1971, Gates and his friends ran up 1,575 hours of computer time. So, he had spent a lot more than 10,000 hours on computers. Very few teenagers at that time had the kind of experience Gates had. January 1975 was the start of the personal computer age. Who was in the best position to take advantage of it? You don’t want to be too young. The perfect age to be in 1975 is young enough to see the coming revolution but not so old as to have missed it. You want to be 20 or 21, born in 1954 or 1955. When was Bill Gates born? 28 October 1955.
5 Work with a partner. Make a list of things that you think you know about Albert Einstein. Then read this short text and see if it mentions any of the things on your list.

One exceptional talent in the world of science was, of course, Albert Einstein. As we all know, Einstein’s fame and (a) ________________ came from his Theory of Relativity, which changed the way that the (b) ________________ community understood space and time. However, it’s interesting to note that Einstein took an (c) ________________ long time to begin to speak. He didn’t start until after his second birthday. He was also rebellious towards authority when he was at school. These two facts may have been the origin of a popular myth that the (d) ________________ was a bad student and that he failed at school. This is simply not true. We should not (e) ________________ his amazing (f) ________________ in science subjects. Einstein was already an outstanding (g) ________________ and a very good (h) ________________ when he was young. At 16 he wrote a brilliant essay that had a direct (i) ________________ with his later work on relativity. But the myth may also come from the fact that when he was 16 he tried, (j) ________________, to get into the prestigious Federal Polytechnic in Zurich, failing some of the non-science subjects. The normal entrance age was 18, so he was two years younger than usual. The next year, when he was just 17, he passed!

6 Read the text again. Complete the gaps with the correct form of the words at the end of the lines.