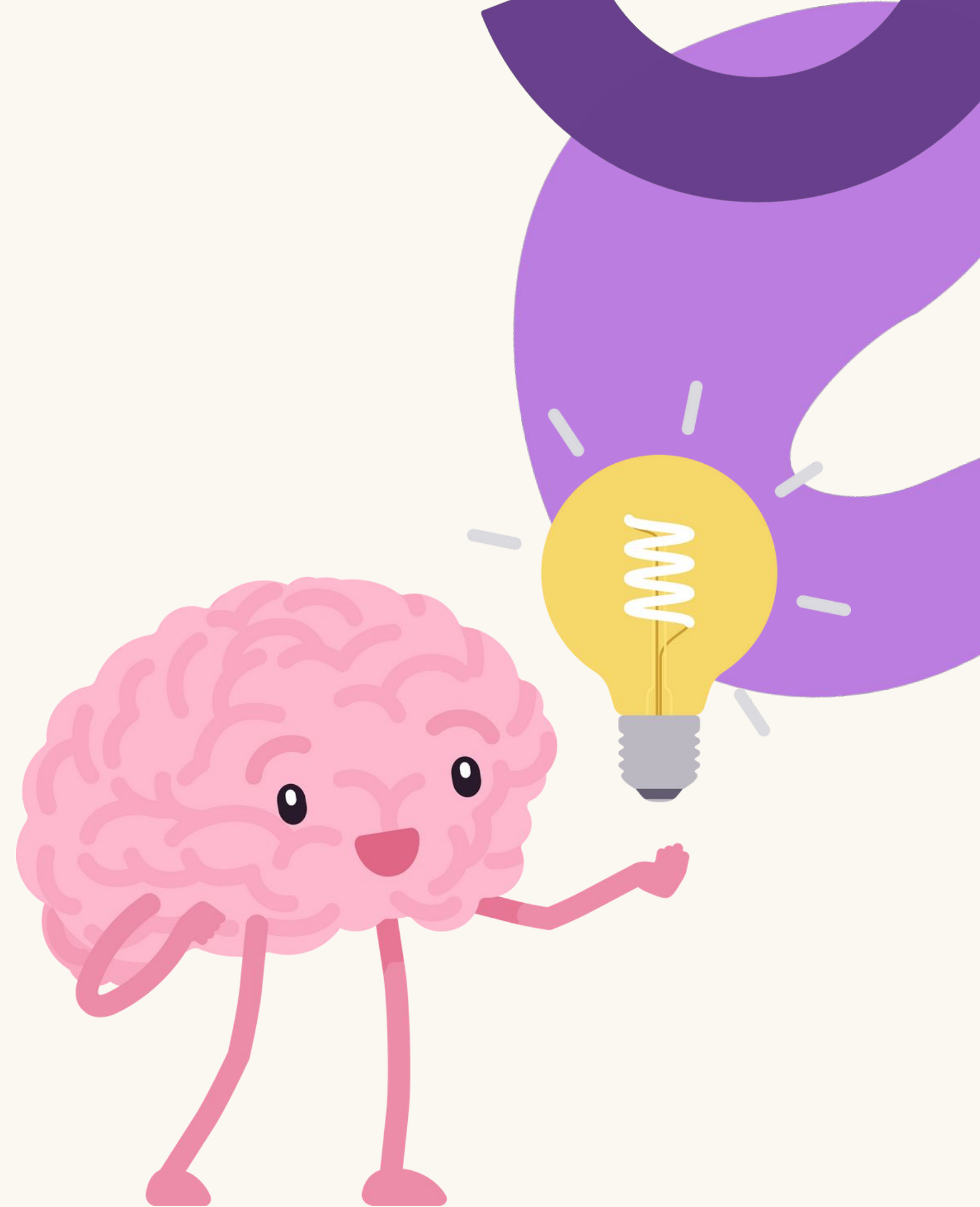


Unit 1 – Lesson B

MEMORY



LESSON GOALS

Describe a memory

VOCABULARY

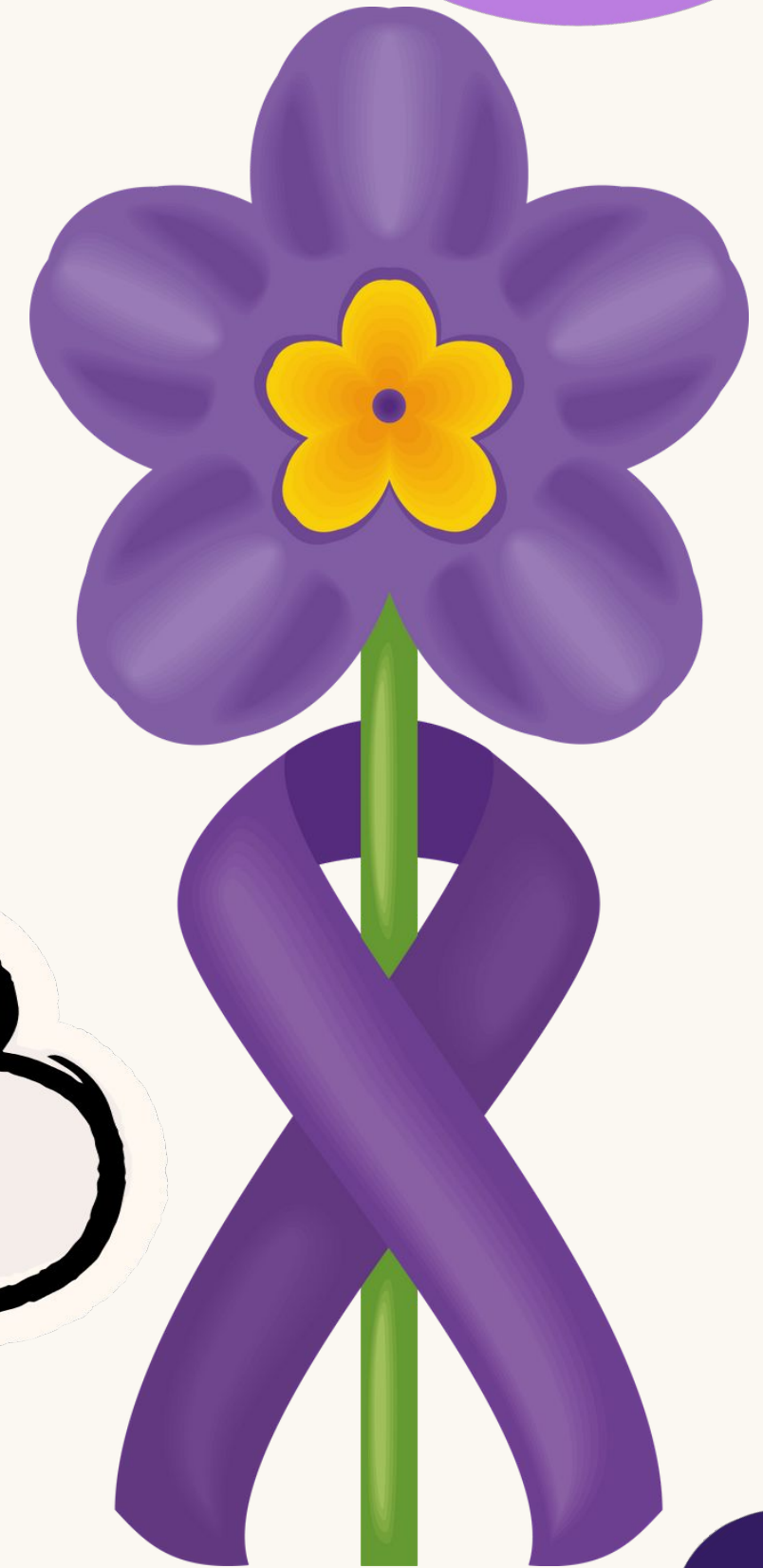
Collocations about
memory
idioms: Memory

READING

An article about the
people who never
forget

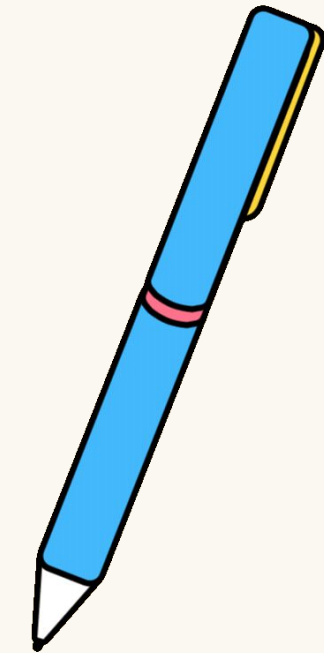
GRAMMAR

Infinitive and -ing
forms



Lead in

Look at the items on the screen. You have 15 seconds. Try to remember as many as you can.

