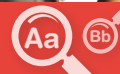


4 Extraordinary talents



Vocabulary



Personality adjectives

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

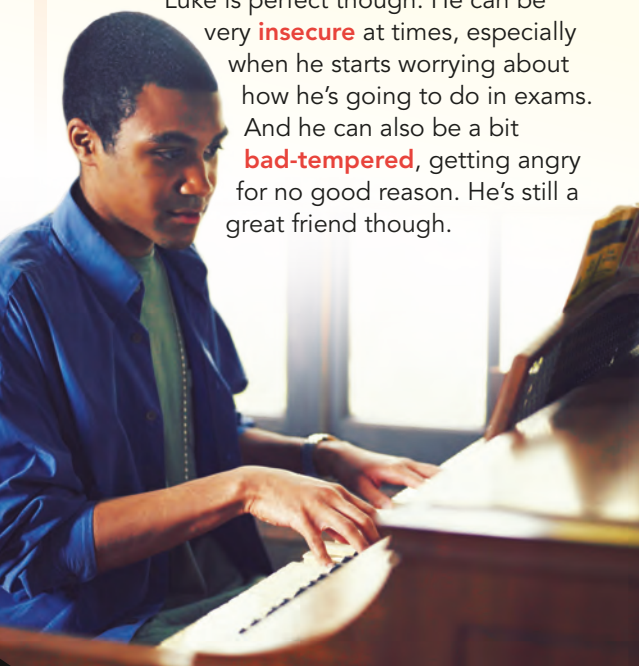
clever • friendly • hard-working • patient
polite • quiet • reliable • serious • tidy

clever – opposites: slow, silly
synonyms: bright, intelligent

- 2 Read this description of a teenager called Luke. Do you think you would like him? Why/Why not?

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.



- 3 Match the words in **red** in the text with their opposites. Which two words in the text do not have an opposite in the box? What do they mean?

big-headed (2 words) • good-natured/easygoing
immature • narrow-minded • outgoing (2 words)
self-confident • tactless (2 words)

- 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 | 4 frank/brusque |
| 2 self-confident/arrogant | 5 stubborn/determined |
| 3 bossy/assertive | |

- 7 **LISTENING** 18 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.

- a professional musician
- the director of an international bank
- the President
- a Formula 1 driver
- a TV presenter

- 8b Discuss your ideas with the rest of the class.





1 **SPEAKING** Work with a partner. Look at the photos in the article and describe what you can see.

2 Read the article. Did the person in the photo have an easy childhood? Why/Why not?

THE INCREDIBLE RISE OF DYNAMO

He's the British illusionist who walks on water and has hundreds of celebrity fans and friends. But he started doing tricks to stop his bullies at school.

Steven 'Dynamo' Prayne is no ordinary illusionist. During our interview a pack of cards appears to levitate from the table and land in his hand before disappearing. He continues talking, stops for a second, then takes the cards from his mouth.

As he explains to me, it's his job and his life's mission to amaze people. He believes that, as we get older, we all want to feel young again and that tricks and illusions can give us that feeling. Dynamo's shows certainly do that.

Steven grew up in one of the most dangerous areas in Bradford. Since his childhood, he has had a serious stomach illness. That meant that as a child he wasn't as strong as his classmates. Weak and shy, he was a target for bullies. When he was 11, his mum used to send him to school with two older kids, but they didn't look after him. One day he told his great-grandfather about it, who taught him a few tricks. From then on, Dynamo's life changed.

He demonstrates to me one of the tricks he learnt to stop the bullying. He asks me to pick him up, which I do easily. Then he looks at me for less than a second and tells me to do it again.

Impossible! I try harder but can no longer lift him! Once he started doing tricks like this on the bullies, they left him alone. But their fear of him meant that nobody wanted to be near him. So he spent his time in his bedroom practising. The longer you practise, the better you get!

Thanks to that dedication and hard work, Dynamo is one of the most famous illusionists in the world today, but he's possibly the most modest, down-to-earth person you'll ever meet. He remembers how his career really started. When he had to spend six months in hospital because of his stomach illness, it was one of the worst times in his life. He started wondering how people would remember him if he died. This motivated him to make something of his life. He started doing tricks in the street. He talked his way backstage at concerts and did tricks for famous artists such as Snoop Dogg, One Direction and Coldplay. Soon he had a massive following on social media networks, with tens of millions of people worldwide watching his videos. Then came his own TV series which he has since sold to more than 190 countries, attracting 250 million viewers.

