

## B2: Revision U4

ATTENTION: Il est vivement conseillé de revoir la matière AVANT de faire les révisions !

### 4. Unit 4: Britain's got talent.

#### 4.1. Vocabulary.

- 1 Choose an adjective from the box that you think each person must/must not be in order to do their job. Try to use each word at least once.

assertive • bossy • determined • insecure  
narrow-minded • nervous • patient • polite • quiet  
reserved • tactful • tactless

	Must be	Must not be
a surgeon	<i>patient</i>	<i>nervous</i>
a teacher		
a pilot		
a tour guide		
a diplomat		
a journalist		
a security guard		

- 2 Which word in each group is different? Circle the odd one out.

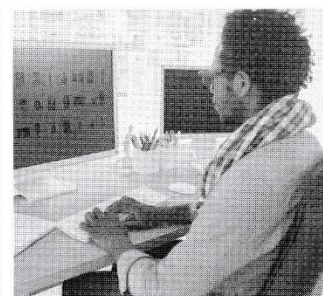
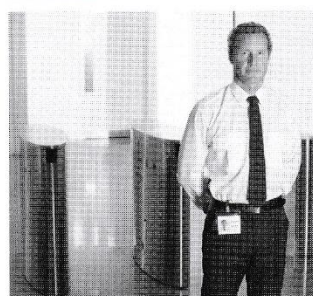
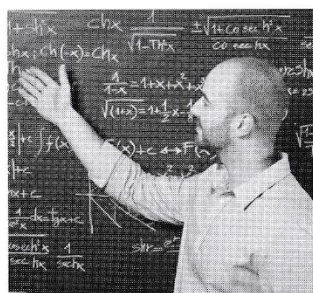
- |             |           |            |             |
|-------------|-----------|------------|-------------|
| 1 bright    | silly     | clever     | intelligent |
| 2 sensitive | shy       | brusque    | reserved    |
| 3 modest    | bossy     | pushy      | arrogant    |
| 4 assertive | ambitious | determined | easygoing   |
| 5 mature    | serious   | tidy       | reliable    |

- 3 Complete the compound adjectives (1-6) with these words. Then match each one with the description of a person (a-f).

confident • headed • ~~minded~~ • natured  
tempered • working

- |                          |              |
|--------------------------|--------------|
| 1 broad- <u> minded </u> | 4 bad-.....  |
| 2 big-.....              | 5 self-..... |
| 3 good-.....             | 6 hard-..... |

- |   |         |
|---|---------|
| a David gets angry with other people very easily.                       | .....   |
| b Nina's very open and will try to see everyone's point of view.        | ..... 1 |
| c Kate never gets nervous about talking in front of lots of people.     | .....   |
| d Rosie is friendly and kind with everyone she meets.                   | .....   |
| e Rob acts as if he's more important and intelligent than other people. | .....   |
| f Henry does about four hours of revision every night after school.     | .....   |



#### VOCABULARY EXTENSION

- 4 Find another word that can go with the words below to make compound adjectives. Use a dictionary. Make a note of any other adjectives you know that are formed from two words.

self-.....

good-.....

hard-.....

well-.....



## 4.2. Reading.

- 1 Read the article quickly. What do you think is the boy's extraordinary talent? Then read the article more carefully and check.
- He started a science degree at the age of 13.
  - He became the youngest person to win a science competition.
  - He did an advanced science experiment at a very young age.

2 Read the article again and choose the best answers.

- Jamie's experiment was exceptional because ...
  - nobody believed that he could do it.
  - only older people had done it before.
  - everyone thought that it was too dangerous.
- He was motivated to do the experiment because ...
  - he was interested in radiation.
  - he wanted to be the youngest person to achieve nuclear fusion.
  - he was inspired by a young scientist that he read about online.
- He got the money to build his machine from ...
  - his school.
  - engineering companies and universities.
  - his science teacher.
- The experiment was useful because ...
  - Jamie built the machine using simple materials.
  - the idea may help to produce a form of energy.
  - teachers, experts and newspapers could see it.
- For Jamie, the experiment showed that ...
  - young people can do extraordinary things.
  - he could become an engineer or nuclear physicist in the future.
  - he had support from his teachers and school.

3 **CRITICAL THINKING**

Decide if the statements are facts (F) or opinions (O).

