

# BLACK GOLD

## - EXTRA

### Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

### SYNOPSIS

*Black Gold* follows the story of Tadesse Meskela, head of Oromia Coffee Farmers' Union, an Ethiopian Co-operative which is trying to get a fair price for the coffee produced by its members. This is a recent problem. Before the early 1990s, the International Coffee Organisation made sure that farmers received a fair price for their coffee. But after the US left the ICO in 1993, coffee prices were set by the New York Board of Trade. They went too low, with the result that large coffee companies got rich while many coffee farmers in developing countries grew poor. The World Trade Organisation talks in Mexico in 2003 were supposed to help solve this problem but ended in failure. After this, Tadesse realized that the only way to help his farmers was through the Fair Trade Movement. They would sell coffee to companies willing to pay a fair price which would then allow them to use the Fair Trade logo on their products.

The story follows Tadesse's attempts to develop business with coffee companies willing to work outside the New York market. In Trieste, London and Seattle, he is successful and is soon able to start paying his farmers a small profit which they put towards building a school. During the story, the reader discovers many interesting facts about coffee and the lives of Ethiopia's coffee farmers. It ends on a hopeful note and a reminder to all coffee drinkers to 'think before you drink'.

### THE BACK STORY

The film *Black Gold* was first shown at the Sundance Film Festival in Utah in 2006 and went on general release in October of that year. It then featured in over 60 international film festivals and was subsequently broadcast on TV stations around the world.

The title of the film refers to coffee's position as the world's second most valuable commodity after oil. Its purpose was to draw attention to how, despite its status, coffee produced little benefit for those that grew it.

The message was effective. The story of Tadesse Meskela and his Oromia Coffee Farmers' Union had a positive effect on consumers all over the world. Since the release of *Black Gold*, thousands have taken part in the film's website forum to exchange views and express their concern. Today, Tadesse's coffee farmers are receiving three times the amount of money they did before the film was released.

### MEDIA LINKS

**DVD:** The film *Black Gold* is available on DVD.

**CD:** A recording of *Black Gold* is available to accompany the Scholastic Reader.

**Internet:** For more information about the film, visit the official website at [www.blackgoldmovie.com](http://www.blackgoldmovie.com).

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this a good story for your class? Have they seen documentary films before? Motivate them with background information by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (Answers on page 4.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English Language option on the DVD. The film is 78 minutes long, and there are also interesting extra features of 46

minutes long. You could show the film in chunks of, say, 10–15 minutes in parallel with the class reading schedule. Alternatively, choose key scenes and set language tasks related to them.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find the meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Fact Files

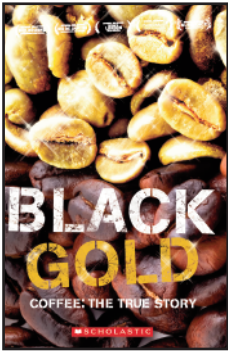
Set these as self-study or use for whole class work. These provide background information about the story of coffee, Ethiopia and the Fair Trade movement.

### What did they think?

Get everyone to do a written or spoken review of *Black Gold*. Did they like it? Compare opinions. Would they like to see more documentary films? Did you like it? Let us know at:

[readers@scholasticreaders.com](mailto:readers@scholasticreaders.com)

RESOURCE SHEET STUDENT ACTIVITIES



# BLACK GOLD

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**People and places**

Are these sentences true (T) or false (F)? Correct the false sentences.

- a) Tadesse Meskela is a coffee farmer.  
*F. He is the manager of the Oromia Coffee Farmers' Co-operative.*
- b) Burte Arba lives in Bule Hora.  
.....
- c) Simon Wakefield is a coffee roaster.  
.....
- d) Dr Ernesto Illy works for the New York Board of Trade.  
.....
- e) Oromia is the capital of Ethiopia.  
.....