His ability to get attention was evident in 2011 when he amazed people by walking on the River Thames in London. At first,

there were just 50 people watching, but soon there were thousands. He had walked halfway across the river when the police stopped him. So, how did he do it?

Was there transparent plastic under the surface of the water? Even when you look more closely at the images, it's impossible to know.

'I can honestly say that if I started explaining it all,' Dynamo says, 'you'd be so bored you'd be begging me to stop after a minute.' After all, as he says, intrigue is the most powerful part of it.

Dynamo's illness has never gone away. But he finds that when he's working his stomach hurts him the least. 'The best distraction is an audience. My stomach hurts the least when I'm performing. Adrenaline stops me feeling any pain.' There can't be many people in the world who are so calm and easygoing about walking through windows or levitating above the tallest building in London. But Dynamo is no ordinary person.



The best distraction is an audience.



3 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.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think Dynamo is so successful?

5 What do the underlined words in the text mean? Guess and then check in your dictionary.

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?

GRAMMAR REFERENCE ► PAGE 54

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

Adjective	Comparative	Superlative
long slow		
big thin		
friendly tidy		
ambitious hard-working		
good bad far little (determiner)	<i>less</i>	<i>the farthest/the furthest</i>

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 hardy 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/so** 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?

GRAMMAR REFERENCE ► PAGE 54



- 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 • direction
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 • confident • create • different
educate • electric • employ • happy • improve
invent • 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!



Learning about INTELLIGENCE



ACADEMIC SKILLS OBJECTIVES



- To find out about Gardner's Theory of Multiple Intelligences.
- To learn some study tips and think about the type of learner they can help.
- To find out which type of learner you are.

KEY CONCEPTS



general knowledge [n phr]: In a general knowledge quiz, they ask things like 'What is the capital of France?' **measure [v]:** Many tests are used to try to measure intelligence. **strength [n]:** One of her strengths is her attention to detail. **grasp [n, v]:** I didn't grasp what you said. Can you explain it again?

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?

THE 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?



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 ...

5 Look at the table of Gardner's Multiple Intelligences. Where do you think these go?

- | | |
|----------------|--------------------------------|
| a dance | e being in control of yourself |
| b singing | f scientific thinking |
| c literature | g teaching people |
| d architecture | |

6 **SPEAKING** Work with a partner. What do you think of Gardner's Theory of Multiple Intelligences? Do you agree with it? Why/Why not?

7



LISTENING 19 Watch or listen to Deana talking about study tips. Make notes about her study tips for each intelligence 1-7.

Intelligence 1:	Intelligence 5:
Intelligence 2:	Intelligence 6:
Intelligence 3:	Intelligence 7:
Intelligence 4:	

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?

ACADEMIC TASK



Find out what type of learner you are.

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.





Free climbing in the mountains

1 SPEAKING Work with a partner. Look at the photo and answer these questions.

- 1 Would you like to be in this situation? Why/Why not?
- 2 What type of people do you think normally do this type of activity?
- 3 How much training do you think you need to do this?

2 LISTENING **20** Listen to two people talking about a new TV series. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- 1 For Sue Wilson, there wasn't much competition for best programme of the week. **T/F/NM**
- 2 She had the wrong idea about the programme *Hidden Talent* at first. **T/F/NM**
- 3 To make this programme, they invited people with special talents to do tests. **T/F/NM**
- 4 Maggie Reenan had always wanted to try rock climbing. **T/F/NM**
- 5 Being a nurse was possibly an advantage for Maggie when rock climbing. **T/F/NM**
- 6 Being able to detect lies is quite a common ability. **T/F/NM**
- 7 With the FBI, Brenda Chamberlain watched videos of suspects again and again. **T/F/NM**
- 8 Sue thinks that Maggie never knew about her talent before because she never had time for herself. **T/F/NM**

3 **20** Listen again and answer the questions.

- 1 How many people did the tests for *Hidden Talent*?
- 2 How many tests did they do?
- 3 What do you know about Maggie's family situation?
- 4 How high was the rock she climbed?
- 5 What often makes the rock more difficult to climb?
- 6 How many people do they say have a strong ability for detecting lies?
- 7 What two things did the FBI teach Brenda?
- 8 What did the programme make Sue think?

