Summary of the story

Charlie Bucket is a poor boy who lives with his parents and his four grandparents in a very small house near a big town which has an enormous chocolate factory.

Charlie loves chocolate. He dreams of chocolate. But he can only have one bar of chocolate a year on his birthday because his family is very poor.

Charlie is very excited when one day he hears that there are five Golden Tickets hidden inside five very special bars of chocolate, and the prize for each child who finds a Golden Ticket is a magical visit to Mr Willy Wonka’s famous chocolate factory.

One by one, the Golden Tickets are found inside the delicious bars of Wonka chocolate by four lucky children until there is only one Golden Ticket left.

On his way home from school one day, Charlie finds some money on the pavement and buys a chocolate bar with it. He unwraps the chocolate expectantly, but there is no Golden Ticket. And so he buys another, and there inside is the last Golden Ticket!

With his Golden Ticket, Charlie visits Mr Wonka’s Chocolate Factory with his Grandpa Joe. The four other lucky winners – greedy Augustus Gloop, spoilt Veruca Salt, gum-chewing Violet Beauregarde and television-crazy Mike Teavee – are there with their parents. Willy Wonka shows them all around his wonderful chocolate factory full of amazing and delicious things. They also meet the Oompa-Loompas who help inside the factory.

But the children, all except Charlie, are badly behaved and terrible things happen to them in the factory. In the end, only Charlie and his Grandpa Joe are left and so they win the most special prize of all – Willy Wonka gives Charlie his chocolate factory! Charlie and Grandpa Joe are whisked home in a great glass lift to tell his parents and the other grandparents of their fantastic good luck.

Background information


Quentin Blake has illustrated almost all of Dahl’s books for children, including Charlie and the Chocolate Factory.

Two film adaptations of Charlie and the Chocolate Factory have been made, including the 2005 version produced by Warner Brothers.

Did you know … ?

When Roald Dahl was a schoolboy, he tested new chocolate bars for the famous British chocolate factory, Cadbury’s.

The Chinese edition of Charlie and the Chocolate Factory was the biggest printing of any book ever – two million copies!
The characters

Charlie Bucket is a boy whose dream comes true when he finds a Golden Ticket.

Mr and Mrs Bucket are Charlie’s parents.

Grandpa Joe and Grandma Josephine are two of Charlie’s grandparents.

Grandpa George and Grandma Georgina are Charlie’s other two grandparents.

Mr Willy Wonka is the owner of the chocolate factory.

Augustus Gloop is the boy who finds the first Golden Ticket.

Veruca Salt is the girl who finds the second Golden Ticket.

Violet Beauregarde is the girl who finds the third Golden Ticket.

Mike Teavee is the boy who finds the fourth Golden Ticket.

The Oompa-Loompas are Mr Willy Wonka’s helpers at the chocolate factory.

Key words

(see page 7 of these Teacher’s Notes for the Key words in context)

blueberry pie (n) horrible (adj)
button (n) lift (n)
cabbage (n) lucky (adj)
chew (v) machine (n)
crazy (adj) nut (n)
crowd (n) pass (v)
else (adv) pot (n)
enormous (adj) squirrel (n)
gum (n) switch (n)
hole (n) waterfall (n)

Topics and themes

Buildings If there is a factory near your school or a well-known factory in your town, ask the students to compare it with Willy Wonka’s chocolate factory. What does the factory produce? What does it look like? Have any of the students visited the factory? Ask the students to imagine what they would like to make in a factory. Ask them if they would like to visit a chocolate factory. (See also Activity 1 on page 4 of these Teacher’s Notes.)

Family How does Charlie’s family compare with the students’ own families? What are the advantages and disadvantages of a large / small family, or of a family that all lives together in the same house or flat? Grandpa Joe goes with Charlie to the chocolate factory. Ask the students to imagine who they would like to take with them on a visit to a chocolate factory, and why.

