

SUPER POWER MEMORY
GUIDE TO MEMORY SYSYEMS

INDEX

1. THREE GOLDEN RULES OF MEMORY
2. THE MNEMONIC SYSTEM
3. ASSOCIATION AND THE LINK MEMORY SYSTEM
4. SUBSTITUTION WORDS
5. REMEMBERING SHOPPING LIST
6. REMEMBERING SPEECHES
7. ABSENTHOOFEDNESS
8. LONG-DIGIT NUMBERS
9. THE PEG
10. HOW TO MEMORIZE A DICTIONARY (USING Word Image System –WIS)
11. THE JOURNEY METHOD
12. STUDENTS SECTION – LEARNING PERIODIC TABLE
13. REPETITION – CHUNKING PHRASES

THREE GOLDEN RULES OF MEMORY

In this chapter we will explore some scientific principles of memory. You will learn the three golden rules of memory. Once you tune your mind in sync with the Three Golden Rules, there will be a quantum leap in your memory and you will be able to remember almost anything with utmost ease.

The First Golden Rule : Pictures

The first Golden Rule of memory says that in order to remember anything, you must visualize it in the form of **pictures**. Whatever is in the form of pictures or a video, our brain remembers instantly. There is a reason behind this. **Pictures are the de facto language of our subconscious mind**. When we think, we see pictures. When we dream, we see pictures.

Suppose you dreamt last night that your family had gifted you a Lamborghini car. What will you see in your dream? Will you see the word L-A-M-B-O-R-G-H-I-N-I spelt out, or will you actually see the car? Of course, you will see a picture of the Lamborghini. Historians say that since prehistoric times, many millennia before spoken language was invented, human settlements used to communicate by using images. From the cave-paintings of the Stone Age to the drawings on the walls of the Pyramids, archaeologists have discovered that entire stories were communicated through illustrative images. Therefore, it is factually true that our mind is genetically conditioned to remember images. However, there are some crucial factors that you must remember while forming images:

- Convert the text that you want to remember into pictures in your mind. Even numbers can be converted (as you will see later in the book).
- Make the mental images huge, multi-colored and three dimensional.
- Liven up the images by adding some animation, emotion and movement to them.

The Third Golden Rule: Special

Many years back, I went on a trip to Los Angeles with my friends. We were loitering on the streets of Hollywood, when all of a sudden, we spotted a very famous movie star walk out of a studio. Within seconds, a huge crowd had flocked around him, eagerly seeking an autograph. If you asked me to describe the crowd, I would not be able to do so, because I did not notice the face of even a single person in the crowd. I did not pay attention to them, because they were ordinary people. However, I clearly remember the face of the movie star. I remember the color of his clothes, his sunglasses, his watch, everything. This memory will be etched in my mind for life, because he was a special person.

The human mind always remembers whatever is special, different, unusual or extraordinary. It forgets whatever is trivial, ordinary and routine.

If someone asked me what I was doing on June 2 in the year 2009, or on July 5 in the year 2007, I would not be able to answer because I do not remember. However, if someone asked me what I did on my last birthday, I would certainly recall that, because birthdays are special events.

Therefore, in order to remember a picture, try to make it extraordinary, special and different from routine. As long as it is funny, absurd, humorous, silly or stupid, it will be easily remembered!

We are now equipped with three Golden Rules of Memory – **pictures**, **sense** and **special**. In the forthcoming chapters, we will explore many different techniques; but no matter what the technique, these three golden rules will remain the same.

- We will make pictures;
- They will make sense; and
- They will be special.

THE MNEMONIC SYSTEM

There are two kinds of mnemonics, namely **word mnemonics** and **sentence mnemonics**. We first begin with word mnemonics. In this method, you simply form a word to remember a group of objects. A very common example is the word VIBGYOR. Each letter of this word helps us remember the colours of the rainbow in the following order

V – Violet

I – Indigo

B – Blue

G – Green

Y- Yellow

O-Orange

R-Red

Another example of word mnemonics is the word BODMAS used in mathematics. The letters explain sequence in which mathematical operations are to be performed:

B-Bracket

O-Operation

D-Division

M-Multiplication

A-Addition

S-Subtraction

These were examples of word mnemonics . However, forming a word mnemonic is not always easy and possible. Let me give you an example. Let us suppose I want to remember the nine planets in our solar system. (Recent research by Western scientists insists there are only eight planets in our solar system. In any case, we will study both of the options, eight planets and nine planets). We know that the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Now, if I were to take the first letters of each of the nine words, I will have something like this:

MVEMJSUNP

Now, the term MVEMJSUNP can neither be pronounced nor remembered. Thus, a word mnemonic will not work in such cases. So, we resort to what is called as a sentence mnemonic.

We will make a sentence that will help us remember each of the underlined words. Many of you must have already studied this in primary school. Our sentence is :

My Very Educated Mother Just Showed Us Nine Planets.

Remembering this simple sentence helps us remember all the nine planets in order. In case you want to remember only the first eight planets (ignoring Pluto), simply remember this sentence:

My Very Educated Mother Just Served Us Nachos.

At times, sentence mnemonics can also be used to remember numerical data. For example, if you want to remember the value of pi up to four decimal places, you simply remember the following sentence

Yes, I Know a number.

The word “yes” has 3 characters and the words “I kow a number” have 1, 4, 1 and 6 characters, respectively. Therefore, the approximate value of pi up to four decimal places is 3.1416.

You can form a variety of mnemonics with words, sentences and random phrases to remember any given subject matter. Here are a few examples:

- * Homes for the five great lakes:
Huron, Ontario, Michigan, Erie, Superior
- * The order of taxonomy:
Kids Prefer Cheese Over Fresh Green Spinach.
(Kingdom, Phylum, Class, Order, Family, Genus, Species)
- * Rice for instructions on treating a sprain:
R – Rest the injured area
I – Ice the sprain
C – Compress with a wrap/bandage
E – Elevate the injured area.
- * Private Tim Hall for the essential amino acids:
(Phenylalanine, Valine, Threonine, Tryptophan, Isoleucine, Methionine, Histidine, Arginine, Leucine, Lysine)
- * The bones of the wrist:
Some Lawyers Try Petitions That They Cannot Handle.
(Scaphoid, Lunate, Triquetral, Pisiform, Trapezium, Trapezoid, Capitate, Hamate)

ASSOCIATION AND THE LINK MEMORY SYSTEM

Association memory system is a powerful technique to memorize . The technique lies in associating two things by forming ridiculous picture image in your minds eye .

There are two steps involved . First you need a ridiculous , impossible , crazy , illogical , absurd – picture or image to associate the two items . What you don't want is a logical or sensible picture .

Assume you wanted to memorize these ten items in sequence :

Airplane , Tree , Envelope , Earrings , Bucket , Sing, Basketball , Salomi , Star , Nose

Now link the ten items and memorize by the below techniques :

We don't want a logical picture while linking items . An example of a logical picture might be : an Airplane parked near a tree . Though unlikely that is not ridiculous , that is possible . Therefore it probably won't work . A ridiculous or impossible picture might be : A gigantic tree is flying instead of an airplane , or an airplane is growing instead of a tree (as passengers are boarding planes .These are crazy , impossible pictures .Now , select one of these pictures , or one you thought of yourself , and see it in your mind's eye .

We don't , mean to see the words airplane and tree. You are to actually see the action you have selected – and most ridiculous associations between any two items will be actions , like the examples given here .

See that picture , that action , in your mind for a split second . You're not doing anything unusual ; you've been seeing pictures in your mind all your life . Actually , you can't think without seeing pictures . Aristotle said it , centuries ago – one of his books opened with this sentence : 'It is impossible even to think without a mental picture ."

Seeing pictures , or images , in your mind is almost like having a movie screen in your head. If you read the words husband , child , car , etc ., you cannot think of any of those people or things without 'seeing' a picture of them – even if it's only for a split second . Try not to picture an elephant ; don't see an elephant in your mind . What happened ? It became impossible not to see , or picture , an elephant !

All right , then . Choose a ridiculous association between airplane and tree , and see it in your mind's eye , right now .

Once you've tried to do that , stop thinking about it . The 'trying' however , is quite important . We tell our students that even if our systems don't work , they must work ! That sounds silly , but it's true . Just trying to apply the systems must improve your memory , whether or not they really work . That sounds silly , but it's true . Just trying to apply the systems must improve your memory , whether or not they really work . The fact that they do work , and work beautifully , will improve your memory to an unbelievable degree.

The next time on the list is **envelope** . We'll assume that you already know , or remember , tree . The new thing to remember is envelope . Simply form a ridiculous picture , or association , in your mind between tree and envelope . You might see millions of envelopes growing on a tree , or a tree is sealing a gigantic envelope , or you're trying to seal a tree in an envelope . There are many other suggestions we could give , but all you need is one ridiculous picture . Select one of these , or one you thought of yourself , and see it in your mind's eye for an instant .

You needn't labor over seeing that picture. All it takes is a fraction of a second. It's the clarity of the picture that's important, not how long you see it. So see it, clearly, for just a second.

The next item to be remembered is **earring**. The thing you already know is envelope. Form a ridiculous association between envelope and earring. You might see yourself wearing envelopes instead of earrings, or you open an envelope and millions of earrings fly out and hit you in the face.

You're much better off, incidentally, thinking up your own pictures. When we suggest the ridiculous pictures, we're taking away some of your Original Awareness. We'll keep on giving you suggestions, but whether you use ours or your own , be sure to see the pictures clearly.

Select one of our associations between envelope and earring, or one you thought of yourself , and see it in your mind's eye.

Bucket is the new thing to remember . Associate it to earring. You might see yourself wearing buckets instead of earrings. Or, a gigantic bucket is wearing gigantic earrings. See one of these pictures in your mind.