- Jamie has become the youngest person to achieve nuclear fusion. F/O
- Not many teenagers are interested in doing science experiments. F/O
- Jamie learnt about safety before doing the experiment. F/O
- Nuclear fusion is the best option for producing clean energy. F/O
- Jamie is likely to become a successful nuclear scientist. F/O

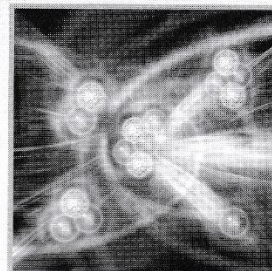
4 Match the underlined words in the article with these definitions.

- break into many small pieces .....
- caused, made to happen .....
- a soft light .....
- from nothing .....
- very shocked .....

## GIFTED TEENAGER BREAKS SCIENCE RECORD

**13-year-old Jamie Edwards made history when he became the youngest person in the world to create nuclear fusion<sup>1</sup> in the laboratory of his secondary school.**

When Jamie first informed his head teacher about his plan to create nuclear fusion in the school, he was stunned. 'I was a little nervous,' he admits. Fortunately, after Jamie gave a presentation about the safety and the benefits, head teacher Jim Hourigan agreed to let the experiment go ahead.



Jamie had always been interested in science and developed a fascination for radiation. He even saved up to buy a Geiger counter, a device that detects radiation, with his pocket money. But his ambition to create nuclear fusion was sparked when he came across a story about Taylor Wilson, a 14-year-old schoolboy from the US who had become the youngest person to produce a small fusion reactor in 2008. 'I looked at it, thought "that looks cool" and decided to have a go,' he says.

He calculated that he needed about £2,000 to build the machine, and first contacted nuclear laboratories, engineering companies and universities to enlist their help. Not surprisingly, they didn't take a 13-year-old seriously. So with the help of his science teacher, he turned to his head teacher and persuaded him to fund the project.

**'I was a little nervous,' admitted Jamie's head teacher.**

After months of work, and making many of the parts himself, he was ready to try it out

just days before his 14<sup>th</sup> birthday. ... And when he turned on the switch, the Geiger counter registered that fusion had indeed taken place. 'Seeing that purple glow was the best part,' said Edwards. As the neutron detector confirmed it, Jamie knew that he'd become the world's youngest person to achieve nuclear fusion from scratch, using high energy to smash hydrogen atoms together to create helium.

Speaking after the experiment, Jamie was delighted. 'It's quite an achievement. I can't quite believe it!' he said. Scientists around the world are now repeating Jamie's experiment, but on a much bigger scale, in the hope of using it to fuel cheap, environmentally-friendly power stations with the aim of producing clean, carbon-free energy.

Meanwhile, Jamie, who has ambitions to become an engineer or nuclear physicist in the future, remains down-to-earth and is modest about his achievements. As he says, 'None of this would have happened if it wasn't for a science teacher who believed in the dreams of her pupil, and a head teacher who was willing to take a risk to give me the opportunity. So to any young scientists out there, no matter how young, nothing is ever too big for you to try. All you need is curiosity, determination and an open mind.'

<sup>1</sup> NUCLEAR FUSION is a reaction in which two or more atoms collide at a very high speed and form a new type of atom. During the process, energy is produced.



### 4.3. Grammar: part 1.

#### 1 Answer these questions about comparative and superlative forms.

- How are regular, one-syllable comparative adjectives formed?  
*adjective + -er + than*
- How are regular, one-syllable superlative adjectives formed?
- How are comparative adjectives of two or more syllables usually formed?
- How are superlative adjectives of two or more syllables usually formed?
- How are regular comparative adverbs formed?
- How are regular superlative adverbs formed?
- To which adverbs do you add -er and -est to make the comparative and superlative forms?
- Which adverbs do not use *more*, *the most* or -er, -est in their comparative or superlative forms?

#### 2 Write the correct comparative or superlative (adjective or adverb) form of the word given.

- Child geniuses learn much *more quickly than* most children. (quick)
- Rupert is ..... basketball player in our school. (good)
- Of all the 20<sup>th</sup> century inventions, computers have changed our world ..... (dramatic)
- Jane goes jogging ..... in the summer than in the winter. (often)
- Jared rode his bike ..... usual and he crashed it. (careless)
- Peter finished ..... he had expected to so he'll be here soon. (early)
- The teacher said Steve needed to research the topic ..... he had done. (wide)
- Nina plays the piano ..... Jarvis does. (energetic)
- The ..... you stay, the ..... your dog will behave. (calm, good)

#### 3 Write sentences 1, 4, 5, 6 and 8 in 2 again using not as ... as.

- Other *children don't learn as quickly as child geniuses*
- Jane .....
- Jared .....
- Peter .....
- Jarvis .....

