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 technology can be studied and used to our understanding of how memory works, which in turn helps to the way for medical developments. At the same time, however, the 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 method is the reverse – we shoot first and remember later. It’s 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 our photos. Perhaps it’s time to stop and reflect that this new way of creating memories is.

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 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.
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 that 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.

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.

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.’

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.

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.

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.

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

Miranda
Looking back, it seems that most of my childhood consisted of chilling on a sofa, while my parents worked away writing.

From a six-year-old's viewpoint, their work seemed awesome, and my parents were very laid back about stuff. What was there not to like?

Sally
After my sisters left home it dawned on me that the youngest gets a raw deal. I shared a bedroom with my sister Charlotte for years and then next thing I knew it was just me. Charlotte and I talked for hours about our plans for the future.

Lucas
Our parents moved here when I was eight years old, but I think my parents considered 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 had a tough time at school they would give us a special treat. They spoiled us though! Quality time with us mattered to them. That felt good.

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

All my friends for jobs in a frenzy and some interviews already and were waiting for the results. In my defence, I can say that it my mind because I solidly for the final exams.
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 ........................................ events from the past, then you should carry on! Studies show that people who have vivid ........................................ 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 ........................................ us about important milestones and can ........................................ our memories about happy past events. While we don’t have to go to the extreme of ........................................ dates and names of people, remembering significant events is beneficial. They also say that we shouldn’t encourage our children to ........................................ sad memories as they help to equip them with a sense of self-continuity or personal identity.

MEMORY LANE

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 was a photographer during the Second World War. He says he doesn’t remember much about it. I guess he has a selective / committed memory because some of the things he saw must have been upsetting. I think it is only natural that the mind sometimes triggers / blocks out terrible memories when they are too painful. I love his stories and so sometimes I try to jog / trigger his memory about things that he has seen, but I 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 recognises / memorises people when he meets them in the street and reminds / remembers their names. He jogs / commits phone numbers to memory and can remember long poems word by / for word. He criticises me for keeping all my information on my phone and he says I should 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 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:
   Earworms 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
Look ahead, look back

LISTENING

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.

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
B preparing for a celebration
C needing to occupy free time
D moving house
E helping a teacher
F concentrating on a task
G revising for an exam
H taking a course

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

Task 2
Choose from the list (A–H) the unexpected benefit each speaker mentions.

A meeting new people
B being able to help others
C turning a hobby into a profession
D developing a training program for companies
E improving physical condition
F setting the world record
G achieving Olympic standard in memorisation
H realisation that new goals can be achieved

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

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

1 link
2 quirky
3 rattle something off
4 reciting
5 get hooked on
6 have a knack for

A interesting and unusual
B give several pieces of information very quickly
C naturally find something easy to do
D connection
E saying something you have memorised
F become addicted to something

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

3 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 ________________ stressed. We live in times of information overload and we are more often than ________________ faced with endless choices to ________________ . From the moment we get up in the morning until we go to bed at night we have to make decision ________________ decision and each one has a knock-on effect on the next. Exhausting stuff.

Why ________________ 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 ________________ those that are time wasters. Each time ask yourself the question, ‘Is this necessary?’ ________________ 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 ________________ to concentrate on those tasks which really require your full attention.

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

Extend

4 Choose the correct words to complete the text.

MyDIGITAL 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 __at / by__ how quickly I’d tired of using paper and I was quite frankly distressed __by / with__ my lack of discipline. OK, I may be known __for / by__ being impulsive, but this time I was upset __about / with__ myself!

So I’ve decided to use an app on my phone as an organiser. When I started looking around I was overwhelmed __by / at__ the choice of different apps out there and I refrained __from / 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 __for / 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 __on / 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.
   1 Some people may find it ________________ (reassure) to discover there may be a forgetful gene.
   2 It can be easier to remember a ________________ (describe) story than one with fewer details.
   3 There is ________________ (substance) more research available about memory loss than in the past.
   4 Many people use ________________ (memorise) teciques as a way to keep their brain active.
   5 Memory is individual and not ________________ (transfer) between two people.
   6 An ________________ (advice) group of neuroscientists met to discuss their research into memory.
   7 ________________ (repeat) not getting enough sleep can have negative effects on your memory.
   8 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.

<table>
<thead>
<tr>
<th>repeat (v)</th>
<th>1. ________________</th>
<th>repetitive (adj)</th>
<th>2. ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe (v)</td>
<td>repeat (n)</td>
<td>descriptive (adj)</td>
<td>repeatedly (adv)</td>
</tr>
<tr>
<td>3. ________________</td>
<td>memorisation (n)</td>
<td>different (adj)</td>
<td>4. ________________</td>
</tr>
<tr>
<td>memorise (v)</td>
<td>5. ________________</td>
<td>differently (adv)</td>
<td>6. ________________</td>
</tr>
</tbody>
</table>

3 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 birthday. If you were asked to give a ________________ 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 ________________ at the time, but over the long term, they don’t give us as much ________________ as spending money on experiences, such as trips, concerts and films.

We end up with a certain level of ________________ from ‘things’ in a way that we don’t do with memories. Our ________________ 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 ________________ before the event as well. If the event isn’t ________________ positive, over time we start to remember it ________________ 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, ‘restore’ their sense of well-being at a serene spa day in a luxurious forest lodge or ‘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 accessible to all and can 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.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

   What do you think a history book in the future might tell people
   about life today and why?

   education scientific progress
   social issues world events popular culture

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

   1 They only talk about one prompt. ……
      2 They ask for each other’s opinion. ……
      3 They take turns to give their opinions’ ……
      4 They refer to each other’s comments. ……
      5 They use colloquial language: ……
      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 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 fleinycertg. ..............................
   2 She gave a zigland performance. ..............................
   3 The stunts were absolutely graebtañit. ......................
   4 The plot twist at the end was triapiannol. ......................
   5 The location they chose was famegtninnic. ......................
   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.

6 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’.

1 My grandfather, have such short hair as I do now.
2 I like playing video games, but I’ve gone off them now.
3 My mother, 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 (wait) at the doctors I read an article about animals and memory. As I (read) the article it occurred to me that in the past I (always / assume) that my dog would remember events from one day to the next. But the article clearly (state) that dogs remember an event for around two minutes. I realised that until this moment I (treat) my dog as if he were another human. Only yesterday I (take) Indie to the beach and I (try) to get her to sit when I asked. I thought that because we (do) this the previous week that she would remember. (not realise) at the time that I (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.

<table>
<thead>
<tr>
<th>about</th>
<th>at</th>
<th>by</th>
<th>from</th>
<th>to</th>
<th>with</th>
</tr>
</thead>
</table>
| 1 I was encouraged to 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

<table>
<thead>
<tr>
<th>block out</th>
<th>commit</th>
<th>have</th>
<th>keep</th>
<th>trigger</th>
</tr>
</thead>
</table>
| 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? Or do you just have a of what was said? Do you have problems with facts to memory? Do you sometimes need someone to your memory when you go shopping? Do you ever get your memory? You know, you can’t get a song. 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.