

Task 5: Expressive Reading

Have a listen and watch as some famous actors and actresses read chapters of *James and the Giant Peach*:
<https://www.youtube.com/channel/UCPPBUXEAvZNrTNXUJ4WHIKA>

(My Favourite so far is Episode 2 with Meryl Streep and Benedict Cumberbatch as James' Aunts!)

Practice your expressive reading and character voices by reading part of the book or the extract below out loud to someone:

Extract from *James and the giant peach* by Roald Dahl

The two women and the small boy stood absolutely still on the grass underneath the tree, gazing up at this extraordinary fruit. James's little face was glowing with excitement, his eyes were as big and bright as two stars. He could see the peach swelling larger and larger as clearly as if it were a balloon being blown up.

In half a minute, it was the size of a melon!

In another half-minute, it was *twice* as big again!

"Just *look* at it growing!" Aunt Spiker cried.

"Will it ever stop!" Aunt Sponge shouted, waving her fat arms and starting to dance around in circles.

And now it was so big it looked like an enormous butter-colored pumpkin dangling from the top of the tree.

"Get away from that tree trunk, you stupid boy!" Aunt Spiker yelled. "The slightest shake and I'm sure it'll fall off! It must weigh twenty or thirty pounds at least!"

The branch that the peach was growing upon was beginning to bend over further and further because of the weight.

"Standback!" Aunt Sponge shouted. "It's coming down! The branch is going to break!"

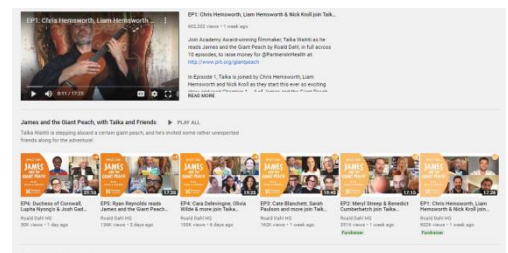
But the branch didn't break. It simply bent over more and more as the peach got heavier and heavier.

And still it went on growing.

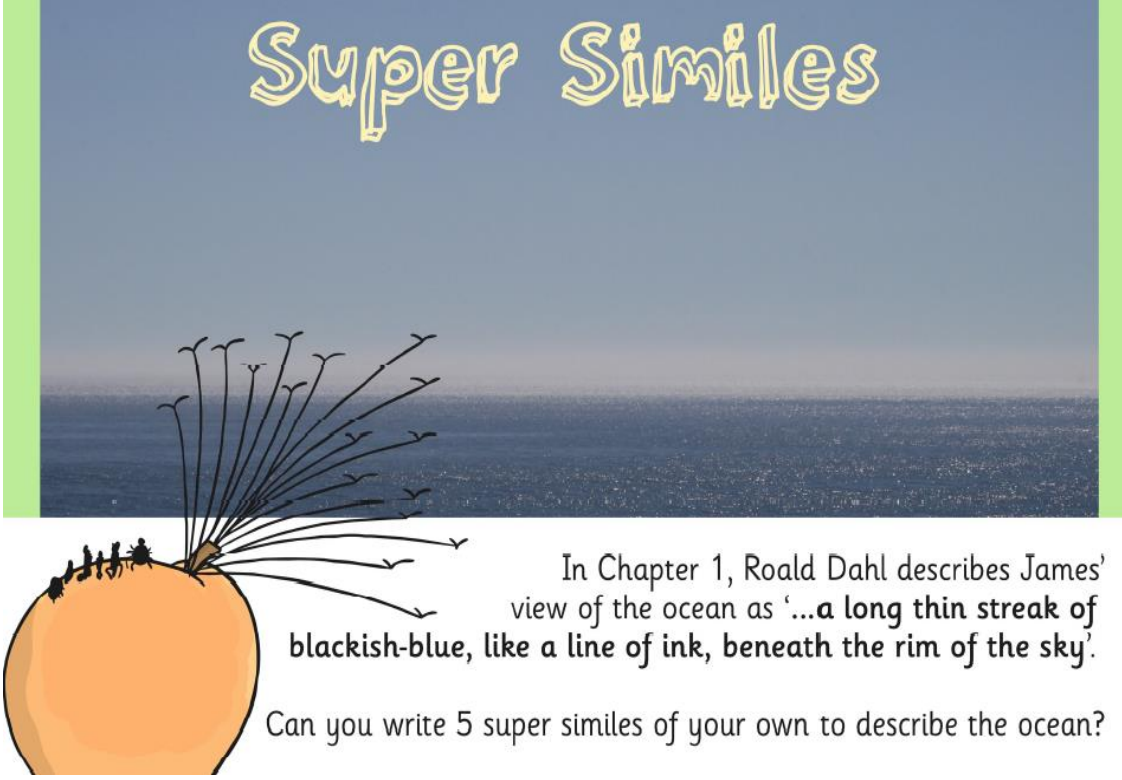
In another minute, this mammoth fruit was as large and round and fat as Aunt Sponge herself, and probably just as heavy.

