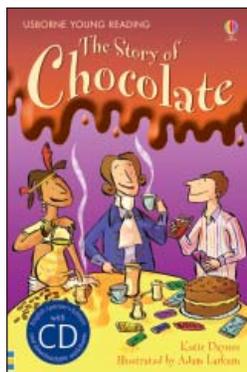


The Story of Chocolate • Teacher's notes



Author: Katie Daynes
Reader level: Upper Intermediate
Word count: 1764
Lexile level: 760L
Text type: Non-fiction (history)

About the story

Chocolate is the world's most popular treat. Everyone knows what it is, but what is it made from, and how did people first discover it? This book follows the fascinating story of the beans behind the bars, from their discovery by monkeys and Mayans in the central American rainforests, through their status in the Aztec empire, the Spanish court and European high society to their transformation into the popular mass-produced snacks we know today. Readers can meet the people behind some of the world's best-known bars, learn how their experiments led to success, and try making their own chocolate sauce.

About the author

Katie Daynes has always loved words: crosswords, rhyming words, foreign words and Scrabble. She has also always loved chocolate. She has written over 40 books for children, including books about famous people, earth and space, castles, farms, underwear and racing cars. She currently lives in the north of England, where she juggles writing with teaching her own children to read and write.



Key words

Your students might not be familiar with some of these words in the story.

p4	rainforest	p10	froth	gifts	hardened	foil
	creepy		pour	p19 explorer	p29 mixture	p38 challenge
	crawlies		exchanging	p20 court	p31 competition	scrumptious
	Pods	p11	enchanted	p21 conquered	[meaning	ingredients
p5	pulp		mugs	sacks	"other	p38 adventurous
	bitter		treat	bursting	operators"]	caramel
	landed	p12	valuable	served	p32 runny	marshmallows
	patch		slave	p22 monks	p33 thicken	p39 gooey
p6	sucking	p13	exotic	tub	creamy	blobs
	spitting		goods	divine	p34 tasty	snacks
	villagers	p14	fierce	p23 gossip	p35 rollers	instant
	drifting		avoid	spread	squeeze	p40 leap
	rotting		precious	melted	lump	shells
p7	capture	p15	refreshing	p24 sipping	vat	[meaning
p8	roasted		drunk	p25 inventors	blend	"cases"]
	ground		warriors	steam	velvety	fillings
	paste		battle	engine	p36 glossy	stuffing
	stirred	p16	warehouses	p26 handmade	trays	p43 globe
	spices		wiser	p27 solid	set	p44 malted
p9	hiking	p17	legend	bars	p37 squirting	fluffy
	shade		paradise	p28 provided	peaks	coated
	members	p18	temples	press	wrapped	p46 whiff

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Key phrases

p11 to be allowed to	p21 to keep [something] to yourself	p30 going out of fashion
p14 to belong to	p22 to be hooked [on something]	p33 to be a hit
fit for	p26 to be set up	p41 to seal something up
Prove it!	big business	you name it
p16 to be crazy about	... keeps the doctor away	to churn out
piled high with	p27 there could only be	p44 Their big break came
Oh, go on then	one thing better	p45 Here's to...
p18 to have your eyes on		p46 to be nothing like... they had no idea
p20 to make peace with		

Before reading

Try to find a photograph of a cocoa (or cacao) pod: show the students and see if they know what it is. You could give them clues if necessary: it grows in rainforests and is used to make something to drink and something to eat; something to eat that's very delicious and popular all over the world, and so on.

Do they like chocolate? What kind do they like best? You could talk about different types of chocolate, and different recipes. Do students know how chocolate is made, and when and where it was discovered?

Reading or listening

You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need it. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.

p5 How does the bean grow into another tree? What do you think it needs to grow?	p23 Why hadn't they seen a potato? [Potatoes also came from Central-South America, but didn't become popular in Europe nearly as quickly as chocolate.]
p7 Can you think of other drinks that may have been discovered in a similar way? [For example, coffee is said to have been discovered by goats in North Africa.]	p25 How do you think a steam engine made things easier?
p10 Do we like frothy drinks today? [You could remind them of fizzy drinks, cappuccinos...]	p26 Why would factories make chocolate cheaper?
What do a bride and groom exchange nowadays?	p33 Why do you think people liked milk chocolate so much?
p15 Do you think the chocolate drink helped the soldiers?	p45 Can you think of any other famous chocolate names?

After reading

Invite your class to be chocolate inventors, and think up recipes for their own chocolate creations. What ingredients would they include? When they have decided on a recipe, they need to give it an enticing name.

You could write an example on the board:

chocolate + peanuts + caramel + marshmallows = Goo Goo Cluster

Then you might encourage them to design packaging for their inventions, and go on to produce advertisements. How can they make their creations look and sound irresistible? If necessary, help them out with persuasive vocabulary.

