CHARLIE AND THE CHOCOLATE FACTORY

INTERACTING
A Theatre in Education Company

THE GOLDEN TICKET
We encourage teachers to use this preparatory material to enhance your students’ learning, understanding, and enjoyment both before, during and after the show.

Send any feedback or suggestions to: hello@interacting.info

What’s this preparatory material all about then?
Discussion and play around our show is important and helpful for the students. It can help them to become familiar with the storyline of the play and connect characters in the show to their wider social and historical context so they can better enjoy the humour.

The activities included also provide an opportunity to teach key vocabulary and language structures that will appear during the show in a fun, interactive and memorable manner.

Involving students in games and play around the subject matter of this play can provide much more benefit to your students than we can hope to bring in a one hour stage production!

We hope that these INTERACTING activities and additional support material provide you with hours of learning that will engage, inspire and motivate your students to dive into English.

And remember: Laugh while you learn!
SUMMARY

SCENE 1

An Introduction to the Story
Summary Scene 1

Grandpa Jo and Mr Wonka tell the audience about Wonka’s deliciously amazing candy and we see why Wonka closed the factory many years ago – other candymakers were sending in spies to steal Wonka’s secret recipes! We also learn that 5 Golden Tickets have been hidden inside Wonka’s chocolate bars. The factory will be opened again for the first time in many years but only for the five lucky children who find the Golden Tickets! And one lucky child will also win a ‘special prize’.

Key Vocabulary
Places: chocolate factory
Things: prize, candy, chocolate, ice cream, chewing gum, balloons, secret recipe, golden ticket
People: children, candy maker, hologram, grandpa, spy
Descriptions: lucky, special, famous, real, old, young, amazing, wonderful, angry
Verbs: happen, fly, melt, steal, close, open, hidden
Key Phrases: many years ago; fast forward; never lose its flavour; forever and ever; good luck
SUMMARY

SCENE 2

The Bucket Family
We meet the Charlie Bucket, a very sweet and helpful boy who lives with his four grandparents and his mother. It's Charlie's birthday but his family are very poor and can only afford to buy Charlie a chocolate bar for his birthday present. When Charlie opens the chocolate bar he is disappointed to find there is no Golden Ticket. Grandpa Jo gives him all of his savings to buy one more chocolate bar from the ‘Candyman’. Charlie finds a Golden Ticket!

**Key Vocabulary**

**Places:** house, chocolate factory  
**Things:** door, cabbage soup, birthday, present, golden ticket, money,  
**People:** grandson, boy, grandparents, grandma, grandpa, mother, candyman, brat  
**Descriptions:** ordinary, rich, poor, deaf, lucky  
**Verbs:** forget, open, starve, bring  
**Questions:** What? Did he say...?  
**Key Phrases:** luckiest boy in the world; fall off the hinges; life savings; Don’t be late!
SUMMARY

SCENE 3

The Lucky Winners
Charlie and Grandpa Jo arrive at the Chocolate Factory with the Golden Ticket. A TV Reporter introduces us to the other four Golden Ticket winners who are not very nice children at all! Augustus is very greedy! Violet is always chewing gum! Mike only cares about tv and video games and Veruca always gets what she wants! Wonka appears and invites them into the factory where they all take a boat ride on a river of chocolate! Unfortunately the greedy Augustus causes a terrible accident!

**Key Vocabulary**
- **Places**: chocolate factory, chocolate river,
- **Things**: golden ticket, contract, boat, gum, chocolate, cake, cookies, video games, TV, pipes
- **People**: parents, son, daughter, TV reporter, camera man, winners, brats
- **Descriptions**: lucky, greedy, spoilt,
- **Verbs**: chew, watch, play eat, want, die, listen, drink, fall in, sucked up
- **Questions**: Which one of you...
- **Key Phrases**: reporting live; signing off; sign here; never seen again; a few minutes later
SUMMARY

SCENE 4
The Incredible Chewing Gum Machine
The boat arrives at the Invention Room. Wonka shows the children his incredible chewing gum machine! It creates a piece of chewing gum that tastes exactly like a three course meal when you chew it! Violet can’t resist and chews a piece of the gum despite Wonka’s warnings that the chewing gum still has problems! Violet literally blows up like bubble gum and flies away! We meet Wonka’s ‘oompa loompas’ who all sing a song.

Key Vocabulary
Places: invention room, factory, juicing room
Things: chewing gum machine, song, chewing gum, dessert, blueberry pie, blueberry
People: oompa loompa, workers
Descriptions: tiny, little, amazing, fantastic, incredible, dangerous, violet,
Verbs: sing, dance, show, chew, try, eat, taste, blowing up, warn, fly
Questions: What can you taste?
Key Phrases: three course meal; main course, second course; I have no idea
SUMMARY

SCENE 5

The Nut Room
SUMMARY SCENE 5

We take a ride in Wonka's 'Great Glass Elevator' and arrive at the Nut Room where squirrels test the nuts to find the 'good nuts' and throw away the 'bad nuts'. Veruca demands to have a squirrel... but the squirrel decides Veruca is a 'bad nut' and throws her down the garbage chute! Our oompa loompas sing another song!

