



Hello there!

Firstly, a big **THANKS** for buying our video and welcome to the complementary activities for **Chocolate!**

These fun activities are aimed at children from 3 – 8 years old and include suggestions on how to differentiate for the varying ages and levels of your students, so you can select those most suitable for your learners.

Chocolate! has a duration of approximately 60 minutes in total BUT is cleverly **divided into six episodes** to help consolidate learning by focusing on specific language points and lexical sets. In this pack, you will find activities for use before, during and after each episode (that's approximately 6 x 65 minutes of material for class and home study!)

All the activities are student-centred and based on current popular EFL teaching methodologies for Young Learners. The aim is to entertain, engage and motivate students on their English-learning journey. The focus of activities is on listening and speaking; however, the written word is often provided for those learners who are ready and to provide clarity for teachers, parents, and caregivers.

By watching the videos, students are exposed to rich, authentic English language which is carefully graded to facilitate comprehension. The actors frequently direct questions to the viewers to elicit information; this promotes spontaneous interaction, verbally, physically, mentally and emotionally - exactly like in our live theatre shows.

Numerous suggestions for games use Total Physical Response (TPR) and many opportunities are provided for students to respond in groups or individually - orally or with actions, depending on their ability and readiness. Flashcards are provided to aid comprehension and are used in many of the games. Suggestions for role plays allow students to learn chunks of language as they “play” in English, for example, acting out a dialogue in *Mrs. Sticky's Chocolate Shop* or between Doctor Ding Dong and Mickey, whilst using the puppets they have made themselves!

Apart from making puppets, arts and crafts activities include making two games (the Fridge Game and the Backpack Game), making a maze, decorating a bow tie, cutting out and decorating flashcards, drawing a map, and colouring in the character cards. Simple wordsearches and colouring in can be used for “fast finishers” and we have even included a simple, yummy recipe to make with your students!

Lastly, we hope you have as much fun watching and learning from the video and these study activities as we did making them!

Many thanks!

Hey! Questions about these activities? Want us to create some funtastic teaching materials for you? Then please don't hesitate to contact Clever Pants' materials creator, Emily Bucknall (BA Hons, D.E.L.T.A.):

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Work Pack Contents: *Chocolate!*



Lesson Plans / Teachers' Notes: Episodes 1-6 (Answers Included).

PHOTOCOPIABLE MATERIALS

Episode	Topic		Worksheets & Templates
1	Food	1a	Food Flashcards 1-2.
		1b	Listening Practice.
		1c	Game: My Fridge.
		1d	A good friend.
		1e	Wordsearch: Foods.
2	At home!	2a	Activities Flashcards 1-2.
		2b	Rooms in a House Flashcards 1-4.
		2c	Listening Practice.
		2d	My House.
		2e	My Favourite Room.
		2f	Wordsearch: Rooms & Activities.
3	Giving Directions	3a	Directions Flashcards 1-4.
		3b	Listen & Draw (1 map).
		3c	Teachers' Map & Instructions.
		3d	Listen & Draw (2 maps).
		3e	Mickey's Chocolate Bar.
		3f	Read and Match: Directions.
4	Treat time!	4a	Treat Flashcards 1-2.
		4b	Listening Practice.
		4c	Chocolate Shop Sign.
		4d	Price Tags.
		4e	Chocolate Shop Dialogue.
		4f	Wordsearch: Treats.
5	At the Hospital.	5a	Bow Tie Template.
		5b	Listening Practice.
		5c	Song Lyrics: The Ding Dong Song.
		5d	Puppets Template.
6	What's in your backpack?	6a	Things in a Backpack Flashcards 1-2.
		6b	Listening: Who is telling the truth?
		6c	Game: My Backpack.
1-6	Character Cards.		

Download everything here!

(Link not active in preview material)



Episode 1

Aims

- Students will practise listening to English as they follow the story of Mickey and Lenny.
- Students will speak English as they interact with the video.
- Students will learn and practise vocabulary for food.
- Students will talk about the food they like / don't like.
- Students will learn words to describe people (tall, strong, a fast runner).
- Students will draw a describe a friend of theirs.