#### 4 Write an appropriate response using one of the expressions in the box. One of the expressions is not used.

Better late than never! • Better safe than sorry!  
Easier said than done! • The sooner the better!  
This is going from bad to worse!

- When would you like me to fix your computer?
- Sorry you had to wait so long – I missed my bus and had to walk.
- Do we really need to wear helmets and a harness for climbing?
- Our walk is a disaster! Not only has it rained all day but now we're lost!

#### GRAMMAR CHALLENGE

##### 5 Write sentences using the prompts below.

#### WORLD RECORDS AT RUBIK'S CUBE CHAMPIONSHIPS

CONTESTANT	TIME IN SECONDS
Yu Nakajima (Japan)	8.72 seconds
Erik Akkersdijk (Netherlands)	7.08 seconds
Feliks Zemdeg (Australia)	6.77 seconds



- Yu/Erik/slow: comparative adverb  
*Yu solved the puzzle more slowly than Erik.*
- Yu/slow: superlative adjective  
*Yu was the slowest contestant.*
- Feliks/Erik/quick: comparative adverb
- Feliks/fast: superlative adjective
- Yu/slow: superlative adverb
- Erik/Feliks/slow: comparative adjective

#### 4.4. Vocabulary and listening.

##### 1 Complete the table with the different noun forms.

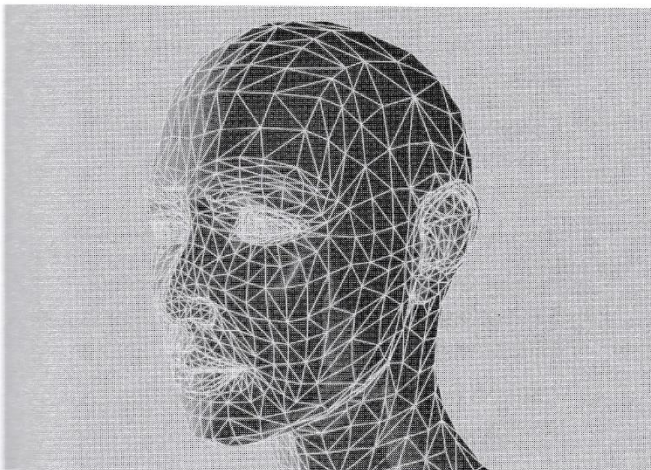
Adjectives	Nouns: things/ subjects/ideas	Nouns: people
creative	<i>creation</i>	<i>creator</i>
electrical		
political		
scientific		
Verbs		
direct		
employ		
invent		
compete		
educate		
profess		
operate		
investigate		
perform		

##### 2 Which noun suffix can these groups of words take?

- great, lazy, polite, soft, weak .....
- journal, guitar, cycle, psychology .....
- improve, develop, enjoy, argue .....
- intelligent, different, independent, patient .....

##### 3 LISTENING 08 Listen to a conversation between two teenagers about hidden talents. Tick (✓) the correct option.

- Leo is interested in the ability to ...
  - detect lies. ☐
  - remember faces. ☐
  - remember names. ☐
- He thinks it's a useful talent ...
  - if you are a teacher. ☐
  - if you work in a shop. ☐
  - in solving crimes. ☐



##### 4 LISTENING 08 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- Jade saw the programme about super-recognisers. T/F/NM
- Most people couldn't remember the computer-generated faces. T/F/NM
- The Brazilian student's ability was important where he lived. T/F/NM
- The 15 people at the station were actors wearing identical clothes. T/F/NM
- The graphics student recognised eight people from the station. T/F/NM
- Jennifer was able to recognise someone she saw when she was a child. T/F/NM
- Moirá's ability has helped her to get a new job. T/F/NM
- People with face blindness can only recognise people that they know well. T/F/NM

##### VOCABULARY EXTENSION

**-ship:** often used in words which describe connections between people

**-hood:** often used in words to describe a state, stage, condition or a group of people who share something

##### 5 Add -ship or -hood to form other nouns and write a definition. Check in a dictionary.

- child<sup>hood</sup> .....  
= *the time in life when you are a child*
- relation .....  
= .....
- friend .....  
= .....
- mother .....  
= .....
- neighbour .....  
= .....
- partner .....  
= .....
- member .....  
= .....
- brother .....  
= .....