4 SPEAKING What about you?

- 1 Would you like to watch this TV series? Why/Why not?
- 2 Would you like to do tests to see if you have a hidden talent? Why/Why not?

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 <i>a/an</i> ... | 4 We use <i>the</i> ... |
| 2 We use <i>the</i> ... | 5 We use no article ... |
| 3 We use <i>the</i> ... | |
- 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*.

GRAMMAR REFERENCE ► PAGE 54

3 Choose the correct alternative.

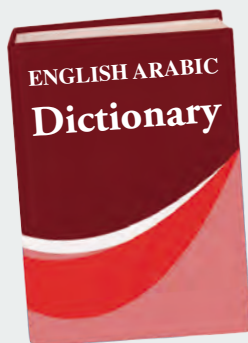
- 1 In general, I think the/[-] teachers can help the/[-] young people to develop their talents.
- 2 Last night I saw a/[-] programme about a/the young girl who has a/the really good voice.
- 3 Did you read a/the book I gave you yesterday about the/[-] science?
- 4 I reckon she's the/[-] better than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

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

I've got (a) friend who has (b) amazing talent. She has (c) incredible memory. She's really good at remembering (d) faces. She once met (e) man for just a few seconds. When she saw (f) man again six months later, she recognised him immediately, even though (g) clothes he was wearing were completely different and now he had (h) beard. I'm exactly the opposite. I think I have (i) worst memory in (j) 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 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.



so, such, too, enough

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

- The weather is usually **so** bad that it can be a scary experience.
- She did it **so** well.
- It's **such** a difficult climb that you usually need many years of experience.
- It's **such** a pity.
- She's always been **too** busy to find the time.
- She was(n't) good **enough** to do it.

- We use to say if something is or isn't excessive. It comes before an adjective or adverb.
- We use to say if something is or isn't sufficient. It comes after an adjective or adverb.
- We use to intensify a noun (with or without an adjective). If the noun is singular we use *a/an* before the noun.
- We use to intensify an adjective or adverb.
- We use *to* + infinitive after and
- We use *that* after and

GRAMMAR REFERENCE ► PAGE 54

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

- I'm 15, so I'm young to vote in a general election.
- It's such beautiful day today.
- She isn't tall to get the book off the top shelf.
- It's too late say that you're sorry.
- I have such good memories of living by the sea.
- The film was exciting I watched it twice.
- When you're 18, you're old to drive in most countries.
- Rebecca and Christine are good friends that they seem like sisters.
- 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.

- That artist does such good pictures that everyone copies her. **SO**
That artist's pictures copies her.
- The water was so cold we couldn't swim. **TOO**
The water was swim.
- Her paintings are so good you could sell them. **ENOUGH**
Her paintings sell.
- It was so cold that day that they stayed at home. **SUCH**
It was they stayed at home.
- He's so insecure that he'll never be a good leader. **SELF-CONFIDENT**
He be a good leader.
- 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.

- They've got such a big house that ...
- There was a woman who was so rich ...
- My friend is so quiet ...
- I knew somebody who was too lazy to ...
- We aren't fit enough to ...
- I'm such a good student that ...
- 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.



Presentations – 1



- 1 **SPEAKING** Work with a partner. Talk about the people in the photos. Who are they and why are they famous?
- 2 **SPEAKING** How would you define a 'hero'? Would you call any of the people in 1 heroes? Why/Why not?
- 3 **SPEAKING** Work with a partner. Look at the presentation topic and discuss if you agree or disagree with the statement. Make notes of your ideas. Think of arguments to justify and explain your opinions.

'There are no heroes in today's world, just celebrities.'
Do you agree? Why/Why not?
- 4 **LISTENING** 21 Listen to a student giving a presentation on this topic. What is their opinion? Do they mention any of your ideas in 3?
- 5 21 Listen again and tick (✓) the expressions in the Speaking bank that you hear.

SPEAKING BANK

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,

- 6 Organise your notes from 3 in a logical order, with an introduction and a conclusion.

- 7 **SPEAKING** Work with a partner. Read the advice in Exam success. Take it in turns to give a presentation with your opinion. Remember to use expressions from the Speaking bank. When you finish, discuss how well you did your presentations.

EXAM SUCCESS

When you give a presentation remember that you can look at your notes, but don't just read them aloud. Don't forget to look at your audience to see if they understand you and are interested.