"It *has* to stop now!" Aunt Spiker yelled. "It can't go on forever!"

But it didn't stop.



Task 6: James and the Giant Peach Similes



Super Similes

In Chapter 1, Roald Dahl describes James' view of the ocean as '...a long thin streak of blackish-blue, like a line of ink, beneath the rim of the sky'.

Can you write 5 super similes of your own to describe the ocean?

1)

2)

3)

4)

5)

Task 7: James and the Giant Peach Adjectives

Amazing Adjectives

'The giant peach...felt **soft** and **warm** and slightly **furry**,
like the skin of a baby mouse.' (Chapter 9)



Can you rewrite the sentence using your own adjectives
to describe the peach?

Challenge: Include a simile too!

Can you think of any other fruit to describe in an interesting
way?

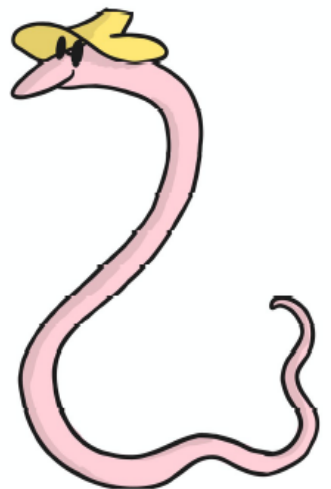
Task 8: James and the Giant Peach Dialogue

Delicious Dialogue

Can you put speech marks back into this passage from James and the Giant Peach (Chapter 28)?



Mercy! Help! Save us! cried the Ladybird.
He's coming down to eat us! wailed the
Old-Green-Grasshopper. Jump overboard!
Then eat the Earthworm first!
shouted the Centipede.
It's no good eating me,
I'm full of bones like a kipper!



Can you continue the conversation or have another conversation between 2 different insects?

Task 9: The Twits - Mrs Twit Gets a Stretching

Read the following extract from *The Twits* and answer the comprehension questions too

Mr Twit led Mrs Twit outdoors where he had everything ready for the great stretching. He had one hundred balloons and lots of string. He had a glass cylinder for filling balloons. He had fixed an iron ring to the ground. "Stand here," he said, pointing to the iron ring. When that was done, he began filling the balloons with gas. Each balloon was on a long string and when it was filled with gas it pulled on its string, trying to go up and up. Mr Twit tied the ends of the strings to the top half of Mrs Twit's body. Some he tied round her neck, some he tied under her arms, some to her wrists and some even to her hair. Soon there were fifty coloured balloons floating in the air above Mrs Twit's head. "Can you feel them stretching you?" asked Mr Twit.

"I can! I can!" cried Mrs Twit. "They're stretching me like mad".

He put on another ten balloons. The upward pull became very strong. Mrs Twit was quite helpless now. With her feet tied to the ground and her arms pulled upwards by the balloons, she was unable to move. She was a prisoner, and Mr Twit had intended to go away and leave her when Mrs Twit opened her big mouth and said something silly.

"Are you sure my feet are tied properly to the ground?" she gasped.

"If those strings around my ankles break, it'll be goodbye for me!"

And that's what gave Mr Twit his second nasty idea.



1) How many balloons did Mr Twit have?

2) Which of Mrs Twit's body parts to Mr Twit tie the balloons to?

3) Why does Roald Dahl write that Mrs Twit was 'like a prisoner'?

4) What do you think Mr Twit's second nasty idea could be?

5) Why does the author use the word 'gasped' instead of 'said' when Mrs Twit asks if her feet are tied to the ground properly?

Task 10: The Twits - Mrs Twit Goes Ballooning Up

Read the following extract from *The Twits* and answer the comprehension questions too

"There's enough pull here to take me to the moon!" Mrs Twit cried out.

"To take you to *the moon*!" exclaimed Mr Twit. "What a ghastly thought! We wouldn't want anything like that to happen, oh dear me no!"

