

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

### Level 2: Intermediate

**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

#### 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.

#### 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. e | 7. d  |
| 2. l | 8. g  |
| 3. f | 9. j  |
| 4. i | 10. h |
| 5. c | 11. a |
| 6. b | 12. k |

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

**Key:**

- |              |                 |
|--------------|-----------------|
| 1. quit      | 7. crop         |
| 2. rural     | 8. predicted    |
| 3. elite     | 9. methods      |
| 4. harvested | 10. lack of     |
| 5. shade     | 11. Evaporation |
| 6. decades   | 12. hectares    |

#### 3. Comprehension check

- a. Ask students to read the questions, and the options a, b and c. Remind them to underline the parts of the text where they find the answers. When they give you the answer, they can quote directly from the text or for more challenge, ask students to paraphrase the information using their own words.

**Key:**

- b
- b
- c
- b
- b
- c

#### 4. Key language

- a. 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. *dry / drying*). 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:**

- on
- up
- on
- down
- out
- up

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- 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. *rely on*
2. *has gone up*
3. *passed on*
4. *cut down*
5. *wiped out*
6. *dried up*

### 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 findings before they begin creating a presentation. They can research online to find information about a chosen crop and its production. Alternatively, to save time, you can assign them a crop from the list below:

Crops affected by climate change:

- coffee
- wheat
- bananas
- almonds
- vanilla
- olives
- rice

- b. Ask one or two students to share their presentations with the class.