

1.3 Listening

Multiple matching

I can understand the main points in short monologues.

- 1 In pairs, discuss how good you are at remembering the different things in the box.

dates and times English words faces
items on a shopping list names song lyrics

- 2 **CD-1.14 MP3-14** Read about two methods of memorising a shopping list. Choose the best heading A–E for each method. Then listen and check.

- A Use your imagination
B Make up a dramatic narrative
C Learn how to give a speech
D Imagine what each item tastes like
E Visualise the items in a familiar place

Memory tips

Greek philosopher Socrates famously said, 'Learning is remembering.' So how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items:

- 1 First, imagine a huge loaf of bread and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it! You've reached the end.

- 2 Think of your home and get a mental image of the rooms in your house. Then put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on the wall and so on; it's all about making personal associations – you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

- 3 In pairs, test your memory. Follow the instructions.

- Make a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in the text.
- After sixty seconds, take it in turns to recall your list. Did the memory tip help?

EXAM FOCUS Multiple matching

- 4 **CD-1.15 MP3-15** Listen to four people talking about memory. Choose from the list (A–F) what each speaker says. Use the letters only once. There are two extra letters.

Speaker 1: ☐

Speaker 3: ☐

Speaker 2: ☐

Speaker 4: ☐

The speaker:

- A refers to someone who is incapable of forgetting anything.
B wanted a family member to confirm whether his/her memory was correct.
C disagrees with someone about how they keep a good memory.
D wishes they could forget a memory of witnessing a crime.
E has problems remembering the names of things well.
F can describe someone accurately after seeing them for only a few seconds.

- 5 **CD-1.15 MP3-15** Complete the questions with the words in the box. Then listen again and answer the questions.

detail earliest good losing slip vividly

- 1 What is Speaker 1's _____ memory?
2 What is the first birthday party Speaker 1 can _____?
3 Is Speaker 2's grandfather _____ his memory or does he manage to recall things in _____?
4 Does Speaker 3 have a _____ memory for names or faces or both?
5 Do key facts in TV programmes sometimes _____ Speaker 4's mind?
6 In pairs, ask and answer the questions in Exercise 5. Give details wherever possible.
1 What is your earliest memory?

PRONUNCIATION FOCUS

- 7 **CD-1.16 MP3-16** Listen and repeat the words in the box. Do any of the words have the same vowel sound?

bread clear learn mean steak wear

- 8 **CD-1.17 MP3-17** Add the words from Exercise 7 to the table. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need, detail, ¹ mean	piece
/ɪə/	here, career, ² _____	
/ɜ:/	reserved, squirt, turn	³ _____
/e/	egg	⁴ _____
/ei/	made, detail, pay	⁵ _____
/eə/	pair, rare	⁶ _____

WORD STORE 1E

- 9 **CD-1.18 MP3-18** Complete WORD STORE 1E. Add nouns, adjectives or verbs to the table. Mark the stress. Then listen, check and repeat.