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2ND EDITION

STUDENT'S BOOK

C1

Advanced

Unit	Reading	Grammar	Vocabulary
1 Look ahead, look back page 7	topic: memory and recall skill: using content clues to establish coherence task: gapped text	review of past tenses (p10) participle adjectives and dependent prepositions (p13)	memory: verbs and collocations (p11) affixation (p14)
2 Winners and losers page 21	topic: head-to-head contests skill: identifying paraphrasing and synonyms task: multiple matching	verb patterns: <i>-ing</i> forms and infinitives (p24) determiners and pronouns (p27)	adjective + noun collocations (p25) Idioms (p25) adverbs and adjectives (p28)
3 Choices and changes page 35	topic: homelessness in cities skill: finding inferred meaning in a text task: multiple choice	comparative structures <i>as</i> and <i>like</i> (p38) causative verbs (p41)	verbs with similar meanings (p39) verb + noun collocations (p39) adjective suffixes (p42)
4 Same or different? page 49	topic: subcultures skill: identifying contrasting opinions task: cross-text multiple matching	present tenses (p52) substitution and omission (p55)	clothing adjectives (p53) similarities and differences (p53) three-part phrasal verbs (p56)
5 All or nothing? page 63	topic: future of advertising skill: identifying expansion or exemplification of points task: gapped text	ways of talking about the future (p66) verb phrases and prepositions (p69)	buying and selling (p67) nouns from phrasal verbs (p70)

Listening	Use of English	Speaking	Writing	Switch on
<p>topic: using social media</p> <p>skill: understanding the main points</p> <p>task: multiple matching</p>	<p>open cloze (p13)</p> <p>word formation (p14)</p>	<p>topic: learning about the past</p> <p>skill: collaborating in discussion</p> <p>task: collaborative task</p>	<p>topic: biopics</p> <p>skill: writing persuasively</p> <p>task: review</p>	<p>video: life through film</p> <p>project: recording your life</p>
<p>topic: factors contributing to success in sports</p> <p>skill: understanding attitude and detailed information</p> <p>task: sentence completion</p>	<p>open cloze (p27)</p> <p>multiple-choice cloze (p28)</p>	<p>topic: disagreements</p> <p>skill: comparing visuals</p> <p>task: long turn</p>	<p>topic: sports competitions and young people</p> <p>skill: using opinions and examples to support an argument; hedging</p> <p>task: essay</p>	<p>video: trying to impress</p> <p>project: coming back from failure</p>
<p>topic: guerrilla gardening</p> <p>skill: using key words to follow complex arguments</p> <p>task: multiple choice: longer text</p>	<p>key word transformation (p41)</p> <p>word formation (p42)</p>	<p>topic: choices</p> <p>skill: justifying choices and decisions</p> <p>task: collaborative task: decision question</p>	<p>topic: the contribution of young people</p> <p>skill: arguing a case</p> <p>task: letter</p>	<p>video: A Street Cat Named Bob</p> <p>project: biographical scriptwriting</p>
<p>topic: identity</p> <p>skill: understanding attitude and feeling</p> <p>task: multiple choice: short texts</p>	<p>open cloze (p55)</p> <p>multiple-choice cloze (p56)</p>	<p>topic: overcoming challenges</p> <p>skill: discussion</p> <p>task: collaborative task; discussion</p>	<p>topic: multiculturalism</p> <p>skill: using synonyms</p> <p>task: essay</p>	<p>video: Nollywood film-makers</p> <p>project: advertising films</p>
<p>topic: business start-ups</p> <p>skill: understanding points of view</p> <p>task: multiple matching</p>	<p>open cloze (p69)</p> <p>word formation (p70)</p>	<p>topic: gender pay gap</p> <p>skill: speculating</p> <p>task: long turn</p>	<p>topic: a charity event</p> <p>skill: writing topic sentences</p> <p>task: report</p>	<p>video: the scenic route</p> <p>project: trip around the world</p>

Unit	Reading	Grammar	Vocabulary
6 Image and reality page 77	topic: method acting skill: dealing with unfamiliar vocabulary task: multiple choice	conditionals (p80) linking expressions (p83)	words with similar meanings (p81) Phrasal verbs (p81) collocations: truth and lies (p81) words with similar meanings (p84)
7 Be seen, be heard page 91	topic: the arts and social issues skill: identifying and avoiding distraction task: multiple matching	past modals (p94) reported speech (p97)	recording head words (p95) noun endings (p98)
8 Healthy body, healthy mind page 105	topic: health campaigns skill: differentiating between similar opinions task: cross-text multiple matching	the passive (p108) being concise (p111)	expressing emotions (p109) adjective + noun collocations (p112)
9 Leaders and followers page 119	topic: teenage leaders skill: differentiating between similar comments task: multiple matching	emphatic structures (p122) Academic and formal language (p125)	managing and teamwork (p123) verb prefixes and suffixes (p126)
10 Moving on page 133	topic: value of homework task: cross-text multiple matching		

