

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

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 and level

12 years old - adults | CEF level A2-B1

Time

60 minutes

Materials

1. Online classroom PDF
2. Article about fair trade chocolate
http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/trade/newsid_3645000/3645240.stm
3. Interesting facts about chocolate: <https://facts-about-chocolate.com/>

Introduction

In the UK the average person eats a total of 14 kilograms of sweet food 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 miss if you live 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 if you are working with international students.

Task one asks students to think of their favourite sweet and savoury food. Task two is a quiz about chocolate and task three is a quick survey for students to do in groups to find out who's the biggest chocoholic. Task four is a reading task for elementary level students. Task five is based around a recipe for 'Chocolate Crispie Cakes' and leads in to a 'beep dictation' and Task six is a group task for students to invent their own chocolate bar.

Procedure

Before the lesson	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to ‘mute’ the students’ microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
Task 1: Sweet or savoury?	<ul style="list-style-type: none"> • You will probably have to explain the meaning of the word <i>savoury</i> to the students. • Check their understanding of this by saying some foods, and asking students to write in the chat if they are “sweet” or “savoury” – e.g. cake (sweet), chips (savoury), strawberries (sweet), peanuts (savoury) etc. <p>They can then think about their top three sweet foods and their top three savoury foods. Again, ask them to write them in the chat. Chocolate will no</p>

	<p>doubt appear on somebody's (if not most students') lists and can be used as a lead-in to the other tasks.</p>
Task 2: Chocolate trivia quiz	<ul style="list-style-type: none"> This is a quick quiz. Show students slide three and read out the questions and answers. As you read, ask students to individually write down on a piece of paper the correct answers. When you have read through all the questions, divide students into breakout rooms in teams of three or four, and ask them to compare their answers, and nominate one person from each team to be "the speaker". Alternatively, students can work individually and hold up a paper to the camera with the answer on it. Award points. After five minutes, bring the students back into the main room, and go through each question, asking each speaker to give their team's answer. Keep a note of the score. <ol style="list-style-type: none"> <i>a (made in March 2000 for the Eurochocolate exhibition in Turin)</i> <i>c (apparently, fifty Kit Kats are eaten every second in the UK!)</i> <i>b (Swiss people eat an average of ten kilograms per person per year. British people come a close second)</i> <i>a (made in Barcelona in 1991. It was eaten afterwards!)</i> <i>c</i> <i>b</i> <i>a (women buy 42% of all chocolate, 32% by children and 26% by men)</i> <i>b</i>
Task 3: Are you a chocoholic?	<ul style="list-style-type: none"> Show students slide four. Nominate students to read out each question, and check the meaning. You might want to make a copy of slide 4 and put it into the chat, so that students can open it on their computer / device. Give students a few minutes to answer the questions for themselves. Again, put students into breakout rooms in groups of three or four, this could also be done in pairs if you have a smaller group. Ask them to interview each other, and complete the table for each member of their group. Encourage them to ask a follow up question – for example, in the first question, they could ask "what type of chocolate have you eaten?" as a follow-up. Monitor in the breakout rooms, make a note of any errors with question forms or vocabulary, or problems with pronunciation. Set a time limit (ten minutes) and then bring the students back to the main room. Ask each group who is the biggest chocoholic in their group.
Task 4: Website message board	<ul style="list-style-type: none"> Show students slide five. 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

	<p>comparatives and superlatives, they could make sentences like 'Tony eats the most chocolate and Lynn eats more chocolate than Cathy'.</p> <ul style="list-style-type: none"> • Give students five minutes to read the texts individually. Tell them to write down any words that they are not clear about in the chat. • Answer any questions, then, again, you could put students into breakout rooms to compare their answers. Bring them back to the main room to check. <p>Answers: <i>Tony – Lynn – Cathy – Julian</i></p>
<p>Task 5: Chocolate Krispie Cake beep dictation.</p>	<ul style="list-style-type: none"> • Most British children have made chocolate crispy cakes at some time. They used to be a classic for children's birthday parties. This activity is for younger, lower level students. • Show students slide six. You might need to show some images of chocolate crispies and paper cake cases so that students are clear about what these are. Explain that you are going to read out the instructions for this recipe, and they should put them in order. First, read out the instructions. You could mime the actions on the camera. • Show students slide seven, and see if they can identify which instruction goes first (Answer: B – break the chocolate into pieces). You might need to explain some of the verbs here like "mix" and "melt". • Read out the instructions again, and ask students to write down the letters in their notebooks/ paper in the correct order. You might need to repeat the recipe a third time. • Put students in the breakout rooms, and ask them to compare answers. Then check the answers all together in the main room. Then show the answers (slide 8) <p>Answers: <i>B, E, C, F, D, A, G.</i></p> <ul style="list-style-type: none"> • When students are familiar with the method and they understand it, try a 'beep dictation' activity. Read out one stage of the method and substitute an important word with "beep". Students should write the missing work in the chat. Make the "beep" long and change your intonation when you're saying it. You could start doing this with slide 8 showing, so it is easier. As students get more confident, stop sharing the slide and see if students can remember the missing words. <p>For example:</p> <p><i>"Break the beep into pieces" Answer: chocolate</i></p>

	<p><i>“Put the pieces of chocolate into a beep” Answer: bowl</i></p> <p><i>“ Beep the chocolate in a microwave” Answer: melt</i></p> <ul style="list-style-type: none"> 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.
Optional extension tasks	<ul style="list-style-type: none"> If you can, show your students some chocolate bars and ask the students what the ingredients are (nuts, caramel, coconut, toffee, chocolate crispies, biscuit, raisins, etc.) then ask them if they like the designs of the wrappers. Do they think the design is important for a new bar? You could also show them some images online of popular chocolate bars. Ask students to design their own new chocolate bar – they can decide on the ingredients, a name and what the wrapper will look like. Depending on time, this could be done in the class in breakout rooms, or as a homework task. Another extension activity option could be for students to write their own message board reply to the question “Is chocolate an important part of your diet?” from slide 5. Students can upload their answers to the chat or a collaborative document or whiteboard in the next online class.

Adapted for online teaching contexts by Catherine McLellan