

CONBAT+



CONTENT BASED TEACHING ConBaT+ Coffee

For the Teacher

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COFFEE

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INTRODUCTORY INFORMATION

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TARGET GROUP:

12 to 15

SUBJECTS:

Biology, Social Science, Geography, Languages

AIMS:

To learn about and compare different ways of preparing coffee in different cultures and families

To explore different views on the issue of children being allowed to drink coffee, and to compare these to the actual effects caffeine might have.

To research and analyse translations of the words *coffee* and *milk* in different languages

To learn how to use an electronic translation device

KEY COMPETENCIES REGARDING:

COMMUNICATION IN FL(S):

Learners collaborate in pairs using English.

Learners work with authentic resources in English.

Learners present and compare facts and findings in class.

COMMUNICATION IN L1:

Learners research facts in their family.

Learners compare words in their L1 (*coffee, milk*) to other languages.

LEARNING TO LEARN:

Learners develop literacy skills on the basis of film, pictures and written texts.

Learners prepare materials for presentation in class.

DIGITAL COMPETENCES:

Learners use the internet for linguistic research

Learners explore the potential and the limitations of translation software.



SOCIAL AND CIVIC COMPETENCES:

Learners collaborate in pair work and group work

Learners learn about a product which is popularly drunk around the globe

Learners' awareness of vocabulary shared both globally and regionally is raised

LANGUAGES USED IN THE MATERIALS:

English, Learners' L1

TIMING OF THE OVERALL ACTIVITIES:

180'



PREPARING A CUP OF COFFEE




Notes for the teacher:

Depending of the cultural background of the learners in the class, this set of activities may generate very different results. It is supposed, however, that coffee will be part of everyday life and routine in most families. Pre-activity 1 might be extended with some internet research learners do by themselves on ways of preparing coffee. An an introduction to the whole set of activities, you might also use the website www.netzkaffee.de in order to show a way of preparing coffee to the class and simultaneously comment on it.

Timing: **90'**

Material required:

Internet access

Grouping:  (individual) and  (small group) and  (whole class)

Focus on content:

Different ways of preparing coffee

The origins of coffee

Focus on language:

Vocabulary relating to the preparation of coffee



LEARNER WORKSHEETS

PRE-ACTIVITIES

How do you make a cup of coffee?



1. Watch the video “How to make French Press Coffee” on YouTube (<http://www.youtube.com/watch?v=TcXzHQq8V7U>).

Do you make coffee in the same way at home? How many ways of making coffee do you know of?



2. In teams, try to explain to each other the steps you or your family follow at home to make coffee. You can use your mother tongue but we encourage you to use English too.
3. If you tried to use English in the previous question, you will have noticed that there are some specific words (verbs, adjectives, nouns...) one needs to explain the steps you follow to make a cup of coffee. Using a dictionary, list as many verbs as you can that will help you explain how coffee is made in different parts of the world or at home. Think of the actions you make, what you do to the coffee ...

Example:

- Boil, etc.

ACTIVITIES



In Ethiopia, coffee is made in a very old traditional way.



1. Scan through text “Ethiopian Coffee Ceremony” and try to find the verbs you listed.

Underline them and other verbs you find related to the process of making coffee.





2. Share your findings and put together a nice word cloud with all the verbs everybody found in all the languages of your class and English (You can use the online tool www.wordle.net).

FINAL PROJECT



1. In teams, do some research and describe a special way of making coffee. Your final product might be:
 - a commented or subtitled video clip
 - a powerpoint presentation
 - a written step by step instruction
2. Upload your productions to the class wiki and be ready to present your work in class.



Ethiopian Coffee Ceremony

(source: <http://www.epicurean.com/articles/ethiopian-coffee-ceremony.html>)



1. The roasting of the coffee beans is done in a flat pan over a tiny charcoal stove.
2. The lady who is conducting the ceremony gently washes a handful of coffee beans on the heated pan, then stirs and shakes the husks away.
3. When the coffee beans have turned black and shining and the aromatic oil is coaxed out of them, they are ground by a pestle and a long handled mortar.
4. The ground coffee is slowly stirred into the black clay coffee pot locally known as 'jebena', which is round at the bottom with a straw lid.
5. The coffee is strained through a fine sieve several times.
6. The youngest child is then sent out to announce when it is to be served and stands ready to bring a cup of coffee first to the eldest in the room and then to the others, connecting all the generations.
7. The lady finally serves the coffee in tiny china cups to her family, friends and neighbours who have waited and watched the procedure for the past half-hour.



