

# 03 Memory

## Unit objectives

- Grammar Past verb forms
- Vocabulary Words connected to memory; adjectives

**memory** ['mɛməɪ] *n.* **1.** the brain thought of as a place where ideas, images and past events reside. **2.** an instance of remembering a past event, experience, person or sensation; someone or something that is remembered.



## Vocabulary 1 Words connected to memory

→ Vocabulary reference | page 18

Join the two halves of the sayings.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 If you can <u>remember</u> the 1960s</li> <li>2 Happiness is</li> <li>3 <u>Nostalgia</u> isn't</li> <li>4 They may <u>forget</u> what you said</li> <li>5 Next time I see you</li> <li>6 If you have a <u>bad memory</u></li> </ol> | <ol style="list-style-type: none"> <li>a <u>remind</u> me not to talk to you.</li> <li>b what it used to be.</li> <li>c never tell a lie.</li> <li>d nothing more than good health and a bad memory.</li> <li>e you weren't there.</li> <li>f but they'll never forget how you made them feel.</li> </ol> |
|--|---|

## Spoken interaction 1



In pairs, discuss what you think the sayings mean. Which one do you agree with most? Pick one to explain to the class.

## Spoken production 1



Explain your saying to the class.

## Study skills

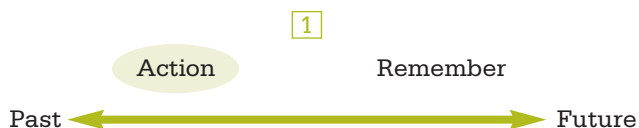
- 1 Check the difference in meaning and syntax between *remember* and *remind* in your dictionary and write sample sentences to illustrate the difference.
- 2 Write your own sayings using the underlined words in Vocabulary 1, leaving a space for the word.
- 3 Exchange papers and your partner guesses the word. Swap the papers back and check they were right.  
*You'll have a happy old age if you can't \_\_\_ anything bad.*

## Grammar 1 Remember

→ Grammar reference | page 5

1 Look at examples 1-4 and match them to the timelines.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 I remember posting the letter but it never arrived.</li> <li>2 I remembered to post the letter but I forgot to put a stamp on it.</li> <li>3 Remember to thank them for having you!</li> </ol> | <ol style="list-style-type: none"> <li>4 Before she died, her memory was going. She could remember having holidays years ago but nothing from two days before.</li> </ol> |
|---|---|



**2** Complete the statements with a verb form.  
 If the action took place before remembering, then the verb immediately following *remember* is in the \_\_\_\_ form.  
 If the action takes place after remembering, then the verb immediately following *remember* is in the \_\_\_\_ form.

**3** Write two sentences that are true about yourself using the two constructions.

**Vocabulary building**

**1** Read the short texts and match them to the subjects. There are two extra subjects.

- 1 My grandparents had a friend who used to visit when we were growing up. He was the most memorable person because he could tell wonderful stories and kept us entertained for hours.
  - 2 Before we had e-mail at work, we used to write memos about meetings and things. They went through the internal mail and often got lost. It was extraordinary how long everything took.
  - 3 Last month I read Luis Buñuel's memoirs. I found them really interesting, although quite a large part of the book was about making cocktails!
  - 4 A big part of learning English in China is memorising lists of words and complete texts.
  - 5 I have a rose, pressed between the pages of a book. It's a memento of the only time a boyfriend gave me red roses.
  - 6 Most towns in Britain have war memorials from both the First and Second World War.
- a collections of old things
  - b a book about someone's life
  - c someone who made a big impression
  - d a romantic reminder
  - e monuments to brave men
  - f learning by heart
  - g using dictionaries
  - h sending notes at work

**2** Read the texts again and find the six words that are derived from the word *memory*.

**3** Now categorise them.

Noun	Verb	Adjective

**4** Complete the questions with the correct word.

- 1 Who is the most \_\_\_\_ person you've ever met? Why?
- 2 Do you have a \_\_\_\_ of a particular time or person? What is it?
- 3 Have you ever \_\_\_\_ a poem? Which one? Why?
- 4 Do you think that \_\_\_\_ to famous people are a good idea? Why/Why not?
- 5 Have you read the \_\_\_\_ of anyone famous? Who?
- 6 How are \_\_\_\_ sent in your workplace?

**Spoken interaction 2**



Work in pairs and choose three of the questions to discuss.



