

1

Look ahead, look back

READING

1 Complete the text with these words.

advent current cutting-edge facilitate
flawed modifying pave unnerving

DOCUMENTING MEMORIES



We know that the latest ¹ technology can be studied and used to ² our understanding of how memory works, which in turn helps to ³ the way for medical developments. At the same time, however, the ⁴ of mobile technology can actually be damaging the way we make memories. We used to go on trips, enjoy the view and then use our camera to take a photo or two. Our ⁵ method is the reverse – we shoot first and remember later. It's ⁶ to think that we have transformed the function of a photograph – from something we use to trigger a memory to something we create a memory from. And then we should consider the implications of the increasingly popular trend of ⁷ our photos. Perhaps it's time to stop and reflect that this new way of creating memories is ⁸

2 Read the article and choose the best description.

- 1 a series of essays on memory analysis
- 2 an artistic interpretation of how our memory changes from childhood to adulthood
- 3 a collection of personal accounts of how memory is distorted
- 4 an analysis of the role of memory in distinguishing fact from fiction

3 e Read the article again and choose from the paragraphs (A–G) the one which best fits each gap (1–6). There is one extra paragraph which you do not need to use.

A The root cause of this can often be is simply a case of another person saying that the events in question either never happened or else happened very differently from the way they are remembered and we are persuaded that our memory was faulty.

B As a result, psychologists have tried to generate false memories in psychology experiments. They simply get people to imagine events that never actually happened. This also explains the phenomenon of non-believed memories, which often involves people believing things that aren't true because they were led to believe them by a third party such as a newspaper headline or a therapy session.

C You might trust your own memory over theirs, but would you be right? Unfortunately not always. Feeling convinced that something was true or having vividly accurate memories that have no basis in real events is referred to as a 'non-believed' memory and further highlights the much-discussed fallibility of human memory.

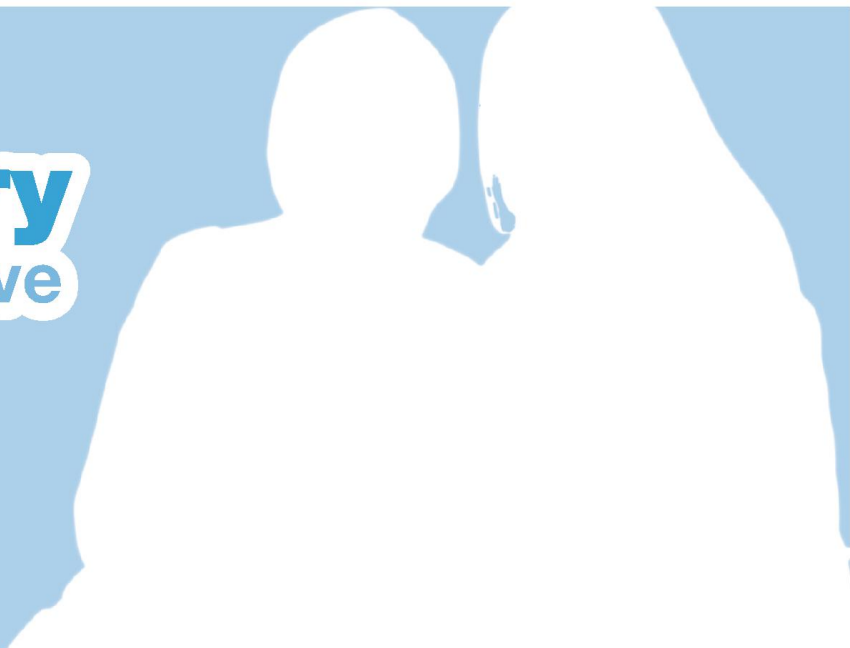
D This is just one of several examples in the collection where there is the possibility that a person's memory was accurate and that it was the memories of those around him/her that were at fault, either forgetting an event completely or remembering it incorrectly. Nonetheless, as **cited** above, there is often indisputable external proof that the memory cannot be true.

E Before these studies, we only had access to unsubstantiated accounts of false memories. One of these is the now well-known claim by a celebrated singer that aged two she had encountered a huge black panther in the woods near Exmoor while walking with her nanny. The story even made the national press. Although the nanny later admitted to having invented the sighting in order to get 'into the papers' the singer still has a vivid memory of the enormous black animal, a memory that she now knows to be completely false.

F Alternatively, it could be caused by a difficulty in being able to differentiate between the memory of something that physically happened and something that our minds created such as a dream.

