主題(topic)：Charlie and the Chocolate Factory

設計理念(rationale of design)

Every child loves to read stories. Story reading could be viewed as the most common manner for young learners to develop their reading ability and interests. Through reading stories, students not only gain the knowledge from the stories but also develop their literacy skills. Story reading has also been proven to benefit students in their oral language complexity while they discuss the content and illustrations of the storybook or sharing their opinions about the story with others. Besides, through reading stories, students can also nurture their imaginative thinking which leads to creativity.

To reach efficient reading, students have to learn how to make good use of reading strategies. Therefore, the lessons are designed to teach students the basic elements of stories and guide students to analyze the characters in order to comprehend the story better. Through analyzing the characters in *Charlie and the Chocolate Factory*, students can also learn how to describe people’s personality and learn the moral of the story.

壹、主題教學目標(lesson objectives)

Cognitive Domain:
1. Students will not only be able to understand the gist and plots of the story but learn the moral of the story.
2. Students will be able to learn the basic elements of stories.
3. Students will be able to learn how to make good descriptions of people after doing a character sketch.
4. Students will be able to understand the meaning of the song.
5. Students will be able to understand the moral and theme of the story.

Affective Domain:
1. Students are encouraged to express their ideas in group discussions.
2. Students are stimulated to develop reading interests.
Psychomotor Domain:
1. Students will be able to use the story map to facilitate their reading.
2. Students will be able to practice their speaking skills by sharing their ideas with their group members.
3. Students will be able to write a short description of a person.
4. Students will be able to enhance their group discussion skills.
5. Students will be able to adapt the song in the storybook to create their own songs that describe their personality.
6. Students will be able to play a role in a drama.

貳、主題教學大綱(lesson structure)

<table>
<thead>
<tr>
<th>小主題</th>
<th>目標</th>
<th>時間</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Structure (Pre-reading)</td>
<td>Students will know the basic elements of stories.</td>
<td>Period 1 (45 mins)</td>
</tr>
<tr>
<td>Character Analysis (During-reading)</td>
<td>Students will know how to analyze characters in stories.</td>
<td>Period 2 (45 mins)</td>
</tr>
<tr>
<td>Song &amp; Quotes (After-reading)</td>
<td>Students will know the moral of the story and create their own songs.</td>
<td>Period 3 (45 mins)</td>
</tr>
<tr>
<td>Drama</td>
<td>Students will learn to play a role in a drama.</td>
<td>Period 4 (45 mins)</td>
</tr>
</tbody>
</table>

4 periods (45 mins for each period; 3 hours in total)
參、 單元活動設計摘要表 (summaries of activity units)

單元：Charlie and the Chocolate Factory

<table>
<thead>
<tr>
<th>單元名稱 (title)</th>
<th>Charlie and the Chocolate Factory</th>
<th>節數 (class periods)</th>
<th>1</th>
<th>人數 (number of students)</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>設計者 (designer)</td>
<td>巫筱萍、蔡佳芳</td>
<td>實施時間 (date)</td>
<td>45 mins</td>
<td>地點 (class)</td>
<td>J905</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>單元目標 (unit objectives)</th>
<th>Cognitive:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Students will be able to know the basic elements of stories.</td>
</tr>
<tr>
<td></td>
<td>- Students will be able to understand the gist and plots of the story.</td>
</tr>
<tr>
<td></td>
<td>- Students will be able to learn some descriptive adjectives.</td>
</tr>
<tr>
<td></td>
<td>- Students will be able to know how to make good descriptions of people after doing a character sketch.</td>
</tr>
<tr>
<td></td>
<td>- Students will be able to understand the meaning of the song.</td>
</tr>
<tr>
<td></td>
<td>- Students will be able to understand the moral and theme of the story.</td>
</tr>
</tbody>
</table>
**Affective:**
- Students are encouraged to express their ideas in group discussions.
- Students are stimulated to develop reading interests.

**Psychomotor:**
- Students will be able to use the story map to make prediction about the story.
- Students will be able to practice their speaking skills by sharing their ideas with their group members.
- Students will be able to write a short description of a person.
- Students will be able to enhance their group discussion skills.
- Students will be able to learn to adapt the song in the storybook for their own ones.
- Students will be able to play a role in a drama.

