

G the past: habitual events and specific incidents

V word building: abstract nouns

P word stress with suffixes

## 1 READING

- a Imagine that you were going to write your autobiography. Where would you start? What periods of your childhood or specific incidents would you definitely include?
- b **2.9** You're going to read and listen to an extract from *Boy*, the autobiography of author Roald Dahl. Read and listen to Part 1 and answer the questions with a partner.
- Why did the chocolate bars have numbers stamped underneath them?
  - What do you think was the point of the control bar?
  - What exactly did the boys have to do?
  - Why was it clever of Cadbury's to use the boys?
  - How did they behave when they were sampling the products?
- c **2.10** Now do the same for Part 2.
- How did Roald Dahl imagine the "inventing room" to be?
  - What would he sometimes imagine himself doing?
  - How did he imagine Mr. Cadbury reacting to his invention?
  - What effect did the testing of the chocolate bars have on Dahl in later life?

## LEXIS IN CONTEXT

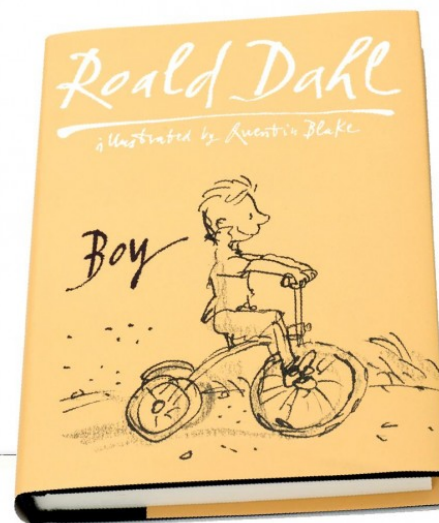
## Understanding dramatic language

A good writer will often use dramatic verbs to make the action in a scene come alive. In this text, Part 1 narrates a sequence of events, but in Part 2 Roald Dahl achieves a more dramatic, imaginative effect, partly through his choice of vocabulary.

- d Read Part 2 again carefully. Find more dramatic synonyms for the following verbs.

- \_\_\_\_\_ imagine
- \_\_\_\_\_ cook
- \_\_\_\_\_ create by mixing together
- \_\_\_\_\_ take quickly (in one's hand)
- \_\_\_\_\_ run quickly
- \_\_\_\_\_ jump
- \_\_\_\_\_ hit (with the hand)

- 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 then, a plain, gray 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 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.



## Glossary

**House** many UK boarding schools are divided into "Houses" and each student belongs to one; Houses may compete with one another in sports and other activities

**nought** (old-fashioned) zero or nothing

**with great gusto** (old-fashioned) with enthusiasm and energy





## Part 2

35 For me the importance of all this was that I began to realize 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 marvelous! 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 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 candy made from sugar, butter, and milk



## 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 could you use for **1** and **2**?
- G p.145 Grammar Bank 2B** Learn more about verb forms for describing habitual events and specific incidents in the past, and practice them.

## 3 SPEAKING & WRITING

- 2.11** Listen to six people talking about their childhoods. What are the different expressions 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.

things I used to be afraid of  
my elementary school

places we would go to  
for family vacations

food and drink I used to love (or hate)

Christmas being sick

toys and games I used to love

birthdays

nightmares I used to have

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

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

*(I remember the time when we went on our first family vacation in the mountains...)*

- W p.116 Writing** An article Analyze an online article and write an article about how life has changed over the last 30 years.

#### 4 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 *bed* and *pants* are not.

Abstract nouns are formed:

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

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

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

1 + -hood	2 + -ship	3 + -dom	4 + -ity
5 + -ness	6 + -(a)tion	7 + -ment	

- b 2.12 Listen to each group and check.

- c 2.13 Underline the stressed syllable in these words. Listen and check. Which endings often cause a change in stress?

- |                |                   |
|----------------|-------------------|
| 1 a dult       | a dult hood       |
| 2 ce le brate  | ce le bra tion    |
| 3 cur i ous    | cur i o sity      |
| 4 dis ap point | dis ap point ment |
| 5 free         | free dom          |
| 6 hap py       | hap pi ness       |
| 7 re la tion   | re la tion ship   |

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

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 2.14 Listen and check.

##### 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 **highlighted** phrases below with an abstract noun from **a** or **d** that collocates in the phrase.