8. Gracefully pouring a thin golden stream of coffee into each little cup from a height of one foot without an interruption requires years of practice.

Coffee is taken with plenty of sugar (or in the countryside, salt) but no milk and is generally accompanied by lavish praise for its flavour and skilful preparation.

Often it is complemented by a traditional snack food, such as popcorn, peanuts or cooked barley.

In most parts of Ethiopia, the coffee ceremony takes place three times a day - in the morning, at noon and in the evening. It is the main social event within the village and a time to discuss the community, politics, life and about who did what with whom.

Perhaps an ancient proverb best describes the place of coffee in Ethiopian life, "Buna dabo naw", which when translated means "Coffee is our bread!"

ASSESSMENT

Formative: Use of English in group work, contributions to whole class activities

Summative: Final project product

Answer sheets:

There is no set of predefined answers here.

Verbs used in connection with preparing coffee might include heat, boil, grind, spoon, add, stir, mix, wait, pour, sweeten, drink, etc.

The verbs from the text relating to the preparation of coffee are roast, wash, heat, stir, shake, turn (black and shining), grind, strain, serve, wait, watch, pour, take, accompany, complement

Different ways of preparing coffee suggested by learners might include filter coffee, espresso makers to put on the stove, espresso machines, *Turkish* style coffee making, instant coffee etc.



CHILDREN AND TEENAGERS DRINKING COFFEE

Notes for the teacher:

You might like to introduce the task with reference to yourself: Tell the class if you like coffee, when and how much you usually drink, and at what age you have begun to drink coffee.

Apparently, there are cultural differences regarding the views parents have on children drinking coffee. Hopefully, there will be interesting and varied information in your class. Moreover, it can also be expected that different families might have their own coffee habits for children.

Timing: 45'

Material required: Worksheet 1

Grouping:  (individual) and  (pairs) and  (whole class)

Focus on content:

Coffee drinking habits in different families and cultures

Effects of coffee on the human organism

Focus on language:


Language to talk about personal preferences

Processing factual texts

Reporting research findings



LEARNER WORKSHEETS

1.  Tell your partner about your answers to these questions.


Do you like coffee?

Do you ever drink coffee?

Do you like any products with coffee taste?

2. Each partner reads one of the texts in Worksheet 1. Then, compare the information in the texts and list points of agreement and disagreement respectively.




3.  How is the topic of children drinking coffee seen in your family? Talk to adults in your family and take notes regarding these questions:

From what age should children be allowed to drink coffee?

For what reasons should or shouldn't children drink coffee?



4.  Report your findings to the class, collect and compare in class. Compare the results to the two texts that you have read.



WORKSHEET 1

Text 1

What do parents think of children drinking coffee?

In general, coffee is widely seen as a drink for adults, and most school children just don't like coffee, but prefer fruit juices, flavoured milk with cocoa powder, yoghurt drink, and soft drinks. A lot of parents think that it's OK for children to taste coffee, but preferably decaffeinated and with lots of milk (and sugar). Parents don't like it when children drink coffee because of the caffeine which might prevent the kids from sleeping – and as a result, the parents as well.

From what age should children start drinking coffee, then? In some countries, they start as young as 11 or 12, while in others it would rather be from 15, or even from the age of 18.

However, results from research show that coffee has the same effects on children as on adults. While some parents don't allow their children cola drinks because of caffeine, it is actually the high amount of sugar in these drinks which is problematic for children's nutrition.

