

## 2A | Memory

### VOCABULARY: memory & memories

- 1 Make the following statements true for you.  
Choose the relevant alternative where necessary.
- 1 I have a *good* / *poor* memory for names and faces.
- 2 I *keep* forgetting \_\_\_\_.
- 3 I *know* / *used to know* the poem '\_\_\_\_' by heart.
- 4 I *have* *vivid* / *only* vague memories of the family holidays I went on as a young child.
- 5 I have *fond* / *painful* / *bittersweet* memories of my schooldays.
- 6 The *song* / *piece of music* '\_\_\_\_' brings back memories of \_\_\_\_.

Work in pairs. Discuss your sentences.

### READING

- 1 Read the three texts A–C, which describe different methods for improving memory. Which methods do you find most and least appealing? Tell your partner, giving reasons for your opinions.
- 2 Read the texts again and decide whether the following are stated (✓) or not stated (x).

#### Text A

- 1 Most people cannot remember facts and figures.
- 2 You can train your memory to learn whole conversations.
- 3 The writer has not always had such a good memory.

#### Text B

- 4 Memory-enhancing drugs will not cause significant damage to our overall health.
- 5 Coffee will one day cease to be used as a stimulant.
- 6 Mental cosmetics would place greater demands on people to perform well.

#### Text C

- 7 Exams make you hungry.
- 8 Alzheimer's disease is caused by a failure to eat the right foods.
- 9 Drinking water increases the size of the brain, enabling it to store more information.

- 3 Work in small groups. Discuss the question.

What techniques do you use for committing information to memory?

A

## Never forget facts & figures

Have you ever struggled to remember a fact or figure? Perhaps it was a famous date in history. Or maybe it was a song that hit number one, the name of a chemical compound or the capital of Sweden. Whatever it was, that particular fact or figure has buried itself deep within the vault of your memory and you just can't seem to retrieve it.

- My advice is, don't put up with having an average memory. Improving your memory is a skill. If you master some basic techniques, remembering facts and figures can become a stimulating mental exercise – not to mention a chance to show off in conversation! Plus, a good memory for facts and figures can help you to sail through exams. People think that because I can remember so many facts and figures I must have a photographic memory. This isn't the case. There was a time when I struggled to remember seven or eight digits in a row, let alone 20 or 30 – and now I'm the eight-times winner of the World Memory Championships. I didn't just wake up one morning with the ability to remember. I simply studied the techniques for making my mind more supple and put them into practice. Here, I reveal these methods, sharing with you my specially devised exercises that will help you never forget facts and figures.

### never forget facts & figures

**DOMINIC O'BRIEN**  
eight times  
world memory  
champion



B

## Drugs to boost brain power will become 'as common as coffee'

Powerful stimulants that improve memory, intellectual agility or other aspects of mental performance will almost certainly be developed over the next 20 years. They will have few side-effects, little or no addictive properties and could be used for boosting exam performance, making better business decisions or even eliminating bad memories.

- 'In a world that is increasingly non-stop and competitive, the individual's use of such substances may move from the fringe to the norm, with cognition enhancers used as coffee is today,' says the Foresight report of the government's Office of Science and Technology. 'Cognition enhancers are likely to be developed to treat people who need to improve attention, memory or wakefulness and to help people forget, sleep more efficiently and be less impulsive.'

- Drugs that help people to forget disturbing experiences raise the prospect of a future portrayed in films such as *Eternal Sunshine of the Spotless Mind*, where characters are able to forget painful relationships. But the possibility raises disturbing practical, ethical and social issues: 'It is possible that such an advance could usher in a new era of drug use without addiction,' says the report. 'If we ever find ourselves in a society that embraced cognition enhancers, "mental cosmetics" could become accepted and raise expectations about the performance and behaviour of individuals and groups.'



## GRAMMAR: gerunds &amp; infinitives

Use the **full infinitive** (with *to*):

- to express purpose. (1)  
*I drink water at work **to improve** my concentration.*
- after certain adjectives, eg *easy, surprised, likely.*
- after certain verbs, eg *agree, hope, refuse.* (2)
- after certain nouns, eg *ability, decision, effort.* (3)

Use the **bare infinitive** (without *to*):

- after modal verbs. (4)
- after these verbs: *\*help, make, let, had better.* (5)  
*\*The infinitive with **to** is also possible after **help**.*

Use the **gerund**:

- as the subject of a sentence or clause. (6)  
***Drinking** water at work improves my concentration.*
- after prepositions. (7)
- after certain verbs, eg *appreciate, consider, deny.* (8)
- after *have difficulty (in), it's no use, it's (not) worth, can't help.* (9)

Some verbs can be followed by either the gerund or infinitive:

- with no change in meaning, eg *begin, continue.*
- with a change in meaning, eg *forget, go on, regret.*

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1 Match each of the highlighted verbs in text A to one of the uses 1–9 in the grammar box.