- 1 I'm writing to express my sympathy for **your terrible** \_\_\_\_\_. John's death was a shock to us all...
- 2 **To my complete** \_\_\_\_\_, I realized I'd won first prize.
- 3 I've been seeing my girlfriend for about six months now. It's becoming **a serious** \_\_\_\_\_.
- 4 There's **a strong** \_\_\_\_\_ that I'll be offered the manager's job in the next few weeks.
- 5 I could smell gas in my kitchen, but the gas company decided there was **no immediate** \_\_\_\_\_.
- 6 When I heard I'd failed the exam, **it was a huge** \_\_\_\_\_. I'd been expecting to pass.
- 7 **Contrary to popular** \_\_\_\_\_, for many children, high school is not the happiest of times.
- 8 My eldest daughter has **a very vivid** \_\_\_\_\_—I think she'll end up becoming a writer.



## 5 LISTENING

- a  **2.15** Listen to three people talking about their earliest childhood memory and answer the questions for each speaker.
- 1 How old was he / she?
  - 2 What event was his / her memory of?
  - 3 What emotion(s) did he / she feel?
- b What is your earliest memory? Answer questions 1–3 about it with a partner.
- c You're going to listen to a radio program about some research that has been done on first memories. Before you listen, discuss the following questions with a partner.
- 1 How far back in our lives can we usually remember things?
  - 2 Why can't we remember things before that age?
  - 3 What kinds of a) feelings and b) events might people be more likely to remember?
  - 4 Are our first memories mostly visual or of sounds and smells?
  - 5 Why might some people's first memories be unreliable?
- d  **2.16** Listen to what the speaker says and compare your answers. Were you surprised by anything? How reliable do you think your first memory is?



- e  **2.17** Now listen to the speaker talk about psychologist Jean Piaget's first memory. Write down what you think are the key words. Listen again and try to add more detail. Compare your words with a partner and then retell the story together.



## 6 SPEAKING

- a Do you have any childhood memories of the feelings or events below? Do you know roughly how old you were at the time? Choose one feeling and one event to talk about.



### Talking about memories

When we're talking about a memory of the past, we use *remember* (somebody or something) + verb + -ing:  
*...I remember standing in the back yard...*  
*I remember arriving, and it was dark...*  
*He remembered his nanny fighting the kidnapper.*

- b In small groups, tell each other about your memories. Try to use the expressions in the box.



# WRITING AN ARTICLE

## KEY SUCCESS FACTORS

- getting and keeping the reader's attention
- using rich and precise vocabulary
- having a clear structure that is easy to follow

## ANALYZING A MODEL TEXT

- a You are going to read an article about childhood covering the areas below. What information would you include if you were writing about your country?
- What are the main differences between children's lives 50 years ago and children's lives now?
  - Why have these changes occurred?
  - Do you think the changes are positive or negative?
- b Now read the article. Did the writer include any of your ideas? With a partner, choose what you think is the best title from the options below and say why you prefer it to the others.

How childhood has changed  
Children of the past  
My childhood

- c Answer the questions with a partner.
- 1 What is the effect of the direct question in the introduction? Where is it answered?
  - 2 What does paragraph 1 focus on? What examples are given?
  - 3 What are the changes that the writer focuses on in paragraph 2 and what reasons are given for the changes? Do you agree?
  - 4 Underline the discourse markers that are used to link the points in paragraphs 2 and 3, e.g., *First...*



### Children's lives have changed enormously over the last 50 years. But do they have happier childhoods?

- 1 It's difficult to look back on one's own childhood without some element of nostalgia. I have four brothers and sisters and my memories are all about being with them, playing board games on the living room floor, or spending days outside with the other neighborhood children, racing around on our bikes, or exploring the nearby woods. My parents hardly ever appear in these memories, except as providers either of meals or of severe reprimands after some particularly hazardous adventure.
- 2 These days, in the US at least, the nature of childhood has changed dramatically since the 1960s. First, families are smaller and there are far more only children. It is common for both parents to work outside the home and far fewer people have the time to bring up a large family. As a result, today's boys and girls spend much of their time alone. Another major change is that youngsters today tend to spend a huge proportion of their free time at home, inside. This is due more than anything to the fact that parents worry much more than they used to about real or imagined dangers, so they wouldn't dream of letting their children play outside by themselves.
- 3 Finally, the kinds of toys children have and the way they play is totally different. Computer and video games have replaced the board games and more active pastimes of my childhood. The fact that they can play electronic games on their own further increases the sense of isolation felt by many young people today. The irony is that so many of these devices are called "interactive."
- 4 Do these changes mean that children today have a less idyllic childhood than I had? I personally believe that they do, but perhaps every generation feels exactly the same.

