

# **ROALD DAHL**

**The Roald Dahl books are loved the world over  
and have entertained and inspired millions  
of children.**

These resources are for you to use in the classroom - lesson ideas and activity sheets which you can photocopy and share with your class. The resources cover some of the most popular of Roald Dahl's books:

**Danny the Champion of the World**

**The Twits**

**Matilda**

**Fantastic Mr Fox**

**The Giraffe and the Pelly and Me**

**The BFG**



We hope you enjoy using these resources, all of which may be photocopied.  
A full list of Roald Dahl titles is available online at [www.penguinstocklist.co.uk](http://www.penguinstocklist.co.uk)

# Danny, the Champion of the World

## LESSON IDEA

### Introduction

Start by reading chapter 11 to the class. These pages at the very centre of the story encapsulate what has gone on before:

- Danny's father's secret – that he poaches – has been shared with Danny (ch 4)
- Danny's father has had an accident in the pit in the woods from which Danny rescued him (ch 8)
- Danny's father has expressed his hatred of Victor Hazell and his desire for revenge which powers the action for the story (ch 6)

These pages hint at what is to come

- Danny's father's ambition – to poach all the pheasants before the opening day shoot (ch 11)



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## LESSON IDEA

### Focused Teaching

Begin by considering with the children how many plots are based on the idea of goodness defeating evil. This theme is commonly presented in a plot where the status quo (in which our ‘good’ character is getting on with his or her innocent life) is established at the start of the story. The status quo is then disturbed (by the arrival and actions of one or more evil characters) and then, after several events, the status quo (or something like it) is finally restored. If this structure is fundamental to many stories, children will agree that there is no real separation of plot and character: things happen because of good and evil characters.

- It is important to start by asking children to decide who are good characters in Danny, the Champion of the World and who are the evil characters. Danny’s father (so idolised by Danny) is clearly a good character and you can elicit from the class a list of things which make him seem a god in Danny’s eyes (This discussion forms the basis of the first task).
- Danny himself is also a good character though as he is the first-person narrator of the book we deduce this from what he does and says and what his father says rather from any objective description. So, collect ideas from the class about Danny. (This discussion forms the basis of the second task).
- The evil character of the story is Victor Hazell. Gather from the class points about him that put him firmly in the category of ‘baddie’. (This discussion forms the basis of the third task).

All of the other characters in the story: Doc Spencer (the doctor), Charlie Kinch (the taxi driver), Mrs Clipstone (the vicar’s wife), Sergeant Enoch Samways (the policeman) are ‘good characters’ – and incidentally, none are against poaching.

### Learning Objective

- To link character to plot development
- To link motivation to plot development

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## TASKS

Danny thinks his father is wonderful doesn't he? Choose the pictures which show the following 'good' things about Danny's father. Choose the right caption from the list below to write underneath the picture:

- He provides him with a caravan to live in
- He has great story telling gifts
- He teaches him to be a car mechanic
- He is full of inventive ideas – e.g. the kite, the balloons and the go-kart
- He suggests midnight feasts.



.....



.....



.....

.....

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## TASKS

What other qualities does Danny's father have that are more difficult to show in a picture? (Such as not sending him to school until he was seven). Try to list three or four

- 1.
- 2.
- 3.
- 4.

Danny is also a 'good' character in the novel. When asked to brainstorm a list of words to describe Danny, a class came up with:

<b>happy</b>	<b>strong</b>	<b>brave</b>
<b>honest</b>	<b>thoughtful</b>	<b>quick-witted</b>
<b>polite</b>	<b>hard-working</b>	<b>determined</b>
<b>moral</b>	<b>trustworthy</b>	<b>clever with his hands</b>
<b>clever</b>	<b>concerned</b>	

Take one or more of these words and retell the part of the story which shows Danny to have this quality. This is what you could write for the first two words ...

He's happy. In chapter one, it says "*during my early years, I never had a moment's unhappiness*".

He's hard-working. He helps his father in the workshop and on page 24 his father says he's the "*best five-year-old mechanic in the world*".



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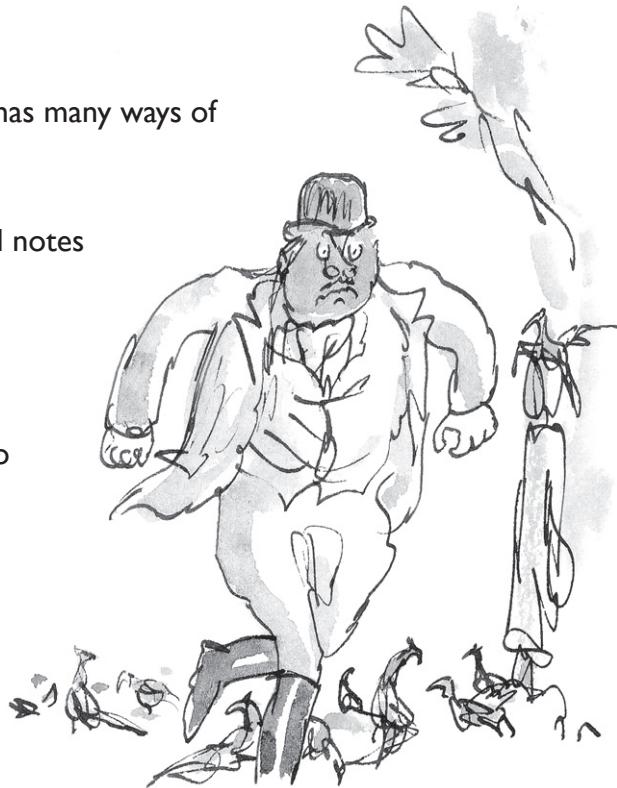
## TASKS

