

After a terrible cup of joe in the office, a founder decided to bring African coffee traditions stateside

Level 3: Advanced

Article summary: This article explores Margaret Nyamumbo's unique coffee startup company.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Phrasal verbs

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to let students discuss their preferences and cultural experiences with coffee and tea. Encourage them to share experiences from their own culture and from those they may have encountered through friends or while travelling. Ask students to share stories with sensory details and specific examples to share a richer experience with their classmates.

2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|-------------------|---------------------|
| 1. b. retrieve | 9. b. profitability |
| 2. c. immigrate | 10. a. tangible |
| 3. a. source | 11. c. supply chain |
| 4. a. collective | 12. b. compensation |
| 5. b. boom | 13. a. fluctuate |
| 6. c. premium | 14. c. incentivize |
| 7. c. proliferate | 15. b. flagship |
| 8. a. equity | |

- b. Before reading the article carefully, ask students to use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

1. premium
2. proliferate
3. boom
4. retrieve
5. equity
6. supply chain
7. compensation
8. flagship
9. sourcing
10. profitability

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g. in item 1, they may say, 'Margaret Nyamumbo learned about the custom of table banking while growing up in Kenya on her grandfather's coffee farm' or something similar.

Key:

Suggested answers:

1. On her grandfather's coffee farm when she was a child
2. 90 per cent; 1 per cent
3. 'Kahawa' is the Swahili word for coffee, and 1893 represents the year commercial coffee production began across Africa.
4. Kenya, Tanzania, Rwanda and Congo
5. There is a QR code on coffee bags, which has raised a total of 90,000 US dollars. This has benefitted over 500 women and girls in Africa.
6. It became the first Black woman-owned coffee brand to be sold at Trader Joe's.
7. 3 million US dollars

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8. *After drinking poor-quality coffee at her Wall Street job, she wanted to make high-quality African coffee more conveniently available in the US in an equitable way for farmers.*
 9. *They do not use a commodity-driven system with fluctuating prices. Instead, they pay farmers nearly double the minimum fair trade price of 1.80 US dollars per pound of coffee.*
 10. *Her vision is to open flagship coffee shops in different cities, starting in New York City and Nairobi, with a tipping system where some of the barista's tips would go to farmers.*
- c. Students consolidate what they've learned about the phrasal verbs by writing sentences of their own. Invite students to challenge themselves and get creative as they write their own sentences. Save some time for students to share examples of their work. As an extension activity, collect students' work and create a gap-fill task with some of the sentences. Ask students to fill in the blanks in pairs or small groups.
Key:
Students' own answers.

4. Key language

- a. The activity lets students think about phrasal verbs used in the article and how to use them in context. As an extension activity, ask students to look for examples in the article.

Key:

1. *get together*
2. *take out*
3. *figure out*
4. *pitch in, go around*
5. *took off*
6. *set up*

- b. Students infer the meaning of each phrasal verb from task a. As an extension activity, ask students to think of other phrasal verbs they know or ones they have questions about.

Key:

1. *c*
2. *a*
3. *d*
4. *e*
5. *b*
6. *f*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about fair-trade companies focused on issues such as pollution or climate change. Ask them to choose one company that does fair-trade business. Tell them to research that company using the questions. You can also prepare a list of companies before to ensure a variety of answers.
- b. Students could then present their reports to the class. Encourage students to share their opinions and give reasons to support their answers. Encourage students to use some of the given phrases in their presentations when using emphasis during their reports.