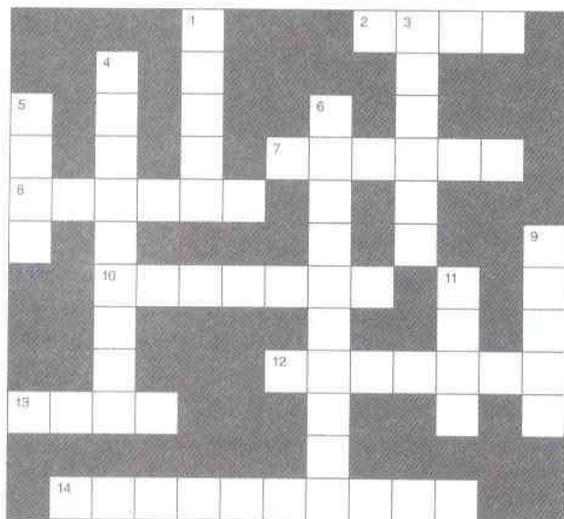


## VOCABULARY Online, films, music, media

1 Complete the crossword, using the clues below.



### Across

- 2 a webpage where people regularly record their activities and thoughts
- 7 give your opinion in a report about a book, film, etc.
- 8 a group of books or TV programmes about the same topic
- 10 write a piece of music
- 12 a work of art that has been popular for a long time and is considered high quality
- 13 begin a band or other organisation
- 14 the music for a film or TV programme

### Down

- 1 a part of a film or book in which events happen in one place
- 3 the words of a song
- 4 a person in a film, play or story
- 5 all the actors in a film, play or show
- 6 a popular book which a lot of people buy
- 9 the sounds we make when we speak or sing
- 11 put something on a website, e.g. a comment

2 Complete the sentences with the words in the box.

critics director editor novelist TV presenter

- 1 I thought it was a great film, but I read the reviews and the ..... didn't like it.
- 2 A ..... writes books about imaginary people and events.
- 3 When the ..... had finished work on the book, it was shorter and better.
- 4 The company are looking for a young ..... to host their new talk show.
- 5 Stephen Spielberg is a famous ..... who has made a lot of great films.

3 Find the odd word out.

- |              |            |          |         |
|--------------|------------|----------|---------|
| 1 novelist   | blog       | director | critic  |
| 2 soundtrack | compose    | form     | post    |
| 3 lyrics     | series     | charts   | editor  |
| 4 classic    | bestseller | cast     | version |
| 5 soundtrack | voice      | version  | lyrics  |
| 6 charts     | character  | cast     | scene   |

## READING

### EXAM TIPS

#### Reading and Use of English Part 7

- Always read the questions first and underline the main ideas in them.
- Read all the texts quickly for general meaning.
- Scan the texts for information that matches the ideas you have underlined in 1–10.
- If you find it easier, concentrate on one text at a time and answer the questions that relate to it.

1 You are going to read five reviews of fantasy novels. Before you read, underline the main idea in each question.

#### Which book

- is probably too frightening for young readers?  1
- is about regaining something that has been lost?  2
- contains an element of humour?  3
- involves a journey into the past?  4
- features a character who may be hiding something?  5
- is being turned into a film?  6
- has a main character who is not very sociable?  7
- is one of a series of novels?  8
- takes some ideas from another work?  9
- includes a character interested in magic and games?  10

2 For questions 1–10, choose from the reviews (A–E). The reviews may be chosen more than once.

3 Read the reviews again and underline the parts of the text which give you each answer.

### A *Stitch in Time* by Penelope Lively

Maria is always lost in her own little world in which she prefers to chat with animals, trees, plants and inanimate objects, rather than other human beings. But while on holiday she begins to hear things that others can't, and she's not sure what is real any more. Then she finds a nineteenth-century sewn picture and she feels a strange connection with Harriet, the girl who sewed it. As Maria becomes more involved in Harriet's world, she begins to fear that something sad has happened. This book is a gentle, funny and mysterious read from an author who started her career writing film scripts.



### B *The Girl Who Fell Beneath Fairyland and Led the Revels There* by Catherynne M. Valente

This is the second breathtaking adventure for September, the strange girl who returns to Fairyland to find that the fairy creatures are in trouble. For a while now they have been losing their shadows and, with their shadow, their magic is disappearing. September learns that it is all to do with a conflict with Fairyland-Below, a dark place where there is no law, and terrifying creatures live. It is a place that September knows she has to visit in order to get back the shadows from the thieves, and to sort out the mess that Fairyland is in. It takes her on an incredible journey that is sometimes dangerous, sometimes terrifying, but always fascinating. Readers young and old will have great fun with this one.



### C *Shadow Spell* by Caro King

by Caro King

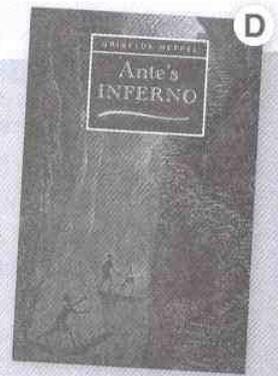
When Nina is set the task to stop the evil Mr Strood from killing the dying land of Drift, she has to find Simeon Dark, the last surviving king and his mansion, for he is the only one who can make sure she is successful. But with Dark's love of tricks, strange creatures and monsters – good and bad – in the way, Nina has a hard mission before her. Readers watch the hero survive a series of thrilling adventures, and fall in love along the way. The book is written for the teen market, but there is nothing unsuitable for younger readers in here. In fact, the movie rights have already been sold to a family-friendly Hollywood production company, and it is due for release next year.



### D *Ante's Inferno* by Griselda Heppel

by Griselda Heppel

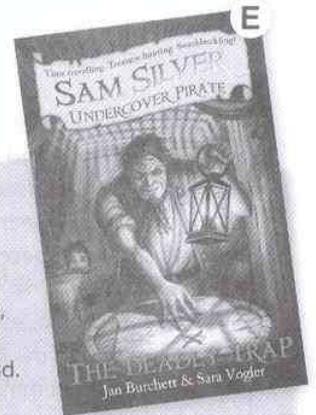
Adults will have heard of *Ante's Inferno* and the author says she was inspired to write her book drawing on the *Inferno's* riches. Ante and her enemy at school, Florence, plus a boy who has been trapped in the music room for a hundred years, fall into a tunnel leading to the Underworld. There they find themselves in a dark and nightmarish place where characters from Greek mythology exist alongside terrifying, monstrous beings. Their horrifying journey and need to get back to the real world is full of exciting events. While it may be a bit much for pre-teens to deal with, more mature readers will keep turning the pages to find out what dreadful thing is going to happen next.



### E *The Deadly Trap* by Jan Burchett & Sara Vogler

by Jan Burchett & Sara Vogler

Young hero Sam is taken back 300 years onto his favourite pirate ship, the *Sea Wolf*, where the pirates are planning to steal some English gold. Within minutes he meets the new shipmate, Dick, who Sam suspects is not all he claims to be. The other pirates all like him, but Sam is not so sure and sets a trap that Dick falls into, but the others refuse to believe it, going ahead with their piracy plans involving Dick. Sam and his close friend Charlie have to find a way to stop Dick's plan. This is a fast-moving tale, which brings to mind the old-fashioned adventure stories of such classic writers as Stevenson and Defoe.



### EP Word profile not

Choose the correct answer.

- 1 Mario is a great singer and songwriter, not ... a very generous man.  
a to mention    b quite    c even
- 2 Unfortunately, the film wasn't ... as good as the critics said it was.  
a only    b half    c to mention
- 3 I'll be there in a minute – I'm not ... ready yet.  
a half    b only    c quite
- 4 This novel is not ... exciting, but also very educational.  
a half    b only    c quite
- 5 Fascinating? I don't think so. The book isn't ... interesting!  
a quite    b half    c even

## GRAMMAR Simple, continuous or perfect

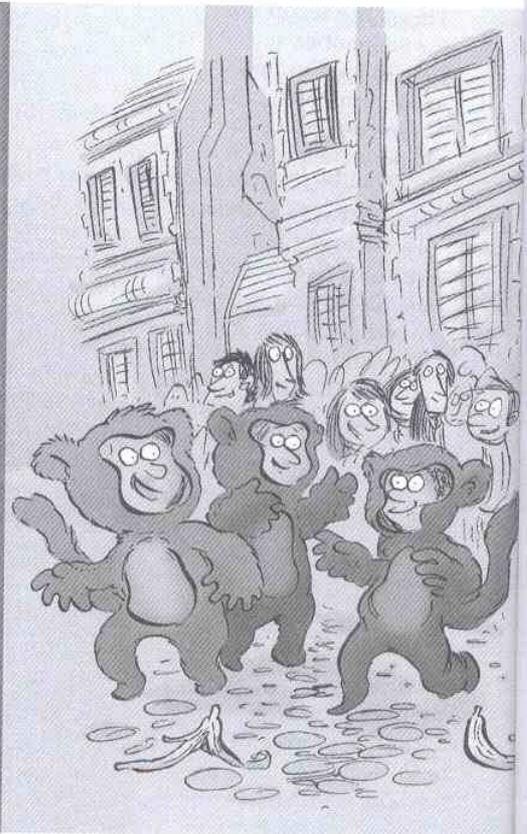
### 1 Choose the correct verbs.