Time

65 minutes (can be adapted to suit your context).

Summary of what happens in Episode 1.

We meet two best friends, Lenny and Mickey as they play in the park. Mickey's dad is making vegetable soup for dinner, but neither of the friends likes it. Lenny and Mickey suggest having chocolate for dinner, which dad immediately dismisses as ridiculous. When dad is not looking, Lenny and Micky cheekily try ("Mission Impossible" style) to steal some chocolate from the fridge. Dad catches Mickey with the chocolate, sends him to bed with no dinner and tells Lenny to go home.

Materials

- Student Worksheets 1a, 1b, 1c, 1d, 1e.
- Character Cards A (Micky) B (Lenny) & C (Mickey and Lenny together).



Activities

Before watching Episode 1 (select as appropriate).

1	Lead In	<p>Before the children arrive, place toy food (or realia or the food flashcards Resource 1a) around the classroom.</p> <p>When children arrive, have them find and bring you the 12 items. Once all items have been found, look at them with the group, saying the words in English and put them on a table, visible to everyone. (The words are chocolate, chicken, eggs, vegetable soup, cheese, fish, carrots (from the video), vegetables, watermelon, pineapple, meat, cake, and eggs (5 extra words).</p>
2	Kim's game	<p>Have the children memorize the foods (set a 2-minute time limit) then cover the items with a blanket. Have the children recall the words (in English or L1), revealing the items as they remember each word. (The words are chocolate, chicken, eggs, vegetable soup, cheese, fish, carrots (from the video), and vegetables, watermelon, pineapple, meat, cake, and eggs (5 extra words).</p>
3	Disappearing Flashcard Game	<p>Place the Food Flashcards (Resource 1a) so they are visible to all students and drill the words. Use different voices for fun (loud, quiet, mouse voice, robot voice etc). When students are familiar with the words, have them close their eyes and remove a flashcard. Ask students which flashcard is missing. Repeat until all flashcards have been removed.</p>
4	Movement Game 1	<p>Place YES / NO signs on opposite walls of the classroom. Have the children stand in the centre of the room and ask Do you like (cheese)? Direct them to touch the word <i>yes</i> or <i>no</i> to show whether they like the different foods.</p> <p>Alternative: This activity can also be done with Is (cheese) healthy or unhealthy?</p>
5	Pronunciation Game	<p>Explain to the children that words have a rhythm, and you can count the syllables. Demonstrate by clapping or hitting your knees and saying the word chocolate.</p> <p>Alternative: Use a recycled container used as a drum (if you do this, keep the drum to re-use in the Episode 3 activity 4).</p> <p>Elicit how many syllables chocolate has. (2). Encourage SS to practise saying chocolate as they clap out the syllables. Have SS listen to you repeat this with the 11 other food words and elicit how many syllables each word has. (Obviously, vegetable soup is two words; just confirm this if it comes up). Give them time to practise saying and clapping out the rhythm of the words.</p>



Chocolate

Games & Activities

6	Movement game 2	Place the numbers 1-4 around the classroom. Say one of the food words (and show the flashcard) and direct the children to (run / hop / jump / tiptoe etc.) to the number card which corresponds to the number of syllables each word has.																								
7	Mini- project:	Create a table of food words and their number of syllables for your classroom wall which students can add words to as they learn them. Example: <table><tr><th>1 syllable</th><th>2 syllables</th><th>3 syllables</th><th>4 syllables</th></tr><tr><td>cheese</td><td>chocolate</td><td>vegetables</td><td>vegetable soup</td></tr><tr><td>fish</td><td>chicken</td><td>pineapple</td><td>watermelon</td></tr><tr><td>meat</td><td>carrots</td><td></td><td></td></tr><tr><td>cake</td><td></td><td></td><td></td></tr><tr><td>eggs</td><td></td><td></td><td></td></tr></table>	1 syllable	2 syllables	3 syllables	4 syllables	cheese	chocolate	vegetables	vegetable soup	fish	chicken	pineapple	watermelon	meat	carrots			cake				eggs			
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meat	carrots																									
cake																										
eggs																										
8	Memory game	Use 2 sets of flashcards (Resource 1a) to play Memory. (Place the cards face down in rows and take turns to try and find 2 matching cards). 1 Easy version - The teacher prepares two sets of cards and the whole class plays together. 2 More challenging - Give each students a copy of the flashcards (Resource 1a) to cut out. Children write their names on the back of each card. In pairs they use 2 sets of cards to play.																								
During Episode 1.																										
9	Listening practice	<div>i. Watch episode 1 all the way through. Ask the students if they enjoyed the episode and who their favourite character is.</div> <div>ii. Re-watch min. 6.03 – min. 8.32 and ask: What are Mickey and Lenny having for dinner? (Vegetable soup). Do they like vegetable soup? (No) Why are they having it for dinner if they don't like it? (Dad is forcing them).</div> <div>iii. Hand out (Resource 1b) and tell the children they should tick the foods that are in Dad's fridge. Re-watch 6.03 – min. 8.32 so they can do this and check the answers asking, "has dad got....in the fridge?" (Answers: He has chocolate, chicken, eggs, cheese, fish, and carrots in the fridge).</div> <div>iv. Personalise the activity asking students: Do you eat vegetable soup for dinner? Do you like it? If not, do you eat it? Why?</div>																								



