English Unlimited
C1 Advanced Coursebook

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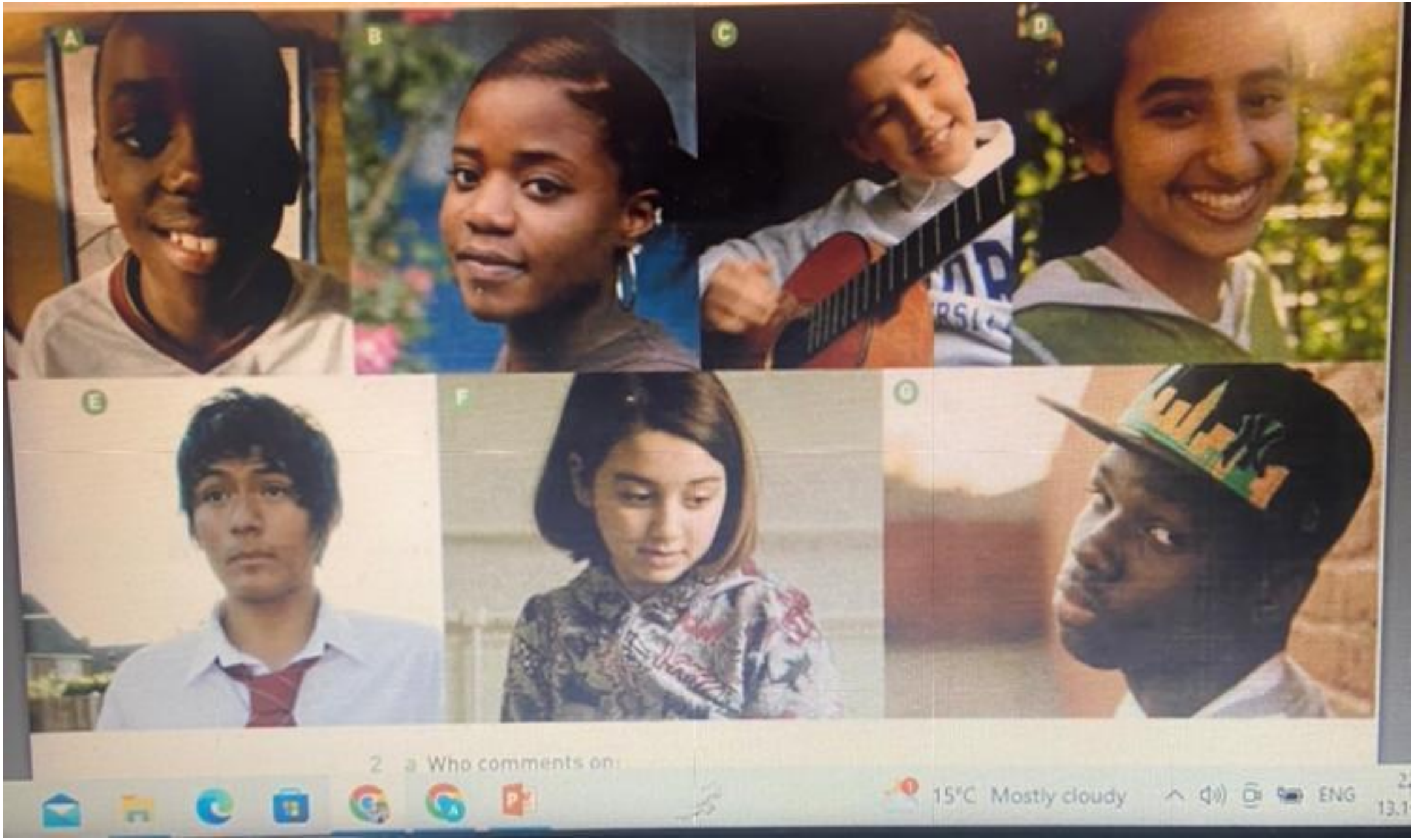

2 a Who comments on:

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Born everywhere, raised in Britain

