

## Chocolate: Teachers' notes and tips – elementary

### 1 Pre-reading tasks

- a This reading will definitely be more exciting if you can bring in some chocolate to the class – maybe a small bag of chocolate sweets that can be shared.

**Tip: use realia in the class**

See what reaction your students have to the chocolate – are they excited about eating some? Why is that?

- b Put the students into pairs and give each pair a copy of the worksheet. They need to ask each other the questions in part 1.

**Tip: try to personalize the subject**

Students are always more interested in a topic if they can relate it to their own lives.

- c Monitor while the students discuss the questions together. The first three questions are the most important so stop after everyone has done those.
- d Do whole class feedback on the first three questions. You could also tell the class your answers to these questions.
- e Ask the students to imagine someone that eats a lot of chocolate all day, every day. Write on the board: *He is \_\_\_\_\_ to chocolate. He has an \_\_\_\_\_.* Elicit or give the words: *addicted, addiction*. Ask students what other things people can be addicted to. Elicit examples such as alcohol, shopping, drugs.

**Tip: keep the topic light-hearted**

Be sensitive to the subject and be sure not to make an example out of one student.

### 2 First reading tasks

- a Tell students they are going to read about a woman, Cheryl, who is addicted to chocolate. Draw their attention to part 2 of the worksheet and ask them to read the choices.
- b Give each student their own copy of the text, ask them to read it fairly quickly and to decide who Cheryl is writing to.
- c Let students compare their answers before asking for suggestions.

**Tip: always remind students that they can read the text again more slowly**

It's almost impossible to get elementary students to read a text quickly, and perhaps it's a little unfair to bully them with a time. However, knowing that they will read it again should give them more confidence. Get the suggestions as soon as most have compared their answers, don't wait for the slow ones as it'll be more frustrating for the other students.

- d Feedback: c

### 3 Second reading tasks

- a Tell students they're now going to read the text in more detail to understand each paragraph.
- b Students read the summaries of the paragraphs in part 3 of the worksheet.

- c They then read the text again and decide which summary is the correct one for each paragraph.

**Tip: do an example first**

Ask students to all read the first paragraph. They then decide which summary is for this paragraph. They should all agree it's the introduction so they draw a line from *An introduction to the problem* to number 1.

- d Feedback: e1 a2 d3 b4 f5 c6

**4 Third reading tasks**

- a Students read another time and decide if the sentences are True or False.

**Tip: provide tasks that aid comprehension, not test it**

Students need to read more carefully as the answers are not always so evident in the text.

- b Students compare their answers with each other. If there are any differences, they should try to explain their answers.
- c Feedback: they are all True except for c. Make sure students understand the reasons for the answers – preferably get students to explain why themselves. (a She has an older and younger sister, b *If the children have chocolate...* c She's still talking about her children, d She gets headaches e She feels better and happier, but guilty too f I try to speak...but nobody understands

**5 Post-reading tasks – speaking**

- a Cheryl asks *What can I do?* In pairs or small groups, ask students to brainstorm ideas to help Cheryl. What can she do? How can her family help? Encourage them to come up with four or five ideas.
- b All students should be making notes, especially if the writing is for homework.

**Tip: the more students working together, the more ideas**

After a while double the groups to share ideas, especially if there are weaker groups with very few suggestions.

**5 Post-reading tasks – writing**

- a Students write a letter back to Sarah. Give the opening lines:  
*Dear Sarah*  
*Here are some ideas to help you with your problem. Firstly...*

**Tip: use appropriate grammar for this level**

Unless you have a strong class avoid *should*, *try doing something* etc. Using imperatives is fine: *speak to a doctor*, *ask your family to...*

- b In a follow-up lesson students can read each others' letters and decide which ones give the best suggestions.

**Tip: link the reading to a writing activity**

And reading each others' letters gives another reading task as well, of course.