<table>
<thead>
<tr>
<th>語言能力分段能力指標</th>
</tr>
</thead>
<tbody>
<tr>
<td>聽</td>
</tr>
<tr>
<td>1-2-2 能辨識不同句子語調所表達的情緒和態度。</td>
</tr>
<tr>
<td>1-2-3 能聽懂日常對話和簡易故事。</td>
</tr>
<tr>
<td>1-2-4 能辨識對話或訊息的情境及主旨。</td>
</tr>
<tr>
<td>1-2-5 能聽懂簡易影片和短劇的大致內容。</td>
</tr>
<tr>
<td>說</td>
</tr>
<tr>
<td>2-2-2 能以簡易的英語參與課堂上老師引導的討論。</td>
</tr>
<tr>
<td>2-2-3 能以簡易的英語表達個人的需求、意願和感受。</td>
</tr>
<tr>
<td>2-2-4 能以簡易的英語描述日常生活中相關的人、事、時、地、物。</td>
</tr>
<tr>
<td>2-2-5 能依人、事、時、地、物作提問和回答。</td>
</tr>
<tr>
<td>2-2-6 能依情境及場合，適切地表達自我並與他人溝通。</td>
</tr>
<tr>
<td>2-2-7 能參與簡易的短劇表演。</td>
</tr>
<tr>
<td>讀</td>
</tr>
<tr>
<td>3-2-4 能用適切的語調、節奏朗讀短文、簡易故事等。</td>
</tr>
<tr>
<td>3-2-6 能瞭解對話、短文、書信、故事及短劇等的重要內容與情節。</td>
</tr>
<tr>
<td>3-2-7 能從圖畫、圖示或上下文，猜測字義或推論文意。</td>
</tr>
<tr>
<td>3-2-8 能辨識故事的要素，如背景、人物、事件和結局。</td>
</tr>
<tr>
<td>主要教學方法 (teaching methods)</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>活動概述 (activity description)</td>
</tr>
<tr>
<td>教學媒材 (teaching aids)</td>
</tr>
</tbody>
</table>
| 形成性與總結性評量 (assessment) | Formative assessment:  
- Story Map—Prediction (Worksheet 1)  
- Character Map (Worksheet 3)  
- Create Your Own Song (Worksheet 4)  
- Group Discussion Worksheet (Worksheet 5)  
- My Favorite Quotations (Worksheet 6)  

Summative assessment:  
- Story Map—Individual (worksheet 2)  
- Personal Reflections (Worksheet 7)  
- Book Report (Worksheet 8)  
- Drama Performance  

注意事項 (note) |
Lesson Plan

<table>
<thead>
<tr>
<th>Title</th>
<th>Story Structure (Pre-reading)</th>
<th>Period</th>
<th>Number of Ss</th>
<th>Designer</th>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>30</td>
<td>巫筱萍、蔡佳芳</td>
<td>Sept. 7 (45 mins)</td>
<td>J905</td>
</tr>
</tbody>
</table>

Unit Objectives

**Cognitive:**
- Students will be able to know the basic elements of stories.
- Students will be able to understand the gist of the movie trailer and the book preview of *Charlie and the Chocolate Factory*.

**Affective:**
- Students are encouraged to express their ideas in group discussion.
- Students are stimulated to develop reading interests.

**Psychomotor:**
- Students will be able to use the story map to make prediction about the story.
- Students will be able to practice their speaking skills by sharing their ideas with their group members.

Teaching Aids

- Movie trailer: [http://www.youtube.com/watch?v=FZkIIAEbHi4](http://www.youtube.com/watch?v=FZkIIAEbHi4)
- Storybook: *Charlie and the Chocolate Factory* by Roald Dahl
- Book preview
- Story map (Worksheet 1 & 2)
- Computer & PowerPoint

Contents

<table>
<thead>
<tr>
<th>Steps</th>
<th>Teaching Procedures</th>
<th>Teaching Aids</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td>• Show Ss the book cover and the movie trailer of <em>Charlie and the Chocolate factory</em></td>
<td>Storybook, Movie trailer</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>• Arouse Ss’ motivation by asking some pre-reading questions:</td>
<td>Computer, PowerPoint</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- Have you ever visited a chocolate factory?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have you ever won a contest?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Plan

<table>
<thead>
<tr>
<th>Title</th>
<th>Character Analysis (During-reading)</th>
<th>Period</th>
<th>Number of Ss</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designer</td>
<td>巫筱萍、蔡佳芳</td>
<td>2</td>
<td>30</td>
<td>Sept. 14 (45 mins)</td>
</tr>
<tr>
<td>Time</td>
<td>Class</td>
<td>J905</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Unit Objectives