**Listening 1** Card games

- 1** 3.1 Listen to the extract about two language learners. Decide where it comes from and say why.
- a an English text book
  - b a novel
  - c a scientific report
  - d a diary

- 2** Listen again and answer the questions.
- 1 Why did Dara have the cards?
  - 2 What did she have written on the cards?
  - 3 What two things did she do with them?
  - 4 How good was her English by the end of the holiday?
  - 5 Is the speaker one of the language learners?
  - 6 What do you think of Dara's system?
  - 7 Would you try it?



**Vocabulary building**

Read transcript 3.1 on page 107 and find words or expressions that mean:

- 1 to withdraw from something
- 2 to speak softly
- 3 to look through quickly
- 4 very beautiful
- 5 to improve very quickly
- 6 even though

**Vocabulary 2** What it was like and how I felt!

Vocabulary reference | page 18

- 1** Match the adjectives to the more extreme adjectives.

frightened	fantastic
good	tedious
strange	fascinating
nice	terrified
funny	irate
boring	hilarious
interesting	stunning
beautiful	wonderful
angry	weird

- 2** Divide the adjectives into two groups. One group describes feelings, the second the situation or a person. Some adjectives may go into both groups.

Feelings	Situation/person
frightened	boring

- 3** In pairs, look at the adjectives of feeling. Try to find a corresponding adjective for each situation. *I was frightened. The film was frightening.*
- 4** In small groups, take it in turns to choose two adjectives. Use them to describe a thing or person. The others in the group must guess the adjectives. *a painting by Salvador Dalí = interesting and weird*



**TASK** Task preparation 1

- 1 You're going to tell a story about a memorable experience which happened to you. The experience can be happy, sad, frightening, lucky or unlucky. Look at this basic structure for telling a story.
  - Briefly introduce the situation.
  - What happened?
  - What happened next?
  - How did you feel?
  - What finally happened?
  - How does it relate to the present?
- 2 Make notes under each section and use the adjectives in Vocabulary 2 to describe how you felt and what the situation was like.

**Listening 2** Eddie, the pizza delivery boy

- 1 3.2 Listen to Eddie's story and then make notes under the questions in the Task preparation.
- 2 Listen again and write down the adjectives that describe:
  - a the area of town
  - b the amusement arcade
  - c Eddie
  - d the two men
  - e the customer

- 3 Check against the transcript on page 107.



**Language Bites** Responding to a story

- 1 3.3 Listen to Beth's responses to Eddie's story and write them down.
  - 1 Really? Were you hurt?
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_
  - 5 \_\_\_\_\_
- 2 Listen again and mark the stress and intonation.
 

Really? Were you hurt?
- 3 Listen again and practise.



**1** Answer the questions using the exact words from Listening 2.

- 1 What job did Eddie have at university?
- 2 When did he deliver?
- 3 Where was he when the men attacked him?
- 4 Where did he refuse to go to after the experience?

### Would/used to

**1** Look at Eddie's story and the following sentences. Choose all possible options in the rules below.

- 1 When I was a child, we used to go to North Wales for our holidays.
- 2 We'd cycle to Chester on the first day and stay in the youth hostel there.
- 3 Until I was twelve, we used to rent a caravan at the beach but after that we stayed in a bed and breakfast.
- 4 We'd stay for 10 days and then cycle back home.
- 5 I love going back now. The beach hasn't changed at all and my partner has a cottage there. We go most summers for two weeks.

- 1 **Used to** describes past habitual actions / past states / actions which you may still do but the particular time period has finished.
- 2 **Would** describes past habitual actions / past states / actions which you may still do but the particular time period has finished.
- 3 **Used to** often introduces a narrative about the past / is used many times in a text.
- 4 **Would** is more common / less common than **used to** in a narrative.

#### Note

It's more common to use a past simple question than questions with *would* or *used to*.

*Did you have holidays abroad when you were kids?  
Yes, we used to go to France every year.*

**2** Answer the questions.

- 1 Which sentence describes a past state?
- 2 Which two sentences describe a past habitual action?
- 3 Which sentence describes an action in progress in the past that was interrupted by another action?

### Past progressive/past simple

**1** Look at this sentence from Listening 2.

Two men attacked me while I was delivering a pizza.

**2** Answer the questions.

- 1 Do we know exactly when he started delivering the pizza?
- 2 Was the action in progress when the two men attacked?
- 3 Did the attack interrupt the action in progress?
- 4 Which action is completed?