**Prologue–Chapter 1**

**1 Match the questions and answers.**

- |   |            |
|---|------------|
| a) How many co-operatives are there in Tadesse's Union?               | i) \$0.12  |
| b) How much is a cup of coffee in Western countries?                  | ii) 1993   |
| c) How much is a cup of coffee in Ethiopia?                           | iii) 101   |
| d) How much are the coffee farmers paid for a kilo of coffee?         | iv) 1999   |
| e) When did the US leave the International Coffee Organisation (ICO)? | v) \$0.24  |
| f) When did Tadesse go to Japan?                                      | vi) \$3.00 |

**2 Where ...**

- a) did Tadesse work after leaving university?  
*He worked for Ethiopia's Agricultural Bureau.*
- b) does most of the world's Robusta coffee grow?  
.....
- c) is Sidamo coffee produced?  
.....
- d) does the Kilenso co-operative send their coffee?  
.....

- e) is Ethiopian coffee processed?  
.....
- f) is Sidamo coffee exported?  
.....

**3 "Coffee is gold." What does this statement mean? Do you agree? Discuss with a partner.**

**Chapters 2–3**

Who said these things at the World Trade Organisation (WTO) talks? Which country do they represent?

- a) "The WTO is all about power. We will take the power back."  
*Irene Dronji-Ddiya - representing East African countries.*
- b) "I hope these talks will be a success."  
.....
- c) "These talks have failed completely."  
.....
- d) "The WTO talks are over. The two sides were unable to reach an agreement."  
.....
- e) "There were 'can do' countries here and 'won't do' countries."  
.....
- f) "The developing countries didn't want to learn about ways to manage the free market."  
.....

**Chapters 4–6**

**1 Answer these questions.**

- a) How many people live in Burte Arba's house? *16*
- b) How long does it take a coffee tree to grow to its full size? .....
- c) Where does money for the village school come from? .....
- d) How does Tadesse feel about his job, according to his wife, Rosa? .....
- e) Where does espresso coffee come from? .....
- f) How many beans are needed to make one cup of espresso coffee? .....
- g) In what year did the first Starbucks coffee shop open? .....

**2 Circle the correct answer in italics.**

- a) A coffee tree begins producing beans in its *fourth* / **(fifth)** year.
- b) Over the last twenty years, Africa's share of world trade has fallen to *1%* / **3%**.
- c) Burte's youngest son would like to be a *doctor* / **coffee farmer**.
- d) At the Coffee Processing Centre in Addis Ababa, bad coffee beans are taken out by *machine* / **hand**.
- e) Tadesse feels that the *coffee chains* / **consumers** need to have more information about the coffee they buy.
- f) Starbucks say that they are in 'the *coffee* / **people**' business.

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapters 7–9

#### 1 Put these events in the correct order.

- a) Tadesse visits Bule Hora.
- b) Simon tells Tadesse that the New York market price is up.
- c) Tadesse visits a trade show in Seattle.
- d) Tadesse catches a train to London.
- e) Tadesse speaks to a chat seller.
- f) A farmer sells 20 sticks of chat for 30 birr.
- g) The head man from Taylors asks Tadesse if he will work outside the New York market.

#### 2 Circle the mistakes in these sentences. Write in the corrections.

- a) A man called (Taylor) <sup>Simon Wakefield</sup> met Tadesse at a London train station.
- b) Burte Arba has decided to stop growing chat.
- c) Tadesse drives to a local meeting where farmers are selling chat.
- d) Tadesse wants to meet new consumers at the trade show in Seattle.
- e) Ethiopia pays subsidies to its farmers.
- f) Aid is the best way to help developing countries, like Ethiopia.

### Chapters 10–Epilogue

#### 1 Tick (✓) the things that were said at the meeting between Tadesse and his farmers in Kilenso Mokonisa.

- a) The man leading the meeting explains that Tadesse has been trying to get the farmers a better price for their coffee.
- b) Tadesse explains that his cooperative union has made a profit this year.
- c) The farmers should use the profit from selling coffee to build a new office.
- d) The farmers now have enough money to build a new school.
- e) One farmer offered to sell his shirt to raise more money.
- f) Tadesse said that the money the farmers needed must only come from selling coffee.

#### 2 Match the questions and answers.

- a) How many kilos does a sack of wheat weigh? i) 47%
- b) How many days will a sack of wheat feed a family for? ii) 50
- c) When did the film *Black Gold* come out? iii) \$2.30
- d) How many new schools does Oromia now have? iv) 2006
- e) How much is the Fair Trade price for Tadesse's union's coffee? v) 5
- f) In 2007, how much did sales of Fair Trade products go up by? vi) 15

### FINAL TASKS

#### 1 A day in the life of ... Imagine that you are one of these people from *Black Gold* and write 200–250 words about your daily life.

