



5 CHOCOLATE

1 Use the clues to make different words from the word:

CHOCOLATE

- | | |
|------------------------------------|---------------------------------|
| 1 not early | 6 talk to a friend on the phone |
| 2 not warm | 7 a football trainer |
| 3 wear on your head | 8 you get this in a sauna |
| 4 a drink | 9 opposite of love |
| 5 you need this to build something | 10 a short story |

Can you find anymore?

2 How many adjectives can you think of connected with chocolate?

.....

.....

3 Did you think of these?

smooth addictive
 fattening dark
 sweet messy
 silky milk
 moreish tempting
 white irresistible
 sickly



Put the adjectives into the correct columns.

Colour	Taste	Other

4 Look at these chocolate box lids. Match the names of the chocolates with the lids.



- Chocolate of the night More Obsession



5 Read this review and circle the correct letter A, B, C or D.

- 1 Why does the writer say "Danger. Danger. Danger."?
 - A Because these chocolates can make you ill.
 - B Because these chocolates are very expensive.
 - C Because these chocolates can make you fat.

- 2 Why do you think the writer went back to the boxes so many times?
 - A Because it was really a difficult choice.
 - B Because the writer wanted to eat more chocolates.
 - C Because the writer had a lot of time.

reviews ■ ■ ■ ■

Chocolate review

Of the three new brands of chocolate on the market this week I can promise you the box to buy for that romantic date is "Chocolate of the night". It was a difficult decision. I had to go back to the three boxes many times before I could make a final choice! But, believe me – you will not be able to close the lid on this box! On a diet? Then be careful. Don't even look at it in the shop. Danger. Danger. Danger.

6 Here are some more addictions. Can you add any?

coffee, cigarettes, sleep



7 Match these collocations.

addicted	down
hooked	with
give	to
cut	up
obsessed	on

8 Speaking. Look at these expressions.

*I eat too much chocolate.
I've tried that.
It's very difficult.
That doesn't work.
Any other ideas?*

*Why don't you ...?
You really should
It would be a good idea to
Have you tried -ing ...?
How about -ing ...?*

In pairs, choose an addiction and ask your partner for advice. Have the conversation. Prepare your thoughts. Ask the rest of your class. Who gave the best advice?

9 Writing.

Write a letter to a friend giving him/her some advice on giving up an addiction.

Can-do checklist

- I can describe an item.
- I can write a description of an item.
- I can identify the writer's opinion.
- I can give my opinion.
- I can ask for and give advice.

TEACHER'S NOTES AND TRANSCRIPTS

1 WHO WANTS MY ...?

- Lead in by giving an example of something you've recently bought that you don't like. Students work in pairs. Feedback interesting points from the conversations to the full group.
- The students answer individually. Elicit and demonstrate the meaning of "swap".
- Talk about the website. Let students predict in pairs.
- Key:** A 4 B 2 C 5 D 6 E 1 F 3
Check against their predictions.
- Key:** 1 B 2 D 3 E 4 A 5 C 6 D & F 7 C 8 F
- Key:** car – blue old book – brand new dress – black, small, designer dictionary – heavy, enormous CDs – old, valuable, fantastic laptop – slow, heavy
- Model sentences for the students to use in the task.
- Allow time for the students to think and write down notes before the role play. Monitor and feedback interesting items/conversations to the group.
- The students write the advertisement either in class or for homework. Copy them so that other students can read the adverts. Ask if anyone will swap!