Key Vocabulary
Places: glass elevator, nut room, garbage chute,
Things: nut
People: squirrel,
Descriptions: safe, giant, dangerous, good, bad,
Verbs: train, tap, listen, throw, wait
Directions: left, right, up, down
Key Phrases: travel in any direction, don't touch
SCENE 6
The TV Room
SUMMARY SCENE 5

We ride the Great Glass Elevator again. Mike chooses to visit the ‘TV Room’, where Wonka is developing a special camera which can make chocolate disappear and reappear actually in the TV in 3D. Of course Mike wants to be on TV so he has to try the machine!

What will happen when Mike tries the machine? What will happen to poor Charlie Bucket and his family? Will he win the ‘special prize’ or will he also have an accident? To find out you’ll have to come and watch the show! See you there!

Key Vocabulary
Places: glass elevator, TV room, stretching room
Things: button, camera, invention, television, TV, ray, machine, chocolate bar, prize,
People: oompa loompa, partner,
Descriptions: tiny, special,
Verbs: disappear, reappear, press, prepare, charge, win, give, ridiculous, joke,
Questions: If you could have one thing, what would it be?
Key Phrases: do you know what this means? The only one left; don’t hurt him
ACTIVITIES

Here are some fun and engaging activities you might like to run with your class to get them familiar with the key themes of the show.
To check out our Interactive Lessons click on the links below:

- INSTRUCTIONS Lesson
- ACTIONS Lesson
- PAST TENSE Lesson

LANGUAGE EXTENSION

If you would like to extend your student’s language check out our interactive lessons
INVESTIGATION

Have students find out about ‘Roald Dahl’
Who was Roald Dahl
What other stories did he write?
What movies or cartoons were made from his stories?
Why was he important?

Students could put together a presentation of their findings to share with the rest of the class.
DISCUSSION

Have students discuss in small groups:
What are your favourite types of chocolate?
What different chocolates have you eaten?
How is chocolate made?
What do you think a chocolate factory looks like inside?

Bring the groups back together to discuss their ideas with the whole class.
HOW CHOCOLATE IS MADE

To play the clip: DOUBLE CLICK ABOVE
The Incredible Chewing Gum Machine

Explain to your class that you are going to create a fantastic machine together with lots of interesting moving parts and strange machine like noises.

Tell them that one person is going to begin being the first part of the machine. Ask for a volunteer to demonstrate. Get the student making a repetitive mechanical movement with a sound effect. Invite another student to join in standing next to the first student and create a different mechanical movement that connects to the first and add a new sound. Then a third student joins the machine with yet another new connected movement and so on until the whole class is part of the fantastic machine.
**CHEWING GUM MACHINE**

**Extension Activity**

Organise students into groups of 5 or 6 students and ask them to work together to create an incredible chewing gum machine.

One person in the group can be the ‘machine operator’.

Make sure students understand that each of the parts should be connected to the next somehow. If the parts can interact with each other even better. Each part of the machine should have an interesting sound as well. The final part of the machine should produce the chewing gum.

To extend this activity further you could have the group name and justify what each part of the machine does. Keep in mind Roald Dahl LOVED inventing new words in his stories, so students can be creative when naming the parts if they don’t know actual machine part terms!
**Roleplay**

**ABCD Interviews**

Students take turns interviewing each other in pairs. This activity however requires more than just asking questions and responding. It requires the person asking the questions to really listen and understand what the other person is saying because afterwards they will have to share everything they can remember about the person they have interviewed with another pair of students.

This activity can be adapted so that each person being interviewed takes on a character related to the theme you are studying: badly behaved children who have won ‘Golden Tickets’ for example. They answer the questions as their character rather than as themselves.
ABCD INTERVIEW SET UP

Ask students to invent and develop a character that would fit into the world of Charlie and the Chocolate Factory. You can use this [simple character profile template] or this [advanced character profile template] to assist your students to get to know their character.

Once students know who their character is, tell students they are going to pretend they are that character while they are interviewed by another student. All of their replies should be as that character would answer, not as themselves (although this is a very useful activity for them to do as themselves as well at some other stage).

Ask students to get into pairs.

Students interview each other for 3 minutes. In that time they should ask their partner as many questions as they can. Tell them that it is very important they listen and try and understand what their partner says, because after the interviews they are going to tell someone else about the person they have interviewed.

Go around the class and name each student: A, B (one pair), then C, D, (Next pair), A, B ... C, D etc until everyone in the class has been named with a letter.

Students then find a space where they can interview each other for 3 minutes. Ideally this is done orally so the listener only listens, they do not write down notes. A’s interview B’s first, and C’s Interview D’s first. Then B’s interview A’s and D’s interview C’s.

Pairs named A + B then find a pair named C + D. A has 2 minutes to tell C + D everything they can remember about B. Then B tells C + D everything they can remember about A. Then C tells A + B everything they can remember about D. Lastly D tells A+B everything they can remember about C.

If you have time at the end you can bring the class back together and ask if there is anyone who would like to share about the person they interviewed for the whole class.
ROLEPLAY

Interview Twins

A very fun activity where students work in groups of three taking turns interviewing each other.