- Janine, manager of the first Starbucks in Seattle
- A doctor from the Sidamo Feeding Centre
- Burte Arba, the coffee farmer from Bule Hora, Oromia

**Example:** *I'm Janine and I love my job! I work in the first ever Starbucks coffee shop in Seattle. Every morning I ...*

#### 2 Discussion. List ten things that you have learnt about coffee production from *Black Gold*. What has interested you most?

### VOCABULARY BUILDER

#### Look at the 'New Words' at the back of *Black Gold*.

##### 1 Find the word for each description.

- 1. Children get this at school. ..... *education* .....
- 2. To ask God for help. .....
- 3. The money you make from selling something. .....
- 4. To send things you have sold to another country. .....
- 5. Bread is made from this. .....
- 6. To offer money for something. .....
- 7. A very large bag made of cloth. .....
- 8. To buy and sell things. .....
- 9. A person who attends a meeting. .....

##### 2 Complete the sentences with the correct words.

- 10. Most Ethiopian farmers have very little money and live in ..... *poverty* .....
- 11. Western governments pay their farmers large .....
- 12. Yirgacheffe coffee is one of the best coffees in the world. It has the highest .....
- 13. 'We must ..... and work together if we want things to get better.'
- 14. Like oil and sugar, coffee is an important .....
- 15. There is less ..... in espresso coffee than ordinary coffee.
- 16. 'More and more ..... companies, like Taylors, want to get the best coffee beans.'
- 17. Coffee ..... all over the world are beginning to ask for Fair Trade coffee.
- 18. Farmers in ..... countries do not receive a fair price for their coffee.
- 19. Developing countries are poor and weak. Western countries are rich and have a lot more .....
- 20. After the coffee beans are ....., they are sent to the foreign buyers, and roasters.

##### 3 Unjumble the letters to find the right word.

- 21. Tadesse Meskela started a NNIOU ..... *union* ..... for the coffee farmers.
- 22. It is DEART ..... and not DIA ..... that will help developing countries to grow richer.
- 23. The coffee farmers PUSPLY ..... the coffee beans.
- 24. Tadesse Meskela wants to cut out the DDIMLMENEL ..... from the coffee NIHCA ....., so that the farmers receive more money.

### A HISTORY OF COFFEE (pages 54–5)

#### Project

Students work in groups of four. Tell them that their local town council is inviting proposals for a new coffee shop. Ask them to put together a proposal for their coffee shop. How will it be different from all the others? Ask them to think about the following:

- Customers – young/old/families/mixed?
- Décor and atmosphere – music/furniture/photos/paintings etc.
- Fast service or relaxed?
- Special features – Fair Trade products/WiFi/newspapers/TV etc.?

Each group presents their vision for a new coffee shop to the class. The class votes on which coffee shop they prefer. (They can't vote for their own!)

### ETHIOPIA: THE BIRTHPLACE OF COFFEE (pages 56–7)

#### Research

Students choose another Fair Trade crop which is important to a particular country's economy e.g. Costa Rica – bananas; Jamaica – sugar. Students research the part their chosen crop plays in the country's culture and economy, by using the school library or the Internet. They then give a presentation of their findings to the rest of the class.

### THE FAIR TRADE MOVEMENT (pages 58–9)

#### Design project

Students work in small groups. Give each group several pieces of card. Students use the information in 'The Fair Trade Movement' Fact File to design a box for a Fair Trade product of their own choice, e.g. a cereal box. They should choose a name for their product, and illustrate it.

On the back of the box, students should write a few sentences on how the profit is being spent by the producers e.g. a new school/health centre/water tower etc. Finally, students assemble their boxes and put together a class display.

### FILM/CD FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Check that it is suitable for your students and identify good places to stop and pause the film.

#### Memory game

Select some key scenes from the film, for example, Tadesse Meskela talking to the Oromia Coffee Farmers' Co-operative about prices (Chapter 1), Burte Arba talking about his life and difficulties (Chapter 4). Give students some time to re-read each chapter, and tell them they are going to be asked questions.

