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My childhood was endless – from eight to 18 felt like hundreds of years.
Karl Lagerfeld, German designer

2B Do you remember...?

1 LEXIS IN CONTEXT *Boy*

Look at the Lexis in Context on Student's Book p.18. Then complete the words.

1 When I was little, I used to **gr***ab* my mother's hand if we came across a big dog on the street.
2 At lunchtime, everybody would go **r**_____ to the canteen to be first in the queue.
3 Dinner would be **b**_____ **a**_____ in a pot on the stove when we used to get home from school.
4 'Well done!' my father said, as he **sl**_____ me on the back for scoring the winning goal.
5 My mother was always **c**_____ different kinds of soup out of whatever she could find in the fridge.
6 I can still **p**_____ the first teacher I ever had – she seemed ancient to me, but she was extremely kind.
7 When the bell rang, we would all **l**_____ from our seats before the teacher could set any homework.

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2 GRAMMAR the past: habitual events and specific incidents

a Right (✓) or wrong (✗)? Correct any mistakes in the highlighted phrases.



1 As a child, Tom was always knocking off my glasses when my parents weren't looking. ✓

2 My brother climbed a tree when he slipped and fell. ✗ *was climbing*

3 My mum had been forgetting to turn off the oven, so there was a terrible smell of gas in the kitchen. _____

4 Most days we rode our bikes to school, but sometimes we were catching the bus. _____

5 One day, our car used to break down in the fast lane of the motorway. _____

6 When we were kids, our dad would give us a packed lunch and send us out to play for the day. _____

7 Emily's grandparents would live in an old farmhouse in the heart of the countryside. _____

8 I'd hidden in the bushes for over an hour before I realized that everyone else had gone home. _____

9 When we got home from school that evening, our parents still worked. _____

10 I burst into tears when I saw what my brother had done to my favourite doll. _____

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b Complete the text with the correct form of the verbs in brackets. Use a narrative tense or *would* / *used to*.

When I [1] *was* (be) little, I [2] _____ (share) a bedroom with my sister Catherine. As I was eight years her junior, I obviously [3] _____ (go) to bed earlier than her. As soon as I [4] _____ (clean) my teeth, my mum [5] _____ (lie) on my sister's bed and sing me nursery rhymes until I [6] _____ (fall) asleep.

One night when my mum [7] _____ (sing) for about five minutes, she suddenly [8] _____ (stop) and [9] _____ (stand) up. I [10] _____ (look) over at her and saw that she [11] _____ (stare) at something on the wall above my head. Without raising her voice, she [12] _____ (tell) me to go downstairs where my dad [13] _____ (watch) TV. Later she told me she [14] _____ (see) a big, hairy spider climb out of the air grille and make its way up the wall. I [15] _____ (not sleep) much that night, as you can imagine!

3 VOCABULARY

word building: abstract nouns

a Complete the sentences with the abstract nouns of the **bold** words.

1 When my aunt **lost** her husband, she was driven to despair. She never got over her *loss*.
2 I'm **afraid** of flying. I've never been abroad because of my _____ of crashing.
3 My dad's health has **improved** a lot. We've noticed a great _____.
4 We **hated** our physics teacher with a vengeance. I'm fairly sure our _____ was returned as well.
5 The **dead** statesman was buried immediately. The whole country mourned his _____.
6 For medicine to work, you have to **believe** in it. It is often this _____ that makes you well again.
7 Rosie was so **ashamed** of her behaviour that her face burned with _____.

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b Complete the sentences with the correct form of the words in brackets.

1 I am truly grateful to my cousin for her *friendship* during these difficult times. (friend)
2 In some societies, the _____ of the older generation must never be questioned. (wise)
3 Despite a very traumatic _____, Adam grew up to be quite a sensible young man. (child)
4 Ruth tried to hide the _____ in her eyes as she left the house for ever. (sad)
5 We had a big family _____ for my dad's 80th birthday. (celebrate)
6 I remembered to renew my _____ at the golf club before the tournament started. (member)
7 My grandmother will be staying in a nursing home until she has fully recovered from her _____. (ill)
8 We dread our history lectures because every week we nearly die of _____. (bored)

5 LISTENING

a iChecker Listen to five people talking about their earliest memories. Which speaker doubts whether they can actually remember experiencing the incident?

b Listen again and answer the questions with speakers 1–5. Use each speaker twice. Who talks about…?

A ☐ a significant day in many people's lives
B ☐ an everyday occurrence
C ☐ a moment just before or after a flight
D ☐ some dramatic weather
E ☐ finding something beautiful
F ☐ something that others may find quite boring
G ☐ receiving advice from a parent
H ☐ seeing a photo of themselves
I ☐ damage to a property
J ☐ feeling anxious on this day

c Listen again with the audio script on p.70 and try to guess the meaning of any words that you don't know. Then check in your dictionary.

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6 READING

a Read the article once. What year do childhood memories need to survive until to stand a chance of making it into adulthood?

Most adults struggle to recall events from their first few years of life and now scientists have identified exactly when these childhood memories are lost forever. A new study into childhood amnesia – the phenomenon where early memories are forgotten – has found that it tends to take effect around the age of seven.

The researchers found that while most three year olds can recall a lot of what happened to them over a year earlier, these memories can persist while they are five and six, by the time they are over seven these memories decline rapidly.

The psychologists behind the research say this is because at around this age the way we form memories begins to change. Before the age of seven, children tend to have an immature form of recall where they do not have a sense of time or place in their memories. In older children, however, the early events they can recall tend to be more adult like in their content and the way they are formed. Children also have a far faster rate of forgetting than adults and so the turnover of memories tends to be higher, meaning early memories are less likely to survive.

Professor Patricia Bauer, a psychologist and associate dean for research at Emory College of Art and Science, studied 83 children over several years for the research, which was published in the scientific journal *Memory*. The youngsters first visited the laboratory at the age of three years old and discussed six unique events from their past, such as family outings, camping holidays, trips to the zoo, first day of school and birthdays. The children then returned for a

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second session at the ages between five years old and nine years old to discuss the same events and were asked to recall details they had previously remembered.

The researchers found that between the ages of five and seven, the amount of memories the children could recall remained between 63 and 72 per cent. However, the amount of information the children who were eight and nine years old could remember dropped dramatically to 35 and 36 per cent.

When the researchers looked closely at the kind of details the children were and were not able to remember, they found marked age differences. The memories of the younger children tended to lack autobiographical narrative such as place and time. Their memories also had less narrative, which researchers believe may lead to a process known as 'retrieval induced forgetting' – where the action of remembering causes other information to be forgotten. As the children got older, however, the memories they recalled from early childhood tended to have these features.

Professor Bauer said, 'The fact that the younger children had less complete narratives relative to the older children, likely has consequences for the continued accessibility of early memories beyond the first decade of life. We anticipate that memories that survive into the ninth or tenth year of life, when narrative skills are more developed, would continue to be accessible over time.'

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b Read the article again and mark the sentences **T** (true) or **F** (false).

1 At the age of five or six, children tend to still remember events that happened when they were two.

2 From the age of seven, early memories don't feature key details like location.

3 Children recalled six different life events at their later sessions with the psychologist.

4 The events discussed with the psychologist included day-to-day school life and the context of lessons.

5 By the age of eight or nine, children could only recall approximately a third of their early memories.

6 The researchers found out that the kind of details which stayed in the mind didn't alter much over the years.

c Look at the highlighted verbs and try to work out their meaning. Check in your dictionary.

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