



WORKING FOR FOOD

Time	45 minutes
Level	upper-intermediate
Skills	reading, speaking
Knowledge goal	raising awareness of poverty and hunger
Materials	Ss' worksheet: p. S1 - one per student p. S2 - Follow up - one per group

1 Lead-in

- Ask Ss the following question and in pairs have them think of five ways they would get food.

What would you do if you had no money, were hungry and wasn't able to borrow money from anyone?

- Dictate this quotation and then write it on the board. Ask the Ss what they think the author wanted to say.

"Hungry people cannot be good at learning or producing anything except perhaps violence."

Pearl Bailey (1918-1990)

2 Main activity - Reading

- Tell Ss that they are going to read an article entitled: **"WFP's (World Food Programme) development projects pay workers with food to build vital new infrastructure"**. Make sure they understand what WFP means. Then ask the whole class the question below. Do it as a brainstorming writing all the acceptable answers on the board.

Imagine you lived in a developing country and were paid with food instead of money. What advantages and disadvantages would this remuneration have?

- Hand out the worksheets (S1) – one per student. Ask the Ss to explain the meaning of the expressions in bold from the article (Ex. 2).
- Pre-teach vocabulary. Ask the Ss to match words with their definitions and add the word patterns besides them. Then check the answers as a class (Ex.1).
- Ss read the article and fill in the gaps with the words from the table below. Check the answers (Ex. 2).
- Ss in pairs decide if the statements under the text are true (T) or false (F) - Ex. 3. Then discuss the answers as a class. You can ask Ss additional questions:

Are the advantages of paying with food mentioned in the article the same as you have suggested? (compare with the ideas on the board)

Has there been anything new or surprising for you?

3 Follow-up

- Divide Ss into four groups with each group choosing a topic from Ex. 4. All the topics further develop the reading activity and encourage the Ss to think about some interrelated issues. Ask the Ss to prepare a three-minute presentation for other Ss based on the given ideas. Ss can prepare posters for their speeches.
- After each speech, other Ss ask further questions or express their agreement or disagreement using the functional language below the instructions.

Infobox: WFP

The World Food Programme is the United Nations agency whose goal is to combat global hunger. It delivers food to save lives of victims of war, civil conflicts and natural disasters.

More info: www.wfp.org

KEY

Ex. 1:

1	2	3	4	5	6	7	8
D	H	B	G	C	F	A	E

Subsist – o0, irrigation – oo0o, yield – 0, incentive – o0o, abandon – o0o, grazing – 0o, reap – 0, barren - 0o

Ex. 2:

1.b, 2.c, 3.b, 4.c, 5.a

Ex. 3:

1. F, 2. T, 3. F



1. Match the words with their definitions and add the pronunciation patterns (o0, o0o etc.) beside the words.

1	subsist		to cut and gather crops	A
2	irrigation		the total amount of crops that are produced	B
3	yield		to stop having something	C
4	incentive		to have just enough money or food to stay alive	D
5	abandon		(land or soil) not good enough for plants to grow on it; (place) dry and empty with few plants growing	E
6	grazing		land with grass that the cattle can eat	F
7	reap		something that encourages you to do something	G
8	barren		bringing water to land through a system of pipes or channels in order to make crops grow	H

1	2	3	4	5	6	7	8

2. Read the article and fill in the gaps with words from the table below.

WFP's (World Food Programme) development projects pay workers with food to build vital new infrastructure.

For the hungry, every day is about finding enough food to **(1)** _____: farmers cannot afford to risk trying new agricultural methods, when they can barely subsist on a small patch of land; the unemployed never have a chance to learn new skills if they spend all day scraping a living on the **black market**; and, **poverty-stricken communities** hit by floods or droughts are too busy looking for **(2)** _____ to rebuild infrastructure vital for redevelopment.

The special role of WFP food assistance is to give people the chance to take the first steps out of the hunger trap.

Food given to the right people, at the **(3)** _____ time, makes it possible for them to devote time and energy to development opportunities.

This is never more apparent than in WFP's **food-for-work projects**.

Workers are paid not with **(4)** _____ but with food rations to build vital new infrastructure that will increase the food security of households or communities.

- Food wages give farmers time and energy to build irrigation, terracing, soil and water conservation. In countries where drought regularly causes food shortages, irrigation can boost crop yields by 100-400%.
- In **war torn countries**, WFP offers food assistance as an incentive for **ex-combatants** to abandon **(5)** _____ and learn new skills, which are vital to smooth their path back into society.
- Poverty often forces farmers to overuse soil and grazing land. They reap a barren soil and accelerate desertification. WFP provides food rations to farmers who practice soil conservation by planting trees.

Source: <http://www.wfp.org> (adapted)

- | | | | |
|----|------------|-------------|------------|
| 1. | a) fulfill | b) survive | c) satisfy |
| 2. | a) fun | b) hunger | c) food |
| 3. | a) next | b) right | c) enough |
| 4. | a) cash | b) credit | c) money |
| 5. | a) weapons | b) property | c) career |

3. Decide in pairs if the following sentences are TRUE (T) or FALSE (F). If they are false, explain why.

1. WFP financially supports poor countries by distributing the funds among workers.
2. The food supplies allow the farmers to rebuild infrastructure.
3. Food assistance enables combatants to practice fighting skills.

4. Make four groups and choose one of the topics below. Each one develops the issue of hunger. Each group has ten minutes to prepare a speech on the topic using the ideas below for other students. You can also prepare a poster. After your speech, ask other students:

- Is there anything you would like to add?
- Is there anything you do not agree with?

A. Hunger trap

a vicious circle of hunger-poverty-hunger, living conditions, education, level of employment, breaking the power trap

B. Relationship between agriculture and climate

natural disasters – e.g. drought, floods, preparedness or prevention, utilization of humanitarian funds

C. Humanitarian aids

forms of humanitarian aids, development projects, finances, health care, corruption

D. Consequences of hunger

malnutrition, diseases, epidemic, violence, crime, passiveness

How to introduce your opinion:

- I think/feel/believe...
- In my opinion...
- From my point of view...
- As I see it...
- As far as I'm concerned...
- It seems to me that...
- To be honest...

How to say you don't agree:

- I can't agree with...
- Do you really think...?
- In fact, I think...
- I can't go along with...
- I see your point, but...
- Yes, but on the other hand...
- I am unconvinced that...



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