Victor Hazell is the real ‘baddie’ of the story. An author has many ways of showing us how awful a character is.

Imagine that you found Roald Dahl’s notebook which had notes on Victor Hazell under the headings below.

Write notes about how you will describe the character in the story. For example, your baddie might wear fancy waistcoats, have a glistening beery face (from drinking too much). Perhaps the character has piggy eyes and a smug, superior smile.

- Look horrible (and perhaps sound or smell horrible too)  
.....
- Behave in rude ways to people who have done nothing wrong  
.....
- Have much more money than anyone else, and show it off  
.....
- Have horrible habits or over-indulge themselves – they eat or drink too much  
.....
- Only mix with people who flatter them  
.....
- Use their power and influence to frighten or punish people  
.....
- Put other people at risk  
.....
- Be cruel to other people and animals  
.....



## REFLECTION

The development of the plot can be seen to be quite straightforward: Danny's father feels justified in poaching on Victor Hazell's land because he is an unpleasant and cruel person. Victor Hazell has money, staff, influence etc but Danny and his father outwit him because they are brave and have imagination.

Make a list of arguments that the two characters might make to justify their actions, have a debate, making sure that both sides listen to the other's points of view.

**Victor Hazell**

**Danny**

So the message (if you want to be another Roald Dahl) is:

- Get your characters (goodies and baddies) sorted out
- Give your goodies enough motivation to defeat the baddies
- Give the baddies enough money, spite, etc to make life difficult –temporarily- for the goody
- Let the goody's native wit and courage win out in the end

With the children, you may wish to reflect that what perhaps lifts this story to a higher level is that poaching is actually stealing, but we as readers do not allow that fact to stop us from feeling that Danny's father is a goody. His stealing isn't as bad as Victor Hazell's greed and nastiness. A further point: is it very clever of Roald Dahl to allow Danny to have a moment of doubt about his father on his issue? Is this why Danny and his father can't be allowed to 'win' entirely? (Only six of the pheasants are bagged – though at least the others don't go back to Victor Hazell!)

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# Studying Character: The Twits



## LESSON IDEA

### Learning Objective

- To identify and discuss the descriptions of the characters
- Identify and use a wide variety of adjectives and use the term antonym

### Introduction

- Read aloud to the class the first four chapters of *The Twits*. Ask the class for their response to the characters. For example, you could ask them to tell each other or the whole class what they felt about Mr and Mrs Twit. Questions could be:
- Was there a particular description that sticks in your mind?
- Would you like to meet these characters? Why?

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## TASK

### Focus – All read about Mr Twit (Chapter Two entitled ‘Mr Twit’)

*Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose, was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.*

*Mr Twit felt that his hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.*

*The hair on Mr Twit’s face didn’t grow smooth and matted as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.*

*And how often did Mr Twit wash this bristly nailbrushy face of his? The answer is NEVER, not even on Sundays.*

*He hadn’t washed it for years.*

**Work in pairs to underline the words and phrases that tell us about what Mr Twit looks like.**

List 6 of your favourite adjectives.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....



## **Focus – All read about Mrs Twit**

Now read about Mrs Twit (chapter four entitled ‘Mrs Twit’) and do the same activity as for Mr Twit.

*Mrs Twit was no better than her husband.*

*She did not, of course, have a hairy face. It was a pity she didn’t because that at any rate would have hidden some of fearful ugliness.*

*Take a look at her.*

*Have you ever seen a woman with an uglier face than that? I doubt it.*

*But the funny thing is that Mrs Twit wasn’t born ugly. She had quite a nice face when she was young. The ugliness had grown upon her year by year as she got older.*

*Why would that happen? I’ll tell you why.*

*If a person has ugly thoughts, it begins to show on the face. And when that person has ugly thoughts, every day, every week, every year, the face gets uglier and uglier until it gets so ugly you can hardly bear to look at it.*

*A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.*

**Work in pairs to underline the words and phrases that tell us about what Mrs Twit looks like.**

List 6 of your favourite adjectives.

1.....

2.....

3.....

4.....

5.....

6.....



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## TASKS

Find words in the passage about Mr Twit to write in the labels. Can you find something to copy about his 'nostrils and ear-holes', his hair and his beard?



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## TASKS

Words with opposite meanings are called antonyms. Look at this list of antonyms.

