



6 | FEELINGS

VOCABULARY: Feelings verbs

- 1 Which of these things have an effect on how you feel? Put them in order (1 = the biggest effect). Discuss your list in pairs.

- | | |
|--|--|
| <input type="checkbox"/> music you listen to | <input type="checkbox"/> the media |
| <input type="checkbox"/> the weather | <input type="checkbox"/> social media |
| <input type="checkbox"/> other people's moods | <input type="checkbox"/> your work or studies |
| <input type="checkbox"/> the food that you eat | <input type="checkbox"/> the society you live in |

- 2 6.1 Listen to three people talking about what they think affects the way people feel. Which ideas from Ex 1 do they mention?

- 3 6.2 What does each speaker say about questions 1-3 below? Listen again and check.

- 1 What can happen when someone puts a negative post on social media?
- 2 Why do people in Finland feel safer than in some other countries?
- 3 What ideas about happiness do we see in the media?

- 4 6.3 Choose the correct verbs. Listen and check.

- 1 When I see someone else **care** / **smile** because they're happy, it makes me **care** / **smile**, too!
- 2 When other people **laugh** / **shout** at a joke, I **laugh** / **shout** with them.
- 3 Before I went, I was **worrying** / **looking forward to** lots of skiing in the winter.
- 4 People still feel sad and **laugh** / **cry** sometimes.
- 5 People get angry and **shout** / **care** at each other sometimes.
- 6 People feel that their government **cares** / **trust** about them.
- 7 People don't **worry** / **trust** about a lot of things that people **worry** / **trust** about in other countries.
- 8 I think it's really important to **trust** / **care** your own ideas about what makes you happy.

- 5 Complete the sentences with verbs from Ex 4. Which sentences are true for you?

- 1 I feel really embarrassed if I get upset and _____ in front of my friends.
- 2 People can become good friends if they can _____ at the same things.
- 3 I never _____ at my friends, even if I'm really angry with them.
- 4 I always try to _____ at people and look cheerful, even when I don't feel happy.
- 5 I don't _____ if I make mistakes.
- 6 If someone makes me upset, I find it impossible to _____ them again.

- 6 Work in groups. Take turns to talk about something you have seen or done recently that changed your mood and made you feel happy. Does talking about being happy put you in a better mood?

1 Discuss the questions.

- How do you feel when someone gives you a gift?
- What's the best gift you have ever received?
- How do you feel when a gift isn't something you want? Do you tell the person? Why? / Why not?

2 Read a blog post about gifts. What kinds of gifts does the writer prefer? Do you agree?

DON'T GIVE ME STUFF – GIVE ME FUN!

Last year I got the best birthday present ever – a ride in a hot air balloon. And it got me thinking about why experiences make better presents than things. First, if people buy me a 'thing', they usually get it wrong – it's the wrong colour, the wrong size, the wrong style. I'd really prefer to choose it myself – and I do. If I need something, I buy it, so I don't really need any more 'things'. Even if I like it, I only feel happy for a few minutes, then I put it somewhere with all my other things and forget about it. But an experience is completely different – it doesn't matter if it isn't something I would choose myself or something I had never thought about before. With an experience, you spend weeks feeling excited, planning it, looking forward to it. You have the fun of the day, then all the photos and memories to look back on and enjoy. One present like this can bring a year's worth of happiness. So forget the socks and boxes of chocolates – buy me some fun!

3 Sam wants to buy an experience for his friend Milly. Read the description of Milly. Think of three different experiences that she might enjoy. Compare your ideas in pairs and explain your reasons.

Milly enjoys being active. She enjoys learning new skills and is always keen to meet people with similar interests. She prefers to be outside in the fresh air.



EXAM FOCUS

Matching words and ideas

When you match something to what a person likes, prefers or needs, look for ideas that match the key words in the description of the person.

