





# 8 | EIGHT


## VOCABULARY: Collocations

- 1** Work in pairs. Can you name any films, songs or paintings which feature umbrellas or umbrella-carrying characters? What is the use of the umbrellas? Share your ideas and identify the most famous.
- 2**  **8.1** Listen to an extract from a series of podcasts by unusual collectors and answer the questions.
  - 1 Why does he have a passion for umbrellas?
  - 2 Summarise what we learn about the history of umbrellas.
  - 3 What interesting facts does he include in his podcast?
- 3**  **8.2** Listen again and say what the speaker is referring to when he uses the following collocations.

1 universally known	5 exclusively used
2 endlessly versatile	6 infinitely preferable
3 strikingly similar	7 fiercely competitive
4 widely believed	8 notoriously difficult
- 4** Complete the questions with the correct collocations from Ex 3. Then discuss them with a partner.
  - 1 Name a product that is \_\_\_\_\_ by a name other than its original.
  - 2 What aspect of learning English is \_\_\_\_\_ ?
  - 3 Do you know someone who is \_\_\_\_\_ ?
  - 4 What did you find \_\_\_\_\_ to doing homework as a child?
  - 5 Do you know of something that is \_\_\_\_\_ but is untrue?
  - 6 Can you name an object in this room that is \_\_\_\_\_ ?
- 5** Work in pairs and discuss the questions.
  - 1 Are there any times or places when people should NOT use umbrellas? Why?
  - 2 Are there any modern things we use where you feel the original design might have been better? Why?
  - 3 What features could you add to an umbrella to make it more modern and useful?
- 6** Work in pairs. What other equipment designed to deal with weather conditions has more than one use? Share your ideas with the class.

**1 Work in pairs and discuss the questions.**

- 1 What would you say are the most common phobias that people have?
- 2 Do you know of any unusual phobias?
- 3 What might cause phobias such as those you've outlined?

**2  8.3 Why do you think some people might have a phobia about the number 8? Listen to a vlog about phobias and check your ideas.**

**3 Scan the two posts on the website quickly to find which phobias the people have. Which do you find the strangest? Why?**



Nadia

My phobia is the weirdest I've heard of – bambakomallophobia – a fear of cotton wool. That fluffy, harmless, useful commodity is guaranteed to bring me out in a sweat should I see it, accidentally touch it or even hear the word spoken. It's something I rarely admit. I mean there are people out there with solid, well-known fears of heights or small spaces and they might go slightly pink if it's mentioned, but me – I go brick red – it's such a ridiculous thing to admit to. Most people can trace their phobias back to an event or something, but there's nothing in my past to explain it. No cotton wool fights as a child, no joke sandwiches filled with cotton wool, just this sudden aversion. In spite of suggestions to get therapy I haven't summoned up the courage yet. I'm scared that the cure may be worse than the phobia.



Ken

I hear that I'm in good company. Steve Jobs, the former top Apple guy, supposedly shared my phobia for – of all things – buttons! Since childhood I've been unable to touch the things. I'm like my mother in this. She worries that she passed her phobia onto me, but I don't necessarily agree. I mean I don't remember her freaking out wildly when doing up my coat as a toddler, although I guess these things can run in families. After some hesitation about getting some help, I'm glad I finally did, and I'd honestly recommend it. My fear has become much more controllable now. Unlike before, when I couldn't watch someone buttoning up their coat, I'm OK now, a bit shaky admittedly – but progress is progress!

**4 Read the Exam focus. Read the posts in Ex 3 in more detail and use the information to answer questions 1-3.**

**Which person**

- 1 uses a comparison to emphasise embarrassment about a phobia?
- 2 encourages seeking help for a phobia?
- 3 refers to a possible cause for his particular phobia?

**EXAM FOCUS**

**Avoiding distraction**

**Avoid being misled by distraction in both the questions and the sections of text.**

Underline the key words in the questions that you need to use.

Compare references to the key information that may be present in two or more of the sections.

Check that the information you find in a section gives a full answer to the question.

Remember that you may need to read across more than one sentence to find the answer.