## USEFUL LANGUAGE



### Using synonyms

Try not to repeat the same words and phrases too often in your writing. Instead, where possible, use a synonym or similar expression if you can think of one. This will both make the text more varied for the reader and help to link the article together. A good monolingual dictionary or thesaurus can help you.

#### d Find synonyms in the article for...

- 1 at the present time \_\_\_\_\_, \_\_\_\_\_
- 2 children \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 3 alone, without adults \_\_\_\_\_, \_\_\_\_\_



### Using richer vocabulary

You can make your writing more colorful and interesting to read by trying to use a richer range of vocabulary instead of the most obvious words.

#### e Can you remember how the words in *italics* were expressed in the article, to make the style more interesting?

- 1 Children's lives have changed *in a big way*... \_\_\_\_\_
- 2 ...spending days outside with the other *children who lived near us*... \_\_\_\_\_
- 3 ...*going* around *fast* on our bikes... \_\_\_\_\_
- 4 My parents *don't* appear *very often* in these memories... \_\_\_\_\_
- 5 ...after some particularly *dangerous* adventure. \_\_\_\_\_
- 6 ...*usually both* *parents* work outside the home \_\_\_\_\_
- 7 ...that children today have a less *happy* childhood than I had? \_\_\_\_\_

## PLANNING WHAT TO WRITE

#### a Look at the test question below.

Many aspects of life have changed over the last 30 years. These include:

**marriage   dating   the role of women and / or men**

Write an article for an online magazine about how one of these areas has changed in your country and say whether you think these changes are positive or negative.

With a partner, brainstorm for each topic...

- 1 what the situation used to be like.
- 2 whether the situation has changed a lot in your country.
- 3 whether you think the changes are positive or negative and why.

Now decide which topic you are going to write about and which ideas you want to include.

#### b Think of a possible title for your article.

## TIPS for writing an article:

- Remember that this is not an essay. In an essay, you would focus on the most important points, but for an article, you should choose the points that you could say something interesting about, or where you can think of any interesting personal examples.
- There is no fixed structure for an article, but it is important to have clear paragraphs. Use discourse markers to link your points or arguments.
- Use a suitable style, neither very formal nor very informal.
- Make the introduction reasonably short. You could use a question or questions that you then answer in the article.
- Try to engage the reader, e.g., by referring to your personal experience.
- Vary your vocabulary using synonyms where possible.

## WRITING

Write an article of between 200 and 250 words.

**DRAFT** your article.

- Write a brief introduction that refers to the changes and asks a question.
- Write two or three main paragraphs saying what the situation used to be like and how it has changed.
- Write a conclusion that refers back to the question in the introduction and that says whether you think the changes are positive or negative.

**EDIT** the article, checking paragraphing, cutting any irrelevant information, and making sure it is the right length.

**CHECK** the article for mistakes in grammar, spelling, punctuation, and register.

← p.21





## narrative tenses: describing specific incidents in the past

This **happened** when I **was** about five years old. My father **had gone away** on business for a few days and my brother and I **were sleeping** in my parents' bedroom. Before we **went** to bed that night, I **had been reading** a very scary story about a wicked witch. In the middle of the night, I **woke up** suddenly and **saw** that a figure in a dark coat **was standing** at the end of my bed. I **screamed** at the top of my lungs.

When we describe specific incidents in the past, we use **narrative tenses**, i.e., the simple past, past continuous, and past perfect or past perfect continuous.

- We use the simple past to talk about the main actions in a story (*We went to bed... I woke up... I screamed*).
- We use the past continuous to set the scene (*We were sleeping in my parents' bedroom*) and to describe actions in progress in the past (*Somebody was standing at the end of my bed*).
- We use the past perfect and the past perfect continuous to talk about the earlier past, i.e., things that happened before the main event (*My father had gone away... I had been reading a story*).

## used to and would: describing habitual events and repeated actions in the past

- 1 Every summer, my family **used to rent** an old house in Maine. My sister and I **often walked** to the harbor in the morning, where we **used to watch** the fishermen cleaning their nets.
- 2 Every night before we went to bed, my mother **would tell** us stories, but she **would never read** them from a book—she **would always make them up** herself.
- 3 When I was a teenager, my friends **were always teasing** me because of my red hair.