- ... enjoys being **active** – a day **horse-riding** in the mountains
- ... is interested in **history** – a personal tour of the British **Museum**
- ... likes food and **cooking** – a lesson from a top **chef**
- ... needs to **relax** – **sit** by the pool and **read your book** while we do everything else
- ... keen to **meet new people** – a **group** class

4 Read the Exam focus. Then read adverts for two experiences. Which one should Sam choose for Milly? Why?

A Learn to climb with an experienced climber! No previous experience necessary. As part of a group of eight, you will learn how to climb at both low and high levels in one of our special indoor climbing centres. A great way to learn something new and make new friends!

B Spend a day as part of the crew on a traditional sailing ship off the south coast of England. After some training from our experienced captain, you will work with other crew members to pull the sails up and down and hold the wheel as you ride the waves.

5 Read descriptions of five more people. Underline three things that each person likes or dislikes.

1 Esther enjoys learning about how other people live. She enjoys sightseeing on foot and is especially interested in learning about the history of a place.

2 Joe is into cars, motorbikes, anything that is fast and exciting. He loves learning new skills. He's more of an individual than a team player.

3 Valentina loves any kind of challenge, especially ones that make her think. She likes doing things with friends, but she prefers to do things indoors.

4 Dipak is into sports, and anything exciting. He likes being active and trying new activities. He also enjoys seeing wildlife.

5 Sonia likes sightseeing, especially away from towns and cities. She has a busy work life, so enjoys quiet time on her own. She also loves eating good food.

EXAM TASK

6 On the opposite page there are descriptions of eight experiences. Decide which experience would be the most suitable present for the people in Ex 5.

Speaking or writing

7 Look at the experiences in Ex 6 again. Choose the three that you would most enjoy. Discuss in pairs.

8 Write a short social media profile about yourself. Say what you are interested in, what you enjoy and don't enjoy. Work in groups. Take turns to read out your profiles. Can you think of the perfect experience for each other?

EXAM BOOST p4

Complete Exam file SECTION B on page 4.

A LET ME OUT! **BUY NOW**

Try an exciting afternoon at one of our Escape Rooms! Available in over 20 cities. Come with your friends and see if together you can solve the clues to find your way out of the room. Can you break the record with your escape time? Gift includes dinner in a choice of restaurants.

**B FOREST ADVENTURE!** **BUY NOW**

Spend two days living in the forest with one of our experts. You'll work together with friends to solve problems! You will learn how to build a place to sleep and you will find and cook delicious food to eat. And no need to worry about bears – the animals will stay well away from you!

C WEEKEND BREAK **BUY NOW**

Choose from a list of over 20 European capitals for this exciting weekend break. Gift includes travel and accommodation, plus a walking tour with a guide who can explain the local way of life. It also includes tickets to the most popular museums, to find out what the city was like in the past.

**D HORSE-BACK ADVENTURE** **BUY NOW**

Explore the countryside on horse-back! We can take you to places you can't reach on foot, and you will enjoy amazing views and relax in great company, with a local expert to tell you about the area you are travelling through and the wildlife you see.

E POWERBOAT BLAST **BUY NOW**

Enjoy two high-speed powerboat experiences on the sea off the beautiful south coast in an F1 racer and Jet Shark. An instructor will drive the powerful F1 racer first, then teach you to drive the Jet Shark yourself. You'll have personal attention at all times.

**F GO DEEP!** **BUY NOW**

Experience the wonderful, silent world of the sport of diving. In the morning, our instructor will teach you all the skills you need. Learn to slow down and move smoothly under water, then end the day with a 30-minute dive in the shark pool, to see these amazing creatures up close!

G RIVER GETAWAY **BUY NOW**

There's no better way to see a country than by boat. Sit and relax alone or with friends, as this two-day river cruise takes you through beautiful scenery, or ask our on-board guide about the history and culture of the villages we pass. In the evenings, enjoy meals cooked by our award-winning chef.

**H FOOD TOUR** **BUY NOW**

Forget traditional sightseeing and see a city in a completely different way with a food tour. Our guide will take you through different parts of the city, by bus and underground, and explain the city's food culture. Try a selection of local dishes as you go around.