The next thing to remember is **sing**. (This is not an object, not a noun, and it's here only to show you that this doesn't matter – an association will still remind you of it.) Associate sing to the last thing you already know – bucket. If you see a gigantic bucket singing, that will do it. Or you might see yourself singing with a bucket over our head. That's not impossible, but it's certainly ridiculous. Just be sure to see your picture clearly.

The next item is **basketball**. Associate that to sing. Picture a basketball singing. Or someone is singing and millions of basketballs fly out of his mouth.

Salami. Picture a gigantic salami playing basketball. Or a basketball player (Jerry Lucas, who else?) is dribbling a salami instead of a basketball.

Star. Picture a gigantic salami twinkling in the sky. Or you're slicing a star, instead of a salami! See the picture.

Nose. Picture someone with a tinkling star on his face instead of a nose. Or a star has a large nose. See the picture.

If you've tried to see all the pictures, you will know all ten items. The first item is the only one you may have trouble with, because you didn't associate it to anything to remind you of it. This

will be straightened out for you soon enough. If you know the item, fine. If not, it was **airplane**. Try to think of the items before you read them in the paragraphs to follow. Now, think of airplane for a moment. What does that remind of? **Tree**, of course.

Think of tree – that reminds you of ... **envelope**. Think of envelope, which should remind you of ... **earring**. Think of earring, and it will remind you of **bucket**. What silly thing was the bucket doing? Singing, of course – and that reminds you of **sing**. What else was singing? **A basketball**. Thinking of basketball for a moment will remind you of **Salami**. Salami should make you think of ... **star**. And, finally, star will remind you of ... **nose**.

How did you do? You should have known all of them. If you had trouble with one or two, if you think you forgot any, it's probably because you read the word here before you had the chance to think of it. You didn't "forget" it at all. If you're convinced that you did, then you didn't really remember it in the first place – go back to that item and strengthen your association. That is, be sure the picture is ridiculous, and, more important, be sure to really see it in your mind.

If you take paper and pencil and try it now, on your own, you'll see that you can list the ten items, in sequence, without missing any. Try it and see. Now, try it backward! Think of nose; that will make you think of ...star. Star will remind you of...salami. That reminds you of...basketball. Basketball to...sing, sing to ...bucket, bucket to ...earring, earring to...envelope, envelope to...tree, and tree to...airplane. Try this with your own list, and you'll be proud of yourself – you'll be able to remember any list of items, in sequence, backward and forward.

How to Remember Speeches or Long Answers

The technique for remembering a speech is the same as remembering a long extract or a long answer from any book. You will now see how the link method is a very powerful technique for remembering speeches. I will also give you some tips on giving a fantastic speech.

Prerequisites

Giving a speech to an audience is not everybody's cup of tea. Apart from the fact that many people have stage fear or audience fright, many others have an inherent phobia of looking embarrassed or making a fool of themselves in case they forget their speech. Imagine a situation where you are addressing an audience, and you are suddenly tongue-tied for want of words!

Being a professional trainer, I have to regularly address huge gatherings of people, where I train them on a variety of topics. I have also been fortunate to share the stage with many other speakers and dignitaries at different symposiums and conferences.

In general, I have observed that there are two kinds of speakers – those who look at a paper and deliver a readymade speech word for word (exactly as written) and those who speak for hours at length, interacting with the audience (without looking at any readymade speech), recalling every sentence from their memory with ease. We shall look at the pros and cons of both approaches.

(A) Ready Made Speeches

It must be noted here that if you deliver your speech word for word, exactly as written on paper, then there are zero chances of you forgetting the speech. So, the paper acts as an assurance of sorts. However, since your entire attention must be on the paper all the time, you are restricted in the way you interact with your audience

ADVANTAGES

- * You will not forget the speech while delivering it.
- * You will not omit any part of the speech or make impromptu statements that may be irresponsible.
- * You do not have to waste time in drafting a speech. Someone else can draft it for you and you can simply deliver it on stage.

DISADVANTAGES

- * You cannot move around the stage; thus, your body posture becomes rigid.
- * Your entire focus is on the paper, so you cannot observe the reactions, expressions and emotions of the audience.
- * You appear to be in your own world, disconnected from the audience. There is no possibility of making the speech interactive. Only one-way communication is possible.
- * If the paper is lost or misplaced, you are doomed!

Generally, politicians, head of states, businessmen and celebrities, who do not have the time to draft a speech themselves, resort to readymade speeches. They ask their secretary or personal assistant to prepare a speech and they simply deliver it to the audience. They do not care if the audience is entertained or inspired by their words, as their sole purpose is only to deliver a specific message with precise words.

If you are new to the world of public speaking, you must resort to readymade speeches. However, once you get used to it, you must move to the next level and prefer giving interactive speeches.

(B) Interactive Speeches

Interactive speakers are more dynamic in their approach. Because they are not confined to a paper, they can move around the stage, take questions from the audience and even afford to create some instant humour out of the situation . Simply put, they are more lively and interactive.

ADVANTAGES

- * You have the flexibility to move around the stage and interact with the audience.
- * You can use gestures and expressions and invite questions from the audience.

DISADVANTAGES

- * There is a possibility of forgetting your speech.
- * Because your speech is not reviewed by an expert, you may utter something irresponsible or factually incorrect.

As can be seen from these boxes, both the readymade speech approach and the interactive speech approach have their own pros and cons. Some speakers use a combination of both approaches, by using PowerPoint presentations in their speech. Thus, instead of looking at the paper and reciting the speech, they refer to the presentations screen and read out the points to the audience. This gives them the freedom to look at the points of the speech and interact with the audience at the same time. Smart strategy, I would say.

Memory Secret

We will now discuss the secret of remembering a given speech. Over the years, I have realized that if I memorize speeches word for word, then my delivery becomes very mechanical. I am simply reduced to a robot who speaks without his mind. On the other hand if I don't memorize the exact speech, but just the main points, it gives me the flexibility to increase or reduce the content, and even modify it a little bit here and there, based on the body language of the audience. If the audience is enjoying a particular conversation, I stress on it further. If the audience seems to be drowsy and bored, I can customize some joke or give an exciting example to recapture their attention and interest.

So, the secret of memorizing a speech is not to learn it by rote, but to remember only the main points so that you can be flexible in your delivery.

Example

Below I have taken a sample speech. The title of the speech is "How To Control Pollution". There are nine points in this speech, so instead of mugging up the speech word for word, we will simply remember the nine main points.

SAMPLE SPEECH

Q: How can we control pollution ?

Ans: Pollution is a serious cause of concern for our society. Due to pollution, a lot of health-oriented disorders are observed in human beings. We can control pollution in the following ways:

(a) Use Tall Chimneys: Using tall chimneys in factories is a simple way to ensure that pollutants are discharged at a higher altitude, thereby ensuring that it is further away from human consumption.

(b) Maintain Automobiles: Check your car regularly as regards the amount of poisonous pollutants it emits.

(c) Strict Cops: The cops (police) must take strict legal action against defaulters of pollution-control norms. This will deter them from future malpractice.

(d) Plant Trees: Trees help in maintaining the ecological balance and are a must to keep air pollution under check.

(e) Clean Garbage: Dustbins must be regularly emptied and waste must be disposed of to keep our environment hygienic

(f) Check Wastewater: Factories must check their effluent and filter it before discharging it into water bodies.

(g) Teach Youngsters: Our young generation must be made aware of issues such as high carbon emissions that our planet is facing.

(h) Chemical Treatment: The hazards of toxic waste must be reduced by treating the toxic waste chemically before it is safely disposed of.

(i) Award Factories: Factories and industries that follow stringent pollution control norms must be awarded for their initiatives, so that they set an example for others to follow.

Let us presume this is the speech that I have to deliver and have only five minutes to prepare, before facing the audience. Then, the first thing I would do is read the whole speech once to get familiar with its content. Next, I would outline the main points and mentally form a story, linking them one after the other. Here are the main points on how to control pollution:

- * Use Tall *Chimneys*
- * Maintain *Automobiles*
- * Strict *Cops*
- * Plant *Trees*
- * Clean *Garbage*
- * Check *Wastewater*
- * Teach *Youngsters*
- * *Chemical* Treatment
- * Award Factories

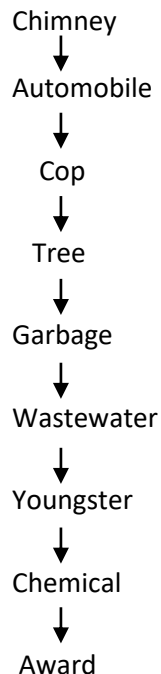
Strategy

As seen in the link system, we will simply link the first point to the second, the second point to the third and the third point to the fourth, until we reach the last point.

- * Visualize there is a tall *chimey*.
- * On top of the tall chimney is a Honda car (*automobile*).
- * Inside the car, a *cop* is sitting in the drivers seat.
- * The cop has a bonsai *tee* in his hand.
- * The car falls off the chimney and lands on a *garbage* can, thereby injuring the cop.
- * It suddenly starts raining, and there is *wastewater* all around.
- * A group of *youngsters* is walking on the road.

- * They use a magic *chemical* to heal the injured cop.
- * The cop gives them an *award* for their good work.

Thus, we have linked the nine main points of the speech as follows :



I have tried to make the story as silly and as stupid as I can. Remember, the more outrageous it is, the easier it is to remember it.

On Stage

When I am on stage, I do not hold a paper to refer to. As I start my speech, the first word, “chimney” flashes in my mind. So, I start speaking about chimneys and say everything related to this topic that comes to mind. These may not be the exact words that I had learnt. But who cares? As long as the message is conveyed, the task is accomplished.

Addition, while I am speaking about chimneys, I start seeing a Honda car on top of the chimney. Therefore, I know that the second point is “automobile” and I start speaking on automobiles. While I am speaking about automobiles my mind suddenly sees a “cop” in the automobile and I am automatically reminded of the third point. The cop reminds me of a “tree” in his hand. Then the car in which he is sitting falls on the “garbage” and then it starts “raining”. Then a group of “youngsters” come to help the cop. They have a “chemical” for healing and the grateful cop gives them an “award”.