G This is **reinforced** by one contributor's explanation that he truly remembers flying when he was a child. The belief that he had the ability to travel from place to place in the air is so strong that, although he knows it to have been impossible, he cannot forget the amazing feeling of freedom that flying brought to him, even today.

The False Memory Archive



Have you ever had a heated discussion with someone you remember something from the past **vividly** in or yet they remember it in a completely different way? I ever been convinced that something happened, only 1 by someone else who shared the same experience tha how would you know which version of events to belie

1

Although psychological experiments to manipulate and implant false memories have been carried out for some time, it is only recently that investigations into examples of false memories and why we create them have begun.

2

Theories developed through studying accounts like this demonstrate that the brain can be as creative as it is inaccurate when it comes to memory and is able to transform made-up stories and childhood emotions into remembered fact. This is the subject of a recently published collection made up of diverse real-life examples some of which are at times boring, but at others incredibly strange. It depicts how we end up rejecting 'memories' that we once believed to be true.

3

One contributor recalls the following memory: 'I spent my childhood in a small rural town in Peru, before my family moved to London in my early teens. My brother and I often **reminisced** about our early years in Peru, especially about the succulent pear melons that we used to pick off the tree in the front yard of the house directly across from ours, before racing back home before the owner caught us. Ten years later, my brother returned to Peru and found that the pear melon tree was actually at the end of the road, about six houses down from ours. I was sceptical, but when I went back myself I saw that he was telling the truth. The tree wasn't even visible from our house. Not only that, but the man who lived opposite was delighted to see me.'

4

Another reason for determining a false memory is often quite simply its **implausibility**. For example, it is fairly common for someone to have clear recollections of being invisible or breathing underwater for unlimited amounts of time.

5

Moving on to why we have **subjectively** vivid memories that **contradict** real events, the answer is not entirely clear; however, it could be due to a psychological process in which our memories record events but they don't record accurately the source of the information. For example, we might believe we saw something happen, and in fact we did see it happen, but it was in a film or on TV.

6

Considering that our very identity and the way we see ourselves is a result of the innumerable events and experiences we have accumulated throughout our lives, it is **disconcerting**, to say the least, to find that perhaps some of the memories we treasure most never really happened in the first place.


4 Match the words in bold in the article with the phrases in bold (1–8).

- | | |
|---|--|
| 1 The artist urged us to look at it using our own interpretation of it . | 5 The idea was immediately dismissed based on how impossible it was to prove . |
| 2 She can still picture the scene in detail . | 6 The results of the study are the opposite of the theory on memory retention. |
| 3 Frank gave three examples to support his argument. | 7 Not being able to remember the events leading up to the accident was uncomfortable for him. |
| 4 The response to the presentation supported the organiser's belief that he had made the right decision. | 8 We spent a lovely evening when we remembered and talked about our schooldays together. |

1 Look ahead, look back

GRAMMAR

review of past tenses

- 1**  **1.1** Listen to Miranda, Sally and Lucas talking about their childhoods. Choose the correct words to complete the sentences.
- Miranda **used to** / **didn't use to** spend a lot of time watching TV.
 - Miranda's parents **had** / **hadn't** been writing books for a long time.
 - Sally **felt** / **didn't feel** very alone after Beth had left home.
 - Sally's parents **warned** / **didn't warn** her that she would miss her sister at first.
 - Lucas **contrasted** / **didn't contrast** his parent's culture with the British culture as he was growing up.
- 2** Complete the text with the correct form of the verbs in brackets. Use *would* / *used to* if appropriate.



- 3** Choose the correct answer (A, B or C) to complete the sentences.
- When I was younger I in my diary every day.
A used to write **B** was writing **C** had written
 - Simon before I had time to tell him about the concert.
A hung up **B** had hung up **C** was hanging up
 - I think that my personality has changed over the years. I so laid back.
A didn't always use to be **B** wouldn't always be
C hadn't always been
 - I remember on my sixth birthday party I was sick afterwards because I most of my birthday cake!
A ate **B** was eating **C** had eaten
 - When I said that my friends haven't called me recently, I about you.
A didn't talk **B** hadn't talked **C** wasn't talking
 - When I was a teenager and I got back home after a party, my parents for me.
A used to be waiting **B** would wait
C had been waiting
 - My sister all the information from the hard drive before I had time to tell her not to.
A deleted **B** was deleting **C** had deleted
 - When I was a child we an apartment on the coast.
A would own **B** used to own **C** had owned

- 4** Complete the text with the correct form of these words.

apply become cross give have work

Moving on

We finished our sixth form studies a couple of months ago and soon after graduation it ¹ apparent to me that I ² enough thought to what I was going to do next.