VOCABULARY: Feelings

1 Match the words with the definitions.

- 1 An optimist 2 A pessimist

- A always thinks that bad things will happen.
B feels positive and hopeful about the future.

2 Are you an optimist or a pessimist? Do the quiz to find out.

3 Look at the adjectives in bold in the quiz. Add them to the table. Can you add any more adjectives?

positive feelings

negative feelings

4 Work in pairs. Which sentences are true for you? How would you change the others to make them true?

- I'm always delighted for my friends when they do well in life.
- I don't care when things go wrong. I always try to stay cheerful.
- I'm quite a happy person, and I find it difficult to get on with people who are miserable and complain about everything.
- I think a lot about my future, and I'm often nervous – and sometimes terrified – that something might go wrong.
- I feel very glad that I have so many good things in my life at the moment.

5 6.4 Work in pairs. Do you think there are any advantages to being a pessimist? What are they? Listen to Jason and Amber talking about the quiz. Does it mention any of your ideas?

6 6.5 Listen again. What opinions and examples does Amber give about these topics?

travel exams health the weather

7 Work in groups. Some of you are optimists and some are pessimists. Prepare to talk about each topic below, using adjectives from this lesson. Then share your feelings about the topics.

Weather forecast: heavy snow next week, and it could last for three weeks!

Technology: machines in the future will do 70 percent of all jobs!

City life: new airport planned for our city!

OPTIMIST OR PESSIMIST?

1 You arrive at the cinema and there's a long queue of people waiting for tickets. How do you feel?

- A Fine – you're certain that you will get a ticket before the film starts.
B Slightly **nervous** that you might miss the start of the film.
C **Mad** because this always happens to you!

2 You have planned a barbecue with some friends, but the forecast says it's going to rain. What do you do?

- A Stay **cheerful** and don't change your plans – the forecast might be wrong!
B Have the barbecue, but plan to move indoors if it rains.
C Feel **miserable** and cancel the event. You can't have a barbecue in the rain!

3 You are going to get on a new ride at a theme park. How do you feel?

- A **Delighted** to be in a fun place and keen to know what the ride will be like.
B You think it might be very scary, but feel **glad** to have the chance to try it.
C No way! You're **terrified** that something will go wrong!

4 Your friend tells you he has lost his job. How do you feel?

- A Not very worried because your friend has good qualifications, and will find another job soon.
B You care a lot about your friend, but he might not find another job easily.
C **Depressed** for your friend, and angry that the company has done this – it's the end of his career!

Mostly As: You are definitely an optimist – you should try to be a bit more realistic sometimes.

Mostly Bs: You hope for the best, but plan for the worst. You have realistic ideas about life, and your optimistic and pessimistic friends can learn a lot from you.

Mostly Cs: You are definitely a pessimist – try to look on the bright side a bit more!



You learn more from failing than succeeding.

If you worry that you'll fail, you'll never succeed.

- 1** Work in pairs. Look at the photo and discuss the statements, then answer the questions.

- Can you think of a time when you failed? How did you feel? What did you do next?
- Is it OK to fail sometimes? Why? / Why not?

- 2** **6.6** Listen to an interview with a teacher. How do young people feel when they fail? What does the teacher want to do about this?

EXAM FOCUS

Listening for agreement and disagreement

When people want to show agreement with each other, they don't always say 'I agree', 'I disagree', 'Yes' or 'No'. They may just state their view. In this situation, it's important to listen carefully to what speakers say to know if they agree or disagree. For example:

- A:** Failure is quite important for learning, isn't it?
B: We can often learn more from failure than from being successful. (= agreement)

- 3** **6.7** Read the Exam focus. Then listen to four people who call the show. Does the teacher agree (A) or disagree (D) with each caller?

1 _____ 2 _____ 3 _____ 4 _____

- 4** Quickly read the questions in Ex 5. Which ones ask you to listen for agreement?

EXAM TASK

- 5** **6.8** For each question, choose the correct answer.