- Nice/nasty
- Friendly/unfriendly
- Kind/unkind
- Generous/mean
- Beautiful/ugly
- Clean/messy

Choose one antonym from each pair to complete six sentences:

The Twits are \_\_\_\_\_ people



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## TASKS

Roald Dahl tells us that a person who has good thoughts can never be ugly.

Choose the words to fill in the spaces.

- good
- ugly
- double
- stick-out
- mouth
- sunbeams
- lovely
- wonky

A person who has good thoughts can not ever be

\_\_\_\_\_ . You can have a \_\_\_\_\_

nose and a crooked \_\_\_\_\_ and a

\_\_\_\_\_ chin and \_\_\_\_\_ teeth,

but if you have \_\_\_\_\_ thoughts they will

shine out of your face like \_\_\_\_\_ and

you will always look \_\_\_\_\_ .”

Imagine that Mr and Mrs Twit have a dog that is as horrible as they are. What would it look like? Look back to the descriptions of Mr and Mrs Twit to help with ideas. Write a short description of the dog.

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## REFLECTION

Choose the parts of the book you want to hear again and complete the exercise below.

My favourite thing about The Twits is .....

The most useful three words that describe The Twits are:

Describe the book to someone who has not read it:



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# Lesson Idea

## Matilda



### LESSON IDEA

#### Learning Objective

- To look closely at Roald Dahl's construction of character

#### Introduction

- Read the descriptions of The Trunchbull and Miss Honey (Chapter Seven entitled 'Miss Honey' and Chapter Eight entitled 'The Trunchbull')
- Read the passage about Miss Honey to the class and ask them for their response to the characters. For example you could ask them to tell each other, or the whole class, what they felt about The Trunchbull and Miss Honey. Questions could be: Was there a particular description that sticks in your mind? Would you like to meet these characters? Why?

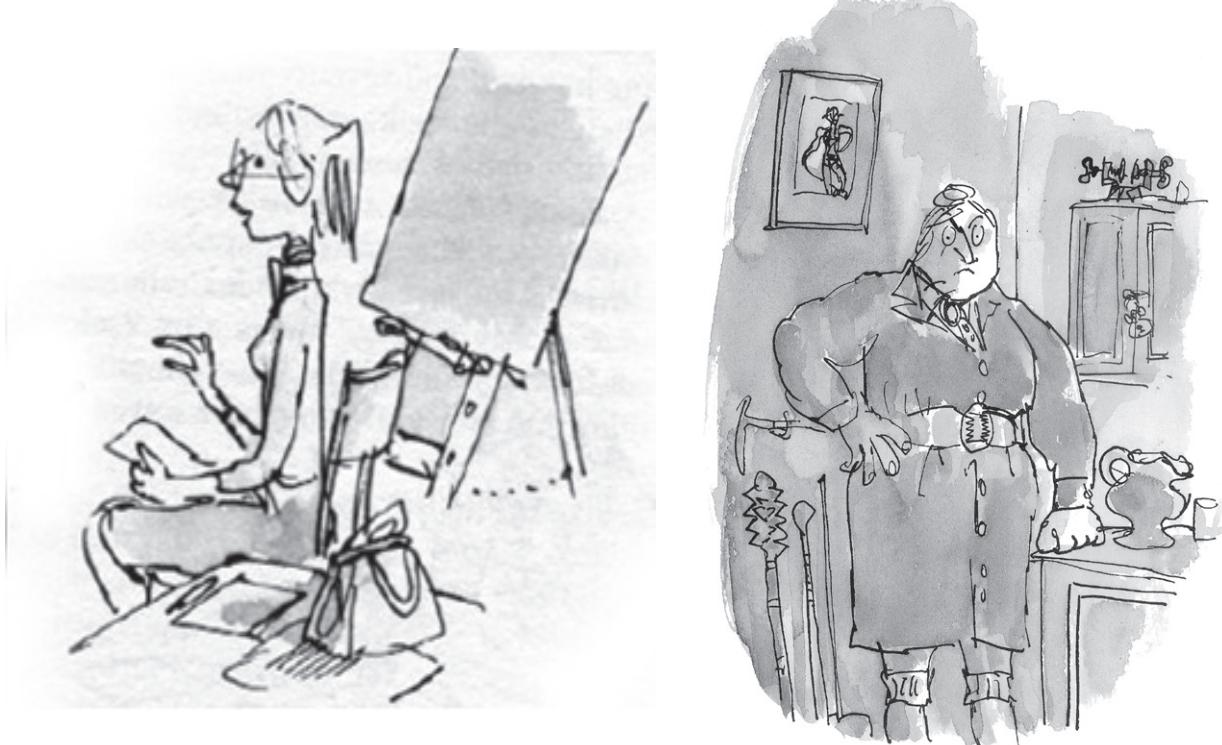
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## LESSON PLAN

### Two excerpts from chapter 7, Miss Honey:

Miss Jennifer Honey was a mild and quiet person who never raised her voice and was seldom seen to smile, but there is no doubt that she possessed that rare gift for being adored by every small child under her care. She seemed to understand totally the bewilderment and fear that so often overwhelms young children who for the first time in their lives are herded into a classroom and told to obey orders. Some curious warmth that was almost tangible shone out of Miss Honey's face when she spoke to a confused and homesick newcomer to the class.