- 1 **A:** How many films *did you see / have you seen* since the festival started?  
**B:** Three. I *saw / 've seen* the best one yesterday.
- 2 **A:** We *go / 're going* on holiday to Spain every year.  
**B:** I *never went / 've never been* to Spain.
- 3 **A:** Hi Tim. What *do you do / are you doing* at the moment?  
**B:** I *do / 'm doing* my English homework.  
**A:** Oh. I *did / 've done* mine yesterday.
- 4 **A:** *Did you enjoy / Were you enjoying* the concert last night?  
**B:** No, we were too late. When we arrived, the show *finished / had finished*.  
 Nobody *was / has been* there!
- 5 **A:** What *did you do / were you doing* when I called you last night?  
**B:** I *read / was reading* my favourite writer's new novel. I *read / 'm reading* it now too.  
**A:** Oh, *do you enjoy / are you enjoying* it?  
**B:** Yes, I *love / am loving* her work.

### 2 Complete the email with the correct form of the verb in brackets.

Hi Emily

I <sup>1</sup>..... (write) this email from a café in Edinburgh.  
 The sun <sup>2</sup>..... (shine), and it's a beautiful day.  
 Every year we <sup>3</sup>..... (come) to the arts festival here.  
 It <sup>4</sup>..... (be) an annual treat for us since 2010, when we  
<sup>5</sup>..... (move) to Scotland. We usually <sup>6</sup>.....  
 (stay) for a week, and go to see as many shows as we can. Last year we  
<sup>7</sup>..... (see) twelve.  
 One evening last year when we <sup>8</sup>..... (walk) back to our  
 hotel, a group of people dressed as monkeys <sup>9</sup>..... (run)  
 into the road and <sup>10</sup>..... (start) dancing. It was a very  
 funny sight, but strange things like that often <sup>11</sup>.....  
 (happen) during the festival.  
 Another unusual thing <sup>12</sup>..... (happen) last night  
 when we <sup>13</sup>..... (sit) in the hotel restaurant. We  
<sup>14</sup>..... (just / pay) the bill and we <sup>15</sup>..... (get)  
 ready to leave when a journalist with a film crew <sup>16</sup>.....  
 (come) in and <sup>17</sup>..... (start) interviewing people. My  
 brother made us all leave quickly because he <sup>18</sup>..... (not  
 want) to be on TV!  
 Anyway, my friends <sup>19</sup>..... (just / come) into the café, and  
 they <sup>20</sup>..... (want) me to go and see a film with them.  
 Write soon!  
 Donna



### 3 Correct the mistakes in these sentences or put a tick (✓) by any you think are correct.

- 1 I had taken so long to write to you because I have been busy.....
- 2 Did you had a good time on your holiday? .....
- 3 She has been my best friend since last summer. ....
- 4 By the time I arrived, he has disappeared. ....
- 5 Surfing is my hobby since 2010. ....
- 6 We're having a great time here in London. ....

### VOCABULARY Spelling

All except two of these words are misspelled. Correct the mistakes.

- 1 enviroment .....
- 2 succesful .....
- 3 beleive .....
- 4 choise .....
- 5 especially .....
- 6 althought .....
- 7 untill .....
- 8 necessary .....

## WRITING An essay (1)

See Prepare to write box, Student's Book page 13.

- 1** Your teacher has asked you to write an essay on the following subject. Make some notes below about points 1 to 3.

Young people today want to be rich and famous as a result of watching reality TV and talent shows, but they should have more realistic ambitions.

Do you agree?



### Notes

Write about:

- 1 your opinion of reality TV and talent shows
- 2 their negative effects on young people
- 3 ..... (your own idea)

- 1 .....
- 2 .....
- 3 .....

- 2** Here are the first two paragraphs of the essay. Do they contain any of your ideas? Read them and check. (Ignore the gaps.)

Reality TV and talent shows are not exactly educational, but <sup>1</sup>..... that they are not intended to be; they are just for entertainment. I do not believe they are very entertaining either. <sup>2</sup>....., they are extremely popular, especially among young people. The question is, are they really such a bad influence? Some people say they are. <sup>3</sup>....., many teachers have noted that their students have unrealistic ideas about their future. They just want to be rich and famous. <sup>4</sup>....., some young people do not care about their schoolwork because they believe you don't need qualifications to be a pop star!

- 3** Complete the text with the expressions in the box.

For instance    Furthermore  
However    most people agree

## EXAM TIPS

### Writing Part 1 (an essay)

- Make a plan for your essay before you write it.
- Give each paragraph a clear function, for example, an introduction with your opinion, ideas for the statement in the question, ideas against the statement, and a conclusion.
- Use linking words to join your ideas.

- 4** Complete the plan with notes from the box below. For 2, use the text in exercise 2.

- 1 Introduction  
   *not educational or entertaining*
- 2 Paragraph 2 – the negative effects of the shows  
   .....
- 3 Paragraph 3 – another angle  
   .....
- 4 Conclusion – sum up the points  
   .....

another idea of your own  
~~not educational or entertaining~~  
stop caring about schoolwork  
summary of the points made  
unrealistic ideas about the future  
very popular  
very relaxing viewing  
your conclusion

- 5** Now complete the essay, using the plan and your notes from exercise 4. Try to use the following linkers in your paragraphs: to sum up, in contrast. Write about 70–80 words.

# 2

## Addicted to fashion

### VOCABULARY Adjective + preposition

1 Complete the table with the correct adjectives.

addicted adventurous aware bothered cautious critical  
decisive hopeless impressed jealous loyal mean

about	at	by	of	to	with
bothered					

2 Choose the correct answer.

- I'm ..... to playing computer games.  
a addicted      b loyal      c adventurous
- I'll organise the show, because Tara is ..... at making arrangements.  
a impressed      b decisive      c hopeless
- Dan thought he had written a good essay, but the teacher was very ..... of it.  
a aware      b critical      c jealous
- She wears expensive clothes, but I'm not ..... by that.  
a impressed      b mean      c adventurous
- Don't be ..... about your brother's new haircut – he's embarrassed enough!  
a jealous      b mean      c loyal
- Are you ..... of the risks involved in this plan?  
a aware      b jealous      c critical
- I'm very ..... about spending a lot of money on the latest fashions.  
a addicted      b adventurous      c cautious
- He's very ..... to a particular brand of clothes – he never wears anything else.  
a critical      b loyal      c adventurous

3 Read about these young people's attitudes to fashion. Complete the sentence about each one with a phrase from the box.

addicted to    adventurous with    bothered about  
decisive about    jealous of

- Meral always buys a new pair of shoes when she has any spare money – she can't stop buying shoes!  
Meral is ..... buying shoes.
- Andrea doesn't care what's in fashion.  
Andrea isn't ..... fashion.
- Max is happy to try every new fashion idea that comes along.  
Max is ..... fashion.
- Anna really doesn't like it when her best friend buys all the new fashions.  
Anna is ..... her best friend.
- When he's shopping for clothes, Peter always makes his mind up very quickly.  
Peter is ..... clothes.

### READING

- Look at the picture illustrating the text on page 9. Why do you think sunglasses are always in fashion?
- Read the text quickly. Choose the best title.  
a The item that's never out of fashion  
b Why celebrities wear sunglasses  
c How to make money in the fashion business
- Read the text again and choose the correct answers.
  - Sunglasses became popular in the *first / twentieth / twenty-first* century.
  - The public didn't buy many sunglasses at first because they were *too expensive / poorly designed / not very effective*.
  - The writer thinks film stars wore sunglasses in order to *show they were famous / protect their eyes from lights / hide their eyes*.
  - The writer thinks that celebrities *wear sunglasses too much / get paid to wear sunglasses / encourage the public to wear sunglasses*.
  - Sunglasses remain popular because they *provide protection / look good / are cheap*.

candid  
have a  
unfash  
fashio  
start c  
'shade  
So wh  
in 60 c  
watchi  
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and av  
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(f  
4 w  
(f  
5 p  
6 c  
7 p  
w  
8 fe

Can you think of an item which has never been out of fashion, ever since the time it came on the market? You might think denim jeans are a likely candidate. But, while they have always been popular, there have also been times when they were considered to be unfashionable by expert 'fashion watchers'. No, the only fashion item that has always been cool to wear since the start of the twentieth century is ... a pair of sunglasses, or 'shades'.

