

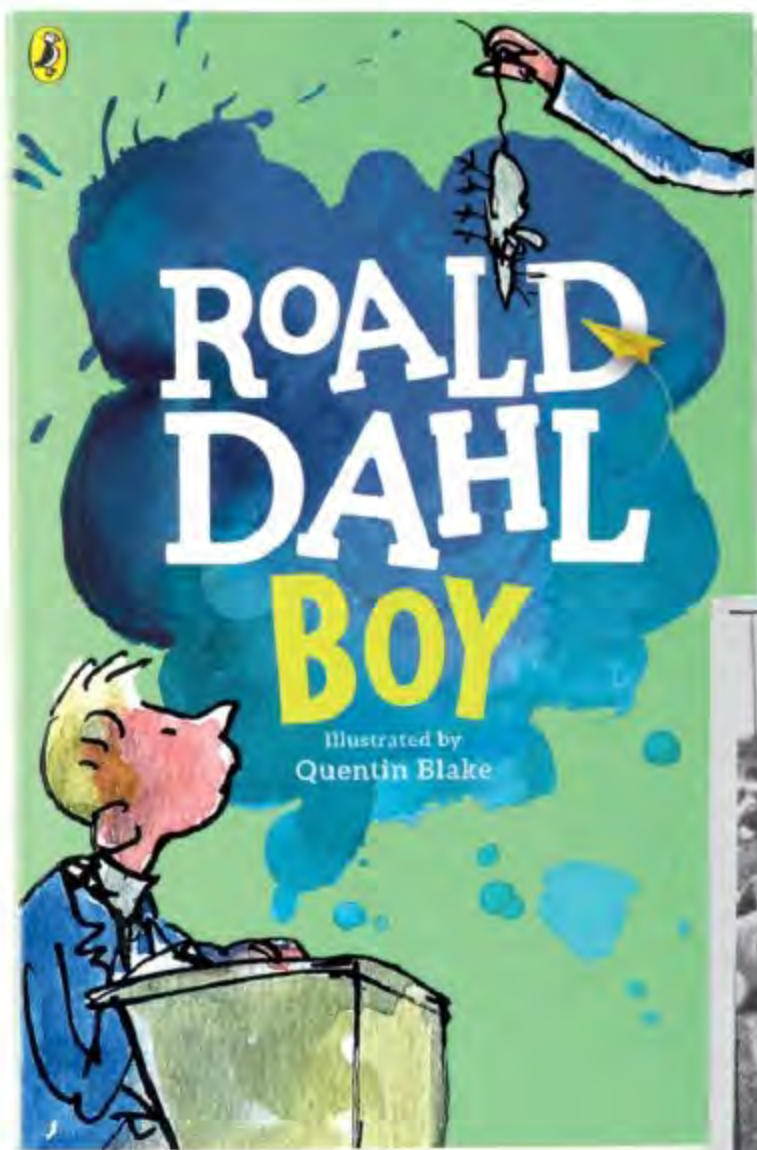
G the past: habitual events and specific incidents

V word building: abstract nouns

P word stress with suffixes

1 READING

- a Imagine that you were going to write your autobiography. 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. Answer the questions with a partner.

- 1 Why did the chocolate bars have numbers stamped underneath them?
- 2 What do you think was the point of the 'control' bar?
- 3 What exactly did the boys have to do?
- 4 Why was it clever of Cadbury's to use the boys?
- 5 How did the boys behave when they were sampling the products?

- c Now do the same for Part 2.

- 1 How did Roald Dahl imagine the 'inventing room' to be?
- 2 What did he imagine himself doing in his recurring dream?
- 3 How did he imagine Mr Cadbury reacting to his invention?
- 4 How did the testing of the chocolate bars influence Dahl in his later life?

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.