All my friends ³ for jobs in a frenzy and some ⁴ interviews already and were waiting for the results. In my defence, I can say that it ⁵ my mind because I ⁶ solidly for the final exams.

Looking back

Miranda

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Looking back, it seems that most of my childhood consisted of chilling on a sofa, while my parents ¹ (work) away writing. From a six-year-old's viewpoint, their work ² (seem) awesome, and my parents ³ (be) very laid back about stuff. What was there not to like!

Sally

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After my sisters ⁴ (leave) home it dawned on me that the youngest gets a raw deal. I ⁵ (share) a bedroom with my sister Charlotte for years and then next thing I knew it was just me. Charlotte and I ⁶ (talk) for hours about our plans for the future.

Lucas

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Our parents ⁷ (move) here when I was eight years old, but I think my parents ⁸ (consider) the move for ages. Our parents were special. They took the time to talk to us and see how we were getting on and if we ⁹ (have) a tough time at school they would give us a special treat. They ¹⁰ (spoil) us though! Quality time with us mattered to them. That felt good.

VOCABULARY

memory: verbs and collocations

1 Complete the text with the correct form of these words.

block out jog memories memorise recall remind

The power of early memories

If you are the nostalgic type who likes to ¹..... events from the past, then you should carry on! Studies show that people who have vivid ²..... from early childhood are the fortunate ones. Children whose parents encourage reminiscing about daily events show better coping and problem-solving skills later in life. Looking back over old photos ³..... us about important milestones and can ⁴..... our memories about happy past events. While we don't have to go to the extreme of ⁵..... dates and names of people, remembering significant events is beneficial. They also say that we shouldn't encourage our children to ⁶..... sad memories as they help to equip them with a sense of self-continuity or personal identity.

MEMORY LANE

2 1.2 Match the first sentence (1–5) with the second sentence (A–E). Listen and check.

- 1 I can't remember anything from before I was six.
 - 2 I agree that there are some things we just choose to forget.
 - 3 I remember very clearly what my first teacher at primary school said to me though.
 - 4 I have a vivid recollection of both images and smells from my childhood.
 - 5 My brother has got a phenomenal memory though, much better than mine.
- A Often I'll come across a scent that triggers a memory from way, way back.
- B Loads of times he has to jog my memory because for me it's all a blur.
- C I think I blocked out some memories from early childhood, perhaps because my mum was quite ill.
- D I guess that's what we call having a selective memory.
- E Word for word. I can hear her as if it were yesterday.

3 Choose the correct words to complete the text.

MY GRANDFATHER

My grandfather was a photographer during the Second World War. He says he doesn't remember much about it. I guess he has a ¹**selective / committed** memory because some of the things he saw must have been upsetting. I think it is only natural that the mind sometimes ²**triggers / blocks out** terrible memories when they are too painful. I love his stories and so sometimes I try to ³**jog / trigger** his memory about things that he has seen, but I ⁴**realise / recall** it's difficult for him and so I don't insist.

For anything apart from the war, he has a great memory. He always ⁵**recognises / memorises** people when he meets them in the street and ⁶**reminds / remembers** their names. He ⁷**jogs / commits** phone numbers to memory and can remember long poems word ⁸**by / for** word. He criticises me for keeping all my information on my phone and he says I should ⁹**memorise / recall** the important phone numbers. He's probably right, but I just have a terrible memory. Perhaps I have more of a sensory memory because sometimes smells or images can ¹⁰**trigger / block** memories of childhood. My grandfather would say I'm making an excuse!

Extend

4 Read the text and match the words / phrases in bold (1–5) with the meanings (A–E).


TOP 5 memory hacks

- 1 **Play brain games:**
Find brain teasers, do Sudoku or perform a **feat of memory**.
- 2 **Use the power of music:**
Ear-worms are annoying, but music can help us remember.
- 3 **Meditate:**
Do this **in memory of** Mahatma Gandhi and many others. It's good for focus.
- 4 **Chew gum:**
If you have a **vague recollection of something**, chewing gum increases blood flow to the brain.
- 5 **Bundle them:**
Bundle the **vivid memories** together with the vague ones.


- A extremely clear memories
- B in honour of a deceased person
- C tunes you keep thinking about after they have stopped playing
- D a limited or unclear memory of something or someone
- E an extraordinary display of memory

1 Look ahead, look back

LISTENING

1  **1.3** You are going to listen to five people talking about competing in the World Memory Championships. Which of these sentences is correct?

- A** Some of the speakers' families taught them the memory techniques.
- B** All of the speakers learnt their memory techniques at school.
- C** Most of the speakers taught themselves the memory techniques.