Text 2

Effects of caffeine

Moderate consumption of caffeine is harmless to most of the population however, some people are more sensitive to caffeine than others. If you are sensitive to caffeine you may experience negative effects such as: head-aches, rapid heart beat, upset stomach, nervousness, increased blood pressure, heartburn, dehydration (caused by an overstimulated bladder), difficulty falling asleep, and it may intensify or even cause migraine head-aches. Caffeine is a natural drug that stimulates the body and tightens and constricts blood vessels. About two cups of coffee (200 mg of caffeine) is considered safe for most people. Sensitivity to caffeine varies among individuals, so you are the best person to gauge what is best for you. While a soda or cup of coffee may be just the thing to get you going in the morning, moderation should be practiced.

Another negative effect of caffeine is addiction. People who consume more than two cups of caffeinated beverages each day may find themselves addicted. One way to tell if you are addicted to caffeine is to simply stop using it for one day. If you develop a head-ache, nausea, or become unusually irritable, you may suffer from caffeine addiction.

(Source: <http://www.helium.com/items/313998-the-negative-health-effects-of-caffeine>)



Assessment

Formative: Use of English in pair work, quality of family research findings

Summative: Learners write a short text about their personal point of view on the topic, including e.g. if and when they personally like to drink coffee and from what age they think children should be allowed to drink coffee.

Answer sheets

It is true that coffee might prevent children from sleeping, but this effect seems to be the same for children as for adults, as all the other effects from caffeine.



KAHWA – KAHVEH – COFFEE

Notes for the teacher:

The activity on the basis of the information from the etymological dictionary is intended to show how different languages and cultures have contributed to what coffee culture is today. Depending on the cultural backgrounds in the class, there might be the option of extending this topic.

One main objective of activities 3 and 4 is to familiarise learners with language tools available online, and the wealth of languages accessible (while it has often been mentioned that the Internet might promote English only).

Through the text in Indonesian students learn that even a text in a language they might feel very remote from is accessible. While the text translated by specialised software is understandable, its grammatical structure is incorrect. This helps learners to concentrate on tailoring a message into a grammatically acceptable form on the basis of context and vocabulary which are readily available.

Timing: 45'

Material required:

Worksheet 2

either Internet access **or** Worksheets 3 and 4

Grouping:  (individual) and  (pairs) and  (whole class)

Focus on content:

Linguistic coffee facts

Language families

Translation software

Focus on language:

Tracking two words in many different languages

Constructing correct language from computer-generated grammatically incorrect language



LEARNER WORKSHEETS



1. Coffee is not just coffee, but there are many specific names for it. With the dictionary entries on Worksheet 2, find other words for *coffee*. Create a table with these words and the place these words come from (you may have to find out by yourself!), e.g. mocha – a city and a port in Yemen.



2.  – 

Make a list of as many translations of the word *coffee* in different languages as you can.

Compare your lists in class. Who was able to come up with the longest list?



3.  – 



Use the website <http://translate.google.com> to translate the word *coffee* in at least 15 languages from different parts of the world (you can also listen to some of the languages). List the translations (romanized) with the respective languages. Compare the words in the different languages. What do you notice?

Do the same with the word *milk*. Make lists with similar translations of *milk*. Report to the class.

Why, do you think, is the situation with *coffee* and *milk* so different in different languages? Discuss in class.

Alternatively use worksheet 3



4.  – 

Go to this website:

<http://www.attayaya.net/2010/02/coffee-bean-kopi-kahveh-caffe-chaoua.html>

Translate the website through <http://translate.google.com>. You will get an incorrect English text.



Write down three correct sentences in English with information from the text that you find interesting and/or important.

With a partner, create a bilingual, trilingual or even a multilingual dictionary list of 10 words that you can find out with the electronic translation, including Indonesian, English and more languages that you know, e.g. coffee – kopi – ... etc.