So, while I am delivering the speech, my mind is triggering one point after another at the same time. I am delivering the speech in my own words, and yet, ensuring that I do not forget the points.

Conclusion

Whenever you have to remember a speech, write it perfectly on a piece of paper, clearly highlighting the main points. Once the speech is ready, read it a couple of times until you are familiar with the content. Next, link the main points in a storyline as explained earlier. You are now set! As you deliver the speech to the audience, the points will automatically be triggered in your mind one after another, until you have spoken on the last point.

Super Tip

Suppose you are giving a speech on *modes of transportation*. You very well know that there are four modes of transportation :

- * Railways
- * Roadways
- * Waterways
- * Airways

SUBSTITUTE WORDS

The Substitute Word concept can be applied to any seemingly abstract material. Basically, it's this : When you hear or see a word or phrase that seems abstract or intangible to you, think of something – anything – that sounds like, or reminds you of, the abstract material and can be pictured in your mind.

Ordinarily, the name of a person, thing, or place cannot be pictured in the mind. Most names are intangible, which is why they're so difficult to remember. For example, there would seem to be no way to "picture" (or associate) Minnesota. You might, however, easily picture a **mini soda**, a small bottle of soda. Mini soda sounds like Minnesota, and must remind you of it. And you can associate mini soda to anything you like. If you were trying to memorize the states in their alphabetical order, you might associate mini soda to **Mrs.sip**; perhaps a married lady is sipping a little soda. This would remind you that Mississippi follows Minnesota, alphabetically.

The perceptions brought in by the five senses are first treated or worked upon by the faculty of imagination, and it is the images so formed which become the material of the intellectual faculty. Imagination is the intermediary between perception and thought .

It is the image-making part of the mind which makes the work of the higher processes of thought possible. Hence the mind never thinks without a mental picture. The thinking faculty thinks of its forms in pictures. No one could ever learn or understand anything, if he had not the faculty of perception; even when he thinks speculatively, he must have some mental picture with which to think.

Here are all the states, listed alphabetically and numbered from 1 to 50. Later, after learning the Peg system, you can turn back to this page and try memorizing them by number. As you Link them, pause after every ten or so to review mentally the pictures you've formed up to that time.

- | | | | |
|----------------|-------------------|--------------------|--------------------|
| 1. Alabama | 14. Indiana | 27. Nebraska | 40. South Carolina |
| 2. Alaska | 15. Iowa | 28. Nevada | 41. South Dakota |
| 3. Arizona | 16. Kansas | 29. New Hampshire | 42. Tennessee |
| 4. Arkansas | 17. Kentucky | 30. New Jersey | 43. Texas |
| 5. California | 18. Louisiana | 31. New Mexico | 44. Utah |
| 6. Colorado | 19. Maine | 32. New York | 45. Vermont |
| 7. Connecticut | 20. Maryland | 33. North Carolina | 46. Virginia |
| 8. Delaware | 21. Massachusetts | 34. North Dakota | 47. Washington |
| 9. Florida | 22. Michigan | 35. Ohio | 48. West Virginia |
| 10. Georgia | 23. Minnesota | 36. Oklahoma | 49. Wisconsin |
| 11. Hawaii | 24. Mississippi | 37. Oregon | 50. Wyoming |
| 12. Idaho | 25. Missouri | 38. Pennsylvania | |
| 13. Illinois | 26. Montana | 39. Rhode Island | |

Trying to memorize these from the top, you start by thinking up a Substitute Word that reminds you of Alabama. **Album** will do nicely. An album can be pictured, whereas Alabama cannot. If you're old

enough to remember a song called “I’m Alabamy Bound,” which had to do with a train, you might have thought of that and pictured a train. For Alaska, you can picture the flaming desert **baked Alaska**, or I’ll ask her, or **a last car**. Now start your Link: You might picture a gigantic album serving baked Alaska to other albums.

For Arizona, you can use **air zone** as the Substitute phrase. Picture a gigantic piece of baked Alaska floating in the air, over a safety zone. For Arkansas, you might see yourself sawing an ark; associate that picture to air zone.

Please bear in mind that anything can be pictured, a noun, an action, whatever, Remember, sing was used in the first sample Link – and you could, and did, picture sing as well as any of the other items, which were all nouns.

For Arizona and Arkansas, an **ark and a saw** floating in the air over a safety **zone** would do the trick. For California, how about **call a fawn** as a Substitute Word? To associate that to Arkansas, you could picture yourself calling a fawn into an ark. Whatever Substitute phrase you use, be sure to really see the pictures.

California to Colorado (**color a toe**). You might see that fawn painting (coloring) one of his toes.

Colorado to Connecticut (**connect a cut**). You cut the colored toe, then connect the two parts.

Connecticut to Delaware (**Della wear**). A girl named Della is wearing flowing robes as she bends over to connect a cut.

Delaware to Florida (**flower there**). Della throws those flowering robes to the floor and a gigantic flower grows there.

Florida to Georgia (**George**). The gigantic flower is named ...George! Or, millions of flowers are growing in a **gorge**.

If you have made these or your own associations and have seen the pictures in your mind, you know the first ten states just as you knew the ten items in the first sample Link. There are, of course, many other Substitute words you could have used. If you thought of the Everglades when you thought of Florida, picturing its swamps would have served the purpose for you. Remember that Linking is individual, personal – what you think of is usually best for you. And, most often, the first substitute Word that comes to mind is the best to use.

If you want to practice some more, review the first ten states in sequence and then continue your Link with the next ten. Perhaps, George to **how are ya**; how are ya to **Ida hoe** or **potato**; potato to **ill noise**; ill noise to **Indian**; to **I owe her**; to **can sass**; to **can’t talk**; to **lose Anna**; to water **main** (pipe); to **marry land**. We’ll leave the associations here up to you.

Review the Link, the twenty states, then continue with the next ten, and so on. If you can provide your own Substitute Words for the remaining states, without using the suggestions that follow, all the better.

Michigan, **mix again**; Missouri, **misery**; Montana, **mountain**; Nebraska, **new brass car**; Nevada, **never there**, gambling; New Hampshire, **hamster**; New Jersey, **Jersey** cow; New Mexico, Mexican sombrero; New York, **new cork**, Empire State Building; North Carolina, **carry liner**. (Make up a “standard” for north and south and use them all the time. For example, you might use **snow** to represent north, and **mouth** to represent south. A picture of someone carrying a liner [ship] in a snowstorm would therefore remind you of North Carolina.)

To continue Substitute Words: North Dakota, **decoder**; Ohio, **oh, hi!, higher!**; Oklahoma, **homer**; Oregon, **are gone**; Pennsylvania, **pencil**; Rhode Island, **rode**; South Carolina, **carry liner** (perhaps carrying a liner in your mouth); South Dakota, **decoder**; Tennessee, **tennis (see)**; Texas, **taxes**; Utah, **you tear**; Vermont, **vermin**; Virginia, **virgin**; Washington, **wash**; West Virginia, **best virgin**; Wisconsin, **wise cousin**; Wyoming, **roaming**.

If you’ve gone down the list of states ten at a time, using the combination of Substitute Words and Linking, then reviewing each ten once learned, you should be able to reel off all fifty states with hardly a stumble.

Try it – and if you miss a few, simply go back and strengthen those particular associations. You’ll be surprised at how easy it is to remember something most people would find difficult ,if not impossible.

REMEMBERING SHOPPING LIST

Assume it is important that you remember to pick up a lamp you ordered. You also must remember to buy a package of typing paper. Start a Link; associate lamp to paper. Perhaps you see yourself putting a lighted lamp, instead of paper, into your typewriter. Or, a gigantic sheet of paper is on your bedside table, you pull a string – and it lights like a lamp. Select one of these you pull a string – and it lights like a lamp. Select one of these pictures, or one you thought of yourself, and see it in your mind.

You don't want to forget to pick up your suit at the cleaners. Continue the Link; perhaps you're wearing sheets of typing paper instead of a suit.

You promised to call about arranging for swimming lessons for your child. See a suit, with nobody in it, swimming or diving into a pool.

For days, you've been meaning to buy some lightbulbs. Picture gigantic lightbulbs swimming.

You must remember to visit a friend at the hospital. Picture yourself putting your friend, instead of a lightbulb, into a socket.

You want to pick up a roll of stamps before the post office closes. Picture your sick friend lying on (and sticking to) a gigantic stamp instead of a hospital bed. Or you're licking your friend and sticking him on an envelope .

If you've actually visualized the silly pictures, you'll remember the things you must do. Start with **lamp** – that should remind you of the next chore or errand, and so on. When applying this idea practically, you'd form your Link the night before. Then, in the morning, you'd simply go over that Link while getting dressed or having breakfast.

If you think of something else you want to accomplish that day, tack it on to the end of your Link. It's important to go over your Link before you leave, because thinking of the chores will remind you to take whatever you need from your home in order to accomplish the errand. For example, if you need a receipt in order to get your suit from the cleaners, thinking of the suit will remind you to go to our desk and get the receipt .

During the day, go over your Link every once in a while – or while you're walking, eating, whatever. Anytime you think of an errand that you have not yet done, you'll know it; simply go and do it. As a final check, go over the Link before you prepare to go home.

This practical use of the Link will save you plenty of time and aggravation. The worst that can happen is that it won't work completely and you'll forget an errand. Well, you haven't much to lose – you've been doing that all your life!

Exactly the same idea can be applied to remembering a shopping list. Granted, remembering a shopping list is not the most important thing in the world. But people who make out a shopping list on a piece of paper often either forget to take it with them, or forget to look at it until they get home again.