Food How many different kinds of foods can the students find in the story? (e.g. soup, chocolate, cabbage, blueberry pie, potatoes.) Ask the students to think of the different colours of food that there are. Which foods would the students like to try? Is there anything they wouldn’t like to taste? What is their favourite food? What do they really dislike? (See also Activity 3 on pages 4 and 5 of these Teacher’s Notes.)

Jobs What jobs do the students think Mr Wonka, the Oompa-Loompas and the little animals do in the factory? At the end of the story, Willy Wonka gives the chocolate factory to Charlie. What job do the students think Charlie will do at the factory when he is older, and what jobs will he give to the members of his family?

Senses Use the scene where Violet Beauregarde describes the taste of the magic chewing gum to encourage the students to describe the taste of their favourite food. (See also Activity 3 on pages 4 and 5 of these Teacher’s Notes.)

Clothes Mr Wonka wears very unusual and colourful clothes. Ask the students to design some other clothes for Willy Wonka to wear. The students can also design some clothes for Charlie to wear at the end of the story when the factory becomes his.
**Punishment** Do the students think the other children who find the Golden Tickets are bad or naughty in any way? Augustus Gloop is greedy and demands to eat whatever he wants. Veruca Salt is spoilt and demands to have whatever she wants. Violet Beauregarde chews gum all the time and demands to have gum when she wants it. Mike Teavee loves television and demands to watch it whenever he wants. Charlie makes no demands on anyone. Why do the students think bad things happen to the four other children in the chocolate factory? Mr Wonka purposely makes the four children pay for their bad ways. Why isn’t Charlie punished at all during the visit to the chocolate factory? Why is Charlie rewarded instead?
Class Activities (After Reading)

Here are some activities to do with your class after reading Charlie and the Chocolate Factory.

1. Factory poster

**Materials:** large sheets of paper / card; coloured pens / pencils / paints

- Ask the students to imagine a factory that produces their favourite thing. Brainstorm ideas around the class if necessary.
- Hand out the sheets of paper or card. The students are going to design their own factory and write about it, presenting it as a poster.
- The students should think about what they would like their factory to produce and then draw either the outside of the factory or a room inside it, or both. It is important that the picture gives an idea of what the factory makes.
- Encourage the students to be creative and to think of factories which make unusual things.
- When they have drawn their factory, the students should write a short description of it, including information about what it produces, who works there, etc. They should also give their factory a name / the poster a title.
- Ask volunteers to come to the front of the class to present their posters and talk about their factories.
- Display the posters in the classroom.

2. Invent a magic sweet

**Materials:** cardboard; coloured sheets of paper / tissue; coloured paints; glue; safety scissors

- Willy Wonka invents lots of strange and interesting sweets at his chocolate factory, such as the magic chewing gum. Tell the students that they are going to imagine and invent a magic sweet of their own.
- Divide the class into groups of three. Ask the students to think about what they would like their sweet to do (e.g. make you invisible, give you super powers) and what they would like their sweet to look like. In their groups, they should discuss and write down their ideas, and also sketch how their sweet will look.
- Hand out the materials and encourage the students to create their magic sweet using the cardboard, coloured paper and paints.
- The students should use their imaginations to think of a name for their sweet, and to write a short description of what it can do.
- Ask volunteers to come to the front of the class to talk about their magic sweet invention.
- Display the sweets around the classroom and take a class vote on the best magic sweet.

3. Food survey

- Brainstorm all the different foods mentioned in the story with the class (e.g. soup, chocolate, cabbage, blueberry pie, potatoes). Write the foods on the board.
- Divide the class into groups of four to six students. The students will make a survey.
- Ask the students to decide on six different foods each and write these along the top of a piece of paper. Down the left side of the paper they should write the names of the other members in their group, and then draw lines to complete the survey grid. Draw an example of the survey grid on the board for the students to copy if necessary.
- In their groups, the students ask and answer questions about their surveys, for example, Do you like (chicken)?, and tick or cross their survey grids depending on the other students’ likes and dislikes. Elicit the questions the students need to ask before the activity, e.g. Do you like (blueberries)?
- When they have finished, the students collate the information they found out from the survey and write a short report, e.g. Two of my friends like (potatoes). All of my friends like (chocolate). One of my friends likes (cabbage). None of my friends likes (soup).
• Go round the class and monitor the students’ work. When everyone has given their feedback, find out which is the most popular and least popular food in the class.