**3** Complete Han's story with the correct form of the verbs.

When Han <sup>1</sup>\_\_\_\_ (be) a child his family <sup>2</sup>\_\_\_\_ (live) in the countryside near a large river. All the men in the village <sup>3</sup>\_\_\_\_ (be) fishermen and they all <sup>4</sup>\_\_\_\_ (have) boats. They <sup>5</sup>\_\_\_\_ (moor) the boats in a line across the river when they <sup>6</sup>\_\_\_\_ (get back) in the evening. One evening in the summer Han <sup>7</sup>\_\_\_\_ (decide) to swim under the boats to the other side of the river. He <sup>8</sup>\_\_\_\_ (take) a deep breath and <sup>9</sup>\_\_\_\_ (dive) under the first boat. He <sup>10</sup>\_\_\_\_ (swim) under the third boat in the row when he <sup>11</sup>\_\_\_\_ (run) out of breath and he <sup>12</sup>\_\_\_\_ (try) to come the surface but <sup>13</sup>\_\_\_\_ (bang) his head on the boat and <sup>14</sup>\_\_\_\_ (go) down again. This <sup>15</sup>\_\_\_\_ (happen) three times before he finally <sup>16</sup>\_\_\_\_ (make) it to the other side. He never <sup>17</sup>\_\_\_\_ (do) it again and still <sup>18</sup>\_\_\_\_ (hate) swimming.

## Spoken interaction 3



Take it in turns to tell Han's story in the first person. The listener must respond with four questions and one adjective to describe their reaction to the situation. Think about the stress and intonation.

## TASK Task preparation 2

Using the basic structure of your story, think about the tenses you will need to use and correct your notes.

**TASK** Task rehearsal

In pairs, tell your stories. The listener must respond with some questions and a reaction.

**TASK** Task performance

Tell your story to the whole class. The class must decide which adjectives from Vocabulary 2 best fit the story and why.

**Phrasal verbs****1** Match the phrasal verbs with the definitions.

It's very hard on a cold grey day in London <sup>1</sup> to summon up memories of long lazy summer days by the sea, but fortunately, as I have such a bad memory, I always <sup>2</sup> jot things down in a notebook when I'm on holiday. Then I <sup>3</sup> write the notes up in my diary at night.

I was reading the diary the other day and it <sup>4</sup> brought back the sounds and smells of Thailand. <sup>5</sup> I look back on that holiday as one of the best of my life. I'm <sup>6</sup> looking forward to next summer already.



- a to wait for eagerly
- b to make quick written notes
- c to evoke
- d to rewrite something in a fuller, more organised way.
- e to remind one of
- f to remember

**2** Complete the questions with the correct verb. Then answer the questions.

- 1 Do you \_\_\_\_ your notes from class when you get home?
- 2 When you have to give a presentation do you \_\_\_\_ information or write complete sentences?
- 3 Which sense \_\_\_\_ memories to you most effectively?
- 4 Do you have problems \_\_\_\_ names even if you recognise faces?
- 5 What are you \_\_\_\_ in the near future?
- 6 What event will you \_\_\_\_ as very important in your life?

**Spoken interaction 4**

Discuss the questions in exercise 2 in pairs. Give more information, not just yes or no.

**Listening 3** Memory tips**1** Do you have a good memory? Look at the list of eight words for 30 seconds. Close your book and write the words down on a piece of paper.

diet                      carpet  
    tiger  
 meter                      file  
    bird  
 doorbell                      theatre

- 2 How many did you get? Compare with a partner.
- 3 In pairs, talk about what helped you to remember the words.

**4** **3.4** We asked people what tricks they use to remember things or help their memory. Listen and match the activities to the speakers. Write the number of the speaker next to the activity. There are two extra activities.

- a special rhymes or sayings \_\_\_\_
- b training through observation \_\_\_\_
- c learning things word for word \_\_\_\_
- d recording things on an MP3 and playing it all day \_\_\_\_
- e jotting things down \_\_\_\_
- f writing physical things down about people \_\_\_\_
- g linking adjectives with the person they're remembering \_\_\_\_
- h following a family tradition \_\_\_\_
- i always putting things in the same place \_\_\_\_
- j imagining something before doing it \_\_\_\_

**5** Listen again and answer the questions.

- 1 Why does the teacher hope the students don't see his notes?
- 2 What's the problem with the ring trick?
- 3 Why did the third speaker develop this technique?
- 4 What's the spelling rule Speaker 4 remembers?
- 5 What's the problem with visualising the supermarket?
- 6 Why would the name 'Zara' be difficult for Speaker 8 to remember?