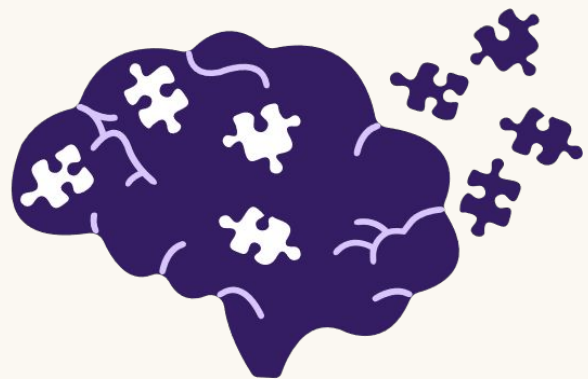


Reading:

3. A Work in pairs. Think about your family and friends. Who has the best memory? What kinds of things can they remember well?

B. Read the article and answer the questions.

1. What kinds of things do Funes, Veisheh and Price remember?
2. What kinds of people are more likely to have HSAM?
3. What is the connection between emotions and memory?



Reading:

1. What kinds of things do Funes, Veiseh and Price remember?

All the small details of their life

2. What kinds of people are more likely to have HSAM?

People who enjoy daydreaming, creating fantasies and imagining different worlds.

3. What is the connection between emotions and memory?

We are more likely to remember something if we have an emotional connection to it.

The people who **never** forget

What research is telling us about people with amazing memories

Ayodele Odetoyinbo
Mon 18th June



In Jorge Luis Borges's story *Funes the Memorius*, the title character falls off his horse, bangs his head, and suddenly remembers everything he's ever experienced. He remembers the changing shapes of clouds and the exact position of a dog at different times of day. He remembers every leaf on every tree he's ever seen and reconstructs his dreams at will.

Some people say that truth is stranger than fiction, and sure enough, there are real people with similar abilities to Funes. The designer, artist and entrepreneur Nima Veiseh can **remember every detail** of his late teenage years: the clothes he was wearing on any given day, what he ate at every meal, every painting on every wall of every art gallery he's ever visited. He can even remember the day he started to remember everything: 15th December, 2000.

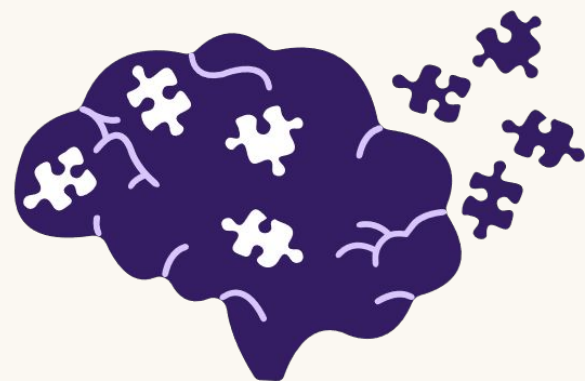
But Veiseh wasn't the first. Before him was Jill Price. When Price was thirty-four, she contacted Dr James McGaugh, director of the Center for the Neurobiology of Learning and Memory at the University of California, Irvine. She explained that she had a problem: whenever she saw a date on TV, it **brought back memories** and she began reliving everything that had happened on that day. McGaugh invited her to the centre.

To test her memory, McGaugh used a book which contained summaries of the major news stories from every day of the twentieth century. He quizzed her. What happened on 16th August, 1977? Price told him Elvis Presley died that day and it was a Tuesday. When did the singer Bing Crosby die? 14th October, 1977. It was a Friday, and Price heard the news on the car radio on her way to football practice. Asked about the date of one major international event, she got the answer wrong. McGaugh corrected her, but she insisted. He checked another source and found that the book was wrong.

Jill Price was the first person to be diagnosed with HSAM (Highly Superior Autobiographical Memory), a condition which enables someone to remember the events of their life in great detail. Jill doesn't make the effort to **learn things by heart** – it just happens. However, her ability only functions with things she is interested in. When asked to recall a long series of numbers or other general information, she loses her **perfect recall**. Like the rest of us, things go in one ear and out the other. Her memory is connected to her individual identity and things that are important to her.

Dr McGaugh has spent half a century researching memory. He has led numerous experiments on **long-term memory** and **short-term memory**. One conclusion from the research is that people who have HSAM are more likely to enjoy daydreaming, creating fantasies and imagining different worlds. This may mean they have greater ability to create memorable pictures in their minds, which helps them remember things. Another conclusion is that **having a good memory** is aided by the ability to focus completely on what we are doing. Immersing ourselves deeply in a task means we are more likely to remember the details. A third finding is the importance of emotional connections. When we are engaged emotionally in something, we are less likely to forget it. That's why our **childhood memories** are often very powerful.

People in many walks of life – students, teachers, lawyers – need to remember information to be successful. Even if we can't recall details in the way Price, Veiseh and Borges's Funes can, maybe there are things we can learn from McGaugh's research. For example, we're more likely to remember information if we focus deeply on it, or if we can find an emotional connection with it. Understanding these things might benefit all of us.