- READING 1 a Look at the photos of the children. Where do you think they are from? What do they have in common?
- b Read what the children said. Try to guess who is who in the photos.
- **Mauricio, aged 11 (Brazil)**
- My dad, he decided he just want to stay here one year, because the problem is we don't have a nanny here. In Brazil we had a lot of them. On the weekend in Cambridge, I usually tidy up the house with my mum and brothers and dad, and then go to read or play video games. In Brazil we didn’t do anything at the house. People did. Nannies.
- **Amna, aged 15 (Bahrain)**
- My school's really friendly. It’s easy to find somebody in common because of the diversity of the people and the nationalities. People are accepting within this whole city. I guess because everyone moves in and out of here, and it’s filled with people from all sorts of p laces.... I even hear Arabic a lot around this area and it makes me feel that I'm still connected with my culture, and at the same time I’m learning about other cultures.

- **Inza, aged 16 (Ivory Coast)**
- In Africa, if you see anyone walking around, you just say hello. But in England if you see anyone and say hello, they will not say hello back. They have to get to know you properly. When I arrived here I was saying hello to everybody but they wasn’t answering me back so I stopped. I tell myself there’s no big deal me saying it again.
- **Indi, aged 15 (St Lucia)**
- There are a lot of differences. In St Lucia people pray when they wake up, before they go to sleep, before they eat. Religion is a big thing. If a person's older than you, you call them madam or auntie, even if you don’t know them. It’s just respect. And in St Lucia people take education seriously. If you don't go to college, you can’t get a job. Here, if you fail, you can probably work in KFC.

- **Luis, aged 15 (Peru)**
- Even though racial discrimination is a crime, I still feel it's there. Here, people take the mick out of accents, they act differently towards immigrant people. Sometimes they're just nasty. Most people don't know I'm Peruvian because I've worked very hard at my accent.
- **Collins, aged 10 (Uganda)**
- In Uganda, I spent my days playing with the dogs, chasing the chickens, watching my uncle cut a goat - which is quite gruesome, but it looks good. In London, I'll just stay home and watch TV.
- **Sara, aged 12 (Macedonia)**
- I just wonder if English children need to learn to be more free, to go out, to be more kid-like. Because sometimes I get kind of tired of shopping because it's a bit grown up. I still want to live the life of a little child, play hide and seek and stuff like that.

- **2 a** Who comments on:
- nostalgia for their home country and culture?
- their identity as children?
- personal relationships?
- differences in behavior and attitude?
- domestic life?
- **b** Are the children negative, positive or ambivalent about the changes they have to make? What specific expressions indicate the children's attitudes?
- **c** What examples of non-standard and colloquial English can you find in the quotes?

- **a. 1.1.** Listen to Daniel and Sarah talk about adapting to life in Germany. Who finds it most difficult? Why?
- **b 1.1**. Listen again. Tick the expressions they use.
- Who says them and what do they say?

1. fit in	**7. an outsider**
2. welcoming	**8. expats**
3. feel at home	**9 make an effort.**
4. make friends	**10 integrate**
5. be / feel accepted	**11 get used to**
6. adapt to	**12 miss**

a Talk together. 1 Have you, or has anyone you know, lived in a foreign country? What w ere the first impressions of that country?

- **2** Do you know anyone who has come to live in your country from abroad?

Was it easy or difficult to integrate? Why / Why not?

b Talk about a country you could imagine living in, or have lived in.

From what you know of the country and its culture, what things in the box **would / did you** find: **1.** easy to adapt to? **2**. interesting or exciting? **3**. difficult to adapt to?

values and beliefs, food and eating habits, making friends, leisure time and going out, the way society is organized, climate, language and culture, family life and relation ships, safety.

A

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1.2 goals

talk about memory

B

Memory

SPEAKING

1 a How well do you remember things? Look at these photos for one minute, then look on p126.

b Talk together. Who seems to have a better:

- short-term memory?
- memory for names and numbers?
- long-term memory?
- visual memory?

Unit 1, p8, Memory

a. Work with a partner. Discuss questions 1 -3 . Who remembers most clearly?

b. Now discuss questions 4 - 10 about the pictures you looked at.

