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Extract 1

- In this extract from Chapter 5, Mr Bucket reads aloud the evening newspaper's unexpected announcement about the chocolate factory opening.
- Point out the change of font to indicate the newspaper piece. Discuss the author's device of presenting a newspaper layout so that the reader sees what Mr Bucket is reading aloud. Ask: *What benefit is there for the reader?* (It brings the newspaper piece to life.)
- Read the newspaper piece aloud. Circle 'I'. Ask: *Who does this refer to?* (Willy Wonka) Circle 'only' and 'now'. Ask: *Why are the words in italic font?* (for emphasis)
- Examine Mr Wonka's language. Ask: *Which words are repeated frequently?* ('five' and 'Golden Tickets') Underline these in different colours and count how often they appear. Ask: *Is the repetition effective?* (The number and means of winning are emphasised.)
- Circle the four dashes. Read aloud the sentences involved. Ask: *How are the dashes used?* (in pairs) *What punctuation could be used instead?* (brackets)
- Investigate further the punctuation in the newspaper announcement. Ask: *Which other marks are noticeable?* Circle the exclamation marks. Ask: *What effect do they have?* (They suggest excitement, emphasis and urgency.)
- Circle the exclamation marks in Grandpa Joe's speech. Point out that each piece of his speech ends with one. Ask: *Does this help the reader to 'hear' the speaker's words. Should the author have used fewer?*

Extract 2

- This extract is from Chapter 18, where the party (now without Augustus Gloop and his parents) travel by yacht down the chocolate river.
- Underline 'Full speed ahead!' Remind the children of Mr Wonka's repeated emphasis on speed. Ask: *Why do you think he is always in such a hurry?* (There is so much for the children to see in one day.)
- Investigate the text as far as the song. Circle and comment on powerful verbs: 'shot', 'screamed', 'shrieked', 'cried', 'hooting'. Ask: *What sort of picture do these words help to create?* (mounting speed and hysteria)
- Underline 'hooting with laughter'. Ask: *What does this reaction tell the reader about Mr Wonka?* (He lacks the usual, responsible attitude of an adult; he is more like an irresponsible child.)
- Highlight and chant the song. Ask: *Who is singing this? Does the author make it clear?* Circle 'rowers' and 'they' in the song. Suggest that these words indicate that the singer is Mr Wonka, singing about the Oompa-Loompas. Is this surprising? (The Oompa-Loompas have always been the characters that sing.)
- Investigate the reactions of the children's adult companions to Mr Wonka's words. Point out the similar sentences (in form, meaning and wording) from everyone except Grandpa Joe.
- Examine Grandpa Joe's spoken sentence. Circle 'not'. Ask: *Why is this word in italic font?* (for emphasis) *What does this reveal about Grandpa Joe's character?* (He shares Mr Wonka's childlike enthusiasm for life.)

1. Marking boundaries

Objective

To use semi-colons, colons or dashes.

What you need

Copies of *Charlie and the Chocolate Factory*, printable page 'Marking boundaries', interactive activity 'Marking boundaries'.

What to do

- Complete this activity after reading Chapter 1. Dictate this (unseen) for the children to write: *the Buckets could not buy a bigger house they were too poor for that.*
- Let the children hold up their work, look around and compare results. Do most show two sentences? Are there alternatives?
- Write on the whiteboard: a. The Buckets could not buy a bigger house – they were too poor for that. b. The Buckets could not buy a bigger house; they were too poor for that.
- Indicate the use of one sentence. Ask: *Why can this be better?* Identify a dash and a semi-colon, separating independent clauses. Ask: *Which punctuation mark is less formal?* (dash)
- Display this sentence: The Buckets counted their money: they were almost penniless!
- Identify the colon as another means of separation. It introduces more information.
- Show the interactive activity 'Marking boundaries'. Let partners decide before you accept answers from the class. Discuss the results. Suggest that 'correct' punctuation often depends on writer preference.
- Give out copies of printable page 'Marking boundaries'. Explain that the children must decide where and how to divide the sentences into two independent clauses.

Differentiation

Support: Revise the differences between punctuation marks.

Extension: Ask the children to adapt a story they have written, using these punctuation marks.

2. Passive verbs

Objective

To use passive verbs to affect the presentation of information in a sentence.

What you need

Copies of *Charlie and the Chocolate Factory*, photocopiable page 22 'Passive verbs', interactive activity 'Passive verbs'.

What to do

- Complete this activity after reading Chapter 6. Write this sentence on the whiteboard: 'The very next day, someone found the first Golden Ticket.' Ask: *Which word is the verb?* (found) *Which subject word does the action?* (someone) Identify 'found' as an active verb.
- Direct the children to the first sentence in Chapter 6. Ask: *Which two words form the verb?* (was found) Point out that the subject, 'the first Golden Ticket', has the action of the verb done to it. Hence, the verb is passive.
- Show the children the interactive activity 'Passive verbs'. Explain that all the sentences have active verbs. Give partners time to share answers as they work out the passive form so that the subject of the new sentence has the action done to it.
- Work through the interactive together, choosing one pair at a time to answer. Offer the answer for class discussion. Does the class agree?
- Give out copies of photocopiable page 22 'Passive verbs'. Explain that the children must rewrite the sentences so that they use passive verbs.

Differentiation

Support: Put the children into pairs and give adult support in identifying the starting words for the new sentence.

Extension: Ask the children to identify six passive verbs in Mr Wonka's newspaper notice in Chapter 5.

Passive verbs

- Write a new sentence, keeping the same meaning, but using a passive verb.

1. Every child wanted a Golden Ticket.

2. Mr Wonka gave away five tickets.

3. A small girl won the second one.

4. Her father bought so many bars!

5. Maybe Charlie will find the next ticket.

6. Augustus Gloop found the first ticket.

7. His parents paid for so much chocolate!

8. One wrapper hid a Golden Ticket.