- You will hear two university students talking about a test. They agree that
 A their results were surprising.
 B they need to study more.
 C the test was too hard.
- You will hear a woman telling a friend about a meal she cooked. How did the woman feel about it?
 A disappointed with the planning
 B depressed by the taste
 C upset about its appearance
- You will hear a man telling a friend about a basketball match. How did he feel about it?
 A unhappy about the behaviour of the crowd
 B disappointed with the team's performance
 C angry about the view from his seat
- You will hear two colleagues talking about a meeting. What does the woman think about it?
 A Too many people talked during it.
 B It happened at the wrong time of day.
 C It finished in a satisfactory way.
- You will hear two friends talking about a video game they played. They agree that
 A the person with the least skill won.
 B the game was what they expected.
 C they spent too much time playing.
- You will hear a boy telling his friend about learning to dance. How does he feel about it?
 A nervous about what his teacher thinks
 B embarrassed by his lack of ability
 C worried he hasn't improved

Speaking or writing

- 6** Work in pairs. Do you think Failure Week at school is a good idea? Would you like to do something like this at school or work? Why? / Why not?
- 7** Write a short online post about a time that you learnt from failure. Say what happened, how you felt about it and what you learnt.

EXAM BOOST p20

- Complete Exam file SECTION B on page 20.

GRAMMAR: Comparing; giving examples

- 1 Read about a new robot. What job does it do? In what ways do you think a robot might be better than a human at this job?

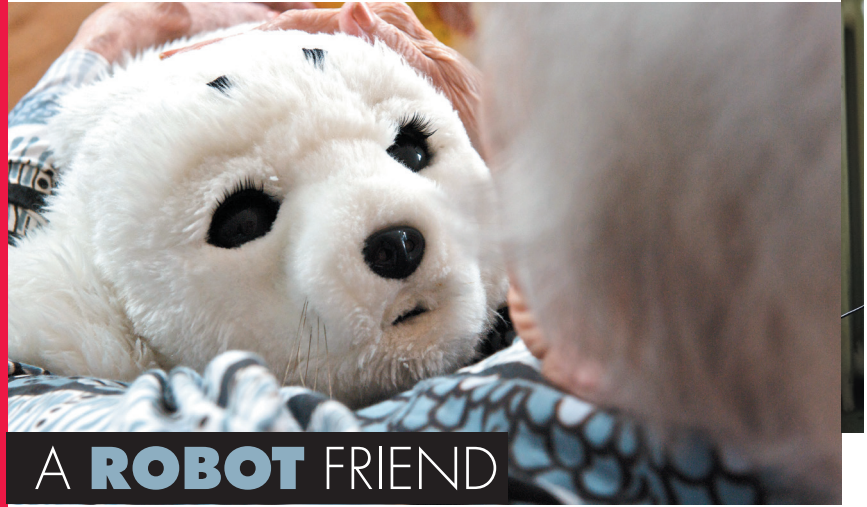
Just right FOR THE JOB

The next time you have a job interview, you may find that it isn't a person asking you questions, but a robot instead. Some companies are starting to use a robot called Tengai to interview candidates for jobs. They believe the robots are better than humans because ...

- 2 6.9 Listen to a conversation with an employer and check your ideas in Ex 1.
- 3 6.10 Complete the sentences with the correct words. Listen again and check.
- We judge people by their _____ and how they _____.
 - We are more likely to like people who look like _____.
 - Our decisions are based on our _____.
 - A robot makes decisions that are based only on the _____ the candidate gives.
 - A robot can judge how much a person knows and how good they are at _____.
 - The final interview is with two or three _____.
- 4 Why do you think the final interview is with humans? Think of three reasons.
- 5 Choose the correct words. Read the Grammar file on page 88 and check your answers.
- We're more likely to have positive feelings towards people who look **like** / **as** us.
 - We form ideas about their personality, such **like** / **as** how friendly or intelligent they are.
 - We want to find the **best** / **better** person for the job.
 - This means the person with the **more** / **most** useful skills.
 - Is a robot interviewer as effective **as** / **than** a human?
 - We hope it can be more effective **as** / **than** a human.
- 6 Read about Paro, another robot. Which sentence is the best summary of the article?
- Robots can be programmed to experience feelings.
 - How robots can be friends to patients in hospitals.
 - Robots will never replace real friends.

