

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

### Level 1: Elementary

**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 the task individually and then compare their answers in pairs or small groups. Students may be familiar with the word *match* to mean two things of the same type 'the matching sock', a sport game between two teams 'today's football match' or in the context of dating 'a good match'. As an extension activity, ask students to highlight the key words in the article.

**Key:**

- |                 |                 |
|-----------------|-----------------|
| 1. a. loan      | 6. a. focus     |
| 2. c. immigrate | 7. a. available |
| 3. b. customer  | 8. b. quality   |
| 4. c. match     | 9. c. invest    |
| 5. b. deal      | 10. b. double   |

- 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. loan
2. customers
3. available
4. quality
5. invest
6. double

#### 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
3. 1 per cent
4. 'Kahawa' is the Swahili word for coffee, and 1893 represents the year coffee farming began across Africa.
5. Kenya, Tanzania, Rwanda and Congo
6. By scanning a QR code on the bag
7. 90,000 US dollars
8. over 500 women and girls in Africa
9. 3 million US dollars
10. To open coffee shops, especially in New York City and Nairobi

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#### 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 these examples in the article.

**Key:**

1. *pitch in*
2. *go around*
3. *lift up*
4. *focus on*

- 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. *b*

#### 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 work in pairs and ask each other questions. Remind them to take notes on what their partner is saying.
- b. Students work with a new partner and tell them what their previous partner said.
- c. Students discuss these opinions in pairs. You can also do a whole class discussion as a follow-up and put any common answers on the board.