1. **Think about your first school.**

* What was it called?

*What street was it in?

*What was your first teacher's name?

2. **Think about last Saturday.**

*What time did you get up?

*What colour clothes did you wear?

*Did you go to a shop? If so, what did you buy? How much was it?

3. Think about the children on page 6.

*Which seven countries did they come from?

4.Think about the student.

- What is her name?
- When w as the card valid?
- What is her card number?

5. What kind of hair has the student got?

6. What kind of university is Athabasca?

7. What images can you remember from the sign on the road?

8. What kind of trousers is the woman wearing?

9. What time of year is it? How do you know?

10. What colour is the pram? What about the wheels?

LISTENING

2 a How do you think these photos are connected with memory?

b 1.2 Listen to five people talking about different aspects of memory.

1 Match each person with one of the images in 2a.
2 Does each person have a good or a bad memory?

c 1.2 Listen again and correct these statements about each speaker.

1 Liam recalls where he is immediately and always has a good visual memory.
2 Jane doesn't check her pockets before leaving the house because she doesn't have time.
3 Olga keeps the passwords in her head but forgets them easily.
4 Uri's memory is very good for his age, especially when it comes to numbers.
5 Tina can't remember names of anything or anyone.

d Which of the five people do you most identify with? Why?

READING

3 a Look at the title of the article. What do you think the author will say about memory?

b Read the article quickly. What is the writer's main point about childhood memory? How do we know this?

c How does the writer grab our attention in the first few sentences?

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Childhood memories are fairytales

- Most of us have treasured memories of the events that shaped our lives as a child. Or do we? Controversial new research claims that those recollections may be as real as fairytales. Leading psychologist Elizabeth Loftus, of the University of California, believes your memories are more likely to be dream-like reconstructions of stories told by your parents. When we think we are reminiscing, we are simply ‘rewriting' our memory to suit ourselves. She adds: "Our biases, expectations and past knowledge are all used in the filling-in process, leading to distortions of what we remember.” She maintains there is no evidence that perfect memories are stored by individuals. In one study, volunteers were asked to read about events that happened to them as children. One of these was made up - a shopping trip when they were five, in which they got lost and were rescued by an elderly person. Later, some participants recalled the event in detail, with self assurance and emotion. You could argue that these people might have genuinely lost their mum in a shop at some point during childhood.

But Loftus later carried out similar studies where the fake event was an attack by a vicious animal, or being responsible for knocking over a punch bowl at a family wedding and spilling it all over the bride. The results were the same.

Dr Jaime Quintanilla, professor of psychiatry at the Texas School of Medicine, agrees that our earliest recollections are far from accurate and often complete distortions or figments of our imagination. He says: "It's a proven fact that young children take fragments of experience and build them into distorted memories. For example, one 40-year-old man distinctly remembers his parents once punished him by refusing to buy him shoes. In fact, when he was three, he cut his foot on a piece of glass and developed a nasty infection. For two weeks, he was confined to the house in his socks so his wound would heal. When he wanted to go out, he was told he couldn't, because he had no shoes. 'These false suggestions about childhood events can profoundly change people's attitudes and behaviour in adulthood.

- d Read the article again.
- 1 Why do we choose to 'rewrite our memories'?
- 2 W hat w ould you say is the 'filling -in process'?
- 3 W hat do the anecdotes about the shopping trip and w edding reveal? A How are these findings shown to be important in later life?
- A a Look at the article. 1 What synonym s can you find for remember and memory? How are they different in meaning?
- 2 'One 4 0 -year-old man distinctly remembers ...'. What other adverbs could collocate with remember?
- b Look at the script for 1.2 on p146. Explain the expressions in bold using remember. 'Jog my memory' means something makes or helps me to remember.

Speaking

- **Discuss these questions**.
- 1. Do you have a clear idea of your earliest memory? What do you think it might be?
- 2. Do you think this memory is your own, or was it told to you by family or friends?
- 3. Why do you think this memory stayed? How did you feel about w hat happened?
- Do you agree that we tend to d is torture earliest memories?