EXAM TASK

- 7 Read the article again. Write one word in each gap.



A ROBOT FRIEND

Robots cannot experience feelings themselves, but they can help humans to experience positive feelings. Paro is a robot that looks (1) _____ a small seal. It (2) _____ used in some hospitals as a robot 'pet' for elderly patients, to improve their mood. The robot can learn to respond to a name, and it can make movements (3) _____ as turning to look at the patient and opening its eyes, to show that it is 'happy'.

Doctors have found that the robot can be as effective (4) _____ a human carer in helping patients to feel calmer and more relaxed. In some ways, it is even better (5) _____ a real pet because you don't need to feed it! Maybe in (6) _____ few years' time, it will be possible to design our own robot pet, or even a robot friend that always says or does exactly the right thing to make us feel good!

- 8 Work in groups. Think of another situation where a robot could work with humans. Use the ideas below or your own, and discuss the questions.
- babysitter cook nurse police officer teacher
- What jobs can it do?
 - What is its name?
 - What does it look like?
 - How is it better or more efficient than a human?
- 9 Present your robot to the class. Which ones do you think are the most interesting? Why?

EXAM BOOST p12

- Complete Exam file SECTION C on page 12.



- 1 Work in pairs. Which of these feelings do you think it's OK to show to friends and family? Which are OK to show to people you don't know?

being angry feeling anxious feeling embarrassed
feeling excited feeling proud feeling terrified
wanting to cry

- 2 6.11 Listen to Arianna talking about one of the photos above. Which one does she describe? What emotions does she mention?

EXAM FOCUS

Linking ideas

When we speak, we connect our ideas so the listener can understand them clearly. We use linking words and phrases:

There's a young woman **and** a young man. (adding information)

The woman has blond hair **but** the man doesn't. (contrasting information)

There's a sofa **so** I think they're in a living room. (giving the effect of something)

The woman won the game. **That's why** she's celebrating. (giving a reason)

- 3 6.12 Read the Exam focus. Choose the correct words. Then listen again and check.

- The woman's looking really happy **because** / **so** she's winning.
- Her left hand's in the air **and** / **because** she's smiling.
- She's got short blonde hair, **but** / **so** I think that it isn't her natural colour.
- He's wearing a blue shirt **and** / **but** blue jeans.
- I can't see it very well, **because** / **so** I can't say what the objects are.

- 4 Look at photo B. Make sentences from the prompts using the word in brackets.

- man / give / gift / woman / she looks surprised. (that's why)
- we know / they / colleagues / they / in an office. (because)
- both the man / the woman / wear glasses. (and)
- woman / hold / hands / in front of / she's surprised. (because)
- two people / stand up / one woman / sit down. (but)

- 5 Work in pairs. Student A, describe the people in photo B. Student B, describe the place and objects. Use linkers to make longer sentences.

EXAM BOOST p28

- Complete Exam file SECTION B on page 28.

EXAM TASK

- 6 Work in A/B pairs. Turn to page 110. Take turns to talk about your photo for one minute.
- 7 Discuss the questions with the same partner.
- Did you speak for a minute?
 - Did you speak fluently?
 - Did you organise and link your ideas clearly?
 - How can you do better next time?

1 Discuss the questions.

- 1 When was the last time you felt confident about something? What made you feel confident?
- 2 Is it ever possible to be too confident? Why? / Why not?

2 Read two stories about being confident. How does each person's confidence change what happens? Ignore the gaps in story 2.

① Pride comes before a fall

Just as I went to kick the ball into the net, a tall player from the other team ran straight into me and knocked me down. Ow! The referee blew her whistle loudly. Penalty!

I jumped up and placed the ball on the penalty spot. 'No!' screamed our manager. 'Let Smith take it.' 'No!' I argued back. 'I can do it. I can score.' He looked at me in silence for several seconds and then nodded slowly. 'This is our last chance,' he warned with narrow eyes.