Miss Trunchbull, the Headmistress, was something else altogether. She was a gigantic holy terror, a fierce tyrannical monster who frightened the life out of pupils and teachers alike. There was an aura of menace about her even at a distance, and when she came up close you could almost feel the dangerous heat radiating from her as from a red-hot rod of metal. When she marched – Miss Trunchbull never walked, she always marched like a storm trooper with long strides and arms swinging when she marched along a corridor you could actually hear her snorting as she went, and if a group of children happened to be in her path she ploughed right on through them like a tank, with small people bouncing off her to left and right.



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**From chapter 8, The Trunchbull:**

*She was above all a most formidable female. She had once been a famous athlete, and even now the muscles were still clearly in evidence. You could see them in the bull neck, in the big shoulders, in the thick arms, in the sinewy wrists and in the powerful legs. Looking at her, you got the feeling that this was someone who could bend iron bars and tear telephone directories in half. Her face, I'm afraid, was neither a thing of beauty nor a joy for ever; she had an obstinate chin, a cruel mouth and small arrogant eyes. And as for her clothes ... they were, to say the least, extremely odd. She always had on a brown cotton smock which was pinched in around the waist with a wide leather belt. This belt was fastened in front with an enormous silver buckle. The massive thighs which emerged from out the smock were encased in a pair of extraordinary breeches, bottle-green in colour and were made of coarse twill. These breeches reached to just below the knees and from there on down she sported green stockings with turn up tops, which displayed her calf muscles to perfection. On her feet she wore flat-heeled brown brogues with leather flaps. She looked, in short, more like a rather eccentric and bloodthirsty follower of the stag-hounds than the headmistress of a nice school for children*

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## LESSON PLAN

### Focus

On a copy of the descriptions, ask children in pairs to use coloured pens to underline words and phrases that tell us about the two characters. They then choose the most effective ones to list below:

#### Miss Honey

#### The Trunchbull

Discuss which words chosen which ones they feel are particularly effective. List these for all to see. Ask the children to look again at the extracts and this time to find and jot down any words or phrases that tell us how the Trunchbull and Miss Honey:

#### Moves

#### Sounds

#### Treat children



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## TASKS

I. Carefully follow the description of the Trunchbull's clothes from chapter 8 The Trunchbull.

Draw a picture of the Trunchbull below and cut and stick these labels to describe her clothes:

**Brown cotton  
Smock**

**Enormous  
silver buckle**

**Flat-heeled  
brogues with  
leather flaps**

**Bottle-green  
breeches**

**Green  
stockings with  
turn-up tops**

**Wide leather  
belt**

## **TASKS**

**2.** Design some other outfits for the Trunchbull.

You can either write a full description or just do labels.

**Swimming costume**

**Outfit for a special party**

**Nightwear**

**Your choice**

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## TASKS

**3.** Work with a friend. Imagine that one of you is the Trunchbull and the other is the parent of a child who is coming to Crunchem Hall Primary School where the Trunchbull is head teacher. Think what sort of questions a parent might ask a head teacher. Remember the parent may be someone like the Wormwoods or they may be really lovely.

Improvise an interview between the two characters

**4.** Work with a friend. Imagine you are school inspectors. Write a report on the Trunchbull's school, Crunchem Hall Primary. Don't forget to mention the standards of work in different subjects, the behaviour of pupils and staff, and the general impression of the school.

**5.** Make up a teacher of your own. He or she can be nice or nasty.

Write a description that tells us as much as Roald Dahl tells us about the Trunchbull. It will include how they look, dress, sound, move and behave. Read your writing to a friend and see if they can draw your character from your description.



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# Looking at Story Structure and Character: Fantastic Mr Fox

## LESSON IDEA

### Learning Objective

To explore ways in which Roald Dahl uses elements of traditional stories in Fantastic Mr Fox. Specifically to examine the character of the trickster, Mr Fox, and the duped characters, Mr Boggis, Mr Bunce and Mr Bean.

Note: it is important that the class have either read Fantastic Mr Fox, or had the story read to them, before undertaking this unit of work as they will need to be familiar with the structure of the story. The structure of the 2009 film departs substantially from the book so this will not substitute. But it might be interesting to do a comparison between the two at the end of the project.

### Introduction

Read

- The beginning of chapter 2, 'Mr Fox'
- Extract from chapter 14, 'Badger Has Doubts'



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## From Chapter 2

### ‘Mr Fox’

*On the hill above the valley there was a wood.*

*In the wood there was a huge tree.*

*Under the tree there was a hole.*

*In the hole there lived Mr Fox and Mrs Fox and their four Small Foxes.*

*Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, ‘Well, my darling, what shall it be this time? A plump chicken from Boggis? A duck or goose from Bunce? Or a nice turkey from Bean?’ And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.*

*Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less still did they like anything to be stolen from them. So each night each of them would take his shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber.*

*But Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox’s nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction heading for Chicken House Number Four at the other end of the farm.*

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## From Chapter 14

### 'Badger Has Doubts'

Suddenly Badger said, 'Doesn't this worry just a tiny bit, Foxy?'

