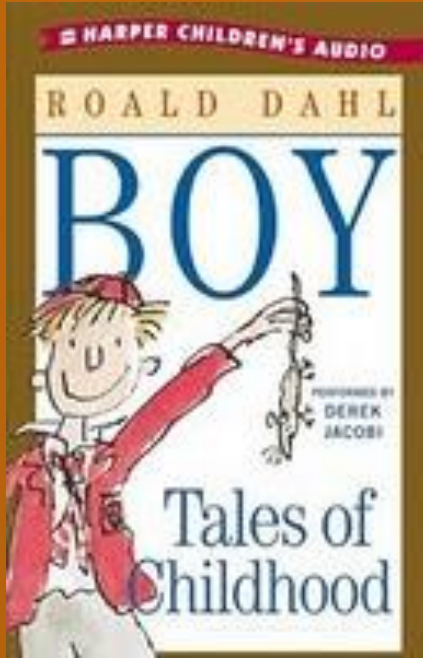


Narrative Autobiography

Touching reality
through authentic reading

How to turn literature teaching
into a real-life experience

Excerpts taken from *Enjoy Literature!*
by Silvia Fusi, Carola Rainero and Amanda Murphy
Itaca Editore, 2011



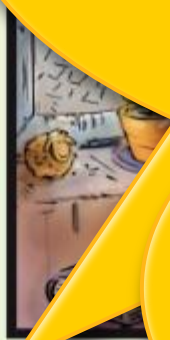
target
cooperation
aim

motivating
expanding
assessing

NARRATIVE AUTOBIOGRAPHY

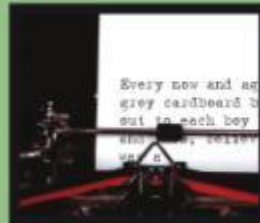
A WINDOW ON THE PAST

An **autobiography** is the story of a real person told by the person concerned. In this genre, the author, the narrator and the protagonist are the same person. Sometimes the author adds imaginary details, but the setting and the theme remain historical and real.



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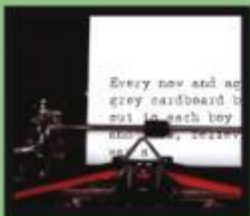
AUTOBIOGRAPHY AND YOU



Maybe you keep a diary where you write about your everyday life. In this section we've included examples of people who decided to let everybody know about their life.

- Have you ever read an autobiography? Was it interesting? Why/Why not?
- Have you ever kept a diary? What did you like writing in it?
- If you had to choose an episode in your life to write about, which one would you choose?

AUTOBIOGRAPHY



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1st step: motivating & warming-up

Roald Dahl was born on September 13th, 1916, in Llandaff, Wales, although his parents came from Norway. That's why his name and surname don't sound British. He was one of six children, and when he was very young, his father died.

Dahl went to a boarding school, because his father had wanted it, but he really didn't like it. He tried to cope with the situation by taking part in sports, and reading adventure novels, which gave him a lot of ideas for his future novels.

After school, Dahl wanted adventure, and he started to work for the Shell Company in East Africa. In 1939 he joined the British Royal Air Force. During World War II, Dahl's first mission resulted in a crash landing, which nearly killed him. He later fought bravely for Britain but had to retire from active service. In 1945, Dahl returned to England to be near his mother. There, in 1953, he met and married a famous and rich actress, Patricia Neal. Dahl had five children, and when the first child was born, Olivia, Dahl began inventing short stories to tell her at bedtime. He produced numerous children's books including *Matilda*, *The BFG*, and *The Witches*, as well as many works for adults, such as *My Uncle Oswald* and *Sometime Never*. He died on November 23rd, 1990, in Oxford, England.



This excerpt comes from Dahl's autobiography *Boy in the Striped Pyjamas* in which he writes about his childhood. The style is hilarious and the young Dahl proved to be a mischievous and very funny boy. In this chapter he tells the reader about Cadbury's using the students in his school as 'testers' for their chocolate. Many years later this experience was transformed into the world-famous book for children, *Charlie and the Chocolate Factory*.

I would grab it in my hands and run to the office of the great Mr. Wonka in front of him. "I've got it!" I would shout.

Chocolate and he would take it from me.

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twelve bars of chocolate, all of different shapes, all with different fillings and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the 'control' bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments.

All we were required to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks and make an intelligent comment on why we liked it or disliked it.