I smiled at him confidently. The referee blew her whistle and I kicked the ball hard to the right, and watched it fly straight into the goalkeeper's large gloves.

② Going nowhere fast

Sarah and Jack were on a ¹ _____ city break in Madrid. They decided to visit the Prado National Museum. Jack's GPS wasn't working, but Sarah said she knew how to get there. She started walking ² _____ so Jack ³ _____ followed.

Thirty minutes later, they were still walking. ⁴ _____ 'I know where I'm going,' said Sarah ⁵ _____.

Two minutes later they arrived at their destination, but it wasn't a museum. It was a ⁶ _____ office block. Sarah turned to Jack ⁷ _____. 'Oh dear,' she said ⁸ _____.

3 Look at the stories again. Which writer gives more detail? How does this make the story better?

EXAM FOCUS

Using descriptive language

To make a story more interesting and to help the reader to imagine it more clearly, a writer uses descriptive language:

- 1 adjectives or adjective phrases to describe something, e.g. **A tall player ran straight into me.**
- 2 verbs to describe movement and speech, e.g. **'No!' he screamed.**
- 3 adverbs or phrases to describe actions, e.g. **The referee blew her whistle loudly.**
- 4 direct speech, e.g. **'Let Smith take it.'**

4 Read the Exam focus. Then underline one more example of each type of descriptive language in the first story.

5 Complete story 2 with these words/phrases to make it more interesting.

angrily 'Are you sure this is right?' asked Jack nervously.
confidently dull immediately romantic slowly
with a bright red face

EXAM BOOST p16

➤ Complete Exam file SECTION B on page 16.

6 Look at the exam task in Ex 7. With a partner, decide these things.

- 1 Why do you think Marcos is feeling confident?
- 2 Where does he go?
- 3 What does he do there?
- 4 What goes wrong?
- 5 How does he feel about it?
- 6 What descriptive words/phrases can you use in the story to make it more interesting?

EXAM TASK

7 Your English teacher has asked you to write a story. Your story must begin with this sentence. Write your story in around 100 words.

Marcos woke up feeling really confident about the day ahead.

8 Work in pairs. Read each other's stories. Does the descriptive language in the stories help to make them more interesting? What could you both improve?



REVIEW | UNITS 1-6

1 Choose the correct words.

- 1 I hate **throwing away / trying on** clothes in shops. I'd rather do it at home.
- 2 I've got a broken finger so I'm **impossible / unable** to write at the moment.
- 3 I'm terrible at writing stories. I've got no **entertainment / imagination**.
- 4 I think Jack is anxious **about / of** his new job.
- 5 Do these shoes **fit / match** my dress?
- 6 Don't **focus / rely** on me to get you up tomorrow. Set your alarm.
- 7 We're going to get a takeaway tonight for a **change / difference**.
- 8 So, each time you give an **incorrect / unpleasant** answer in the game, you lose a point.

READING - Part 5

2 For each question, choose the correct answer.

Facial hair

When we talk about fashion, we often focus on clothes. We don't always consider the hair on our faces. However, if you look at photos past and present, there are clear (1) _____. Twenty years ago, beards weren't particularly (2) _____ and most young men were clean-shaven. These days, it's not unusual for young men to have big beards.

However, this will no doubt change again in the future. People might see no beards as a great (3) _____ on how a person looks today.

Or perhaps, 'the chinstrap' will come back in fashion - that's a beard which runs from ear to ear along the chin, with nothing above the lip. I'm not particularly (4) _____ on that one. Personally, I don't think any unusual beard makes a person's (5) _____ better. However, future generations might well (6) _____ with me.

