

## News

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### Topic

Chocolate

### Aims

- To learn vocabulary related to chocolate and baking
- To practise speaking skills
- To develop listening skills
- To design a new chocolate bar

### Age group

12 - adult

### Level

A2 – B1

### Time

60 minutes

### Materials

1. Chocolate student worksheet and recipe dictation cards
2. Internet links:
  - [http://news.bbc.co.uk/cbbcnews/hi/find\\_out/guides/world/trade/newsid\\_3645000/3645240.stm](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/trade/newsid_3645000/3645240.stm) - CBBC newsround site about fairtrade chocolate
  - <http://facts-about-chocolate.com/> - site with random chocolate facts

## Introduction

In the UK the average person eats a total of 14 kilograms of confectionery each year. A big part of that quota is chocolate!

If you are a big chocolate fan it may be one of the things you're really missing by living abroad, or you may have discovered some new types of chocolate in your host country. This could be a nice way to start off this lesson about chocolate. You could also tie in some of these activities to a lesson about Easter. Chocolate Easter eggs are a part of the Easter celebrations for most British people.

Task 1 asks students to think of their favourite sweet and savoury food. Task 2 is a quiz about chocolate and Task 3 a quick survey for students to do in groups to find out who's the biggest chocoholic. Task 4 is a reading task for elementary level students. Task 5 is based around a recipe for chocolate krispie cakes and leads in to a 'beep dictation' and Task 6 is a group task for students to invent their own chocolate bar.

## Procedure

<b>1. Task 1 - Sweet or savoury?</b>	You will probably have to explain the meaning of the word savoury to the students. They can then think about their top three sweet foods and their top three savoury foods. Chocolate will no doubt appear on somebody's (if not most students') lists and can be used as a lead- in to the other tasks
<b>2. Task 2 – Chocolate trivia quiz</b>	This is a quick quiz which students can either do individually or in groups. You could run it as a team competition.  <i>Answers:</i>  1. a ( made in March 2000 for the Eurochocolate exhibition in Turin) 2. c (apparently 50 Kit Kats are eaten every second in the UK!) 3. b (Swiss people eat an average of 10 kilograms per person per year. British come a close second) 4. a (made in Barcelona in 1991. It was eaten afterwards!) 5. c 6. b 7. a (women buy 42% of all chocolate, 32% by children and 26% by men) 8. b .
<b>3. Task 3 – Are you a chocoholic?</b>	Students work in groups of four. First check they understand all the questions. Then, they can complete the first column with their own answers before asking three friends the questions. When they have completed the table the groups can discuss who's the biggest chocoholic in the group. They shouldn't take it too seriously!
<b>4. Task 4 – Website message board</b>	This is a reading activity for very low levels. Students read the texts and put them in order from the person who eats the most chocolate to the person who eats the least. If the students have studied comparatives and superlatives they could go on to make sentences like 'Tony eats the most chocolate and Lynn eats more chocolate than Cathy'.  <i>Answers: Tony – Lynn – Cathy – Julian</i>

Students could then go on to write a short text about themselves or someone they know.

**5. Task 5 –  
Chocolate  
krispie cake  
beep dication.**

Most British children have made chocolate krispie cakes at some time. They used to be a classic for children's birthday parties. This activity is for younger, lower level students.

Cut up the seven stages of the method from the recipe card sheet and give to a group of students. You could mime the actions of making the cakes and students put the method into the correct order. Explain the words that students may not know such as melt and mix. (If you want to do a class that students will never forget and you have access to a microwave and some support from another teacher – why not make the krispie cakes with your students?!)

When students are familiar with the method and they understand it, try a 'beep dication' activity. Read out one stage of the method and substitute an important word with "beep". Students should write down the missing word. Make the "beep" long and change your intonation when you're saying it.

For example:

*"Break the beep into pieces" Answer: chocolate*

*"Put the pieces of chocolate into a beep" Answer: bowl*

*"Beep the chocolate in a microwave" Answer: melt*

You may feel silly doing this at first but when students get the idea you can use 'beep dictations' in many different ways and it can be quite fun!

**6. Task 6 –  
Design your  
own chocolate  
bar**

This is a creative task for younger students. If you can, bring in some chocolate bars and ask the students what the ingredients are (nuts, caramel, coconut, toffee, rice krispies, biscuit, raisin etc) then ask them if they like the designs of the wrappers. Do they think the design is important for a new bar?

Optionally, they could make a poster advert for their new chocolate bar for a wall display.

**Contributed by**

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