**EXAM BOOST p16**

**➤ Complete Exam file SECTION B on page 16.**

**EXAM TASK**

**5 You are going to read an article about phobias. For questions 1-10, choose from the sections (A-D). The sections may be chosen more than once.**

**In which section does the writer**

refer to a general coping strategy employed by many phobic people? **1**

mention different types of phobias when pointing out their possible impacts? **2**

describe how the results of giving in to a fear has been minimised? **3**

use a personal example to preface a theory? **4**

detail some common physical symptoms of phobias? **5**

express an admiration for a particular solution to overcoming phobias? **6**

wonder whether some phobias might subconsciously be copied from others? **7**

suggest that our mental development has not kept up with the changes in the world around us? **8**

explain that having a phobia is not as inexplicable as we tend to think? **9**

exemplify an extreme effect of a particular phobia? **10**

## Many of our phobias are an **EVOLUTIONARY HANGOVER** from ancient survival instincts



**A** It sounds like a dream: you're in a theatre and you're the star of the show. Except that it's an operating theatre, you're the patient, and you're still awake, but you can't speak. Now it's a nightmare! A surprising number of people have a phobia about being conscious under anaesthetic. But where does this fear come from? Surely not from experience! Phobias can be crippling in the effect they have on people, whether it's a fear of something that others view as innocent – like ants or clouds – or perceived dangers that can be potentially serious such as heights or, as above – anaesthetics. And scientists have long been intrigued by where these often deep-seated and long-held fears come from. Do we take on our parents' fears or are we perhaps influenced by films or stories we encounter as children? Maybe some fears are reactions to personal experiences.

**B** In fact, the more we learn about our supposedly irrational fears, the more rational they seem to become. Phobias are a persistent feature of the human psyche – and many of the most common ones are thought to serve a survival purpose. For the past week, I have been making detours in my garden to get to my rubbish bins, so as not to disturb the enormous spider's web stretching between the bins and the hedge. This is cowardice rather than respect for the spider's skill at engineering; the idea of seeing the occupant as I dispose of the rubbish inspires an uncontrollable shiver. Arachnophobia, which is one of the 10 most common phobias listed on anxiety websites, is among those suspected of having an evolutionary origin.

**C** The argument goes like this: as we evolved, the humans who enjoyed the best chance of survival were those who were most aware of threats. Poisonous spiders and snakes represented real dangers – only those who dodged them survived to pass on their genes. Our fearful ancestors thus won the battle for survival – and we inherited their brain patterns. Our environments, meanwhile, have changed far faster than the pace of evolution can keep up with: even though these natural threats have largely disappeared, our neurological circuits remain pretty much prehistoric. And so, to this day, certain objects or situations – spiders, snakes, the dark, strangers – continue to stir a terror in the soul. That terror triggers physiological changes, such as sweating and an increased heart rate. We continue this tradition of fearfulness when we become parents. I have yet to meet a parent who didn't peer anxiously into the cot at night to establish that the baby was still alive. A doctor friend even used to use a feather to help detect breathing, to keep her nocturnal investigations brief.

**D** So, what, if anything, can be done to help those sufferers of phobias whose symptoms prove life-changing? A simple avoidance method used by many works when there is an alternative, such as using stairs instead of the lift, or keeping a fair distance from the windows of high buildings – maybe forgoing the opportunity to get to the top of the Eiffel Tower. But these techniques do not get to the heart of the problem and for those with serious phobias it doesn't work at all; avoidance for an agoraphobe would be never to leave their house. Therapists encourage people to confront their phobias, but this can prove too distressing for some to continue. However, there is a glimmer of hope, which lies in the use of VR. With avatars, patients can confront their fears in the virtual world and some results have been spectacular. In one trial, all arachnophobes who participated found themselves later able to approach spiders in the real world with up to 68 percent reduced levels of fear. There is hope that in future VR units with apps for different scenarios will be available to buy and people will be able to treat themselves. I gain a lot of satisfaction from the thought that there is a very modern answer to a possibly very old problem! However, until this effective form of treatment becomes more widely available, I shall bravely continue to put the rubbish out, defying the enemy that has taken up residence outside my house.

### Speaking or writing

- 6** How far do you agree with the theories put forward in the article about the causes of phobias and the treatment? Why?
- 7** Work in pairs and look at some unusual phobias. Discuss why people might have these phobias, imagine how they might impact the people's lives and suggest coping strategies or cures. Then choose one to write a post about for the website.

fear of beards   fear of cheese   fear of clowns  
fear of the colour yellow   fear of rain   fear of trees

## VOCABULARY: Compounding

- 1 What does the shape in the picture represent? How would you explain this to someone who doesn't know what it is?



