

Coffee: Notes for teachers and tips

Tip: use realia

Why not bring in a container of freshly ground coffee and ask students to sniff: what images / thoughts / ideas do they have when they smell coffee? Elicit adjectives to describe the smell.

1. Pre reading tasks.

- a Using the handout ask students to go through the questions. Do they agree on how to make a cup of coffee?

Tip: personalise the topic

Students are always more interested in reading an article if they think it has something connected with their lives

- b Refer to the headings taken from the text. Students only spend a few minutes trying to answer the questions, nothing to be written down.

2. Reading for gist

- a Handout the text and ask student to match the headings with the paragraphs as quickly as possible.

Tip: encourage different reading skills

Students don't need to read all the text to do this so tell them that, and explain that in real life we often skim a passage to get overall meaning

The correct order of headings:

- | | | |
|---|---|-----------------------------------|
| 1 | How did it all begin? | Kaldi's dancing goats |
| 2 | Who were the first coffee addicts? | Muslims |
| 3 | How did it spread? | by smuggling |
| 4 | What made Kaldi's goats dance? | the caffeine |
| 5 | What is the Bean Belt? | the tropics |
| 6 | Manual labour or machine? | usually manual |
| 7 | Who ship, roast and retail the coffee? | developed countries/
the North |

- b The students then read the article again in more detail. Remind them they only need to give a very short answer (suggestions above) and do the first one as an example.

Tip: use the headings

This is just one idea. Alternatively give the text first without the headings and students try to write some (all questions in this case) and then compare with the originals. This makes the reading more of a challenge and more motivating.

3. Vocabulary

- a Students find the words in the text while doing the exercise so they appear in context.

a commodity	an article of trade or commerce
to graze	to feed on growing grass
a stimulant	something which increases one's power to be active for a long time
to smuggle	to take something illegally from one country to another
to stimulate	to cause to become active
anxiety	an uncomfortable feeling caused by fear or worry
a dose	a measured amount

Tip: encourage learner autonomy

Do you need to give vocabulary before a reading? Asking students to work out meaning after they have read a task is easier and encourages them to work out meaning through context for themselves. See if students can guess the words before doing the matching task: what else do goats do but *graze*

4. Post reading task: speaking

The answers to these questions are not in the text, students have to decide for themselves. Make sure the students aren't writing: they should be in small groups speaking. Encourage speculation, any disagreements are fine!

Tip: use open questions to react to the reading

We do this in real-life so encourage it in the classroom. Answers don't have to be in the text, and questions don't have to be for comprehension. After all by reacting they are showing they have understood or not

5. Post reading task: make a poster

Ask students to use the information in the article to make a poster that illustrates the history of coffee. Use an image from Clip Art and enlarge it to a suitable size, students then draw arrows / pictures and write short notes on the map.

They can then find out about coffee in their own country: do they grow it? If so what kind do they grow and where is it sold to? Alternatively, students can find out which coffee their country imports and from where. What is the most popular way it is drunk? This can be added to the poster. If possible information can be collected from the internet.

Tip: use the reading for project work

By making posters students have to present the information found in the text in a different way. This helps them to understand the main points and develop note-taking skills. Think about other ways information in a text can be reorganised - can a table be filled-in, or events reordered.