Photocopiable Resources

Macmillan Children’s Readers
Worksheets and Teacher’s Notes

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Paul Mason
Chocolate, Chocolate, Everywhere! Worksheet 1

1 Complete the crossword.

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2 Complete the sentences.

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3 If you had a chocolate shop, what would it look like? Draw your chocolate shop.
Chocolate, Chocolate, Everywhere! Worksheet 2

1 Match the people to the places.

1 Mr Nelson  
2 Mrs Hall  
3 vet  
4 shop assistant  
5 police officer  
6 customers

2 How to make chocolate. Put these steps in order.

A machine presses the beans and makes a brown liquid.
People pick the cocoa beans.
Then, the chocolate maker makes chocolates in different shapes!
Next, the beans go into a machine to cook them. It’s very hot.
Now, you can eat it!

3 Unscramble the words and match the words to the pictures.

1 nachmie  machine  
2 ocaco eret  
3 notw  
4 cesau  
5 yemno
Chocolate, Chocolate, Everywhere! Worksheet 3

1 Complete the sentences. Use the words from the box.

- shelves
- family
- sign
- station
- sauce

1. Mr and Mrs Hall and their son, James, are at the train ______ station ______.
2. The Hall ______ are opening a new shop.
3. Mr Hall makes a new ______ for the shop.
4. They put the chocolates on the ______.
5. Mrs Hall uses her special chocolate ______ recipe.

2 Match the sentence halves.

1. The cocoa tree comes from ______ adds milk and sugar and then mixes.
2. Cocoa beans are used ______ from a different part of cocoa beans.
3. The cocoa tree is sometimes ______ Central and South America.
4. The chocolate maker ______ called the chocolate tree.
5. White chocolate is made ______ to make chocolate.

3 Follow the directions and draw the town.

1. There is one road.
2. The chocolate shop is next to the newsagent's.
3. The vet's is across the road from the chocolate shop.
4. The bus stop is between the cinema and the supermarket.
Chocolate, Chocolate, Everywhere! Worksheet 4

1 Read Chocolate, Chocolate, Everywhere! again. Write three more interesting facts about chocolate.

1 Chocolate is a popular food.
2
3
4

2 Take turns to ask and answer. Write your friend’s answers.

1 What do people give on special days?
   People give presents on special days.
2 What is your favourite chocolate?
3 Does dark chocolate have a strong flavour?
4 Do you like milk chocolate?
5 What’s inside the fruit from the cocoa tree?
Worksheets Answer Key

Chocolate, Chocolate Everywhere!

Worksheet 1
1 Complete the crossword.

2 Complete the sentences.
1 work, 2 shop, 3 chocolate,
4 owner, 5 money

3 If you had a chocolate shop, what would it look like? Draw your chocolate shop. Children’s own answers.

Worksheet 2
1 Match the people to the places.
1 Mr Nelson – supermarket
2 Mrs Hall – The Tasty Chocolates Shop
3 vet – veterinary clinic
4 shop assistant – grocery shop
5 police officer – train station
6 customers – chocolate fountain

2 How to make chocolate. Put these steps in order. Write the number.
1 People pick the cocoa beans.
2 Next, the beans go into a machine to cook them. It’s very hot.
3 A machine presses the beans and makes a brown liquid.
4 Then, the chocolate maker makes chocolates in different shapes!
5 Now, you can eat it!

3 Unscramble the words and match the words to the pictures.
1 machine, 2 cocoa tree, 3 town, 4 sauce, 5 money

Worksheet 3
1 Complete the sentences. Use the words from the box.
1 station, 2 family, 3 sign, 4 shelves, 5 sauce

2 Match the sentence halves.
1 The cocoa tree comes from Central and South America.
2 Cocoa beans are used to make chocolate.
3 The cocoa tree is sometimes called the chocolate tree.
4 The chocolate maker adds milk and sugar and then mixes.
5 White chocolate is made from a different part of cocoa beans.

3 Follow the directions and draw the town. Children’s own answers.

Worksheet 4
1 Read Chocolate, Chocolate, Everywhere! again. Write three more interesting facts about chocolate. Children’s own answers.

2 Take turns to ask and answer. Write down your friend’s answers. Children’s own answers.
Chocolate, Chocolate Everywhere!

Subject links
Geography, Social Studies

Before Reading
As a class create a KWL chart:

| What I Know | What I Want to Find Out | What I Learned |

Ask the children to work in small groups. At this stage you can fill out the first two sections. First, ask the groups what they already Know about chocolate? (K) Allow time for discussion and reporting back. Record the children's responses on the chart.

