

# Chocolate for all occasions!

## Language

Vocabulary connected with chocolate, collocations (prepositions)

## Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

## Comment

This eLesson looks at some facts about chocolate, one of our favourite gifts for celebrations.

## How to use the lesson

- 1 Set the context of the reading – chocolate. Pre-teach *gift* and *originally* or refer students to the glossary. Brainstorm what students already know about chocolate and where chocolate came from originally as a whole class activity or in pairs / small groups followed by class feedback.
- 2 Tell students that they can't use a dictionary during the lesson. Pre-teach any vocabulary that might prevent students from doing the first reading task, eg *origins* / *prize* (exercise 1) but avoid teaching any from exercise 3 as these are to get students to practise guessing the meaning of unknown vocabulary from context. Set exercise 1 and give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 2 gives students practice in reading for detailed comprehension. If you feel your students might have problems with any of the words, you can refer them to the Glossary if appropriate. Students could compare their answers in pairs. In class feedback ask students to justify their answers with reference to the text.
- 4 Exercise 3 focuses on guessing the meaning of unknown vocabulary from context. If your students are not used to guessing from context, you may need to explain why this is important, eg if they stop to check each unknown word in a dictionary it will stop the flow of their reading; the words might not be worth looking up as they could be very uncommon; it will help students if they take exams. Also it is recognised that reading a lot is one of the best ways of learning new vocabulary, but the reading material should only be a little bit above the students' level for them to benefit from extensive reading without a dictionary. You could ask students to quickly scan the text and underline the words in bold from exercise 3 and then do the first example with them. Then students could do this alone or with the help of a partner.
- 5 Exercise 4 gives students practice of the vocabulary from exercise 3 and relates to the content of the text. Students choose the correct word to complete the sentences. If appropriate, students pair check. Take feedback.
- 6 Exercise 5 focuses on prepositions (collocation). Students choose the correct preposition. This might be an appropriate time to remind students to make a note of new vocabulary with any words which are typically used together.
- 7 Exercise 6 gives students fluency practice based on the text. If appropriate, students could do the discussion in pairs of small groups, followed by class feedback.

## Reading eLesson

### Answer key

1

- 1 paragraph 3
- 2 paragraph 7
- 3 paragraph 2
- 4 paragraph 6
- 5 paragraph 1
- 6 paragraph 5
- 7 paragraph 4

2

- 1 F (people drank chocolate first)
- 2 F (only rich people started to drink chocolate in Europe in the 16<sup>th</sup> century)
- 3 T
- 4 F (eating a little dark chocolate can be good for you)
- 5 T
- 6 F (not everything, but almost everything)

3

- |              |                 |
|--------------|-----------------|
| 1 spicy      | 5 consumers     |
| 2 ceremonies | 6 fuel          |
| 3 currency   | 7 chocoholics   |
| 4 explorers  | 8 multicoloured |

4

- |              |                 |
|--------------|-----------------|
| 1 fuel       | 5 Chocoholics   |
| 2 ceremonies | 6 explorers     |
| 3 spicy      | 7 multicoloured |
| 4 consumers  |                 |

5

- |       |       |      |
|-------|-------|------|
| 1 of  | 3 of  | 5 on |
| 2 for | 4 for | 6 in |

6 Students' own answers / ideas.

### Related websites

The following websites might be useful for either you or your students.

<http://www.divinechocolate.com/about/resources/facts/history.aspx>

[http://www.divinechocolate.com/about/resources/facts/power\\_chocolate.aspx](http://www.divinechocolate.com/about/resources/facts/power_chocolate.aspx)

<http://www.bbc.co.uk/news/health-10986625>

<http://news.nationalgeographic.com/news/2011/03/110329-chocolate-turquoise-trade-prehistoric-peoples-archaeology/>

<http://blogs.nationalgeographic.com/blogs/intelligenttravel/2007/11/chocolate-to-power-transsahara.html>

<http://www.sfu.ca/geog351fall03/groups-webpages/gp8/consum/consum.html>

<http://www.chocolateexpert.co.uk/history-of-chocolate.html>

<http://www.chocolatemonthclub.com/chocolatehistory.htm>