

## UNIT 5

**Complete the sentences with the correct words.**

|          |         |        |       |          |
|----------|---------|--------|-------|----------|
| benefits | extreme | recall | route | transfer |
|----------|---------|--------|-------|----------|

1. A series of recent storms has led to \_\_\_\_\_ flooding.
2. Because of road closures, we had to search for a different \_\_\_\_\_ to the doctor's office.
3. I couldn't \_\_\_\_\_ the name of the street, so I looked it up on the internet.
4. I was able to \_\_\_\_\_ the address from the web page to my phone's map app.
5. Having a smartphone \_\_\_\_\_ me in many ways!

**Match the words with the definitions.**

- |                 |   |
|-----------------|---|
| 6. psychology ● | ● a. the condition that a person is in at a certain time          |
| 7. approach ●   | ● b. evidence that shows something is true                        |
| 8. state ●      | ● c. the study of the human mind and how it influences behavior   |
| 9. proof ●      | ● d. the way that a person deals with or thinks about a situation |
| 10. cycle ●     | ● e. a series of events that usually happen in the same order     |

**Complete each sentence using the verb form of the word in parentheses.**

11. You can help other people \_\_\_\_\_ (**visual**) a place you visited by giving them a very detailed description of it.
12. Before I send my essay to the teacher, I need to \_\_\_\_\_ (**final**) it by fixing errors and writing a strong conclusion.

LEVEL 2 Assessment

13. The library staff worked for weeks to \_\_\_\_\_ (computer) their card catalog system so people could search for books more easily.

**Complete each sentence with the correct expression.**

|                    |                |                  |
|--------------------|----------------|------------------|
| state of emergency | state of shock | state-of-the-art |
|--------------------|----------------|------------------|

14. The hospital's radiology department has \_\_\_\_\_ equipment and facilities.
15. We were in a \_\_\_\_\_ when we got home to find our basement under six feet of water!
16. The president declared a \_\_\_\_\_ because of the dangerous flooding from the tropical storm.

**Read the passage.**

**Down Memory Lane**

- A** What if you had an incredible memory, and you could remember almost every day from your childhood until now? Now imagine forgetting things every five minutes and being unable to make new memories. What do you think life would be like in either case?
- B** Two people have these conditions, and the advantages and disadvantages might surprise you. A woman from California, known only in medical literature as "AJ" (to protect her identity), remembers almost every day of her life since age 11—even things that might not be at all memorable to most people. Mention a date, and she could probably tell you minor details, such as what happened on a TV show she was watching on December 12, 1988. She can even recall how she was feeling on that day. AJ's extraordinary memory is so rare that researchers had to come up with a new medical term to describe it: hyperthymestic syndrome.
- C** This ability might seem like a gift. But for AJ, remembering everything can be upsetting. "I remember good, which is very comforting," she says. "But I also remember bad—and every bad choice [...] There are all these [...] moments you have to make a choice, and then it's 10 years later, and I'm still beating myself up over them."
- D** K. Anders Ericsson, a professor of psychology, thinks that AJ is not that different from the rest of us. People always remember things that are important to them. By thinking about her past more than usual, AJ is able to memorize details of her life, Ericsson suggests. AJ, however, disagrees, saying, "If I spent that much time memorizing my life, then I really would be a boring person. I don't sit around and memorize it. I just know it."

## LEVEL 2 Assessment

- E** Another person, an older man known as “EP,” has the opposite symptoms. Years ago, a virus attacked the parts of his brain that turn experiences into long-term memories. As a result, he was no longer able to make new memories or remember old ones. He’s friendly and laughs a lot, but if you were to meet him now, he would probably forget who you are five minutes later. He can remember certain things from his distant past, such as his childhood and things he learned in school. But watching a current TV show with a clear beginning, middle, and end would be hard for him to follow.
- F** Although EP’s life might sound tragic, his daughter, Carol, suggests that such extreme memory loss may be the key to his worry-free approach to life. “He’s happy all the time,” she says. “I guess it’s because he doesn’t have any stress in his life.”
- G** Most of us probably have memories somewhere between AJ’s and EP’s. There are good reasons why our memories work the way they do. If we immediately stored all of our experiences in long-term memory, then we would be distracted by unimportant—and sometimes painful—information. So perhaps it is not only our ability to remember, but also to forget, that makes up who we are.

