



# 1 Memory

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## A Before you watch

### 1 Work in groups. Discuss these questions.

- 1 What's your favorite childhood memory? Who was there? What happened? Is it associated with any of the five senses?
- 2 What's your favorite smell? What memories do you associate it with?

### 2 Read the sentences. Circle the correct meaning of the underlined words.

- |   |                  |               |                                |
|---|------------------|---------------|--------------------------------|
| 1 Odors and tastes often <u>trigger</u> memories.                       | a cause          | b stop        | c change                       |
| 2 Your brain consists of $10^{12}$ brain <u>cells</u> , called neurons. | a memories       | b connections | c very small parts of the body |
| 3 I <u>tapped</u> him on the shoulder to wake him up.                   | a touched gently | b hit         | c pushed                       |
| 4 Alzheimer's <u>disease</u> is a devastating <u>disease</u> of memory. | a symptom        | b experiment  | c illness                      |

## B While you watch

### 1 Read the sentences. Circle True or False.

- |   |      |       |
|---|------|-------|
| 1 The three people at the beginning of the video are talking about memories triggered by sounds.  | True | False |
| 2 Professor David Glanzman wants to understand what happens in the human brain.                   | True | False |
| 3 Professor Glanzman likes to use snails in his work because they are simple, but they can learn. | True | False |
| 4 In the video, we see him tapping the snail to help it learn.                                    | True | False |
| 5 Scientists are not using MRIs because this technology is old.                                   | True | False |
| 6 A very poor sense of smell may be a sign of a memory problem like Alzheimer's.                  | True | False |

### 2 Complete the sentences with the gerund or infinitive form of the verbs in the box.

tap be trigger be find out give

**Professor Glanzman:** Smell seems <sup>1</sup> \_\_\_\_\_ a very powerful trigger of memories, so odors and tastes seem <sup>2</sup> \_\_\_\_\_ some of the most powerful stimulants for <sup>3</sup> \_\_\_\_\_ memories in our brain.

**Presenter:** To understand this complex connection of memory and smell, scientists like Professor David Glanzman of UCLA conduct experiments attempting <sup>4</sup> \_\_\_\_\_ what happens in the brain on a cellular and biological level ...

**Professor Glanzman:** And that's a defensive contraction. If I keep <sup>5</sup> \_\_\_\_\_ it gently, it will eventually stop <sup>6</sup> \_\_\_\_\_ me that withdrawal reflex, that defensive reflex.

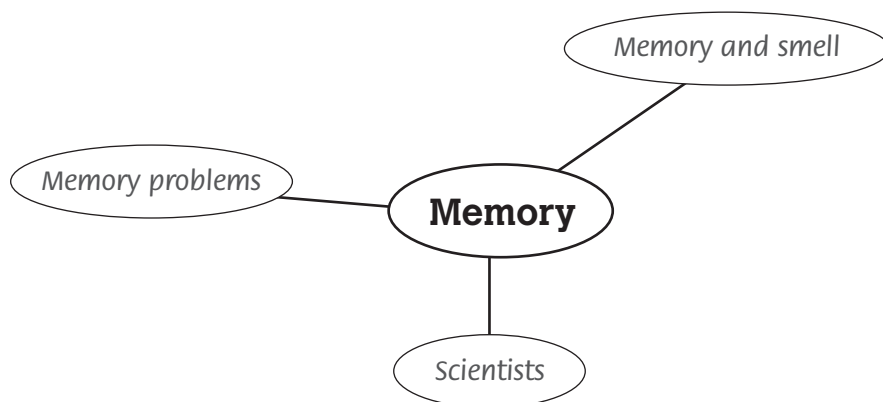


# 1 Memory

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## C After you watch

1 Complete the mind map with as much information as you can remember from the video.



## 2 Work in groups and complete the tasks.

- 1 Take turns explaining your mind maps to each other. Add any words and phrases you didn't think of.
- 2 Explain how you remembered the video when you made your map. Did you "hear" key words and phrases? Did you "see" parts of the video? A combination?
- 3 With your group, think of some reasons why mind maps are useful.

## D Language Points

Read the sentences. Complete the expressions.

- 1 When I smell the ocean, it brings back a \_\_\_\_\_ k \_\_\_\_\_ o \_\_\_\_\_ s \_\_\_\_\_. Like collecting seashells with my grandma and going fishing with my dad. I loved the beach.
- 2 The smell of dirt r \_\_\_\_\_ m \_\_\_\_\_ o \_\_\_\_\_ a garden.
- 3 Ah, cotton candy. It really b \_\_\_\_\_ m \_\_\_\_\_ b \_\_\_\_\_ t \_\_\_\_\_ my childhood.

## E Your Viewpoint

Work in groups and discuss these questions.

- 1 Professor Glanzman says that he causes the snails to feel pain. What is your view of this kind of scientific research using animals?
- 2 Would you like to do a job like Professor Glanzman's? Why or why not?
- 3 How good is your memory? Can you remember a lot of things or do you tend to forget easily? Who has the best memory out of the people you know?