ALL YOUR FAVOURITE FLAVOURS!
-and you get them for only 4d. a quarter
Why everybody everywhere is buying Cadbury Filled Blocks

YOU GET VALUE FOR YOUR MONEY
When you buy Cadbury's Filled Blocks you choose your favourite flavour and you get that flavour and no other. Every 4d. Cadbury's Filled Block is 12 chocolates made and packed all together—that's why it costs Cadbury's less to make them. That's why you can get them for only 4d. a quarter.

CADBURY'S **4d**
FILLED BLOCKS

- d **2.1 Language in context** Roald Dahl achieves a more dramatic effect in Part 2 through his choice of language. Look at the dramatic verbs and listen to Part 2 as an extract from an audio book. Match the verbs to their synonyms 1–7.

picture bubbling away concocting grab rushing leap slap

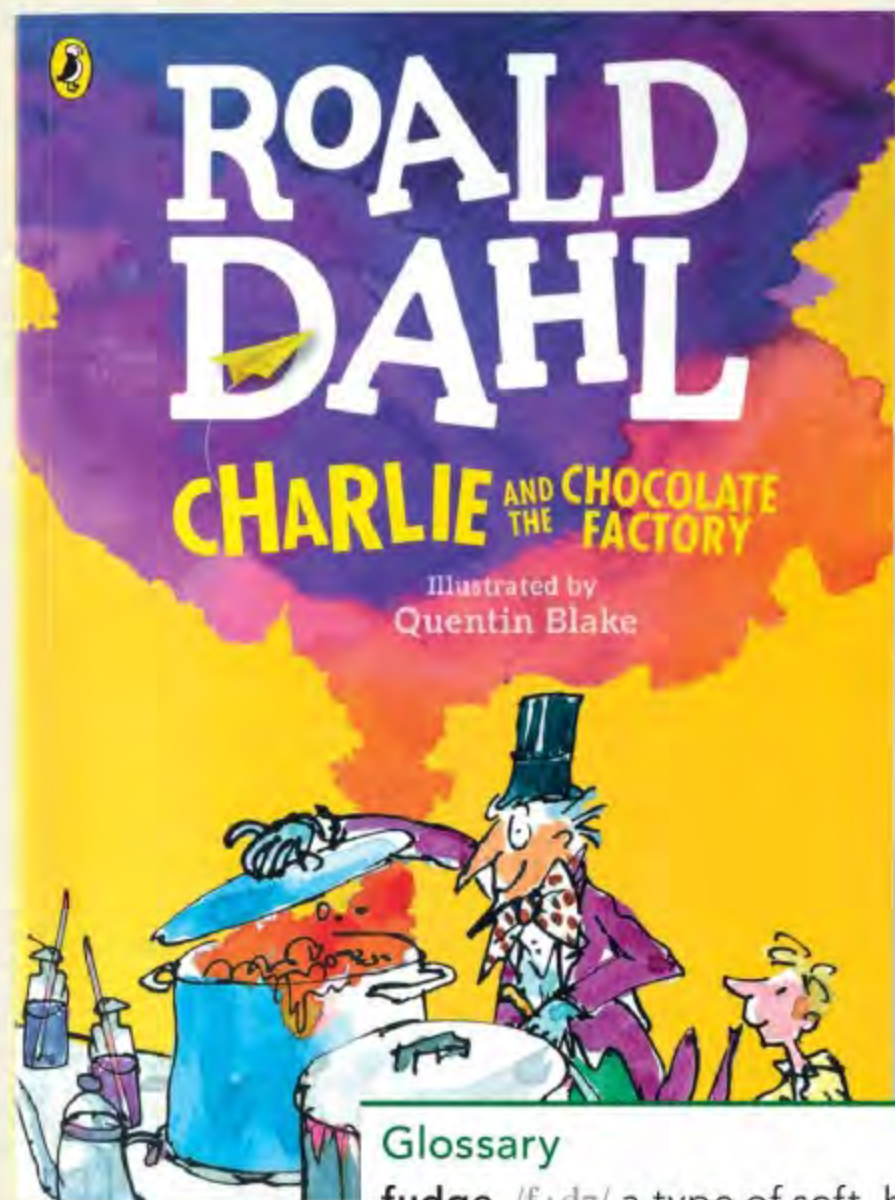
- | | |
|---|-------------------------------|
| 1 _____ = jump | 4 _____ = boiling |
| 2 _____ = take quickly
(in one's hand) | continuously |
| 3 _____ = creating by
mixing together | 5 _____ = running quickly |
| | 6 _____ = hit (with the hand) |
| | 7 _____ = imagine |