'Worry me?' said Mr Fox. 'What?'

'All this ... this stealing.'

Mr Fox stopped digging and started at Badger as though he had gone completely dotty. 'My dear old furry frump,' he said, 'do you know anyone in the whole world who wouldn't swipe a few chickens if his children were starving to death?'

'I should hope not, indeed,' said Badger.

'We wouldn't dream of it, said Mr Fox 'we shall simply take a little food here and there to keep us and our families alive. Right?'

'I suppose we'll have to,' said Badger.

'If they want to be horrible, let them,' said Mr Fox 'we down here are decent peace loving people.'

Badger laid his head on one side and smiled at Mr Fox. 'Foxy,' he said, 'I love you.'

There was a short silence while Mr Badger thought deeply about this.

'You are far too respectable,' said Mr Fox.

'There is nothing wrong with being respectable,' Badger said.

'Look,' said Mr Fox. 'Boggis and Bunce and Bean are out to kill us. You realize that, I hope?'

'I do Foxy, I do indeed,' said the gentle Badger.

'But we're not going to stoop to their level. We don't want to kill them.'



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## LESSON PLAN

### Discussion

Ask the class what they think of Mr Fox.

- Do they admire him? What qualities do they admire?
- Do they think he is wrong to take the chickens from the farmers?
- How does he convince Badger what they are doing is acceptable?

Do they know any other stories where a fox outwits other characters?

(E.g. Aesop's Fables, Fables of La Fontaine, Beatrix Potter 'The Tale of Mr Tod, Margaret Wild & Ron Brooks 'Fox' provides a twist on a traditional theme).

What characteristics are associated with the fox? (E.g. clever, cunning, sly, charming, greedy)?

Tell the class that trickster is usually an underdog who outwits the more powerful characters in a story. Tricksters are often talking animals that possess human characteristics. The powerful characters are usually confident that they will come out on top until the very end of the story, when it becomes apparent that they have been tricked.

Explain that the fox has been used as a trickster character in European folk tales at least since mediaeval times. Reynard the Fox was one of the earliest printed stories (William Caxton Histories of Reynart the Foxe 1481). The fox as trickster has developed from these early stories.

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## FOCUS

### Mr Fox, the Trickster

Investigate the extracts that were read at the beginning of lesson to build up a bank of Mr Fox's character traits.

Example

Character Trait	Evidence
Clever	'Mr Fox was too clever for them'
Clever	'always approached a farm with the wind blowing in his face'
Charming	Uses persuasive language to convince Badger that they are not doing anything wrong – 'But we're not going to stoop to their level'

Ask the class to suggest other incidents from the book. For example:

Cunning	He frightens the rat away from Mr Bean's cellar. "Mr Fox gave a brilliant smile, flashing his white teeth. 'My dear Rat,' he said softly, 'I am a hungry fellow and if you don't hop it quickly I shall eat-you-up-in-one-gulp!'"
	Note the menacing undertone – 'he said softly'



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## FOCUS

How do the other characters in the story feel about Mr Fox?  
Use evidence to complete the table. The first one is done for you.

Character Trait	Evidence
<b>Hated by the farmers</b>	<p><i>'Dang and blast that lousy beast!' cried Boggis. 'I'd like to rip his guts out!' said Bounce. 'He must be killed!' cried Bean</i></p>
<b>Loved by the wild creatures and his family</b>	
<b>The children's attitude towards Messrs Boggis, Bunce and Bean is a negative and we take a cue from them (chapter 1)</b>	
<b>Using logical appeal – the fox really does need to eat to survive</b>	
<b>Use of humour – we laugh at his exploits (where he threatens to eat the rat)</b>	

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## FOCUS

### Who is in the right?

Divide into two groups, one for each side, appoint a chairperson, and spokesperson.

Decide on a time limit for presentations.

Remember to LISTEN TO EACH OTHER'S CASE.

'Farmers' you will want to focus on the less likeable characteristics of Mr Fox.



### The Farmers' case:

### The Foxes' case



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## TASKS

### Describing words

Roald Dahl describes Mr Fox as clever, and at the beginning of the story, cocky.

Which words and phrases from the following list could be used to describe a trickster like Mr Fox?