2  **1.4** Listen again and complete both tasks.

Task 1

Choose from the list (A–H) what caused each speaker to develop his / her method for memorisation.

- | | | | |
|--------------------------------------|-----------|----------|--------------------------|
| A health problems | Speaker 1 | 1 | <input type="checkbox"/> |
| B preparing for a celebration | Speaker 2 | 2 | <input type="checkbox"/> |
| C needing to occupy free time | Speaker 3 | 3 | <input type="checkbox"/> |
| D moving house | Speaker 4 | 4 | <input type="checkbox"/> |
| E helping a teacher | Speaker 5 | 5 | <input type="checkbox"/> |
| F concentrating on a task | | | |
| G revising for an exam | | | |
| H taking a course | | | |

Task 2

Choose from the list (A–H) the unexpected benefit each speaker mentions.

- | | | | |
|--|-----------|-----------|--------------------------|
| A meeting new people | Speaker 1 | 6 | <input type="checkbox"/> |
| B being able to help others | Speaker 2 | 7 | <input type="checkbox"/> |
| C turning a hobby into a profession | Speaker 3 | 8 | <input type="checkbox"/> |
| D developing a training program for companies | Speaker 4 | 9 | <input type="checkbox"/> |
| E improving physical condition | Speaker 5 | 10 | <input type="checkbox"/> |
| F setting the world record | | | |
| G achieving Olympic standard in memorisation | | | |
| H realisation that new goals can be achieved | | | |

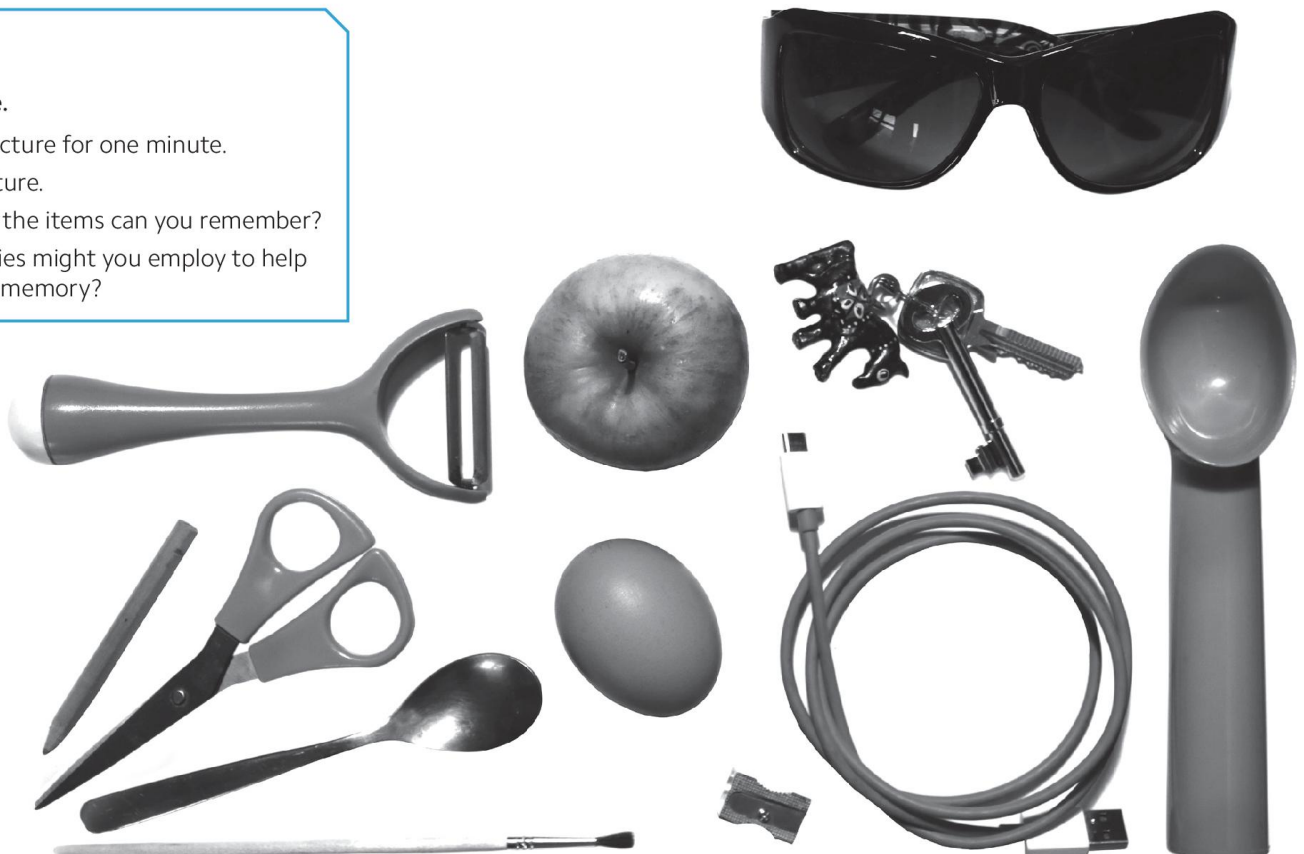
3 Match the words and phrases (1–6) with the meanings (A–F).