PART 2

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 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

2 GRAMMAR the past: habitual events and specific incidents

- a 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
- b What other verb forms do we use in these contexts?
- c  p.144 Grammar Bank 2A

3 SPEAKING

- a  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?
- b 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...

things I used to be afraid of
my primary school

places we would go to for family holidays
food and drink I used to love (or hate)

Christmas or a special celebration
being ill


toys and games I used to love
birthdays

nightmares I used to have

- c 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...

4 WRITING

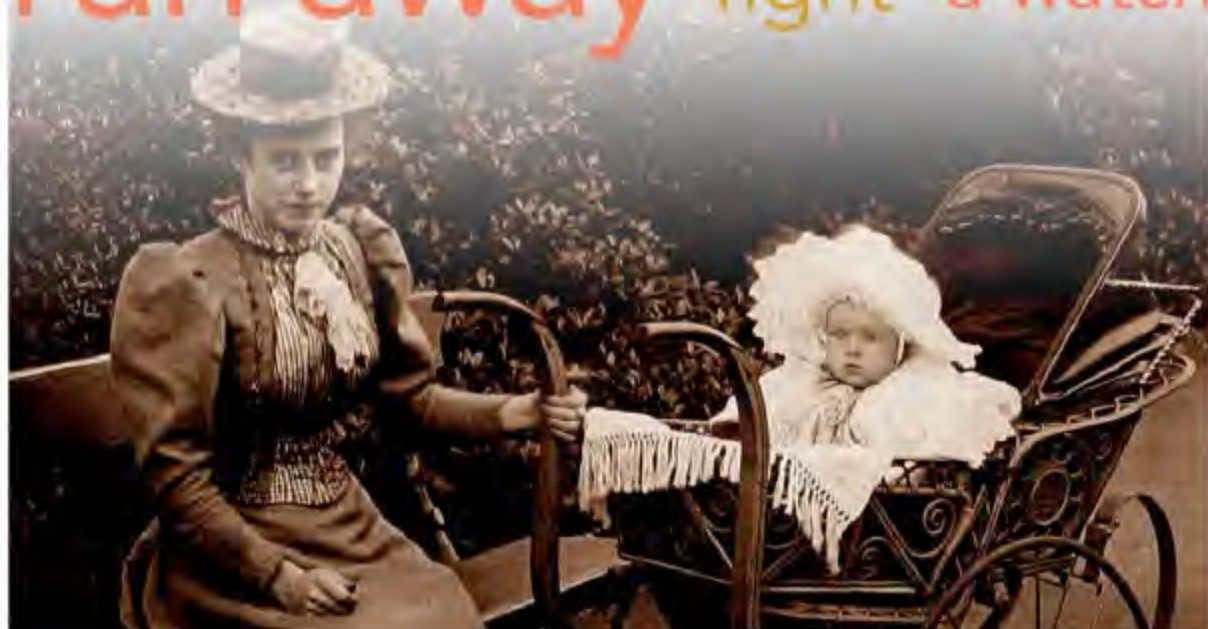
 p.118 Writing An article Analyse an article about how children's lives have changed over the last 50 years, and write an article.

- 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?