Use the dictionary to check the meaning of any words you don't already know:

<b>smart</b>	<b>stupid</b>	<b>funny</b>
<b>clever</b>	<b>easily tricked</b>	<b>clumsy</b>
<b>shrewd</b>	<b>humorous</b>	<b>wily</b>
<b>idiotic</b>	<b>foxy</b>	<b>calculating</b>
<b>bumbling</b>	<b>foolish</b>	<b>cocky</b>
<b>careful</b>	<b>sharp-witted</b>	<b>acute</b>
<b>devious</b>		

Words that could describe a trickster like Mr Fox	Write a new sentence using the words you choose.
<b>clever</b>	<i>The clever man calculated the value of the jewels.</i>
<b>careful</b>	
<b>devious</b>	

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## TASKS

### Storyboarding a Trickster Story

- Can you imagine what Mr Boggis, Mr Bunce and Mr Bean will be feeling when they find out they have been outwitted by Fantastic Mr Fox? They will probably want to take revenge on the clever trickster
- What plans do you think they will make to get their own back?
- How will Mr Fox outwit them this time?

Draw a storyboard for your own sequel to *Fantastic Mr Fox*. Remember, trickster stories often have:

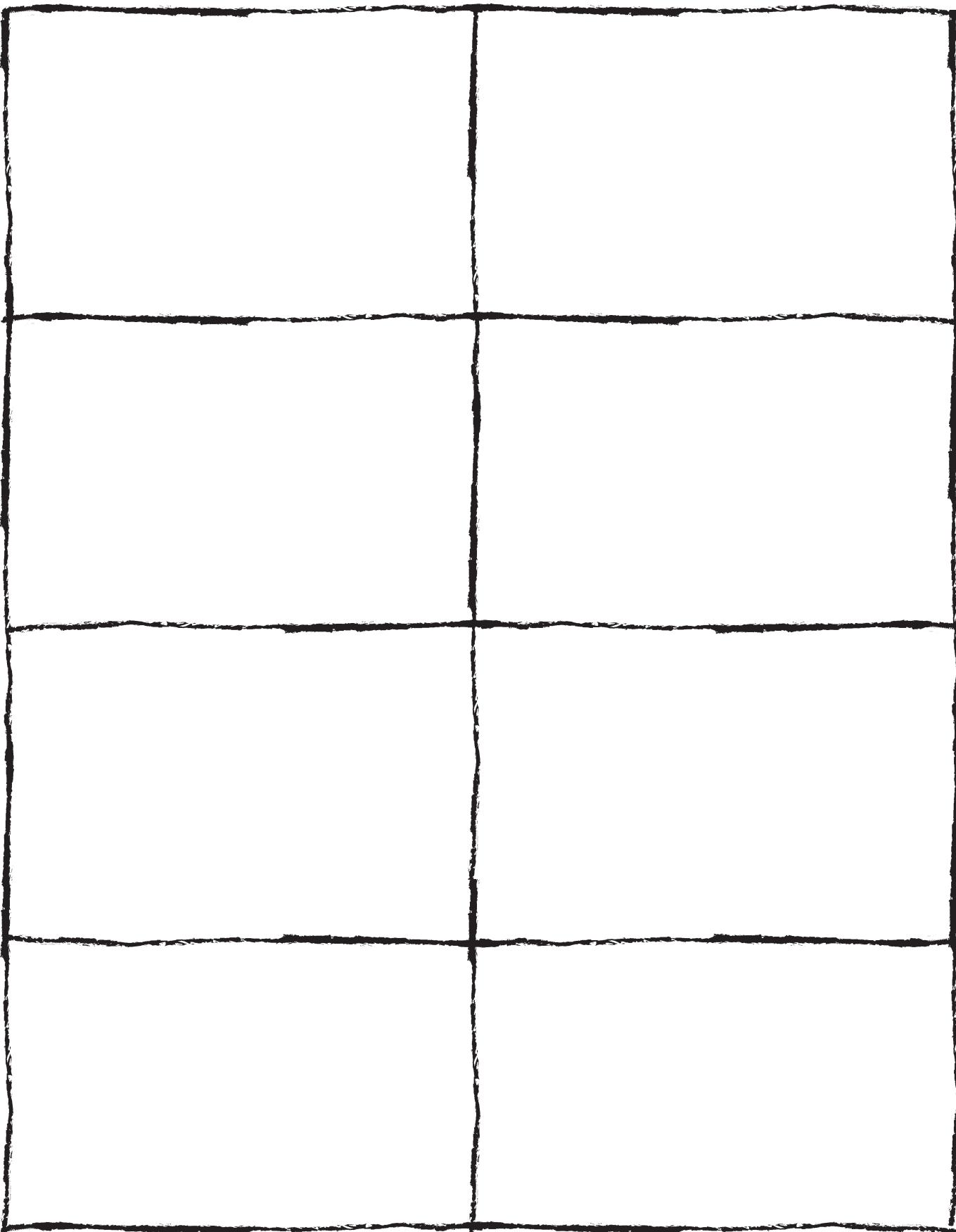
- A clever trickster (Mr Fox) who is also the less powerful character (Mr Fox doesn't have any weapons)
- Powerful characters who oppose the trickster (the farmers)
- The powerful characters remain confident until the end of the story
- The trickster plays a trick on the powerful characters
- The solution is short and to the point



<b>Introduction</b>	
<b>Complication:</b>	The farmers' plot
<b>Developing conflict:</b>	What happens next?
<b>Climax:</b>	How is the trick played?
<b>Resolution:</b>	What happens after the trick is played?
<b>Conclusion:</b>	What happens to Mr Fox in the end? What happens to the farmers?

