

5

Mind

5.1 As if it were yesterday ...

GOALS ■ Talk about childhood memories ■ Use verbs with *-ing* and infinitive
Vocabulary & Speaking talking about childhood memories

- 1 Work with a partner. Discuss the questions.
 - 1 What is your earliest childhood memory?
 - 2 How old were you?
 - 3 How well can you remember what happened?
- 2 Look at the sentences. Which describe a clear memory (C), which describe an unclear memory (U) and which describe no memory at all (N)?
 - 1 I can **vaguely** remember it.
 - 2 I have a **vivid** memory of it.
 - 3 I've **no** memory of it **whatsoever**.
 - 4 I can't remember the **precise** details.
 - 5 I can **just about** remember it.
 - 6 I have **no recollection** of it.
 - 7 My memory of it has begun to **fade**.
 - 8 I remember it **as if it were yesterday**.
 - 9 I can **recall** it very clearly.

- 3a Complete the article with some of the bold words from exercise 2.

When do childhood memories start to fade?

Most adults struggle to ¹_____ events from their first few years of life and now scientists have identified exactly when these childhood memories ²_____ and are lost forever. According to a new study into 'childhood amnesia' (the loss of early childhood memories), it occurs at around the age of seven. Most three-year-olds have a ³_____ memory of events from over a year earlier and these memories survive while they are five and six, but by the time they are over seven most children have little or no ⁴_____ of these earlier years.

At seven, children can analyse events more clearly and have a better understanding of time and place. This means they store memories in a more effective way and in more ⁵_____ detail, and it is easier to access these memories in later life. However, memories involving deep emotion can survive childhood amnesia.

- b Work with a partner. Look at the underlined words in the article and try to guess their meaning from context.
- 4 Discuss the questions.
 - 1 When do childhood memories fade and why?
 - 2 What causes this to happen?
 - 3 What type of memories are less likely to fade?

- 5a 5.1))) Listen to two people describing a childhood memory. Complete the first row of the table with brief notes.

	Irene	Tobias
What happened?		
How old were they?		
Which details do they remember vividly?		
Which details don't they remember?		

- b 5.1))) Listen again. Complete the rest of the table in exercise 5a.
- 6 **TASK** Work in small groups. Tell each other about your childhood memories, using the language in exercise 2.

Grammar & Speaking using verbs with *-ing* and infinitive

- 7a Look at the extracts from the listening in exercises 5a and 5b. Put the verbs in brackets in the *-ing* form or infinitive with or without *to*.
- My father **let** me _____ (sit) on his shoulders.
 - I **remember** _____ (feel) disappointed because Princess Elizabeth ... didn't look like a princess.
 - I tried to **get** the horse _____ (slow) down.
 - I **made** myself _____ (fall) off the horse.
 - In my panic, I didn't **remember** _____ (follow) the teacher's instructions.
- b 5.2))) Listen and check.
- 8 Read and complete the Grammar focus box with the verbs in bold in exercise 7a. There is one verb you do not need.

GRAMMAR FOCUS using verbs with *-ing* and infinitive

- After some verbs we use *-ing* forms; after others we use **infinitives**.
*The other children had to **avoid riding** over me. I **pretended to be** excited.*
- Some verbs are followed by **object + infinitive with to**, e.g. *tell, want, ¹_____.*
*The riding teacher **told us to sit** up straight and **not to lean** forward.*
- Some verbs are followed by **object + infinitive without to**, e.g. *²_____, ³_____, help.*
*He **helped me get** onto the horse.*
- Some verbs are followed by **+ *-ing* or infinitive with to** with a change of meaning, e.g. *⁴_____, forget, stop, regret.*
*I'll never **forget falling** off that horse. I **forgot to follow** the teacher's instructions.*

→ Grammar Reference page 144

- 9a Look at the pairs of sentences. With a partner, decide which structure, *-ing* or infinitive, is used to talk about things people did. Which talks about things people are/were supposed to do?

- I remember feeling disappointed.
 - Remember to sit up straight when the horse is trotting.
- I'll never forget seeing the fireman's face at the window.
 - Don't forget to lock the door.
- I regret telling you that story.
 - We regret to tell you the trip has been cancelled.

- b In the following sentences, which structure says an activity has stopped, 1 or 2? Which gives the reason for stopping?

- The car stopped to let the horse go by.
- The horse stopped eating grass and looked up.

- 10 Choose the correct options to complete the text.

I'll never forget ¹ *to be / being* locked in the bathroom when I was two. I remember ² *to hear / hearing* my mother outside the door. She was trying to explain how to unlock it, but she couldn't get me ³ *to do / doing* it. I was too young to understand and I was crying too much. In the end, she called the fire brigade. When one of the firemen climbed up a ladder and broke through the bathroom window, it made me ⁴ *cry / crying* even more. He picked me up, opened the door and handed me to my mother. I only stopped ⁵ *to cry / crying* when, later, he let me ⁶ *try / to try* on his helmet. Although I was only two, I can recall it vividly. The fact that the story has been told so many times has probably helped me ⁷ *to remember / remembering* it.



- 11 **TASK** Work with a partner. You are going to practise using verb patterns in a conversation. Student A, turn to page 128. Student B, turn to page 132.