4. Descriptions
• Give each student in the class the name of a character from the story.
• Ask the students to look through the book and check the description of their character. They will then write their own short description of that character.
• Tell the students to write their description using the third person (he / she) and not to mention the character’s name.
• Go round the class and monitor the students’ work.
• The students then take turns to read out their descriptions to the rest of the class and the other students guess who is being described.

5. Dramatisation
Materials: (optional – if using finger puppets for this activity): different coloured card; stapler; glue; coloured pens / pencils / paints; wool (for hair) (optional – if students are acting the roles themselves): props such as hats, wigs, glasses, scarves, coats
• Elicit from the students their favourite parts of the story. Write a list of these favourite parts on the board with page numbers.
• Divide the class into groups, one group for each story part. The numbers of students in the group should be the same as the characters in the story section.
• The students can either make finger puppets for their characters or they can act out the story themselves. Tell the class that they do not need to learn all the words by heart. Encourage them to improvise.
• If using finger puppets, show the students how to make them. Coil a piece of card around the index finger and cut to size. The students can then decorate and colour the ‘front’ of the piece of card to represent the character from the story. They then glue or staple the edges together at the back to form a tube, and glue pieces of wool on the top to represent the hair.
• Go round the class helping out where necessary, and give the groups time to finish their puppets before they practise their dialogues.
• If using props, mime and show the students how creative they can be using very simple props. The different groups can decide which props they need for their characters.
• The students rehearse the part of the story they are acting out using the finger puppets or props.
• Invite the groups to perform their dramatisations for the rest of the class.

6. Project: How chocolate is made
Materials: internet access and / or reference books; large sheets of paper; safety scissors; glue; coloured pens / pencils
• Ask the students if they know where chocolate comes from. Do they know that it is made from the cacao bean that grows on trees? Where do they think cacao trees grow? (parts of South and Central America, Africa).
• Tell the students that they are going to work in pairs to find out more about how chocolate is made.
• The students can use the internet or reference books to do their research in pairs and make notes. (This research could be done individually as homework.) They should find out how the chocolate is extracted from the cacao beans, what is added to the product in the beans to make it taste sweet, who discovered the process of how to make chocolate, which parts of chocolate-making are done in a factory, etc.
• The students then write or type out their information about how to make chocolate neatly onto large sheets of paper. They can draw and colour pictures to illustrate the
process, and / or print out pictures from the internet to stick on as part of their project.

- Display the information around the classroom. Discuss the chocolate-making process with the students.

- You could also do a chocolate survey to see if the students can tell the difference between different types of chocolate. Bring three different types of chocolate to class – dark chocolate (70%+ cocoa solids), milk chocolate (40%+ cocoa solids) and white chocolate (33%+ chocolate butter). Break up the chocolate bars into small pieces and place in separate bowls. Label the bowls A, B and C. Blindfold the students and have them do tastings. Discuss which chocolate they think is the bitterest and which is the sweetest? Which chocolate do the students prefer overall?

7. Story telling

Materials: video or audio recorder

- Arrange the class to sit in a circle.

- Elicit the students’ ideas about what Charlie and his family’s life will be like now that they own the chocolate factory.

- Ask a student to start the new story, e.g. The next day, Charlie woke up and he was very happy. Remind the students to speak loudly and clearly.

- The next student then repeats the sentence and continues the story.

- Record the story as the students imagine it. Play back sections to help them remember and to give them time to add their ideas.

- When all the students have contributed to the story, have them sit still and close their eyes.

