

Charlie and the Great Glass Elevator Something Nasty in the Lifts



Overview

Learning objective

- To be able to use descriptive language.

Learning outcome

- To create a word-picture of a new alien.

Book reference

- Chapter 7: Something Nasty in the Lifts.

Cross-curricular link

- Literacy, Art, Drama.

Resources

- Craft materials, a washing line.



Starter

- Read the following extract to the children.
- While listening, the children stand up and pretend to be the alien, following the description with their own actions and expressions.
- The children draw the alien using the description, on paper or mini whiteboards.

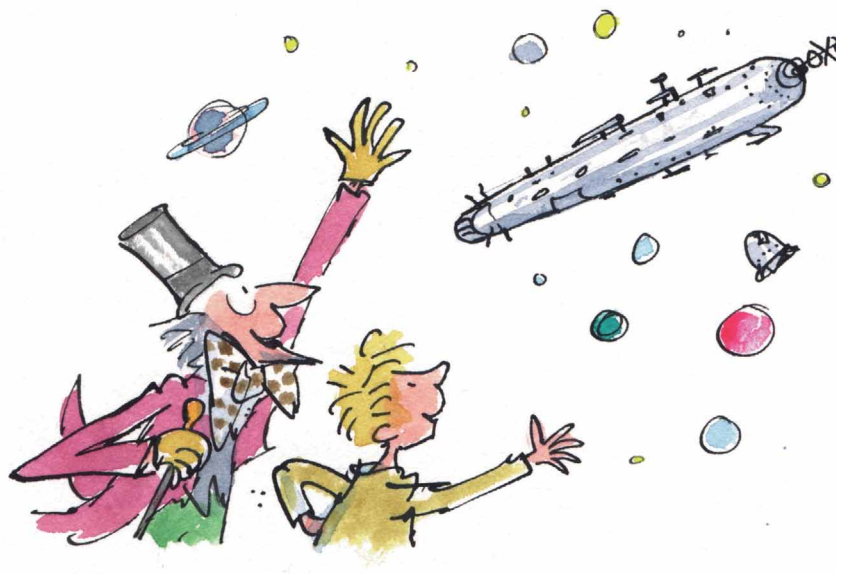
“ It looked more than anything like an enormous egg balanced on its pointed end. It was as tall as a big boy and wider than the fattest man. The greenish-brown skin had a shiny wettish appearance and there were wrinkles in it. About three-quarters of the way up, in the widest part, there were two large round eyes as big as tea-cups. The eyes were white, but each had a brilliant red pupil in the centre. The red pupils were resting on Mr Wonka. But now they began travelling slowly across to Charlie and

“ Grandpa Joe and the others by the bed, settling upon them and gazing at them with a cold malevolent stare. The eyes were everything. There were no other features, no nose or mouth or ears, but the entire egg-shaped body was itself moving very very slightly, pulsing and bulging gently here and there as though the skin were filled with some thick fluid.

- Re-read the passage with the children.
- Identify and analyse the use of similes, adjectives, adverbs and verbs in the passage.

Main teaching activity

- In pairs, the children talk about their alien, using the following guidelines:
 - Shape of the alien
 - Colour and texture of its skin
 - Funny detail about one feature of its face
 - Similes to help us imagine what the alien looks like
 - Something it is doing, for example a movement it is making
 - If the alien could change its body into of a word, what word would that be?
- Feedback ideas to the class.



Group or independent activity

- Independently, the children develop ideas into a drawing of the alien.
- The children write words in the drawing to describe certain features of the alien.
- Use thesauri to extend the use of descriptive language.

Plenary

- Place a washing line in the classroom.
- The children come up to the washing line one by one to place the alien picture there.
- The class helps to decide where each alien should be placed on the washing-line, by discussing which aliens are likely to be friends with each other, and which aliens should be kept well away from each other.

Other activities

- Experiment with similes.
- Act out a scene between a chosen alien, Charlie and Willy Wonka.
- Create a piece of creative writing in which the new alien appears in a lift and meets Charlie and Willy Wonka.
- Analyse the use of suspense in the following passage and emulate the style to add suspense to the piece of creative writing:

“ For about thirty seconds nothing happened. Nobody stirred, nobody made a sound. The silence was terrible. So was the suspense. Charlie was so frightened he felt himself shrinking inside his skin. Then he saw the creature in the left-hand lift suddenly starting to change shape! Its body was slowly becoming longer and longer, and thinner and thinner, going up and up towards the roof of the lift, not straight up, but curving a little to the left, making a snake-like curve that was curiously graceful, up to the left and then curling over the top to the right and coming down again in a half-circle...and then the bottom end began to grow out as well, like a tail...creeping along the floor...creeping along the floor to the left...until at last the creature, which had originally looked like a huge egg, now looked like a long curvy serpent standing up on its tail.