

Matilda

by Roald Dahl



Objective Tests Teaching Guide

by Margaret Whisnant

Objective Tests Teaching Guide
with Answer Keys

for

Matilda

By Roald Dahl



by Margaret Whisnant

Copyright © 2009 Margaret Whisnant

Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
All rights reserved by author.

Not for display or storage on websites without password protection.

Cover Images: Dollar Photo Club

Table of Contents

Objective Tests

Chapter Tests

	Page
The Reader of Books	1-2
Mr. Wormwood, the Great Car Dealer	3
The Hat and the Superglue	4
The Ghost	5
Arithmetic	6
The Platinum-Blond Man.	7
Miss Honey.	8
The Trunchbull	9
The Parents	10
Throwing the Hammer	11
Bruce Bogtrotter and the Cake	12
Lavender	13
The Weekly Test	14
The First Miracle	15
The Second Miracle.	16
Miss Honey's Cottage.	17
Miss Honey's Story	18-19
The Names/The Practice	20
The Third Miracle.	21
A New Home	22

Whole Book Test	23-25
----------------------------------	--------------

Answer Keys	26-27
------------------------------	--------------

About Your Teaching Guide	28-29
--	--------------

Matilda

By Roald Dahl

The Reader of Books
Pages 7-21

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Were Matilda's parents interested in her?
- _____ 2. Was Matilda an only child?
- _____ 3. Did Matilda's parents realize she was brilliant?
- _____ 4. Did Matilda's parents call her a chatterbox when she began talking at the age of one and a half?
- _____ 5. Did Matilda's mother teach her to read when she was three?
- _____ 6. Were there a lot of books in Matilda's house?
- _____ 7. Did Matilda's Father encourage her to read?
- _____ 8. Was Mrs. Wormwood away from home every weekday afternoon playing bingo?
- _____ 9. Was Matilda only four when she walked herself to the public library?



- _____ 10. Did Matilda read every children's book in the library?
- _____ 11. Was Mrs. Phelps, the librarian, fascinated with Matilda?
- _____ 12. Did Mrs. Phelps choose **Great Expectations** by Charles Dickens as the first grown-up book for Matilda to read?

Matilda

By Roald Dahl

Mr. Wormwood, the Great Car Dealer **Pages 22-29**

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Matilda's parents owned (A) a run down house, (B) quite a nice house, (C) a large estate in the country.
- _____ 2. Matilda's father sold (A) second hand cars, (B) Bibles, (C) furniture.
- _____ 3. Matilda's father called her (A) sweet and smart, (B) ignorant and stupid, (C) loud and boastful.
- _____ 4. To keep the transmissions in his cars from rattling, Mr. Wormwood (A) made proper repairs, (B) mixed sawdust with the oil in the gear-box, (C) added oil.
- _____ 5. Matilda thought what her father was doing was (A) dishonest, (B) a smart business practice, (C) better than the average salesman's behavior.
- _____ 6. Mr. Wormwood like to wear (A) gray suits, (B) jackets with brightly colored checks, (C) jeans and cotton shirts.
- _____ 7. Matilda's brother seemed to have inherited his father's love of (A) cars, (B) salesmanship, (C) crookery.
- _____ 8. Mr. Wormwood found a way to turn mileage back on his cars by using (A) a high-speed electric drill, (B) a tread mill, (C) a clock.
- _____ 9. How often did Mr. Wormwood cut mileage? (A) only if it registered over one hundred thousand, (B) about every twenty cars, (C) on every single car.
- _____ 10. Matilda commented that her father (A) must be making a lot of money, (B) was smarter than other fathers, (C) was cheating people who trusted him.
- _____ 11. Matilda's family sat together and ate (A) canned soup, (B) TV dinners, (C) pizza.
- _____ 12. Matilda's mother (A) told her to keep her nasty mouth shut, (B) defended her against her father, (C) sent her to her room for criticizing her father.
- _____ 13. Matilda's family ate supper (A) at the kitchen table, (B) in their large dining room, (C) in front of the TV.
- _____ 14. Mrs. Wormwood was (A) a large woman, (B) interested in what Matilda was saying, (C) a car dealer like her husband.
- _____ 15. As the family ate, Mrs. Wormwood was (A) watching an American soap opera on the television, (B) reading a newspaper, (C) working a crossword puzzle.
- _____ 16. Matilda's father would not let her leave the room because (A) he didn't want her reading a book, (B) supper was a family gathering, (C) she was being punished.
- _____ 17. Matilda's father didn't see anything wrong with the fact that the family was always (A) arguing, (B) eating, (C) watching TV and eating off their knees.
- _____ 18. Matilda had a view of life that her parents had never seen because she (A) was so intelligent, (B) had done so much reading, (C) didn't watch television.
- _____ 19. Even though she was only five, Matilda decided that every time her father or mother was beastly to her, she would (A) run away, (B) get them back, (C) go to the library to see Mrs. Phelps.
- _____ 20. Who was first on Matilda's list? (A) her father, (B) her mother, (C) her brother.

