

“Nothing fixes a thing so intensely in the memory as the wish to forget it.”

Michel de Montaigne, French philosopher

1 READING

a Imagine that you were going to write your autobiography. What periods or specific incidents from your childhood would you definitely include?

b Read Part 1 of an extract from *Boy*, the autobiography of author Roald Dahl. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Every boy in Roald Dahl's school was involved in the chocolate testing.
- 2 All twelve chocolate bars were new shapes and flavours.
- 3 The boys had to rank the bars in order of preference, 1–12.
- 4 The advantage of using the boys as testers was that they were frequent consumers of chocolate bars.
- 5 The boys had sophisticated opinions about the flavour of chocolate bars.

c Now do the same for Part 2.

- 1 The young Roald Dahl hadn't previously considered how new flavours were invented.
- 2 He imagined it to be a very scientific process.
- 3 He dreamed of impressing the manager with a fantastic idea.
- 4 He was in his thirties when he wrote *Charlie and the Chocolate Factory*.
- 5 The idea for the book came from Dahl's experiences working in a factory.

d **2.1 Language in context** Part 2 has a more dramatic effect because of the choice of language. Listen to Part 2 as an extract from an audio book. Match the dramatic verbs in the list to synonyms 1–7.

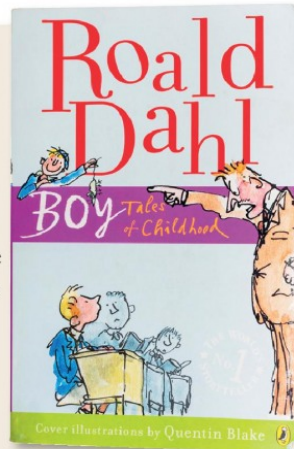
picture bubbling away concocting
grab rushing leap slap

- 1 _____ = jump
- 2 _____ = take quickly (in one's hand)
- 3 _____ = creating by mixing together
- 4 _____ = boiling continuously
- 5 _____ = running quickly
- 6 _____ = hit (with an open hand)
- 7 _____ = imagine

e What kind of child do you get the impression that Roald Dahl was? When you were a child, what did you use to dream of doing?

PART 1

Every now and again, a plain grey cardboard box was dished out to each boy in our House, and this, believe it or not, was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes, all with different fillings, and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the 'control' bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments. All we were required to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks, and make an intelligent comment on why we liked or disliked it. It was a clever stunt. Cadbury's were using some of the greatest chocolate-bar experts in the world to test out their new inventions. We were of a sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite obviously our opinions on anything new would be valuable. All of us entered into this game with great gusto, sitting in our studies and nibbling each bar with the air of connoisseurs, giving our marks and making our comments. 'Too subtle for the common palate' was one note that I remember writing down.



Extracts from *Boy* by Roald Dahl

PART 2

For me, the importance of all this was that I began to realise that the large chocolate companies actually did possess inventing rooms and they took their inventing very seriously. **I used to picture** a long white room like a laboratory with pots of chocolate and fudge and all sorts of other delicious fillings bubbling away on the stoves, while men and women in white coats moved between the bubbling pots, tasting and mixing and concocting their wonderful new inventions. **I used to imagine** myself working in one of these labs and suddenly **I would come up with** something so unbearably delicious that **I would grab** it in my hand and go rushing out of the lab and along the corridor and right into the offices of the great Mr Cadbury himself. 'I've got it, Sir' I would shout, putting the chocolate in front of him. 'It's fantastic! It's fabulous! It's marvellous! It's irresistible!' Slowly, the great man would pick up my newly invented chocolate and he would take a small bite. He would roll it round his mouth. Then all at once, he would leap up from his chair, crying, 'You've got it! You've done it! It's a miracle!' He would slap me on the back and shout, 'We'll sell it by the million! We'll sweep the world with this one! How on earth did you do it? Your salary is doubled.' It was lovely dreaming those dreams, and I have no doubt at all that thirty-five years later, when **I was looking for** a plot for my second book for children, **I remembered** those little cardboard boxes and the newly invented chocolates inside them, and **I began** to write a book called

Charlie and the Chocolate Factory.

Glossary

fudge /fʌdʒ/ a type of soft, brown sweet made from sugar, butter, and milk



Timothée Chalamet in *Wonka*, a prequel to *Charlie and the Chocolate Factory*

2 GRAMMAR the past: habitual events and specific incidents

- Look at the **highlighted** verbs in Part 2 of the extract from *Boy*. Which ones describe...?
 - specific incidents in the past
 - repeated or habitual actions in the past
- What other verb forms do we use in these contexts?
- G Grammar Bank 2A p.152**
- 2.2** Listen to six people starting to tell a story about their childhood. What different expressions do they use to say approximately how old they were at the time?
- With a partner, choose two of the topics below and talk about things you habitually did or felt in your childhood.