It was a clever stunt. Cadbury's were using some of the greatest chocolate-bar experts in the world to test

out their new inventions. We were of sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite

Houses are a traditional feature in some British schools. Students are divided into groups, often used as a basis in competitions.

2nd step:
approaching
the text



ev
ac
pic
luc
ro

to slap to strike with an open hand



Chapter IV Chocolates

by Roald Dahl

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obviously our opinions on anything new would be valuable. All of us entered into this game with great gusto, sitting in our studies and nibbling each bar with the air of connoisseurs, giving our marks and making our comments. "Too subtle for the common palate," was one note that I remember writing down.

For me, the importance of all this was that I began to realize that the large chocolate companies actually did possess inventing rooms and they took their inventing very seriously. I used to picture a long white room like a laboratory with pots of chocolate and fudge and all sorts of other delicious fillings bubbling away on the stoves, while men and women in white coats moved between the bubbling pots, tasting and mixing and concocting their wonderful new inventions. I used to imagine myself working in one of these labs and suddenly I would come up with something so absolutely unbearably delicious that I would grab it in my hands and dash out of the lab and along the corridor and right into the office of the great Mr. Cadbury himself. "I've got it, sir!" I would shout, putting the chocolate in front of him. "It's fantastic! It's fabulous! It's marvellous! It's irresistible!"

Slowly, the great man would pick up my newly invented chocolate and he would take a small bite. He would roll it round his mouth. Then all at once, he would leap up from his chair, crying, "You've got it! You've done it! It's a miracle!" He would slap me on the back and shout, "We'll sell it by the million! We'll sweep the world with this one! How on earth did you do it?"

Your salary is doubled!"

It was lovely dreaming those dreams, and I have no doubt at all that, thirty-five years later, when I was looking for a picture for my second book for children, I remembered those little cardboard boxes and the newly-invented chocolates inside them, and I began to write a book called *Charlie and the Chocolate Factory*.

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Every now and again, a plain grey cardboard box was dished out to each boy in our House, and this, believe it or not, was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes and all with different fillings and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the 'control' bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments.

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out their new inventions. We were of sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite

3rd step: comprehension



fudge

Sometimes I actually did possess really had picture imagine fudge a soft candy made of sugar, butter, milk and chocolate you've got it you succeeded in doing it to slap to strike with an open hand

Houses are a traditional feature in some British schools. Students are divided into groups, often used as a basis in competitions.

Expanding

TIPS FOR TEACHERS ACTIVITY

Visit Cadbury's website and organise a chocolate tasting project in your class using Cadbury's criteria and making students practise adjectives.



Surfing the
Net <http://www.cadbury.co.uk/home/Pages/home.aspx>

NOW BE A PROFESSIONAL TASTER!

- (C)
1. Write at least three cl

2. Match the different pr

Chocolate-based
food/dish

- | | |
|-----------------------|------|
| 1. brownies | a. s |
| | whit |
| 2. chocolate fudge | b. s |
| 3. hot chocolate | c. c |
| 4. chocolate chip | d. h |
| cookie | cook |
| 5. chocolate truffles | e. b |
| 6. molten chocolate | f. c |
| lava cake | chai |
| 7. chocolate fondue | g. h |
| 8. chocolate mousse | h. t |
| | waf |
| | top |
| 9. Oreo cookie | i. s |
| 10. Nanaimo bar | j. c |
| | out |

VOCABULARY BANK

cookie = AmE for biscuit
sauce = a creamy substance (s)
dipped = from dip (dipped-dippe)
baked = from bake (baked-baki)
sliced = from slice (sliced-slice)
molten = archaic for melted
airy = with air
whipped cream = sugared milky
melted = from melt (melted-mel)
layer = strata
crumb = very small pieces of b
almond = mandorla

CADBURY'S professional tasters follow seven different criteria to assess the chocolate they're eating:

1. **CONDITION**, for example, the right temperature - around 20°C
2. **EXPOSE**, snap or cut the sample to have a freshly exposed surface
3. **SMELL**, wave it under the nose, sniff with short and long bursts
4. **BITE**, carefully to assess the resistance (how hard you need to bite) and deformation
5. **REDUCE**, chew the sample into a mass, see how long it takes to melt
6. **TASTE**, consider the flavour - swirl the dissolved mass around your mouth
7. **REFRESH**, wait for aftertaste, wash the mouth with still mineral water

You are going to taste 6 different samples of chocolate. Give your marks and comments! Use adjectives and vocabulary from the previous exercises!