**Cognitive:**

- Students will be able to make good descriptions of people after doing a character sketch.
- Students will gain understanding of the plots in Chapter 5~12.
<table>
<thead>
<tr>
<th>Affective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are encouraged to express their ideas in group discussion.</td>
</tr>
<tr>
<td>- Students are stimulated to develop reading interests.</td>
</tr>
<tr>
<td>Psychomotor:</td>
</tr>
<tr>
<td>- Students will be able to write a short description of a person.</td>
</tr>
<tr>
<td>- Students will be able to enhance their group discussion skills.</td>
</tr>
</tbody>
</table>

### Teaching Aids
- Storybook: *Charlie and the Chocolate Factory* by Roald Dahl
- Computer & PowerPoint
- Blackboard
- Character map (Worksheet 3)

### Contents

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Teaching Aids</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td>- Watch the movie (15’00” ~ 30’00”’)</td>
<td>DVD</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- Ask Ss some questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What are your first impressions of Willy Wonka and other main characters?</td>
<td></td>
<td>3’</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>- Explain to students the importance of character development. (Name, Role, Personality)</td>
<td>Computer &amp; PowerPoint</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- Analyze characters. Demonstrate how to use a character map to analyze and describe characters. (Use Mr. Wonka as an example)</td>
<td>Computer &amp; PowerPoint</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>- Divide Ss into 5 groups to have a group discussion by using the character map. Each group will be responsible for analyzing one of the main characters (Charlie Bucket, Augustus Gloop, Veruca Salt, Mike Teavee and Violet Beauregarde). After group discussion, Ss have to present their work.</td>
<td>Character map (Worksheet 3)</td>
<td>15’</td>
</tr>
</tbody>
</table>
**Production**
- Have Ss to show their character maps in front of the class and report what they have discussed.

**Wrap-up**
- Character identification game—help Ss recall the characters in *Charlie and the Chocolate Factory*

**Homework**
- Ss are requested to read Chapter 13-21 at home.

<table>
<thead>
<tr>
<th>Lesson Plan</th>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Designer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Objectives</th>
</tr>
</thead>
</table>
| **Cognitive:**  
- Students will be able to understand the plots in Chapter 13~21.  
- Students will be able to learn some descriptive adjectives.  
- Students will be able to understand the meaning of the song.  
- Students will be able to understand the moral of the story.  |
| **Affective:**  
- Students are encouraged to express their ideas in group discussions.  
- Students are stimulated to develop reading interests.  |
| **Psychomotor:**  
- Students will be able to enhance their group discussion skills.  
- Students will be able to learn to adapt the song in the storybook for their own ones.  |

**Teaching Aids**
- Storybook: *Charlie and the Chocolate Factory* by Roald Dahl  
- Songs  
- Song lyrics  
- Computer & PowerPoint  
- Worksheet 4, 5 & 6
<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Teaching Aids</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>• Play the songs (the description of each character). Ask Ss to guess the characters that the songs are describing without looking at the lyrics</td>
<td>Songs, Computer</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>• Distribute song lyrics to Ss and introduce the adjectives appeared in the song lyrics (greedy, foul, infantile, dreadful, giant, tremendous, horrid, guilty, dull, blind, amazing, modest, and clever)</td>
<td>Song lyrics, Computer, PowerPoint</td>
<td>8’</td>
</tr>
<tr>
<td>Presentation</td>
<td>• Ask Ss to discuss the meaning of the songs and the moral expressed in those songs</td>
<td>Song lyrics</td>
<td>5’</td>
</tr>
<tr>
<td>Practice I</td>
<td>• Ask Ss to create their own song lyrics (Use Willy Wonka’s song as the sample)</td>
<td>Create Your Own Song (Worksheet 4)</td>
<td>5’</td>
</tr>
<tr>
<td>Production I</td>
<td>• Distribute Ss group discussion worksheet and ask them to have a group discussion by answering the questions on the worksheet</td>
<td>Group Discussion Worksheet (Worksheet 5)</td>
<td>12’</td>
</tr>
<tr>
<td>Practice II</td>
<td>• Have each group to present their discussions to the class; each group will be responsible for answering two of the questions on the group discussion worksheet</td>
<td></td>
<td>10’</td>
</tr>
<tr>
<td>Production II</td>
<td>• Review today’s lesson</td>
<td></td>
<td>2’</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>• Ss have to find their favorite quotes from the book.</td>
<td>My Favorite Quotations (Worksheet 6)</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>• Ss are requested to read Chapter 22-30 at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepare to play a drama</td>
<td></td>
<td></td>
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</tbody>
</table>
# Lesson Plan

<table>
<thead>
<tr>
<th>Title</th>
<th>Drama</th>
<th>Period</th>
<th>Number of Ss</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Designer</td>
<td>巫筱萍、蔡佳芳</td>
<td>4</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 28 (45 mins)</td>
<td>J905</td>
</tr>
</tbody>
</table>

## Unit Objectives

**Cognitive:**
- Students will be able to understand the plots in Chapter 22~30.
- Students will be able to understand the theme of the story.