Simply Link the items you want to purchase. Be sure to make the pictures ridiculous – you’re peeling an **orange** and there’s a container of **milk** (or a cow) inside it; you’re milking a cow and slices of **bread**, instead of milk, come out, etc. Once inside the supermarket, just go over your Link every once in a while. If you do this, you won’t forget any items.

REMEMBERING SPEECHES

Probably the worst mistake you can make is to try to memorize a speech word for word. First of all, it isn't really necessary. The assumption is that if you've been asked to deliver a speech on particular subject, you know something about that subject.

Secondly, memorizing the speech word for word will make it sound that way when you deliver it – memorized. And, finally, when you memorize a speech word for word, you're taking the chance of fumbling over one word you can't remember. Why take that chance when there are probably dozens of other words that would do?

Reading a speech doesn't work either, because you want to hold the group's attention, and reading to them is likely to put them to sleep. Even if you occasionally look up at your audience as you read, it won't help much. As a matter of fact, that's the moment when you're likely to lose your place and start hemming and hawing as you try to find it.

The best way to deliver a speech is to talk it in your own words, *thought for thought*. A speech is a sequence of thoughts; if the thoughts are out of sequence, the speech won't make much sense. Now, you know how to use the Link system to remember things in sequence. The Link, plus one other idea, will help you to remember your speech thought for thought.

First, write out or type your speech, including all the things you want to say about all the ideas you think are important. Read it over to get the gist of it. Now for that "other idea": Select a Key Word from each thought that will *remind you of the entire thought*.

This is easier to do than it might seem. There is rarely a thought, whether it is to be expressed in one sentence or two paragraphs, that cannot be brought to mind by *one word* or phrase. It is these Key Words (or Key Thoughts) that you Link – at which points you have the speech memorized thought for thought!

Here are some excerpts from a talk delivered at a convention to a group of merchants and dealers selling the same line of products. The speaker was asked to talk about a sharp drop in profits over the previous two years and to suggest ways of doing something about it.

The talk originally took thirty-five minutes to deliver. Excerpts have been culled from it to demonstrate the Key Words or Thoughts that the speaker wanted to get across.

The Speech :

The problem is an obvious one. We're all selling just as many of the product as we always have, but our *profit margin* has been drastically reduced. The reasons, too are obvious. The cost of material and manufacture has gone up, and so have our prices. The trouble is that if we raise our prices any higher, we'll lose sales. What we have to do is find ways to raise our profit margin...

We have to get more people to *walk* in our stores. Obviously, the more people that walk in yop our stores, the more opportunities we have to make sales. Perhaps we can organize contests, etc...

An important part of each of our businesses depends on building a *good name* in each of our local areas. There are many ways to do this; relaxing our “no return” policy...

Our products are nationally advertised, but we haven’t been taking advantage of that at all. At least, not to my knowledge. We’ve got to plan local advertising to mesh with national advertising; blowups of the national ads in our windows should be considered, and...

The *new line*, Starbright, Holly, baby Soft, Meteor, and Honeymoon, is really good, and should help to stir up some fresh business. It’s been a long time since we had any new line of product at all...

We also must work harder to turn *bread* and *butter* sales. Why should a customer walk out after buying only the item she came for? A little thought, and effort, would help toward finding ways to almost force the customer to buy at least one other item, perhaps just an accessory, to go with the one she bought. A two-for-one sale might work, or...

And how can we make customers come back to the store? How many of you take advantage of the names and addresses on your sales receipts that are gathering dust in your files? Use those names – send notes and notices of sales...

The Key Words have been italicized within each of the thoughts of this talk. Let us emphasize that the speaker knew what he wanted to say about each thought – that wasn’t his problem. What he wanted to avoid was omitting an entire thought. Forming a Link takes care of that.

There are two ways to do this. You can either list or underline the Key Words, and then Link them; or you can Link them as you go. As you become more proficient, you’ll most likely Link the Key Words as you go.

Now, The First Key Word or Thought is **profit margin**. Use a Substitute Word to remind you of it. Perhaps your **Ma** is drinking **gin** and being paid for it – she’s is making a **profit**. That will certainly remind you of the thought; if you were delivering this talk, either **Ma gin** or **profit** alone would suffice.

The next Key Word is **walk in**. Associate **Ma gin** and / or **profit** to that; a silly picture of your gin – drinking Ma **walking in** to a store will do it. The next Key Word is **good name**. Continue the Link; you might see a **name** (picture gigantic letters of your name, or a gigantic business card) that’s **good**, walking into a store.

Good name to **nationally advertised**. You might see your good name being on the cover of a **national magazine**.

Nationally advertised to **new line**. See a ridiculous picture of a long **line** of national magazines hot off the press – they’re **new**.

New line to **bread and butter**. See a long line of **bread and butter**.

Bread and butter to **come back**. Picture yourself calling a gigantic piece of bread and butter to **come back**.

Forming such a Link accomplishes two things. It forces you to concentrate on (to be Originally Aware of) the thoughts of the speech, and it will give you the sequence of thoughts. *Knowing* that you definitely have that sequence also gives you a confidence that you wouldn't otherwise have.

Thinking of the first thought, **Ma gin**, is all you need to remind you that you want to talk about the reduction of the profit margin – so talk about it, say it in your own words. When you've said all you to say about that, you'll automatically be reminded of **walk in**. Since you wrote the speech, you'll know just what **walk in** refers to; it will remind you of the entire thought. Just say what you want to say about getting people to walk in to the store.

If you made the ridiculous association, the Key Word **walk in** must remind you of **good name**. Talk about that; then **good name** will remind you of **nationally advertised**, at which point you say what you have to say about that thought. And so on, to the end of your speech.

You need only try this idea to see that it will work for you. You might be wondering what you'd do if you had a few facts to remember that pertained to a particular thought. For example, take the product names listed within the **new line** thought – you simply form an "offshoot" or "tangent" Link. That is, after you've formed your basic Link, go back to **new line** and form an offshoot Link of the names.

You'll see, when you're delivering the speech, that **new line** will lead you right through the offshoot Link, reminding you of the product names. Then, you'll still be reminded of the thought you originally associated to **new line** in the basic Link – **bread and butter**. If the products have style numbers, you can Link them, too – once you've learned how to picture numbers.

If, for some reason, you want to remember the speech virtually word for word, you'll find that simply going over it a few more times will do the trick. Since you wrote the speech yourself, your own words would be the most likely ones to come to mind as you voiced each thought.

This same system – a combination of the Link and the Key Thought ideas – can be applied to reading material or lectures in almost exactly the same way. Simply Link Key Words as you read or listen. Applied to reading material, the idea forces you to read actively, with concentration; applied to lectures, it does the same thing. It's difficult to allow your mind to wander when you're listening for Key Words to remind you of thoughts. The next time you want to remember more of reading or lecture material than you usually do, try applying what you've learned here. You'll be surprised at how much you retain.

The system can also be applied to song lyrics and scripts. Apply the same idea, then go over the material a few more times. It's still necessary to remember the material thought for thought first; *then* you worry about word for word. The language itself is a memory aid – there are certain ways to say certain things. Once you definitely know the sequence of thoughts, the words tend to take care of themselves. If you know the thought, the words that can happen is that you'll say the line a bit

differently from the way it was written; it's when you don't know the thought that you can really "go up" (have no idea what comes next).

One famous, award winning actress has for some time applied these ideas to all her difficult-to-memorize scripts. In a letter, she wrote that the systems "make what is a usual drudgery part of the creative art!"

We'll be giving you more help in remembering reading material later on in the book. For now, you might want to apply the same basic idea to help you remember jokes and anecdotes. Two memory problems may have to be solved: remembering the joke in the first place, and remembering the idea of the joke, its premise and punchline.

To remember jokes, many professional comedians Link a Key Word or thought of one joke to the Key Word of the next, and so on. The comedian knows the jokes; he simply needs reminders of the jokes and their sequence. So, a Link of orange to politics to elephant to gas pump would be enough to remind a comedian to tell the joke about oranges, then the one about politics, and so on.

Remembering the idea and punchline of a joke is just as easy. Let's remember this old gag:

"How do you make a Venetian blind?"

"Stick a finger in his eye!"

Simply form a silly association. Picture a venetian blind with one large eye on your window – see a gigantic finger going into that eye. That's all. You'll remember the idea and the punchline of the joke.

ABSENTMINDEDNESS

The solution to the problem of absentmindedness is both simple and obvious: All you have to do is to be sure to think of what you're doing *during the moment in which you're doing it*. That's all, but obviously it's easier said than done. How can you be sure to *force* yourself to think of a minor action at the moment you're doing it?

There's only one way, and that is by using association. Since association forces Original Awareness – and since being Originally Aware is the same as having something register in your mind in the first place, at the moment it occurs – then forming an instant association must solve the problem of absentmindedness.

You're writing at your desk and the phone rings. As you reach for the phone, you place the pencil behind your ear, or in your hair. The phone call is finished – that took only a few minutes – but now you waste time searching for the pencil that's perched behind your ear. Would you like to avoid that aggravation? All right, then; the next time the phone rings and you start to place the pencil behind your ear, make a fast mental picture in your mind. Actually “see” the pencil going into your ear – all the way.

The idea may make you shudder, but when you think of the pencil, you'll know where it is. That silly association of seeing the pencil go into your ear *forced* you to think of two things in a fraction of a second: 1) the pencil, and 2) where you were putting it. Problem solved!

Solved, that is, if you make an association each time you put down your pencil, wherever you put it. Just make it a habit. Keep the idea in mind the first few times, force yourself to form the associations, and after that it will become habitual.

If you place your eyeglasses on your television set as you leave your living room, “see” the antenna of the television set going right through the eyeglass lens, shattering it. This association is made without breaking stride, as you walk. We'll guarantee that the next time you think of your glasses, you'll know where they are. For two reasons: First, you *thought* about it when you put them down; and second, the thing that made you think about it, the association, also reminds you of where they are.