Grammar file page 142
Extend vocabulary page 160
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Speaking tasks page 170
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Listening	Use of English	Speaking	Writing	Switch on
<p>topic: tricks and illusions</p> <p>skill: using key words to locate answers</p> <p>task: multiple choice: longer text</p>	<p>open cloze (p83)</p> <p>multiple-choice cloze (p84)</p>	<p>topic: the importance of honesty</p> <p>skill: giving reasons and examples</p> <p>task: discussion</p>	<p>topic: the arts in education</p> <p>skill: linking ideas</p> <p>task: essay</p>	<p>video: medical miracles</p> <p>project: persuasive advert</p>
<p>topic: how ideas spread</p> <p>skill: making predictions</p> <p>task: multiple choice: short texts</p>	<p>key word transformation (p97)</p> <p>word formation (p98)</p>	<p>topic: getting the news</p> <p>skill: constructing an argument</p> <p>task: long turn</p>	<p>topic: student consultation</p> <p>skill: using appropriate language</p> <p>task: proposal</p>	<p>video: in the streets</p> <p>project: comedy sketch</p>
<p>topic: food and culture</p> <p>skill: understanding paraphrases</p> <p>task: sentence completion</p>	<p>open cloze (p111)</p> <p>multiple-choice cloze (p112)</p>	<p>topic: health</p> <p>skill: interrupting, asking for clarification</p> <p>task: collaborative task</p>	<p>topic: health education</p> <p>skill: cohesion</p> <p>task: essay</p>	<p>video: frozen lands</p> <p>project: cultural study</p>
<p>topic: working creatively</p> <p>skill: understanding implied meanings</p> <p>task: multiple matching</p>	<p>key word transformation (p125)</p> <p>word formation (p126)</p>	<p>topic: work environments</p> <p>skill: answering the listening student's question</p> <p>task: long turn</p>	<p>topic: a recruitment fair</p> <p>skill: connecting facts and opinions</p> <p>task: report</p>	<p>video: careers advice</p> <p>project: a video CV</p>
<p>topics: university and employment; travelling</p> <p>tasks: multiple choice: short texts; sentence completion</p>	<p>open cloze; key word transformation;</p> <p>word formation;</p> <p>multiple-choice cloze</p>	<p>topics: important moments in life; ambitions</p> <p>tasks: interview; long turn; collaborative task; discussion</p>	<p>topics: a college newsletter; a TV channel; a charity project;</p> <p>tourism tasks: Part 2 choices</p>	

“ My phone is the **save button** for my **memories.** ”



Look at the picture and discuss the questions.

- 1 What kinds of things do you regularly photograph or video?
- 2 Do you share the photos or videos you take? How?
- 3 Do you think some people overshare their photos and videos? Why/Why not?

1

Look ahead, look back

READING

topic: memory and recall
 skill: using content clues to establish coherence
 task: gapped text

GRAMMAR

review of past tenses
 participle adjectives and dependent prepositions

VOCABULARY

memory: verbs and collocations
 affixation

LISTENING

topic: using social media
 skill: understanding the main points
 task: multiple matching

USE OF ENGLISH

open cloze
 word formation

SPEAKING

topic: learning about the past
 skill: collaborating in discussion
 task: collaborative task

WRITING

topic: biopics
 skill: writing persuasively
 task: review

SWITCH ON

video: life through film
 project: recording your life

Power up

1 Work in pairs and discuss the questions.

- Think of the memories you have. Which is the:
 - earliest?
 - happiest?
 - scariest?
 - most exciting?
- What kinds of things do you find?
 - easy to remember?
 - difficult to remember?

2 Read the quote. What do you think it means?

“Forgetting is one of the most important things our brains do.”

Read on

3 Read the article. Why is the documentary called *Memory Hackers*?

exam tip: gapped text

There will be content clues in the paragraph before and/or in the paragraph after the gap to help you.

Look at the highlighted sections in the paragraph i of the article on page 9 and the highlighted sections in paragraph G. What are the content clues?