**Affective:**
- Students are encouraged to express their ideas in group discussions.
- Students are stimulated to develop reading interests.

**Psychomotor:**
- Students will be able to enhance their group discussion skills.
- Students will be able to play a role in the story.

## Teaching Aids

- Storybook: *Charlie and the Chocolate Factory* by Roald Dahl
- CD Player
- Stage props
- Video recorder
- Worksheet 7 & 8

## Contents

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Teaching Aids</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Warm-up** | • Watch the movie (1:38:10 ~ 1:40:15)  
(1:44:00 ~ 1:47:00) | DVD | 6’ |
| **Presentation** | • Discuss the ending of the story with Ss.  
Explain the theme of the story. Compare and contrast the book to the movie. | Storybook | 5’ |
| **Practice** | • Allow each group to rehearse their drama presentation for 5 minutes | Stage props | 5’ |
| **Production** | • Show Time! (Drama performance)  
Each group is allocated 5 minutes for their drama presentation. | CD player  
Stage props  
Video recorder | 27’ |
### Wrap-up
- Have Ss to share their feelings about the story

### Homework
- Ss have to complete personal reflections and book report in two weeks.

<p>| | | | |</p>
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<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Personal reflections (Worksheet 7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book report (Worksheet 8)</td>
<td></td>
</tr>
<tr>
<td>2'</td>
<td></td>
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</tr>
</tbody>
</table>

伍、使用之教材 (text)

**Storybook:** *Charlie and the Chocolate Factory* by Roald Dahl

陆、学习单与作业单 (worksheets) — 8 worksheets are attached as follows

- Worksheet 1: Story Map (Prediction)
- Worksheet 2: Story Map (Individual)
- Worksheet 3: Character Map
- Worksheet 4: Create Your Own Song
- Worksheet 5: Group Discussion Worksheet
- Worksheet 6: My Favorite Quotations
- Worksheet 7: Personal Reflections
- Worksheet 8: Book Report

柒、参考资料 (references)

- Video (movie trailer): [http://www.youtube.com/watch?v=FZkIlAEbHi4](http://www.youtube.com/watch?v=FZkIlAEbHi4)
- Song lyrics: [http://www.lyricstime.com/willy-wonka-lyrics.html](http://www.lyricstime.com/willy-wonka-lyrics.html)

**TeacherVision** — Charlie and the Chocolate Factory: Projects & Tests

**Songs (from YouTube):**
- Augustus Gloop’s song [http://www.youtube.com/watch?v=HrdUCeNBEUk&feature=relmfu](http://www.youtube.com/watch?v=HrdUCeNBEUk&feature=relmfu)
- Violet Beauregarde’s song [http://www.youtube.com/watch?v=_Phta7sJDzU](http://www.youtube.com/watch?v=_Phta7sJDzU)
- Veruca Salt’s song [http://www.youtube.com/watch?v=1LWsr1qONcg](http://www.youtube.com/watch?v=1LWsr1qONcg)
- Mike Teavee’s song [http://www.youtube.com/watch?v=01L3B1EL0jc](http://www.youtube.com/watch?v=01L3B1EL0jc)
- Willy Wonka’s song [http://www.youtube.com/watch?v=79JBx4BNrbg](http://www.youtube.com/watch?v=79JBx4BNrbg)
What's the story?

Poor Charlie Bucket is practically starving to death, but his luck changes for the better when he wins a lifetime supply of candy--and a chance to visit Willy Wonka's fabulous, top-secret chocolate factory. This charming, irreverent tale, one of Roald Dahl's best, has captivated children for more than thirty years.

Five lucky people who find a Golden Ticket wrapped in one of Willy Wonka's wonderful candy bars win a visit to his mysterious chocolate factory. Charlie Bucket is too poor to buy more than one candy bar a year, so when he wins a ticket, his whole family celebrates.