2 Complete the sentences using the correct form of the verb in brackets.

- I can't help \_\_\_\_\_ (*wonder*) why they decided to buy that awful house.
- I must remember \_\_\_\_\_ (*get*) some stamps.
- I didn't get round to \_\_\_\_\_ (*phone*) John yesterday – I was just too busy.
- He gave up teaching and went on \_\_\_\_\_ (*become*) a best-selling author.
- We appreciate your \_\_\_\_\_ (*agree*) to come at such short notice.
- I regret \_\_\_\_\_ (*inform*) you that your application has been unsuccessful.
- She suddenly stopped \_\_\_\_\_ (*laugh*) and began \_\_\_\_\_ (*cry*) instead.
- I keep \_\_\_\_\_ (*forget*) \_\_\_\_\_ (*buy*) some stamps.

3 Complete the sentences with an appropriate verb form so that they are true for you.

- I have no intention of \_\_\_\_\_.
- I wish I had the power \_\_\_\_\_.
- I often have difficulty \_\_\_\_\_.
- I really should make more effort \_\_\_\_\_.
- My \_\_\_\_\_ (*family member*) has a tendency \_\_\_\_\_.
- I (don't) regret my decision \_\_\_\_\_.

4 Work in pairs. Discuss your sentences.



## Food for thought

Increasingly, it is recognized that diet plays a vital role in exam performance. According to senior nutrition consultant Lorraine Perretta, the brain needs fuel just like any other organ. 'Without the correct diet, it cannot give its peak performance,' she says. 'Eating the right foods can dramatically improve learning, concentration and memory.'

Patrick Holford, author of *Optimum Nutrition for the Mind*, points out that the brain uses a quarter of all the carbohydrates you eat under normal conditions, rising to around 40 per cent at times of intense concentration. 'During an exam, your legs don't need the energy as you are sitting down. Your brain uses it all and that's why you are starving at the end of an exam. You would train your body for a physical exam, so why not do the same for a mental test?'

In order for the brain cells to communicate effectively with each other they need neurotransmitters, the messengers that carry information. Acetylcholine (ACh) is the neurotransmitter responsible for memory, and studies have found that people with Alzheimer's may have less of it. Foods rich in the vitamin complex needed to make ACh include egg yolks, peanuts, liver, broccoli, fish and cheese.

Drinking water is also important. The brain is 70 per cent water, and when it is dehydrated it works more slowly. This is particularly true of memory; a dehydrated brain releases the stress hormone cortisol, which adversely affects the brain's ability to store information. Too much coffee will also slow down the thinking process and make you feel foggy.

## 2B | Memory man

VOCABULARY: playing cards



- 1 Work in pairs. Use the words in the box to help you name the playing cards in the photo.

*the ten of diamonds*

hearts clubs diamonds spades  
jack queen king ace joker

- 2 Complete the text with words from the box. Write the correct form of the verbs.

**Nouns:** face hand odds pack suits  
**Verbs:** bet count deal draw shuffle

### LISTENING


- 1 Close your book and see how many of the playing cards pictured on this page you can remember.
- 2 You are going to hear an interview with Dominic O'Brien, memory expert and eight-times winner of the World Memory Championships.

### Basic rules of blackjack

The object of the game is to achieve a total that is greater than that of the dealer and which does not exceed 21. The game is played with a standard (1) \_\_\_\_\_, or deck of 52 cards. The four (2) \_\_\_\_\_ – hearts, clubs, diamonds and spades – have no relevance in blackjack and jokers are not used. Cards from 2 to 10 are worth their (3) \_\_\_\_\_ value (eg the 5 is worth five points), the jack, queen and king (4) \_\_\_\_\_ as 10 and the ace is worth either 11 or 1.

Players are (5) \_\_\_\_\_ first one card, then another, both face up. Each player then decides whether to (6) \_\_\_\_\_ further cards from the deck. The dealer, whose first card is face down, is the last to complete his or her (7) \_\_\_\_\_. Because cards are not (8) \_\_\_\_\_ between each game, more experienced players keep track of those that have already been played, in order to calculate the probability or (9) \_\_\_\_\_ of the next card having a high or low value. 'Card counting', as it is called, is particularly useful in helping professional gamblers decide how much money to (10) \_\_\_\_\_.



 **1.7** Listen to Part 1 of the recording and complete the gaps in the notes with a number.

**World Memory Championships** – started in 1991  
10 events over (1) \_\_\_\_\_ days

**Memorizing Tasks**

A number with approx.  
(2) \_\_\_\_\_ digits

Packs of playing cards  
– about (3) \_\_\_\_\_ packs

100 fictitious historic dates

Spoken number: (5) \_\_\_\_\_ digits

One deck of cards (fastest time)

Typical age range of contestants:  
(7) \_\_\_\_\_ to 35.