If you placed the eyeglasses on your bed, you can picture a gigantic pair of glasses sleeping in your bed. If you stuck them into a pocket, picture the lenses breaking in your pocket and tearing it. Or you're reaching in to get the glasses and your hand is badly cut. All the same idea; the association, no matter what it is, forces you to think of the action at that moment. Always do it at the moment; if you put off doing it, you'll forget to form the association and you'll forget where your glasses are!

Many people are plagued by misplacing treasured items. You usually put the item in a particularly good hiding place – and then never see it again. (If you do, it's likely to be when you move, and empty all your drawers and closets.)

This problem, too, can be solved by making an instant association. Say you have an expensive fountain pen that you want to keep for a child or grandchild. You place it in a drawer beneath your good sweaters for safekeeping. As you place it there, see a picture of the pen leaking ink all over those sweaters, running them. Be assured that the next time you think of that pen, no matter how long after you've put it away, you'll *know* that it's under your sweaters. You need only associate an item you're putting away to its hiding place once to see that the idea works beautifully.

If you want to be sure not to leave your umbrella at your friend's house, associate umbrella to the last thing you're sure to notice when you leave. If you're wearing a coat, and it's cold outside, you know you won't forget the coat. Associate umbrella instead of a coat, or using a coat instead of an umbrella to protect you from the rain. The principle is the same – one thing reminds you of the other. If your picture is a clear one, and a ridiculous one, the coat must remind you of the umbrella. If you want to make extra sure, and if you're driving, associate umbrella to your car. You might picture yourself opening the car with an open umbrella instead of a key. Now, if the coat doesn't remind you to take that umbrella, the car certainly will.

Do you often leave your umbrella at the office instead of taking it home? As you arrive and put your umbrella away, associate it to the last thing you normally see or do as you're leaving the office. If you punch a time clock, see yourself placing the umbrella in the slot instead of your card. Or, if you ride an elevator, picture an umbrella operating it. You might also associate the umbrella to something you always see just outside the office building – if one association doesn't remind you to take it with you, the other will remind you to go back and get it.

Perhaps you're one of those people who write an important letter and then forget to take it out of the house and mail it. What's the last thing you do as you leave your house or apartment? Perhaps you check your doorknob to make sure the door is shut, or perhaps you lock the door with a key. Simply associate letter to either doorknob a few times, you probably won't have to do it every gain. *Every time you look at that knob, it will make you think of letter, and if you've left one inside you'll go back and get it.*)

You can always use a second picture as insurance. Perhaps you often take out some garbage when you leave your home. See yourself throwing millions of letters into your garbage can or incinerator.

This will help you remember to take the letter, but you may still leave it in your pocket or purse for a few weeks! One way to avoid that is to hold the letter in your hand until you see a mailbox. Another way is to associate the person or company that the letter is addressed to, to a mailbox. If it's going to someone you can picture or visualize, see that person's head coming out of a mail box. If it's going to a company, use a Substitute thought. For example, if it's an electric bill, see electricity (lightning) shooting out of a mailbox. In either case, the next time you notice a mailbox – and sooner or later you will – you'll be reminded to take that letter out of your pocket or purse and mail it.

A woman in one of our classes told us that she often burned the roast that she put in the oven because she simply forgot about it. Well, she could avoid this by putting a smaller roast into the oven

along with the regular one – when she smelled the small one burning, she'd know the other one was done! The price of meat being what it is, however, there has to be a better way.

Make this a habit – *every* time you put something in the oven, place a small frying pan smack in the center of the kitchen floor! How can you possibly forget about the roast now? Each time you see (or trip over) that frying pan, you'll be reminded of the roast in the oven.

Upon hearing this idea one man said, "That's fine, except that when I put a roast in the oven, I usually go into another room to watch television. Then I can't see the reminder." The solution for him was obvious, of course – to take the frying pan along and put it on top of the television set.

Instead of a frying pan, you can use anything that looks out of place on the floor (or television set): a pot holder, a plate, a hunk of cheese. The idea is based on the standard rule of memory – one thing reminds you of another.

It's not a new idea by any means; it's similar to trying a string on your finger, wearing your watch on the wrong wrist, turning your ring to face the wrong way, or putting a crumpled dollar bill in with your coins. Each of these "out-of-place" things is supposed to remind you of something you want to remember. The problem is that too often they'll remind you that you wanted to remember "something," which isn't much help if you can't remember what the something is. The frying pan on the kitchen floor, on the other hand, must remind you of the roast in the oven because that's all you'll be using it for. If you insist on tying a string around your finger or wearing your watch on the wrong wrist, now you have a way to make it definite. Go ahead and tie the string around your finger, but at the same time be sure to associate whatever it is you want to remember to the string. Now you have the two essentials: first the reminder, then what it is you're being reminded of.

Why ruin your evening out because you spend most of it worrying about whether or not you turned off the oven, locked the door, or unplugged the iron? Form the habit of making a quick association at the moment you do these things. As you shut off the oven, picture yourself (or just your head) in the oven! Really see that picture, and you've consciously thought about the action for a split second. Later on, when you think about the oven, you'll *know* you shut it off.

As you lock your door, see yourself locking it with your head instead of a key. When you unplug your iron, see your head coming out of the socket. The picture you choose is unimportant – any picture forces you to think of the action at the moment.

Do you sometimes find yourself going to your refrigerator, opening the door, and then staring inside and wondering what it is you wanted? Just make a association the moment you think of what it is you want from the refrigerator. If you want a glass of milk, see yourself opening the refrigerator door and gallons of milk flying out and hitting you in the face! Try this idea, and you'll never stare into a refrigerator again.

That's all there is to it. It's like grabbing your mind by the scruff of the neck and forcing it to think of a specific thing at a specific moment. Force yourself to do it at first, and it will become habitual before you know it.

Forming these associations may strike you as a waste of time. You won't feel that way once you've tried using the idea. You'll see, after a short while, that the ridiculous pictures are formed in hardly any time at all. Even more important is the time that you'll be saving.

8

LONG-DIGIT NUMBERS

The problem of remembering numbers, probably the most difficult of all memory chores, can be solved by learning a simple phonetic alphabet, consisting of just ten pairs of digits and sound. They are not at all difficult to learn, even if you use rote memory – which won't need to do. We want to eliminate rote, not find uses for it. You'll be given a simple memory aid for each pair, and if you concentrate, you'll probably find that you know them after one reading.

First, to break down the idea for you, there are ten digits in our numerical system: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0. There are also ten basic *consonant* phonetic sounds. (Technically, of course, there are more than ten, but the ten basic ones will serve our purpose admirably.)

Think of the letters *t* and *d* for a moment. Although they are different letters, and fall in different parts of the alphabet, they make the same phonetic sound. Your vocal apparatus (tongue, teeth, lips) is in exactly the same position when making the *t* sound as when making the *d* sound. The *t* sound is a bit harder than the *d*, that's all. For our purposes, they'll be considered the same.

The rule – the vocal apparatus being in the same position – will hold true for other consonant sounds. For example, although *f* and *v* (and *ph*) are different letters, they form the same phonetic sound; again, the only difference is that one is harder than the other, and, again, your lips, tongue, and teeth are in the same position to form either one.

P and *b* are phonetically the same for our purposes. So are *j*, *sh*, *ch* and soft *g* – your tongue curls the same way to sound any one of them. The hissing sounds, *s*, *z*, soft *c*, are also the same phonetic sound, and so are *k*, hard *c*, and hard *g*.

All right, then. There are ten of the phonetic sounds, and it is the *sounds* we're interested in, not the letters themselves. All we've done is to pair a sound to each digit, and there are only ten pairs for you to learn. That's the phonetic alphabet. Learn it; once you do, you'll use it for the rest of your life – it will never change. Don't worry now about *how* it will be used; just learn it. It can be useful to you in ways you couldn't imagine.

Pay attention to the memory aids; they're silly but they'll enable you to learn the phonetic alphabet in minutes. The sound that will represent number 1 will always be the sound made by the

letters *t* or *d*, and vice versa. The memory aid, which you'll need for only a short while, is this: A typewritten *t* has one downstroke. Think of that for just a moment.

The number 2 will always be represented by the sound made by the letter *n*. The memory aid is: A typewritten small letter has *two* downstrokes. Think of that for a moment.

Number 3 will always be represented by the sound made by the letter *m*; $3 = m$ and $m = 3$. The small typewritten letter *m* has *three* downstrokes, or you might think of the 3M Corporation. Again, it is the sound we're interested in, not the letter.

Number 4 will always be represented by the sound made by the letter *r*. The simplest memory aid for this is that the word "four" ends with an *r*.

Number 5 will always be represented by the sound of *l*. The memory aid: Spread the *five* fingers of one hand, thumb straight out, and the thumb and forefinger from the letter *l*.

Number 6 will always be represented by the sound *j*, *sh*, *ch*, and soft *g* (as in gentle); they all make the same phonetic sound. The memory aid: The digit 6 and a capital letter *j* are almost mirror images L J .

Number 7 will always be represented by the sounds *k*, hard *c* (as in *cap*), hard *g* (as in *glide*). As the memory aid, you can form a capital *k* with two 7's , one right side up and the other upside down like this : K

Number 8 will always be represented by the sound made by the letters *f* or *v* or the sound *ph*. To help you remember this quickly, an 8 and a handwritten *f* are both made with two loops, one above the other 8 f

Number 9 will always be represented by the sound made by the letters *p* or *b* . The numbers 9 and the letter *p* are almost exact mirror images 9 P

And, finally, the zero (0) will be represented by the hissing sound made by the letters *z*, *s*, or soft *c* (as in century). The memory aid: The first sound in the word "zero" is *z*.