5 LISTENING & SPEAKING

- a **2.3** Listen to Part 1 of a radio programme about early childhood memories. Answer the questions for each speaker 1–3.
- How old was he / she?
 - What event was his / her memory of?
 - What emotion(s) did he / she feel?
- b Look at some questions you're going to hear in Part 2 of the programme, an interview about research on first memories. Discuss them with a partner.
- 1 At what age do first memories generally occur?
 - 2 Why can't we remember things before that age?
 - 3 What are first memories normally about?
 - 4 Why might some people's first memories be unreliable?
- c **2.4** Now listen to Part 2 and check your answers to **b**. Do you think the memories in **a** are reliable? Why?
- d Listen again. Why does the presenter mention these things?
- 1 being in a pram or cot
 - 2 seeing yourself in a mirror
 - 3 using the past tense
 - 4 fear and self-preservation
 - 5 smells and sounds
 - 6 your first word
- e In Part 3 of the programme, you're going to listen to the first memory of Swiss psychologist Jean Piaget. Look at some words from the story. With a partner, try to predict what happened.

baby nanny kidnap
 pram policeman
 Champs-Élysées reward
 run away fight a watch



- f **2.5** Now listen to Part 3. Was your prediction correct? What happened many years later?
- g Tell a partner about your earliest memory. Answer the three questions in **a** about you. Having listened to the programme, how reliable do you think your first memory is?

6 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:

- 1 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*
- 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 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 **2.6** Listen and check.

c **2.7** Underline the stressed syllable in these words. Listen and check. Which two endings often cause a change in stress?

- | | |
|----------------|-------------------|
| 1 a dult | a dult hood |
| 2 re la tion | re la tion ship |
| 3 free | free dom |
| 4 cu ri ous | cu ri o sity |
| 5 ha ppy | ha ppi ness |
| 6 ce le brate | ce le bra tion |
| 7 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 **2.8** 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.

7 SPEAKING

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



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...

- 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.

The feeling I'm going to talk about is embarrassment. I think I was about five and it was my first year at primary school. I remember...

1 READING & SPEAKING

a  2.10 A recent Oxford Dictionaries survey identified some of the most commonly misspelt English words. Listen and write the missing words. How many did you spell correctly? Why do you think the words are often misspelt?

- The hotel can _____ 250 guests.
- _____ do you prefer, coffee or tea?
- We _____ a very warm welcome.
- I won't leave _____ she gets here.
- Something unexpected _____ on their journey.
- I saw her on three _____ occasions.
- The _____ is planning to raise taxes.
- We'll _____ be there by 7.00.

b How much do you know about the English language? Answer the questions with a partner.

- What two other languages have had the strongest influence on English?
- How many letters are there in the English alphabet?
- How many different sounds are there in English?
- Which has changed more over the years, English pronunciation or English spelling?
- Do children in English-speaking countries learn to read more quickly or more slowly than children elsewhere?

c Read the information from the website of the English Spelling Society. Check your answers to b. Then answer the questions.

- What is the Society trying to do?
- What's the knock-on effect on children's education if it takes them a long time to learn to read and write?
- What does the website say is the best way to teach children to read and write in English?
- What effect does low literacy have on adult offenders?

d Look at a quote from Masha Bell, of the English Spelling Society. Underline all the examples of simplified spelling. Do you find it easy to read?

If u hav a por memory, yor chances of becummung a good speller ar lo. But wors stil, yor chances of lerning to read ar not good either, because of nonsens like 'cow-crow, dream-dreamt, friend-fiend' and hundreds mor like them.

e Do you agree that English spelling should be simplified? Do you think the English Spelling Society could ever succeed in its aim? Why (not)?



Improving English Spelling

English spelling is broken. Let's fix it!

English spelling is broken. There are countless examples, such as *comb*, *bomb*, and *tomb*, or *height* and *weight*. The English Spelling Society exists to repair our broken spelling. The Society is working on a way to simplify current English spelling in order to improve access to literacy.