Alternatively use worksheet 4



WORKSHEET 2

(source: <http://www.etymonline.com>)

coffee

c.1600, from It. *caffè*, from Turk. *kahveh*, from Arabic *qahwah* "coffee," perhaps from Kaffa region of Ethiopia, a home of the plant (coffee in Kaffa is called *buno*, which was borrowed into Arabic as *bunn* "raw coffee"). Appeared in Europe (from Arabia) c.1515-1519. Introduced to England by 1650, and by 1675 the country had more than 3,000 coffee houses. Coffee plantations established in Brazil 1727. Meaning "a light meal at which coffee is served" is from 1774. *Coffee break* attested from 1940s. *Coffee pot* from 1705.

cafe

1802, from Fr. *café* "coffee, coffeehouse," from It. *caffè* "coffee" (see *coffee*). The beverage was introduced in Venice by 1615 and in France from 1650s by merchants and travelers who had been in Turkey and Egypt. The first public *café* might have been the one opened in Marseilles in 1660.

mocha

1733, from Mocha, Red Sea port of Yemen, from which coffee was exported. Meaning "mixture of coffee and chocolate" first recorded 1849. As a shade of dark brown, it is attested from 1895.

latte

by 1990, espresso coffee with milk, short for *caffè latte*, from It., lit. "milk coffee" (see *café au lait*).

cafeteria

1839, Amer.Eng. from Mexican Sp. *cafeteria* "coffee store," from *café* "coffee" + Sp. *-tería* "place where something is done" (usually business).

kaffeeklatsch

"gossip over cups of coffee," 1888, from Ger., from *kaffee* "coffee" + *klatsch* "gossip".

cuppa

colloquial shortening of cup of (coffee, etc.), recorded from 1925; as a stand-alone (almost always with implied tea) it dates from 1934.

barista

The word is of generic gender and may be applied with equal accuracy to women and men (it is said that the typical barista in Italy is a man).



caffeine

1830, from Ger. Kaffein, coined by chemist F.F. Runge (1795-1867), apparently from Ger. Kaffee "coffee" + chemical suffix -ine (Ger. -in). The form of the English word may be via Fr. caféine.

joe

"coffee," 1941, of unknown origin.

java

1850, kind of coffee grown on Java and nearby islands of modern Indonesia. The island name is shortened from Skt. Yavadvipa "Island of Barley," from yava "barley" + dvipa "island."

mud

As a word for "coffee," it is hobo slang from 1925.

cafe au lait

1763, from Fr. café au lait, lit. "coffee with milk," from lait "milk" (12c.), from V.L. lactis, from L. lactis.



WORKSHEET 3

Coffee in many languages (in romanized writing)

(source: translate.google.com)

Afrikaans - koffie	Georgian - qava	Polish - kawa
Albanian - kafe	German - Kaffee	Portuguese - café
Armenian - surch	Greek - kafés	Romanian - cafea
Azerbaijani - qəhvə	Haitian Creole - kafe	Russian - kofe
Basque - kafea	Hindi - kofi	Serbian - kafa
Belarusian - kava	Hungarian - kávé	Slovak – káva
Bulgarian - kafe	Icelandic - kaffi	Slovenian - kave
Catalan - cafè	Indonesian - kopi	Spanish - café
Chinese - kafei	Irish - caife	Swahili - kahawa
Croatian - kava	Italian - caffè	Swedish - kaffe
Czech - káva	Japanese - kofi	Tagalog - kape
Danish - kaffe	Korean - keopi	Thai – kafæ
Dutch - koffie	Latvian - kafija	Turkish - kahve
English - coffee	Lithuanian - kava	Ukrainian - kavy
Estonian - kohv	Macedonian - kafe	Vietnamese - cà phê
Finnish - kahvi	Malay - teh	Welsh - coffi
French - café	Maltese - kafè	
Galician - café	Norwegian - kaffe	