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

5 Match the words and phrases in bold in the article with the meanings (1–8).

- | | |
|---------------------------|-------------------------------|
| 1 a special area or field | 5 arrival |
| 2 of today/the present | 6 making something easier |
| 3 imperfect | 7 opening opportunities for |
| 4 changing slightly | 8 highly advanced, the latest |

Sum up

6 Work in pairs. Read the article again and give a short summary of what it says about these topics.

- | | |
|--|------------------------------------|
| 1 the way memory and recall used to be perceived | 2 the way they are perceived today |
| 3 the role of forgetting | |

Speak up

7 Read the posts about the article. Do you agree with either of them? Why/Why not? How do you feel about the points raised in the article?

BaileyBoy Wow, mind-blowing stuff! Incredible they can do these things – loads of memories I’d really like to erase! And how this can help people with problems – really, really good use of scientific progress.

Pushko3 Don’t know if anyone else agrees, but this scares me silly. Once they start, isn’t it a slippery slope to mind control?

A This understanding has been crucial in enabling scientists to start manipulating memory in quite spectacular ways, yet none of this would be possible without enormous advances in technological equipment. In *Memory Hackers* we are shown how the **advent** of imaging tools – PET scans, TMS, fMRIs – and psychopharmacology are **facilitating** new ways to chart memory. On a positive note, this is **paving the way for** radical treatments of disorders such as addiction, phobias and PTSD.

B What is perhaps more unnerving is London South Bank professor Julia Shaw’s study into false memories, in which she managed to convince her subjects to remember doing things they hadn’t actually done in incidents that had never occurred. Quite amazingly, she persuaded them that they had committed crimes in the past that required police intervention.

C Three people who feature in it are Jake Hausler, Merel Kindt and Julia Shaw. Jake, at eleven years old, has near total recall of every day of his life since he was eight. In tests, Jake could recall what he had been doing at particular moments three years previously.

D It has always been thought that memory is a recording device, its purpose being to file away and later allow us to recall everything that happens in our lives, rather like a library. When we recall a memory, we go into the brain library, take out a file, look at it and then put it back in the same place. The files may get a little dusty over the years, but they are permanent and fixed.

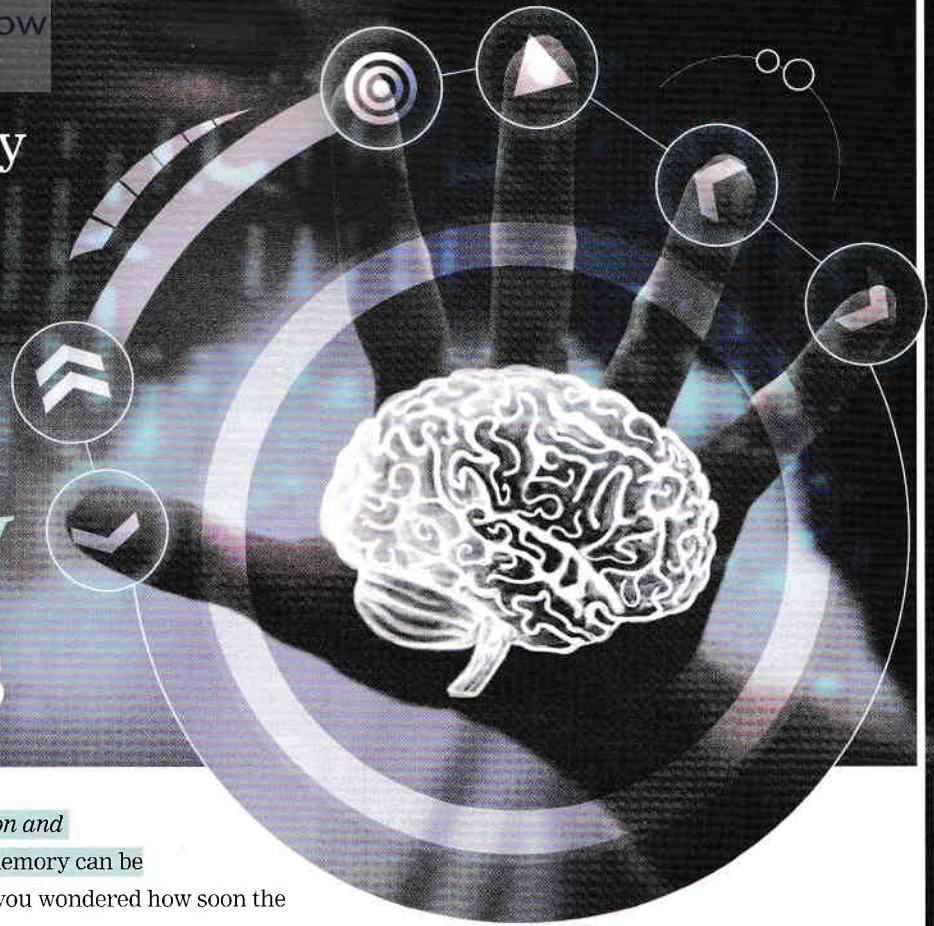
E As a result, it was discovered that the same area of the brain is used to remember the past and imagine the future, and scientists think that there is now biological proof that we use past experience to inform our future decisions. The following section of the documentary explains how.