"We most certainly wouldn't!" cried Mrs Twit. "Put some more string around my ankles quickly! I want to feel absolutely safe!"

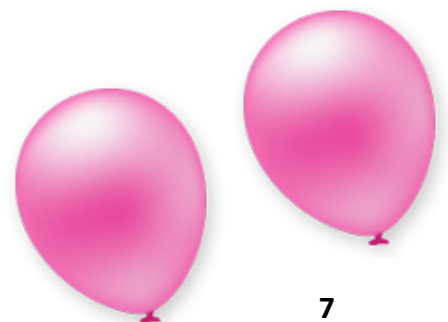
"Very well, my angel," said Mr Twit, and with a ghoulish grin on his lips he knelt down at her feet. He took a knife from his pocket and with one quick slash he cut through the string holding Mrs Twit's ankles to the iron ring. She went up like a rocket.

"Help!" she screamed. "Save me!"

But there was no saving her now. In a few seconds she was high up in the blue sky and climbing fast.

Mr Twit stood below looking up. "*What a pretty sight!*" he said to himself. "How lovely all those balloons look in the sky! And what a marvellous bit of luck for me! At last the old hag is lost and gone forever."

Mrs Twit may have been ugly and she may have been beastly, but she was not stupid. High up there in the sky, she had a bright idea. "If I can get rid of some of these balloons, I will stop going up and start to come down," she said to herself. She began biting through the strings that held the balloons to her wrists and arms and neck and hair. Each time she bit through a string and let the balloon float away, the upward pull got less and her rate of climb slowed down. When she had bitten through twenty strings, she stopped going up altogether. She stayed still in the air. She bit through one more string. Very, very slowly, she began to float downwards.



1. What did Mr Twit do to Mrs Twit which sent her up into the sky?

2. How do we know that Mrs Twit was scared when she went into the sky?

3. Why did Mr Twit send Mrs Twit up?

4. Find the simile in the text.

5. What did Mrs Twit do to get herself down?

6. How many strings did Mrs Twit bite through, to make herself still in the air?

Task 11: The Twits Making Mischief

Mr and Mrs Twit play many nasty tricks on each other throughout the book. Read extracts one and two to find out about some of them:

**ROALD
DAHL**

EXTRACT FROM **THE TWITS**



EXTRACT ONE

from 'The Frog' pp.12-15

To pay her back for the glass eye in his beer, Mr Twit decided he would put a frog in Mrs Twit's bed.

He caught a big one down by the pond and carried it back secretly in a box.

That night, when Mrs Twit was in the bathroom getting ready for bed, Mr Twit slipped the frog between her sheets. Then he got into his own bed and waited for the fun to begin.

Mrs Twit came back and climbed into her bed and put out the light. She lay there in the dark scratching her tummy. Her tummy was itching. Dirty old hags like her always have itchy tummies.

Then all at once she felt something cold and slimy crawling over her feet. She screamed.

'What's the matter with you?' Mr Twit said.

'Help!' screamed Mrs Twit, bouncing about. 'There's something in my bed!'

'I'll bet it's that Giant Skillywiggler I saw on the floor just now,' Mr Twit said.

'That *what*?' screamed Mrs Twit.

'I tried to kill it but it got away,' Mr Twit said. 'It's got teeth like screwdrivers!'

'Help!' screamed Mrs Twit. 'Save me! It's all over my feet!'

'It'll bite off your toes,' said Mr Twit.

Mrs Twit fainted.

Mr Twit got out of bed and fetched a jug of cold water. He poured the water over Mrs Twit's head to revive her. The frog crawled up from under the sheets to get near the water. It started jumping about on the pillow. Frogs love water. This one was having a good time.

When Mrs Twit came to, the frog had just jumped on to her face. This is not a nice thing to happen to anyone in bed at night. She screamed again.

'By golly it is a Giant Skillywiggler!' Mr Twit said. 'It'll bite off your nose.'

Mrs Twit leapt out of bed and flew downstairs and spent the night on the sofa. The frog went to sleep on her pillow.



EXTRACT TWO

from *'The Glass Eye'* pp.9-11

You can play a lot of tricks with a glass eye because you can take it out and pop it back in again any time you like. You can bet your life Mrs Twit knew all the tricks.

One morning she took out her glass eye and dropped it into Mr Twit's mug of beer when he wasn't looking.

Mr Twit sat there drinking the beer slowly. The froth made a white ring on the hairs around his mouth. He wiped the white froth on to his sleeve and wiped his sleeve on his trousers.