- Play back the whole story to the class and have them imagine the scene as they hear it.
Key words

blueberry pie...‘It tastes of soup, meat and blueberry pie.’ (p. 23)
button............He pushed a different button and the lift flew down. (p. 29)
cabbage............But every day it was cabbage or more cabbage. (p. 5)
chew..............‘I usually chew gum,’ Violet shouted to the cameras. (p. 10)
crazy.............Mike’s crazy about television. (p. 11)
crowd.............‘Look, she’s still chewing gum,’ a person in the crowd said. (p. 16)
else................Charlie was always hungry and he dreamed of eating something else. (p. 5)
enormous...........In Charlie’s town, near his house, there was an enormous chocolate factory. (p. 6)
gum.................‘I love gum. At night, I put the gum on the end of my bed.’ (p. 10)
hole................But the squirrels caught her and pushed her down the hole. (p. 24)
horrible............‘What a horrible child,’ said Grandma Georgina. (p. 10)
_lift...................‘This lift can go up and down and round corners.’ (p.25)
lucky..............‘Perhaps I’ll be lucky and I’ll find a Golden Ticket inside,’ Charlie thought. (p. 9)
machine...............There was a great big metal machine. (p. 22)
nut...................‘The squirrels are opening the nuts.’ (p. 24)
pass...................Weeks passed. No lucky child found the Fifth Golden Ticket. (p. 12)
pot...................Charlie looked around the enormous room. There were pots everywhere. (p. 21)
squirrel.............‘I want a squirrel!’ shouted Veruca, looking in the window. (p. 24)
switch................He ran across the room to the camera and pulled the switch. (p. 27)
waterfall............‘Look! Near the waterfall!’ said Veruca. ‘Are they people? (p. 18)
While-Reading activities

Activity 1 (pages 3–6)
Circle the correct word.

1. There were two / three / six rooms in Charlie’s house.
2. Charlie had / didn’t had / didn’t have brothers and sisters.
3. Charlie slept in a room with his parents / grandparents / Grandpa Joe.
4. The Bucket family was small / rich / poor.
5. The Bucket family didn’t eat / ate chocolate / ate cabbage every day.
6. Charlie walked past the chocolate factory on his way to school / work / the shops.

Activity 2 (pages 7–11)
Put the sentences in the correct order.

a. Veruca Salt found a Golden Ticket.
b. Violet Beauregarde found a Golden Ticket.
c. Mr Bucket told Charlie about the Five Golden Tickets.
d. Mike Teavee found a Golden Ticket.
e. Charlie got a bar of Wonka chocolate for his birthday.
f. Augustus Gloop found a Golden Ticket.
Activity 3 (pages 12–14)
Copy the correct sentences next to the pictures.

a  Charlie wanted some chocolate – just one bar.
b  ‘It’s the Fifth Golden Ticket! It’s mine!’
c  Suddenly, he saw something shiny in the street, in the snow.
d  Charlie ran all the way home.
e  Charlie quickly pulled off the paper and ate the chocolate.
f  It was some money. It was a silver coin!

1

2

3
Activity 4 (pages 15–18)

Write T (True) or F (False).

1. The five winners of the Golden Tickets visited the chocolate factory on a sunny afternoon.  
2. Veruca Salt and Mike Teavee came to the factory with their grandparents.  
3. Charlie and Grandpa Joe arrived last.  
4. Augustus Gloop liked chewing gum.  
5. It was cold outside, but it wasn’t cold inside the factory.  
6. Mr Willy Wonka had a pointed black hat.  
7. The Oompa-Loompas liked dancing and singing.

Activity 5 (pages 19–23)

Tick ☑ the correct answers.

1. Who wanted an Oompa-Loompa?
   - a Charlie  
   - b Veruca  
   - c Violet  
   - d Mike

2. Why did Mrs Gloop shout ‘Don’t do that!’ to Augustus?
   - a He wanted to swim in the chocolate river.  
   - b He wanted to dance with the Oompa-Loompas.  
   - c He wanted to taste the chocolate river.  
   - d He wanted to ride on the boat down the chocolate river.