- | | |
|-------------------------------|--|
| 1 link | A interesting and unusual |
| 2 quirky | B give several pieces of information very quickly |
| 3 rattle something off | C naturally find something easy to do |
| 4 reciting | D connection |
| 5 get hooked on | E saying something you have memorised |
| 6 have a knack for | F become addicted to something |

time out

Play Kim's game.

- 1** Look at the picture for one minute.
- 2** Cover the picture.
- 3** How many of the items can you remember?
- 4** What strategies might you employ to help improve your memory?




USE OF ENGLISH 1

1 Complete the blog with these prepositions.

about at by (x2) of on to with

◂ ◃
🔍 🏠



Hi! I'm Olivia Vidal, and I confess I am addicted ¹..... bullet journals! Ask yourself the following questions. Are you ever embarrassed ²..... the amount of time you spend on screens? Are you ever concerned ³..... the fact that you never actually write anything much off a screen? If so, then visit my Instagram page @gobullet_journals and be inspired ⁴..... my ideas. I think you'll be amazed ⁵..... how bullet journaling can change your life.

Thank you to all my followers 😊. I must confess that initially I was scared ⁶..... starting this blog as it is my first time, but I am really delighted ⁷..... all the amazing comments from you all.

Based ⁸..... what you say, you love bullet journaling just as much as I do!

2 Choose the correct answer (A, B or C) to complete the sentences.

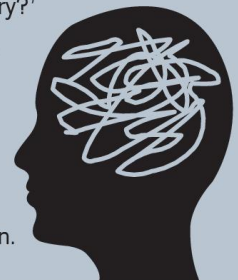
- 1 Apologising his behaviour is the least that he can do in the circumstances.
A about **B** for **C** by
- 2 Simon is extremely confident and very accomplished public speaking.
A at **B** with **C** of
- 3 Customers concerned delays in trains should go immediately to the information desk.
A for **B** about **C** at
- 4 Protecting animals harm is our duty as responsible citizens.
A for **B** by **C** from
- 5 Prince will always be remembered 'Purple Rain'. It's such a well-known song.
A for **B** about **C** by
- 6 My parents stopped me going to the concert as they said it was on too late.
A for **B** from **C** off
- 7 We're undecided where to go on holidays this year. Sea, mountains, culture... I don't know!
A by **B** with **C** about
- 8 If I were you I'd choose pasta as this restaurant is known it's homemade pasta.
A for **B** about **C** with

3 e Read the text and complete the gaps with one word only.

HOW TO DE-CLUTTER YOUR MIND

It's easy to understand why nowadays people frequently complain about lack of time, about not enough hours in the day and of ¹..... stressed. We live in times of information overload and we are more often than ²..... faced with endless choices to ³..... . From the moment we get up in the morning until we go to bed at night we have to make decision ⁴..... decision and each one has a knock-on effect on the next. Exhausting stuff.

Why ⁵..... take a deep breath and take a step back? Perhaps it is time to check what tasks are essential. Start by making a list of all you need to do in the day and from there start to get rid ⁶..... those that are time wasters. Each time ask yourself the question, 'Is this necessary?' ⁷..... the answer is a negative, then simply discard the time wasters. As you gradually de-clutter your day you will start to feel lighter and more ⁸..... to concentrate on those tasks which really require your full attention.



Extend

4 Choose the correct words to complete the text.

My DIGITAL bullet journal

Until quite recently I'd been using my bullet journal almost on a daily basis, and it was going really well. But then the routine just went out of the window and I realised that I hadn't used it in days. I was alarmed ¹at / **by** how quickly I'd tired of using paper and I was quite frankly distressed ²by / **with** my lack of discipline. OK, I may be known ³for / **by** being impulsive, but this time I was upset ⁴about / **with** myself!