ENJOY!

Name	Description	Mark and comment
White chocolate		
Milk chocolate		
Cocoa filling		
With nuts		
With crispy rice		
With biscuit		

describe chocolate. Fill in adjectives:

Y_MMY

B_TT_RSW_ _T

V_LV_TY

WH_TE

T_STY

S_FT

ve choosing from below:

izioso - alla frutta - vellutato -
o (soffice) - saporito - sottile -
moganeo (liscio) - cremoso

with your partner. Share some
or class.

ite? How about chocolate with

can you refer to yourself as a

iod?

Is it often given as a gift? Is
o main dishes?

CHOCOLATE
PROFESSIONAL...



...TASTERS



Expanding



PROJECT ON THE WEB

MEET ROALD DAHL

Go to www.itacalibri.it, write *Enjoy Literature!* into the search engine, then find the website related to this project and follow these instructions:

1. Click on *Roald Dahl* first and then on *Meet Roald Dahl*. Answer the questions, using the box on his life you have at the beginning of this chapter, then print the Identity Card at the end and write a paragraph both on Dahl and you.
2. Now click on *Roald Dahl photo album*. Choose a photo and describe it. Why have you chosen this photo? Is it significant to Dahl's life? Why?
3. Draw a golden ticket similar to the ones Willy Wonka placed inside the candy bars. What could you say on the ticket? Make up your own words.

Surfing the Net

<http://www.roalddahl.com>



Expanding

Charlie and the Chocolate Factory The Movie

CHOCOLATES...

Mi è piaciuto

- leggere come l'autore vede cosa lo ha spinto a scrivere "Charlie e la Fabbrica di C" (*Letizia Motta*)
- moltissimo il personaggio: il suo motto era: "Niente è impossibile" (*Pietro De Ponti*)
- Il fatto che l'autore si basava su un'esperienza che credevo che, per scrivere (*Pietro De Ponti*)
- il lavoro della prof che ha fatto una specie di piccola barretta "ticket" (*Federica Xodo*)
- il fatto che questo lavoro era italiano molto importante (*Cesana*)
- poter cogliere tutte quelle sfumature che si perdono con la traduzione (*Chiara Borghi*)
- vedere il film in inglese e in italiano. Ho trovato divertente che ci fosse un confezionarci dei pezzetti "tickets", come nel film. Con tutto (*Chiara Borghi*)

Ho capito ed imparato

- ... che tutto nasce da una storia senza legami con la realtà
- ... nuove parole in inglese (*Paolo Lanosa*)
- che ogni aspetto, anche quello che può sembrare banale, è importante prima di tutto il proprio passato, poi il presente (*Sara Caspani*)
- che devo stare attento a questa esperienza è (*Carlo Riva*)
- ... cos'è un'autobiografia (*Cesana*)
- molti vocaboli che ho studiato, imparando
- principalmente una storia che ognuno di noi ha vissuto (*Sensi*)

Which passage did you like most? ...

- When Dahl ran to Mr. Cadbury with his new invention. When "the boss" tastes it, the description is so detailed that it seems to me I have the same piece of chocolate in my mouth (*Pietro De Ponti*)
- When he tells us about his dreams, because it's very realistic. I saw myself near the stoves with hot chocolate (*Paolo Lanosa & Carlo Riva*)
- When Dahl and his friends nibbled each bar of chocolate with air of connoisseurs, giving marks and comments. It's strange because the author remembers it perfectly like an important event for his life (*Sara Caspani*)
- Where the author imagines himself working in one of the Cadbury's labs, because we can see that he is dreaming like a child (*Marta Corbetta*)
- The one in which Cadbury used students as the greatest chocolate experts in the world (*Lorenzo Visentin*)
- From "It was" to "factory" because he wrote a book on a real story and he changes a lot of passages but it is important that he wrote this book about a story he lived (*Pietro Cesana*)

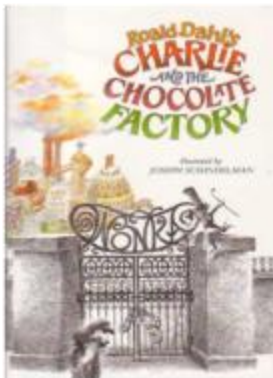




ChOcOlatz...



