



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 2 · 2A

Do you remember...?

Theme · Memory & Meaning



Unit 2 · 2A

Do you remember...?

Theme: Memory & Meaning

Learning objectives

- Expand C1 vocabulary related to **word building: abstract nouns**.
- Use **the past: habitual events and specific incidents** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/2a. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **"Memory & Meaning"**?
- 2 How comfortable are you using vocabulary about **word building: abstract nouns**?
Give one recent example.
- 3 When did you last use — or misuse — **the past: habitual events and specific incidents**?

Reading

A hallway of doors

Memory, the neuroscientist Charan Ranganath argues, is not a filing cabinet but a hallway of doors, only a few of which we ever bother to open. Behind most of them are the ordinary Tuesdays of our lives — the Tuesdays we could not describe now even if a stranger's freedom depended on it. Behind the others are the events we return to obsessively: the first heartbreak, the classroom humiliation, the odd, brilliant Tuesday when everything, for a moment, made sense.

What is odd about this hallway is how much its architecture changes over time. The child who once terrified you turns out, in the retelling, to be a shy boy who was terrified of you. The teacher you idolised becomes, at thirty-five, a slightly ridiculous adult. Memory is less a record than a workshop; each visit is a small renovation. And the workshop has its own logic. We polish the memories that flatter the story we currently tell about ourselves, and quietly discard the ones that contradict it — a process psychologists call "narrative editing" and the rest of us, less kindly, call "misremembering".

This has practical consequences. Studies of eyewitness testimony show that even confident, sincere witnesses routinely misremember details of events they lived through. Elizabeth Loftus, perhaps the most cited researcher in the field, has shown in laboratory conditions how a well-placed leading question — "How fast was the car going when it smashed into the other one?" — can implant details, such as broken glass, that were never there. Confidence, worryingly, correlates poorly with accuracy.

If memory is a workshop rather than an archive, we ought to be more forgiving readers of our own past — and more sceptical readers of everyone else's. The uncle who "always" belittled you may, on inspection, have done so twice. The friend who "abandoned" you may, in her version, have quietly reached out three times. This is not to say that no one is ever cruel or that nothing ever really happened. It is only to say that the past, however solid it feels, is one of the more heavily renovated rooms in the mind — the boring

Ask the teacher — notes to bring to class



Tuesdays included.

Comprehension — choose the best answer.

1. The 'hallway of doors' metaphor suggests that:
(A) memory stores everything neatly
(B) we only revisit selected events
(C) we forget nothing important
(D) we remember only childhood
2. The writer says that ordinary Tuesdays are:
(A) the most vivid memories
(B) impossible to describe later
(C) always traumatic
(D) carefully filed away
3. 'Memory is less a record than a workshop' implies memory:
(A) decays gradually
(B) is remade every time we revisit it
(C) is fixed after age 25
(D) is unreliable only in old age
4. The term 'narrative editing' refers to:
(A) writing an autobiography
(B) adjusting memories to fit our current self-image
(C) learning to lie under stress
(D) the way novelists work
5. Elizabeth Loftus's leading-question experiment shows that:
(A) confident witnesses are always right
(B) false details can be implanted by wording alone
(C) memory improves under pressure
(D) children are worse witnesses than adults
6. The writer's final advice is to be:
(A) more sceptical of our own past AND kinder to other people's versions
(B) wholly distrustful of every memory
(C) less curious about the past
(D) quicker to accuse others of lying

Ask the teacher — notes to bring to class



Vocabulary

Focus: **word building: abstract nouns**

Study these C1 items and their meanings.

nostalgia — a bittersweet longing for a past that may never have existed as we remember it

resentment — long-held bitter feeling caused by a real or perceived wrong

resilience — the capacity to recover quickly from difficulty

curiosity — a strong desire to know or learn something new

belonging — the feeling of being an accepted, comfortable member of a group

yearning — a persistent, wistful desire, usually for something out of reach

displacement — the experience of being moved from your original home or place

gratitude — the quality of feeling and expressing thankfulness

Ask the teacher — notes to bring to class



Grammar

Focus: ***the past: habitual events and specific incidents***

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/2a**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **memory & meaning**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *word building: abstract nouns* list.
- 3 Discuss: *Is it possible to be objective about memory & meaning?* Justify your view.