So where did these remarkable things come from? Back in 60 CE the Roman emperor Nero was reported to enjoy watching fighting in the Colosseum through clear green stones to reduce strong light from the sun. Such luxuries were not for everyone, of course. It wasn't until nearly two thousand years later that coloured glasses became cheap and available to the general public.

One of the things that led them to become such desirable fashion items was their popularity with American film stars in the early 1900s. It is commonly believed that this was to avoid being recognised by fans. However, an alternative explanation is that film actors often had red eyes in those days, because of the high-powered lamps that were used in film studios. Whatever the reason, when businessman Sam Foster began selling inexpensive, mass-produced sunglasses in 1929, he found a ready market.

Nowadays they are big business, with hundreds of different brands to choose from. In fact, the industry generates 34 billion dollars per year in sales. Celebrities continue to be unpaid promoters of the

products. Singer Elton John, for example, is thought to have a sunglasses collection of over 1,000 pairs. Sunglasses have even played minor roles in films. In the 1999 sci-fi thriller *The Matrix*, starring Keanu Reeves, all the good characters wore round shades, and the bad guys all wore rectangular ones.

But what is the real reason for their continuing popularity? Is it simply the fact that the general public have a strong desire to copy the rich and famous? The truth of the matter is, people wear them for various reasons: comfort and clear vision in bright sunlight, protection against the dangerous rays from the sun, to avoid eye contact with others, or even to hide their emotions. All of these are reasonable excuses for putting on the dark shades. But it is generally recognised that the main reason is much simpler: they look cool!



**EP Word profile point**

Complete the second sentence so that it has a similar meaning to the first sentence, using the word in brackets.

- 0 When she spoke about fashion, she said some interesting things. (points)  
She made ~~some interesting points~~ when she spoke about fashion.
- 1 In a limited way, the medicine helped me feel better, but didn't cure me. (up)  
The medicine helped me feel better \_\_\_\_\_, but didn't cure me.
- 2 It's useless trying to persuade him to stop buying new clothes. (no)  
There \_\_\_\_\_ trying to persuade him to stop buying new clothes.
- 3 You didn't understand the main idea of this article. (missed)  
You \_\_\_\_\_ of this article.
- 4 Please hurry up and say what you want to say. (get)  
Please hurry up and \_\_\_\_\_ point.
- 5 I'd love to come to the fashion show but, unfortunately, I'm at work that day. (the)  
I'd love to come to the fashion show but, \_\_\_\_\_, I'm at work that day.

**4 Find words in the text which mean the following:**

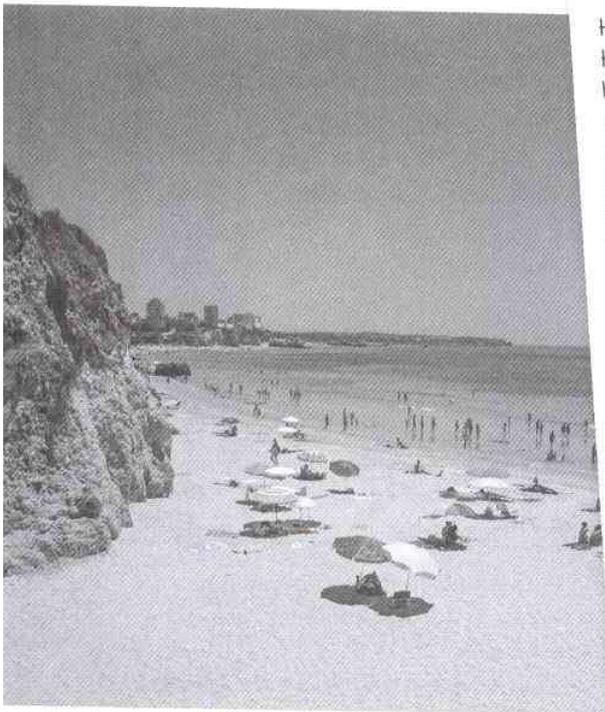
- 1 having a lot of knowledge and skill (paragraph 1) .....
- 2 make less (paragraph 2) .....
- 3 expensive things that give pleasure (paragraph 2) .....
- 4 wanted by most people (paragraph 3) .....
- 5 prevent (paragraph 3) .....
- 6 creates (paragraph 4) .....
- 7 pleasant, relaxed condition, with no pain (paragraph 5) .....
- 8 feelings (paragraph 5) .....

## GRAMMAR Present perfect (continuous)

### 1 Choose the correct verb forms.

- 1 It's time you changed your shirt. You've *worn* / *been wearing* it for three days!
- 2 I've *lost* / *been losing* my new sunglasses.
- 3 Her skin is red because she's *sunbathed* / *been sunbathing* without sunscreen.
- 4 How long have you *studied* / *been studying* fashion?
- 5 We've *sold* / *been selling* six of these dresses today.
- 6 I've *read* / *been reading* his latest book, but I'm not enjoying it.
- 7 You haven't *eaten* / *been eating* much of your lunch today.
- 8 They've *drunk* / *been drinking* coffee since they got up this morning.

### 2 Complete the postcard with the verbs in brackets in the present perfect or present perfect continuous.



Hi Tom  
 How are you? I hope you <sup>1</sup>..... (keep) busy at college! We're having a great time here. The weather <sup>2</sup>..... (be) fantastic so far!  
 I <sup>3</sup>..... (sit) on the beach all morning, watching the world go by. I <sup>4</sup>..... (already/have) a few ideas for new swimming costume designs for next term's fashion project!  
 Laura and I <sup>5</sup>..... (meet) some interesting people who are staying in the same hotel as us. They <sup>6</sup>..... (be) here for a couple of weeks already, and they <sup>7</sup>..... (do) research for a project about beach fashions. Yes, they're in fashion too, just like us. In fact, they <sup>8</sup>..... (apply) for jobs for the last few months without any luck, but they think that presenting a full design project will help. What a good idea!  
 Anyway, Laura <sup>9</sup>..... (try) to attract my attention for the past five minutes, so I'd better see what she wants! I think she wants to go for lunch - we <sup>10</sup>..... (not eat) anything since breakfast.  
 Bye for now,  
 Sally

### 3 Correct the mistakes in these sentences or put a tick (✓) by any you think are correct.

- 1 The football team has been playing badly last year. ....
- 2 I have been doing gymnastics for more than ten years. ....
- 3 Agustina is my best friend since we met in school when we were three years old. ....
- 4 I am playing classical guitar for three years. ....
- 5 Yesterday I have been hiking for five hours. ....
- 6 I have known Marion for ten years now. ....

## VOCABULARY Verb + preposition

Complete the email with the prepositions in the box.

at for of on with (x2) without

Hi Jane  
 I'm writing a quick note to apologise <sup>1</sup>..... laughing <sup>2</sup>..... your hat yesterday at school. The truth is, it was a really nice hat compared <sup>3</sup>..... mine. I suppose I was jealous of you! Sometimes I just can't cope <sup>4</sup>..... people having nicer things than me. It's very childish, I know. I need to get a summer job, because I hate depending <sup>5</sup>..... my parents to give me money to buy things, and I really can't do <sup>6</sup>..... some new clothes at least once a month! I'm going shopping now. Have you heard <sup>7</sup>..... Coco's? It's a new clothes shop in town. Do you want to come with me?  
 Dani

## LISTENING

- 1** Do you like shopping for clothes? Write down one or two good things and bad things about it.

.....  
 .....  
 .....

- 2** You will hear four short extracts in which teenagers are talking about shopping for clothes. Which speakers like shopping? Write ✓ or X.

Speaker



1 Eddie .....



2 Tanya .....



3 Will .....



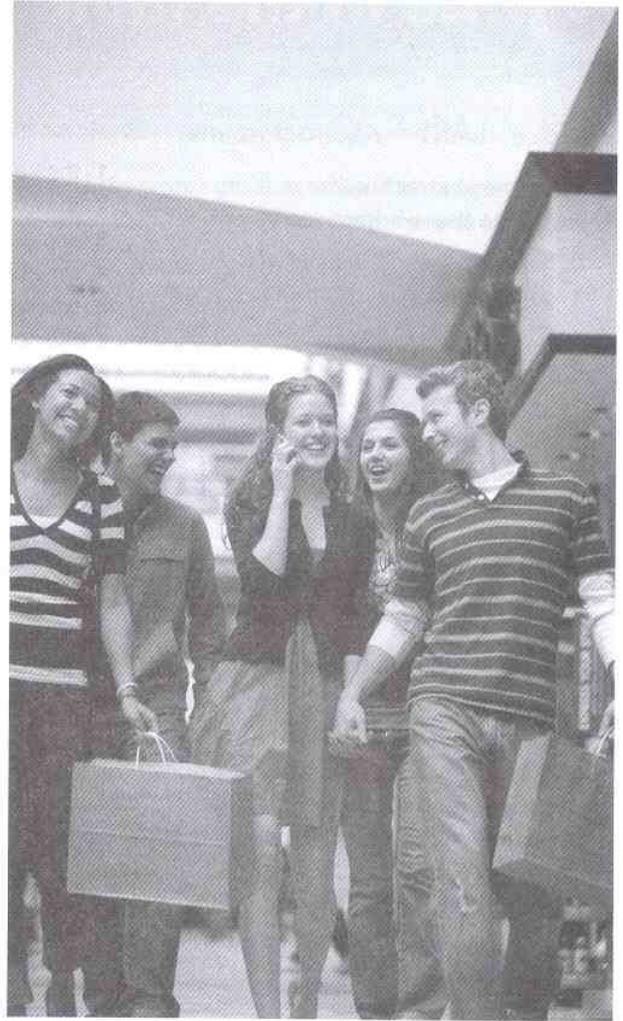
4 Hannah .....

