

I. COMPLETE THE STORY. MATCH 1–8 WITH A–H TO MAKE SENTENCES.

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| 1) In the 1950s, an Australian got - H | a) designed so he could sit or lie back in it during the journey. |
| 2) While saving up for a return flight home to Australia, he had | b) labelled as paint for a fictitious shoe company in Australia. |
| 3) Finding himself with no money, he got a friend | c) the crate unloaded and it was then left upside down in the sun. |
| 4) He had it specially | d) his wallet stolen and had no money for a ticket. |
| 5) They had the crate | e) driven from the airport downtown and got home in time for his daughter's birthday. |
| 6) In India, customs officials had | f) to have the invoice paid cash on delivery but the crate was left in a shed and he escaped. |
| 7) On arrival, he had hoped | g) to build a packaging case large enough for him to sit in. |
| 8) He got himself | h) himself flown back home from London not as a passenger but as a package. |

II. UNDERLINE THE CORRECT WORDS TO COMPLETE THE SENTENCES

- 1) My hair is getting very long. I will have to get it cut / get it to cut soon.
- 2) When I was living abroad as a student, I used to get my parents pay / to pay for calls.
- 3) Our house was getting too small for the family so we had it extended / got it to extend.
- 4) She is starting up a new business and is getting her friends to help / helped her.
- 5) That suit fits so perfectly you must have had made it / had it made for you.
- 6) The offices needed renovating so we had an architect draw / drawing up some plans.
- 7) When we moved we got to forward our mail / our mail forwarded to our new address.
- 8) I had had the room to set up / set up in advance so we were ready to start on time.

III. UNDERLINE THE CORRECT WORDS TO COMPLETE THE STORY.

When I was very young, I say / remind / remember we always went to France on holiday. In those days, it was quite unusual to go abroad, but I have a vivid memory / souvenir / photo of our car being lifted by crane onto the ferry which would take us across the sea from Southampton to Cherbourg. Another image which comes / goes / flashes to mind is seeing the red-shuttered hotel for the first time as we arrived at our destination after what seemed like an incredibly long journey. We used to collect sugar wrappers and coasters as items / souvenirs / memories and I will never forget buying small plastic cars to take home. In the evenings, we would walk along the beach and I have a vague / dull / thick memory of paddling in the ocean at sunset. I also recall / remind / think another time when my brothers put me in a rowing boat and pretended to push me out to sea. I will never forget / forgo / forgive the sheer terror as they waved me off! I am getting old now but I still have my photo album to jog / run / tip my memory. The photos remind / remember / recall me of a very special time of my life.

IV. READ THE NEWSPAPER ARTICLE: A CHOICE OF BLUE

Tommaso Allan, Tommy to his friends, is a rugby union player who made his full international debut in the light blue shirt of Italy in November 2013 against Australia. Since then, he has been a regular member of the team, much to the disappointment of Scottish fans who had hoped he would wear the dark blue of Scotland.

When we meet in a café in Perpignan in south-west France, where he plays professional rugby, he explains how things came to happen. 'I had played for Scotland at most of the youth ages, under-nineteens and under-twenties and so on, but when I moved to France in the summer of 2013, I still wasn't sure which international team I would play for.' It was only when the Italian coach asked him if he wanted to play for Italy that he made up his mind and chose Italy. This decision was closely followed by his selection for the match against Australia. Soon after that, he

was playing for Italy against Scotland and thoroughly enjoyed it, despite a certain amount of mickey-taking from players he knew on the Scottish team. 'My flatmate is Scottish so I am used to it,' he adds.

Tommy was born in Vicenza in Italy in 1993 to an Italian mother and a Scottish father. Until he was eight, he lived in Italy and Italian was his first language. It was only when he moved to England in 2001 that he started speaking English. As a kid he played football and basketball and didn't particularly like rugby despite it being in his blood. 'My uncle played for Scotland in 1990 and 1991 and then for South Africa and my dad was a good player too,' he points out, adding that his mother also played for the Italian women's team! So it wasn't until his teens that he started playing rugby seriously, playing for a club at weekends and in school holidays flying to South Africa to attend a rugby-playing school there. 'I learned such a lot from my time in South Africa and I still go back regularly,' he tells me. Having changed schools in England to play more rugby, he soon realised he wanted to make a living from the game.

So how is he enjoying life in France? 'It's a beautiful country to live,' he says as he sips a glass of sparkling water. 'They take their rugby very seriously here and I have a great opportunity to develop my rugby.'

ARE THE SENTENCES TRUE OR FALSE?

- 1) Italy play in dark blue shirts. TRUE / FALSE
- 2) Tommy is currently living in Italy. TRUE / FALSE
- 3) He played youth international rugby for Scotland. TRUE / FALSE
- 4) He decided he wanted to play for Italy after changing schools. TRUE / FALSE
- 5) When he played against Scotland, some of the Scottish team made jokes. TRUE / FALSE
- 6) He started playing rugby seriously in his teens. TRUE / FALSE
- 7) Both his parents played international rugby. TRUE / FALSE
- 8) He thinks that France is a good place to improve his game. TRUE / FALSE

V. READ THE ARTICLE AGAIN. PUT THE EVENTS IN THE ORDER THEY HAPPENED.

- 1) He moved to France to play rugby for Perpignan. ____
- 2) His uncle played for Scotland. 1
- 3) He went to South Africa to attend school and play more rugby. ____
- 4) He started speaking English when the family moved to England. ____
- 5) He played his first full match for Italy. ____
- 6) He was born in Vicenza, Italy. ____
- 7) He played for Italy against Scotland. ____

VI. READ THE ARTICLE AGAIN. LOOK AT THE PAIRS OF SENTENCES. WHAT IS THE INTERVAL BETWEEN EVENTS? TICK (✓) THE CORRECT BOX.