**Choose the correct answers.**

17. What is the passage **mostly** about?
- why it is helpful to be able to remember things
  - the way in which human memory works
  - two people with extreme memory conditions
18. Which sentence is true about AJ?
- She often finds her extraordinary memory to be upsetting.
  - She works hard at memorizing the details of her life.
  - She can remember almost everything that happened to her since she was born.
19. What caused EP’s memory loss?
- a virus in his brain
  - a head injury
  - old age
20. Which sentence is true about EP?
- He remembers people but not things that happened long ago.
  - He is friendly and very happy.
  - He experiences stress because of his memory loss.

## LEVEL 2 Assessment

21. What inference can we make from the information in the passage?
- Both extremely good and extremely bad memories can benefit people.
  - Most people are more like EP than AJ in terms of memory capacity.
  - Being able to forget helps us to be happier.

**Read the passage.****The Art of Memory**

- A** We all try to remember certain things in our daily lives: people's names, facts that we learn, and important tasks. We use techniques like repetition—the idea that if we repeat a piece of information enough times, then we will be able to recall it. But did you know that memory training goes all the way back to ancient Greece?
- B** People began to value memory as a skill about 2,500 years ago. That's when the Greek poet Simonides of Ceos came up with a technique known as the loci method. Simonides realized that it's easier to remember places than it is to remember lists of names. According to the loci method, if you think of a very familiar place and visualize certain things in that place, then you can keep those things in your memory for a long time.
- C** Simonides called this imagined place a "memory palace." Let's say your memory palace is based on your house. Visualize yourself walking through it. Imagine yourself doing each task in a different room. Later, when you want to recall your list of tasks, visualize yourself walking through your house again. You will remember your list of tasks as you see yourself doing each one.
- D** In the 15th century, an Italian man named Peter of Ravenna used the loci method to memorize religious texts, 200 speeches, all of the laws of that time, and 1,000 poems. By using the loci method, he was able to "read" books stored in his memory palaces. "When I travel, I can truly say I carry everything I own with me," he wrote.
- E** In those days, most people did not have books or pens to write notes with. Therefore, they had to remember what they learned. In her book, *The Book of Memory*, Mary Carruthers writes about memory techniques of the past. She explains that ancient people considered memory to be a great virtue because someone with a good memory could help preserve the society's cultural history and traditions.
- F** Memory training is still an important activity in many parts of the world today. In some cultures, memorizing religious texts is considered a great achievement. Other cultures value people who can tell myths and folktales from the past, as there is often no written record of them.
- G** However, much has changed. We've gradually replaced our internal memory with external memory. We've invented devices so we don't have to store information in our brains. We now have photographs of our experiences, calendars for our schedules, and the internet and computers to store ideas. As a result, we've gone from remembering many things to remembering very little. Nowadays, when we want to know something, we just look it up. But how does this affect our society? Did we lose an important skill?

## LEVEL 2 Assessment

**Choose *True* or *False*.**

22. People have mostly replaced memory training with external memory like computerized devices that remember things for us.
- a. True
  - b. False
23. A “memory palace” is a quiet place where a person can go to practice memorization techniques.
- a. True
  - b. False
24. Peter of Ravenna developed a unique memorization technique in the 15th century.
- a. True
  - b. False
25. In many parts of the world, memorization is still valued today.
- a. True
  - b. False
26. The author believes that developing a good memory was an important skill that humans have lost.
- a. True
  - b. False

**Read each sentence from the passage. Choose the correct answer.**

27. *We use techniques like repetition—the idea that (A) if we repeat a piece of information enough times, then (B) we will be able to recall it.*

Which underlined phrase is the **cause**?

- a. A
- b. B

28. *By using the loci method, he was able to “read” books stored in his memory palaces.*

Is the underlined phrase the **cause** or the **effect**?