**Guinness Book of Records**

(8) \_\_\_\_\_ individual cards

Errors made: (10) \_\_\_\_\_  
Max. no. of errors allowed:  
0.5 per cent (= 14)

**Time to memorize**

one hour; 90 mins. to recall

one hour


(4) \_\_\_\_\_ mins.

1 digit per second

Dominic's personal best:  
(6) \_\_\_\_\_ seconds

12 hours to memorize;  
(9) \_\_\_\_\_ hours to recall


Which of the tasks and achievements you heard about in Part 1 impress you most?

**3**  **1.8** Listen to Part 2 and answer the questions.

- 1 What three techniques does Dominic use to memorize information?
- 2a Which of the playing cards on page 18 does he associate with each of the following?

Bill Gates    Kylie Minogue    James Bond

- b Where in the house does he place these three people and what are they each doing there?
- 3 What were the findings of the brain study carried out on Dominic and other top memorizers?


**4**  **1.9** Listen to Part 3 and decide whether the statements are true or false. Correct the false ones.

- 1 Before going into a casino Dominic spent six months studying the game of blackjack.
- 2 During that time, he dealt out 1,000 hands to himself.
- 3 As a result of his success in a casino, he decided to become a professional gambler.
- 4 In the United States he was banned from thirteen casinos, but made winnings of 10,000 dollars.
- 5 At school he was an A-grade student.
- 6 He began training his memory when he was thirteen.


## SPEAKING

- 1 Work in two groups, A and B. You are going to use Dominic O'Brien's techniques to memorize a sequence of eight cards.  
Group A: Turn to page 140.  
Group B: Turn to page 147.
- 2 Work with a student from the other group. Turn to your partner's page and listen as he/she ...
  - 1 names his/her cards in their correct order.
  - 2 tells you the story of the journey which helped him/her remember the cards in sequence.
- 3 Work in pairs. Discuss the questions.
  - When might the journey method be useful for memorizing items in a set order?
  - Would you use this method? Why or why not?

## PRONUNCIATION: chunking

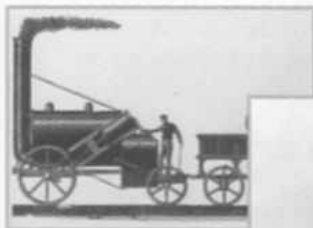
- 1  **1.10** Listen to the following extract from the listening. Notice how Dominic makes a slight pause in between each group of words or 'chunk' of speech. Chunking helps the listener make sense of what the speaker is saying, just as punctuation helps the reader make sense of what the writer has written.

... it's the use of association/so if I say 'key'/you think of 'door'/'rabbit'/you think of 'carrot'/that's association/the second one is the use of location/I use journeys/familiar journeys/a journey round my house/a journey round a golf course/to store information/to keep the sequence going/and the most important ingredient is the use of imagination/something that we all possess/erm, and that combination works very well ...

- 2 Practise reading the tapescript in exercise 1 aloud, pausing slightly after each chunk.
- 3  **1.11** Turn to tapescript 1.11 on page 156. Chunk the script, marking each division with a line (/). Then listen to the recording to compare your ideas.



## 2c | Bicycle history



### SPEAKING

- 1 Work in groups of three. Each choose a different photo above, then each argue the case that your method of transport has had the most positive impact on our lives today.
- 2 Are your real views the same as or different from those you expressed in exercise 1?

### READING

- 1 Work in pairs. Discuss the question.

Why do you think the following comments were made about the effect of the bicycle in the late 19<sup>th</sup> century?  
*[The bicycle] revolutionized day-to-day life, especially for the middle and working classes.*  
*'Bicycling,' declared the American suffragist Susan Anthony in 1896, 'has done more to emancipate women than anything else in the world.'*

- 2 Read the article and compare your ideas.
  - 3 Read the article again and match the headings a–h to the paragraph headings 1–8.
- a When did the bicycle cross the Channel?
  - b What were the very earliest forms of bicycle?
  - c How did that go down?
  - d What is the link between the two?
  - e What other side effects did the bicycle have?
  - f What's so special about the bicycle?
  - g But what effect did it have on women's lives?
  - h When did it become less of a health hazard?
- 4 Work in small groups. Each of you should make your own choice for the greatest technological innovation since 1800. Write a sentence using the following words:

\_\_\_\_\_ has done more to \_\_\_\_\_ than anything else in the world.

Explain your choice to the group, justifying your opinions, then decide on one which you all agree is the greatest.



## THE RISE OF THE BICYCLE

Recently, listeners to BBC Radio 4 voted the bicycle the greatest technological innovation since 1800.