Why English spelling is exceptionally irregular

English as a language is relatively simple to learn. But its spelling system is possibly the most irregular of those based on an alphabet. Not only is it hard to predict the spelling from the pronunciation, but it is not always possible to predict the pronunciation from the spelling, for example, *thorough*.

English words derive mainly from old German and Norman French, and its alphabet of 26 letters makes it impossible to represent each of its 46 speech sounds with just one symbol. But that is not the only reason why many English spellings are irregular. In other languages, as pronunciation changed, the spelling changed too. However, in spite of the many ways in which English pronunciation has evolved over the centuries, words have often maintained their original spelling, which reflects the original pronunciation, but not how many words are pronounced today. For example, *blood* /blʌd/ used to be pronounced to rhyme with *good* /gʊd/.

The economic and social costs of English spelling

- Children in English-speaking countries take almost twice as long to learn to read and write compared to children in other countries. A longer time needed for learning to read and write means less time for other subjects.
- There has been much expensive research into how to teach reading and writing in Anglophone countries, but there is no standard method, and much disagreement, about how best to teach English literacy.
- Education is the proven best way to prevent criminals from reoffending. In countries where the literacy rates of prisoners are generally higher, improving their education while behind bars is also much easier. The poor literacy skills of many English-speaking offenders make this more difficult, and repeated returns to jail more likely.



2 PRONUNCIATION

sound–spelling relationships

🔍 Learning spelling rules or patterns

The English Spelling Society would like to simplify spelling by removing all the irregularities. However, estimates suggest that around 80% of English words are pronounced according to a rule or pattern, e.g. the letter *h* before a vowel is almost always pronounced /h/.

a With a partner, say each group of words aloud. How are the **pink** letters pronounced? **Circle** the different word in each group if there is one.

- | | | |
|--|---|---|
| 1 /h/
dishonest
heart
herb
himself
inherit | 5 /dʒ/
enjoy
jealous
job
journalist
reject | 9 /ɜː/
reporter
work
world
worse
worth |
| 2 /əʊ/
allow
borrow
elbow
overthrow
shallow | 6 /tʃ/
achieve
catch
challenging
charge
chorus | 10 /ɜː/
birth
dirty
firm
third
T-shirt |
| 3 /aɪ/
compromise
despite
quite
river
write | 7 /s/
seem
sense
sure
sympathetic
synonym | |
| 4 /w/
whenever
where
which
whose
why | 8 /ɔː/
awful
drawback
law
raw
yawn | |

- b 🎧 2.11 Listen and check. What's the pronunciation rule for each group? Can you think of any more exceptions?
- c Look at the spelling patterns in a. Now decide how you think the words from the list below are pronounced. Check their pronunciation and meaning with your teacher or with a dictionary.

chime howl jaw whirl worm

3 GRAMMAR pronouns

- a 🎧 2.12 Listen and write three sentences. Which three words are pronounced exactly the same but spelt differently?
- b 📖 p.145 Grammar Bank 2B

4 LISTENING

🔍 Understanding accents

Many English words can be pronounced in different ways, depending on where you come from. For example, *herb* is pronounced /hɜːb/ in British English, but /ɜːrb/ in American English; *bath* is pronounced /bæθ/ in northern England, but /bɑːθ/ in standard English, or RP (Received Pronunciation). RP is the accent used in dictionaries to indicate the pronunciation of a word. Listening to speakers with different accents will make a huge difference to your ability to communicate with English speakers.