- 2 **8.4** Listen to a teacher talking about the concept of infinity. Which fields of study and applications does she mention?
- 3 There are two compound nouns in the recording, 'overview' and 'viewpoint'. Complete each sentence with one of the words, then match them with the definitions, a or b.

- 1 In mathematics there are three kinds of infinity - I won't go into that now as it's pretty complex, so I'll just give you a brief \_\_\_\_\_ of infinity in other fields.
- 2 While the universe itself is thought to be finite, the \_\_\_\_\_ of some astrophysicists is that there may even be an infinite number of universes.
- a a way of thinking about a situation  
b a short description of a subject or situation that gives the main ideas

- 4 Match a word in column 1 with a word in column 2 to create compound words. Then match each word with its definition.

1 break down draw  
mean over out  
short up

2 back beat coming  
down look come  
side time

## definitions

- a the negative part or disadvantage of something  
b fault/weakness making something less successful than it should be  
c in the period of time between now and the future, or two past events  
d suddenly have too much of a feeling  
e positive and making you feel that good things will happen  
f failure of a relationship or system  
g likely future situation  
h disadvantage of a system, situation, product etc.

- 5 Turn to page 95 and read the text. Complete the text with compound words from the box below.

lifetimes never-ending outlook overcome  
shortcomings troublesome

## EXAM BOOST p6

- > Complete Exam file SECTION D on page 6.

## EXAM TASK

- 6 For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

## Why positive thinking doesn't work

We're told we can do anything if we put our minds to it. If you have a positive (0) OUTLOOK, they say, there are no limits to what you can achieve.

(1) \_\_\_\_\_, it can sometimes be helpful to try to remain (2) \_\_\_\_\_ when things are difficult, but it's virtually impossible to do so all the time.

The (3) \_\_\_\_\_ of willing ourselves to be positive is that we can end up feeling more anxious - obviously a huge (4) \_\_\_\_\_. Trying to eliminate negative thoughts is unrealistic say the experts: research shows that 80 percent of our thoughts are negative!

What should we do? Accept our feelings instead of trying to (5) \_\_\_\_\_ them, that's what. In one study, people about to give a speech were instructed to try to calm their nerves. Others were told to take (6) \_\_\_\_\_ of their anxiety. The best speeches were given by the second group. Suppressing negative feelings takes up brain power, and in the (7) \_\_\_\_\_, we might miss out on helpful experiences and consequently (8) \_\_\_\_\_ the opportunity to change things for the better!

LOOK

DOUBT  
BEAT

DOWN

BACK

PASS

OWNER

TIME

FORE

## Speaking or writing

- > Go to page 93 for these exercises.



**1** Work in pairs and answer the questions.

- Do you get the recommended eight hours of sleep a night?
- What's the minimum number of hours' sleep you can get away with and still function normally?
- How do you feel when you:
  - don't get enough sleep?
  - have too much sleep?

**2** 8.5 Listen to a sleep specialist talking about why we need sleep. How many theories are mentioned? What are they?

### EXAM FOCUS

#### Understanding gist

In this part of the exam, you may need to understand the **gist** of what the speakers are saying, that is, the **general meaning**. You will need to listen to the whole of what they say before choosing an option, rather than listening for specific details.

**Detail comes from a small part of the text:**

You can see this in big cats such as lions, for example, which don't move around much unless they are hunting for food. (detail: here, an example is given as part of the longer text)

**Gist comes from across a larger chunk of text:**

We all know that at a certain time of the evening our bodies start winding down for sleep. We also know that sleep is vital for our health and well-being. We certainly feel more alert after a few hours' shut-eye, with increased energy and better mood. Without enough rest, we can feel sleepy and down. (gist = sleep is good for our physical / mental well-being)

**3** 8.6 Read the Exam focus then listen again and summarise each theory in one sentence.

### EXAM BOOST p34

- Complete Exam file SECTION B on page 34.

### EXAM TASK

**4** 8.7 You will hear five extracts in which people are talking about sleep.

#### Task one

For questions 1-5, choose from the list (A-H) what each speaker says about their sleep.