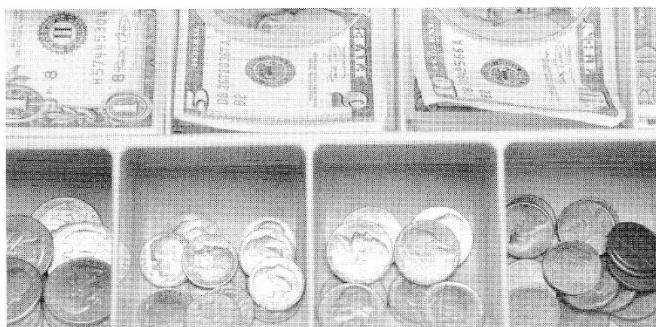


## 4.5. Grammar: part 2.

### 1 Complete the rules about using articles with a/an, the or 0 (no article).

- 1 Use a/an with the first mention of a singular, countable noun.
- 2 Use ..... with a thing/person that is one of a number of things.
- 3 Use ..... with someone/something that is unique.
- 4 Use ..... with things in general.
- 5 Use ..... with superlative adjectives/adverbs.
- 6 Use ..... with a specific person or thing that was mentioned already.

### 2 Complete the story with a, the or 0 (no article).



## Nickel or dime?

There was (a) ..... little boy called Billy who was often seen around the local newsagent's. Some other boys who regularly used (b) ..... shop made fun of him and called him names, telling him he was stupid. They kept playing a trick on him, offering him money. He had to choose between a nickel (5 cents) and (c) ..... dime (10 cents). Billy always took (d) ..... nickel. Nickel coins are larger than dime coins so (e) ..... boys were tricking him into taking the less valuable coin.

One day, after Billy had once again taken (f) ..... nickel, the newsagent decided to talk to him. He said, 'Billy, you're being tricked. (g) ..... dimes are worth more than (h) ..... nickels. Do you think (i) ..... nickels are worth more because they're bigger?'

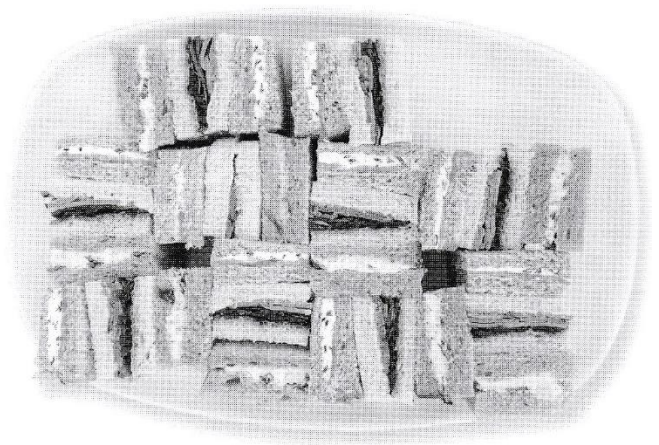
Billy looked at (j) ..... newsagent and gave (k) ..... broad smile. He laughed, 'If I took (l) ..... dime, they'd give up. So far, I've saved \$15!'

### 3 Match the halves to make sentences. Try to do this from memory, then check on page 51 of the Student's Book.

- |   |                                     |
|---|-------------------------------------|
| 1 We use <i>such</i> to                   | a too and <i>enough</i> .           |
| 2 We use <i>so</i> to                     | b say something is sufficient.      |
| 3 We use <i>too</i> to                    | c <i>such</i> and <i>so</i> .       |
| 4 We use <i>enough</i> to                 | d intensify an adjective or adverb. |
| 5 We can use <i>that</i> after            | e intensify a noun.                 |
| 6 We can use <i>to +</i> infinitive after | f say something is excessive.       |

### 4 Circle the correct alternative.

- 1 My little sister is enough/too short to reach the top shelf in the library.
- 2 I spent three hours revising, but I don't think that was long too/enough.
- 3 The snow was so/such deep that it covered the wall in my garden.
- 4 I found the film too scary to watch/watching.
- 5 The show was so boring then/that I fell asleep in the second half.
- 6 It's a long time since I've read such/so a great book.
- 7 Leanne had six sandwiches for lunch because she was so/such hungry after her run.