- a 🎧 2.13 Listen to eight people talking about where they're from. Answer the questions.
- Which person, 1–8, do you think speaks with RP?
 - Which two people do you think don't speak English as a first language?
 - Can you match any of the accents to the countries from the list?
- | | | | |
|------------------------------------|---------------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> Australia | <input type="checkbox"/> England (RP) | <input type="checkbox"/> Ireland | <input type="checkbox"/> Lithuania |
| <input type="checkbox"/> Scotland | <input type="checkbox"/> South Africa | <input type="checkbox"/> Spain | <input type="checkbox"/> the USA |
- b 🎧 2.14 Listen and check which countries the people are from. Who describes the place they're from as...?
- | | |
|----------------------------|--|
| A <input type="checkbox"/> | a city well-known for both its university and its industry |
| B <input type="checkbox"/> | a very multicultural city with fantastic facilities and beaches |
| C <input type="checkbox"/> | a village on the coast, friendly but a bit inward-looking |
| D <input type="checkbox"/> | a city of economic and cultural importance with several universities |
| E <input type="checkbox"/> | a small and welcoming country town |
| F <input type="checkbox"/> | a city with a big student and tourist population, where there is always something going on |
| G <input type="checkbox"/> | a city with beautiful old buildings and a mountain nearby |
| H <input type="checkbox"/> | an area where you can enjoy both nature and shopping |
- c Which people did you find easiest to understand? Was it because of their accent, or for some other reason?

5 VOCABULARY lexical areas

a Look at headings 1–4 in *Word Challenge*. With a partner, say what they mean.

b In pairs, do the exercises in *Word Challenge*. All the answers have come up in lessons 1A, 1B, and 2A. How many did you get right?

Word Challenge

hard work

pick up a language

awful / terrible

on the tip of my tongue

1 Collocations

Circle the correct word.

- After her marriage broke up, she **looked for** / **sought** refuge with friends.
- To our **full** / **complete** amazement, our daughter passed all her exams.
- My grandfather has quite a **fast** / **quick** temper.
- I spent a **pair** / **couple** of hours yesterday looking through old photos.
- We've got **distant** / **far** relatives in Australia.
- I don't think going freelance is a very good **job** / **career** move.
- I'm sorry if I **hurt** / **damaged** your feelings.
- I haven't really planned my trip yet, but I have **an approximate** / **a rough** itinerary.
- We are **strongly** / **highly** opposed to the government's new policy.
- I'm not very good in a crisis. I hate being **under** / **below** pressure.

10

2 Phrasal verbs

Complete the sentences with a verb from the list in the correct form.

carry (x2) come dress get
go lay make put turn

- Look out for the Picasso drawings when you _____ **round** the exhibition.
- We should _____ **off** the meeting till next week.
- She was really ill and it took her a long time to _____ **over** it.
- She finally _____ **up with** a brilliant solution to the problem.
- Don't stop – _____ **on** with what you're doing.
- He often _____ **up** excuses for why he's late.
- The children love _____ **up** in their grandparents' clothes.
- The book sounded fascinating, but it _____ **out** to be really dull.
- A thousand workers were _____ **off** when the factory closed.
- He's completely useless. He can't even _____ **out** simple instructions.

10

3 Synonyms and register

Match words or phrases 1–10 to synonyms A–J. Which word is more formal in each pair?

- | | | |
|----|----------------------|---------------|
| 1 | ill-fated | A job |
| 2 | brothers and sisters | B benefit |
| 3 | conversation | C resign |
| 4 | task | D siblings |
| 5 | perk | E guy |
| 6 | against | F look like |
| 7 | quit | G unfortunate |
| 8 | man | H require |
| 9 | resemble | I chat |
| 10 | need | J opposed to |

10

4 Idioms

Complete the idioms.

- I told a **wh** _____ **l** _____ because I didn't want to upset him.
- We tried to **c** _____ the waiter's **e** _____, but he just ignored us.
- I woke up suddenly in **the d** _____ **of n** _____ – there was a noise downstairs.
- He's a really nice guy – very **d** _____ **to e** _____.
- This printer is such a **p** _____ **in the n** _____; it never works.
- H** _____ **on e** _____ could you spend \$2,000 on a watch?
- I **followed** the instructions **to the l** _____, but I still couldn't get the wi-fi to work.
- Let's not focus on the details. We need to see the **b** _____ **p** _____.
- Jack's got his **n** _____ **to the gr** _____, revising for his exams.
- I've got a **g** _____ **f** _____ that this meeting is going to go badly.