F In one of the most fascinating moments of the documentary, a mouse is put into a totally new, barren environment where it is worried and refuses to move. A switch on a laser machine introduces a previously happy memory to the mouse and it scampers around contented, showing relaxed, normal behaviour. Science fiction? No, not at all. It’s happening here and now, as *Memory Hackers* shows.

G The idea of scientists being able to erase and replace memories at will used to be considered an impossibility, exclusively in the **realm** of science fiction. However, sweeping advances in technology, neurochemistry and cognitive science are redefining what memory is as well as how memories can be altered. The impossible is fast becoming possible.

Implanting false memories is clearly now possible

Memory Hackers



ⁱ Remember sci-fi films like *Total Recall*, *Inception* and *Eternal Sunshine of the Spotless Mind*, where memory can be manipulated at the touch of a switch? Perhaps you wondered how soon the events portrayed might ever really happen. Incredibly, according to recent research, the era of memory manipulation is not very far off at all.

1

ⁱⁱ An amazing new documentary, *Memory Hackers*, takes us through the scientific breakthroughs over the last seventy years that have led to our **current** understanding of what memory is – where and how long-term memories are formed, stored and recalled. And it's really quite scary.

2

ⁱⁱⁱ However, new research shows that this notion of memory is **flawed**. To start with, there is no central memory bank; elements of memories are stored separately from each other so that everything associated with a particular memory – the smells, sounds, emotions, physical touch, pictures, etc. – are held in different areas of the brain, and it is only in the act of recalling that they are all brought together. It now appears that every time we recall a memory, aspects of that memory can change slightly. Memories are flexible. The parallel would be more like bringing up a file on the computer, **modifying** it slightly and then saving it to the hard drive.

3

^{iv} Progress driven by such advanced and specialised devices is also helping us to glimpse the future with **cutting-edge** research such as optogenetics, which allows researchers to trace specific memories in rodents that have been genetically modified for this purpose, and manipulate them with lasers.

4

^v The biggest challenge to the producers was to build a narrative, and not simply present interesting facts about memory. They found the best way into the project was to focus on the people behind some of the most provocative discoveries, both researchers and subjects, and this gives the documentary a very human touch and feel.

5

^{vi} Merel, a professor from the University of Amsterdam, succeeded in erasing spider phobias in patients by manipulating the fear memory the subject had associated with spiders. Since childhood, every time the man saw a spider, he would freeze and his heart would race. Within a very short time he was actually touching and stroking a tarantula. That fear had gone.

6

^{vii} Implanting false memories is clearly now possible and results like these will have a wide-ranging ripple effect, from causing police to question the reliability of eyewitness testimony to opening up discussions on the ethics of memory manipulation. However, the documentary concludes that the role of forgetting is still vital to our survival. We need to be able to forget the unpleasant events in our lives in order to move forward – unlike Jake who remembers everything – from the happiest times to the worst times, the memories are all equally vivid.



1 Read the grammar box. Why are the past forms in bold different in each pair of sentences?

explore **grammar** → p142

review of past tenses

- A The film **took** a year to complete. Within a short time he **was touching** a tarantula.
- B They remembered doing things they **hadn't** actually **done**.
He could recall what he **had been doing** at particular moments, ... six years previously.
- C It **used to be** considered purely the realm of science fiction.
Every time he saw a spider, he **would freeze**.

creating distance

Past forms are used to create distance from the present. They can be used to create another type of distance: of politeness or tentativeness.

- Could you let me know the link?
- Did you **want** to work on this task together?
- I **thought/was thinking** we might share our ideas on this.
- I **was hoping** you **could** help me.

2 Rewrite the sentences using past forms to show more politeness or tentativeness. Sometimes more than one answer is possible.

- 1 Can you help me with this homework?
- 2 Do you want to tell me what's wrong?
- 3 Do you have enough time to come shopping?
- 4 My idea is that we can we put our heads together to brainstorm some ideas.
- 5 Can I borrow ten pounds from you?

3 1.1 Listen to an interview and answer the questions.

- 1 How does the woman compare her memory for faces and names now and when she was a child?
- 2 What does she say happened after meeting someone for a very short time?
- 3 Why did a teacher accuse her of cheating in a school test?