### GRAMMAR CHALLENGE

#### 5 Complete seven of the sentences with one of these words. Use each word once. One sentence doesn't need a word, so write 0 on the line.

a • an • enough • so • such • the • too

- 1 The musician gave a poor performance because she was ..... nervous to play her best.
- 2 Lisa had coffee in a café this afternoon, and ..... café owner has just phoned to say she left her purse there.
- 3 I'm not brave ..... to go on a roller coaster.
- 4 The child's face was ..... dirty that it was difficult to see who it was!
- 5 Can you tell me the name of ..... English-speaking country in the southern hemisphere?
- 6 Do you know whether ..... fish can hear?
- 7 Seeing Jason at the cinema after ..... a long time gave me a real surprise.
- 8 Can you tell me how you became ..... university professor?



## 4.6. Speaking.

- 1 Look at this presentation topic and decide how much you agree or disagree with the statement. Make notes to explain your ideas.**

'All children can be geniuses if their parents give them the right opportunities.'

Do you agree with any part of the statement?

.....

.....

.....

Do you disagree with any part of the statement?

.....

.....

.....

Your conclusion about the statement:

.....

.....

.....

- 2 LISTENING 09 Listen to a presentation on the topic. Answer the questions.**

- 1 Does the speaker agree or disagree with the statement? **Agree / Disagree**
- 2 What are the three main points given to support the point of view?

.....

.....

.....

- 3 LISTENING 09 Listen to the presentation again. Tick (✓) the phrases you hear.**

- 1 ..... that I disagree with this statement.
- a I'd like to begin by saying ... ☐
- b The first thing I'd like to say is ... ☐
- 2 ....., the definition of a genius is someone who is more intelligent and skilled than other people.
- a Firstly ☐
- b First of all ☐
- 3 ....., I think that a real genius is usually born with an exceptional talent.
- a Secondly ☐
- b Another thing is ☐
- 4 ....., I believe that parents sometimes put a lot of pressure on their children to be very good at something.
- a What's more ☐
- b Furthermore ☐

- 5 ..... geniuses aren't always successful in life.
- a It's also true that ☐
- b It's important to remember that ☐
- 6 ..... there are more important things than being a genius.
- a Last but not least, ☐
- b The point I'm trying to make is that ... ☐
- 7 ....., I think real genius is something you are born with ...
- a To sum up ☐
- b In conclusion ☐

- 4 Practise giving a presentation on the topic in 1. Use some of the expressions in 3.**

- 5 Review your performance.**

- 1 Did you find making the presentation easy? Why/Why not?

.....

.....

.....

- 2 Were there any things you'd like to do better? If so, what? How can you improve these aspects of your performance?

.....

.....

.....

- 6 Prepare a presentation on this topic. Then practise giving your presentation.**

Children who have a very high IQ need special education at schools that are specifically designed for them.

.....

.....

.....

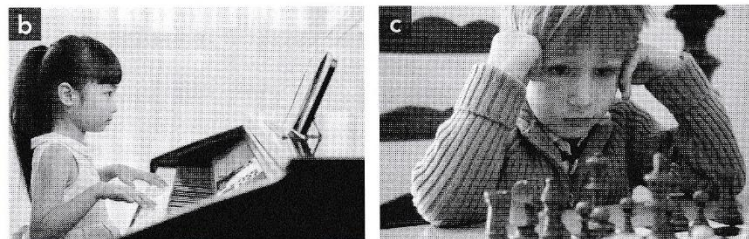
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#### 4.7. Writing.

**Write notes about the people in the photos.**



- 1 What are they doing?
- 2 How do you think they're feeling?
- 3 What kind of characters are they?
- 4 What do you think connects them?

**2** Look at photo a and read the newspaper article below about the boy.

**P**ainting genius Kieron Williamson secured world media attention when his first exhibition fetched £150,000 and sold out in less than 30 minutes. He was seven years old at the time. Following the exhibition, Kieron and his family, from Holt in north Norfolk, featured on international news channels and across the UK's TV shows and newspapers.



Now aged 13, Kieron is already a millionaire and he has been invited to exhibit his work around the world. In many ways, Kieron is a perfectly ordinary boy – he loves being outdoors, playing football and riding his bike fast. But his talent for painting has changed the Williamson family forever. Keith and Michelle, his parents, work hard to ensure the pressures do not mount up and that Kieron has a balanced life. Nevertheless, he no longer attends school and is educated at home. And he is aware that he is a provider for his family.