If you've read the last few paragraphs with some degree of concentration, the odds are that you already know all, or most, of them. But look at this chart for a moment:

- 1 = *t* or *d*. A typewritten small *t* has one downstroke.
- 2 = *n*. A typewritten small *n* has two downstrokes
- 3 = *m*. A typewritten small *m* has three downstrokes
- 4 = *r*. The word four ends with an *r*.
- 5 = *L*. The five fingers, thumb out, form an *L*
- 6 = *j*, *sh*, *ch*, soft *g*. A 6 and a capital *j* are almost mirror images *L J*
- 7 = *k*, hard *c*, hard *g*. You can make a capital *k* with two 7's *K*
- 8 = *f*, *v*, *ph*. An 8 and a handwritten *f* look similar 8 *f*
- 9 = *p* or *b*. A 9 and a *p* are mirror images 9 *P*
- 0 = *z*, *s*, soft *c*. The first sound in the word zero is *z*.

A few rules: The vowels, *a*, *e*, *i*, *o*, *u*, have no value whatsoever in the phonetic alphabet; they are disregarded. So are the letters *w*, *h*, and *y*. The only time that *h* is important is when it follows certain consonants, changing the sound. Also, although this is rarely used, the *th* sound will for our purposes be the same as the *t* sound :*th* = 1.

Silent letters are disregarded. The word *knee* would transpose to 2 in the phonetic alphabet, not 72. Remember, we are interested in the sound, not the letter. There is a *k* in that word, but it is silent; it makes no sound and therefore has no value. The word *bomb* transposes to 93, not 939; the last *b* is silent. The beauty of this, if you'll forgive our saying so, is that it doesn't even matter whether or not you pronounce (or read) a word correctly. If you happened to speak with an accent, and pronounced that final *b* in *bomb*, you would transpose that word to 939. But since you'd always pronounce it that way, the system would work just as well for you.

The leads to the rule for double letters. The word *patter* transposes to 915, not 9114. Yes, there are two *t*'s in the word, but they are pronounced as one *t*. The word *bellow* would transpose to 95:*b* = 9, *l* = 5; the *ow* has no value. The rule is simple and definite; always consider double letters as making only one sound. (Except, of course, where the two letters are obviously pronounced differently – as in “accident.”. The double *c* here transposes to 70.)

Finally, the letter *x* will almost never be used, but it transposes according to the way it is pronounced in a particular word. In the word *fox* the *f* is 8, and the *x* is 70. (The *x* makes the *ks* sounds in that word.) In the word *complexion*, however, the *x* would transpose to 76. Pronounce *complexion* slowly and you'll see why. As for the letter *q*, it always makes the same sound as *k* – so it transposes to the number 7.

The phonetic alphabet should become second nature to you. That is, whenever you hear or see the sound *r*, you should think, 4. When you hear or see 2, you should think, *n*. You must know them quickly and out of order. Go over them mentally now; you make the phonetic alphabet easy to remember. Don't continue reading until you're familiar with the ten pairs of digits and sounds and have really practiced transposing sounds (*not letters*) to numbers.

Now. Without turning back to the first page of this chapter, do you remember the long-digit number that is at the top of that page? If you are like most people, the answer has got to be, “Are you kidding? Of course not.”

But think: Do you remember the sentence that appears right under the long-digit number? Again, if you’re among the majority, you do remember that sentence: “A beautiful naked blond jumps up and down.” Which Interposes as 91852719521639092112

Well, look at that sentence, or think of it. What is the first consonant sound? The *b* in beautiful. What digit does *b* represent? You should already know the answer – 9 . The next consonant sound is *t*; you know, by now, that *t* always represents the number 1.

Use paper and pencil and put down the digits for all the consonant sounds in that sentence. You already have 91. The word *beautiful* transposes to 9185. If you’ve transposed the entire sentence, you should have 91852719521639092112. Which is the number at the top of the first page of this chapter. And you thought you didn’t remember it!

Have we made the point? It is much, much easier to remember the tangible sentence, which makes sense, than the intangible numbers. Had the sentence been “A pretty girl is like a melody,” the number would have been 941745057351.

You don’t, however, have to try to make the phonetic sounds of a long number form a sentence or cliché in order to remember the number – thanks to our friend the Link.

Take this number:

941 140 494 275

The number has been broken into groups of three digits for teaching purposes only. Ordinarily you wouldn’t break for teaching purposes only. Ordinarily you wouldn’t break a number into equal groups like that. Try to think of a word that would phonetically fit 941. There are many such words; **parrot, bread, proud, apart, berate, pirate, brat, board, bored**, to name only a few. The first one you think of is usually the best for you to use.

Now look at the next group of three digits, 140. What word would fit those phonetically? **Tears, throws, throes, dress, duress**... Think of one yourself.

Now, start forming a Link; your association might be a gigantic **parrot** wearing **a dress**. Be sure to see the picture. The next three digits are 464; **robber, rubber**, or **arbor** would fit phonetically. Continue your Link; you might picture a gigantic dress (just the dress; no lady in it) being a **robber**. See the picture; either the one suggested here or one of you thought of yourself.

The last three digits are 275; **nickel, knuckle**, or **angle** would fit. Select one and continue your Link; associate robber or whatever you used for 494) to nickel. You might see a gigantic **nickel** catching a **rober**, or being a robber.

You've just formed a short Link of only four words. But if you know those four words, if you know the Link, you also know the twelve-digit number; that is, if you also know the sounds.

Simply think of the first word of your Link, and transpose it to digits. If you used **parrot**, parrot can only break down to ... 941. Think of parrot for a moment; that makes you think of – what? **Dress**, of course; and that can only transpose to ... 494. And, finally, robber reminds you of **nickel**, and nickel can only be ... 275. There are no decisions to make here; if you know the fundamentals – in this case, the sounds – any word breaks down, or transposes, to a specific group of digits.

Try it without looking at the book; see if you know the number. When you've tried it at least once, try it backward. Simply think of the last word of your Link; transpose it to digits and write, or say, those digits backward. That word will remind you of the next-to-last word, and so on. Nickel, robber, dress, parrot, must tell you – 572494041149.

Do you see how applying both the Link and the phonetic alphabet has enabled you to memorize a long-digit number? What we've done is show you a way to turn abstract, intangible numbers into tangibles. Now you can picture numbers in your mind!

The only problem you may have had is transposing from sounds to numbers. If that slowed you down, it's because you don't know the sounds as well as you should – you haven't made them second nature. Obviously, the better you know the sounds, the faster you'll memorize numbers.

THE PEG

Having memorized a list of items in sequence, using the Link, how would you know, say, the 8th item instantly? You wouldn't; you'd have to go over the Link and count, either mentally or on your fingers. There's a much easier way, using Peg Words that are based on the phonetic alphabet. This is the Peg system of memory.

If you know the sounds of the phonetic alphabet, and you should by now, this won't take much time or effort. We'll start by giving you ten Peg Words, then we'll show you how to use them.

Since the number 1 is always represented by the sound *t* or *d*, the Peg Word for 1 must contain only that sound. Many words could fit for any number, but the ones here are easy to picture and serve the purpose as well as any.

The word for 1 will always be **tie**. The word *tie* contains only one consonant sound, and that sound (*t*) can only represent 1. So a mental picture of a man's necktie will always represent 1.

The number 2 is also a single digit, so the Peg Word must contain only one consonant sound – but now, that sound must be the sound that represents 2, which is *n*. The word (name) that will always represent 2 is **Noah**. Picture whatever you like, probably a man with a long gray beard, or just the beard.

The Peg Word for 3 will always be **Ma**; picture your mother, or a little old lady.

4: **rye**. That word could only represent 4 because it contains only one consonant sound, *r*. Picture a loaf of rye bread, or a bottle of rye whiskey.

5: **law**. Picture whatever law represents to you; we always picture a policeman.

6: **shoe**. Shoe contains only the *sh* consonant sound, which represents 6. Picture a shoe.

7: **cow**. Picture a cow, of course.

8: **ivy**. The *v* sound can only represent 8, therefore ivy can only represent 8. Picture ivy climbing on a wall

9: **bee**. Picture the stinging insect.

The number 10 contains two digits, therefore the Peg Word for 10 must have the sound *t* (or *d*, for 1) and *s* (for 0) in that order. The word is **toes**; toes can only represent 10. Picture your toes.

Those are the first ten Peg Words. They are easy to remember because the phonetic sounds practically *tell* you what the words are. Look at them again; then see if you know them. You'll know them out of order because you know the *sounds* out of order. And they will never change; once you know them, they'll always be useful.

- | | |
|----------------|----------|
| 1. tie | 6. shoe |
| 2. Noah | 7. cow |
| 3. Ma | 8. ivy |
| 4. rye | 9. bee |
| 5. law | 10. Toes |

Go over these a few times; you should be able to think of any number from 1 to 10 and know the Peg Word almost immediately. If you hear one of the Peg Words, you should, just as instantly, know the number it represents. When you know them fairly well, you're ready to learn how to use these Pegs.

Let's assume that you want to remember ten items in and out of order, by number. Let's also assume that you handle these items in a haphazard order.

You must remember that number 8 is **cracker**. There would, ordinarily, be no problem picturing a cracker, but how would you picture the 8? Well, it's easy if you learned the first ten Peg Words – the number 8 is ... ivy . Simply associate cracker to ivy; see a ridiculous picture between those two items in your mind's eye, perhaps millions of crackers instead of ivy growing all over a brick wall.

Now, You want to remember that number 3 will be **scissors**. Associate scissors to your Peg Word for number 3, which is **Ma**. You might see yourself cutting your Ma in half with a gigantic pair of scissors. (That picture may make you shudder, but you won't forget it.) For each of these, be sure to see the picture you select; we won't bother reminding you again.

Number 5 will be **fish**. Associate fish to your Peg Word for the number 5, **law**. Perhaps a policeman is arresting a gigantic fish, or a large fish is walking the beat like a cop.

Number 1 is **pen**. You might see yourself wearing a gigantic pen, instead of a **tie** (your Peg Word for the number 1), around your neck – see the ink dripping all over your shirt.

