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The Chocolate Room

SPECIFIC OBJECTIVES

- * Learning to enjoy the fun things of childhood.
- * Stimulating imagination; encouraging students to read.
- * The difference between appreciating and enjoying something and being greedy.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Question tags; transforming sentences from one kind to another.
- * Words and meanings, usage; changing the form of words to a different grammatical form; words relating to 'eating'; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Talking appropriately on the phone.
- * Writing a message and a paragraph; punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about simple enjoyment: like chocolates. Stimulating imagination. Differentiating between enjoyment and greed.
- * Learning about transformation of sentences; question tags.
- * Speaking, conversing and writing correctly.

- * Exercise A: The teacher can read out the question and the students may select their priorities.
- * Talk about: enjoyment of food - what they like, what is good for them, what they eat at home and outside, etc.
- * Eat without being greedy.
- * Exercise B: This can be an open-ended discussion on visiting a chocolate factory or a bakery, a sweet shop, etc.

- * Read the lesson aloud or ask the students to read parts of it.
- * Talk about the author: Roald Dahl was a Norwegian whose parents settled in Wales in the British Isles. He was a flying ace and intelligence officer in the Royal Air Force during World War II. He became famous as a writer of books for children and adults in the 1940s. Get some of his books from the library: Charlie and the Chocolate Factory, Matilda; The BFG; James and the Giant Peach; The Witches, etc. He created words to express or describe things - like the Oompa-Loompas. Many of his books have been made into films.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * This story/book talks about the qualities Willy Wonka is looking for in the child he selects for the prize. Each of the five children selected, along with one adult, has a different character: one is greedy, one is spoilt and demanding, one chews gum always and is always praised by her mother, and the fourth one is constantly watching TV and is arrogant. Only Charlie is neither greedy, nor arrogant nor spoilt. He also has a lot of love and respect for his family.
 - * This excerpt is about the imaginative way the chocolate factory is described.
 - * Explain the words and phrases, and their meanings: dumbfounded; churning; spoilt child; don't lose your heads; for sure, etc.
 - * Reading creates familiarisation with words. Discuss picture associations so that reading becomes fun.
 - * Relate the activities and relationships their family and daily life and ask in-text questions: Have you read 'Charlie and the Chocolate Factory'? Or seen the film? What is your opinion about it? etc.
 - * Encourage the students to do things without greed or whims; show love and respect to others.
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- * Discuss the questions in Exercises A - D and ask the students to answer orally first.
 - * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
 - * They may then write down the answers of Exercises B - D.
 - * HOTS: Read and discuss the question in class. Then ask the students to write down the answer.

Grammar Spotlight

- * Use the board to brush up on what declarative, interrogative, imperative and exclamatory sentences are.
- * Use the board to explain them and use the given examples as well as your own, and ask the students to think of examples too.
- * Explain question tags: negative with positive statements and positive with negative statements.
- * Do Exercise A orally and then ask the students to write down the answers in their notebooks.
- * Explain transformation of sentences: Use the given examples and your own and use the board to explain them.
- * Discuss Exercises B and then the students can do it in class.
- * Announce the answers aloud for A and B and let the partners check.

Spell Well

- * Getting to know new words.
- * Learn to recognise the new words by selecting them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.



- * Do Exercise A orally first. Then ask the students to write down the answers.
 - * Learning about words that are formed by changing them from one grammatical state to another: example – nouns to adjectives or verbs or vice versa; or adjectives or verbs into adverbs, and so on.
 - * Explain how the form and usage determines what is the grammatical state of a word.
 - * Use the given examples as well as your own to explain this on the board.
 - * Do Exercise A orally first, explaining each word, because some of the students may not be familiar with them.
 - * Then the students can write the correct match in their notebooks, and make suitable sentences on their own.
 - * There are several words associated with food and eating. Some are given in the book. You can add your own examples; ask the students if they can find any also.
 - * Do Exercises B and C orally first and then ask the students to do them.
 - * Announce the answers to Exercises A – C and let the partners check.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
 - * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
 - * Then ask the students to answer the questions orally.
 - * Check the students where necessary.
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- * Read the question out and make sure the students have understood what is required of them.
 - * Then ask pairs of students at random to enact the dialogue according to their own imagination.
 - * Correct the students regarding content and pronunciation.
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- * Read out the question, one part at a time.
 - * Ask the students for their ideas at random, and have a discussion on each of the questions/suggestions.
 - * Correct them where necessary, but encourage their imagination and listen to their ideas.
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- * Let the students listen to the DigiDisc so that they are sure of the right way to speak.
 - * Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
 - * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.

Word Power

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation

- * Use the given words and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.
- * Use the board to do this exercise.
- * Call random students to correct the sentences.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- * Ask the students to write a message as instructed.
- * Exercises B and C: The students can do this on their own.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Ask the students to do Exercises A and B on their own.
- * Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it.

Project Work

- * Make groups of five students and give them time to collect the data for the project as required.
- * They can write the names of popular chocolate brands.
- * Then the groups can prepare a cover for their own brand of chocolate, giving it a name.
- * Share the projects in class.

Values and Life Skills

- * Exercise A. Read aloud the sentences.
- * Discuss them in class and ask the students what their views are.
- * Exercise B: Link this with what they have learnt so far.
- * Discuss all the options to decide which is the best, most graceful and courteous response. Option 4 is the most courteous; option 5 is fine if the person does not wish to eat at all. In either case, it is essential to thank Willy Wonka.