Child prodigies are more common in music and drama than in fine art, but either way the transition to adulthood can be a tough one. Accomplished as Kieron's paintings are, part of their appeal is undoubtedly the story of precocious talent that goes with them. If he is still doing similar work when he's 25, it may prompt a different reaction.

**3 Write about Kieron for the task below. Make notes first.**

Write a description of someone who has an unusual life. It can be a famous person or someone in your life, for example a friend or relative. Explain why you think it is an unusual life.

## NOTES

### Paragraph 1:

Brief, basic information about Kieron

**Paragraph 2:**

More detailed information about Kieron, what he looks like, type of person he is, hobbies and interests, family

### Paragraph 3:

What makes his life unusual and not unusual



## 4.8. More vocabulary and grammar.

### Grammar

#### 1 Complete the sentences with the correct form of the adjectives or adverbs given.

- They are all awful photos of Sally, but this one is the ..... (bad).
- Lions don't run ..... (fast) as cheetahs.
- Bill Gates is one of the ..... (successful) businessmen in the world.
- How can we measure the results of the experiment ..... (accurate) than we did last time?
- The ..... (far) you walk each day, the fitter you will get.

#### 2 Complete the sentences with *so*, *such*, *too* or *enough*.

- I had ..... a rough trip across the Channel that I never want to go on a boat again!
- My grandmother is ..... old now that she often forgets things.
- I'm not assertive ..... to be a manager.
- It's ..... late to go to the cinema now. The film's already started.

#### 3 Write *a/an*, *0* (no article) or *the*.

- I don't know why ..... people hate science. I love it.
- My uncle's just started working as ..... history teacher.
- I'm going to buy ..... jacket I told you about.
- I think ..... magic is ..... interesting hobby, don't you?

#### 4 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. Use between two and five words.

- I don't have enough money to buy that computer. **TOO**  
That computer ..... to buy.
- I went to bed early last night because I was tired. **SO**  
I was ..... I went to bed early.
- It's getting increasingly difficult to find student accommodation. **AND**  
It's getting ..... to find student accommodation.
- The film was so boring that we left before the end. **SUCH**  
It was ..... we left before the end.
- That shelf is too high for me to reach. **ENOUGH**  
I'm ..... to reach that shelf.

#### 5 Choose the correct option, a, b or c.

I (1) ..... my grandmother at least once a week since I was 13. She's always (2) ..... strange things, like the time when she (3) ..... a huge sculpture in her garden. It's still there and I (4) ..... the neighbours like it very much! She was (5) ..... nurse when she was younger, and she's taught me that it's important (6) ..... a career that you enjoy.

- |                 |                     |                   |
|-----------------|---------------------|-------------------|
| 1 a am visiting | b 've been visiting | c visit           |
| 2 a does        | b doing             | c did             |
| 3 a has made    | b made              | c makes           |
| 4 a don't think | b am not thinking   | c haven't thought |
| 5 a the         | b a                 | c -               |
| 6 a have        | b to have           | c having          |

### Vocabulary

#### 1 Write the adjectives in the box next to their opposite adjectives. There is one extra word you do not need.

bad-tempered • broad-minded • modest  
outgoing • pushy • self-confident • tactful

- insecure .....
- reserved .....
- narrow-minded .....
- good-natured .....
- arrogant .....
- tactless .....

#### 2 Complete the text with the correct form of the words given.

What kind of job would suit your personality? If you want to be a (a) ..... (perform), you need to have plenty of (b) ..... (confident) so you will be comfortable in front of an audience. If you want to be a (c) ..... (science), you need to enjoy working on small, detailed tasks. Whatever you decide to do, it's important to get a good (d) ..... (educate) and to do something that will bring you (e) ..... (happy).