- a. cause
- b. effect

LEVEL 2 Assessment

**Write a sentence with *by* + gerund and the two parts.**

29. you can learn new vocabulary / use flashcards

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30. you can support brain function / eat healthy foods

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31. many people remember information better / put words to music

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32. readers can remember content better / write a summary of the text they have just read

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33. Alzheimer's disease affects memory / gradually damage brain cells

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34. you can improve your brain's ability to change and adapt / learn new skills

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## LEVEL 2 Assessment

**Look at the outline and read the paragraph. Match the sentences in the paragraph (A–H) to the parts of the outline. Write A–H.**

35. **A** It is true that short-term memory can only hold information for a limited period of time, so it is important to quickly use new information. **B** Research shows that about 70 percent of information you learn is forgotten within 24 hours unless it is used. **C** Of course, some people's memories are better than others'. **D** By reviewing new material within a few hours, you are more likely to remember it. **E** For example, if there was a new grammar point in this morning's English class, practice it again in the afternoon. **F** Secondly, you are more likely to transfer information to long-term memory if you use more of your senses when reviewing it. **G** For instance, you can do this by highlighting your notes as you read them out loud, by looking at images that support vocabulary, by listening to audio from your textbook, or by having a conversation with someone using what you learned. **H** All of these tips will help you remember new information more efficiently.

**OUTLINE**

**Topic:** Remembering New Info

**Topic Sentence:** \_\_\_\_\_

**Supporting Idea 1:** review within hours to remember better

**Detail(s):** practice new grammar later same day \_\_\_\_\_

**Supporting Idea 2:** use multiple senses for better long-term memories

**Detail(s):** highlighting, pictures, audio, speaking \_\_\_\_\_

**Sentences that do not match the outline:**

- provides a concluding statement: \_\_\_\_\_

- is not relevant to the main idea of the paragraph: \_\_\_\_\_

LEVEL 2 Assessment

**Read the paragraph. Then complete the outline with the correct phrases from the box.**

36. By involving different senses, skills, and actions during learning, we can recall information better. When we see, listen, touch, move, speak, smell, taste, or think, we create memory pathways in our brains. The more of these senses we involve, the more pathways we create, and the better we remember. For example, when we learn a new language, we can listen to native speakers talking, look at pictures of vocabulary words, and practice conversation and writing. Together, doing all of these actions improves our knowledge of the language much more than doing just one or two of them. Furthermore, doing practical, real-life activities also helps us remember. For instance, when we study division in math class, we can practice by following a baking recipe and measuring out  $\frac{1}{2}$  or  $\frac{1}{3}$  of the ingredients. By doing this type of activity, we make learning less abstract and more enjoyable, and therefore it is more memorable.

data from senses create memory pathways in brain

learning new language

doing real-life activities helps us remember

practical activities enjoyable

practice math by baking

senses and memory

**OUTLINE**

**Topic:** \_\_\_\_\_

**Topic Sentence:** By involving different senses, skills, and actions during learning, we can recall information better.

**Supporting Idea 1:** \_\_\_\_\_

**Detail:** \_\_\_\_\_ = listen, pictures, conversation, writing

**Supporting Idea 2:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_



## LEVEL 2 Assessment

**You are going to write a paragraph on one of the following topics.**

37. **Discuss your experiences with one of these three topics.**

**Topic 1:** Describe how memory techniques help you—or could help you—learn English.

**Topic 2:** Describe ways you help—or could help—to preserve your cultural, family, or personal history.

**Topic 3:** Describe some ways in which having or developing a good memory can benefit us, even though we have so much technology to help us today.

**A. OUTLINE Plan an outline for your paragraph.**

Write your topic.

Include a topic sentence that expresses the main idea.