- 3** Listen again. Who says these things?

- 1 I enjoy making independent decisions. ....  
 2 I am different from my friends. ....  
 3 I want to get a job in fashion. ....  
 4 I often buy nothing when I go shopping. ....  
 5 I enjoy meeting with friends. ....  
 6 I try to be as stylish as possible. ....  
 7 I have very little money. ....

- 4** Listen again and complete these phrases from the extracts. Which one expresses a negative attitude?

- 1 I don't particularly .....  
 2 I'm really ..... fashion.  
 3 We always ..... to ...  
 4 It's quite a ..... for me.  
 5 What's not ..... ?



- 5** Read the questions about shopping and write your answers. Use phrases from exercise 4 if you can.

1 Do you enjoy going shopping for clothes?

.....

2 What do/don't you enjoy about it?

.....

3 Who do you go shopping with?

.....

4 When do you go shopping?

.....

5 What kind of things do you usually buy?

.....

# 3

## All in the mind

### VOCABULARY Abstract nouns

1 Write the abstract nouns that are related to these adjectives.

- 0 believe ..... *belief* .....
- 1 concentrate .....
- 2 creative .....
- 3 determined .....
- 4 lucky .....
- 5 successful .....
- 6 develop .....
- 7 agree .....
- 8 fortunate .....
- 9 natural .....
- 10 intelligent .....

2 Match the nouns you have written in exercise 1 to these definitions.

- 1 the ability to learn, understand, and think .....
- 2 the ability to produce new and imaginative things .....
- 3 something that you think is true .....
- 4 the ability to focus your mind on something .....
- 5 when people have the same opinion or make the same decision .....
- 6 when someone continues trying to do something difficult .....
- 7 when you achieve what you want to achieve .....
- 8 all the plants, creatures, substances, and forces that exist in the universe .....
- 9 the process of changing into something new .....
- 10 the good (and bad) things that happen to you (two words) .....

3 Complete the sentences with the correct abstract nouns.

- 1 It is my ..... that one day we will discover life on other planets.
- 2 Education should encourage ..... as well as give students knowledge.
- 3 Ian's recent novel was a big ..... – millions of copies were sold.
- 4 We finally reached an ..... about how we were going to complete the task.
- 5 I can't work with the radio on – it disturbs my .....
- 6 It was pure ..... that I met Simon in town – we hadn't arranged to meet.
- 7 The school is spending a lot of time on the ..... of a new homework marking system.
- 8 I've always been impressed by my teacher's ..... – she's the cleverest person I know.

### READING

1 Look at the photo in the article. What are the animals doing, and why are they doing it?

.....

2 Now read the article quickly. What kinds of animals are mentioned as showing similar emotions to humans?

.....

### EXAM TIPS

#### Reading and Use of English Part 6

- Read the text quickly for its general meaning.
- Read the sentences A–G carefully and underline important words.
- Also underline pronouns and other possible links between the sentences and the text.
- Look for links in the sentences before and after each gap in the text.

3 Six sentences below have been removed from the article. There is one extra sentence. Underline the pronouns and other linking words in each of the sentences.

- A It seemed to be willing to go hungry rather than see a fellow animal suffer.
- B Empathy plays a role in that as it allows us to understand our fellow humans better.
- C This fear of strangers will, we believe, protect us from personal danger.
- D Other research has shown animals displaying empathy towards other animals and towards humans.
- E The usual effect of this kind of behaviour is that it stops crying, shouting and other signs of being upset.
- F We assume that people are able to think themselves into the position of another person, even though they may not have personally experienced that person's circumstances.
- G They communicate this requirement by crying for attention and to show pain.

Empat  
in som  
to be a  
an esse  
extent  
show e  
Empat  
about:  
necess  
feel in  
involve  
trouble  
read n  
part of  
dilemn  
we wo  
is esse  
rules, v  
obey t  
citizen  
Howev  
a quali  
childre  
– for e  
that fa  
Creatu  
and wh  
that su  
other.  
In ano  
team o  
the me



# The origins of empathy

Empathy – the ability to imagine what it must be like in someone else’s situation – was traditionally thought to be a quality only possessed by human beings. It is an essential part of what it means to be human, to the extent that we are suspicious of anyone who does not show empathy in their behaviour.

Empathy should not be confused with sympathy – caring about another person’s problems – which does not necessarily mean that we understand how we would feel in the same situation. To feel empathy is more involved than simply feeling sorry for someone else’s troubles.  1 This is not restricted to real life – we read novels, watch television and go to the theatre, and part of our enjoyment comes from understanding the dilemma faced by the characters because we know how we would feel if we were in the same situation. Empathy is essential to the smooth running of society. We create rules, without which society could not work, and we obey them because we can empathise with our fellow citizens.

However, it seems that in fact empathy may not be a quality unique to humans. One study involving children’s reactions to adults pretending to be upset – for example, crying or expressing pain – observed that family pets seemed to be reacting as well.  2 Creatures from across the animal kingdom such as bees and whales, as well as domestic pets, display behaviour that suggests they cooperate with and protect each other.

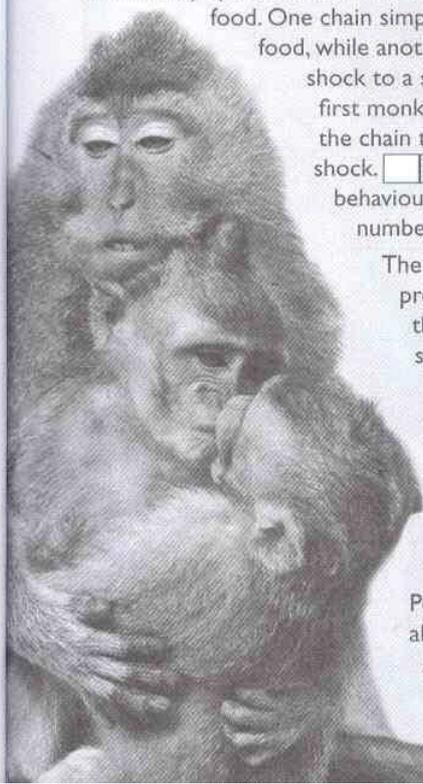
In another study, psychiatrist Jules Masserman and his team conducted an experiment with monkeys in which the monkeys pulled one of two chains that released

food. One chain simply released the food, while another gave an electric shock to a second monkey. The first monkey stopped pulling the chain that delivered the shock.  3 This empathetic behaviour was observed in a number of monkeys.

The origin of empathy is probably the need for the young of all animal species to be cared for.

4 Both human and non-human young were more likely to survive if their parents reacted positively to their needs.

People and animals alike are social beings and are more likely to survive if they work together.



4 ● Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

5 List the words you underlined in exercise 3 and what they refer to. (The numbers refer to those in the text.)

- 1 ..... we ..... human beings  
 ..... they ..... another person
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

6 Find words or phrases in the text with the following meanings.

- 1 a part of someone’s character (paragraph 1) .....
- 2 someone who lives in a particular town or city (paragraph 2) .....
- 3 unusual and special (paragraph 3) .....
- 4 belonging or relating to the house, home or country (paragraph 3) .....
- 5 a group of plants or animals that share similar characteristics (paragraph 5) .....
- 6 think of someone or something in a particular way (paragraph 7) .....

## EP Word profile smart

Match the examples of *smart* to the definitions below.

- 1 I got a new **smart** phone for Christmas. ....
- 2 You look very **smart** in your new suit. ....
- 3 This car has a **smart** navigation system. ....
- 4 Dolphins are very **smart** animals. ....
- 5 That’s a **smart** shirt. ....
- 6 You have to be **smart** to get an A in maths. ....
- a clever
- b stylish
- c using computer technology

5 If we help others, we are also helping ourselves and so empathy is sensible and practical.

We do not always display empathy, however. Just as animals react aggressively to unknown creatures from their own or other species, so humans tend to regard people they don’t know with suspicion.  6 Our unwillingness to trust anyone unfamiliar is as natural to us as our empathy towards those we know and love.