► EXAM SUCCESS page 145

PRACTICE MAKES PERFECT

- 8a **SPEAKING** Prepare a presentation about somebody that you admire. Give reasons why you admire them. It can be a famous person or someone in your life, for example a friend or relative.

- 8b Give your presentation to the class.

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.

Young

journalist

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!



- 3 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.

WRITING BANK

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.

PRACTICE MAKES PERFECT

- 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

Grammar reference

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*
late, *long*, *soon*, *near*, *hard*, *early*
- 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.)
- We use **as ... as** to say two things are the same.
Dogs are as clever as cats.
- We use **not as ... as** or **not so ... as** to say that the second person or thing is more ... than the first one.
Animals aren't as intelligent as humans.
(= Humans are more intelligent than animals.)
- We use **The + comparative, the + comparative** to talk about two things that happen together.
The faster I run, the more tired I feel.
The harder you study, the better your results.
- We use **comparative and comparative** to talk about situations that are increasing.
Things are getting better and better.

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.

- We also use **the** to talk about specific things or people.
The computer I bought was quite cheap.
- We use **the** to talk about something unique, that there is only one of.
the Sun, the government, the floor, the world
- We use **the** with superlative adjectives and adverbs, and with *first* and *last*.

No article

- We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.
Scientists say that animals have complex brains.

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 **to + 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

/ 8 points

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 careful/carefully this time.

Articles

/ 7 points

2 There are no articles in these sentences. Add seven articles in the correct places.

- 1 I met friend yesterday in 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 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

/ 8 points

3 Match the sentence halves and complete the sentences with **so, such, too** or **enough**.

- | | |
|--|---|
| 1 The test was long | a to see the start of the film. |
| 2 My uncle was serious | b that we didn't stay to see the end. |
| 3 My friend wasn't patient | c that we've decided to go there again next year. |
| 4 He arrived late | d to carry all the dictionaries. |
| 5 It was a long film | e to wait for me. |
| 6 He was strong | f that he never laughed. |
| 7 His assignment was bad | g that the teacher gave it a 0. |
| 8 We stayed in a beautiful hotel | h to finish in just one lesson. |

Vocabulary revision

PERSONALITY

/ 9 points

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

/ 8 points

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.

Reading

▶ TIP FOR READING EXAMS

In missing sentence activities, remember ... If there are gaps which you cannot complete, continue with other, easier gaps first and then go back later to the difficult ones.

▶ EXAM SUCCESS page 144

1 You are going to read a text called 'What makes a genius?' Before you read the article, answer the questions.

- 1 In your opinion, what is a genius?
- 2 How do you think somebody can become a genius?

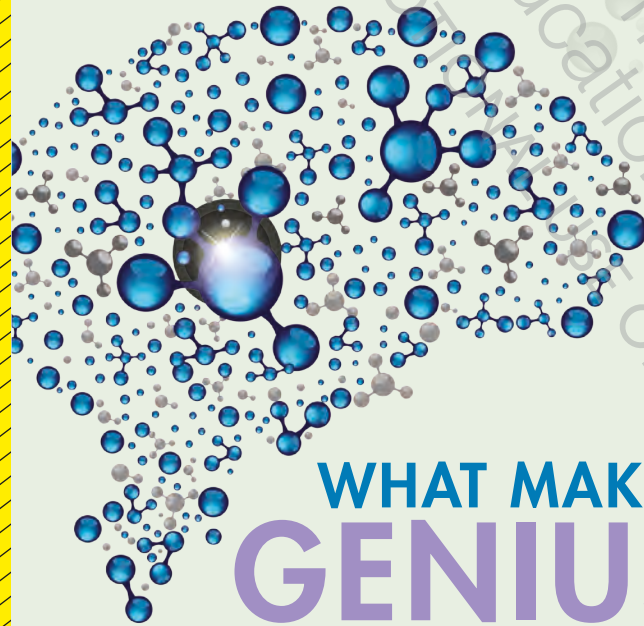
2 READING Read the text. What is the main message?

3 Read the text again. Complete the gaps with sentences A-H.

- A It's almost impossible to reach that number all by yourself.
- B It's no good if you're still at high school.
- C His father probably wrote down all the earliest pieces, and perhaps improved them in the process.
- D The good but not great students had totalled 8,000 hours.
- E Gates went to a very exclusive school.
- F In fact, researchers have agreed on what they believe is a special number to become a true expert.
- G But around the age of eight, real differences began to appear.
- H By the time Gates left Harvard, he'd been programming non-stop for seven years.

