

1. Roald Dahl

This week's lesson is about the writer Roald Dahl (1916-90), and focuses particularly on his classic children's book *Charlie and the Chocolate Factory*. 23rd November will be the 17th anniversary of Dahl's death.

Level

Pre-intermediate and above (equivalent to CEF level A2-B1 and above)

How to use the lesson

1. Ask students about the most popular writers of children's books in their country, then ask if they have heard of Roald Dahl, and *Charlie and the Chocolate Factory* in particular. If any of them have seen the 2005 film version, encourage the other students to ask questions about it.
2. Give your students between five and ten minutes to read through Worksheet A, encouraging them to look up new vocabulary.
3. Give each student a copy of Worksheet B, then divide the class into pairs and ask students to work together. In Part A they have to find synonyms, in Part B they must answer the true/false/doesn't say questions, and in Part C they must decide whether the sentences have been written in correct English.
4. Check answers in open class.

Answers

Part A (synonyms)

1. kind-hearted 2. gluttonous 3. brat 4. sweets 5. addict 6. grotesque 7. amusing
8. damaged 9. melt

Part B (true/false/doesn't say)

1. F 2. D 3. F 4. T 5. T 6. T 7. F 8. F

Part C (correct/incorrect)

1. **Incorrect.** Chewing gum loses ~~it's~~ **its** flavour after a few minutes. 2. **Correct**
3. **Correct** 4. **Incorrect.** 'Why don't you try to see things ~~by~~ **from** my point of view?'

5. Next, divide the students into two teams, A and B, and give each team the corresponding part of Worksheet C. The students have to refer back to Worksheet A and formulate questions based on the information using the words in the twelve boxes. They will then put these questions to the other team as part of a quiz. The teams must use the exact words in the boxes, and avoid asking the same question more than once. The words in most of the boxes can be used to create more than one question, and words such as 'Where' and 'Why' obviously offer various possibilities. If one team asks a question the other team was going to ask, the other team has to think quickly to formulate an alternative question. Impose a time limit (e.g. five

minutes) in which the teams have to formulate their questions. If a team is unable to create twelve questions, the other team should receive a point for each 'missing' question – e.g. if Team A can only create ten questions, Team B gets two points.

6. When the quiz begins, make it clear that the teams can no longer refer back to Worksheet A. The two teams take it in turns to ask and answer questions. Award one point for each grammatically correct question and for each correct answer. Award zero points for questions containing mistakes, repeated questions and incorrect answers.

When both teams have asked all their questions, the team with the most points wins.

2. Related Websites

Send your students to these websites, or just take a look yourself.

<http://www.roalddahl.com/>

The official Roald Dahl website. Lots of material, but challenging for pre-intermediate level.

<http://www.roalddahlfans.com>

A site for Dahl enthusiasts. Very comprehensive, including synopses of many of Dahl's works. Intermediate level and above.

<http://news.bbc.co.uk/1/hi/entertainment/5341084.stm>

A BBC article on the preparations made in September 2006 for celebrations marking what would have been Dahl's 90th birthday. Intermediate level and above.