- |   |           |                                |
|---|-----------|--------------------------------|
| A I have worried others when I'm asleep.                  | Speaker 1 | <input type="text" value="1"/> |
| B I am only sometimes aware of a sleep habit.             | Speaker 2 | <input type="text" value="2"/> |
| C I am amused by what occurs when I sleep.                | Speaker 3 | <input type="text" value="3"/> |
| D I dread going to sleep because of what happens.         | Speaker 4 | <input type="text" value="4"/> |
| E I am unsure as to why I do something when I sleep.      | Speaker 5 | <input type="text" value="5"/> |
| F I have little understanding of others' sleep problems.  |           |                                |
| G I take inspiration from what happens when I'm asleep.   |           |                                |
| H I wonder about the effect of my sleep style on my body. |           |                                |

#### Task two



For questions 6-10, choose from the list (A-H) what each speaker says has been the benefit of adopting a new sleep habit.

- |   |           |                                 |
|---|-----------|---------------------------------|
| A knowing a future problem can be avoided     | Speaker 1 | <input type="text" value="6"/>  |
| B suffering less from stress                  | Speaker 2 | <input type="text" value="7"/>  |
| C feeling more positive about life in general | Speaker 3 | <input type="text" value="8"/>  |
| D getting rid of a health problem             | Speaker 4 | <input type="text" value="9"/>  |
| E understanding the benefits of sleep         | Speaker 5 | <input type="text" value="10"/> |
| F feeling more refreshed in the morning       |           |                                 |
| G having a better memory                      |           |                                 |
| H completing tasks in a timely manner         |           |                                 |

### Speaking or writing

- 5** In the past, people used to have two sleeps: it was normal to be awake for a couple of hours in the night and talk, read or even visit neighbours! How would you pass the time if we still had two sleeps during the night?
- 6** Imagine that you have a sleep issue of some kind, for example, waking up in the night or having vivid dreams. Write an email asking for advice. Swap emails with a partner and write a response, offering solutions to the problem.

## GRAMMAR: Clause patterns

- 1 What do you think these idioms mean?
- to have your head in the clouds
  - every cloud has a silver lining
  - be under a cloud
- 2  8.8 Listen to a weather forecaster talking about clouds and the oktas chart. What is it?
- 3  8.9 Listen again and complete the clauses using the words in brackets where applicable.
- \_\_\_\_\_ (study) more closely, the clouds would tell us all kinds of things about the atmosphere.
  - Meteorologists do \_\_\_\_\_ (best) to interpret the approaching weather.
  - \_\_\_\_\_ (base) something known as the oktas chart, meteorologists can tell us what percentage of the sky is covered.
  - \_\_\_\_\_ (should) mist or fog around, then it is not possible to apply the scale.
  - \_\_\_\_\_ (have) a great understanding of weather as a youngster, I believed that the vapour trails left by planes were also a kind of cloud.
- 4 Complete the clauses in the text with the appropriate form of the words from Ex 3. You may also use appropriate alternatives.

## CLOUD APPRECIATION

The Cloud Appreciation Society does exactly what it says on the tin: it appreciates clouds. Or rather, its members do.

1 \_\_\_\_\_ the information in its manifesto, they believe that clouds are particularly beautiful.

2 \_\_\_\_\_ sign up to the society, however, you'll not only receive a 'cloud a day' picture (see one

3 \_\_\_\_\_ you definitely haven't seen them all) or an interesting piece of cloud science on a daily basis by email, but you'll help others, too. With members in 120 countries, the society is a business and donates membership fees, 4 \_\_\_\_\_ the best it can to help fund interesting projects. These include fog harvesting, whereby fog is collected via special nets or greenhouses and turned into much-needed fresh drinking water.

Lacking access to fresh drinking water at certain times of the year, one South American community is already benefiting from 35 fog nets erected in the mountains. These collect around 6,300 litres of water per day, which if

5 \_\_\_\_\_, can be used during the dry months.

## EXAM TASK

- 5 For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0 Being late for the star-gazing trip wasn't what I wanted, so I ran quickly to the meeting point.

## BE

I ran quickly to the meeting point, \_\_\_\_\_ NOT WANTING TO BE \_\_\_\_\_ late for the star-gazing trip.

1 In comparison with how thick a sheet of paper is, cloud droplets are about five times smaller.

## TO

When \_\_\_\_\_ a sheet of paper, cloud droplets are about five times smaller.

2 I didn't know that 'mother-of-pearl' clouds were so rare and I wasted a lot of time looking for them.

## HAD

I wouldn't have wasted so much time looking for 'mother-of-pearl' clouds \_\_\_\_\_ rare they were.

