

2B Do you remember...?

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 **133** 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 **134** 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?

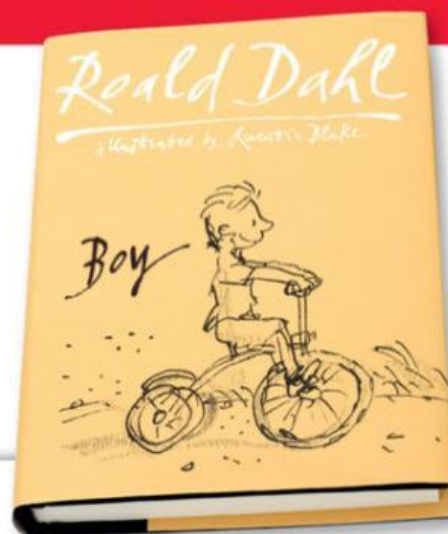
LEXIS IN CONTEXT



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, 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 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, thus providing a focus for group loyalty

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