When I was little, I used to be terrified of the dark, and I'd always sleep with the light on...



- Now take turns to choose one of the topics and talk about a specific incident from your childhood.

I remember the time when we went on our first family holiday abroad...

3 WRITING an opinion article

- W Writing Bank 2 p.122** Write an article about how life has changed over the last 30 years.

4 LISTENING & SPEAKING

- a** You're going to watch an interview with a specialist in the subject of human memory. Before you watch, discuss these questions with a partner.

- At what age do children start to have true memories?
- Why might some childhood memories not be reliable?



- b** **Video** Watch *An interview with Professor Mazzoni* and check your answers to **a**.
- c** Watch the interview again. Then answer the questions for each of the following memories.
- What details does she give?
 - Is it a true memory? If not, what kind of memory is it?
- Jean Piaget and his nanny
 - falling off a tree, a plaster cast
 - falling down the stairs
 - some sugar in a teacup
- d** Tell a partner about your earliest memory. Answer the questions.
- How old were you?
- What event is your memory of?
- What emotion(s) do you remember feeling?
- e** Having watched the interview with Professor Mazzoni, how reliable do you think your first memory is?



5 VOCABULARY & PRONUNCIATION

word building: abstract nouns; word stress with suffixes

Abstract nouns

An abstract noun is one that is used to express an idea, a concept, an experience, or a quality, rather than an object, e.g. *childhood* and *fear* are abstract nouns, whereas *a pram* and *a watch* aren't.

Abstract nouns are formed:

- by adding a suffix to nouns, adjectives, or verbs, e.g. *child* – *childhood*. Commonly:
 - nouns can add *-hood* or *-ship*
 - adjectives can add *-ity*, *-ness*, or *-dom*
 - verbs can add *-tion* or *-ment*
- with a new word, e.g. *afraid* – *fear*.

- a** Make abstract nouns by adding a suffix to the words below and making any other spelling changes necessary, and write them in the correct column.

achieve adult amaze aware bored celebrate
curious disappoint excite free friend frustrate
generous happy ill imagine improve kind
member neighbour partner possible relation
sad tempt wise

1 noun + <i>-hood</i>	2 noun + <i>-ship</i>	
3 adj + <i>-ity</i>	4 adj + <i>-ness</i>	5 adj + <i>-dom</i>
6 verb + <i>-(a)tion</i>	7 verb + <i>-ment</i>	

- b** **2.3** Listen and check.

- c** **2.4** Underline the stressed syllable in these pairs of words. Then listen and check. Which two endings often cause a change in stress?

- a|dult a|dult|hood
- re|la|tion re|la|tion|ship
- free free|dom
- cu|ri|ous cu|ri|o|s|ity
- ha|ppy ha|ppy|ness
- ce|le|brate ce|le|bra|tion
- dis|a|ppoint dis|a|ppoint|ment

- d Now look at the abstract nouns and complete the adjective and verb columns.

Abstract noun	Adjective
1 anger	<u>angry</u>
2 shame	_____
3 death	_____
4 danger	_____
Abstract noun	Verb
5 belief	_____
6 hatred	_____
7 loss	_____
8 memory	_____

- e 2.5 Listen and check. Then cover the abstract nouns and try to remember them.

Collocations

Noticing and recording words that go together, e.g. *a remote possibility* **NOT** *a distant possibility*, will improve the accuracy and fluency of your speaking and writing.

- f Complete the **bold** phrases with an abstract noun from a or d which collocates in the phrase.
- I'm writing to express my sympathy for **your terrible** _____. John's death was a shock to us all...
 - To my complete** _____, I realized I'd won first prize.
 - I've been seeing my girlfriend for about six months now. It's quite a **serious** _____.
 - There's a **strong** _____ that I'll be offered the manager's job in the next few weeks.
 - I could smell gas in my kitchen, but the plumber decided there was **no immediate** _____.
 - When I heard I'd failed the exam, **it was a huge** _____. I'd been expecting to pass.
 - Contrary to popular** _____, for many children, schooldays are not the happiest of times.
 - My eldest daughter has a **very vivid** _____ – I think she'll end up becoming a writer.

6 SPEAKING

- a 2.6 Listen to someone describing a childhood memory. What is it about? What feelings does the speaker mention and why did he feel that way?
- b Look at the feelings and events below. Choose one feeling and one event, and prepare to talk about two childhood memories. Write the key words you'll need.

feelings



events



Talking about memories

When we're talking about a memory of the past, we use *remember / forget (sb or sth) + verb + -ing*:
I remember arriving, and it was dark...
I can remember feeling quite annoyed...
I'll never forget my mother shouting at me...

- c In small groups, tell each other about your memories. Try to use expressions from the information box, and say exactly how you felt and why.

I think I was about five and it was my first year at primary school. I remember...