3 Regret is probable if you go to the Antarctic Indian Ocean - it's the cloudiest place on Earth.

## PROBABLY

Go to the Antarctic Indian Ocean \_\_\_\_\_ regret it - it's the cloudiest place on Earth!

4 Some countries create clouds by injecting the atmosphere with carbon dioxide because they don't receive enough rain.

## LED

Not \_\_\_\_\_ to some countries creating clouds by injecting the atmosphere with carbon dioxide.

5 NASA scientists continue to try to discover what they can about the red and green clouds at Saturn's north pole.

## BEST

NASA scientists are \_\_\_\_\_ out more about the red and green clouds at Saturn's north pole.

6 Clouds can be seen to have a rainbow appearance in specific light conditions.

## COLOURED

Clouds can sometimes \_\_\_\_\_ in specific light conditions.

## EXAM BOOST p8

- Complete Exam file SECTION D on page 8.

- Go to page 93 for these exercises.

**1** Work in pairs and discuss the questions.

- 1 Do you notice people's voices when you first meet them? Why? / Why not?
- 2 Do you think a person's voice can reflect their character in any way? Why? / Why not?
- 3 How many octaves do you think the average human voice has?


**2**  **8.10** Listen to a voice trainer and check your ideas.


**3**  **8.11** Answer the questions. Listen and check.

- 1 What's the average octave range for a normal singer?
- 2 What range has the music teacher got?
- 3 Why can't we hear the lowest note recorded?
- 4 What do we learn about a man who can imitate bird call?

**4** Look at two pictures showing people using their voices for different reasons. Compare the pictures and say how the people are using their voices in these situations and what the effect on their audiences might be.



**5**  **8.12** Listen to a student completing the Speaking task given in Ex 4 and compare the points you made.

**6**  **8.13** Read the Exam focus and listen again to the student's answer. Which phrases did they use when speaking?

**EXAM FOCUS**

**Structuring a long turn**

Go through the questions as logically as you can: compare, deal with the first question, deal with the second question.

- 1 Guide the listener through your one-minute talk with linking words or phrases:  
**I'd like to talk about** pictures ... and ...  
**Starting with a comparison**, I have to say that ...  
**To begin with** I think that ...  
**I'd like to start by pointing out** that ...  
**Going back to the first picture** ...  
**Moving on to the reasons for** ...  
**As for/to** how important ...
- 2 Refer to the questions written above the pictures to remind you of what to include.
- 3 Continue the comparison while answering the questions.
- 4 At times look at the examiner and your partner to involve them in your talk.

**EXAM BOOST** p38

-  Complete Exam file SECTION C on page 38.

**EXAM TASK**

- 7** Work in pairs. Student A, turn to page 96 and do the task for Unit 8. Student B, listen and answer the question below the pictures. Then go to page 97 and change roles.

**Speaking or writing**

**8** Work in pairs and discuss the questions.

- 1 How valuable do you think it is for children to learn to play an instrument? Why?
- 2 If you had to reduce your playlist to eight songs only, what would your choice be? Why?
- 3 Some people say that everyone has the ability to sing and to dance. How far would you agree?
- 4 There is a saying 'Silence speaks louder than words.' What do you understand by this and do you agree?



- 1 Do the quiz about voting and compare answers.

## THE RIGHT TO VOTE

1991 New Zealand 1918 16 Greece 18

- 1 Which European country has a minimum voting age of 17?
- 2 Which was the first country to allow women to vote?
- 3 What is the minimum voting age in Austria?
- 4 When were all Swiss women given the vote?
- 5 What age did Japan lower the voting age to in 2016?
- 6 When were some women allowed to stand for election in the UK?

- 2 **8.14** Listen to a recorded exhibition guide giving background information about the picture above, which is part of an exhibition about the suffragettes. Note down the key dates the guide mentions. Then use the dates to retell the story of the suffragette movement.

- 3 Work in pairs and discuss the question.

What are the ages for learning to drive and voting in your countries? Do you think these ages are appropriate or should they be raised or lowered? Why?

- 4 Read the writing task and the model. In pairs, discuss how well you think the writer has written the letter and what, if anything, could be improved.

You see this announcement in your local newspaper. Write your letter in 220–260 words.