1 \_\_\_\_\_  
 It is the most revolutionary form of transport ever invented. When it went into mass-production in the 1890s, it changed everything, from the way we dress to the course of human evolution. According to geneticist Steve Jones, the bicycle expanded the human gene pool as never before. People no longer had to marry the girl or boy next door: they could hop on their bike and pedal off to find a mate miles away.

- 2 \_\_\_\_\_
- 10 Throughout the 17<sup>th</sup> and 18<sup>th</sup> centuries, inventors had tried to build a human-powered vehicle, as a cheap alternative to the horse. One early attempt was the Velocimano – a tricycle resembling a sea monster which moved forward when the driver
  - 15 flapped its wings. In 1818 the German baron Karl von Drais invented what became known as the 'hobbyhorse'. Shaped like a bicycle, it had wooden wheels but no pedals, so that the rider had to push it along with his feet. For a while, the hobbyhorse was
  - 20 the height of fashion among rich young dandies, until the London College of Surgeons warned that it could cause 'ruptures'.

- 3 \_\_\_\_\_
- Many brilliant minds struggled to improve upon Van Drais' design, but it wasn't until 1861 that a
- 25 Parisian blacksmith named Pierre Michaux fixed a set of pedals to the front wheel, and the bicycle (or 'pedal velocipede', as he advertised it) was finally born. It was as heavy as a modern fridge, but easy and fun to ride. To drum up interest in his new
  - 30 machine, Michaux organized a women's bicycle race. A racecourse in Bordeaux was roped off for the occasion, but when the female racers appeared in short skirts, the crowd of 3,000 burst through the barriers. Undaunted, the women sped off – a
  - 35 symbolic precursor of how bicycles were to liberate their sex.

4

British engineers immediately set about trying to outdo Michaux. They improved his design by adding wire-spoked wheels and rubber tyres, drastically reducing the overall weight. In the absence of gears and chains, they could only increase the machine's top speed by making the front wheel bigger – which is how the rather precarious penny farthing evolved. But then, in 1885, the Rover Safety Bicycle was launched, with a low seat and chain-driven back wheel. It was safe, practical and fast – and the public loved it. Within two decades, almost every working man in Britain owned a bike.

5

'Bicycling,' declared the American suffragist Susan Anthony in 1896, 'has done more to emancipate women than anything else in the world.' Previously, women had been restricted not just socially and legally, but physically, too: stuck at home in tight corsets and large, heavy skirts that made any movement difficult. The bicycle changed everything. It got them out and about (often without a chaperone to accompany them), made them strong and healthy, and prompted them to try new modes of dress.

6

It caused a public scandal. One early female cyclist was pictured on the front of the National Police Gazette, underneath the outraged headline: 'SHE WORE TROUSERS'. Newspaper commentators thundered that these 'loose women' were pedalling along the path of destruction and doctors warned that the unusual physical exertion would cause serious harm to women.

7

It revolutionized day-to-day life, especially for the middle and working classes. Instead of having to live in overcrowded, inner-city tenements, workers were suddenly able to commute in from newly built suburbs. Cycling groups lobbied for smooth, asphalt roads to be laid down all over the country – thus literally paving the way for the bicycle's greatest competitor, the car. Indeed, the car might never have been invented if the bicycle had not got there first.

8

Much of the technology involved in making bicycles was later used for making automobiles. Indeed, manufacturers such as Ford, Peugeot, Fiat and Skoda all made bicycles before they made cars. There is also, according to economists, a natural social progression from bicycles to cars. People in poor nations get on their bikes to look for work, thus invigorating the economy and making themselves rich, so that they can move on to cars. A modern example of this is China, where, increasingly, workers are exchanging their bikes for mopeds, motorbikes and cars.



## VOCABULARY: way

1 What do you understand by the highlighted expression with **way** in paragraph 7 of the text?

2 Complete the sentences with the adjectives in the box.

bad big long roundabout wrong

- 1 He was holding the camera **the \_\_\_\_\_ way round** and he took a photo of himself!
- 2 Sally and I **go back a \_\_\_\_\_ way** – we were in the same class at primary school.
- 3 He was rushed to hospital – the doctors say he's **in a \_\_\_\_\_ way**.
- 4 I wish he was more direct – he always says things **in such a \_\_\_\_\_ way**.
- 5 The mini skirt caught on **in a \_\_\_\_\_ way** in the sixties – everyone was wearing one.

