

Unit 6 Achievement

Words describing different levels of intelligence

Learn the expressions

1 In this unit we learned about different ways of looking at "achievement." Some psychologists say we all have different kinds of intelligence that can help us achieve our goals. Let's look at the adjectives that describe types of intelligence. Write (+) next to the adjectives with a positive meaning and (-) next to the ones with a negative meaning.

bright _____	brilliant _____	dense _____	dim _____	dull _____
gifted _____	obtuse _____	quick _____	sharp _____	thick _____

2 Some of the words in Exercise 1 mean almost the same but are usually used differently. Circle the word that you think seems better in each sentence. Keep in mind that both words might be correct, but one is more common in the particular context.

1. Special classes are given to children who are extremely sharp at school subjects. These classes are referred to as classes for *quick / gifted* students.
2. Someone who is never able to think quickly or understand things easily might be described as *dull / dense*.
3. Someone who can think fast and make decisions easily is said to be *brilliant / quick*.
4. If a friend is usually very smart but suddenly doesn't understand a simple joke, you might say he is being *dim / thick*.
5. A person who is very intelligent is *bright / brilliant*, and someone who is extremely intelligent could be called *bright / brilliant*.
6. If someone has the ability to solve problems quickly and easily, he or she is *gifted / sharp*.

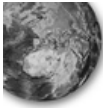
Answer Key

Exercise 1

+	-
bright	dense
brilliant	dim
gifted	dull
quick	obtuse
sharp	thick

Exercise 2

1. gifted
2. dull
3. quick
4. thick
5. bright, brilliant
6. sharp



Use the expressions

3 Underline the most appropriate adjective to complete the sentences.

1. This candidate for the position has very little experience, but she seems very **bright / dull**. I think we should hire her.
2. In order to be a pilot, you must have excellent reflexes and **quick / dim** thinking.
3. Although I had never considered myself **brilliant / dense**, I started to think I was wrong when my calculus professor had to explain the equation three times before I finally understood.
4. The Negronis are very proud that their daughter was accepted to the high school for **thick / gifted** and talented students.
5. Roger felt pretty **gifted / dense** when he couldn't remember his own phone number.
6. Do you know anyone who is **obtuse / brilliant**—incredibly intelligent—but has no common sense and is totally **thick / sharp** about everyday life?
7. Sheila is a very **sharp / dim** lawyer, and she rarely loses a case.
8. I guess I'm a little **gifted / thick**: Everyone laughed at Larry's joke, but I didn't get it. Could you explain it to me?

Make the expressions your own

4 Answer the questions. Provide as many details as you can to explain your answers. Say what you did to feel that way.

When was the last time you considered yourself . . .

1. absolutely brilliant? _____

2. a little dense? _____

3. quick and sharp? _____