- | | | | |
|-----------------|--------------|-----------------|--------------|
| 1 A movements | B activities | C trends | D effects |
| 2 A fashionable | B delicious | C old-fashioned | D unpleasant |
| 3 A improvement | B increase | C rise | D progress |
| 4 A fascinated | B keen | C interested | D fond |
| 5 A appearance | B character | C presentation | D display |
| 6 A think | B dislike | C complain | D disagree |

3 Complete each sentence with an appropriate positive or negative auxiliary verb.

- 1 Stephen Spielberg _____ born in my city.
- 2 These rings _____ given to me by my grandma a few years ago.
- 3 I was tired yesterday because I _____ slept well the night before.
- 4 Is that the man who _____ asking you for directions earlier?
- 5 Sorry, can you repeat that? I _____ hear you.
- 6 We _____ sent home early from work today. Lucky us!
- 7 What _____ you usually do at the weekend?
- 8 Both German and English _____ spoken in our home.

READING - Part 6

4 For each question, write the correct answer. Write one word for each gap.

A short history of sugar

Most of us love a bit of sugar in our food, but did you know that this delicious sweet ingredient has been around (1) _____ 6,000 years? It was first discovered in Southeast Asia in the form of a juice. Then, around 2,000 years later, people in India created the kind of sugar we know today. The production of sugar spread to the Middle East, a place (2) _____ it was considered to be a luxury as only wealthy people (3) _____ afford to buy it. Some time after that, the production moved to the West Indies.

Between the seventeenth and nineteenth centuries, improvements (4) _____ made to how sugar was produced, and it was made in much bigger quantities. It was added to products (5) _____ chocolate. Today over 170 million metric tons of sugar (6) _____ consumed around the world each year. This just goes to show what a sweet tooth we all have.



5 Complete the sentences with the correct form of the words in the box.

care depend depressed difficult
disturb glad shout trust

- Where's the torch? It's _____ to see in this poor light.
- I don't _____ Becky. I'm not sure she's very honest.
- I think Dan might be _____. He always looks very sad.
- Whether I come out tonight _____ on the weather.
- The noise from your game is _____ me.
- Paula really _____ about her little sister.
- I'm really _____ that you're here. It's so good to see you again!
- I'm right here. Stop _____ in my ear!

READING - Part 6

6 For each question, choose the correct answer.

The stress of sport

Is there anything better than seeing your favourite team give an amazing (1) _____ and take home the cup? This kind of (2) _____ is usually followed by a large (3) _____, but what happens when your team loses?

Experts say that watching sport can actually have a negative (4) _____ on the health of some fans. They tested Brazilian football fans during the World Cup in 2014. They found that when the team lost 7-1 to Germany, the most serious fans felt so (5) _____ that it could create serious heart problems for them later. So, what does this mean? It means that sport, which is supposed to be a form of (6) _____, can actually be very unhealthy. Something we should all think about when we next watch a match.

- | | | | |
|------------------|-----------------|---------------|----------------|
| 1 A work | B performance | C act | D behaviour |
| 2 A creation | B achievement | C development | D possibility |
| 3 A organisation | B festival | C celebration | D anniversary |
| 4 A damage | B problem | C effect | D situation |
| 5 A relieved | B scary | C surprising | D stressed |
| 6 A development | B entertainment | C imagination | D satisfaction |

7 Correct one mistake in each sentence.

- I'm not as good than you at singing.

- This is the funnier thing I've ever seen!

- I don't know who this bag is but it's not mine.

- We never have travelled to Asia but we'd like to.

- This table was make in China.

- What's longest time you've spent away from home?

- Do you read a good book at the moment?

- Your furniture is more good quality than mine.

READING - Part 6

8 For each question, write the correct answer. Write one word for each gap.

Understanding emotions

Our definition of intelligence

(1) _____ changed over the years. It (2) _____ to mean being good at maths or science. Now, we recognise that there are other types of intelligence, too. For example, our ability to understand emotions is probably just (3) _____ important as our ability to pass important exams. This is our 'emotional intelligence'.

A person (4) _____ emotional intelligence is high understands their emotions, which can help them stay calm in difficult situations. Emotional intelligence can also help a person to recognise other people's feelings and communicate with them better. This can help them to quickly stop problems from occurring when working in (5) _____ team, for example. The person can then be even (6) _____ successful in the workplace.