3 Complete the sentences with the correct form of the verbs in the box.

change get give go know work

- 1 She would kick, scream and cry to \_\_\_\_\_ **her own way** as a child, and she usually succeeded.
- 2 She went through a lazy period at school, but then \_\_\_\_\_ **her ways** and did well in her exams.
- 3 She's been working in the company for over a year now, so she \_\_\_\_\_ **her way around**.
- 4 She's still in a junior position but she hopes to \_\_\_\_\_ **her way up** to a management post.
- 5 She's very friendly: whenever someone new joins the firm, she \_\_\_\_\_ **out of her way** to make them feel welcome.
- 6 She holds fast to her beliefs, and will never \_\_\_\_\_ **way on** anything in an argument.
- 4 Which, if any, of the sentences in exercise 3 describe you, either now or in the past?
- 5 Work in pairs, A and B. You and your partner must try to decide what topics you are each speaking about.

A: Turn to page 147. B: Turn to page 154.

## 2D | Memory stores



**The Science Museum, London:** the 300,000 exhibits include the first jet engine, Stephenson's Rocket, Crick and Watson's model of DNA and hundreds of interactive displays.



**The National Centre for Popular Music:** an interactive museum celebrating the culture and history of pop music, with the latest in information technology, laser discs and video screens.



**Jorvik:** see over 800 items uncovered here, and journey through a reconstruction of actual Viking-age streets – complete with sounds and smells!



**The Victoria and Albert Museum:** 'Kylie – The Exhibition'. This show features costumes, accessories, photographs and videos of popular style icon and international performer, Kylie Minogue.

### LISTENING

- 1 Work in pairs. Which of these museums would you be most and least interested to visit? Compare your choices with your partner's, giving reasons for your opinions.
- 2 1.12 You are going to hear three people, Emily, Hannah and Tom, talking about the museums in the photos. Listen to their conversation and complete the sentences. Write between one and three words in each gap.
  - 1 Tom says that visitors to Jorvik enter a capsule which is made to feel like a \_\_\_\_\_.
  - 2 They then travel in a type of car through a reconstruction of a \_\_\_\_\_-century Viking street.
  - 3 Tom mentions the smells of \_\_\_\_\_ and \_\_\_\_\_, as well as a man in a toilet.
  - 4 Hannah compares a visit to a museum like Jorvik to seeing a film of \_\_\_\_\_.
  - 5 She says that the current trend for museums is to have \_\_\_\_\_ content.
  - 6 At the Science Museum she says you feel as if you are making your own \_\_\_\_\_.
  - 7 Emily suggests that people should go to museums to \_\_\_\_\_.
  - 8 According to Hannah, the Kylie exhibition works well online because of its \_\_\_\_\_.
  - 9 Tom feels that an online exhibition provides an interesting \_\_\_\_\_ for a museum.
  - 10 Hannah and Tom say that the Sheffield Pop Museum was forced to \_\_\_\_\_.
- 3 Work in pairs. Discuss the questions.
  - What do you think should be on display in a national pop museum in your country?
  - Do you agree that 'button-pushing' and online exhibitions detract from the educational purpose of museums? Why or why not?
  - What was the last museum you visited? Did it contain any trivia? How interactive were the displays? Did you enjoy it?

### GRAMMAR: comparisons

- 1 There is one word missing in each sentence. Write the missing word in the correct place.
  - 1 With his red cheeks and even redder nose he looked just a clown.
  - 2 The older he got, less tolerant he became.
  - 3 It's not quite such well-written book as her last, but the storyline is every bit as intriguing.
  - 4 My new broadband connection enables me to download films much quickly than before.
  - 5 In science this year we have to do quite lot more homework than last year.
  - 6 With these roadworks it takes me twice long as usual to get to the office.
  - 7 The land is farmed in very much same way as it was in the Middle Ages.
  - 8 The beaches were nowhere near as good as last year and the hotel was far and the worst we've ever stayed in.

Use **like** with nouns, pronouns or gerunds; use **as** with verb phrases.

*You have to sit in a little car **like a rollercoaster**.*

*Going to one of these museums is a bit **like seeing** the film of a book.*

*... if you like to use your own imagination, **as I do**.*

Use **the + comparative, the + comparative** when one thing is the result of another.

***The more** I hear the song, **the better** it sounds.*

Use **as + adjective/adverb + as** to show similarities and **not as/not so** to show differences. Use **not such** with nouns/noun phrases.

*It's **not as cold as** yesterday.*

*It's **not such a bad idea as** it sounds.*

Use these words to modify comparisons:

- before comparatives.

*a little/slightly/much/(quite) a lot/far/three times, four times, etc /a great deal/even*

*Getting in a buggy is **slightly better** than having to walk round a museum.*

- before superlatives.

*by far, easily, far and away*

*The Science Museum is **by far the best** museum I've ever been to.*

- before **as + adjective/adverb + as**.

*not quite/(not) nearly/almost/just/half/twice, three times, etc/nothing like/nowhere near/every bit*

*The traditional ways are **nowhere near as good** for getting things to come alive ... **as** the modern displays.*

- before **the same (as)**.

