Unit 4.1: The campaign to humanize the coffee trade

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Farmers' problems	Fair Trade solutions

B. IDENTIFY Match each statement with the person who would say it.

___ 1. I learned that everyone was making a profit on the coffee except the growers.

___ 2. I believe I pay a fair price for the coffee beans that we then sell to the processors.

___ 3. I know that helping farmers become independent of the intermediaries is the main goal.

___ 4. I might pay 10% more for coffee if I were sure it came directly from the farmers.

___ 5. I don't know how much this coffee is sold for at stores in the US.

a. a coyote
b. a coffee farmer
c. a coffee consumer
d. the American RadioWork reporter
e. a Fair Trade organizer

C. COMPOSE Use your notes to write a sentence expressing the main idea about each topic.

1. The lives and homes of the coffee farmers

_____

2. The role of the coyote, or middleman

_____

3. The goal of the Fair Trade system

_____

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D. CATEGORIZE Read the statements. Then listen again. Write *T* (true) or *F* (false). Correct the false statements.

___ 1. The coffee farmers send their coffee into town on trucks.

_____

___ 2. The coyotes, or middlemen, buy the coffee beans for 50 cents or less per pound.

_____

___ 3. Zwerdling says he spends less than $9.00 per pound for coffee in Washington, D.C.

_____

___ 4. Coffee is not a highly traded commodity.

_____

___ 5. Fair Trade was started by Europeans.

_____

___ 6. At the time of the report, about 300 groups of farmers around the world had joined the Fair Trade system.

_____

___ 7. Large corporate plantations that promise to follow fair business practices can join Fair Trade.

_____

___ 8. According to Denaux, Fair Trade farmers are guaranteed to earn enough money for food, education, clothes, and health care.

_____

E. IDENTIFY Who sells coffee to whom? Number the people in the order that they purchase coffee after the farmer offers it for sale. Then check your answers with a partner.

___ a coffee shop

1 a coyote, or middleman

___ a processor

___ a roaster

___ the consumer

___ an exporter

LIVEWORKSHEETS

F. VOCABULARY Here are some words from Listening 1. Read the sentences. Then write each bold word next to the correct definition.

1. Many celebrity **activists** worked together to bring attention to the effects of the tsunami and to raise money for countries affected by it.
2. If a local community effort, or grassroots campaign, gets a lot of media attention, it might **transform** into a national or even a global fight for change.
3. Many farmers are forced to find other jobs because they cannot **afford** the high costs of producing food.
4. Some businesspeople who like risk base their investments on **speculation** and luck rather than on past performance history.
5. There was a **massive** demand for sugar, but because of agricultural problems, the supply was very low.
6. Coffee is a popular **commodity** that is traded in many parts of the world.
7. The grower sells his product to a **processor**, who then gets it ready for the market.
8. Human rights groups spend a lot of their energy trying to **devise** ways to improve labor laws around the world.
9. **Roughly** 884 million people worldwide have unsafe drinking water, and according to the humanitarian group Save the Children, this estimate is low.
10. In order to avoid the obstacles that can prevent small businesses from succeeding, some people prefer to join a **co-op** and work together with other small business owners.
11. The United Nations wants businesses to **guarantee** that they will reduce their environmental impact, not just say they hope it will happen.
12. The importer didn't have a license to do business in that country, so she needed an **intermediary** to buy the products for her.

a. _____ *(n.)* the activity of guessing that an investment will make a profit but with the risk of a bad result

b. _____ *(v.)* to change completely

c. _____ *(adv.)* more or less; approximately

d. _____ *(v.)* to give a promise

e. _____ *(n.)* a product or raw material that can be bought and sold

f. _____ *(n.)* someone who passes on information; a middleman

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g. _____ *(n.)* something or someone that handles, treats, or changes materials before they can be used or sold

h. _____ *(v.)* to come up with or develop a plan or system

i. _____ *(n.)* people who work to achieve social change

j. _____ *(v.)* to be able to pay for something

k. _____ *(adj.)* very big; great amount

l. _____ *(n.)* a community organization of people working together toward a shared goal

SAY WHAT YOU THINK

DISCUSS Talk about the questions in a group.

1. Would you be willing to pay extra for Fair Trade products? Why or why not? How much more would you pay (than you do now) for a cup of coffee? A chocolate bar? A cotton T-shirt?
2. Zwerdling says that "consumers have to help, too." In what ways can consumers help in the development of the Fair Trade network?
3. Who should determine prices of luxury commodities (such as coffee or chocolate)? Who should determine the prices of necessities (such as rice and vegetables)? What might happen if farmers were allowed to charge as much as they wanted for their products?



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