- 1 We often use **used to** + the base form of the verb as an alternative to the simple past to talk about things that we did repeatedly in the past.
- We can also use **used to** + the base form of the verb to talk about situations or states that have changed, e.g., *I used to have much longer hair when I was younger*.
- 2 We use **would** + the base form of the verb as an alternative to **used to** to talk about things that we did repeatedly in the past.
- We **don't** use **would** with stative verbs, i.e., to talk about situations or states that have changed. NOT *I would have much longer hair when I was younger*.
- We don't use **would** without a time reference, e.g., *I used to play the violin*. NOT *I would play the violin*.
- 3 We can also use **always** + past continuous for things that happened repeatedly, especially when they were irritating habits.

### Variety in descriptions of past events

When we describe past habits or repeated past actions we tend, for reasons of variety, to alternate between **used to**, **would**, or the simple past (with adverbs of frequency).

- a **Circle** the right verb form. Check (✓) if both are possible. Corinne and I **used to be** / **would be** very close, but recently we've grown apart.

- 1 When I came into the room, my aunt **sat** / **was sitting** with her back to me. When she turned around, I could see that she **had been crying** / **had cried**.
- 2 Our grandmother **always used to have** / **would always have** a surprise waiting for us when we visited.
- 3 My sister **used to live** / **would live** on her own, but then she **used to buy** / **bought** a house with her boyfriend.
- 4 My brother **didn't use to look** / **wouldn't look** at all like my father, but now he does.
- 5 When I was small, I **was always getting** / **always used to get** into trouble at school and my parents **used to punish** / **would punish** me by not letting me play with my friends on the weekend.
- 6 Suddenly we heard a tremendous crash and we saw that a car **crashed** / **had crashed** into a tree and gas **poured** / **was pouring** onto the road.

- b Complete with the verb in parentheses, using a narrative tense or **would** / **used to**.

### My earliest memory

When I was about four or five, my grandmother, who was Mexican, **was living** (live) in Los Angeles, and we children often <sup>1</sup> \_\_\_\_\_ (spend) weekends at her apartment. My grandfather <sup>2</sup> \_\_\_\_\_ (die) a couple of years earlier, so I suppose she was in need of company. We loved going there, as my grandmother <sup>3</sup> \_\_\_\_\_ (cook) special meals for us and <sup>4</sup> \_\_\_\_\_ (take) us for beautiful walks along Venice Beach, which wasn't far at all. One occasion that I remember really well was when I <sup>5</sup> \_\_\_\_\_ (invite) to stay with her on my own, without my brothers and sisters. On the first day, after lunch, my grandmother <sup>6</sup> \_\_\_\_\_ (go) into her bedroom for a nap. I <sup>7</sup> \_\_\_\_\_ (try) to sleep, but I couldn't, so after a while I <sup>8</sup> \_\_\_\_\_ (get up) and <sup>9</sup> \_\_\_\_\_ (decide) to explore her apartment. Everything was very quiet, so I was convinced that my grandmother <sup>10</sup> \_\_\_\_\_ (sleep). The room I most <sup>11</sup> \_\_\_\_\_ (want) to explore was my grandfather's study, I imagine, exactly because I <sup>12</sup> \_\_\_\_\_ (tell) not to go in there. I opened the door and went in, and was immediately drawn to his large old desk. I <sup>13</sup> \_\_\_\_\_ (climb) onto the chair and <sup>14</sup> \_\_\_\_\_ (see) on the desk a green pen in a kind of stand, with a bottle of ink. I <sup>15</sup> \_\_\_\_\_ (ask) my parents for a real pen for a long time, but they <sup>16</sup> \_\_\_\_\_ (refuse), foreseeing the mess that I was almost bound to make with the ink. I picked up the pen and then tried to open the bottle of ink. At that moment I <sup>17</sup> \_\_\_\_\_ (hear) my grandmother's voice saying, "Christina? Where are you? What are you doing?" To my horror, I <sup>18</sup> \_\_\_\_\_ (realize) that my grandmother <sup>19</sup> \_\_\_\_\_ (get up) out of bed and <sup>20</sup> \_\_\_\_\_ (come) towards the study. Two seconds later, she <sup>21</sup> \_\_\_\_\_ (open) the door. I will never forget the awful feeling of shame that she <sup>22</sup> \_\_\_\_\_ (catch) me doing something that she <sup>23</sup> \_\_\_\_\_ (forbid) me to do.

← p.21