*not quite/(not) nearly/almost/just/exactly/(very) much*

*His latest book is **much the same as** all his others.*

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2 Complete the sentences with a word from the box.

about with as than to in

- 1 **There's nothing more** irritating \_\_\_\_ having to wait for someone who's late.
- 2 The food in my country is **unlike any other** \_\_\_\_ the world - it's fantastic.
- 3 **There is little to choose between** the political parties in my country. **They're all just as bad** \_\_\_\_ **each other**.
- 4 **The worst thing** \_\_\_\_ my school/work is that I have to get up so early.
- 5 My country's national football team **compares very favourably** \_\_\_\_ most others.
- 6 Our English teacher **bears a striking resemblance** \_\_\_\_ a famous TV personality.

- 3 Discuss each of the statements in exercise 2. Do you agree or disagree with them?
- 4 Use the expressions in bold in exercise 2 to write five sentences expressing your own opinions. Discuss your sentences with another student.

## SPEAKING

- 1 Work in small groups or committees, A, B and C. You are going to prepare your proposal for a new national museum in your area.  
Committee A: Turn to page 140.  
Committee B: Turn to page 147.  
Committee C: Turn to page 152.
- 2 Create new groups consisting of one member from each committee and present your proposals to each other. Then explain why your museum will be more successful than those of the other committees.
- 3 As a whole class, vote for one of the proposals. You may not vote for your own.

## DID YOU KNOW?

One of London's most famous statues can be found in Trafalgar Square, named in honour of Admiral Lord Nelson's naval victory over France at the Battle of Trafalgar in 1805. As well as a five-metre statue of the Admiral at the top of the imposing Nelson's Column, the square also contains four large pedestals, or plinths, two with sculptures of 19th-century military generals, and another supporting a statue of King George IV. An equestrian statue was planned for the fourth plinth in 1841, but the city ran out of money and it remained empty for over 160 years.

Then, in 2005, it was occupied by a controversial sculpture of a naked, disabled and pregnant woman. Entitled *Alison Lapper Pregnant*, it depicted a disabled artist a month before she gave birth to her son. Whilst many criticized the statue as unsuitable for such a famous public space, others welcomed it as a celebration of human diversity which challenged people's views of disability. As with its successors, the sculpture was only ever intended to occupy the plinth for a brief period, and it was replaced in 2007.



- What is your reaction to *Alison Lapper Pregnant*? Is it suitable for such a famous, historical square?
- If there were an empty plinth in a public square in your town, who or what would you like to see depicted on it? Why?



## 2 | Language reference

### GRAMMAR

#### Gerunds & infinitives

The full infinitive (with *to*) is used:

- to express purpose.  
*I'm just going to the bank **to get** some money out.*
- after certain adjectives.  
*eg (I am/She was, etc) amazed, delighted, disappointed (It is/was) easy, important, necessary*  
*We're **delighted to see** you. It's **easy to criticize** others.*
- after certain verbs.  
*eg agree, appear, arrange, attempt, demand, deserve, expect, help, hesitate, hope, learn, manage, need, offer, pretend, refuse, seem, struggle, threaten, would like, promise*  
*I've **decided to take** the exam but don't **expect to pass**.*
- after certain verbs with an object.  
*eg advise, allow, ask, enable, encourage, expect, force, help, invite, persuade, recommend, remind, teach, tell, warn*  
*The experience **taught me not to trust** anyone but myself.*
- after certain nouns.  
*eg ability, chance, decision, effort, failure, intention, opportunity, plan, power, refusal, right, tendency, way*  
*The defendant exercised his **right to remain** silent.*

The bare infinitive (without *to*) is used:

- after modal verbs.  
*You **can look** at it, but you **mustn't touch**.*
- after these verbs:  
*help, had better, let, make, would rather/sooner.*  
*I'd **better go** – I promised to **help my dad clean** his car.*

The gerund is used:

- after prepositions.  
*She got tired **of waiting** for him and went home.*
- as the subject, object or complement of a sentence or clause.  
***Eating** the right kind of food improves **learning**.*
- after certain verbs.  
*eg admit, adore, advise, appreciate, anticipate, avoid, consider, deny, dislike, enjoy, feel like, imagine, keep, mind, miss, prevent, recommend, resent, risk, suggest*  
*He **admitted breaking** the window, but **denied stealing** anything.*  
*If the subjects of the main verb and the gerund are different, an object or possessive adjective is used.*  
*I really **appreciate you/your helping** me like this.*
- after verbs which include the preposition *to*.  
*get round to, be/get used to, look forward to, object to.*  
*I still can't **get used to working** with a computer.*
- after these verbs and expressions:  
*can't help, can't stand, have difficulty, it's/there's no use, it's (not) worth*  
*It's **no use worrying** about it – it'll sort itself out.*

The gerund is used after *forget*, *remember*, *stop* and *regret* to refer to something which occurs before the act of forgetting, remembering, etc. The full infinitive is used for actions which occur afterwards.

