

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

### Level 3: Advanced

**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. <i>drastic</i>    | 9. <i>Evaporation</i>    |
| 2. <i>denting</i>    | 10. <i>beverages</i>     |
| 3. <i>cultivated</i> | 11. <i>high society</i>  |
| 4. <i>defiantly</i>  | 12. <i>exodus</i>        |
| 5. <i>bear fruit</i> | 13. <i>razed</i>         |
| 6. <i>yields</i>     | 14. <i>Deforestation</i> |
| 7. <i>volatile</i>   | 15. <i>hectares</i>      |
| 8. <i>profusion</i>  | 16. <i>letting up</i>    |

### 1. Warmer

- a. This activity aims to get students thinking about the impact on cocoa farming of different factors, such as environmental conditions and generational aspirations. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed. You could extend the activity by asking students to tell you what particular crops are grown in their area / country and what these crops are mainly used for.

### 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.

**Key:**

- |             |              |
|-------------|--------------|
| 1. <i>h</i> | 9. <i>i</i>  |
| 2. <i>l</i> | 10. <i>n</i> |
| 3. <i>a</i> | 11. <i>j</i> |
| 4. <i>o</i> | 12. <i>k</i> |
| 5. <i>c</i> | 13. <i>g</i> |
| 6. <i>e</i> | 14. <i>m</i> |
| 7. <i>b</i> | 15. <i>d</i> |
| 8. <i>p</i> | 16. <i>f</i> |

### 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. His harvest dropped to half the usual amount.*
2. *True*
3. *False. Only Aztec high society could consume cocoa beverages.*
4. *False. Mexico is the 14th largest producer.*
5. *True*
6. *True*
7. *False. It decreased from 600 hectares to 200 hectares.*
8. *False. Genetically modified organisms (GMOs) that could save chocolate have yet to bear fruit.*
9. *True*
10. *True*

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#### 4. Key language

- a. Students work individually or in pairs, this time to find the verbs in the text. Remind students that the verbs may appear in a different form in the text (e.g. *stick / sticking*). You may want to elicit what students think the phrasal verbs mean based on the context before they check their sentences in task b.

**Key:**

1. *to*
2. *up with*
3. *to*
4. *down*
5. *up*
6. *to*
7. *back*

- 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. *dates back*
2. *passed down*
3. *teamed up with*
4. *switched to*
5. *stuck to*
6. *gave up*
7. *pointed to*

#### 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.