After watching Episode 1.

10	Make and play a game	<p>To make the game:</p> <ol style="list-style-type: none">1. Give out a copy of the Food Flashcards (Resource 1a) to each child and have them cut them up (and write their name on the back of each card so they don't get mixed up). <p>NB The children might already have these cards if you did activity 8, in which case, use these.</p> <ol style="list-style-type: none">2. Give each child a copy of the My Fridge (Resource 1c) and have them fold it in half. Now, they are ready to play the game. <p>To play the game:</p> <p>Player 1 chooses 3 food cards and puts them inside their folded fridge. The other players try to guess the foods, asking "Have you got (cheese) in your fridge?" Player 1 answers "Yes, I have / no I haven't" accordingly. This continues until all the foods have been guessed.</p> <p>① <u>Easy version</u> – One child chooses the food cards and the whole class guess. ② <u>More challenging</u> - Children play in pairs / small groups. ③ <u>Most challenging</u> - Play as in ② but include a points system. E.g., if you guess the 3 foods in 5 guesses, you win. Of not, the other player wins.</p>
11a	Draw and talk about a good friend Preparation	<p>Show the children pictures of Lenny, Mickey, and both together (Character Cards A, B and C) and with actions or L1, elicit who...</p> <ul style="list-style-type: none">- Is very tall (Mickey)- Is very strong (Lenny)- Is a fast runner (Lenny)- Likes chocolate (Mickey and Lenny)- Doesn't like vegetable soup (Mickey and Lenny).
11b	Draw and talk about a good friend Movement games	<ol style="list-style-type: none">i. Place the 3-character cards (A, B and C) on different walls. Ask questions: <i>Who is very tall / strong / a fast runner / likes chocolate / doesn't like vegetables?</i> Have students (point / run / hop / jump / walk) etc. to the correct pictureii. Place Yes / No cards on different walls. Ask questions with the same vocabulary e.g. <i>Is Lenny very tall? Is Mickey very tall? Is Lenny very strong? Is Mickey very strong? Is Lenny a fast runner? Is Mickey a fast runner? Does Lenny like chocolate? Does Mickey like chocolate / vegetable soup?</i> Have the children point / run / hop / jump / walk etc. to the correct card.



Chocolate

Games & Activities

iii. Now personalise the vocabulary asking the students: *Are you very tall/ very strong / a fast runner? Do you like chocolate / vegetable soup?* Have them **run / hop / jump / walk** etc. to the card (yes or no) that corresponds to their personal answer.

11c

Draw and talk about a good friend

Speaking

Step 1: Remind the SS that Mickey and Lenny are good /best friends and ask SS about some of their friends' names. Have students draw a (best/good) friend **Resource 1d**. As they are drawing ask: *Is this your friend? What's his / her name?*

Step 2: Students show each other their drawings and talk about their good/ best friend. Use one of the following formats to tailor this to your students' levels / abilities.

① Easy version - In a circle students show their pictures and say simple sentences after the teacher (who helps and corrects).