One student takes the role of the interviewer and asks questions. One of the students takes on the main role of the character being interviewed. The third student takes on the role of that character’s twin who by listening very carefully tries to say the exact same thing at the same time as their twin.
Students should have some familiarity with their characters, having first done the ABCD interviews, before attempting this exercise.

- Explain to the class that they are going to interview each other in groups of three. One person will be the interviewer, while the other two will play their character. Tell them that there is a twist! The characters are twins and they speak at the same time and always say exactly the same thing!
- Ask for two volunteers to demonstrate in front of the class with you. Ask one of the volunteers to play the role of the interviewer who plays a TV talk show host who has an important guest they will interview on live television.
- Ask the other student to play the role of their character that they have already developed in the previous exercise.
- Explain that you will be that character’s twin and that you will be trying to listen and guess what the other is saying and trying to say it at the same time. Tell your twin that she will need to speak much more slowly for you to be able to do this. Demonstrate a sentence spoken ‘really slowly’ so that she understands how slowly she must speak.
- Have the interviewer begin with the questions and as the other student responds try to listen and say what she is saying at the same time and in the same manner as your twin.
- Once the demonstration is finished, ask students to get into groups of 3 and decide who will be the interviewer, the leading twin, and the following twin. Once they have decided they can begin their interviews.
- Give them a few minutes and then have them swap roles, so the interviewer becomes the following twin, the following twin becomes the leading twin and the leading twin becomes the interviewer for example.

If you have time at the end you can bring the class back together and allow volunteers to play for the whole class.
**Roleplay**

**Monarch**

Students appeal to their boss, trying to convince them that they are the best person for their particular job.

This game can be easily adapted to any theme by changing the characters involved.

In this case the monarch will be Willy Wonka.

The monarch only has a limited amount of seats available and they only want the very best people for the job. Perhaps Wonka is interviewing new workers for the Chocolate Factory or deciding which children should receive the ‘Special Prize’ or a ‘Golden Ticket’.
Clear a space at the front of the class and place one chair for the monarch’s throne. Place 3 chairs next to it. Decide what are the roles you, as Willy Wonka are looking to fill: New Oompa Loompas? A possible heir to take over the Chocolate Factory when you retire?

- Explain you are Willy Wonka and jobs are available at your factory, but you will only accept the best.
- Explain students take turns to convince you why they should be the person to be given the job.
- Clarify that accepting someone is only temporary. If someone better comes along you will replace them.
- Invite a student to convince you they are the person for the job. Take on the role of a boss who expects absolute courtesy and respect. Insist all players introduce themselves politely with bowing or handshakes etc.
- Ask them questions that challenge their statements, eg. if they say they are clever, ask them to give an example of a time they were clever. Ask why it is important to be clever. Ask them to prove their claims by acting things out. If they claim they sing, make them sing a song. If they claim they know karate, ask for a demo. If they improvise something well, play along as though they have convinced you.
- If they have convinced you invite them to sit down, otherwise throw them out and invite the next person to try.
- If someone better comes along, throw the person sitting down out of the chair and replace them. Do this in a fun way so that no one is offended. If players claim to have similar skills, make them compete to see who is the best at the thing they claim by showing their talent to the class.
- The game concludes when you have all three positions filled and no one else makes a claim (or you run out of time)

The game is best when you really take on the role of a fickle monarch. Quickly impressed and bored, easily offended or angered. Mean (always in a fun way) but also quick to praise. Once students are familiar with the exercise you can have a student play the monarch also.
On this amazing website you will find:

- Lesson Plans
- Character Descriptions
- Information about the author

Click HERE to explore the AMAZING roalddahl.com website for some amazing lesson ideas you could adapt to your classroom depending on how in depth you want to take the class’ learning around the story.
On the following slide you will find some clips to get to know the characters of the lucky ‘Golden Ticket’ winners.
LUCKY GOLDEN TICKET WINNER CHARACTERS

To play the clip: DOUBLE CLICK ABOVE
CHARACTERS
MEET WILLY WONKA

To play the clip:
DOUBLE CLICK ABOVE
On the following slides you will find some clips of Roald Dahl’s greatest stories that have been made into film
WILLY WONKA AND THE CHOCOLATE FACTORY (1971)

To play the clip: DOUBLE CLICK ABOVE
Willy Wonka and the Chocolate Factory (2005)

To play the clip:

DOUBLE CLICK ABOVE
THE BFG (1989)

To play the clip:

DOUBLE CLICK ABOVE
THE BFG (2016)

To play the clip: DOUBLE CLICK ABOVE
JAMES AND THE GIANT PEACH (1996)

To play the clip: DOUBLE CLICK ABOVE
To play the clip:

DOUBLE CLICK ABOVE
FANTASTIC MR FOX (2009)

To play the clip: DOUBLE CLICK ABOVE
THE WITCHES
(1990)

To play the clip:
DOUBLE CLICK ABOVE
THANKS!

Any questions?
You can find me at hello@interacting.info
CREDITS

Special thanks to all the people who made and released these awesome resources for free:

• Presentation template by SlidesCarnival
• Photographs by Startupstockphotos