The current age to be allowed to drive a car in this country is 17, and a moped 16. Many people believe the ages for both should be raised to 18. We would like your letters on the topic, giving the reasons for your opinions. The most interesting letters will be published in the next edition.

Dear Sir,

I am writing in response to your request for opinions on the topic of raising the age to hold licences for both cars and mopeds to 18, and I've got to say from the outset that I believe it to be a backward and ill-thought-through proposition. I started driving a car at 17 and many of my peers did the same. It is an important step for teenagers in becoming independent and taking responsibility, and as far as I am concerned younger drivers are more careful on the roads than older ones, who can often become more careless over time and I also find the suggestion of raising the age for moped riders to be totally outrageous. Riding a moped allows an important degree of freedom and, once again, these riders are frequently far more road aware and safety conscious than older riders, and in my experience have, or cause, far fewer accidents.

I'd suggest that the age for holding a driving licence should in fact be lowered to be brought in line with moped licensing, making the age for both 16. Young people are becoming mature at an earlier age these days and this should be reflected in the age they acquire independence through riding and driving. If road safety concerns are at the heart of these proposals, I'd think that there are other measures that could be taken. For example, the current driving test could be made more stringent. In addition to this, I truly believe that all drivers should have to retake their test at regular intervals throughout their driving lives – something which doesn't happen now.

Yours,

Jermaine Barker



5 Read the Exam focus and check your ideas from Ex 4.

**EXAM FOCUS**

**Writing a formal email or letter**

- 1 Avoid abbreviations or idiomatic language.
- 2 Use complex sentences, but do not just add clause after clause.
- 3 Use formal phrases for different functions, for example:

**Making references**

With reference to your ...

Regarding the suggestions put forward, I ...

I am writing in response to ...

**Giving opinions**

In my honest opinion, I would have to say that ...

In the unlikely event that ...

I would have to agree that ...

**Expressing concerns**

I was alarmed to read that ...

The proposition is extremely worrying ...

**EXAM BOOST p20**

➤ Complete Exam file SECTION B on page 20.

6 Imagine that you disagree with the writer of the letter. Rewrite these extracts from the letter, giving a different opinion.

- 1 I believe it to be a backward and ill-thought-through proposition.
- 2 As far as I am concerned younger drivers are more careful on the roads than older ones, who can often become more careless over time.
- 3 Riding a moped allows an important degree of freedom and, once again, these riders are frequently far more road aware and safety conscious than older riders, and in my experience have, or cause, far fewer accidents.
- 4 I'd suggest that the age for holding a driving licence should in fact be lowered to be brought in line with moped licensing, making the age for both 16.



7 Work in pairs and discuss the questions.

- 1 What are the age restrictions for doing these things in your country?
- 2 Do you think they are fair? Or should they be changed? Why / Why not?

- A using social media
- B playing video games
- C watching any film without an adult
- D getting half price / reduced fare on transport
- E leaving home
- F leaving secondary school
- G getting part time work
- H flying a glider

8 Read the Exam task below and list points you might include. Group these into paragraphs.

**EXAM TASK**

9 You see this announcement on a local newspaper website.

**Topic of the week**

There is a movement to lower the voting age from 18 to 16 and we would like to publish letters from our readers indicating their opinions about this, giving reasons. If you have a strong opinion about the topic, please write in.

Write your letter. Write 220-260 words.

10 Share your letters with the class. What is the consensus of opinion?

11 Work in pairs. Choose one of the statements below and think of three reasons for and three reasons against it. Then join a class debate on the issue.

No one over the age of 85 should be allowed to hold a driving licence.

OR

Voting should be compulsory for all eligible voters.

# REVIEW | UNITS 1-8

## READING AND USE OF ENGLISH - PART 1

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

### I know that voice!

Not all artists in the entertainment industry are (0) D recognisable. There are some whose faces would mean nothing to us, but whose voices would. The voice artist does many things, from (1) \_\_\_\_\_ stories to life in audio books to persuading us to buy products in radio adverts.

However, having acting ability and a (2) \_\_\_\_\_ voice is not all that is required to become (3) \_\_\_\_\_ after. Many actors (4) \_\_\_\_\_ the assumption that because they can act, they can 'voice' but this is not necessarily the case. It's true that an actor who is 'voicing' because she has some time to (5) \_\_\_\_\_ between engagements will be able to (6) \_\_\_\_\_ on experience, but she will also need to (7) \_\_\_\_\_ her vocal skills. A voice artist cannot use facial expressions or actions, so her voice must convey everything.

