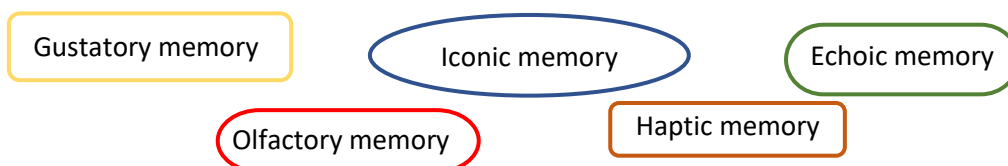


ACTIVITY 1**“I remember...” - Memory association****Exercise 1**

Iconic memory	Echoic memory	Haptic memory	Olfactory memory	Gustatory memory

Exercise 2

“Have you ever noticed that one memory leads to another, which leads to another?”

Sometimes two ideas that have nothing to do with each other can be connected.

For example,

Blowing my nose makes me think of the long chess games my brother and I used to play during my frequent flues in my childhood.

And from that starting point:

Blowing my nose makes me think of my childhood long chess games which makes me think of my brother which makes me think of laughing which makes me think of my best friend...

- Go on with this idea for one minute. Write what comes to your mind. Compare your results to your partner's. They are surely quite different. Each person's mind works separately and our memory associates facts and events basing them on our own experiences.

What do you think of when I say *‘birthday’*? What about *‘tree’*?

- You have now two minutes to write your association of ideas based on your memories starting from these two terms. When time is over, check with your partner how different your “story” has turned.

**Exercise 3**

- Read the following excerpts and underline the nouns being described in each of them. Then, write a more simple description of each of the nouns in the context. Compare the results and decide how they influence on the reader's figuring and understanding of the text.

The brothel where Leila worked was among the oldest in the area. A single fluorescent tube flickered at the entrance with the force of a thousand tiny matches catching light and burning one after another. The air was thickened by the scent of cheap perfume, the taps encrusted with deposits of limescale and the ceiling coated with the sticky brown stains of nicotine and tar from years of tobacco smoke.

From: *10 Minutes 38 Seconds in this Strange World* by Elif Shafak

Some fish use their swim bladders as a drum, like children who tap out rhythms on their bellies after eating, an unaccountable music we've all made at one time or another.

Adapted from: *The Eloquence of the Sardine: The Secret Life of Fish & Other Underwater Mysteries* by Bill François

You could smell ripe strawberries before you saw them, the fragrance mingling with the smell of sun on damp ground... Each tiny wild berry was scarcely bigger than a raindrop, dimpled with seeds under the cap of leaves. From that vantage point I could pick only the reddest of the red, leaving the pink ones for tomorrow.

From: *Braiding Sweetgrass* by Robin Wall Kimmerer.

Exercise 4

Have you ever wanted to describe a sound that you heard but found you didn't have quite the right word for it? Here we will deal with a range of specific words and phrases to refer to the sounds we hear in our daily life.

Look through the list and check which words you know and which you don't identify.

urban environment	outdoors	at home and buildings
a hum, a drone or a rumble	tweet, chirp and cheep	creak
roar	twitter and chatter	clatter
deafening	warble	crash
screech or <u>squeal of brakes</u>	rustle howling	gurgle
honking or hooting	shatter or break the silence	clang or clank
wailing	sighs	rattle
blaring (out)	clap of thunder	crackle
ringing out, pealing or chiming	crashing	tick
howl	lapping	patter against / on
barking	burble, babble and gurgle	drum or pound

Part 1

➤ What do you hear when you leave your home?

Fill in the gaps with words from the box

chimed • screech • howling • hum • wailing • blaring out • rumble • roar

1. Ambulances and police cars sped by, their sirens
2. We could hear very little above the deafening of traffic from the nearby M6.
3. There was a of brakes followed by a loud bang.
4. I couldn't hear him because of all the music from the speakers.
5. The bells throughout the night.
6. Did you hear that dog last night?
7. There was just the faint of late-night traffic.
8. The only sound is the of trucks on the nearby highway.

Part 2

➤ Which **sounds do you associate with being in nature?**

- Try to remember at least three ways with which we refer to birdsinging.
.....
- Mention two ways we may use to describe the wind.
.....
- When we hear the loud noise of thunder we call it
- We may say that the quietness of a place may be broken by a noise that
..... silence.

Part 3

➤ What do we hear when we are at home or indoors?

Write the words for the definitions

The long, high-pitched sound that a door sometimes makes when it is pushed, or an old floorboard can make when someone walks on it

The loud sound of two hard objects repeatedly hitting against each other may be referred to as

A single, loud noise that is made when a hard thing breaks because it hits another hard thing is often described as a Meanwhile, a single, *low* noise that is made by something *heavy* falling might be called a

Water in a building's pipes may sometimes and the pipes themselves might

Now write the definitions for the words

rattle

crackle

tick

patter against / on

drum or pond

- ### ➤ Write a short story using as many of the new words as possible. You have 10 minutes to do it. Then give it to your partner to correct.

Exercise 5



A. Describe the kid, the activity, the time of the day, the setting, the atmosphere.

Collect your details:

- What colours are important?
- What are the main sights and sounds?
- What smells and tastes do you connect with this place?
- Are there any parts in this place that stand out?
- What happens in this place?
- What feelings do you have about it?

Now compare the two pictures:

- How are each of the kids feeling?
- What do the pictures have in common?
- What about the kids? How are they similar/different?
- What do you have in common with them?

B. Follow up activity

Now you find a picture (it can be from your own photo album or from the internet) and share it with your partner. They will do a similar piece of writing about it. Remember