So I've decided to use an app on my phone as an organiser. When I started looking around I was overwhelmed ⁵by / **at** the choice of different apps out there and I refrained ⁶from / **for** grabbing the first app I saw on the market. I think I have found the perfect one! Basically, it's a bullet journal, but on my phone. I'm really adept ⁷for / **at** getting my head around new apps so I'm already loving it! I have all my calendars coordinated with each other and this time I'm committed ⁸on / **to** making this work for me. It's a shame about the paper version, but perhaps this is what will work for me. Let's hope so!

1 Look ahead, look back

USE OF ENGLISH 2

1 Complete the sentences with the correct form of the words in brackets.

- Some people may find it (reassure) to discover there may be a forgetful gene.
- It can be easier to remember a (describe) story than one with fewer details.
- There is (substance) more research available about memory loss than in the past.
- Many people use (memorise) techniques as a way to keep their brain active.
- Memory is individual and not (transfer) between two people.
- An (advice) group of neuroscientists met to discuss their research into memory.
- (repeat) not getting enough sleep can have negative effects on your memory.
- Research suggests that dogs' (recollect) of times and places happens in the same way as humans'.

2 Complete the puzzle with the correct words. Use the example of 'repeat' to help you work out the pattern.

repeat (v)	1	repetitive (adj)	2
describe (v)	repeat (n)	descriptive (adj)	repeatedly (adv)
3	memorisation (n)	different (adj)	4
memorise (v)	5	6	differently (adv)

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

Buy experiences, not stuff

Think back to your childhood birthdays. If you were asked to give a 1 of all the presents you received, would you be able to do it?

What about the way you chose to celebrate becoming a year older? Buying material things might give us a rush of 2 at the time, but over the long term, they don't give us as much 3 as spending money on experiences, such as trips, concerts and films.

We end up with a certain level of 4 from 'things' in a way that we don't do with memories. Our 5 of a sweet memory is more likely to make us smile than thinking about a material purchase, especially when we factor in the excitement of the 6 before the event as well. If the event isn't 7 positive, over time we start to remember it 8 and our memories of them get sweeter.

Extend

4 Read the advertisement. Decide if the highlighted words (1-4) are nouns, verbs, adverbs or adjectives.

Looking for the perfect gift to spoil someone special? Give them an adrenaline rush with a ride down the world's longest slide, **1 restore** their sense of well-being at a serene spa day in a luxurious forest lodge or **2 refresh** their cooking skills by giving them a masterclass with a world-renowned chef. Give your loved ones something they will truly treasure – a memory to last a lifetime. Give them an Experience Day*.

*Recipients must book their experience day within one year.

We aim to make our experience days **3 accessible** to all and can **4 confidently** cater to all special requirements. Contact our customer service team for more information.

5 Put the highlighted words (1-4) from Ex 4 in the correct category in the table. Then complete the table with the words for the other categories.

	verb	noun	adjective	adverb
1				
2				
3				
4				

SPEAKING

1 Complete the phrases with these words.

could exactly more other point putting

- 1 That's an excellent way of it.
- 2 OK, I agree up to a
- 3 You be right, but ...
- 4 I couldn't agree
- 5 That's true, but on the hand ...
- 6 That's how I feel too.

2 Which of the sentences and phrases in Ex 1 show agreement (A) or partial agreement/polite disagreement (D)?

3 Choose the correct phrases to complete the conversations.

- 1 **A:** In my opinion you can't really improve your memory.
B: **That's an excellent way of putting it / OK, I agree up to a point.** There's no way you can get better at recalling things, in spite of all the books out there on the subject!
- 2 **A:** I think the best way to relax is to sit down with a good book in a quiet place somewhere. Or maybe take the dog for a walk. What do you think?
B: **I couldn't agree more. / That's true, but on the other hand** I love a good book or a walk in the fresh air when I'm stressed.
- 3 **A:** What I think is that governments can't really help with this problem – it's up to us as individuals.
B: **I agree up to a point / That's just how I feel too**, but I still think there's a lot they can do.

4 Which comments are true when you're doing the collaborative exam task?

Ada595

The best thing is to take turns when you're speaking. Like, one student thinks about a prompt and says what he thinks, then you say what you think, then you move on to the next one. That's what I do anyway.

Budbot

We've been told to try to make, like, a conversation? So you ask your partner things to get his opinion.

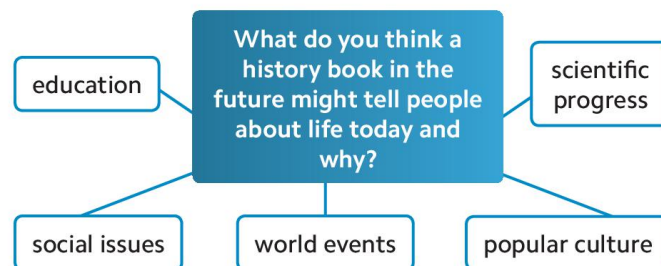
Jam13

What's important I feel is to make sure you listen to your partner and comment on what he or she says by agreeing or disagreeing and then adding what you think.