**Spoken interaction 5**



In pairs, discuss which three techniques you would find effective and add two more. Rank the techniques you have chosen: 1 = most effective, 5 = least effective.

**Spoken production 2**



Report your five techniques to the class and work out which is the most popular technique.

**Reading** What colour is Wednesday?

**1** Think about a word that you particularly like either in your own language or English. In pairs, discuss why you like the word and what images or feelings it produces in you.

**2** The following 14 words occur in the article below. The number after the word is the number of times it occurs. In pairs, think what the article will be about.

[ synaesthesia (3) visual (5) sounds (5) images (4) colours (3) unusual (3) taste (3)  
remember (4) often (3) many (4) could (5) people (5) he (11) this (8) ]

**3** Read and check.

# What colour is Wednesday?

This question is not as unusual as it sounds. Many people use visual imagery to help them remember things and some people have the capacity for one sense to evoke an image in another, so they can 'feel' images, 'taste' colours and 'smell' sounds.

People with this unusual gift, synaesthesia, often have highly developed memories. Many people have this to a slight degree. Words or letters are often associated with colour and smell and can provoke a visual image. Both Nabokov, the Russian novelist, and his wife, Vera shared this gift and saw 'm' as a pink letter. Many people have an idea of days of the week being different colours, and sounds are commonly associated with colours; high sounds being bright and low sounds darker.

Solomon Shereshevski was the subject of a famous book on memory,



*The Mind of a Mnemonist* by AR Luria, a Russian psychologist. He was someone with an unbelievable capacity for visual imagery. He could easily create visual images to remember things by but also he had synaesthesia to an unusual degree. He could combine images of colour, sound and taste. He described one of Luria's colleagues as having a crumbly yellow voice and a sound as pinky-red with a rough and unpleasant feel and an ugly taste.

Everything that he was asked to

remember in the tests that Luria conducted with him was encoded in this rich and elaborate way and he was able to remember incredibly long lists of numbers and mathematical formulas for many years.

However, it could also cause problems as small changes in someone's voice or physical appearance could change his images and he could no longer recognise them. He also found it difficult to forget anything, and consequently his mind became cluttered with information that he had no wish to recall. Later he hit on a visual technique for getting rid of this; he imagined that he had written it all on a blackboard and then rubbed it out.

Shershevski is the best-known example of highly developed synaesthesia but in fact the condition is commoner amongst women.

**4** Read the article again and answer the questions.

- 1 Are all the senses involved in synaesthesia?
- 2 What advantage is the gift linked to?
- 3 Which senses did Shereshevski use in his image of a voice?
- 4 Why could he not always identify people he knew?
- 5 Why did the fact that he couldn't forget become a problem?
- 6 How did he solve it?

**Spoken interaction 6**

Discuss the questions in pairs.

- 1 Did you find the article interesting? Why/Why not?
- 2 Can you identify with anything in the article?
- 3 Do you think remembering everything would be a gift or a curse?

**Writing** A description (experience)

Writing guide | page 31

**1** Write about a memorable experience.**2** Make some notes under the following questions.

- 1 When was it?
- 2 Who were you with?
- 3 Where were you?
- 4 Do you remember it well?
- 5 Had anything happened before?
- 6 How were you feeling?
- 7 What happened exactly?
- 8 Was it a good/bad experience?
- 9 How did you feel after the events?

**Pronunciation** A mnemonic

Pronunciation practice | page 25

**1** **3.5** Here is the mnemonic for remembering how many days there are in each month.

Thirty days have September, April, June and November.

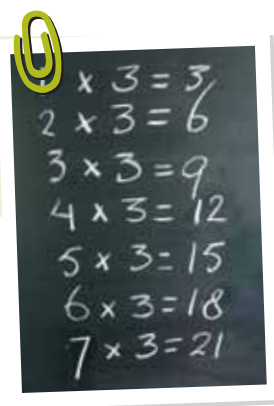
All the rest have thirty-one,  
Excepting February alone,  
Which has twenty-eight days clear  
And twenty-nine in each leap year.

**2** Listen again and mark the main stresses.**3** Listen again and practise.**Spoken interaction 7**

In small groups, discuss what you first memorised.  
Can you still remember it?

**Culture clip**

The first things that children memorise in school in Britain are the times tables.



Now try out the activities on the CD-ROM!

**Dossier** A mnemonic

- Find a mnemonic for something in English or in your language and make a wall poster of it.

Language portfolio | [www.mhe-elt.com/platform](http://www.mhe-elt.com/platform)