Reading:



3. D. Work in pairs. Discuss the questions.

1. What do you think are the advantages and disadvantages of having abilities like Veiseh and Price?

2. Why do you think some people are better at remembering things than others?



Introduction to Vocabulary



- The grandmother is **thinking about the past**
- The image clearly suggests **nostalgia**

What collocation best describes this image?

REMEMBER
EVERY DETAIL

SHORT-TERM
MEMORY

CHILDHOOD
MEMORIES



Memory Collocations:

“Collocations are words that usually go together in English.”



- **remember every detail:** the ability to remember information exactly and completely.
- **bring back memories:** to make someone remember things from the past.
- **learn things by heart:** to memorize something completely.
- **perfect recall:** to remember something very clearly, specifically.
- **long-term memory:** the part of memory that stores information for a long time
- **short-term memory:** the part of memory that holds information for a short time
- **have a good memory:** to be able to remember things easily and well
- **childhood memories:** things you remember from when you were a child



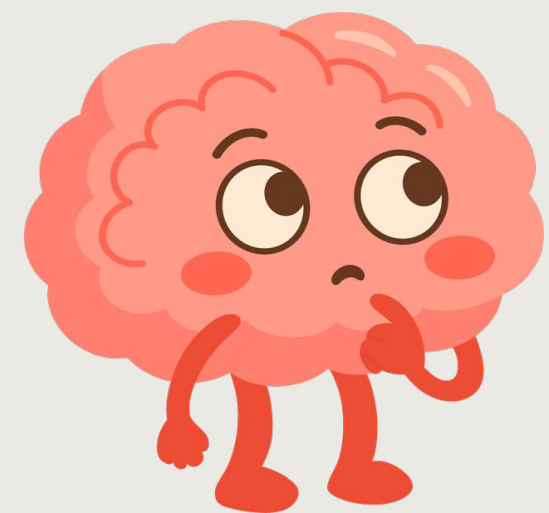
**Can you think
of some
examples?**



Collocations



4. A. Scan the article again. Complete the sentences with the correct form of the collocations in bold.



short-term memory	have a good memory	remember every detail	long-term memory	learn things by heart
brings back memories	perfect recall	childhood memories		

1. Your are things you can remember from when you were very young.

2. If you have a good , you can remember things for an extended period of time.

3. If you have , you can remember things exactly as they are, without making mistakes.

4. If something , it makes you think of something from the past.

5. If you are generally able to remember things well, you .

6. When you , you learn them in such a way that you can repeat them from memory.

7. If you of something, you remember every small part and moment of it.

8. You have a good if you can remember things from a few moments ago.



Idioms:

Someone says something to you and you quickly forget, what idiom would you use?



My memory is playing tricks on me

Things go in one ear and out the other

That rings a bell



Idioms: Memory

“Idioms are phrases in which the meanings of the individual words are different from the meaning of the phrase as a whole”.

2. A. Match the idioms (1 – 6) with the sentences which have a similar meaning (a – f)

1. Things go in one ear and out the other.

2. It slipped my mind.

3. Can you refresh my memory?

4. It's on the tip of my tongue.

5. That rings a bell.

6. My memory's playing tricks on me.

a. It sounds familiar.

b. I forgot.

c. I quickly forget.

d. I've remembered that incorrectly.

e. I can't quite remember it!

f. Please remind me.

Idioms:

1. A. Complete the idioms in bold with the words in the box.

ear

bell

memory

mind

tongue

tricks

1. He never remembers anything I tell him. Things go **in one ear and out the other!**

2. Oh no! I forgot to buy vegetables for the curry. Sorry, it totally **slipped my mind**.

3. Hmm ... I'm not sure. I'll need to look at my notes again to **refresh my memory**.

4. I'll remember it in a minute. The answer **is on the tip of my tongue**!

5. I'm sure I've heard that name before. It definitely **rings a bell**.

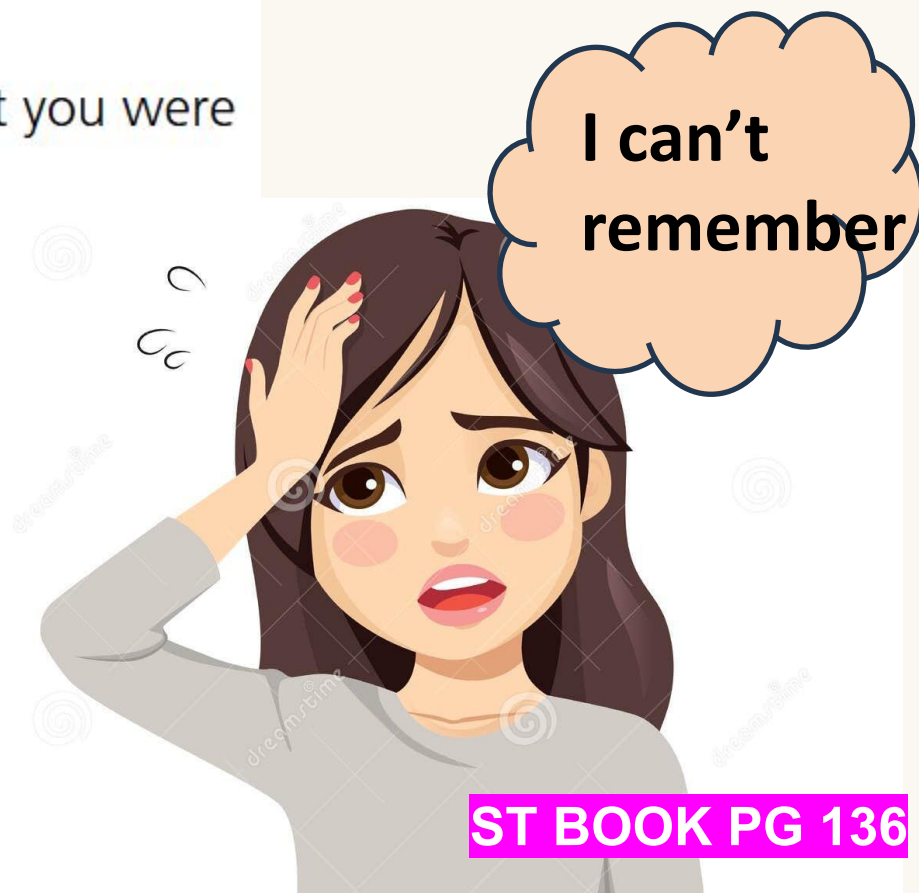
6. Oh, yes. You were there too, weren't you? My **memory is playing tricks** on me.



Idioms:

C. Work in pairs. Think of an idiom to use in each situation. More than one may be possible.

1. You went shopping and forgot to buy milk. **Sorry, it totally slipped my mind**
2. You're doing a quiz. You know the answer but can't quite remember it. **The answer is on the tip of my tongue**
3. You're discussing a friend's son. The boy is a bad listener and forgets everything. **Things go in one ear and out the other**
4. You recognise someone at a party but can't remember their name. You ask your friend. **Refresh my memory (and tell me their name)**
5. A friend is telling you about a new book. You think you've heard about it before. **It definitely rings a bell**
6. You and a friend are trying to find a restaurant. You went there years ago. You thought you knew the address, but you were wrong. **My memory is playing tricks on me**



Warm up: Grammar

Infinitive and –ing forms

1. Work in pairs. Ask and answer the questions.

1. Can you remember:

- What you were doing on Sunday two weeks ago?
- The birthdays of all your family members?
- The last film you saw at the cinema?
- How you celebrated your birthday two years ago?
- What your first teacher looked like?

2. Do you generally have a good memory or are you forgetful?

3. Do you know any special technique to improve your memory?



Grammar

2. A. Work in pairs. Read about seven different ways to remember things. Which do you do already? Which would you like to try? Why?

1 When I have to **remember to do** things, I write notes to myself.



4 To **keep** a list in my head, I invent songs, which I sing to myself.



2 I like using visualisation – connecting facts to images. It works well for me. I **remember visualising** facts for a test last month and I passed!



5 I heard sleep is good for your memory, so I **tried taking** naps after class.



3 Before a presentation, I **try to practise** in front of a mirror to make sure I don't forget what I'm going to say.



6 I remember facts **by imagining** I'm in a building. Everything on the list is in a different room and I walk through the rooms.