The four other lucky children are not as nice as Charlie, and they're punished for their bad behavior. Greedy Augustus Gloop falls into the chocolate river he's trying to drink from and gets sucked up a pipe. Chewing-gum addict Violet Beauregarde grabs a stick of gum that blows her up into a giant blueberry. Spoiled Veruca Salt is deemed a "bad nut" by Wonka's trained squirrels and thrown in the garbage. And Mike Teavee demands to be "sent by television" and gets shrunk in the process. But there's a wonderful surprise waiting for Charlie at the end of the tour.

Worksheet 1

**Story Map (Prediction)**
(Use text and illustrations to predict)

<table>
<thead>
<tr>
<th>Setting — When &amp; Where</th>
<th>Characters:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Major Events:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resolution/Ending:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
</tr>
</thead>
</table>
Worksheet 2

Story Map (Individual)

(Fill in what actually happened)

<table>
<thead>
<tr>
<th>Setting — When &amp; Where</th>
<th>Characters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem:</td>
<td></td>
</tr>
<tr>
<td>Major Events:</td>
<td></td>
</tr>
<tr>
<td>Resolution/Ending:</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
</tr>
</tbody>
</table>
Character Map

Class: __________
Group: __________
Name: __________

Worksheet 3

Character:

Description

Behavior

Feelings

Personality Traits
Worksheet 4
Create Your Own Song

(Your name)’s song

_____________.  _______________.  the  _______________.  _______________.
(Your name)  (Your name)  (Adjectives)  (noun)

_____________.  _______________.  everybody give a cheer!
(Your name)  (Your name)

He’s / she’s  _______________.  _______________.  and so  _______________,
(Adjectives)  (Adjectives)  (Adjectives)

He / She barely can restrain it

With so much  _______________,  there is no way to contain it

To contain it, to contain, to contain, to contain

_____________.  _______________.  he’s / she’s the one that you’re about to meet
(Your name)  (Your name)

_____________.  _______________.  he's / she’s a genius who just can’t be beat
(Your name)  (Your name)

The  _______________  and the  _______________

He's / She’s the best  _______________  who ever lived

_____________,  here he / she is!
(Your name)
Q1: What adjectives can you use to describe the personality of Augustus Gloop?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Q2: What problems do you think Augustus Gloop has? Give 3 suggestions to Augustus Gloop to solve his problem.

___________________________________________________________________________
___________________________________________________________________________
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Q3: What adjectives can you use to describe the personality of Violet Bereaugarde?

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Q4: What problems do you think Violet Bereaugarde has? Give 3 suggestions to Violet Bereaugarde to solve her problem.

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Q5: What adjectives can you use to describe the personality of Veruca Salt?

___________________________________________________________________________
___________________________________________________________________________
Q6: What problems do you think Veruca Salt has? Give 3 suggestions to Veruca Salt to solve her problem.

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___________________________________________________________________________
___________________________________________________________________________

Q7: What adjectives can you use to describe the personality of Mike Teavee?

___________________________________________________________________________
___________________________________________________________________________

Q8: What problems do you think Mike Teavee has? Give 3 suggestions to Mike Teavee to solve his problem.

___________________________________________________________________________
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Q9: Four of the five children who tour the factory are punished for their misbehavior. How do their fates correspond to their actions? Are their punishments too severe?

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Worksheet 6

My Favorite Quotations

Quote the dialogues or narrations in the storybook and write your reflections of it.

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<th>Quotes</th>
<th>Reflections</th>
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Augustus Gloop’s song

Augustus Gloop! Augustus Gloop!
The great big greedy nincompoop!
Augustus Gloop! So Big and Vile!
So greedy, foul, and infantile

‘Come on!’ we cried, ‘The time is ripe
To send him shooting up the pipe!
But don’t, dear children, be alarmed;
Augustus Gloop will not be harmed
Augustus Gloop will not be harmed!

Although, of course, we must admit
He will be altered quite a bit
Slowly, wheels go round and round,
And cogs begin to grind and pound;
We boil him for a minute more,
Until we’re absolutely sure

Then out he comes! And now! By grace!
A miracle has taken place
A miracle has taken place

This greedy brute, this louse’s ear,
Is loved by people everywhere!
For who could hate or bear a grudge
Against a luscious bit of fudge?

YouTube http://www.youtube.com/watch?v=HrdUCeNBEUk&feature=related
Violet Beauregarde’s song

Listen close, and listen hard, the tale of Violet Beauregarde. This **dreadful** girl she sees no wrong...