**GRAMMAR** The grammar of phrasal verbs

1 Complete the table with the phrasal verbs.

break down   care for   deal with   get on with  
get out of   let down   put off   show off

without an object	.....
separable	.....
inseparable	.....
inseparable three-part	.....

2 Choose the correct answer.

- Don't pay any attention to Tom. He's just *showing off / showing him off*.
- It's an important task – you mustn't *put it off / put off it* any longer.
- I'm sorry to *let down you / let you down* again.
- Our car *broke down / broke it down* again last week.
- Who's going to *care for the cat / care the cat for* while you are on holiday?
- I don't *get my brother on with / get on with my brother* very well.
- The exam is tomorrow and there is nothing you can do to *get it out of / get out of it*.
- I really don't have time to *deal with this problem / deal this problem with* at the moment.

3 Write the words in the correct order.

- let / down / me / He's / again  
.....
- your work / Please / with / on / get  
.....
- you / down / the TV / Can / turn / ?  
.....
- the mess / up / I'll / in the kitchen / clear  
.....
- Our aunt isn't well. is / Mum / her / for / caring  
.....

4 Correct the mistakes in these sentences or put a tick (✓) by any you think are correct.

- It will show of how healthy the students are.  
.....
- I guess it will be up to your expectations.  
.....
- She look after me since my childhood.  
.....
- The youngest people sometimes make show in front of their friends. ....
- I'm looking forward to hearing from you in the near future. ....

**VOCABULARY** Verb + *to* infinitive

**EXAM TIPS**

**Reading and Use of English Part 4**

- Read each first sentence carefully and think about its meaning.
- Think of how the key word is commonly used in a phrase or sentence.
- Read your completed second sentence to check that your answer makes sense and has accurate grammar.
- Make sure you have only used a maximum of five words.

**Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.**

- She would not obey her boss's orders.  
**REFUSED**  
She *refused to do what* her boss told her.
- 'Please, please help me with my project,' said John to Sara.  
**BEGGED**  
John ..... with his project.
- Children from poor families generally perform badly at school.  
**TEND**  
Children from poor families ..... well at school.
- My teacher made me do extra maths lessons.  
**FORCED**  
My teacher ..... extra maths lessons.
- Shall I prepare something for you to eat this evening?  
**WANT**  
Do ..... something for you to eat this evening?
- 'Don't forget that you must hand in your essay, Ellie,' I said.  
**REMINDED**  
I ..... in her essay.
- Making you angry was not my intention.  
**INTEND**  
I ..... you angry.

## WRITING An informal letter or email

See Prepare to write box, Student's Book page 23.

### 1 Join the two halves of the informal expressions and write them below.

- |                  |                     |
|------------------|---------------------|
| 0 Thanks so much | a soon.             |
| 1 Write          | b is, ...           |
| 2 The thing      | c I reckon ...      |
| 3 But don't      | d forget that ...   |
| 4 To start       | e care.             |
| 5 It's lovely    | f with ...          |
| 6 As far         | g for your email.   |
| 7 Keep           | h in touch.         |
| 8 To be honest,  | i happy to ...      |
| 9 I'm very       | j to hear from you. |
| 10 Take          | k as I know, ...    |

- 0 ...g Thanks so much for your email.....
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

### 2 Read the following exam task. How many questions should you answer in your email?

You have received this email from your English friend, Andy.

I'm doing a project about people's attitudes to pets around the world. Here in Britain, more than 50% of households have a pet, with dogs being the most popular, followed by cats. What do you think about this? Are pets popular in your country? If so, which kind? I'd really value your opinion.  
Andy

Write your **email**.



### 3 Look at these sentences from an email in response to Andy. Which two sentences should not be in the response? Put a cross (X) by them.

- 1 People tend not to keep pets in my country, because most people live in flats. ....
- 2 People in Britain obviously really love animals! ....
- 3 I think it's cruel to keep animals in zoos. ....
- 4 If people keep a pet, it's usually a small animal or bird, like a budgie. ....
- 5 I don't agree that 50% of British households have a pet. ....
- 6 It's interesting that dogs are the most popular; they need a lot of attention. ....

### 4 Which questions in Andy's email do the correct sentences from exercise 3 answer?

### 5 Make notes to answer the following questions.

- 1 Do you think 50% is a lot of households to have pets?  
.....
- 2 What does that say about British people?  
.....
- 3 Do you have a pet? What do you have?  
.....
- 4 Do you know anyone with a different pet? What?  
.....
- 5 What do you think are the advantages of having a pet?  
.....
- 6 What are the disadvantages of having a pet?  
.....

## EXAM TIPS

### Writing Part 2 (an informal letter or email)

- Answer all the questions or points in the task.
- When you have written your text, check that you have answered everything.
- Check that you have written between 140 and 190 words.
- Remember to use informal language throughout.

### 6 Write this reply to Andy's email. Use your answers to exercise 5 and some informal expressions from exercise 1.

Dear Andy  
Thanks so much for your email. It's lovely to hear from you. ....

In my country,  
.....

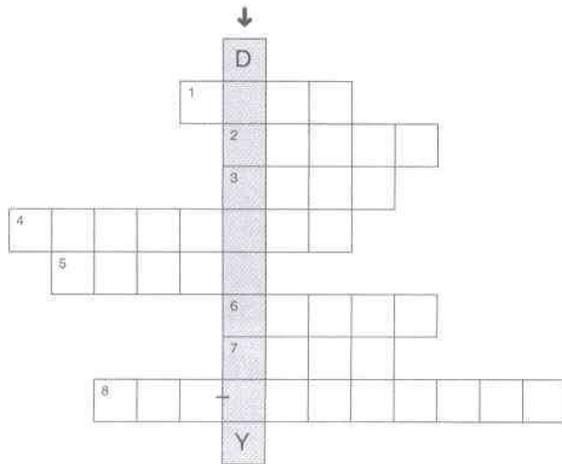
To be honest,  
.....

Take care!

# 4 Take a deep breath

## VOCABULARY Stress

1 Complete the puzzle, using the clues to help you.



- 1 It's hard to concentrate when you're going over and over something in your ... .
- 2 Tell Lizzy to lie down – she looks like she's going to ... !
- 3 I need to sit down – I ... dizzy.
- 4 No lunch for me, thanks. I've lost my ... .
- 5 I always get in a ... the day before a test.
- 6 I must have eaten something bad, because I have got an ... stomach now.
- 7 The teacher will ... her temper if we are late again.
- 8 I don't like people who are ..., and start shouting at the slightest thing.

Word down (↓): .....

2 Complete the sentences with some of the phrases from exercise 1.

- 1 I couldn't sleep last night because I was ..... our argument .....
- 2 Jenny had a spicy curry for dinner last night and now she's got .....
- 3 My brother kept changing the TV programme and Mum ..... and shouted at him.
- 4 You'll ..... if you run round in circles like that!
- 5 I couldn't find my house key this afternoon and I started to .....
- 6 Miss Harrison had to stop the class today because one of the students ..... and a doctor came.
- 7 Dad's back is really bad at the moment and he's ....., so he feels tired all the time.
- 8 I usually ..... when I have a cold because I can't taste anything.

3 Complete the sentences so that they are true for you.

- 1 The last time I lost my temper was when .....
- 2 ..... gives me an upset stomach.
- 3 Sometimes I get in a panic when .....
- 4 I lost my appetite when .....
- 5 When I have difficulty sleeping, I .....
- 6 ..... makes me feel dizzy.

## READING

1 Look at the picture of an anechoic chamber on page 17. What do you think it is for? Do you think it is a pleasant or a stressful place to be?