7 My technique is **to write** a story that uses everything I need to remember.



Grammar

2. B. Match the phrases in bold in Ex 2A with the rules (1 – 4)

1. We can use an infinitive after the verb *be*. **to write**

To keep

2. We can use an infinitive to express a purpose.

by imagining

3. We use the *-ing* form after prepositions.

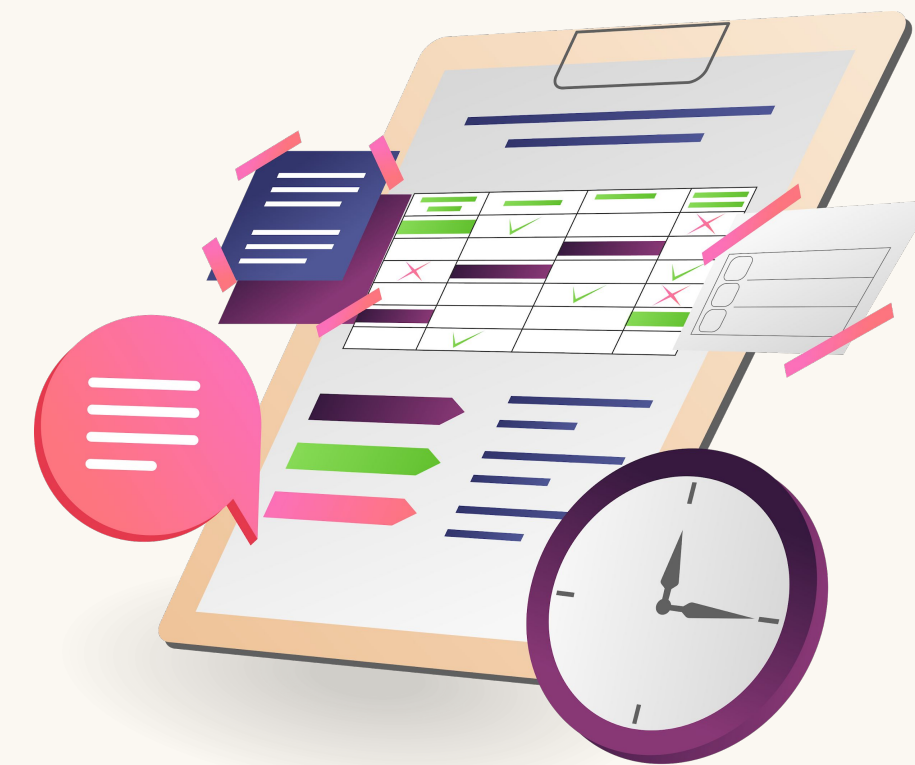
remember to do

try to practise

remember visualising

tried taking

4. We can use some verbs followed by an infinitive or an *-ing* form, with a change in meaning (four phrases).



Infinitive and -ing forms

Some verbs can be followed by either the infinitive (to + verb) or the -ing form (-ing), but the meaning can change depending on which form you use.



Can you think of some examples?



Verb Patterns

When to use the infinitive form vs. the **-ing** form

- 👉 **Infinitive** = future / intention ➡ **TO** = later / purpose
- 👉 **-ing** = past experience / experiment ➡ **ING** = before / experience

💡 TRY	try to + verb	➡ ⚙️ =	Example
	Make an effort (goal)		I tried to fix the roof.
	Test an idea (experiment)		Try drinking green tea.
💡 REMEMBER	remember to + verb	🕒 🧠 =	Example
	Don't forget (reminder)		Remember to feed the dog!
	Memory from the past		I remember going to school.
💡 FORGET	forget to + verb	🗑️ ? =	Example
	Didn't do it (missed task)		I forgot to feed the dog.
	Past memory disappears		I forgot meeting him.
💡 STOP	stop to + verb	🛑 ➡ 🛑 =	Example
	Pause ➡ do another		I stopped to smoke.
	Quit (end completely)		I stopped watching TV.

SUPER SIMPLE STUDENT RULE — **TO** = later / purpose — **ING** = before / experience

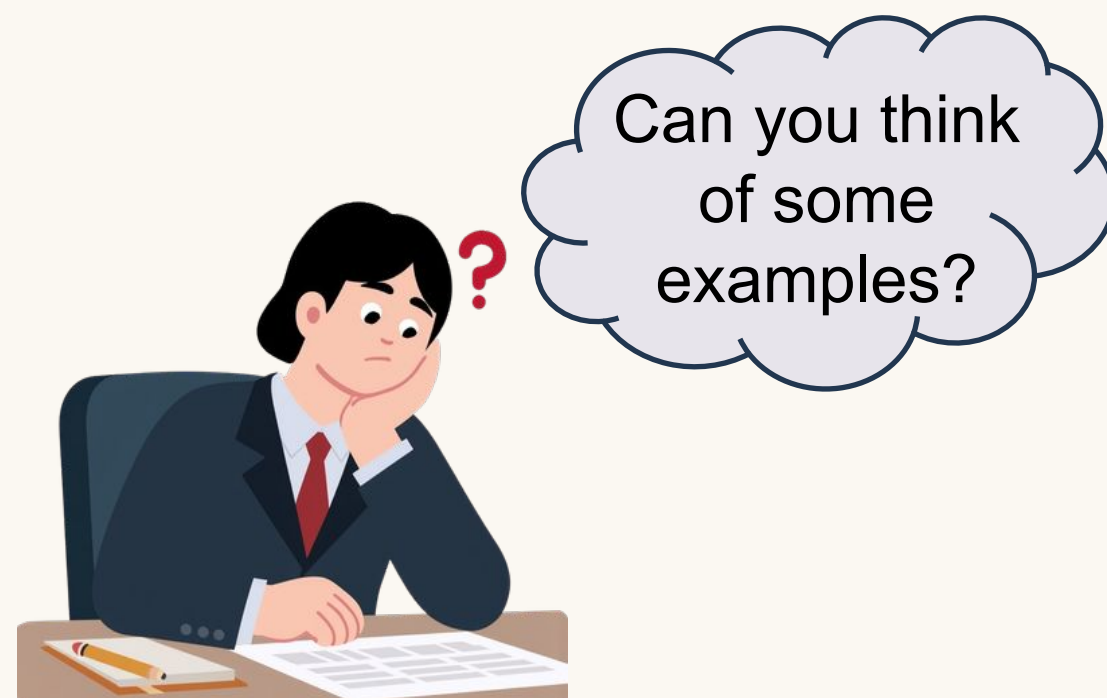
Infinitive and -ing forms:

 TRY	try to + verb		Example
	Make an effort (goal)		I tried to fix the roof.
	Test an idea (experiment)		Try drinking green tea.



Infinitive and -ing forms:

 REMEMBER	remember to + verb		Example
	Don't forget (reminder)		Remember to feed the dog!
	Memory from the past		I remember going to school.



Infinitive and -ing forms:

 FORGET	forget to + verb		Example
	Didn't do it (missed task)		I forgot to feed the dog.
	Past memory disappears		I forgot meeting him.



Infinitive and -ing forms:

 STOP	stop to + verb	 → 	Example
	Pause → do another		I stopped to watch TV
	Quit (end completely)		I stopped watching TV.

Can you think
of some
examples?



Other uses of Infinitive:



Can you think of
other examples?





Infinitive for Purpose

Why do we do something?

👉 **to + verb** = purpose / reason
👉 Answers the question: **WHY?**



Infinitive After "Be"

Form ➡ **be + to + verb**
Meani ➡ Explains what something is for
💡 **Think:** definition / function

- My idea is **to build** an app.
- The purpose of the call was **to choose** a design.





Other uses of Infinitive:



Infinitive to Express Purpose

Form → to + verb

Meaning Shows why an action is done

 **Think:** goal / reason

- To make the perfect cup of tea, leave the bag in for three minutes.
- You should practise every day to get better.



Can you think of
other examples?



Other uses of Infinitive:



Can you think of
other examples?

So As (not) To

Form → so as (not) to + verb

Meaning Formal way to express purpose
Often used in writing



 **Think:** formal / academic

- She ran to school **so as not to be** late.
- The house was built with big windows **so as to** let in light.



 If you can ask “**WHY?**” → use **TO + verb**



-ing form after Prepositions:

Can you think of other examples?



-ing After **Prepositions**



Use the **-ing** form after a preposition

A **preposition** is any “small” word before a noun, pronoun, or verb (-ing).



examples: **by, after, on, in, for...**

Example:

I passed my exams by working hard.



I passed my exams by working hard.

Grammar

Infinitive	VS	-ing
future / intention →		← past experience / experiment
		
I tried to fix the roof.		Try drinking green tea.
→ attempt / future	Why do it?	→ experiment / past?
Super Simple Student Tip: TO → later / purpose • ING • before / experience		

1. Find the mistakes and correct them.

TO

1. ~~to~~ improve your memory, you need to make emotional connections with the subject.

TO

2. The purpose of this article is ~~to~~ show how memory is connected to our personalities.

REVISING

3. She prepared for her exam by ~~revising~~ every day with a friend.

4. I try to remember all my students' names, but it's difficult. **CORRECT**

TO TAKE

5. He worked all morning except for when he stopped ~~taking~~ a coffee break.

SWITCHING

6. If your computer freezes, try to ~~switch~~ it off and on again.

PLAYING

7. I remember ~~to play~~ in the back garden when I was six years old.

TO BUY

8. Don't forget ~~buying~~ snacks for the party tomorrow!



Grammar

2. Complete the second sentence using the correct form of the verb in brackets and an –ing form or a to infinitive.

1. Oh no! I didn't switch on the alarm before we left.

Oh no! I the alarm on before we left. (**forget**)

2. I experimented with drinking more water, but I still get headaches.

I more water, but I still get headaches. (**try**)

3. It's important that we take our medicine tomorrow.

We must our medicine tomorrow. (**remember**)