Chewing, chewing, chewing, chewing, chewing, chewing all day long.

Chewing, chewing all day long
Chewing, chewing all day long
Chewing, chewing all day long

She goes on chewing till at last, her chewing muscles grow so fast, And for her face a **giant** chin, sticks out just like a violin...

Chewing, chewing all day long
Chewing, chewing all day long
Chewing, chewing all day long

For years and years she chew away, her jaws get stronger every day. And with one great **tremendous** chew...

they bite poor girl's tongue in two.
And that is why we try so hard, to save Miss Violet Beauregarde

Chewing, chewing all day long
Chewing, chewing all day long
Chewing, chewing, chewing, chewing, chewing, chewing all day long.

YouTube  [http://www.youtube.com/watch?v=_Phta7sJDzU](http://www.youtube.com/watch?v=_Phta7sJDzU)
Veruca Salt’s song

Veruca Salt, the little brute,
has just gone down the garbage chute,
And she will meet as she descends,
a rather different set of friends,

a rather different set of frinds...
a rather different set of frinds...

A fish head for example cut,
this morning from a halibut,
An oyster from an oyster stew,
a steak that no one else would chew.
And lots of other things as well,
each with its rather horrid smell.

These are Veruca's new found friends that she will meet
as she descends. These are Veruca's new found friends...

Who went and spoiled her, who indeed?
Who pandered to her every need?
Who turned her into such a brat?
Who are the culprits, who did that?

The guilty ones, now this sad
Are old mom, and loving dad.

YouTube  http://www.youtube.com/watch?v=1LWsr1qONcg
Mike Teavee’s song

The most important thing that we've ever learned
The most important thing we've learned as far as children are concerned
Is never, never let them near the television set
Or better still just don't install the idiotic thing at all

Never, never let them
Never, never let them
Never, never let them
Never, never let them

It rots the senses in the head
It keeps imagination dead
It clogs and clutters up the mind
It makes a child so dull and blind
So dull, so dull

He can no longer understand a fairytale, a fairyland
A fairyland, a fairyland
His brain becomes as soft as cheese
His thinking powers rust and freeze
He cannot think he only sees

Regarding little Mike Teavee
We very much regret that we
Regret that we
Shall simply have to wait and see
Wait and see, wait and see, wait and see, wait and see, wait and see, wait and see
We very much regret that we
Shall simply have to wait and see
If we can get him back to his height,
But if we can't...
It serves him right!

YouTube  http://www.youtube.com/watch?v=01L3B1EL0jc
Willy Wonka’s song

Willy Wonka, Willy Wonka, the amazing chocolatier.
Willy Wonka, Willy Wonka, everybody give a cheer!

He's modest, clever, and so smart, he barely can restrain it
With so much generosity, there is no way to contain it
To contain it, to contain, to contain, to contain

Willy Wonka, Willy Wonka, he's the one that you're about to meet
Willy Wonka, Willy Wonka, he's a genius who just can't be beat

The magician and the chocolate wiz
He's the best darn guy who ever lived
Willy Wonka here he is!

YouTube  http://www.youtube.com/watch?v=79JBx4BNrbg
Focus: Relate Charlie’s and Willy Wonka’s experience to your personal experience.

Answer the following questions and share it with your classmates.

Q1 : If you were Charlie, what would you do? Would you accept Mr. Wonka’s offer?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Q2 : If you were Willy Wonka, when you meet your father again, what will be the first thing you do and say?
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___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Q3 : What roles do family play for you?
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___________________________________________________________________________
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___________________________________________________________________________
Q4: If you could create a candy – any candy in the world – what would it taste like and what other effects would it have?

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Q5: Which would have been the most fun room in the factory to explore? Why?

___________________________________________________________________________

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___________________________________________________________________________

Q6: What do you learn from this story?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Worksheet 8

Book Report

Class: ____________

Name: ____________

Book Title: _____________________________

Author: _______________ Publisher: _______________

Illustrator: _______________ Total page: _______________

Brief summary of the book

__________________________________________

__________________________________________

__________________________________________

__________________________________________

What was the most interesting thing that you learned from this book?

__________________________________________

__________________________________________

__________________________________________

Book evaluation (circle one number)

I don’t like it.← 1 2 3 4 5 6 7 8 9 10 → I like it!

Would you recommend this book to a friend? Why or why not?

__________________________________________

__________________________________________