I want to tell you something about [Roald Dahl's](#) life. When he was a teenager he was educated in an English school because his father had decided it but he didn't like it very much. The only thing he liked a lot was when [Cadbury](#) dished out to each boy in his House a box with chocolates. Cadbury was, and is, the greatest chocolate factory in England. That plain grey box full of new chocolates made Dahl feel happy. In the box there were twelve different bars of chocolate; each one with new shapes and fillings. Students had to taste them very carefully and make them marks and comments. Each boy had a sheet of paper to do this. They studied well each bar of chocolate and nibbled each piece very slowly. The important for Dahl was that he began to realize that chocolate factories had laboratories where they invented new types of chocolate. So, with these memories, many years later Dahl's wrote a book (a very famous book) named: [Charlie and the Chocolate Factory!](#)



I've read this part about Dahl's life at school and after reading it we have done a very amusing thing!
One day our English teacher arrived with six different chocolate bars. We were excited because we understood that we had to do the same as Dahl: we had to taste them!!! I think that my professor had a great idea because we enjoyed ourselves very much. Each student had a piece of every chocolate bar. First we have to sniff it with shorts and long bursts like a [professional chocolate tastier!](#) After that we had to bite and reduce it but we were too excited about this work that we didn't bite and reduce it but we tasted it with great gusto! While we were tasting it we considered its flavour because we had to make marks and intelligent comments.
[My favourite chocolate bar was with crispy rice.](#) It was bittersweet, so crunchy and of course the most delicious one!! So, at the end of this work I could say that...I felt in love with chocolate...I'm crazy for chocolate!!!!



Assessing

From "BOY" Chocolates

by Roald Dahl

Choose the right answer and write a complete sentence

1. Who is the writer of this passage?

- ◊ Roald Dahl ◊ Andy Jones ◊ Agatha Christie

The writer of this passage is Roald Dahl

2. What was Cadbury?

- ◊ a chocolate shop ◊ a chocolate factory ◊ a new street

Cadbury was _____

3. What did Dahl receive from Cadbury every now and then?

- ◊ a bike ◊ a grey box with bars of chocolate ◊ some sweets

Every now and then _____

4. How many bars of chocolate were there in the box?

- ◊ eleven ◊ twenty ◊ twelve

In the box _____

5. What did Dahl have to do?

- ◊ taste the bars of chocolate, give marks and write a comment
◊ buy the bars of chocolate
◊ sell the bars of the chocolate to other children

He had to _____

6. Where did he sit to taste the chocolate?

- ◊ in the kitchen ◊ in his bedroom ◊ in the study

He sat _____

7. What did he imagine?

- ◊ he could invent a new chocolate for Cadbury
◊ he could buy the Cadbury factory
◊ he could taste a lot of bars of chocolate

He imagined _____

8. When did he use these memories?

- ◊ when he was old
◊ when he wrote 'Charlie and the Chocolate Factory'
◊ when he read books for children

He used these memories _____

9. Do you like this story?

- ◊ Yes, I do. I like this story because it is ◊ fun
◊ amazing (eccezionale e inaspettata)
◊ involving (coinvolgente)

◊ No, I don't. I don't like this story because it is ◊ boring (noiosa)

◊ difficult

◊ unlikely (che non può succedere)

CLIL

HOW CHOCOLATE IS MADE

B1

CLIL TECHNOLOGY

To make chocolate you need cocoa! Cocoa (*pronounced co-co*) comes from cocoa beans, which grow on cocoa trees. Cocoa trees need rainfall and fertile soil, so you can find them in warm, humid places near the Equator, like Ghana, the Ivory Coast, Brazil, and Nigeria.

A cocoa tree looks like an apple tree, but it has broader, rich green leaves. It flowers and fruits all year round, and produces large cocoa pods, about 20-30 a year, not many!



cocoa pods



cocoa beans

To get a good chocolate flavour, the beans have to be fermented. One method is called *Heap* and consists in piling up the cocoa beans into a *heap* on a layer of banana tree leaves, with more leaves on top to cover them. Then they are left for five or six days to ferment. The pulp around the beans becomes liquid and drains away.

Next the beans are dried in the sun and turned frequently to make sure they dry properly. When farmers are sure that the beans are dry, they take them to buying stations, where the beans are weighed and packed into sacks.

The sacks are sent to the chocolate factory that bought them and are emptied onto a conveyor belt to get cleaned of any dust or stones. Next they are roasted. During this process you will really begin to smell chocolate!