*Milk* in many languages

Afrikaans - melk	Georgian - rdze	Polish - mleko
Albanian - qumësht	German - Milch	Portuguese - leite
Armenian - kat'	Greek – gála	Romanian - lapte
Azerbaijani - süd	Haitian Creole - lèt	Russian - moloko
Basque - esnea	Hindi - dūdha	Serbian - mleko
Belarusian - malako	Hungarian - tej	Slovak – mlieko
Bulgarian - mlyako	Icelandic – mjólk	Slovenian - mleko
Catalan - llet	Indonesian - susu	Spanish - leche
Chinese - niúnǎi	Irish - bainne	Swahili - maziwa
Croatian - mlijeko	Italian - latte	Swedish - mjölk
Czech - mléko	Japanese - gyūnyū	Tagalog - gatas
Danish - mælk	Korean - uyu	– ånm
Dutch - melk	Latvian - piens	Turkish - süt
English - milk	Lithuanian - pieno	Ukrainian - moloko
Estonian - piim	Macedonian - mleko	Vietnamese - sữa
Finnish - maito	Malay - susu	Welsh - llaeth
French - lait	Maltese - ħalib	
Galician - leite	Norwegian - melk	



WORKSHEET 4

Text in Indonesian

(<http://www.attayaya.net/2010/02/coffee-bean-kopi-kahveh-caffe-chaoua.html>)

Coffee (English) atau kopi (Indonesia) kahveh (Ottoman Tuskish) atau Caffè (Italia) atau Chaoua (Old English tercatat 1598) atau qahwah/qahiya (Arab) atau kahwe (Melayu Riau) atau Kaffa (Ethiopian/African) adalah merupakan minuman yang umumnya disajikan dalam keadaan panas. Diramu dari biji kopi yang telah dihaluskan menjadi bubuk kopi yang kemudian diseduh dengan air masak panas ataupun dimasak/direbus langsung. Bubuk kopi dihasilkan dari biji kopi (Coffee Beans) yang dipanen dari pohon kopi yang telah ditanam hampir di sekitar 70 negara di dunia dengan ciri khas masing-masing.

Tumbuhan yang berasal dari Ethiopia ini diketahui telah tumbuh sekitar tahun 850 M, kemudian menyebar pertumbuhannya ke Arab di tahun 900 M. Orang-orang Belanda (Dutch) membawanya ke Eropa dan menanamnya di Netherlands. Di tahun 1723, Amerika mulai menanam pohon kopi ini terutama di Amerika Selatan yang sekarang menghasilkan 50% total produksi kopi dunia. Indonesia di tahun 2007 telah memproduksi sekitar 420.000 ton kopi, dimana sebanyak 271.000 ton kopi diekspor dan sisanya 148.000 ton kopi dikonsumsi di dalam negeri. Kopi Indonesia umumnya dari jenis Coffee Arabica yang diseimbangkan dengan Coffee Cenophora. Kopi dari Indonesia terkenal dengan tingkat keasaman yang rendah tetapi tetap memiliki rasa kopi yang kuat. Para pengopi luar negeri sering mencampur kopi asal Indonesia dengan kopi yang berasal dari Amerika Tengah dan Afrika Timur. Campuran ini diyakini memiliki rasa yang sangat enak.

Bibit kopi pertama sampai ke Indonesia dilakukan oleh orang Belanda di sekitar tahun 1699 atau diawal tahun 1700. Ekspor pertama kopi Indonesia berasal dari Jawa melalui pelabuhan Batavia Jakarta yang diekspor ke Belanda di tahun 1711. Kopi Indonesia yang terkenal ditanam di Sumatra (Mandheling, Lintong and Gayo), Sulawesi (Toraja, Kalosi, Mamasa and Gowa), Jawa (pegunungan Ijen), Bali, Flores, Papua dan beberapa daerah lainnya. Salah satu yang terkenal adalah Kopi Luwak (Luak) atau Civet Coffee. Kopi Luwak ini dihasilkan dari kopi yang telah dimakan oleh binatang Luwak atau Asian Pal Civet (*Paradoxurus hermaphroditus*). Luwak sebenarnya memakan kulit biji kopi dan membuang biji kopinya melalui saluran pembuangan setelah dicerna dipencernaan (lambung) Luwak. Kopi ini banyak dihasilkan di Sumatera, Jawa, Bali dan Sulawesi. Di Philipina kopi ini disebut Motit Coffee (khusus daerah Cordillera), sedangkan di daerah Tagalog Philipina disebut Kape Alamid, di Timour Timur (East Timor) disebut kafe-laku, sedangkan di Vietnam dan negara berbahasa Inggris lainnya disebut Weasel Coffee. Beberapa perkebunan telah membudidayakan Luwak untuk menghasilkan kopi yang memiliki rasa yang sangat enak ini.