4. I took a break from my work because I wanted to talk to Jack.

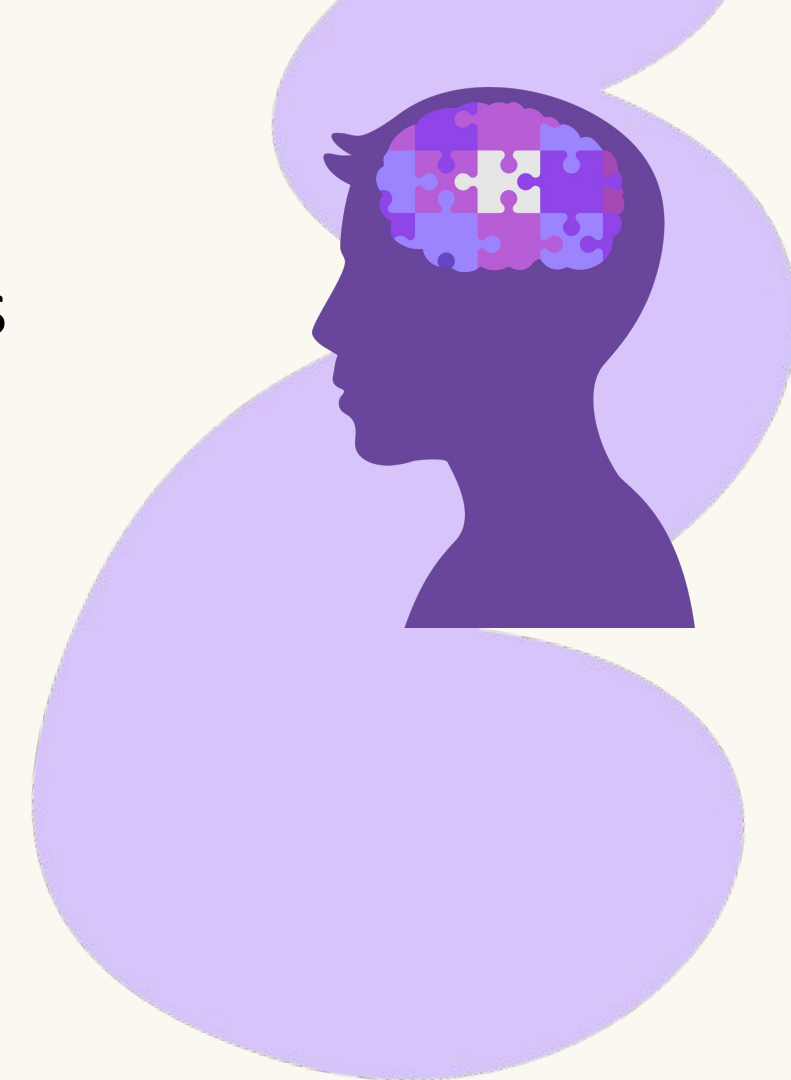
I because I wanted to talk to Jack. (**stop**)

5. The memory of singing on TV will always be with her!

She'll never on TV! (**forget**)

6. Because of his injury, he doesn't cycle anymore.

Because of his injury, he . (**stop**)



Infinitive	VS	-ing
 future / intention →		←  past experience / experiment
 I stopped to talk to her.		 I stopped watching TV.
→ new action / later	Why stop? →	quit / earlier
 Super Simple Student Tip: TO → later / purpose • ING • before / experience		

Grammar

4. B. Complete the anecdote with the correct form of the verbs in brackets.

As a child, my primary goal was (1) **to climb** (**climb**) the really big mountain I could see from my bedroom window. I did some exercise every day – which involved running up and down the stairs – (2) **to improve** (**improve**) my stamina, so I could make the climb.

Then, one morning, I remember (3) **setting off** (**set off**) with some sandwiches in my schoolbag, announcing to my dad I'd be back in time for dinner after my day's climbing. I walked and walked, and eventually turned back so as (4) **to make sure** (**make sure**) I was home before dark. I was tired and looking forward to (5) **having** (**have**) a big bowl of soup.

In reality, I'd only been gone an hour, with my dad trailing me from a distance. The whole family still laugh about my adventure – but I'm going to try (6) **to reach** (**reach**) the top of that mountain one day!

Speaking:

6. A. You are going to describe a memory. Think of something interesting or funny that happened to you recently or in your childhood. Use the prompts below to make notes.

- When did it happen?
- Where were you?
- Who was there?
- What happened?

C. Work in groups. Tell your story. Remember to describe details to keep your listeners interested.

Ex. I'm going to tell you about a memory from when I was about ten. I remember meeting