Example:

Teacher: (showing their picture): *This is my friend; her name is Matilda.* **Student 1:** *This is my friend; his name is Paul.* **Student 2:** *This is my friend; her name is Veronica.* **Student 3:** *This is my friend; his name is Michael* etc.

Teacher: (showing their picture): *Matilda is 30 years old.* **Student 1:** *Paul is 6 years old.* **Student 2:** *Veronica is 7 years old* etc.

② More challenging - Follow the same procedure as ① but have SS include one thing their friend is good at and one thing they like.

Example:

Teacher: *This is my friend Matilda she is 30 years old. She likes chocolate but she doesn't like vegetables. She is good at swimming.*

If your students can read, provide them with written support on the board:

- This is my friend his/ her name is...
- He/ she is ... years old.
- He / she likes...
- He / she doesn't like
- He / she is good at ...

This can be done as a whole class activity, or in pairs / groups.



Chocolate

Games & Activities

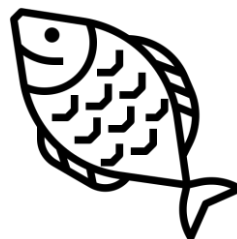
		<p>③ Most challenging - Teacher: show the class a picture of a friend and tell the SS some interesting things about them. Have SS do the same in pairs / groups. Tell them they must include a minimum of 5 sentences, but they can say whatever they want. Provide topic prompts if they need inspiration (hobbies, families, things they are good at/ their likes and dislikes, adjectives to describe them). You might prefer to have them write the dialogue first.</p> <p>Step 3: If you have permission, film your students talking about their friends. When they are happy with the videos, watch them together as a class or share with the parents / caregivers.</p>
12	Reading Practice	To practise reading the food words, have students complete the Wordsearch (Resource 1e).



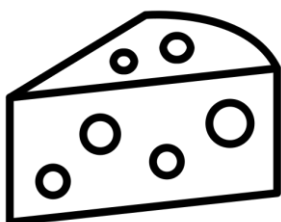
Resource 1a Food Words Flashcards 1



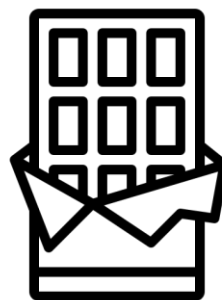
chicken



fish



cheese



chocolate



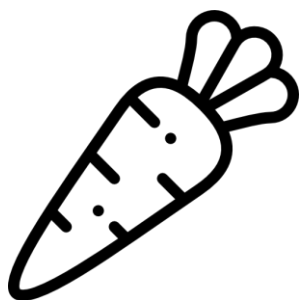
vegetables



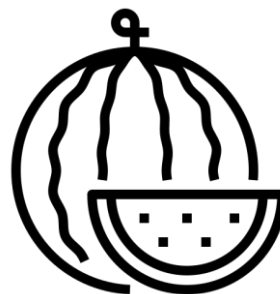
vegetable soup



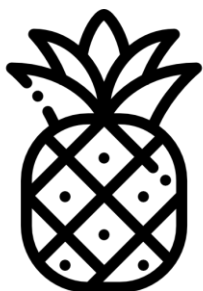
Resource 1a Food Words Flashcards 2



carrot



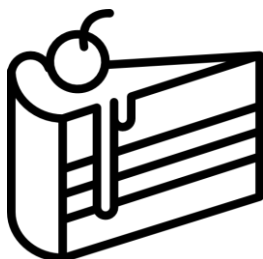
watermelon



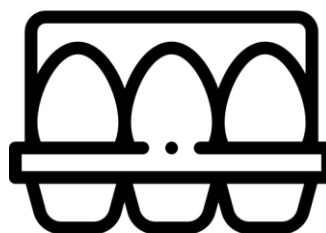
pineapple



meat



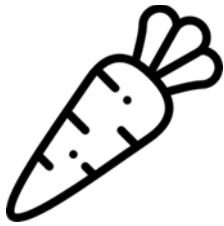
cake



eggs



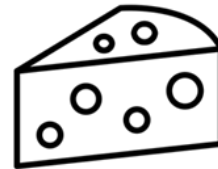
Tick the foods in Dad's fridge.