Play the scene without sound, and ask students to write down everything they can remember from the scene in question, for example, what the conversation is about, how much coffee costs in the West, what ambitions Burte's son has for the future.

#### ANSWER KEY

##### Self-Study Activities (pages 60–4)

- 1 a) developing b) sack c) commodities d) profit e) quality
- 2 a) Joe O'Neill b) Burte Arba c) Dr Ernesto Illy  
d) Tadesse Meskela e) Addis Ababa  
f) Kilenso, Mokonisa, Sidamo, Bule Hora
- 3 a) *Possible answers:* the coffee, the activity and excitement, the friendliness b) They receive very little money for their coffee.  
c) New York d) Brazil e) 1999  
f) Harar, Sidamo and Yirgacheffe

4–5 Open answers.

- 6 a) T b) F The buyers and sellers set the international price of coffee. c) F. Oil is the most traded commodity in the world.  
d) T e) F. A lot of companies want to work inside the New York market because then they do business with big coffee companies who sell their coffee at a cheaper price.

- 7 a) delegates b) co-operate c) aid d) subsidising e) poverty

8–9 Open answers.

- 10 a) F. They start producing beans after five years.  
b) T c) F. Only Burte's youngest son goes to school. d) T  
e) F. He doesn't want to be a coffee farmer. f) T  
g) F. Tadesse's father was farmer.

- 11 a) To keep more of the flavour and important oils in the coffee beans. b) Because good espresso cannot be made with one high-quality bean. c) Fifty d) Because if one bean is bad, that is all you can taste. e) Because they do not have to pay middlemen. f) Because the quality is not high enough.

12–13 Open answers.

- 14 a) iii b) vi c) ii d) vii e) iv f) i g) v

- 15 a) Because he cannot make enough money from growing coffee.  
b) It makes them feel happy. c) Because the Ethiopian government gave him this area and he is not allowed to move.  
d) Because he has just had some chat.

16–18 Open answers.

- 19 a) Tadesse Meskela  
b) The man leading the meeting in Kilenso Mokonisa  
c) a village woman  
d) Getachew Haile, an aid worker

- 20 a) T b) F. Farmers only earn what customers pay them. c) T  
d) F. They want to build a school. e) F. They use animals to take the wheat home. f) T g) F. They went up by 47% in 2007. h) T

21 Open answer.

### Resource Sheet Activities

#### People and places

- b) T c) F. He's a buyer. d) F. He's the head of *Illy* coffee.  
e) F. Addis Ababa is the capital of Ethiopia.

#### Prologue–Chapter 1

- 1 b) vi c) i d) v e) ii f) iv  
2 b) It grows in Vietnam and some parts of Africa.  
c) It is produced in Kilenso Mokonisa in Oromia.  
d) They send it to the Union in Addis Ababa.  
e) It is processed at the Export Processing Centre in Addis Ababa.  
f) It is exported to Western countries, such as Europe, America and Australia.

3 Open answer.

#### Chapters 2–3

- b) Dr Ahmed Mahamadi, a delegate from Chad  
c) Jack Birgawa, a delegate from Uganda  
d) Barry Coates, from the World Development Movement  
e) Robert Zoellick, a US delegate  
f) Pascal Lamy, a European Union delegate

#### Chapters 4–6

- 1 b) It takes four years. c) The money comes from coffee production. d) He loves doing it. / It's his dream job.  
e) It comes from Italy. f) It needs fifty beans. g) 1971  
2 b) 1% c) doctor d) hand e) consumers f) people

#### Chapters 7–9

- 1 The correct order is: d, b, g, a, e, f, c.  
2 b) chat = coffee c) meeting = market d) consumers = buyers / customers e) Ethiopia = the West f) aid = trade

#### Chapter 10–Epilogue

- 1 b) ✓ c) ✗ d) ✗ e) ✓ f) ✗  
2 b) vi c) iv d) v e) iii f) i

### Vocabulary Builder

1. pray 2. profit 3. export 4. wheat 5. bid 6. sack 7. trade 8. trade 9. delegate  
10. subsidies 11. quality 12. co-operate 13. commodity 14. commodity 15. caffeine 16. roasting 17. consumers 18. developing 19. power 20. processed  
21. trade/aid 22. supply 23. middlemen / chain