*I **remember studying** this last year.*

***Remember to study** this for the exam next week.*

When followed by a gerund, *go on* means to continue with the same activity. With an infinitive, it means to change to a different activity.

*He **went on working** well after normal retirement age.*

*After outlining the problems, she **went on to offer** some solutions.*

*Try + gerund means experiment with: try + infinitive means attempt.*

***Try eating** it with honey – it makes it easier to digest.*

*I **tried to arrange** a meeting but she's always too busy.*

These verbs can be followed by the gerund or the full infinitive with no change in meaning:

*begin, continue, hate, intend, like, love, prefer, start*

*Don't **start writing/to write** until I say so.*

#### Comparisons

To compare two things or people use the comparative form of adjectives and adverbs, or *more/less* with uncountable nouns and *more/fewer* with countable nouns.

*Look **more closely** and you'll see that this coin is **older** than the other one.*

*There are **fewer** cars, which means **less** pollution.*

These words can be used to modify comparatives: (*quite*) a bit/a little/slightly/much; (*quite*) a lot/far/significantly/considerably/three times, etc/a great deal/miles/even

*Nadal is **considerably** younger than his opponent.*

*the + comparative, the + comparative* shows that one thing is the result of another.

***The more often** you practise, **the easier** it becomes.*

***The more** I think about it, **the less** I like the idea.*

To compare more than two things or people use the superlative form of adjectives and adverbs, or *the most/the least* with uncountable nouns and *the most/the fewest* with countable nouns. Modifying words: *by far, easily, far and away*

*She's **the youngest** student in the class – and **by far the most intelligent**.*

*The winner is the person with **the fewest** points.*

*as + adjective/adverb + as*

Modifying words: *not quite/(not) nearly/almost/just/half/twice, three times, etc/nothing like/nowhere near/every bit/so* can replace the first *as* in negative sentences.

*I'm **every bit as good as** him.*

*He's **not quite so tall as** me.*

the same as and the same + noun + as

Modifying words: *not quite/(not) nearly/almost/just/exactly/(very) much*  
They look **almost the same as** each other.

We think in **much the same way**.

Use *not such* before adjective + uncountable and plural countable nouns; use *not such a* before adjective + singular countable nouns.

*This isn't such a good hotel as last year. But then, last year we didn't have such good weather.*

*like* is used with nouns, pronouns or gerunds to make comparisons; *as* is used with verb phrases.

*He's arrogant, just like his father.*

*He worked down the mine, just as his father had done.*

There are a number of common expressions which can be used to make comparisons:

*There is nothing worse/better/more annoying, etc than ...*

*The worst/best/hardest, etc thing about ... is ...*

*There is little to choose between ... and ...*

*... bears a striking/a close/a slight/no resemblance to ...*

*... is unlike ...*

*... compares (un)favourably with ...*

## WORD LIST

### Memory

bring back memories of (sth)  
/brɪŋ bæk 'mem(ə)rɪz əv/

have a good/poor memory for  
/hæv ə 'ɡʊd, 'pɔ:(r), 'pʊə(r) ,mem(ə)rɪ/

have bittersweet/fond/painful/vague/vivid memories of (sth)  
/hæv bɪtə'swi:t, 'fɒnd, 'peɪnf(ə)l, 'veɪɡ, 'vɪvɪd ,mem(ə)rɪz əv/

know (sth) by heart  
/nəʊ baɪ 'hɑ:(r)t/

names and faces *n pl*  
/neɪmz ən(d) 'feɪsɪz/

### Playing cards

ace *n C* /eɪs/  
bet *v \*\** /bet/  
blackjack *n U* /'blæk,dʒæk/  
card counting *n U* /'kɑ:(r)d ,kaʊntɪŋ/  
clubs *n pl \*\*\** /klʌbz/  
deal *v \*\*\** /di:l/  
deck *n C \*\** /dek/  
diamonds *n pl \*\** /'daɪəməndz/  
draw *v \*\*\** /drɔ:/  
face up/down /'feɪs 'ʌp, 'daʊn/  
face value *n C* /'feɪs 'vælju:/  
hand *n C \*\*\** /hænd/  
jack *n C \** /dʒæk/  
joker *n C* /'dʒəʊkə(r)/  
keep track of (sth) /'ki:p 'træk əv/  
odds *n pl \*\** /ɒdz/  
pack *n C \*\** /pæk/  
shuffle *v \** /'ʃʌf(ə)l/  
spades *n pl* /speɪdz/  
suit *n C \*\*\** /su:t/