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**Story board frame, use the notes you have made to sketch the scenes.**



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## **TASKS**

### **Hot seating: Exploring Characters**

Mr Fox is the 'good guy' in this story although he regularly steals the farmer's chickens and he threatens to eat the rat. On the other hand the farmers try to protect their property but they are clearly the 'bad guys'.



You are going to imagine what these characters really think and feel.

Work in a small group (no more than 6 in a group). Take it in turns to take on the role either of Mr Fox, one of the farmers, or Badger.

The other members of the group ask questions of the character in role to try to find what they think and feel. Appoint a scribe to make notes of the answers to the questions below.

---

Ask Mr Fox why he doesn't find an alternative way of feeding his family

---

Ask Mr Fox if he enjoys outwitting the farmers

---

Ask Mr Fox if he would like to follow the example he set

---

Ask Badger why he was uneasy about taking food from the farmers' stores

---

Ask Badger whether he was convinced by Mr Fox's argument for taking the food

---

Ask the farmer why they haven't tried to find a less violent way of solving the problem

---

Think up some more interesting questions to ask these characters

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## **TASKS**

### **Trickster Stories: An Investigation**

Use the classroom resources to find out about foxes in children's books.

### **FOXES IN CHILDREN'S BOOKS**

#### **Title:**

- 1.** Circle the age group you think this book appeals to. You can circle more than one choice:

0-5            7-9            9-11            11+

- 2.** Circle the category that the book belongs to:

Fiction            Non-Fiction            Poetry

- 3.** Is this book a traditional or modern story? .....
- 4.** Is the fox presented positively or negatively in this book? .....
- 5.** Is the fox presented realistically or unrealistically? .....
- 6.** Is this book humorous? .....
- 7.** Are there any similarities between the fox in this book and Fantastic Mr Fox? .....

.....  
.....

- 8.** What did you find interesting about the fox in this book? .....

.....  
.....

Now in a small group discuss what you have found.

Can you find any patterns? (E.g. are foxes portrayed differently in fiction and non-fiction?)

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## REFLECTION

### Group Feedback

Ask individuals pupils to:

- Suggest one new thing they have learnt about foxes in children's books
- Suggest one new thing they have learnt about trickster tales

Read chapter 17 'The Great Feast' from "...at last, Badger stood up" to the end. Ask the pupils to think about what they have learnt in the lesson as they listen to the story.



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# Exploring Humour: The Giraffe and the Pelly and Me

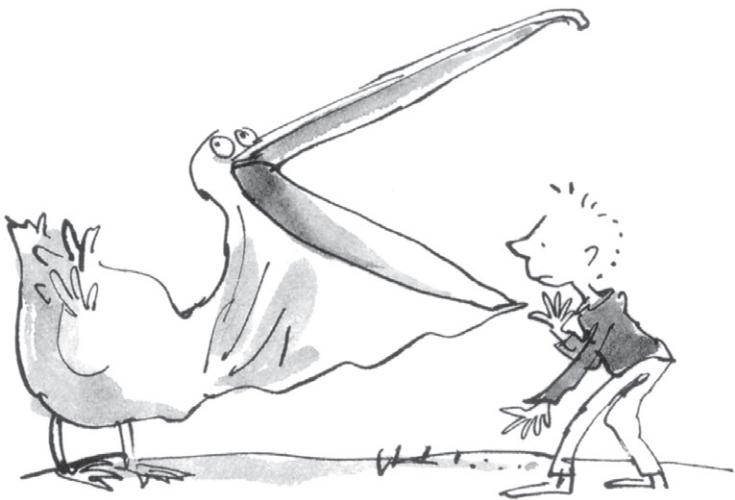
## LESSON IDEA

### Learning Objective

To look at different types of humour focusing on wordplay and comic effect

### Introduction

Read aloud the following passages from *The Giraffe and the Pelly and Me*



1. For two whole weeks the flood of boxes and sacks continued to arrive. I could no longer keep track of all the countries they came from, but you can bet your life that as I unpacked each new batch I sampled it carefully. I can remember especially the Giant Wangdoodles from Australia, everyone a huge ripe red strawberry hidden inside its crispy chocolate crust ... and the Electric Fizzcocklers that made every hair on your head stand up on end as soon as you popped one into your mouth ... and there were Nishnobblers and Gumglotters and Blue Bubblers and Sherbet Slurpers and Tongue Rakers, and as well as all this, there was a whole lot of splendid stuff from the great Wonka factory itself, for example, the famous Willy Wonka Rainbow drops – suck them and you can spit in seven different colours. And his Stickjaw for talkative parents. And his Mint Jujubes that will give the boy next door green teeth for a month.

2. To the Pelican I gave a give a big bag of Pishlets. Pishlets as you probably know are bought by children unable to whistle a tune as they walk along the street but long to do so. They had a splendid effect upon the Pelican, for after he had put one of them into his beak and chewed it for a while; he suddenly started singing like a nightingale. This made him wildly excited because Pelicans are not songbirds. No Pelican has been known to whistle a tune before.

