

Grammar and vocabulary

4 Choose the correct answers (a–d).

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|---------------|----------------|----------------|----------------|
| 1 a are apt | b would always | c keep on | d tend to |
| 2 a the brain | b a brain | c brain | d our brains |
| 3 a place | b view | c mind | d case |
| 4 a enduring | b abiding | c traumatic | d vague |
| 5 a explains | b is | c works | d else |
| 6 a human | b body | c mind | d volunteer |
| 7 a evoke | b recall | c reminisce | d remind |
| 8 a happened | b happening | c had happened | d would happen |

SEEING IN SLOW MOTION

People ¹ _____ report that time seems to slow down when we are in life-threatening situations. Objects seem to move in slow motion, and seconds seem to stretch as a person realises they are about to have an accident. So is ² _____ somehow able to work faster than normal during an emergency? This would give us more chance to make life-or-death decisions, but also slow down our perception of time.

In ³ _____ of this common experience, neuroscientist David Eagleman conducted experiments where volunteers were asked to look at a fast-moving clock and try to read the numbers. They did this under normal conditions, and when they were in a ⁴ _____ situation. (The latter involved dropping volunteers from a height of 70 feet attached to a bungee cord.) In both situations, the numbers moved too fast for the volunteers to read. Given this fact, Eagleman concluded that the brain wasn't working any faster than normal in stressful situations. But if that's not the reason for this commonly reported experience, then what ⁵ _____?

One explanation might be that the ⁶ _____ pays more attention to threats and dangers. This means that our brains process more information about them, so frightening events are associated with more detailed, vivid memories. When we remember the event later, we have more information to ⁷ _____. This greater detail makes it feel like the event ⁸ _____ in slow motion.

Writing

 **LIVEWORKSHEETS**