Saff1

I guess it's better to bounce ideas off each other rather than just one person talk for ages and then the other!

5 Read the collaborative task about what history books in the future might say about life today. Tick (✓) the statement below (1–5) that is true.



The students have to:

- 1 talk about life in the past.
- 2 say what is difficult about life today.
- 3 imagine what life in the future will be like.
- 4 discuss interesting and important things about life today.
- 5 choose which prompt to talk about for two minutes.

6 1.5 Listen to two students. Are the statements True (T) or False (F)?

- | | |
|--|---|
| 1 They only talk about one prompt. | 4 They refer to each other's comments. |
| 2 They ask for each other's opinion. | 5 They use colloquial language. |
| 3 They take turns to give their opinions. | 6 They give reasons and examples. |

7 Look at audioscript 1.4 on page 119. Find words and phrases with these meanings.

- 1 opinion (1 word)
- 2 focus on (1 word)
- 3 also consider (3 words)
- 4 what you say is really relevant ... (5 words)
- 5 is connected to (4 words)
- 6 I wasn't saying ... (3 words)
- 7 exactly ... (1 word)
- 8 properly, seriously ... (2 words)

8 1.6 Listen to two comments made during a discussion of the task in Ex 5. Record your responses. Remember to:

- | | |
|------------------------|---------------------------|
| 1 answer her question. | 3 add a point of your own |
| 2 refer to her comment | |

9 Listen to your recording and check that you included everything in Ex 8.

1 Look ahead, look back

WRITING

1 Complete the emphatic adjectives to match the synonyms (1–6).

- 1 very funny: h _ _ _ _ _
- 2 very scary: t _ _ _ _ _
- 3 very exciting: t _ _ _ _ _
- 4 very bad: d _ _ _ _ _
- 5 unique/very good: e _ _ _ _ _
- 6 very quick: f _ _ _ -m _ _ _ _

2 Put the letters in the correct order to make emphatic adjectives with similar meanings.

- 1 The atmosphere in the theatre was **fleiynicertg**.
.....
- 2 She gave a **zizgland** performance.
- 3 The stunts were absolutely **graebtaånit**.
- 4 The plot twist at the end was **triamiannolis**.
- 5 The location they chose was **famegtinnic**.
- 6 The music arrangement was **datustginon**.

3 Match (1–5) with (A–E) to complete the recommendations for writing a review.

- | | |
|----------------------|-----------------------------|
| 1 start with | A the present tense. |
| 2 divide the review | B a recommendation. |
| 3 cover | C into clear paragraphs. |
| 4 describe action in | D all the points required. |
| 5 finish with | E an engaging introduction. |

4 Read the writing task. Are the statements True (T) or False (F)?

- 1 Your review will be read all over the world.
- 2 You need to give a detailed outline of the storyline.
- 3 You need to say why it is worth watching.
- 4 You need to give background information about the period.
- 5 You can write as much as you like.

You see the following announcement on an international student website.

Many of us love a good historical drama series. Have you watched a really good one recently? Write a review for the website saying what makes it stand-out viewing and how much we learn about the particular historical period.

Write your review in 220–260 words.

5 Read the review of a historical drama TV series and answer the questions.

- 1 Did the writer follow the advice in Ex 3?
- 2 Which emphatic adjectives from Ex 1 and Ex 2 has the writer used?
- 3 List additional emphatic adjectives used in the review.



TABOO




Not all historical drama series are fast-moving thrillers, with heroic characters fighting enemies – or, like *Downton Abbey*, sedate and elegant portrayals of the aristocracy. Some are slow affairs that show the darker side of life of the time. These can have a huge impact when the pace quickens dramatically, sometimes brutally, and take us by surprise. *Taboo*, a recent eight-part series on the BBC, is an example of this.


Taboo traces the consequences of an unexpected inheritance for the enigmatic James Delaney when he returns to London in 1814. From the outset the pace is slow and threatening as we are gradually introduced to the characters who will be significant in this truly intriguing and fascinating story. Two of the main characters are not human; the River Thames and the enormously powerful East India Trading Company overshadow much of the action.

The direction and stunning photography bring a remarkably written screenplay to life. And the outstanding performances of the main actors, including Tom Hardy as the dark and bruised (both physically and mentally) Delaney, make this an electrifying series. What is also superb is how much we learn about the realities of life at that time, from the young children searching for coins in the Thames mud to the decadence of the aristocracy and royalty.