The roasted beans are then 'kibbled' (broken into small pieces), then 'winnowed' (taken from their shells) leaving just the 'nibs', the centres of the beans. The beans are ground until they become a chocolate-coloured liquid, like a thick cream. This is the 'mass' or 'cocoa liquor' and represents the basic ingredient for all cocoa and chocolate products. Chocolate also needs to be 'tempered' (cooled to a particular temperature).

To make milk chocolate, cocoa mass is mixed with sugar and fresh full cream milk. To make dark chocolate, cocoa mass is mixed with extra cocoa butter and sugar, then ground and 'couched' (i.e. rolled and kneaded to make it smooth). When they are ready, the finished chocolate bars go on the production line to be wrapped and packed into boxes ready for distribution.

(adapted from www.cadbury.co.uk)



weigh



shell



conveyor belt



layer a stratum
drains away when water runs away
ground past tense of to *grind/ground/*
ground, to reduce to powder
wrapped (*here*) covered with paper

TIPS FOR TEACHERS

GRAMMAR

Use this reading to make your students learn and practise the PASSIVE VOICE.



C L I L

IT'S YOUR TURN!

A UNDERSTANDING THE TEXT 1

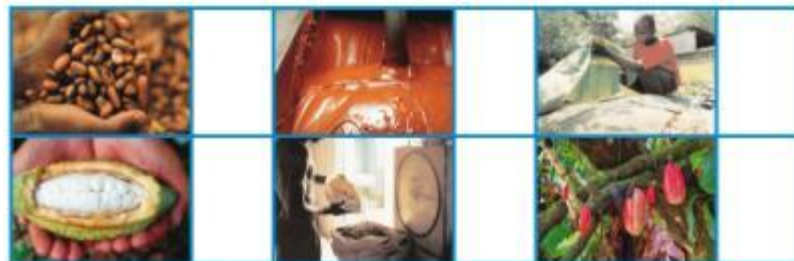
Put the different steps of chocolate making in the right order:

- Cocoa trees grow in humid places.
- Dried cocoa beans are weighed and packed into sacks.
- Cocoa beans are dried and turned frequently.
- Dried cleaned cocoa beans are roasted.
- The beans are ground into a chocolate liquid.
- Cocoa beans get fermented.
- The roasted beans are kibbled and winnowed.
- Sacks are sent to a chocolate factory.
- Cocoa beans are taken from cocoa pods.
- Dried cocoa beans are taken to the buying stations.
- Cocoa mass is mixed with extra cocoa butter to make dark chocolate or with milk to make milk chocolate.
- Sacks are emptied onto a conveyor belt to get cleaned.
- Chocolate is wrapped and packed into boxes ready to be distributed.

1
13

B UNDERSTANDING THE TEXT 2

From tree to chocolate. Put the images in the right order:

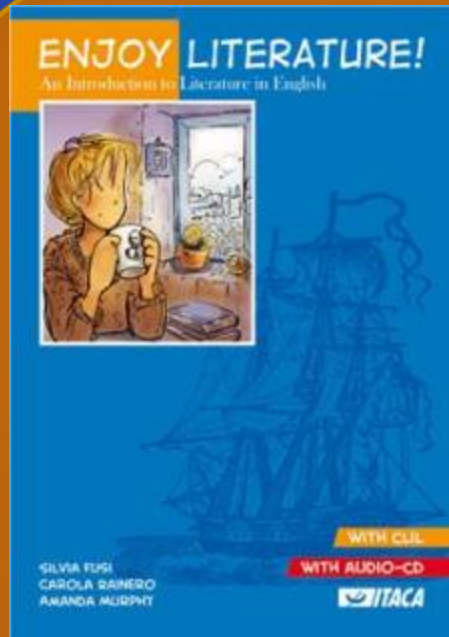


PROJECT ON THE WEB

CHOCOHOLIC

Go to www.itacalibri.it, write *Enjoy Literature!* into the search engine, then find the website related to this project and find out more about chocolate:

1. In the section *Fun & Recipes* read the recipes, copy out your favourite one and try it at home (with the help of your parents, of course!); then play the games.
2. In the section *Cadbury & Chocolate*, find out about the *History of Chocolate*: where does the noun *chocolate* come from and what did it mean?



Thank you!

We will be grateful for
any questions & comments.

Please write to julie.enjoy@gmail.com

by Silvia Fusi, Carola Rainero
and Amanda Murphy
for *Università della Val d'Aosta*, April 2nd, 2012