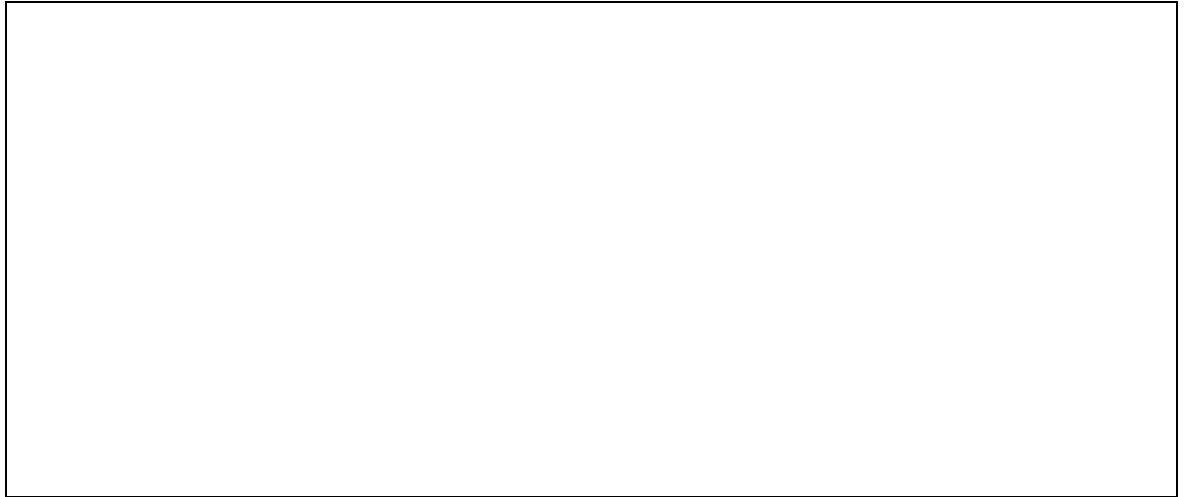
Add 2–3 supporting ideas, with details for each.

**B. Think of some words and phrases you can use in your paragraph. Write them in the box.**

The words and phrases below can be useful when writing about learning and preserving memories.

- |                   |                    |
|-------------------|--------------------|
| • <i>approach</i> | • <i>memorable</i> |
| • <i>benefit</i>  | • <i>memorize</i>  |
| • <i>mental</i>   | • <i>recall</i>    |