Matilda

By Roald Dahl

The Hat and the Superglue **Pages 30-37**

Write either **True** or **False** in the blank before each statement.

- _____ 1. Matilda had to use a walking stick to remove her father's hat from its peg.
- _____ 2. Matilda's father didn't like to wear a hat, but it was too cold to go outside without one.
- _____ 3. Matilda lined the inside rim of her father's hat with Superglue and returned it to its peg.
- _____ 4. Mr. Wormwood knew something was wrong with his hat as soon as he put it on his head.
- _____ 5. Mr. Wormwood didn't remove his hat for fear of being scalped.
- _____ 6. At work, Mr. Wormwood behaved as though he meant to wear his hat all day.
- _____ 7. Matilda asked her father if his head had swollen.
- _____ 8. Mr. Wormwood yelled when his wife tried to yank his hat off.
- _____ 9. Mrs. Wormwood thought her husband must have been playing around with Superglue and accidentally got it in his hat.
- _____ 10. Matilda's father did not suspect that his daughter had anything to do with the Superglue in his hat.
- _____ 11. Mr. Wormwood was grateful to his wife for trying to figure out how the Superglue problem had occurred.
- _____ 12. Matilda told her parents about a boy down the road who got Superglue on his finger and then stuck it inside his nose.
- _____ 13. Mr. Wormwood had to wear his hat all through supper in front of the television.
- _____ 14. Mr. Wormwood took a shower with his hat on.
- _____ 15. Mrs. Wormwood thought her husband looked stupid wearing purple-striped pajamas and a pork-pie hat.
- _____ 16. It was impossible for Mr. Wormwood to lie comfortably on his pillow with the hat on.
- _____ 17. When Mrs. Wormwood cut the hat off her husband, a bald, white ring was left around his head.
- _____ 18. Mr. Wormwood had to scrub and scrub with strong soap to remove the small patches of brown leathery stuff that stuck to his bare skin.
- _____ 19. Matilda didn't say anything to her father about the way he looked.
- _____ 20. Matilda was sure the experience with the hat had taught her father a permanent lesson.

Matilda

By Roald Dahl

WHOLE BOOK TEST

Matilda	<i>Great Expectations</i>	Superglue	Lavender
Michael	television	a parrot	Nigel
Mr. Wormwood	sawdust	hair-dye	a doctor
Mrs. Wormwood	the mileage	Miss Honey	Spain
Mrs. Phelps	Bruce Bogtrotter	Miss Trunchbull	a newt
Hortensia	the Chokey	pigtails	a cigar
the Red House	chalk	Agatha	Jenny
<i>The Red Pony</i>			

From the list above, choose the name, word, or phrase that matches each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. He sold used cars.
- _____ 2. She had once been a famous athlete.
- _____ 3. Matilda put this in her father's hat.
- _____ 4. Miss Honey's father had been one of these.
- _____ 5. She liked to play bingo.
- _____ 6. He was Matilda's brother.
- _____ 7. She wore a brown smock and green breeches.
- _____ 8. Mr. Wormwood preferred this to books.
- _____ 9. This was Miss Trunchbull's first name.
- _____ 10. Mr. Wormwood destroyed the library's copy of this book.
- _____ 11. Matilda used this object to write the message that frightened Miss Trunchbull into a faint.
- _____ 12. This room had walls of cement with bits of broken glass.
- _____ 13. She was the older student who told Matilda and her friend just how horrible Miss Trunchbull really was.
- _____ 14. She taught herself to read by the time she was three.
- _____ 15. She liked to watch American soap operas on TV.
- _____ 16. Miss Trunchbull forced him to eat a whole cake while all the students watched.

About Your Teaching Guide

The primary goal in creating this Objective Tests Teaching Guide is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This “plot rhythm” is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is “nice.”

In your efforts to remove “nice” from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some “predicting” or “detective” writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

This Objective Test Teaching Guide is designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author