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## LESSON PLAN

Ask the class for a response. You might ask these questions:

- Why are these passages funny?
- Which sweet would you like to try the most and why?
- Which would you like least to try? Why?

Explain that Roald Dahl always dreamed of owning his own sweet shop and make connections with Charlie and the Chocolate Factory as well as the sweet shop chapters in Boy (chapters are 'The Bicycle and The Sweet Shop' and 'The Great Mouse Plot')

## FOCUS

On an enlarged copy of the first extract ask children to highlight the invented sweet names.

Ask: what makes these names funny? Answers may include the following?

- Sounds (uses alliteration for Nishnobblers and Gumglotters and Blue Bubblers and onomatopoeia for Fizzcocklers, Sherbet Slurpers)
- The sweets make funny and unusual things happen – they have comic effects. (Stickjaw silences parents, Fizzcocklers make your hair stand on end, Willy Wonka's Rainbow drops make your spit multi-coloured)
- You can imagine the effects that some sweets will have from their names (e.g. Tongue Rakers – what do you think that would feel like?)



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## LESSON PLAN

Complete the table below. Find all the sweets from both passages (there are 11), get the spellings right! Decide what ingredients are needed and their effects.

Some are done for you, for some there are answers in the passages and for the others...let your imagination fly!

Sweet Names	Ingredients	Effect
Giant Wangdoodles	Huge ripe strawberry inside a crisp chocolate shell	
		Makes your hair stand on end

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## LESSON PLAN

Work with a friend to invent your own names for Grubber's sweets in his shop.

- Make up funny sounding names
- Think about appropriate ingredients
- Think about the effect

Sweet Names	Ingredients	Effect



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## **TASKS**

- In the table below, put words from column A to words in column B together to invent new sweet names.
- Try lots of combinations and discover your favourites, draw pictures of them.
- Write a list of those favourites and creatw an advertisement for the shop.

**SCRUMLICIOUS**

**TONGUE**

**STICKY**

**BURP**

**CHOP**

**FIZZ**

**NOSH**

**WHIZZ**

**SLURP**

**CHUMPY**

**MOUTH**

**EYE**

**TINGLERS**

**CHEWS**

**TWISTERS**

**GOBBLERS**

**NIBBLERS**

**STINGERS**

**POPPERS**

**DROPS**

**QUENCHERS**

**WHISTLERS**

**FROTHERS**

**MANGLERS**

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## **TASKS**

The ingredients of the sweets in Billy's shop are top secret!

### **MY SECRET RECIPE**

#### **How to Make**

Ingredients

Step 1

Step 2

Step 3

Step 4

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## **TASKS**

There are some special sweets that make dreams come true. The Pelican can whistle because he has the Pishlets and the monkey can breathe columns of fire after eating a Devil Drencher.

Write a funny story about a time when you have a special sweet – remember to describe how the sweet tasted and the comic effect it had.

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## REFLECTION

Ask the children to feedback on their tasks.

Encourage them to evaluate each other's work identifying:

- Invented names that make them laugh
- Good uses of alliteration and onomatopoeia
- Good use of comic effects in the stories

Reread the shared text together relishing the sounds of those wonderful sweets and the hilarious comic effects.



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# Tips for Teachers: The BFG

'I beg your pardon" Sophie said.  
'And the humplecrimp?'  
'What's that?" Sophie said.  
'And the wraprascal?'  
'The what?" Sophie said.  
'And the crumpscoddle?'  
'Are they animals?" Sophie asked.  
'They is common animals'  
said the BFG contemptuously.  
'I is not a very well-known giant myself,  
but it seems to me you is an  
absolutely know-nothing human bean.  
Your brain is full of rotten-wool'  
'You mean cotton-wool" Sophie said  
"What I mean and what I say is two different things,"  
the BFG announced rather grandly.  
'I will now show you a snozzcumber'

See how many made up words you can find in this chapter.  
Make a list of all of the invented words you can find.



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## Inventing Words

Roald Dahl enjoyed inventing words, especially names for things. For example, in *The BFG* there are some wonderful names for the giants and for the food, not to mention the BFG's particularly interesting vocabulary. Read the whole chapter called *Snozzcumbers* from your copy of the book:

*'But if you don't eat people like all the others,' Sophie said 'then what do you live on?'*

*'That is a squelching tricky problem around here,' the BFG answered. 'In this sloshflunking Giant Country, happy eats like pineapples and pigwinkles is simply not growing. Nothing is growing except for one extremely icky-poo vegetable. It is called the snozzcumber.'*

*The BFG looked at Sophie and smiled, showing about twenty of his square white teeth. 'Yesterday,' he said, 'we was not believing in giants, was we? Today we is not believing in snozzcumbers. Just because we happen not to have actually seen something with our own two winkles, we think it is note existing. What about for instance the great squizzly scotch-hopper?'*



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## **TEACHER'S NOTES**

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