

The bitter future of chocolate? How drought and a youth exodus threaten Mexico's prized cocoa

Level 1: Elementary

Article summary: This article discusses the problems facing the cocoa industry in Mexico.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word formation

Materials needed: One copy of the worksheet per student

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous exercise.

Key:

1. *disease*
2. *traditions*
3. *solution*
4. *Climate change*
5. *hectares*
6. *crop*
7. *harvest*
8. *survive*

1. Warmer

- a. This activity aims to get students thinking about the impact of different factors, such as environmental conditions and generational aspirations, on cocoa farming. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

2. Key words

- a. Ask students to work individually or in pairs to match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure of their meaning. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class. Explain to students that the word *harvest* is both a noun and a verb. The noun *harvest* is the time of year when farmers collect their crops.

Key:

1. *f*
2. *b*
3. *e*
4. *g*
5. *c*
6. *h*
7. *d*
8. *a*

3. Comprehension check

- a. Ask students to read the statements and decide whether they are true or false according to the article. Students should correct the false sentences to make them true based on the information they have read. They can quote directly from the text or for more challenge, ask students to paraphrase the information using their own words.

Key:

1. *False. He only harvested half his usual amount.*
2. *True*
3. *False. Climate change is causing big problems for farmers.*
4. *True*
5. *False. Now, he only has 200 hectares.*
6. *False. Young people aren't interested in farms because they want to live in cities.*

4. Key language

- a. Students work individually or in pairs to find the verbs in the text. Remind them that the verbs may appear in a different form in the text (e.g. *go* / *going*). Encourage students to tell you the form of the verb from the article, e.g. simple present or present continuous.

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Key:

1. *give up*
2. *dry up*
3. *pass on*
4. *look after*
5. *go up*
6. *grow up*

- b. Ask students to work individually to complete the example sentences with the phrasal verbs from task a. Remind them that they might need to change the form of the verb. To extend the activity, ask students to work in pairs to write their own example sentences using the phrasal verbs.

Key:

1. *goes up*
2. *passed on*
3. *grow up*
4. *gave up*
5. *dried up*
6. *look after*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. This task can be done individually or in pairs. It could also be given as homework. Ask students to make notes of their ideas before they begin writing. They can research online to find information about chocolate and chocolate production. Remind them that this is a creative task and that they should use their imaginations.
- b. Ask one or two students to share their stories with the class. Students who produced scripts can role-play these for the class.