Writing

Write 220–260 words on: **“Memory & Meaning — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*the past: habitual events and specific incidents*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. She has an extraordinary _____ to recover after every setback.
(A) resentment
(B) resilience
(C) displacement
(D) nostalgia
2. His childhood letters are full of _____ for a country he barely remembers.
(A) gratitude
(B) curiosity
(C) yearning
(D) belonging
3. There is no _____ in his voice when he talks about his father.
(A) resentment
(B) curiosity
(C) belonging
(D) gratitude
4. That first summer camp gave me a real sense of _____.
(A) displacement
(B) belonging
(C) yearning
(D) resilience
5. After twenty years abroad, she still lives with a quiet _____ that no city can cure.
(A) gratitude
(B) curiosity
(C) displacement
(D) resilience

Ask the teacher — notes to bring to class

[← Back to C1 General contents](#)

Workbook · 2A. Do you remember...?

Home practice · past tenses & abstract nouns · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

VOCABULARY

10 min

1 · Abstract nouns — choose the best word

1. She has an extraordinary _____ to recover after every setback.

a. resentment

b. resilience ✓

c. displacement

d. nostalgia

2. His childhood letters are full of _____ for a country he barely remembers.

a. gratitude

b. curiosity

c. yearning ✓

d. belonging

3. There is no _____ in his voice when he talks about his father.

a. resentment ✓

b. curiosity

c. belonging

d. gratitude

4. That first summer camp gave me a real sense of ____.

a. displacement

b. belonging ✓

c. yearning

d. resilience

5. After twenty years abroad, she still lives with a quiet ____ that no city can cure.

a. gratitude

b. curiosity

c. displacement ✓

d. resilience

Score: 5 / 5

Try again

GRAMMAR

10 min

2 · Complete with the right past form

WORD BANK — DRAG OR TAP, THEN TAP A GAP

would spend

was living

had never seen

used to think

was reading

1. Every winter we **would spend** _ Christmas at my grandparents' farm.
2. When the earthquake hit, I **was living** _ in a tiny flat in the city centre.
3. I **had never seen** _ snow before that January in Berlin.
4. As a child, I **used to think** _ my father knew absolutely everything.
5. She **was reading** _ his old letter when the doorbell rang.

Score: 5 / 5

Try again

GRAMMAR

10 min

3 · Rewrite using the structure in brackets

1. *My father sang every morning while making coffee. (would)*

Hide answer

My father would sing every morning while making coffee.

2. *I was very shy as a child. (used to)*

Hide answer

I used to be very shy as a child.

3. *The film started before we arrived. (past perfect)*

Hide answer

The film had started before we arrived.

4. *I fell off my bike while I looked at a friend. (past simple + past continuous)*

Hide answer

I fell off my bike while I was looking at a friend.

VOCABULARY +

8 min

4 · More abstract nouns

DRAG THE MEANING ONTO THE WORD

Reset

a specific act of remembering something

a firm and repeated demand or statement

a preoccupation that dominates one's thoughts

a pleasurable, often lengthy account of a past memory

a similarity in appearance or nature between people or things

recollection

a specific act of remembering something

Hide answer

a specific act of remembering something

reminiscence

a pleasurable, often lengthy account of a past memory

Hide answer

a pleasurable, often lengthy account of a past memory

resemblance

a similarity in appearance or nature between people or things

Hide answer

a similarity in appearance or nature between people or things

insistence

a firm and repeated demand or statement

Hide answer

a firm and repeated demand or statement

obsession

a preoccupation that dominates one's thoughts

Hide answer

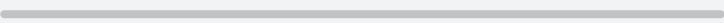
a preoccupation that dominates one's thoughts

LISTENING

10 min

5 · A grandmother's recording

Listen to a 90-year-old woman recorded by her grandson for a family archive.

▶ 0:00 / 0:00   

1. What single event does she keep returning to in her account?

Hide answer

The day she left her home village at 19.

2. Which detail of her early life does she describe with most affection?

Hide answer

Her father's Sunday radio ritual.

3. What warning does she give her grandson about memory?

Hide answer

That we polish the parts we love and file away the rest.

WRITING

6 · A short letter to your younger self (120–150 words)

20 min

Write a short letter to yourself at 10 years old. Use at least one *used to* / *would*, one past continuous, one past perfect and two abstract nouns from the unit.

← Back to Class Book 2A

Next · Workbook 2B →