



GHANAIAN FROZEN CHICKENS

Time	45 – 60 minutes
Level	intermediate
Skills	reading, speaking
Knowledge goal	raising awareness of the impact of agricultural subsidies
Materials	Ss' worksheet: p. S1 – the slips with questions – Lead-in, p. S2 – “Playing chicken” - one copy per student

1 Lead-in

- Write TOP SPUR on the board and ask Ss to rearrange the letters to make a single word. Then ask them for the abstract noun, the person, etc until there are at least as many words as necessary.

to support sth/sb (verb), support (noun), a supporter (noun), moral support, insupportable (adj)

- Mingling activity.** Cut up the questions into slips (p. S1) and select those which are suitable for your students. Give one to each student. Give them some time to learn the question by heart. Then ask the Ss to stand up, make pairs and ask each other the questions. After they have found out their partners' answers, they move on and talk to someone else. Ideally, everyone will talk with everyone.
- Then ask every student to comment on their one or two most interesting/shocking/common findings. Encourage them to use the following forms. Write them on the board.

I found out that/It turned out that ...

all of the students...

most of the students...

a lot of students...

half of the students...

some students...

a small number of students...

only few students...

none of the students...

2 Main activity

- Explain to Ss that now you would like to focus on a different kind of support and that is the support the state or government offers to their people. Brainstorm the different kinds of state support. You can help Ss with questions such as: *How does the state support families?*
Possible answers: health care, maternity leave, unemployment benefits, child benefits, education, cultural events, pensions, environment.
- Focus on the state support of agriculture and explain the word *subsidy* to Ss. Ask *What do you know about*

these subsidies? Pairs of Ss discuss it and write down words they associate with agricultural subsidies. Then discuss their ideas as a class.

subsidy – money that is paid by a government or organization to make prices lower, reduce the cost of producing goods (verb: to subsidize)

tariff – a tax on goods coming into a country or going out of a country

- Reading.** Tell Ss they are going to read a text describing a particular problem that arises from the EU agricultural policy. The text focuses on Ghana. Make sure Ss know where Ghana is. For the first reading, ask them to scan the text to find the answer to the following question: *What tariff do foreign producers pay on imported chickens to Ghana?*
- Preteach vocab**
poultry, developed countries, to collapse, excess product, to ruin a market, developing world, to supply sth, wholesale price, to pass a law, to increase sth, IMF (International Monetary Fund), to advertise sth, to replace sth with sth
- Ask Ss to read the text closely (p. S2) and answer the TRUE/FALSE questions. Then discuss it as a class.

3 Follow-up – discussion

- Show Ss a cartoon to this article and ask them to explain it in pairs or small groups. The picture can be found at www.globalissues.eu (Additional materials).
- Ask Ss further questions:
What would you do if you were the Ghanaian farmer, Francis?
How would you tackle this issue if you were a politician in Ghana?
Can politicians in the EU do anything about this?
- Tell students about the existence of Millennium Development Goal 8. In 2000, 189 heads of state and governments signed the Millennium Declaration which promises to make a better world for all by 2015. Eight Millennium Development Goals were adopted.

MDG 8

Develop a global partnership for development

"Agricultural subsidies in rich countries are many times higher than the official development assistance they provide to poor countries."

(more info: www.un.org/millenniumgoals/)

3 Ideas for Homework

- A. Students do research on national agricultural subsidies – write information sheets.
- B. Students find out more about Ghana and present it next lesson. They can prepare power-point presentations.
- C. Students find out more about the Oxfam International's *Make Trade Fair* campaign.
- D. Students do some research on subsidies of cotton, sugar or tobacco (Tobacco Subsidies in United States totaled \$530 million from 1995-2005 – source: <http://farm.ewg.org>)
- E. Students find out more about the IMF.

KEY

1F, 2F, 3T, 4T, 5F

Infobox: GHANA

Full name: Republic of Ghana

Population: 23.5 million (UN, 2007)

Capital: Accra

Area: 238,533 sq km (92,098 sq miles)

Major languages: English, African languages including Akan, Ewe

Major religions: Christianity, indigenous beliefs, Islam

Life expectancy: 60 years (men), 60 years (women) (UN)

Main exports: Gold, cocoa, timber, tuna, bauxite, aluminium, manganese ore, diamonds



Infobox: The International Monetary Fund (IMF)

IMF is an international organization of 185 member countries. It is responsible for ensuring the stability of the international monetary and financial system – the system of international payments and exchange rates among national currencies that enables trade to take place between countries. The Fund seeks to promote economic stability and prevent crises; to help resolve crises when they do occur; and to promote growth and alleviate poverty. Surveillance, technical assistance, and lending are the three main ways of meeting these objectives.





When was the last time your family supported you?

Have you ever supported an ecological organization?

Are you a supporter of a sport club?

Are you a supporter of free education?

Have you ever supported anyone financially?

Do you support the legalization of marihuana?

Do you have anyone who is your moral support?

What support does your country provide to developing countries?

Do you support wearing uniforms at school?

Do you support a carbon tax?

Are you a supporter of alternative medicine?

What financial support are you provided with?

What support do you get from your teacher?



Playing Chicken: Ghana vs. the IMF

by Linus Atarah, Special to CorpWatch, June 14th, 2005 (www.corpwatch.org) - adapted

Francis Kumajor runs up and down a busy road in the center of the Ghanaian capital, Accra. The 17-year-old is trying to sell chickens to the drivers in the horrible heat. Very few of them stop. "For the whole day I have not managed to sell enough to pay my rent, less than ten chickens," Kumajor complains.

The cause of Kumajor's problem is not difficult to find. "Walk into any of the supermarkets and you will find that they are full of imported frozen chicken," he says. "People don't want to buy local chicken because the imported ones are much cheaper," he adds. For the last few years cheap imported chicken from the European Union and the United States have attacked the Ghanaian market. As a result, the local poultry market has collapsed and over 400,000 poultry farmers in the West African nation are in danger. In 2004, 40,000 tonnes of chicken was imported into the country, mostly from the European Union where farmers get huge subsidies for their products.

This phenomenon is known as dumping. Developed countries – such as the EU and the US – often take excess product, whose production has been heavily subsidized and sell it to the developing world at very low prices. They ruin local markets. In 1992 domestic poultry farmers supplied 95 percent of the Ghanaian market, but by 2001 it was only 11 percent. You can buy the imported chicken at a price that is only a bit more than half of the wholesale price of local chicken. The loss of jobs has also been high. Each worker often supports many other people in their household.

Foreign producers today pay a 20 percent tariff or tax on the imported chickens to Ghana. Two years ago, the Ghanaian Parliament passed a law to increase the tariff at 40 percent. Just two months after the law was passed, the new tariffs have been stopped by the International Monetary Fund (IMF).

In fact, Ghana's rice and tomato industries are in danger as well. All over the capital city, large billboards are advertising American rice, which, thanks to huge subsidies from the US government, has replaced local Ghanaian rice.

1. Francis Kumajor is a successful businessman.	
2. Supermarkets in Ghana sell cheap local frozen chickens.	
3. EU subsidies cause Ghanaian farmers to lose their jobs.	
4. The IMF was against increasing the Ghanaian import tariffs on poultry.	
5. Ghana's rice will supply the US market.	



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