Number 10 is **teeth**. Associate teeth to your Peg Word , **toes**. Perhaps you want to picture large teeth on your feet instead of toes, or teeth are biting off your toes.

Number 4 is **telephone**. Your Peg Word is **rye**; you might see yourself talking into a loaf of rye bread instead of a telephone, or a large bottle of rye whiskey is making a phone call.

Number 7 is **car**. Associate car to your Peg Word for the number 7, **cow**. See a cow driving a car, or you're milking a cow and cars come out instead of milk.

Number 2 is **article**. Your Peg Word for 2 is **Noah**; you must associate article to that. This is being used here purposely. If you want to picture millions of articles falling out of a log gray beard, fine. If you feel that article is too vague to picture, use a beard, fine. If you feel that article is too vague to picture, use a Substitute Word to remind you of it. You might use **ah tickle**, or a newspaper article. Use whatever you like, but be sure to associate it to beard. Use whatever you like, but be sure to associate it to beard, or whatever you're using to represent Noah.

Number 9 is **pillow**. Associate that to **bee**, your Peg Word for 9. Perhaps pillows, instead of bees, are swarming all over you and stinging you; or you're sleeping on a gigantic bee instead of a pillow.

Finally, you must remember that number 6 is **balloon**. The Peg Word for 6 is **shoe**. See yourself wearing balloons instead of shoes, or you're blowing up a shoe instead of a balloon. Use once of these, or one you thought of yourself, and see it in your mind's eye.

If you've made all the associations and visualized them clearly, there's no doubt that you know the ten items. Try it. Think of the Peg Word for number 1 : tie. What does tie remind you of? What were you wearing instead of a tie? A pen, of course.

HOW TO MEMORIZE A DICTIONARY

Using **WIS, (Word Image System)** , we translate seemingly difficult to imagine words or ideas into interesting visuals or video files. For example, think of the word 'tectonic'. It is an adjective which means, 'pertaining to the earth's crust and the various forces affecting it'.

Can you visualize it? If this word is unknown to you, then you would not be able to visualize it. You do not have any problem visualizing the meaning of the word. But the word 'tectonic' in itself does not evoke any visual.

Following WIS, you need to think of a similar sounding video file for 'tectonic' . To get access to that, say it two or three times in your mind – 'tectonic...tec-tonic....tec-tonic...' – and a similar-sounding word or phrase pops up in your mind, 'take tonic'. You might imagine that you are 'taking a tonic' for the word 'tectonic'. Now, your video file for the word 'tectonic' is 'taking a tonic'.

Now to remember the meaning of 'tectonic' link it by visualizing that you are taking a tonic (tectonic) 'to end a crusty feeling in your stomach' or any other image that you prefer as per the definition given in the paragraph above.

So, we use WIS to create a video file in our brain for an unknown word by linking it to something imaginable. Like in above example, when you hear 'tectonic' (unknown word) you recall 'taking a tonic' (video file) and then you reach to the meaning (crusty feeling) associated with it.

There can be many ways to convert an unknown word or phrase (audio file) to a video file but the strongest way is through senses, emotions, and the use of rhyme – and all of these form the basis of WIS.

To comprehend this let us take one more example, the word 'abase'

Abase is a verb and means 'to humiliate or degrade '. Now just to tell you, you may think of other word images that work better for you than the ones provided in this book. That is all right, go ahead and use them. Here I give my word image for 'abase'.

Word image for 'abase': Basement

Think: When you drag someone to a basement (abase) you 'humiliate or degrade them.

Not only does WIS work for the English vocabulary or any other language, it can be applied to convert any word from any subject into an interesting video file. Though, in this chapter and next chapter I have taken examples from vocabulary and general knowledge, the applications of this method are many.

After completing this chapter and doing a few more words with WIS, many of the questions in your mind about the process will clear up. Nevertheless, keep the following two points in mind while using WIS

Step 1: You can relate unknown words you want to remember, to the things and people that you know, by making up phrases or names that are very familiar and memorable to you. But these names and phrases must be imagined visually, i.e. in video file format.

Step 2: Then make up funny and emotional scenes (association) in your head. The more absurd the imagined situation the greater the impact the image will have and the better will be the retention. Play with your imagination and have fun.

11

THE JOURNEY METHOD

The Journey Method is a 7000-year old memory tool that was used by Greek and Roman speakers to remember that was used by Greek and Roman speakers to remember long speeches, with surprising accuracy.

What is the Journey Method?

The Journey Method provides you an effective platform based on the idea of remembering landmarks on a well-known route in a sequence.

You can use the Journey Method by linking information with landmarks on a well-known journey. This could, for example, be your journey to work in the morning; the route in your house from kitchen to bathroom; the way to visit your parents; or a tour around your nearest market. Once you are accustomed to the method in real life routes, you may be able to create imaginary journeys in your mind later.

To use this method effectively, you should prepare your journey in advance. Developing a journey in advance makes sure that all the landmarks are clear in your mind and you can confidently attach your information to them. First note down your journey, then visualize it again, and finally try to recall all the stops without referring to your written list.

Revise this two or three times mentally to perfect it.

To remember a list of items, speeches, experiments, historical events or question-answer points, all you need to do is to link them with the landmarks or stops on your journey. This method enables you to memorize long information easily and perfectly with sequence. You just need to create a journey long enough to match the length of your information to be remembered. You can remember the Periodic Table, lists of kings, prime ministers and presidents, names of states, geographical information or a long digit number of states, geographical information or a long digit number for a memory feat.

Initially create smaller journeys but later you should create a longer journey with a lot of landmarks.

This method is very handy in recalling information backwards or forwards or from any landmark within the journey.

The Journey Method is a powerful instrument in transforming your memory. This method gives your mind a reason to record the information you want to remember. Let us see the preparation and application of the Journey Method.

Sample Journey 1

This is your first journey so let's start it with home. Visualize your room as you can remember the journey created here easily. You must follow a logical path from start to finish, so choose objects in your room in a clockwise or anti-clockwise direction. To perform the journey in a uniform direction is important so that you can remember the sequence or order of the objects. These objects will work as memory journey 'stops' or hooks where you can hang the information you want to memorize. Let us consider a clockwise direction here.

Probably your room consists of the shown objects. Have a look at them carefully once again. Can you still visualize them with your eyes closed? Of course you can, as this is the place where you live. Going from sofa to exercise bike will create a room journey. Count the landmarks or stops in this journey. They are ten in number, so it is a ten-stop journey which can be used to remember any list of information up to ten points.

Picture Attached Here :

Speech with Journey 1

Let us consider a real life situation where you have been given an election ticket by a leading political party and you are asked to deliver a speech on the party manifesto at a big gathering. But the problem is that you don't remember the manifesto. And you know that it will create a very good impression on your party colleagues and the public if you could speak without any notes.

Quickly glance at the ten-point manifesto of your newly joined party:

1. All BPL families to get rice or wheat every month at Rs.2 per Kg.
2. Ensure bank loan to farmers.
3. Generate employment through massive public spending on infrastructure projects
4. Free and clean water
5. Boost tourism sector
6. Improving public healthcare facilities
7. More security for women
8. Protect and promote forests and forestation
9. End corruption
10. Create sports infrastructure, especially in educational institutions.

Now, you know that the manifesto of your party is new information for you, but there is nothing to worry about as you already know the journey you prepared at home. You have five minutes to memorize the manifesto handed over to you.

Let's memorize this manifesto with the help of your home journey.

1. The first point in the manifesto is that BPL families will get rice or wheat at the rate of Rs.2 per kg.
The first stop in your journey is the 'sofa'. Imagine that you are sitting on the sofa and distributing rice and wheat to poor people. To make it more catchy add pain to it by imagining poor people extremely pale and haggard.
2. The second point in your manifesto is ensuring bank loans to farmers.
The second object in your journey is 'bookshelf'. Imagine a huge bookshelf with a signboard reading 'Bank'. Farmers are standing there and a clerk sitting on the bookshelf is approving their loans.
3. The third point in your manifesto is to generate employment.
Link this point with the third stop in your journey which is 'flower pot'. Imagine that many people have been provided employment to clean and maintain the mammoth-sized flower pot.
4. The fourth point in the manifesto is free and clean water.
Connect the fourth point with the fourth stage in your journey which is 'rug'. Imagine that the dhobi is washing your dirty rug with clean water for free.
5. The fifth point in the manifesto is boosting the tourism sector.
Think that you are leading a cleanliness campaign by placing 'dustbins' at different corners as hygiene will improve the chances of attracting tourists.
6. The sixth point is improving public healthcare.
The sixth stop in your journey is 'table'. Imagine that your table is not just a table but has suddenly transformed into a 'treatment table' used in hospitals. Doctors are treating patients lying in the treatment table.
7. The seventh point is women's security.
The seventh stop is the 'window' in your journey.
Visualize that a woman is sitting at the window and two security guards are standing to safeguard her.
8. The eighth point is to protect and promote forests.
The eighth stop is 'painting'. Think that your painting is one of a forest so lively that you can even hear the chirping of birds!
9. The ninth point is to end corruption.
Imagine that anti-corruption movement 'LED' by Anna Hazare is being broadcast live on your LED TV.

10. The tenth point is creation of sports infrastructure in schools.
You have created sports infrastructure in schools by installing 'stationary bikes' for the students.
Imagine students sitting and exercising on the stationary table in your room.

Test it in your notebook

Sample Journey 2

How frequently do you go to the nearby market for shopping? Almost daily! So why not make a journey here too to help you memorize important information. Suppose the images of the landmarks shown in the picture are clear in your mind when you happen to pass through the market. The ten landmarks in your market journey are :

Image Inserted : Pg no 85

1. Your home
2. Parking
3. Bank
4. Sweet Shop
5. Ice cream shop
6. School
7. Factory
8. Salon
9. Cycle shop
10. Restaurant

Revise this journey several times mentally, then take a pen and paper and jot it down. Is it the same as the original journey? If yes, then you are ready to go.