CARROTS

☐

WATERMELON

☐

CHEESE

☐

CHOCOLATE

☐

VEGETABLES

☐

VEGETABLE SOUP

☐

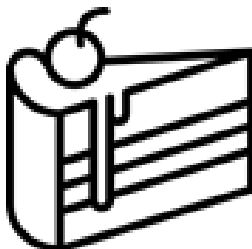
EGGS

☐

PINEAPPLE

☐

MEAT

☐

CAKE

☐

FISH

☐

CHICKEN

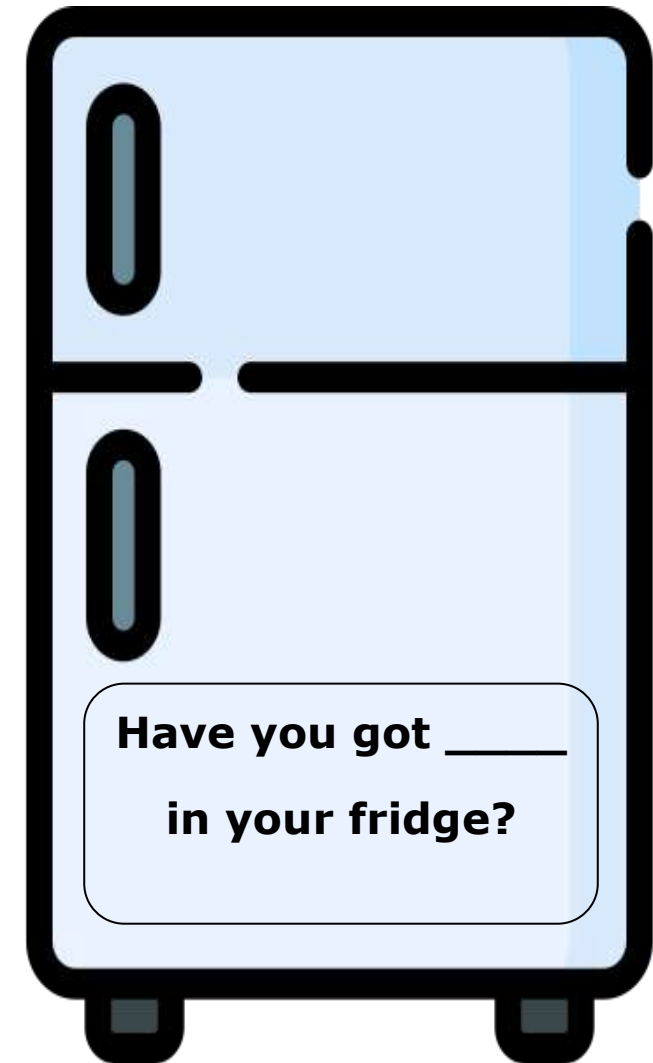
☐



Resource 1c My Fridge Game.

Name: _____

My Fridge





Resource 1d My Friend

Name

Draw a picture of a friend and talk about them.



He's my best friend!

And she's my best friend!



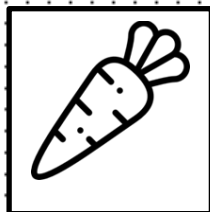
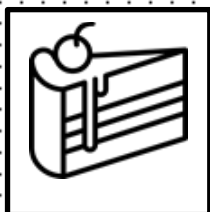
My friend



FOOD

Find the foods. Colour the ones that you like.

H	S	H	R	X	S	U	H	X	B	Q	Q
T	S	P	I	N	E	A	P	P	L	E	F
C	H	O	C	O	L	A	T	E	F	B	C
C	A	R	R	O	T	S	M	A	I	G	A
Q	C	H	E	E	S	E	E	Y	S	H	K
C	U	Z	R	E	E	B	A	U	H	Z	E
A	E	G	G	S	R	M	T	S	M	S	S
T	W	A	T	E	R	M	E	L	O	N	L



CAKE

CARROTS

CHEESE

CHOCOLATE

EGGS

FISH

MEAT

PINEAPPLE

WATERMELON