2 Read the text quickly. Did the writer enjoy his experience in the anechoic chamber?

3 Now read the text again and answer the questions.

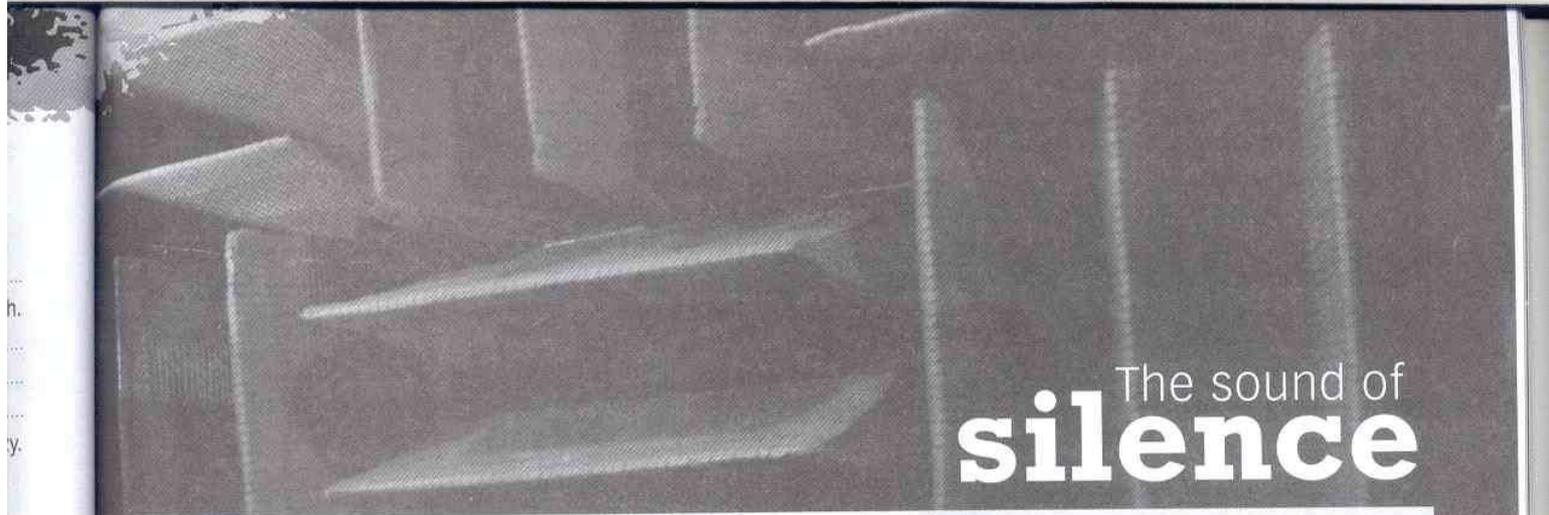
- 1 What did the anechoic chamber remind the writer of? .....
- 2 Why is the absence of sound upsetting for most people? .....
- 3 Why does the chamber have to be completely dark? .....
- 4 Why did the writer feel that the chamber wasn't silent at all? .....
- 5 What was the main reason for the writer leaving the chamber? .....

4 Read the sentences. Write A if the information is correct, B if it is incorrect or C if the information isn't given.

- 1 The writer was unhappy because his family annoyed him. ....
- 2 Orfield Laboratories' anechoic chamber is the quietest place in the world. ....
- 3 The violinist entered the chamber as part of a training programme. ....
- 4 The writer felt confident before he entered the chamber. ....
- 5 People were surprised that the writer stayed in the chamber for so long. ....
- 6 The writer regularly returns to the chamber at Orfield Laboratories. ....

Some  
I've g  
sister  
to cor  
watch  
I just  
morn  
house  
awake  
So las  
quiete  
to trav  
Labor  
An an  
of cor  
a star  
this ca  
of foo  
it's the  
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e



# The sound of silence

Sometimes all I want is a bit of peace and quiet. When I've got some important homework to finish, and my sister won't stop chatting on her phone; when I'm trying to concentrate on the book I'm reading, and Grandma is watching TV downstairs with the sound on high; or when I just want to catch an extra hour's sleep on a Saturday morning, it seems that all the noises – both inside the house and outside – are doing their best to keep me awake. Too much noise can drive anyone mad!

So last summer I decided to go on a mission to find the quietest place on Earth. To my surprise, I didn't have to travel far. I live in Minnesota, home of the Orfield Laboratories, and the world's best anechoic chamber. An anechoic chamber is a small room, made up of layers of concrete and steel to remove outside noise, much like a standard sound recording studio in many ways. But in this case, even the floor is suspended to stop any sound of footsteps. According to the *Guinness Book of Records*, it's the quietest place on Earth – 99.9% sound-absorbent. The strange thing is that most people find its perfect quiet upsetting. Not being able to hear the usual sounds can be frightening. Astronauts do part of their training in anechoic chambers at NASA, so they can learn to cope with the silence of space.

The fact that you can hear sounds means that things are working; when sound is absent, that signals something is wrong. One violinist tried spending some time in the chamber, and banged on the door after a few seconds, demanding to be let out because he was so disturbed by the silence.

But I was determined to try it, so I collected all my savings and booked a 45-minute session – even though no one had managed to stay in for that long before. I felt anxious for two reasons: would I go crazy and tear off my clothes? Or would I just be disappointed that it wasn't as different as I'd hoped?

When the heavy door closed behind me, I was surrounded by darkness, as lights can make a noise. For the first few seconds, being in such a quiet place felt really cool. I tried hard to hear something and heard ... nothing.

Then, after a minute or two, I began to hear the sound of my breathing – so I held my breath. Then my heartbeat seemed to become really loud. As the minutes passed by, I started to hear the blood rushing in my veins. I frowned and heard the skin move over my head, which was very strange. Then I started to feel a bit disappointed – this place wasn't silent at all.

After a while I stopped concentrating on the sounds my body was making and began to enjoy it. I didn't feel frightened, and came out only because my time was up; I would happily have spent longer in there. I'd made it – I'd beaten the record! Can you imagine how impressed everyone was?

My 45 minutes in the anechoic chamber was a really interesting and important experience for me. It made me appreciate the quiet times I have, but more than that – it made me appreciate everyday sounds. My sister still chats on her cellphone, and Grandma still has the TV on too loud – but I don't get so annoyed by them any more.

## EP Word profile control

Match the examples of **control** to the definitions below.

- 1 She could hardly **control** herself when she heard that she'd won the lottery. ....
  - 2 I can't turn this mp3 player down because the volume **control** is broken. ....
  - 3 Please **control** your children when you are in this restaurant. ....
  - 4 We're trying to **control** the amount of traffic we allow in the town centre. ....
  - 5 I'm sorry, I don't have any **control** over what my brother does in his spare time. ....
- a make someone or something do what you want  
b stay calm  
c limit the number or amount of something  
d the power to make someone or something do what you want  
e a switch or other device used to operate a machine

## GRAMMAR Modals (1): Necessity and obligation

1 Read the sentences and choose the correct function of the modal verb.

- |   |                      |                      |                      |
|---|----------------------|----------------------|----------------------|
| 1 We mustn't forget to do our homework.             | a prohibition        | b lack of obligation | c advice             |
| 2 You should try to get more sleep every night.     | a obligation         | b advice             | c prohibition        |
| 3 They don't have to wear a uniform.                | a lack of obligation | b prohibition        | c necessity          |
| 4 Do you really need to play your music so loudly?  | a prohibition        | b advice             | c necessity          |
| 5 You can't stay here!                              | a necessity          | b prohibition        | c lack of obligation |
| 6 I must remember to send Elena a thank-you note.   | a obligation         | b necessity          | c prohibition        |
| 7 We have to finish this project by Monday morning. | a obligation         | b advice             | c lack of obligation |
| 8 Getting fit needn't be hard work.                 | a advice             | b lack of obligation | c prohibition        |

2 Choose the correct modal verb to complete the conversations.

- 1 A: Greg was shouting at me again last night.  
B: He really *needs / must* learn how to control his temper.
- 2 A: I feel so tired every day.  
B: You *ought to / needn't* try to go to bed earlier.
- 3 A: You *don't have to / mustn't* come to the match if you don't want to.  
B: Thanks. I'm feeling a bit tired.
- 4 A: I don't feel like doing my English homework tonight.  
B: Why? Learning vocabulary *needn't / has to* be boring.
- 5 A: Do you want to come to the cinema tonight?  
B: Sorry, I *don't have to / can't*. I stay in on Tuesdays to look after my sister.
- 6 A: It's Dan's birthday tomorrow, isn't it?  
B: Oh, yes! I *mustn't / don't have to* forget to buy him a card.
- 7 A: I'm going to England in April.  
B: You *need / should* visit the British Museum.
- 8 A: I'm just off to the gym.  
B: Don't be late. You know we *mustn't / have to* be up early to catch the train.

3 Correct the mistakes in these sentences or put a tick (✓) by any you think are correct.

- 1 I had to decide what to buy.  
.....
- 2 I suppose you will must have fun in New York.  
.....
- 3 We can't decide where we should go. ....
- 4 I've been told to give my opinion about whether students only had to study what they enjoy.  
.....
- 5 You only have one life, and you don't have to waste it.  
.....

## VOCABULARY Phrasal verbs: health

Complete the conversation with the correct form of one of the phrasal verbs.

come down with	cut down on
get someone down	get over
pass out	stay up



- Sara: Hi, Steve. How are you? You look a bit rough.
- Steve: I don't feel good, Sara. I <sup>1</sup>..... till one o'clock last night playing computer games.
- Sara: You play too much! You should try to <sup>2</sup>..... your computer use, especially before bed.
- Steve: I know! I nearly <sup>3</sup>..... when I stood up at the end of the maths lesson this morning. How are you, anyway? You look great.
- Sara: Thanks. Actually I have just <sup>4</sup>..... a bad case of flu. I was in bed for a week!
- Steve: Poor you. I hate being ill. It really <sup>5</sup>..... me .....
- Sara: Me too. But you really should sort out your sleep or you'll <sup>6</sup>..... something nasty before too long.
- Steve: I know, I know!

