

## GRAMMAR

### 1 Rewrite the sentences with *might* or *might not*.

Example: Maybe Teo won't want to come to the movies.  
Teo might not want to come to the movies.

1 Maybe it will snow tomorrow.

\_\_\_\_\_

2 Maybe you'll meet someone interesting at the party.

\_\_\_\_\_

3 Maybe I'll call Mia later.

\_\_\_\_\_

4 Maybe she won't pass the exam.

\_\_\_\_\_

5 Maybe Sergio's parents will buy him a bike.

\_\_\_\_\_

6 Maybe we won't go out tonight.

\_\_\_\_\_

### 2 Complete the sentences with *used to*, *didn't use to*, or *Did ... use to*

Example: Antonio used to work in Lima but now he works in Mexico City.

1 \_\_\_\_\_ you \_\_\_\_\_ have long hair?

2 I \_\_\_\_\_ be thin, but I lost weight.

3 Valerie \_\_\_\_\_ play basketball, but now she plays tennis.

4 Where \_\_\_\_\_ Oscar \_\_\_\_\_ go to school?

5 They \_\_\_\_\_ have a car, but now they do.

6 There \_\_\_\_\_ be one theater in my town, but now there are two!

## VOCABULARY

### 3 Change the verb in parentheses into a noun and use it to complete the sentence.

Example: When is the next election? (elect)

- 1 My \_\_\_\_\_ is getting worse. I need new glasses. (see)
- 2 Have you received an \_\_\_\_\_ to the party? (invite)
- 3 We'd like some \_\_\_\_\_ about hotels in Madrid. (inform)
- 4 My son has to make a \_\_\_\_\_ about his future. (decide)
- 5 Amelia had a very interesting \_\_\_\_\_. (live)
- 6 The director's last movie was a big \_\_\_\_\_. (succeed)

### 4 Complete the names of the school subjects.

Example: Francesco wasn't very good at numbers. math

- 1 Milly enjoyed learning about the past. **h**\_\_\_\_\_
- 2 Hiroto was always good at sports. **p**\_\_\_\_\_ **e**\_\_\_\_\_
- 3 Juan was the best in the class at computers. **i**\_\_\_\_\_ **t**\_\_\_\_\_
- 4 I really enjoyed biology and chemistry. **s**\_\_\_\_\_
- 5 Diana loved reading plays and novels. **l**\_\_\_\_\_
- 6 We studied Spanish and German at school. **f**\_\_\_\_\_ **l**\_\_\_\_\_
- 7 Mr. Brown taught us about different parts of the world. **g**\_\_\_\_\_
- 8 Rufus was really interested in painting and drawing. **a**\_\_\_\_\_

## READING

### 1 Read the article and check (✓) A, B, or C.

#### Quiet people

*Confidence coach, Marika Novotny, discusses the importance of quiet people.*

I moved to America soon after my thirteenth birthday. It was a big change. In the Czech Republic I used to go to a small school – there were 14 children in my class. In my American class there were 30, and there were over 1,000 kids at my school. It was so loud. Lunch times were especially difficult because the whole school ate in one large room. I was a quiet child, and my reaction was to become even quieter. In classes, I used to pretend I couldn't speak English (I could). I'm sure some of my teachers thought I was stupid (I'm not) and lonely (I wasn't).

The problem is that some of the most important places in life, such as classrooms and businesses, are designed for confident people. Quiet students are often told by teachers to "try harder." It's the same in offices. When any group of people has to make a decision, the loudest opinion is usually selected. That might be the best opinion, of course – but it might not. In movies and on social media, leaders are usually shown as loud and confident, proud of their opinions. Loud is successful, right?

Wrong! In her book *Quiet*, Susan Cain gives examples of leaders and thinkers from history who were quiet, such as Gandhi and Charles Dickens. According to Cain, quiet business leaders are more creative and are great at solving problems. Very confident leaders, on the other hand, might not share information or difficult problems – even when they need help.

If you are a quiet person who wants to make his or her voice heard, what can you do? The most important thing is to take action. Decide to change a specific behaviour and then do it. For example, speak to someone you don't know very well today. Research tells us that when we change our behaviour in small ways like this, it changes the way we actually think about ourselves. We do, in fact, start to become more confident. Practice is also very important. If you need to speak in front of an audience, practice out loud. Watch videos of other speakers. Ask a friend to listen to your talk.

For me, I've gradually become more confident as I've grown up. A lot of that is thanks to my more confident husband. I still don't have many friends, but that's fine – my few friends are very important to me. And perhaps I am their important quiet person.

Example: The writer moved to America as a teenager.

A True ✓    B False ☐    C Doesn't say ☐



- 1 The writer's education was different after her family moved.  
A True ☐ B False ☐ C Doesn't say ☐
- 2 At school the writer used to pretend she couldn't speak.  
A True ☐ B False ☐ C Doesn't say ☐
- 3 Offices aren't designed for quiet people.  
A True ☐ B False ☐ C Doesn't say ☐
- 4 Quiet students get better grades if they can work alone.  
A True ☐ B False ☐ C Doesn't say ☐
- 5 In groups, people don't always choose the best opinion.  
A True ☐ B False ☐ C Doesn't say ☐
- 6 Leaders in movies are usually confident people.  
A True ☐ B False ☐ C Doesn't say ☐
- 7 According to Susan Cain, Barack Obama was a quiet leader.  
A True ☐ B False ☐ C Doesn't say ☐
- 8 Quiet people can't solve business problems.  
A True ☐ B False ☐ C Doesn't say ☐
- 9 If you change your behavior, it's possible to become more confident.  
A True ☐ B False ☐ C Doesn't say ☐
- 10 The writer would like more friends now that she is more confident.  
A True ☐ B False ☐ C Doesn't say ☐

**2 Read the article again and answer the questions.**

- 1 How big was the writer's new school?  
\_\_\_\_\_
- 2 What do teachers often say to quiet students?  
\_\_\_\_\_
- 3 What disadvantages do confident business leaders have?  
\_\_\_\_\_
- 4 What does Susan Cain give examples of in her book?  
\_\_\_\_\_
- 5 In what way is the writer's husband different from her?  
\_\_\_\_\_

## LISTENING

**1 Listen to three friends talking about shopping. Choose the correct word(s).**

- 1 The two girls **have a similar appearance** / **have a similar personality**.
- 2 They need identical clothes for **a party** / **a school play**.
- 3 They are finding shopping **stressful** / **exciting** today.
- 4 Ella thinks the stores want to make shoppers **confused** / **happy**.
- 5 It's easier to choose **if they are together** / **if they try clothes on**.

**2 Listen to five conversations about school. Match the conversations with the things they didn't like (A–G). There are two answers you don't need.**

Conversation 1 ☐

Conversation 2 ☐

Conversation 3 ☐

Conversation 4 ☐

Conversation 5 ☐

A school food

B computer lessons

C physics

D homework

E school plays

F the trip to school

G clothes for PE class