Kopi mengandung zat-zat kimia yang mempengaruhi tubuh manusia, salah satunya dari jenis psychotropic (yang sebenarnya merupakan upaya pertahanan diri pohon kopi terhadap binatang). Zat ini dalam jumlah besar malah berubah menjadi racun. Kopi juga mengandung Caffeine yang bermanfaat sebagai stimulan/perangsang bagi tubuh manusia. Beberapa zat lain juga merangsang tubuh manusia untuk memproduksi cortisone dan adrenaline.



Electronic translation through Google language tools

(please note that this text is not correct English but a computer generated translation!)

Coffee (Home) or coffee (Indonesia) kahveh (Ottoman Turkish) or Caffè (Italy) or Chaoua (Old Home was recorded in 1598) or qahwah / qahiya (Arabic) or kahwe (Melayu Riau) or Kaffa (Ethiopian / African) is a beverage which is generally presented in a state of heat. Mixture of coffee beans that have been mashed into a powder and brewed coffee with hot cooking water or cooked / boiled directly. Coffee powder produced from coffee beans (Coffee Beans) are harvested from coffee trees have been planted nearly 70 countries around the world with their respective characteristics.

Plants originating from Ethiopia is known to have grown around the year 850 AD, then spread to the Arab growth in the year 900 AD Dutch people (Dutch) took him to Europe and planted in the Netherlands. In 1723, Americans began to plant coffee trees was mainly in South America which now produces 50% of total world coffee production. Indonesia in 2007 has produced about 420,000 tons of coffee, where as many as 271 000 tons of coffee were exported and the remaining 148 000 tons of coffee is consumed domestically. Indonesian coffee is generally of the type which is balanced by the Coffee Arabica Coffee Cenophora. Coffee from Indonesia famous with low acidity but still has a strong coffee taste. The foreign pengopi often mix of Indonesian coffee with the coffee that comes from Central America and East Africa. This mixture is believed to have a very bad taste.

The first coffee seeds to Indonesia by the Dutch in about the year 1699 or beginning in 1700. The first export of Indonesian coffee from Java through the port of Batavia, Jakarta, which is exported to the Netherlands in the year 1711. Indonesia's famous coffee grown in Sumatra (Mandheling, Lintong and Gayo), Sulawesi (Toraja, Kalossi, Mamasa and Gowa), Java (mountain Ijen), Bali, Flores and Papua, and some other areas. The famous one is Luwak Coffee (Badger) or Civet Coffee. Luwak coffee is produced from coffee which has been eaten by animals or the Asian Civet Civet Pal (*Paradoxurus hermaphroditus*). Civet coffee beans actually eat the skin and discard the coffee beans through the drain after digested dipencernaan (stomach) Civet. This generated a lot of coffee in Sumatra, Java, Bali and Sulawesi. In the Philippines it is called Motit Coffee coffee (especially the Cordilleras), whereas in the Philippines is called Tagalog Alamid putty knife, in East Timour (East Timor) are called cafe-behavior, while in Vietnam and other English-speaking countries is called Weasel Coffee. Some plantations have been cultivated to produce a Luwak coffee which has a very good sense of this.

Coffee contains chemicals that affect human body, one of the types of psychotropic (which is actually a self-defense efforts against animal coffee tree). This substance in large numbers instead turned into poison. Coffee also contains Caffeine which is useful as a stimulus / stimuli to the human body. Several other substances also stimulate the human body to produce cortisone and adrenaline.



Assessment

Formative: quality of contributions to classroom work (e.g. lists created)

Summative: Learners comment on different words translated in many languages, e.g. *cocoa*, *tea*, *cheese* etc.

Answer sheets

Whereas the connection of almost all the *coffee* words with the initial sound k- is obvious (sometimes represented as c-), the case with *milk* is different, with two prominent groups with initial sounds m- (Germanic and Slavic languages) and l- (Romance languages), and other potential links to be discovered.