### Way

change one's ways /'tʃeɪndʒ wənz ,weɪz/  
get one's own way /'get wənz 'əʊn weɪ/  
give way on (sth) /'ɡɪv 'weɪ ɒn/  
go back a long way /'ɡəʊ ,bæk ə 'lɒŋ weɪ/  
go out of one's way /'ɡəʊ ,aʊt əv wənz 'weɪ tə do/  
to do (sth) wənz 'weɪ tə do/  
in a bad way /ɪn ə 'bæd ,weɪ/  
in a big way /ɪn ə 'bɪɡ ,weɪ/  
in a roundabout way /ɪn ə 'raʊndəbaʊt ,weɪ/  
know one's way /'nəʊ wənz weɪ  
around ə'raʊnd/  
pave the way /'peɪv ðə 'weɪ  
for (sth) fɔ:(r)/  
the wrong way round /ðə 'rɒŋ weɪ ,raʊnd/  
work one's way up /'wɜ:(r)k wənz weɪ 'ʌp/

### Other words & phrases

A-grade student *n C* /'eɪ,ɡreɪd 'stju:d(ə)nt/  
bar *v \*\*\** /bɑ:(r)/  
blacksmith *n C* /'blæk,smɪθ/  
blanket ban *n C* /'blæŋkɪt ,bæn/  
boost *v \*\** /bu:st/  
buggy *n C* /'bʌɡɪ/  
capsule *n C* /'kæpsju:l/  
cater to *v* /'keɪtə(r) ,tu/  
chaperone *n C* /'ʃæpəʊn/  
cognition /kɒɡ'nɪf(ə)n  
enhancer *n C* ɪn,hɑ:nsə/

come up *v* /,kʌm 'ʌp/  
come up with *v* /,kʌm 'ʌp wɪð/  
commit (sth) /kə'mɪt tə  
to memory 'mem(ə)rɪ/  
commute *v* /kə'mju:t/  
corset *n C* /'kɔ:(r)sɪt/  
dandy *n C* /'dændɪ/  
digit *n C* /'dɪdʒɪt/  
dispose of *v* /dɪs'pəʊz ,əv/  
drum up interest /,drʌm ʌp  
in (sth) 'ɪntrəst ɪn/  
dummy *n C* /'dʌmi/  
ease *v \*\** /i:z/  
equestrian statue *n C* /'tʃkwɛstriən ,stætʃu:/  
facts and figures *n pl* /'fæktz ən(d) ,fɪɡə(r)z/  
flap *v* /flæp/  
flop *v* /flɒp/  
fringe *n C \** /frɪndʒ/  
gene pool *n C* /'dʒi:n ,pu:l/  
gimmicky *adj* /'ɡɪmɪki/  
have an edge /,hæv ən 'edʒ  
over (sb) əʊvə(r)/  
in a row /ɪn ə 'rəʊ/  
in-depth *adj* /ɪn,depθ/  
let alone /,let ə 'ləʊn/  
lobby for *v* /'lɒbi ,fɔ:(r)/  
mannequin *n C* /'mænɪkɪn/  
memorabilia *n pl* /,mem(ə)rə'bɪliə/  
memorize *v \** /'meməraɪz/  
memory /'mem(ə)rɪ  
-enhancing *adj* ɪn,hɑ:nsɪŋ/  
mockup *n C* /'mɒkʌp/  
moped *n C* /'məʊpɛd/  
norm *n sing \*\** /nɔ:(r)m/  
outraged *adj* /'aʊt,reɪdʒd/  
peak /'pi:k  
performance *n U* pə(r),fɔ:(r)məns/  
pedestal *n C* /'pedɪst(ə)l/  
photographic /'fəʊtəɡræfɪk  
memory *n C* ,mem(ə)rɪ/  
plinth *n C* /plɪnθ/  
plot of land /,plɒt əv 'lænd/  
precarious *adj* /prɪ'keəriəs/  
prompt *v \*\** /prɒmpt/  
retrieve *v \** /rɪ'tri:v/  
roller coaster *n C* /'rəʊlə(r) ,kəʊstə(r)/  
rope (sth) off /,rəʊp 'ɒf/  
rupture *n C* /'rʌptʃə(r)/  
sail through *v* /,seɪl 'θru:/  
sighting *n* /'saɪtɪŋ/  
siting *n sing* /'saɪtɪŋ/  
supple *adj* /'sʌp(ə)l/  
thunder *v* /'θʌndə(r)/  
trench *n* /trentʃ/  
undaunted *adj* /ʌn'dɔ:ntɪd/  
vault *n* /vɔ:lt/  
wire-spoked *adj* /'waɪə(r) ,spəʊkd/  
yolk *n C* /jəʊk/