2 IT'S ILLEGAL

- Have a brief discussion about how much your students use computers. In pairs, students complete the puzzle.
Key: 1 chatroom 2 e-mail 3 screen 4 click 5 server 6 surf 7 hacker
Elicit and explain meaning of "hacker" – a computer expert who can get into any computer system illegally to access and change data.
- Elicit predictions from the title.
- Key:** 1 C 2 C 3 B
- Key:** 1 A 2 B 3 B 4 B
Explain the different words and present them in context.
- Encourage a short discussion about such a high school in pairs followed by group feedback. (It is true!)
- Key:** 1 e 2 d 3 f 4 a 5 g 6 c 7 b
Elicit connections with the pictures.
- The students write the questionnaire in pairs. Feedback and check accuracy before the next stage.
Key: 1 How often do you use a computer? 2 Which websites do you visit? 3 Do you prefer e-mailing or phoning? 4 Do you send/receive many e-mails? 5 Do you ever visit chatrooms? 6 Which server do you use? 7 Is your computer safe? 8 Do you get a lot of spam? 9 Do you have a firewall? 10 Do you have anti-virus software?
- The students conduct the survey and record the results. Feedback and analyse results on the board.
- This can be set as homework. It can be started 'Dear Editor ...'

3 THE LOVE OF YOUR LIFE

- Lead in by eliciting words connected with dating. Students work in pairs to unscramble anagrams. You may need to explain some words.
Key: 1 blind date 2 party 3 agency 4 personal ad 5 online 6 holiday 7 café
- Students discuss in pairs and feedback interesting points.
- It's a special test to find out what your future partner will be like. Ask students if they do magazine questionnaires about perfect partners and what they think of them.
- Key:** 1 hesitate 2 turning point 3 latest 4 techniques
- Key:** Place: Churchill Room Hotel: Royal Date: Tuesday 29th June Times: 7.30-10.00 pm Cost: free Contact: Julie Simms
- Students discuss what they think speed dating is. Explain more fully what happens at a speed dating session, i.e. only a few minutes to talk to each person to get an impression.

Key: B

- Set the situation and give an example model. Elicit other questions that could be asked and put some on the board.
- Check through the comment words and ask students to copy your pronunciation and intonation, e.g. BOR-ing! The students do the role play. If possible, arrange the group so that one set of students remain seated while the others rotate. One set of students, boys/girls, sits at a table. The second set (opposite sex) sit opposite. They have a short conversation and then after two minutes say "Change" and the second set of students move round to the next tables. Feedback on any interesting questions and responses.
- The students write the e-mail in class or at home.

4 JUST FOR LAUGHS

- If you know a simple joke, tell the students.
Key: 1 practical joke 2 joke 3 hoax
- The students talk about the questions with their partners. Feedback.
- Key:** A 1 B 3 C 2
- Key:** 1 false 2 crawl 3 melt 4 dye
- Key:** 1 C 2 B 3 A
Elicit reasons for the choices.
- Key:** 1 put 2 played 3 crawled 4 used 5 thought 6 went 7 had 8 came 9 emptied 10 got 11 killed 12 left 13 looked 14 made 15 was
- Model the expressions. The students listen and repeat. Tell the students some simple jokes and elicit reactions. They attempt to tell their partner a joke.
- Look at the pictures with the students and check they have the necessary vocabulary.

5 CHOCOLATE

- Ask students to close their eyes. Say the word "Chocolate" and ask them how it makes them feel. Ask students about their favourite sweets. In pairs, students find the words.
Key: 1 late 2 cool 3 hat 4 tea 5 tool 6 chat 7 coach 8 hot 9 hate 10 tale
- Students think of adjectives.
- Check if they thought of any on the list.
Key: colour – dark, milk, white taste – sweet, silky, smooth, sickly other – addictive, irresistible, fattening, moreish, tempting, messy
- Key:** A Chocolate of the night B Obsession C More
Elicit different brands of chocolate. Ask why they are popular.
- Students read and answer questions.
Key: 1 C 2 B
- Elicit further additions.
- The students match the collocations. Ask them to put the collocations in sentences.
Key: addicted to hooked on give up cut down obsessed with
- Check students can use the expressions. Monitor while they are doing the role plays. Discuss various pieces of advice afterwards.
- The letter can be done for homework or completed in class.

6 WORK OUT

- Lead in by asking the students how fit they are. Students discuss questions in pairs and feedback to the group.
- Students do the wordsearch.
Key: aerobics squash yoga swim tennis weights badminton eat drink circuits kick boxing football
- Key:** You can do all of them.
- Key:** 1 Biggin Road 2 soft music 3 four types 5 four classes