## LISTENING

1 3 You will hear five extracts in which teenagers are talking about free-time activities. Listen and match the speakers with the photos.

- Speaker 1 .....  
 Speaker 2 .....  
 Speaker 3 .....  
 Speaker 4 .....  
 Speaker 5 .....

2 Now look at the options in exercise 3. Can you make a note of what each speaker liked most about their activity? If you can't remember, try to guess.

- Speaker 1 .....  
 Speaker 2 .....  
 Speaker 3 .....  
 Speaker 4 .....  
 Speaker 5 .....

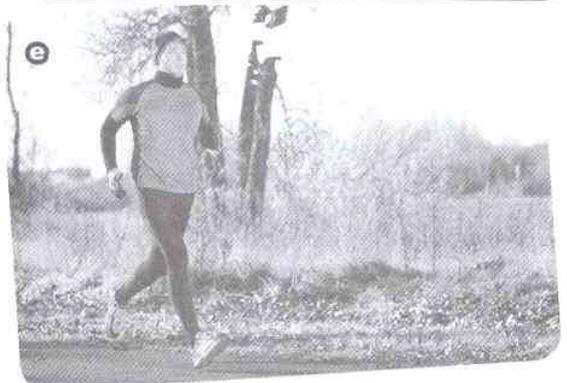
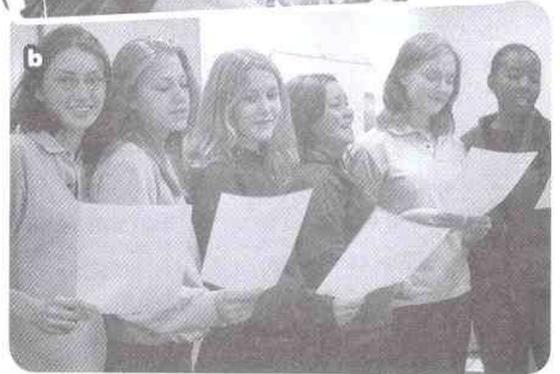
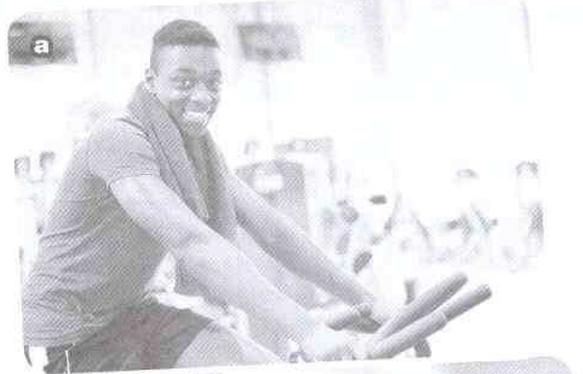
### EXAM TIPS

#### Listening Part 3

- Read all the options before you listen.
- Try to think of other ways that the ideas might be expressed, as the speakers will use different words from the ones in the options.
- Remember that you will hear the recording twice.

3 3 Listen again and for questions 1–5, choose from the list (A–H) what each speaker likes best about their activity. Use the letters only once. There are three extra letters which you do not need to use.

- |                                       |           |                          |   |
|---------------------------------------|-----------|--------------------------|---|
| A meeting new people                  | Speaker 1 | <input type="checkbox"/> | 1 |
| B getting fit                         | Speaker 2 | <input type="checkbox"/> | 2 |
| C learning new things                 | Speaker 3 | <input type="checkbox"/> | 3 |
| D earning money                       | Speaker 4 | <input type="checkbox"/> | 4 |
| E socialising with people             | Speaker 5 | <input type="checkbox"/> | 5 |
| F relaxing for the evening ahead      |           |                          |   |
| G experiencing a sense of achievement |           |                          |   |
| H dealing with daily problems         |           |                          |   |



## VOCABULARY History

### 1 Put the letters in the correct order to make words.

- 0 CATILIVISNIO ..... *civilisation* .....
- 1 KONGDIM .....
- 2 TRENVCU .....
- 3 THYM .....
- 4 BRITE .....
- 5 DACDEE .....
- 6 ZITNECI .....
- 7 THANBANITI .....
- 8 ROTANECS .....
- 9 CHULAN .....

### 2 Match the words in exercise 1 to the definitions.

- a period of 100 years .....
- b person who has the right to live in a country .....
- c group of people living together, usually far from cities .....
- d country ruled by a king or queen .....
- e relative who lived a long time ago .....
- f person who lives in a particular place .....
- g very old story which is probably not true .....
- h period of ten years .....
- i the culture and way of life of a society at a particular time .....
- j make a new product or service available .....

### 3 Complete the sentences with words from exercises 1 and 2 in the correct form.

- Great Britain is a ..... because a king or queen is the head of state.
- Hercules is a character from a number of Greek and Roman .....
- The 1990s was the ..... which saw the rise of the internet.
- We are living in the twenty-first .....
- Egyptology is the study of the ancient Egyptian .....
- She is applying to become a ..... of the USA.
- My ..... came from North Africa.
- The Zulu is a ..... in South Africa, with around 11 million people.
- My favourite writer is going to ..... a book about ancient history next month.
- The ..... of the fishing village cooperated happily with the film-makers.

## READING

### EXAM TIPS

#### Reading and Use of English Part 2

- Read the title to find out what the text is about.
- Read the whole text first before you decide on your answers.
- Look at each gap and decide what type of word is needed – an article, a preposition, a pronoun, a modal verb or something else?

### 1 What part of speech is gapped in each of these sentences? Choose from the list below.

- A circus ..... built in Ancient Rome. ..... *b* .....
- I came ..... with flu so I missed the performance. ....
- What's the point ..... going to the circus? .....
- Come with us. I think that you ..... enjoy it. ....
- Danny enjoyed the show, but I didn't like .....
- ..... Roman Empire fell in the fifth century. ....
- A ..... of people attended circuses in Egypt. ....
- They let us in even ..... we were very late. ....

- a modal verb  
b verb *be*  
c pronoun  
d phrasal verb  
e conjunction  
f article  
g quantifier  
h preposition

### 2 Now write the correct word in the gaps in exercise 1.

### 3 Read the text about the circus on page 21. Do not try to fill the gaps this time. How many civilisations are mentioned in the text?

4 For questions 1–8, read the text on page 21 and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

### 5 The eight words you needed to complete the text are among the words in the box below. Make sure your answers are there!

another any as at be do  
it like no of other over  
to up used were would

# The Circus

## ORIGINS AND HISTORY

The idea (0) ..... of ..... travelling performers has its origins far back in history. (1) ..... is believed that the Ancient Egyptians had groups of travelling acrobats, and people may have been entertaining each (2) ..... in similar ways even further back in time.

The word *circus* comes from the Ancient Greek and Roman word for 'circle' because acts (3) ..... performed in round arenas. The Ancient Greeks (4) ..... have chariot races, horse shows, staged battles, trained animals, jugglers and acrobats in these places. In the ancient city of Rome there was a fixed building where the shows used (5) ..... take place. The first one to be built was called the Circus Maximus. This stone building could seat (6) ..... many as 200,000 people.

When the Roman Empire fell, these large circus buildings fell out of use. Instead, performers travelled between towns in Europe performing (7) ..... local fairs. Groups of entertainers and acrobats have done this for hundreds of years – and they will probably (8) ..... so for many years to come.

By far the most famous Roman circus building was the Colosseum in Rome, built during the time of the Flavian emperors. Construction of the Colosseum was begun sometime between 70 and 72 CE during the time of Vespasian. It is located just east of the Palatine Hill, on the grounds of what was Emperor Nero's Golden House.

The water was removed from the artificial lake that was the central feature of that palace, and the Colosseum was built there – a decision that was made for largely political reasons. Vespasian, whose path to power had relatively poor beginnings, chose to replace the unpopular Nero's private lake with a public amphitheatre that could hold tens of thousands of Romans.

The structure was officially opened in 80 CE by Titus in a ceremony that included 100 days of games. Later, in 82 CE, Domitian completed the work by adding the top storey. Unlike earlier amphitheatres, which were nearly all dug into convenient hillsides for extra support, the Colosseum is an independent structure of stone and concrete, measuring 189 by 156 metres overall.

The amphitheatre seated around 50,000 spectators, who were protected from the sun by a massive cloth roof called a 'velarium'. Hundreds of Roman sailors were required to pull the ropes that opened and closed this roof! The Colosseum was the scene of thousands of hand-to-hand fights between gladiators, of contests between men and animals, and of many larger battles.

The Colosseum was damaged by lightning and earthquakes in medieval times and, even more severely, by theft and criminal damage. All the seats and decorative materials disappeared, as the site was treated with very little respect for more than 1,000 years. Work to preserve the Colosseum began properly in the nineteenth century, and a project to restore it was started in the 1990s. It has long been one of Rome's major tourist attractions. There are many changing exhibitions relating to the culture of Ancient Rome.