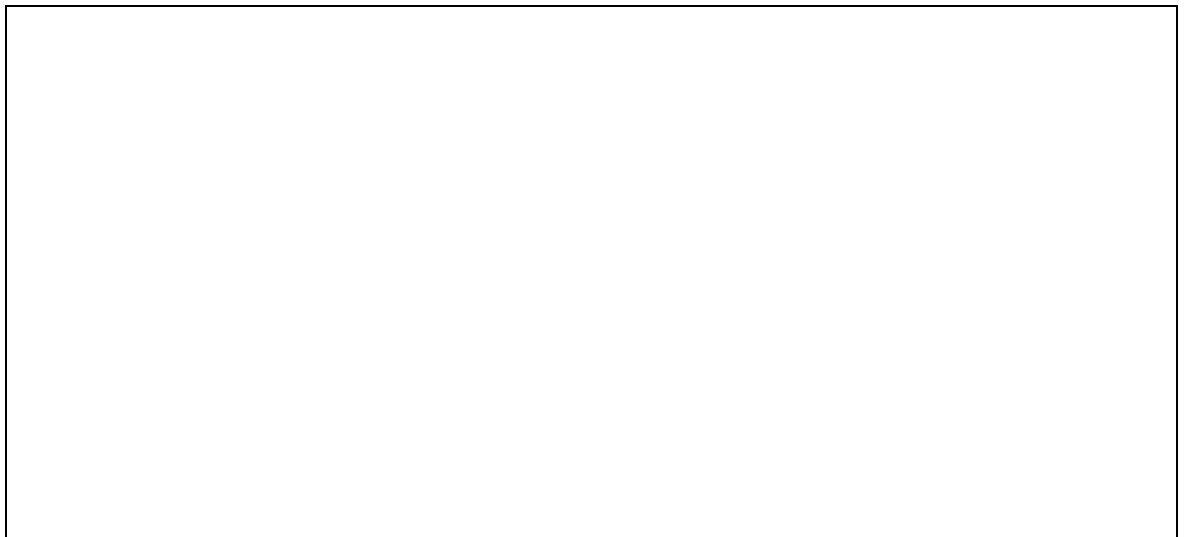
## LEVEL 2 Assessment



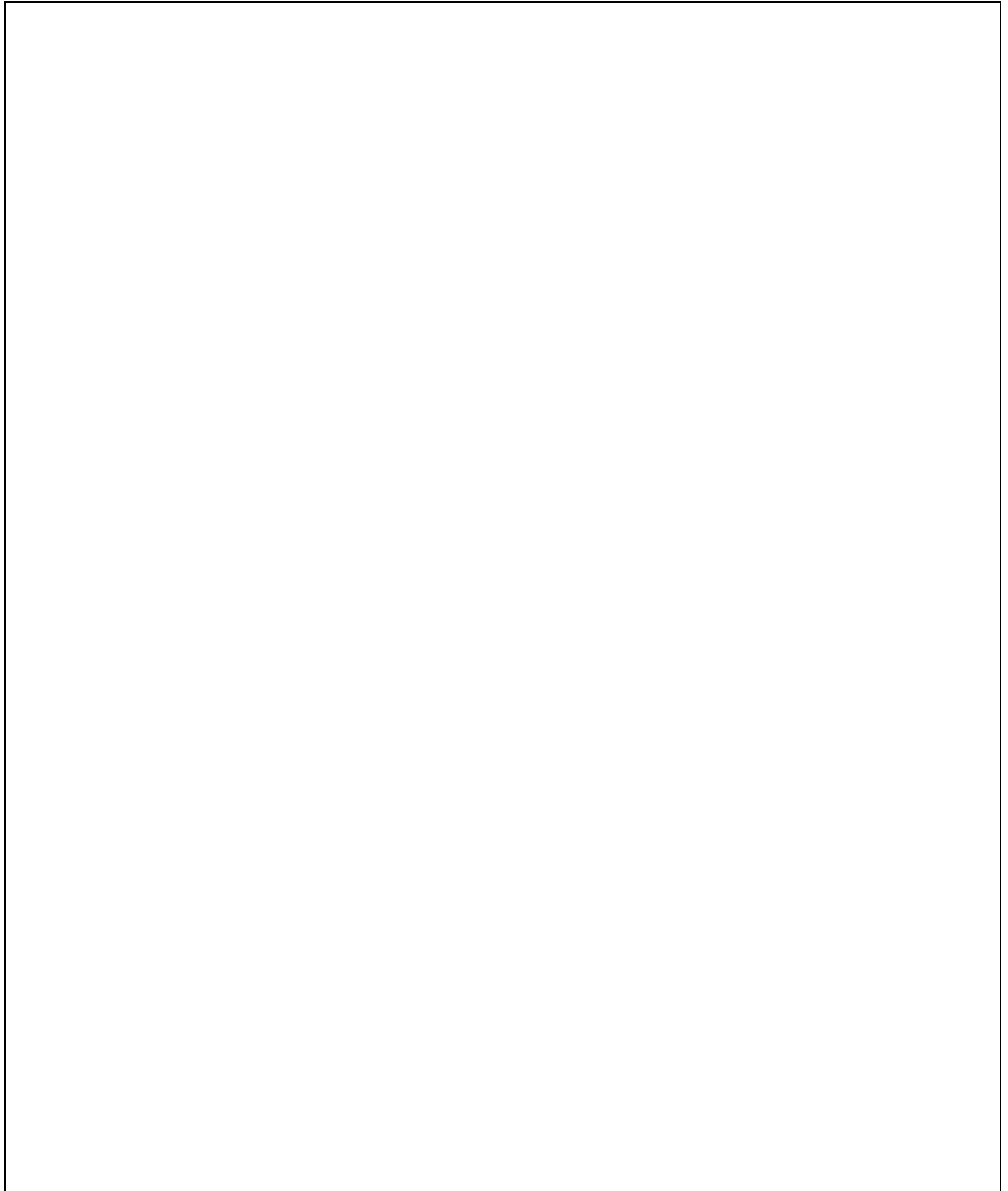
- C. Write your paragraph based on your outline. Use the model to help you. Remember to use the vocabulary you wrote down.**

**Model:**

*Preserving a family recipe is a wonderful way to honor your history. One approach to preserving a recipe is by memorizing it, so you can pass it on later. If you do not have a written version of the recipe, learn it by assisting a family member who knows it well, and then try it on your own. By repeatedly cooking the dish, you will become familiar with the ingredients and steps, making it easier to memorize. Another method is to record and keep the recipe. For example, create a video of yourself making the dish, with step-by-step explanations. Or write the recipe in a special notebook. This is especially important if no written version exists yet, or if you only have a brittle old copy. Additionally, you can make the recipe more memorable—and visible—by turning it into a piece of artwork to hang in your kitchen. For instance, use fancy lettering and add illustrations. In conclusion, by memorizing, recording, and adding creativity, you can keep your family recipe alive for years to come.*



LEVEL 2 Assessment



(12 points)