Taboo touches on many topics; corruption, slave trading, the supernatural and patriotism, to name but a few. It is not always easy watching, but this series is most definitely worth taking the time to see.

6  1.7 Listen to four students talking about planning. Which students have the best attitude:

- 1 to planning?
- 2 to checking?

7  Read the task in Ex 4 again. Plan and write your own review.

8 Read your review and check these points.

- 1 Have you divided the review clearly into paragraphs?
- 2 Have you used emphatic adjectives?
- 3 Have you used the present tense to talk about the plot and/or action?
- 4 Have you started with an engaging introduction?
- 5 Have you finished with a recommendation?

UNIT CHECK 1

1 Choose the correct words to complete the sentences.

- 1 When **did you realise / were you realising** that you had an amazingly sharp memory?
- 2 I **was trying / had tried** to remember the name of the film all evening, but I had to give up in the end.
- 3 When I finally got to see the play it **had been running / was running** for over a year!
- 4 I couldn't get off to sleep last night because I **drank / had drunk** too much coffee.
- 5 I didn't realise that I **wasn't / hadn't been** invited to the party until after the event.
- 6 I fell over getting on the train and when I got up, everyone **was staring / stared** at me.

2 Complete the sentences with 'would' or 'used to'. If both are possible, use 'would'.

- 1 My grandfather own a tricycle.
- 2 I have such short hair as I do now.
- 3 My mother take me swimming every Thursday after school when I was six.
- 4 I like playing video games, but I've gone off them now.
- 5 When my brother was younger he spend hours playing the piano.
- 6 My brother and I argue about all sorts of silly things when we were children.

3 Complete the text with the correct form of the verbs in brackets.

While I ¹..... (wait) at the doctors I read an article about animals and memory. As I ²..... (read) the article it occurred to me that in the past I ³..... (always / assume) that my dog would remember events from one day to the next. But the article clearly ⁴..... (state) that dogs remember an event for around two minutes. I realised that until this moment I ⁵..... (treat) my dog as if he were another human. Only yesterday I ⁶..... (take) Indie to the beach and I ⁷..... (try) to get her to sit when I asked. I thought that because we ⁸..... (do) this the previous week that she would remember. I ⁹..... (not realise) at the time that I ¹⁰..... (be) totally unrealistic in thinking that she would remember. Apparently, chimpanzees only remember things for twenty seconds, so perhaps two minutes isn't that bad!

4 Complete the sentences with these prepositions.

about at by from to with

- 1 I was encouraged the score I got in the memory test. Not bad at all!
- 2 My grandfather used to be very accomplished playing the piano. He even won prizes.
- 3 My brother is addicted computer games. He plays them non-stop.
- 4 I ordered some jeans online, but I wasn't satisfied the quality of them, so I sent them back.
- 5 It's sensible to get an anti-virus installed on your computer to protect you bugs.
- 6 I'm not sure what I want to study at university. In fact, I'm completely undecided it.

5 Choose the correct words to complete the sentences.

- 1 I mustn't forget to buy him a present. Can you **remember / remind** me later please?
- 2 Did you put these pizzas in the fridge? I don't **recall / recognise** buying them.
- 3 I know it's boring, but the only way to remember French verbs is to **memorise / recall** them.
- 4 I'm terrible about **remembering / realising** names of people, but I am quite good at **recalling / recognising** faces.
- 5 Luckily, I **realised / recalled** just in time that I had to renew my passport!
- 6 We used to live in the USA until I was three years old. I don't **remember / recognise** much of it though.

6 Complete the sentences with the correct form of these verbs.

block out commit have keep trigger

- 1 Sometimes memories is the only way of coping with painful past events.
- 2 I am quite good at remembering names, but I have trouble passwords to memory.
- 3 Smells are very evocative and they can memories of things we thought we had forgotten.
- 4 I a vague recollection of meeting her before, but I'm not very sure.
- 5 We all like to hang onto the past and I suppose that souvenirs is one way of doing so.

7 Complete the text with these words / phrases.

committing ear-worms out of your head refresh
vague memory word for word

HOW FIT IS YOUR BRAIN?

Can you remember conversations ¹.....? Or do you just have a ²..... of what was said? Do you have problems ³..... facts to memory? Do you sometimes need someone to ⁴..... your memory when you go shopping? Do you ever get ⁵.....? You know, you can't get a song ⁶..... You can remember songs, but not the important stuff! If you have answered yes to any of the above, try some memory games to improve brain fitness.