10

6 READING

- a Read some extracts from an article about words which have changed their meaning. Which words do you think changed their meaning the most?

A **blockbuster** was originally a bomb

A blockbuster is literally a bomb large enough to destroy an entire block of buildings. The first blockbuster was dropped on the German city of Emden in March 1941. The wartime press was quick to **pounce on** the nickname 'blockbuster', and soon it was being used to describe anything that had an impressive or devastating effect. The military connotations gradually disappeared after the war, leaving us with the word we use today to describe bestselling films and books.

A **girl** originally referred to a girl or a boy

When the word 'girl' first appeared in the language, in the early 1300s, it was used to mean 'child', regardless of the gender of the child in question. That didn't begin to change until the early 15th century, when the word 'boy' – possibly **borrowed** from the French *embuie*, meaning a male servant – began to be used more generally for any young man. As a result, 'girl' was forced to change to mean a female child.

Alcohol originally meant eyeshadow

The ancient Egyptians made their distinctive jet-black eyeshadow out of the mineral stibnite, which was crushed and heated to produce a fine dust that could then be mixed with animal fat to make a cosmetic. The name of this was *al-kohl*, from an Arabic word meaning 'stain' or 'paint'. Alchemists and scientists of the European middle ages then **picked up** this term from their Arabic-origin textbooks, and began applying it to all kinds of other substances that could be produced in a similar way – which included wine and spirits, ultimately given the name 'alcohol'. This is now the most common meaning, though you can still buy kohl eyeliner pencils.

A **cupboard** used to mean a table

In the late 1300s, a cupboard was just a board on which to place your cups. Or put another way, a cupboard was originally a table. No one is entirely sure why, but in the early 16th century, that meaning suddenly disappeared from the language – a cupboard was no longer a tabletop on which to use one's crockery, but a piece of furniture in which to store it.

A **treadmill** was originally a prison punishment

The original treadmill was an enormous man-powered mill used for tasks such as crushing rocks and grinding grain. It was a wheel of steps encircling a cylinder attached to a millstone, on which prisoners could be employed for many hours a day; famously, the writer Oscar Wilde was made to work on the treadmill during his imprisonment in Pentonville Prison in 1895. Prison reform made the treadmill a thing of the past, but the term was **resurrected** in the 1950s, and was applied to a piece of gym equipment, a running machine comprised of a seemingly endless belt.



Adapted from The Guardian

- b Read the extracts again. Which word...?

- 1 has a modern meaning which refers to the way something is made
- 2 has a modern meaning which refers to the same kind of activity
- 3 used to refer to two things, but changed to only one
- 4 changed its meaning as a result of its use by the media
- 5 changed its meaning for an unknown reason

- c **Language in context** Look at the **highlighted** words in the extracts, which are all used metaphorically. What is their literal meaning?

- d **Communication** Changing meanings **A p.107** **B p.112** Read about two more words that have changed their meaning, then tell your partner.

7 VIDEO LISTENING

- a You're going to watch a documentary on the history of English. With a partner, try to number the influences on English in chronological order.

- America
- the Anglo-Saxons
- British colonies
- Christian monks
- the French
- 1 the Romans
- Shakespeare
- technology
- the Vikings

- b Watch the documentary once and check.

- c Watch again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 English has been changing for more than 1,000 years.
- 2 The Anglo-Saxons invented the alphabet.
- 3 The arrival of the Vikings gave English about 2,000 new words.
- 4 At first, the Normans didn't introduce many French words.
- 5 Shakespeare gave English as many new words as the Vikings.
- 6 In the 20th century, British English 'borrowed words' from American, but not vice versa.
- 7 Today, more people speak English as a first language than as a second language.

- d What have been the main influences on the development of your language? Does it share any with English?