#### 3 Use the word given in capitals to form a word that fits in the gap.

- The ..... of Sam at the party was a complete surprise. **APPEAR**
- The car factory provides ..... for many of the students' parents. **EMPLOY**
- Winning the singing competition was ..... because I had a bad cold. **EXPECT**
- A local ..... is speaking on TV on Saturday night. **POLITICS**
- Your essay was on the wrong topic, so can you ..... it, please? **WRITE**



## Answers.

### 1. Vocabulary.

1

#### Suggested answers

	Must be	Must not be
a surgeon	patient	nervous
a teacher	assertive	bossy
a pilot	determined	insecure
a tour guide	polite	quiet, reserved
a diplomat	tactful	tactless
a journalist	assertive	narrow-minded
a security guard	determined	insecure

2

1 silly 2 brusque 3 modest  
4 easygoing 5 tidy

3

2 big-headed 3 good-natured  
4 bad-tempered 5 self-confident  
6 hard-working  
1 b 2 e 3 d 4 a 5 c 6 f

4

#### Suggested answers

self-reliant, self-centred, self-made  
good-hearted, good-humoured

hard-headed, hard-hearted  
well-meaning, well-behaved, well-mannered, well-adjusted, well-spoken, well-read

### 2. Reading.

1

c

2

1 b 2 c 3 a 4 b 5 a

3

1 F 2 O 3 F 4 O 5 O

4

1 smash 2 sparked 3 glow  
4 from scratch 5 stunned

### 3. Grammar: part 1.

1

2 the + adjective + -est 3 more + adjective + than 4 the most + adjective 5 more + adverb + than  
6 the most + adverb 7 late, long, soon, near, hard, early 8 irregular adverbs (e.g. good, bad)

2

2 the best 3 the most dramatically  
4 more often 5 more carelessly than 6 earlier than 7 more widely than  
8 more energetically than 9 calmer, better

3

4 Jane doesn't go jogging as often in the winter as in the summer. 5 Jared doesn't usually ride his bike as carelessly as he did when he crashed it. 6 Peter didn't expect to finish as early as he did. 8 Jarvis doesn't play the piano as energetically as Nina.

4

1 The sooner the better! 2 Better late than never! 3 Better safe than sorry! 4 This is going from bad to worse!

5

3 Feliks solved the puzzle more quickly than Erik. 4 Feliks was the fastest contestant. 5 Yu solved the puzzle the most slowly. 6 Erik was slower than Feliks.

### 4. Vocabulary and listening.

1

Adjectives	Nouns: things/ subjects/ ideas	Nouns: people
creative	creation	creator
electrical	electricity	electrician
political	politics	politician
scientific	science	scientist
Verbs		
direct	direction	director
employ	employment	employer, employee
invent	invention	inventor
compete	competition	competitor
educate	education	educator
profess	profession	professor, professional
operate	operation	operator
investigate	investigation	investigator
perform	performance	performer

2

1 -ness 2 -ist 3 -ment 4 -ence

3

1 b 2 c

4

1 F 2 NM 3 T 4 NM 5 NM 6 T  
7 T 8 F

5

2 relationship = the way in which two or more people or things are connected to each other 3 friendship = a relationship between two people who are friends 4 motherhood = the state of being a mother 5 neighbourhood = a particular area of a city or town 6 partnership = the position of being one of two or more people who own a company as partners 7 membership = the fact of being a member of a club, organisation or group 8 brotherhood = a close group of people, usually used for men

### 5. Grammar: part 2.

1

2 a/an 3 the 4 O 5 the 6 the

2

a a b the c a d the e the f the  
g O h O i O j the k a l the

3

1 e 2 d 3 f 4 b 5 c 6 a

4

1 too 2 enough 3 so 4 watch  
5 that 6 such 7 so

5

1 too 2 the 3 enough 4 so 5 an  
6 O 7 such 8 a

### 6. Speaking.

2

1 disagree 2 not all children can be geniuses; genius is something you are born with; parents put pressure on children to be exceptional

3

1 a 2 b 3 a 4 a 5 b 6 b 7 a

### 7. Writing.

Students' own answers.

### 8. More vocabulary and grammar.

#### Grammar p37

1

1 worst 2 as fast 3 most successful  
4 more accurately 5 farther/further

2

1 such 2 so 3 enough 4 too

3

1 O 2 a 3 the 4 O, an

4

1 is too expensive (for me) 2 so tired last night that 3 more and more difficult 4 such a boring film that 5 not tall enough

5

1 b 2 b 3 b 4 a 5 b 6 b

#### Vocabulary p37

1

1 self-confident 2 outgoing 3 broad-minded 4 bad-tempered 5 modest  
6 tactful

2

a performer b confidence c scientist  
d education e happiness

3

1 appearance 2 employment  
3 unexpected 4 politician  
5 rewrite