4 Choose the correct forms to complete the interview. Sometimes both options are possible.

Q: Do you have any memories that you now know are false?

A: Oh yes, there's one really weird one. When I was a child I ¹would / used to love watching nature documentaries. I ²would / used to never miss one. That November I ³'d followed / 'd been following a series of programmes about animals on TV and I ⁴watched / was watching the final one – about hippopotamuses. It ⁵poured / had been pouring with rain for days and water suddenly ⁶started / was starting to gush under the front door. Dad ⁷ordered / was ordering us all out. Later I ⁸found / had found out that when our house was flooded I ⁹actually stayed / was actually staying with my cousins!

5 Complete the text with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

Ethan loved dreaming. Last thing at night he ¹..... (check) that his notebook was there on his bedside table, ready for him to record the latest dream in minute detail in the morning, before it ²..... (fade). That was before the nightmares ³..... (start) – after that he never ⁴..... (record) a dream again. Prior to that night he ⁵..... (never / experience) a full-on bad dream. And there was no real explanation as to why they suddenly ⁶..... (begin). He ⁷..... (not watch) some terrifying movie on TV and he ⁸..... (not drink) any strong coffee just before bedtime as his mother ⁹..... (warn) him not to. The dream ¹⁰..... (arrive) out of nowhere and haunted him throughout the following day. He couldn't flush away the unwanted memory of it. It always ¹¹..... (start) in the same way. In his dream, he ¹²..... (lie) in bed and he ¹³..... (wake up) because some noise ¹⁴..... (disturb) him. Then ...


6 Work in pairs. Imagine a continuation of Ethan's dream and write a short paragraph. Use each narrative tense at least once.

Speak up

7 Work in pairs. Tell your partner about:

- 1 a very good or very bad dream you once had.
- 2 a time when your memory really helped you or let you down.

memory: verbs and collocations

- How good is your visual memory? Look at the picture below for eight seconds and then cover it. How many people can you remember?
- Work in pairs and discuss the questions.
 - What do you remember about people when you first meet them?
 - What do people remember about you?
-  1.2 Listen to a talk about 'super recognisers' and answer the questions.
 - What is a 'super recogniser'?
 - What work can they do for the police?
- Work in pairs. Find these verbs in the audioscript. Discuss what differences there are in meaning and use.

memorise realise recall recognise remember remind

explore language

recording verbs and collocations

Remember that some verbs have more than one pattern.

The lecturer **reminded us to** hand in our assignments by the end of the day.

The music **reminded me of** an amazing holiday in Greece.

Collocations are two or more words that usually go together (e.g. *trigger a memory*). Record collocations in context and group them. Always record the full information (e.g. *something triggers a memory, someone jogs your memory*).

- Match the phrases in bold (1–6) with their meanings (A–F).
 - Some people can **remember** conversations **word for word**.
 - People need to **jog my memory** about things like that.
 - I tend to **block out memories** of things that upset me.
 - I don't **commit** faces **to memory**.
 - My sister said I had a **selective memory**.
 - A pair of eyes can **trigger a memory** of someone I've seen before.
- | | |
|------------------------|-------------------------------------|
| A consciously memorise | D stop myself remembering |
| B cause me to recall | E help me remember |
| C remember exactly | F remembered only the things I want |

- Complete the collocations in the sentences with words or phrases from Ex 5 in the correct form.
 - In spy films they usually have to information **to memory** having read or heard it once.
 - My brother was in a car accident and **out the memory** of it for a whole year.
 - I know I'm going to forget to phone Tina – can you **my memory** nearer the time, please?
 - I can't **remember** the instructions, but I've got the gist.
 - Don't play that song again! It really bad **memories** from my last holiday!
 - Jacky really **has a(n)** **memory** – she's remembered the cake, biscuits and chocolate but not the cauliflower, carrots or cabbage!
- Complete the blog with words from this page in the correct form. Sometimes more than one answer is possible.

POSTS ABOUT ME NOTEBOOK CONTACT

My family have very different types of memories. My brother has a very ¹..... memory. He ²..... things like when he's out partying or times of sports events on TV, but cannot for the life of him ³..... my birthday (my mum always has to ⁴..... him) or where he put the DVD I lent him yesterday. My dad has a really sharp memory – particularly about when my homework's due! He can remember conversations we've had ⁵....., so there's no way I can ever pretend I've said stuff that I haven't. My grandfather is amazing. A photograph or a song will immediately ⁶..... memories from forty years ago and he comes out with wonderful stories! How about your family?

Speak up

- Work in pairs. Tell your partner about people you know who have a good/poor/selective memory.