4 SPEAKING What about you?

The text suggests that to be a genius you need to work hard and have opportunities. Do you agree? How important is natural talent?



In the early 1990s, the psychologist K. Anders Ericsson and two colleagues did some investigation at Berlin's elite Academy of Music. With the help of the academy's professors, they divided the school's violinists into three groups. First were the stars – the students with the potential to become world-class soloists. Second were those who were very good, but not as good as the stars. In the third group were the students who would probably never play professionally. All the violinists were to answer the same question: 'Over the course of your career, ever since you first picked up the violin, how many hours have you practised?'

Everyone, from all three groups, started playing at around the same age – around five. In those first few years, everyone practised roughly the same – two or three hours a week. (1) The students who would become the best in their class began to practise more than everyone else. Six hours a week by age nine, eight by age 12, 16 a week by age 14, until by the age of 20 they were practising well over 30 hours a week. By then, the elite performers had all totalled 10,000 hours of practice over the course of their lives. (2) And the third group just 4,000 hours.

This idea – that excellence at a complex task needs a critical, minimum level of practice – appears again and again in studies.

(3) 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.'

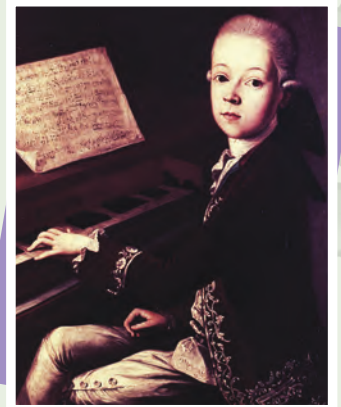
This is true even of people we think as prodigies. Mozart, for example, famously started writing music at six. But, compared to the standards of mature composers, Mozart's early works are not outstanding. (4) People generally agree that Mozart didn't write his first masterwork until he was 21. By that time Mozart had already been composing concertos for ten years.

Ten thousand hours is, of course, an enormous amount of time. (5) 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. (6) 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.

(7) 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. (8) 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.



Use of English

▶ TIP FOR USE OF ENGLISH

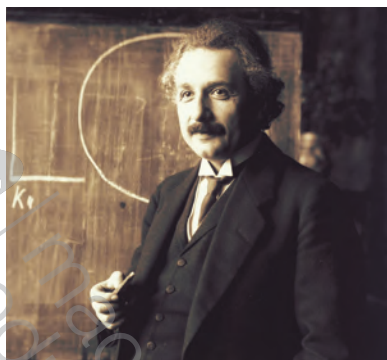
In word formation cloze activities, remember ...

To change the type of word, you will usually need a suffix (e.g. -ion to make a noun, -ly to make an adverb). To change the meaning of the word, you will usually need a prefix (e.g. im-, re-).

▶ EXAM SUCCESS page 145

- 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!



IMPORTANT

SCIENCE

USUAL

SCIENCE

ESTIMATE
ABLE

PHYSICS
MATHEMATICS

CONNECT

SUCCESSFUL

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

Speaking

▶ TIP FOR SPEAKING EXAMS

In presentations, remember ...

Don't speak too fast. If you do, people will not be able to follow you.

▶ EXAM SUCCESS page 145

- 7 **Look at this topic. Prepare a presentation: make notes, but do not write complete sentences.**

You can choose three famous, talented people to go on an excursion with. Who are you going to choose and why?

- 8 **SPEAKING** Work with a partner. Brainstorm any expressions you know for ...

- 1 beginning a presentation.
- 2 ordering your arguments.
- 3 concluding a presentation.

- 9 **SPEAKING** Work in groups. Take it in turns to give your presentations. Use expressions from 8.

Writing

▶ TIP FOR WRITING EXAMS

In stories, remember ...

Use a variety of past tenses and linkers of time and sequence to make it clear when the different events in the story happened.

▶ EXAM SUCCESS page 145

- 10 **Work with a partner. Read this task and plan your story. Think about the main events, the background and any important scenes.**

Your English teacher has asked you to write a story for the school magazine. Your story must begin with this sentence:

Jack didn't usually enjoy travelling, but today was different.

Your story must include:

- a famous person
- a competition

- 11 **Write your story. Follow the advice in the Writing bank on page 152.**