Then, ask the groups what questions they have about chocolate. What do they Want to find out? (W) Allow time for discussion and reporting back. Write the children's responses on the chart.

Display the chart and refer to it during the unit. Try to revisit the student questions.

At the end of the unit complete the (L) section. What did they Learn?

The factual section

Cover and contents pages
Have the children look at the cover of the Reader and the contents page. Ask: What can you see? Ask the children where they can find out information about different topics. Ask: Which page tells us about different types of chocolate? Which page tells us about a recipe?

Using the photographs
Ask the children to look at the photographs and to discuss and describe them. Encourage the children to use the following phrases: In my photo, there is/are, This photo shows ... , This photo has got ... (people) in it. Without reading the text, what can they say about the process of making chocolate? What do they recognise?

The story section

Predict
Looking at the title page, ask the children to predict what the story might be about. How might it connect with the factual section they have already read? Encourage the children to use: I think ... I guess ...

Clarify
As they read, have them clarify any new words or phrases. Have them refer to the Picture Dictionary. Ask: What do you think this word means?

Question
As they read, have the children think of any questions they have about the story. Have them think of questions they could ask a classmate to help them understand and use: Who ... what ... when ... where ... why ... how ...
**Teacher’s Notes (2 of 2)**

**Summarise**
Ask the children to **summarise** the main points of the story. Have them retell the story in their own words, making sure the story is in order. Encourage the children to use: *First ... next ... then ...*

*The story begins with ... The story ends with ...*

**Sequencing**
In pairs, have the children take turns to write down each step of the chocolate making process on pieces of paper. Encourage the children to use their own words if possible. When they have finished, have them shuffle the pieces of paper. Then, each partner tries to put them in the correct order.

**After Reading**

**Project work**
Refer to the different types of chocolate on p7 of the factual section, and the question: *Do you have a favourite type of chocolate?*

Have the children describe in as much detail as possible their favourite type of chocolate. Encourage them to use different adjectives to describe the size, shape and taste of the chocolate.

In pairs have the children share their written descriptions with each other. Do their words create a clear picture? Have them swap written descriptions and illustrate each other’s writing.

Then, create a class *Chocolate, Chocolate, Everywhere!* display using their written descriptions and matching illustrations.

**Character descriptions**
Have the children work in pairs. Using the words of the story and the illustrations, one describes a story character aloud without using character names and without letting their partner see the book, e.g. *He has a beard. He is wearing a suit. He looks angry.* The other then has to create a drawing following the description, and guess which character it is.

**Proofreading**
For the written exercises, encourage the children to read their sentences aloud to see if they make sense. Have them revisit their work to ensure they have used the correct spelling. Ask: *Do all sentences start with a capital letter and end with a punctuation mark?*

**Using the activities and worksheets**
While completing the activities and worksheets, encourage the children to revisit and re-read the text for clarification before they ask for assistance. Guide them to use the contents page and the picture dictionary as tools that can help them find the information they need.
Chocolate, Chocolate Everywhere!

1 Complete the sentences.
1 cocoa, 2 sugar, 3 America, 4 flavours, 5 popular

2 Label the picture using words from the box.
1 police officer, 2 vet, 3 customer, 4 fountain, 5 shop assistant

3 Unscramble the words. Then match them to the pictures.
1 vet, 2 shop, 3 fountain, 4 chocolate

4 Circle T (True) or F (False).
1 T, 2 T, 3 T, 4 F, 5 T

5 Who says it? Match the speech bubbles to the characters.
1 Mr Nelson, 2 Mrs Hall, 3 James, 4 James, 5 Mr Nelson, 6 Mrs Hall

6 Write the answers to these questions. Choose the answers from the box.
1 Yes, I am. 2 Yes, you can. 3 Go straight on. 4 It’s chocolate.

7 Put the story in the correct order. Write the number.
1 Mr and Mrs Hall and their son, James, are at the train station.
2 The Hall family work hard.
3 Mr Nelson laughs at their small shop.
4 The smell from the chocolate fountain travels all over town.
5 The new chocolate shop is full of customers.
6 James gives Mr Nelson some chocolate to eat.
7 Mr Nelson is sorry he wasn’t nice.

8 Match the sentences to the pictures.
1 c, 2 d, 3 b, 4 a

9 Put the words in the correct order to make sentences.
1 Some people give chocolates to celebrate.
2 Inside the fruit are cocoa beans.
3 The cocoa tree grows fruit.
4 A machine presses the beans and makes a brown liquid.

10 Complete the crossword and find the secret word.
Secret word: shop

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