'You're plotting something,' Mrs Twit said, keeping her back turned so he wouldn't see that she had taken out her glass eye. 'Whenever you go all quiet like that I know very well you're plotting something.'

Mrs Twit was right. Mr Twit was plotting away like mad. He was trying to think up a really nasty trick he could play on his wife that day.

'You'd better be careful,' Mrs Twit said, 'because when I see you starting to plot, I watch you like a wombat.'

'Oh, do shut up, you old hag,' Mr Twit said. He went on drinking his beer, and his evil mind kept working away on the latest horrid trick he was going to play on the old woman.

Suddenly, as Mr Twit tipped the last drop of beer down his throat, he caught sight of Mrs Twit's awful glass eye staring up at him from the bottom of the mug. It made him jump.

'I told you I was watching you,' cackled Mrs Twit. 'I've got eyes everywhere so you'd better be careful.'



Responding to the text...

1) Using Extract 1 only:

a) Why does Roald Dahl create the image of the 'Giant Skillywiggler'?

b) Can you identify where Roald Dahl (through Mr Twit) uses fear to enhance the trick?
E.g. 'It'll bite off your toes!' Why does he do this?

c) How does Roald Dahl (through Mr Twit) use exaggeration to enhance the trick?

d) Work through the following task (highlight and focus on Extract 1):

**ROALD
DAHL**
THE TWITS

WRITE LIKE ROALD DAHL!



We are going to find out how Roald Dahl put this chapter together. Use highlighters or felt-tip pens to highlight or underline each section of the chapter in the colours shown below.

What you're looking for:	Underline in ...
Why play the trick? Tell the reader what the trick will be	Red
Description of the setting up the trick	Yellow
The trick begins ...	Green
Perpetrator's behaviour during the trick	Orange
Victim's reaction	Blue
Humorous ending	Purple

Thinking about both extracts now...

2) Which do you think is the worst trick? Why?

3) How do Mr and Mrs Twit feel about each other? How do you know this?

4) What do you think will be the outcome of this continued trickery?

Think of a range of household items e.g. a piece of old fruit, a toy mouse, hair gel, a beard comb, a mirror, a tv remote.

How might the Twits use these objects in a trick?

Use **Making Mischief** to put together a new trick for Mr or Mrs Twit and then use the **Squiffing Storyboard** to draw or write a comic strip showing the trick in all its glory!

**ROALD
DAHL
THE TWITS**

MAKING MISCHIEF



Mr and Mrs Twit play many nasty tricks on each other throughout the book. Using what you have learned so far, create your own mischievous trick to play on a friend!

Chapter title:

Who will play the trick?

Which object will be used in the trick?

Where will the trick take place?

Roald Dahl's layout	
Why play the trick?	
What will the trick involve?	
How will the trick be set up?	
How does the trick begin?	
How will the trickster act?	
How does the victim react?	
How does the trick end?	

SQUIFFING STORYBOARD



WHAT WILL THE TRICK INVOLVE?

HOW WILL THE TRICK BE SET UP?

HOW DOES THE TRICK BEGIN?

HOW DOES THE TRICKSTER BEHAVE?

HOW DOES THE VICTIM REACT?

HOW DOES THE VICTIM REACT?

Task 12 - Boy!

Read the following extract which is from Roald Dahl's autobiographical book 'Boy'



EXTRACT FROM **BOY**



EXTRACT

from 'Getting Dressed for the Big School', pp. 167-170

I inserted the front stud into one side of front of the shirt and slipped the shirt over my head. With the help of a mirror, I now set about pushing the top of the front stud through the first of the two slits in the front of the collar. It wouldn't go. The slit was so small and stiff and starched that nothing would go through it. I took the shirt off and put both of the front slits in my mouth and chewed them until they were soft. The starch didn't taste of anything. I put the shirt back on again and at last I was able to get the front stud through the collar-slits.

Around the collar but underneath the butterfly wings, I tied a black tie, using an ordinary tie-knot.

Then came the trousers and the braces. The trousers were black with thin pinstriped grey lines running down them. I buttoned the braces on to the trousers, six buttons in all, then I put on the trousers and adjusted the braces to the correct length by sliding two brass clips up and down.

I put on a brand new pair of black shoes and laced them up.

Now for the waistcoat. This was also black and it had twelve buttons down the front and two little waistcoat pockets on either side, one above the other. I put it on and did up the buttons, starting at the top and working down. I was glad I didn't have to chew each of those button-holes to get the buttons through them.