3. Who did the Oompa-Loompas take to the Fudge Room?
   - a Mr and Mrs Gloop  
   - b Mr Wonka  
   - c Charlie  
   - d Augustus
4 What was the boat made of?
   a. blueberry pie  
   b. chocolate   
   c. gum   
   d. sugar

5 What made a lot of noise in the most important room in the factory?
   a. the pots   
   b. the children   
   c. the big machine   
   d. the Oompa-Loompas

6 What did Violet turn into after she ate the gum?
   a. a purple pie   
   b. a blueberry   
   c. a gum machine   
   d. chocolate

Activity 6 (pages 24–27)
Match. Draw lines.

1 Veruca looked through the window a and then the chocolate bar was in the television.
2 Veruca wanted to catch a squirrel, b and saw the squirrels.
3 Mr Wonka took everyone c and he was very small.
4 The Oompa-Loompas pulled the switch d to the television room in a lift.
5 Mike Teavee was in the television e but they caught her.
Activity 7 (pages 28–30)
Write the names.

Charlie  Mr Wonka  Grandpa Joe

1 ‘Are you the only one left?’
2 ‘Are the children going to be all right?’
3 ‘We’ll never be hungry again!’
4 ‘Then you’re the winner! Well done!’
5 ‘It’s the most wonderful place in the whole world.’
6 ‘It’s only us.’
After-Reading activities

Activity 1
Who are they? Match.

1 Charlie Bucket
2 Veruca Salt
3 Grandpa Joe
4 Violet Beauregarde
5 Willy Wonka
6 Mike Teavee

Activity 2
Find the mistakes. Write the correct the sentences.

1 Charlie has got six grandparents.

2 Willy Wonka makes cabbages in his factory.

3 Violet likes watching TV.

4 Veruca is greedy.

5 Augustus likes singing and dancing.

6 Willy Wonka gives his factory to Mike.
Activity 3

Look at the pictures and describe what is happening.
Write 2–3 sentences for each description.

a

b

c
Activity 4

Who wrote this story? Complete the puzzle to find out.

1. You can travel on this in a boat.
2. These are the happy workers in the chocolate factory.
3. The magic lift is made of ____________.
4. This girl loves chewing gum.
5. This is the colour of the tickets.
7. He’s the greediest boy in the story.
8. He’s the luckiest boy in the story.
9. It’s Mr Wonka’s first name.

____________________ wrote this story.
**Answer Key**

**In the back of the Reader**

**Before You Read**

1 Students’ own answers.
2 1 Charlie 2 Willy 3 Augustus 4 Violet 5 Veruca 6 Mike

**After You Read**

1 Grandpa Joe Grandma Josephine Grandpa George Grandma Georgina Mr Bucket Mrs Bucket Charlie

2 a F b F c F d F e F f T g F

**In these Teacher’s Notes**

**While-Reading activities**

**Activity 1**

1 two 2 didn’t have 3 parents 4 poor 5 ate cabbage 6 school

**Activity 2**

The correct order is: c, f, a, e, b, d

**Activity 3**

1 c, f 2 a, e 3 b, d

**Activity 4**

1 F 2 F 3 T 4 F 5 T 6 F 7 T

**Activity 5**

1 b 2 c 3 a 4 d 5 c 6 b

**Activity 6**

1 b 2 e 3 d 4 a 5 c

**Activity 7**

1 Mr Wonka 2 Charlie 3 Grandpa Joe 4 Mr Wonka 5 Charlie 6 Grandpa Joe

**After-Reading activities**

**Activity 1**

1 e 2 f 3 a 4 b 5 d 6 c

**Activity 2**

1 Charlie has got four grandparents.
2 Willy Wonka makes chocolate in his factory.
3 Mike likes watching TV. / Violet likes chewing gum.
4 Augustus is greedy. / Veruca is spoilt.
5 The Oompa-Loompas like singing and dancing.
6 Willy Wonka gives his factory to Charlie.

**Activity 3**

Students’ own answers.

**Activity 4**

1 R I V E R
2 O O M P A L O O M P A S
3 G L A S S
4 V I O L E T
5 G O L D E N
6 D R E A M E D
7 A U G U S T U S
8 C H A R L I E
9 W I L L Y

Roald Dahl wrote this story.