Some voicework projects, such as narrating a prime-time TV documentary, are (8) \_\_\_\_\_ competitive and for the right artist, the job can be extremely lucrative.

- |   |                 |               |            |               |
|---|-----------------|---------------|------------|---------------|
| 0 | A directly      | B widely      | C fully    | D instantly   |
| 1 | A lending       | B letting     | C bringing | D making      |
| 2 | A typical       | B developed   | C balanced | D distinctive |
| 3 | A looked        | B sought      | C pursued  | D requested   |
| 4 | A make          | B take        | C face     | D think       |
| 5 | A rest          | B waste       | C kill     | D use         |
| 6 | A draw          | B extract     | C perform  | D profit      |
| 7 | A ply           | B focus       | C trigger  | D hone        |
| 8 | A painstakingly | B drastically | C fiercely | D hopefully   |

## READING AND USE OF ENGLISH - PART 2

- 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

### Skip breakfast for extra shut eye? Not a good idea.

We've (0) BEEN warned. Apparently, it isn't always so much about what we eat as when we eat that is important for our well-being.

(1) \_\_\_\_\_ appears that too many of us are missing the most important meal of the day, either because we're watching our weight (2) \_\_\_\_\_ we have a tight daily schedule and prefer spending a few extra minutes in bed (3) \_\_\_\_\_ than using that precious time to eat.

(4) \_\_\_\_\_ to nutritionists and dieticians, missing breakfast encourages us to eat heavier meals at lunch and dinner, which can disrupt our sleep patterns, too. Starting the day on an empty stomach (5) \_\_\_\_\_ also claimed to have a negative effect on our ability to focus at work.

It can be a vicious circle. Eating more, later, is our body's way of making up (6) \_\_\_\_\_ not eating earlier in the day. This can result in a lack of appetite on waking, (7) \_\_\_\_\_ then leads to skipping breakfast and so on. So, follow the advice - eat breakfast and it will tide you over until later in the day. You (8) \_\_\_\_\_ feel the benefit!



READING AND USE OF ENGLISH - PART 3

3 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The spotlight effect

Do you ever have the (0) IMPRESSION that if you do something embarrassing, the whole world is looking at you? Apparently, this tendency to (1) \_\_\_\_\_ the importance to other people of how we look or what we do has a name - 'The spotlight effect.' It relates to a(n) (2) \_\_\_\_\_ belief that our actions are more (3) \_\_\_\_\_ than they really are, and this is because although we are the centre of our own world, we're not the centre of everyone else's! We sometimes get (4) \_\_\_\_\_ anxious about a bad haircut or saying something silly. However, the (5) \_\_\_\_\_ that others will remark on it is low because they are also the centre of their own worlds, and they too are busy thinking about themselves. That is, unless they are extremely (6) \_\_\_\_\_.

The label is also (7) \_\_\_\_\_ to when we do positive things. We might say something that we think is really clever or funny and assume that everyone picks up on it. In reality, this is not the case either and we need to overcome this (8) \_\_\_\_\_!



IMPRESS

ESTIMATE

RATIONAL NOTICE

NECESSARY

LIKELY

ATTEND APPLY

TEND

READING AND USE OF ENGLISH - PART 4

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. You must use between three and six words, including the word given.

0 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.

**HAD**

How THE BRAIN WORKED HAD PUZZLED scientists for a long time until research helped them understand it.

1 The test will be difficult, so please don't think otherwise.

**ILLUSION**

Please \_\_\_\_\_ test will be easy, because it won't.

2 Jake's food order will depend on how many guests are attending.

**BASED**

Jake will order an appropriate amount of \_\_\_\_\_ guests attending.

3 I didn't take Denny's advice and I had a problem with the wi-fi.

**HAVE**

Had I \_\_\_\_\_ avoided the problem with the wi-fi.

4 'I'm not sure that Katy researched the topic properly,' the teacher said.

**WONDERED**

The teacher \_\_\_\_\_ the topic properly.

5 The rain started while the man was cleaning the windows.

**WHEN**

The windows \_\_\_\_\_ to rain.

6 I have two laptops that I use for work, because one might have a problem.

**CASE**

I have two laptops that I use for work \_\_\_\_\_ a problem.