All this was bad enough for a boy who had never before worn anything more elaborate than a pair of shorts and a blazer. But the jacket put the lid on it. It wasn't exactly a jacket, it was a sort of tail-coat, and it was without a doubt the most ridiculous garment I had ever seen.

Like the waistcoat, it was jet black and made from a heavy serge-like material. In the front it was cut away so that the two sides met only at one point, about halfway down the waistcoat. Here there was a single button and this had to be done up. From the button downwards, the lines of the coat separated and curved away behind the legs of the wearer and came together again at the backs of the knees, forming a pair of 'tails'. These tails were separated by a slit and when you walked about they flapped against your legs. I put the thing on and did up the front button. Feeling like an undertaker's apprentice in a funeral parlour, I crept downstairs.

My sisters shrieked with laughter when I appeared. 'He can't go out in those!' they cried. 'He'll be arrested by the police.'

'Put your hat on,' my mother said, handing me a stiff wide-brimmed straw-hat with a blue and black band around it. I put it on and did my best to look dignified. The sisters fell all over the room laughing.

The extract you have just read is all about the new uniform Dahl had to wear to go to Repton when he was thirteen.

Are the descriptions clear and vivid enough to enable you to picture the uniform?

Can you recall how you felt about wearing a new uniform?

Are there any elements of the young Dahl's uniform which are similar to the children's own school uniform?

Find a photo of you in your favourite outfit or uniform. It could be a favourite pair of jeans, T shirt and trainers or something more formal like a school or scout/brownie uniform. It could even be the outfit someone made them wear to go to a wedding! Stick a copy or draw a version of it on the **In the Picture** frame.

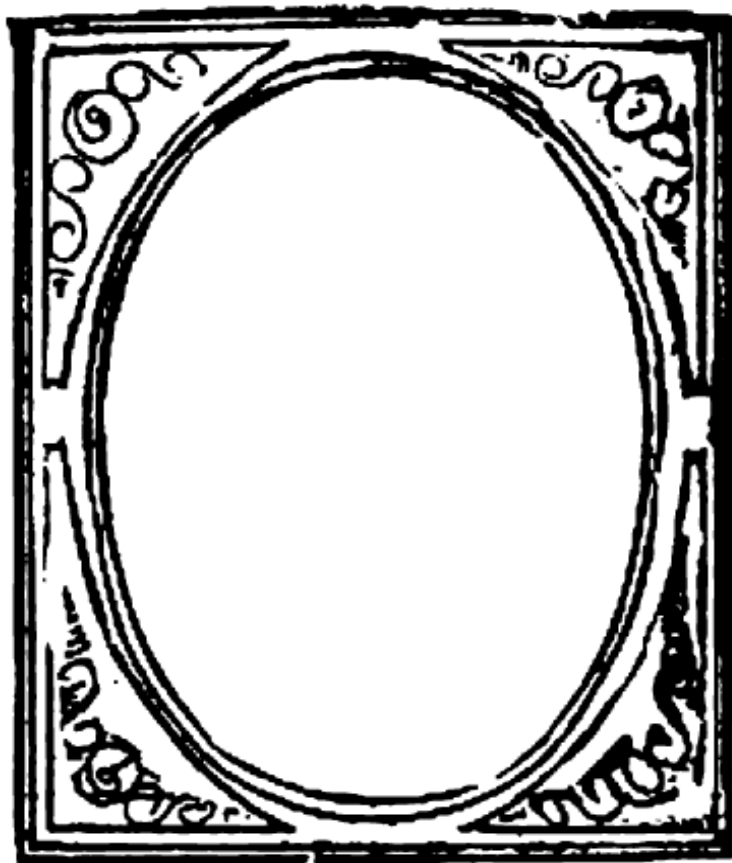
Using the **Looking Good** sheet, write a description of the outfit or uniform pictured in their photograph/ drawing. The description has to be really clear and detailed!

EXTENSION ACTIVITY:

Can you design a new school uniform and write a leaflet/ draw a labelled picture for new parents at the school, detailing the requirements? Will the uniform be street-style? Chic? Smart and sharp?

ROALD
DAHL
BOY

IN THE
PICTURE





LOOKING GOOD



Write a description of yourself wearing the clothes in your photograph.
Remember to use words to wow and to ensure your reader gets a very clear picture of your outfit.

A spiral-bound notebook with a white cover and a silver spiral binding on the left side. The notebook is open to a blank page with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page.