Sample Journey 2

Let us take the same example once more. This time we shall memorize it using the Journey Method.

1. Lightness in weight
2. Adhesiveness
3. Decorative surface effects
4. Insect resistant
5. Ability to take variety of colours
6. Transparency
7. Good strength
8. Toughness
9. Absorbent of vibrations and sound
10. Low melting point

Stop Number	Journey stops	Property of plastic	Imaginary Association
Stop 1.	Home	Lightness in weight	Your home has become light, so light like a balloon that it is tied to a string. And you need to reach the door using a staircase. To make this association strong, visualize yourself baffled as you do not know how to climb up to your home.
Stop 2.	Parking	Adhesiveness	Your bicycle is glued with an adhesive to the tarmac to park it. In fact all other vehicles are also stuck to the ground.
Stop 3.	Bank	Decorative surface effects	When you enter the bank you see designer plastic covers on the floor (surface) of the bank. Add strength to your association by visualizing that everybody is happy looking at the floor.
Stop 4.	Sweet shop	Ability to take variety of colors	All the sweets are made of plastic and in a variety of colors. The shopkeeper is convincing people that these sweets are better as they are very beautiful in color.
Stop 5.	Ice cream shop	Insect resistant	Insects are kept out because the ice cream has made the shop insect resistant.
Stop 6.	School	Transparency	All the classrooms have transparent plastic walls. You can see students studying there.
Stop 7.	Factory	Good strength	Factory workers are producing strong plastic sheets. They are trying

			to break them with a hammer but are unable to do so.
Step 8.	Salon	Toughness	You are at the salon for a haircut. But the barber fails to cut your hair as it is too tough for his scissors.
Stop 9.	Cycle Shop	Absorbent of vibrations and sound	The mechanic is fixing a plastic bell that absorbs sound instead of making it. When you ring the bell it makes no sound.
Stop 10.	Restaurant	Low melting point	The restaurant serves food made of plastic that melts very fast when a cook starts heating it as it has a low melting point.

Try to recall the properties of plastic with the help of Journey 2 in the notebook

Sample Journey 3

With all these examples, you must have understood the Journey Method and you must have also comprehended one more important thing – we are trying to convert audio files to video files. Using the Journey Method, you converted your information to video files and that is how you were ultimately able to retain the information so well. The Journey Method is not restricted to a familiar locations with actual landmarks, it can be extended to any of your favourite or routine processes.

For instance, making tea; you may have made tea several times a day for many years. It can become one of your journeys. In the tea-preparation process. I use a few simple steps:

1. Take a vessel.
2. Add water to it.
3. Put it on the stove
4. Add tea leaves
5. Add sugar
6. Add milk
7. Serve it in a cup

Now these steps can become a good memorable journey and prove very handy in learning important data. For example suppose you want to learn the causes of heart failure. There are seven most important causes .

1. Stiffness of muscles. **Vessel**

Stiffness of muscles is the first cause and 'vessel' is the first stop of your tea preparation journey. Just remember that the vessel is completely hard/stiff and you cannot bend or twist it at all.

2. Blockage of arteries. **Add Water**

I associate it with the second stop that is 'add water'. To link both you can imagine a huge blood artery with a blockage; to remove you are adding water to wash it out.

3. Drying heart cell. **Stove**

This I can easily associate with the stove. Imagine that you have put the heart on the 'stove' and because of the heat of the stove, the heart's cells are dying. To make it more vivid in your memory, see the heart cells crying out for help as they are dying.

4. Valve damage. **Tea leaves**

The fourth stop in the journey is 'tea leaves'. Visualize the valve of the heart and find out that the valve is not working as it is damaged. To cure you are pasting some crushed tea leaves on it.

5. Diabetes. **Add sugar**

The fifth stop of the tea journey is 'sugar'. Coincidentally there is an automatic connection between sugar and diabetes. But here we must follow caution – my experience has shown that whenever there is an automatic correlation, we take it for granted and think that by default we will remember it. But in reality when we need to recall the information, we get stuck and are unable to recall. You should not be tempted to rely on an automatic connection; instead you should create your own strong link. Here, you can imagine that a neighbor who is diabetic drops in to your house and demands tea with lots of sugar.

6. Abnormal heart rhythm. **Milk**

In our tea journey the sixth point is 'milk'. Imagine that a man is milking a cow to the rhythmic beat of a drum; whenever the drumbeats stop the cow does not let the man go on milking.

7. High blood pressure. **Cup**

The seventh stop of the journey is 'cup'. Here again you can simply visualize any of your acquaintances who may be suffering from high blood pressure as sitting on top of the cup of tea.

Now the next time you need to recall the causes of heart failure, you just have to recall the process of making tea. And these stops will help you recall all the seven points.

STUDENT SECTION

Learn the Periodic Table

Memorizing Periodic Table using Long digit numbers (Chapter 9). Lets say you want to memorize the atomic number of tungsten, which is 74. Now you know after some time you may confuse 74 with 47, as both are audio files. So you need to use the Number Method to convert this. You know 7 is 'k' and 4 is 'r' you may visualize as KaR (car) for 74 (ignore the spelling, it does not matter). Now you need to attach a video file with tungsten using the Word Image System (WIS), and the closes word I can think of is 'tongue'. So, the word 'tongue' is enough to recall the actual element tungsten.

I can associate a body is cleaning a car (74) with is tongue (tungsten). This ridiculous picture will help to remember the atomic number of tungsten for a long period.

Similarly, you can apply the Number Method to the Periodic Table to remember the audio files of atomic numbers and use WIS to remember the name of the elements.

Please try to link the image of the element with that of the number in the test below :

Elements	At.Number	Element Image At.	Image
Hydrogen (H)	01	Hydrogen balloon	SuiT (01)
Link : Hydrogen balloon is carrying SuiT for a meeting			
Helium (He)	02	Helen (Actress)	SuN (02)
Link : Helen is burning in SuN after dancing			
Lithium (Li)	03	Litchi	SiM (card) (03)
Link :			
Beryllium (Be)	04	Berry	SiR (Teacher) (04)
Carbon (C)	06	Car and bun	SaGe (06)
Nitrogen (N)	07	Night	Sky
Oxygen (O)	08	Ox	SoFa
Fluorine (F)	09	Floor and rin	SoaP

Neon (Ne)	10	Knee	DoSa
Magnesium (Mg)	12	Mango	DeN
Silicon (Si)	14	Cell and cone	DaRa (Singh)
Phosphorous (P)	15	Fox	DoLL
Sulphur (S)	16	Cell and fur	DoG
Chlorine (Cl)	17	Clown	Deck (Music)
Argon (Ar)	18	Air gun	ToFfee
Potassium (K)	19	Pot	TaP
Calcium (Ca)	20	CalciumSandozTablet	NoSe
Scandium (Sc)	21	Scan	NeT
Titanium (Ti)	22	Titanic (ship)	NaNa
Vanadium (V)	23	Van (Any school van)	NeeM
Cobalt (Co)	27	Cobbler	NecK
Copper (Cu)	29	Cop	NiB
Germanium (Ge)	32	German (language)	MooN
Selenium (Se)	34	Celina (Jaitley, actress)	aMiR (Khan actor)
Bromine (Br)	35	Broom	MaiL
Strontium (Sr)	38	Straw (pipe)	MF (Hussain painter)
Niobium (Nb)	41	New bomb	RaT
Rhodium (Rh)	45	Road	RaiL
Silver (Ag)	47	Silver	RacK
Cadmium (Cd)	48	Cadbury (chocolate)	Roof
Indium (In)	49	Indian	RoPe
Tin (Sn)	50	Tin	LaSe (Lace)
Tellurium (Te)	52	Talcum powder	LioN

Iodine (I)	53	Iodex	LiMe
Barium (Ba)	56	Bar (soap)	LG (TV)
Lanthanum (La)	57	Lantern	LaKe
Cerium (Ce)	58	Cereals	LeaF
Praseodymium (Pr)	59	President	LaB
Samarium (Sm)	62	Samurai	JeaNs
Europium (Eu)	63	Europe	JaM
Terbium (Tb)	65	Turburn	JaiL
Dysprosium (Dy)	66	Dice	JuG
Holmium (Ho)	67	Hole	Jacky (Shroff actor)
Erbium (Er)	68	Ear	GF (Girl friend)
Gold (Au)	79	Gold	KaP (Cap)
Mercury (Hg)	80	Mercury thermometer	FuSe
Lead (Pb)	82	Lea (pencil)	FaN
Bismuth (Bi)	83	Blacksmith	F.M (Radio)
Francium (Fr)	87	Fancy Dress	ForK
Protactinium (Pa)	91	Protector	PoT (Flower)
Neptunium (Np)	93	Naphthalene ball	PM
Plutonium (Pu)	94	Pluto	BaR
Californium (Cf)	98	California	BF (Boy Friend)
Einsteinium (Es)	99	Einstein	BaBy
Fermium (Fm)	100	Firm (company)	TheSiS
Mendelevium (Md)	1001	Mandoline	TeST

REPETITION - CHUNKING**CHUNKING PHRASES**

Suppose you were to remember these paragraph:

“She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

Chunk the sentence

Repeat in the mind : “She did not hear the story as many women have heard the same”

After memorization add : “, with a paralyzed inability to accept its significance.” – repeat in the mind , memorise , Then add the first phrase to the second , repeat and memorise

Then add : “She wept at once, with sudden, wild abandonment, in her sister's arms.” – repeat in mind – memorise. Then add the two phrase to the third , repeat and memorise

Then add : “When the storm of grief had spent itself she went away to her room alone.” – repeat in mind. Then add the three phrase to the fourth , repeat and memorise

Then add : “ She would have no one follow her.”” Repeat in the mind , memorise. Then add the four phrase to the fifth , repeat and memorise

Its important to revise the memorized information time to time