### 6 Read the text about the Colosseum and choose the correct answers below.

- 1 Work on the Colosseum was started by the Roman Emperor *Vespasian / Nero / Palatine*.
- 2 The Colosseum was built for the benefit of the Roman *people / Emperor / environment*.
- 3 The roof of the Colosseum was operated by *gladiators / spectators / sailors*.
- 4 Most of the damage to the Colosseum was caused by *natural disasters / war / people*.

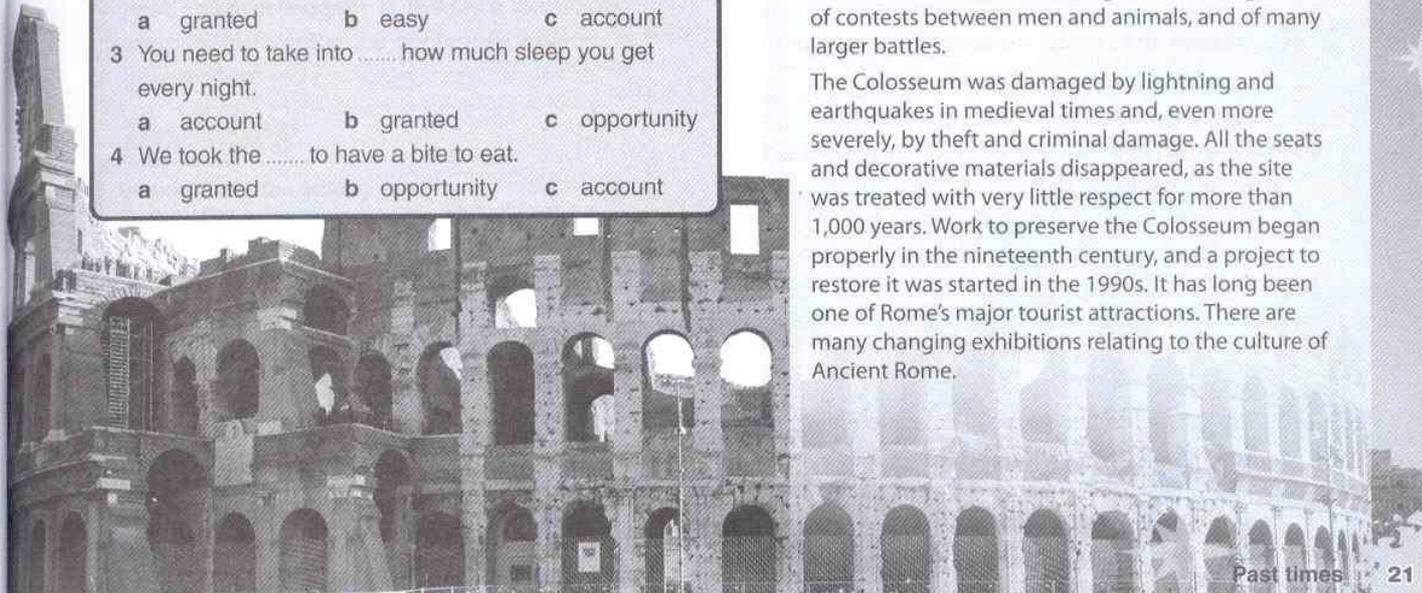
### 7 Find words in the text which mean the following.

- 1 not natural (paragraph 5) .....
- 2 level of a building (paragraph 6) .....
- 3 very seriously (paragraph 8) .....
- 4 very important (paragraph 8) .....

### EP Word profile take

Choose the correct answer.

- 1 Clean running water is something we take for .....  
a opportunity    b granted    c account
- 2 I'm going to stay at home and take it ..... today.  
a granted    b easy    c account
- 3 You need to take into ..... how much sleep you get every night.  
a account    b granted    c opportunity
- 4 We took the ..... to have a bite to eat.  
a granted    b opportunity    c account



**GRAMMAR Present and past habits**

**1 Choose the correct answer.**

- 1 When I was younger I *would / used to* love sleeping until 11.00 in the morning.
- 2 He *eats / is eating* a lot of meat and fish at the moment because he's training for a match.
- 3 My sister *is constantly looking / constantly looks for* new shoes.
- 4 When we were at primary school, we *would go / were going* to bed before nine during the week.
- 5 I always *feel / am feeling* hungry when I wake up in the morning.
- 6 Daniel *used to / would* be better-looking than he is now.

**2 Complete the sentences using the words in brackets.**

- 0 Stacey arrives late too often, and it annoys you. (always)  
Stacey is always arriving late.
- 1 When you were a child you rode a tricycle every day. (would)  
When I was a child .....
- 2 The sofa is your temporary bed while your room is being decorated. (sleeping)  
I ..... while my room is being decorated.
- 3 Susan hated shopping for clothes when she was a child. (used)  
When she was a child, Susan .....
- 4 Going for a run is something you do every morning. (go)  
I ..... every morning.
- 5 You get annoyed at yourself because you frequently forget your key. (am)  
I ..... my key!
- 6 Your grandfather always used to tell silly jokes when you were younger. (constantly)  
My grandfather ..... silly jokes when I was younger.

**3 Choose the correct sentence in each pair.**

- 1 a I use to ride horses when I was young.  
b I used to ride horses when I was young.
- 2 a I have listened to music since I was five years old.  
b I used to listen to music since I was five years old.
- 3 a We were going to the same school and every morning she used to come to take me from my house.  
b We were going to the same school and every morning she was coming to take me from my house.
- 4 a We will remember the good times from the past and have a lovely time, as we used to.  
b We will remember the good times from the past and have a lovely time, as we use to.

**VOCABULARY Expressing frequency**

**1 Find a word or expression in the box below with a similar meaning to these adverbs.**

- 1 rarely .....
- 2 constantly .....
- 3 occasionally .....
- 4 most days .....
- 5 sometimes .....

all the time    from time to time    often  
once in a while    seldom

**2 Put the adverbs and expressions in brackets in the correct position.**

- 0 My dad constantly asks me how I'm doing at school ..... (constantly)
- 1 We go ..... to a circus ..... (every once in a while)
- 2 I ..... go to bed after midnight ..... (seldom)
- 3 My best friend and I ..... meet for a chat ..... (most weeks)
- 4 I ..... read a newspaper ..... (every day)
- 5 I ..... visit an art gallery ..... (from time to time)
- 6 I ..... listen to music ..... (rarely)
- 7 My family ..... eats in a restaurant ..... (almost never)
- 8 ..... I drink ..... at least three glasses of water. (most days)

**3 Rewrite the sentences in exercise 3 so that they are true for you.**

- 0 My dad seldom asks me how I'm doing at school .....
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

## WRITING An article (1)

See Prepare to write box, Student's Book page 35.

- 1 Look at the exam task below and think about how you would organise your article. Write these questions and the note into the plan on the right according to where you think the answers fit best.

a summary sentence or two  
Who is the person?  
What would you ask them?  
Why are they famous?  
Why would you like to meet them?  
What do you admire about them?

You see this announcement in an international English language magazine.

### My hero from history

Which person from history do you most admire?  
What things would you ask him or her if you were able to travel back in time?  
Write us an article answering these questions.  
We will publish the best articles in the next issue.

Write your article.

- 2 The article on the right contains the four paragraphs in exercise 1. Number them in the correct order.

- 3 Is the order in the article the same as your plan in exercise 1? Which paragraphs address which parts of the question?

Paragraph 1 introduces the person and says why he's a hero

Paragraph 2

Paragraph 3

Paragraph 4

- 4 Read the article again. Is the style formal or informal? Underline the sentences which indicate this.

## EXAM TIPS

### Writing Part 2 (an article)

- Divide your article into paragraphs.
- Cover each point from the task in a separate paragraph.
- Include a title to suggest what the article is about.
- Use an informal style throughout the article.

- 5 Which famous person from history would you like to meet? Use the model in exercise 1 to make notes, then write your own article. Write 140–190 words.

## My hero from history

Paragraph 1 introduction:

Paragraph 2:

Paragraph 3:

Paragraph 4 conclusion:

All in all, I think the world would be a better place if there were more people like Gandhi alive. His non-violence and his ability to bring different people together for a common purpose would help the world become a happier and more peaceful place. Who doesn't want that?

Believe me, there are so many questions I would like to ask Gandhi if I could meet him! The main thing I would like to know is what would he do to stop all the wars and fighting in the world today. Does he have a solution?

The person from history I would most like to meet is Mahatma Gandhi. He was an Indian politician who died in 1948, and I believe he was a really exceptional man. Not only that - he helped India become an independent nation.

I admire him because of his bravery and because of his use of non-violent techniques to achieve his aims. He believed in the power of truth. One of the most amazing things he did was unite people of different religions in India in order to gain independence.