	Immediate	Short interval	Long interval
1 Being born. Starting to speak English.			✓
2 Speaking to the coach. Deciding to play for Italy.			
3 Deciding to play for Italy. Being selected by Italy.			
4 Changing schools. Realising he wanted to play professional rugby.			
5 Playing sports. Playing rugby.			
6 Choosing to play for Italy. Playing against Scotland.			

VII. READ THE ARTICLE ABOUT DECISION-MAKING: HOW TO MAKE GOOD DECISIONS

1) We all like to think that we are rational thinkers, but poor decisions and choices are evident all around us: staying in bad relationships or boring jobs, taking up smoking, eating too much junk food, taking out loans we know we can't repay; the list goes on. So why can't we make better decisions? Surely we know how to weigh up the advantages and disadvantages in a situation and come to a sensible conclusion? One reason appears to be what psychologists call 'decision fatigue': the idea that we all have a limited store of energy for making decisions and exerting self-control.

2) Studies are increasingly finding evidence that our life circumstances play a huge part in our ability to be rational. If you are ground down by everyday struggles, you have less mental energy for good decisions. These findings go a long way to explaining why people with problems such as poverty or poor housing so often appear to make irrational decisions – for example, in relation to their health or financial affairs.

3) However, this research does point to the fact that deciding things early in the day is likely to lead to better outcomes. Most of us will have had the experience of going to bed with a seemingly unsolvable problem, only to wake up with a flash of inspiration the next morning. So decisions made when we feel least tired are more likely to be the right ones.

4) Another worthwhile strategy is to pretend that you are advising a friend (who can be imaginary!), rather than relating decisions to your own life. This creates a distance between you and the issues in question, and can help you to think logically rather than emotionally.

5) People often advise making lists of pros and cons, and then prioritising the items in each list. This can certainly be helpful, but we need to be careful not to over-think every decision. The human mind is programmed to hate uncertainty, so many of us feel compelled to gather as much information as we possibly can before making a decision.

6) However, we can overestimate the value of information, and sometimes it is better simply to go with our gut instinct. Try this simple experiment: take a coin and assign a decision to each side. Then flip the coin and before it lands, ask yourself which way you are hoping it will come down. This way you may find that you knew the answer subconsciously all along.

7) Perhaps the most important thing we can do to minimise the possibility of regret is to make sure that our decisions are in line with our life values; in other words, to have a life vision and be true to it. Instead of asking ourselves questions such as 'Which option is safer?' or 'Which option is best financially?', it is far better to ask 'How will I feel about this when I'm 70?'

MATCH THE PARAGRAPH NUMBERS 1–7 WITH THE SUMMARIES A–G

- a) Says why the time of day affects our decision-making ____
- b) Stresses the importance of our beliefs and opinions ____
- c) Asks why people are bad at making decisions ____
- d) Gives an idea for uncovering our inner thoughts ____
- e) Explains why people with difficult lives may make bad decisions ____
- f) Talks about the way we use facts in our decision-making ____
- g) Gives advice on how to make a decision less personal ____

VIII. READ THE TEXT AGAIN. CHOOSE THE CORRECT ANSWER

1. Why is it surprising that people make bad decisions?
 - a) Everyone has time to make good decisions.
 - b) We should be able to understand the factors involved and see which are important.
 - c) We should learn from other people's decisions.
2. Why do people with difficult lives suffer more 'decision fatigue' than other people?
 - a) They do not have enough education about health and finance.

- b) They have to make more decisions than others.
 - c) They use a lot of mental energy for everyday life.
3. Why is it a good idea to pretend a friend is making the decision?
- a) It helps you to step back from the problem.
 - b) You will want to give your friend good advice.
 - c) Your friend usually makes good decisions and you want to be like him or her.
4. Why do people often want as much information as they can get?
- a) It helps them list advantages and disadvantages.
 - b) More information always means a better decision.
 - c) It is part of human nature to want facts.
5. How can flipping a coin help you?
- a) It makes a choice for you so you don't have to.
 - b) It makes you realise that you do have a preference.
 - c) It shows that a random decision can be a good one.
6. Why should we consider how we'll feel about a decision in later life?
- a) To make sensible decisions about spending money.
 - b) To avoid being sorry about the way we have lived.
 - c) We will be wiser when we are older

IX. LISTEN TO THE CONVERSATION BETWEEN LEILA AND HANNAH. COMPLETE THE SENTENCES.

- 1) Leila felt _____ when she cried in the museum.
- 2) Leila's grandmother died when she was _____.
- 3) When she went to visit, her grandmother used to have a _____ delivered.
- 4) Leila and Hannah watched a programme about people with _____ problems.
- 5) The programme was about using _____ to trigger memories.
- 6) Implicit and explicit memories are stored in different parts of the _____.
- 7) When Hannah was younger, she travelled in _____.
- 8) Leila thought of a song she associates with her _____.

X. LISTEN AGAIN. TICK (✓) THE CORRECT BOX.

	Yes	No
1 Does Leila have a clear memory of her grandmother's sitting room?	✓	
2 Does she remember what her grandmother's house smelled like?		
3 Has Hannah had similar experiences of something triggering a memory?		
4 Do explicit memories take conscious effort?		
5 Is the part of the brain that stores explicit memories stronger than the part that stores implicit memories?		
6 Does music have to be high quality to trigger profound emotions?		
7 Does Hannah find that classical music triggers memories for her as much as pop music?		
8 Can pieces of music remind you of particular people?		