

# Poor and Poorer

## A Warmer

Work with another student. Look through these statements. Decide if you agree or disagree with them.

Mark each statement with a number between **1** (*disagree very strongly*) and **5** (*agree completely*)



We should look after the world's poor first before we try to get richer.	_____
The rich countries are responsible for the Third World's problems.	_____
Giving aid to the Third World prevents those countries from finding solutions to their own problems.	_____
Poor countries have problems today because of the imperialism of the past.	_____
Third World countries can't be helped because they are too corrupt.	_____
Canceling Third World debt will only encourage economic irresponsibility.	_____
Rich countries should double their Third World Aid budgets.	_____

## B Vocabulary

Read the two short extracts from a newspaper below. Don't worry about the words in bold yet.

...and this caused many problems. It is also struggling with **debt**. The government recently asked the World Bank to cancel its debt or at least give more generous repayment terms. The country was a possession of the UK until 1956 and this **colonial** past has often been blamed for the economic problems it faces. **Corruption** in the government is high and the armed forces have been fighting a **rebellion** in the south for nearly a decade. To add to these political and economic hardships, there is a severe **drought** in the east of the country and there are concerns a **famine** could develop.



**B** Vocabulary

...and we met him in his palace. The first thing he told us was his government was doing all it could to bring about reform in the country's economy, bringing in new policies to tackle high **inflation** and increase international **trade**. Much of the country still suffers from **poverty** after last year's war and there are still 5000 UN **peacekeepers** present. The **crops** have failed in the agricultural west of the country and infant **malnutrition** is a danger once again.

Now look at the words in bold in the previous texts. Each of these words goes with a definition below. Work with another student to match each word with the correct definition.

1. \_\_\_\_\_ Soldiers who try to keep peace, often in a foreign country.
2. \_\_\_\_\_ Dishonest practices, particularly in politics and business.
3. \_\_\_\_\_ Not eating enough or of bad quality.
4. \_\_\_\_\_ The increase in prices on a yearly basis.
5. \_\_\_\_\_ Lack of rain and accompanying dry land, poor farming.
6. \_\_\_\_\_ Relating to being part of an empire, being ruled by another country.
7. \_\_\_\_\_ Buying and selling of goods between two countries.
8. \_\_\_\_\_ Food grown on a farm.
9. \_\_\_\_\_ Money owed to banks, countries that have lent to you.
10. \_\_\_\_\_ Armed resistance to a country's government.
11. \_\_\_\_\_ State of being poor, not rich.
12. \_\_\_\_\_ Condition of hunger caused by lack of food on a large scale.

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**C** Speaking I

You are going to describe the photo you can see below.

First, read what another student says about the photo. What does she talk about: the weather, the colors, the landscape?

**C** Speaking I

**Maria:** I think this photo was taken in Africa. It looks very hot and dry, perhaps there is a drought in this country. I can see a mother and her children. In the background, there is a man, he might be the father. They seem to be crossing something. It might be a dry river or a road or something of that type. The mother and the children are carrying pieces of a tree.

They probably walked a long way to go and collect firewood, to help them keep warm or to cook. It's clear there is a lot of poverty in this country. The children look thin. I don't imagine they eat three meals a day. There might be a famine in this part of the country.

**Which words does Maria use from the vocabulary section of the lesson?**

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**D** Speaking II

Now look at this second photo. Work with another student and write notes on what you can speak about when describing this photo.



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# Teacher Notes

**Target Language:**

**Describing photos, vocabulary of politics/poverty.**

**Duration:**

**60 minutes**

## 1 Structure and Timing (all times approximate)

- A. Warmer (15 minutes)
- B. Vocabulary (20 minutes)
- C. Speaking I (10 minutes)
- D. Speaking II (15 minutes)

**Total: 60 minutes.**

## 2 Procedure

### A. Warmer

This opening part of the lesson is to get your students thinking and talking about the subjects of poverty, politics, etc. Ask your students to look at the list on their own and to give each statement a mark between 1 and 5. After they have finished, you can speak through each one with the class. You will need to be careful to not allow this part of the lesson to get away from you: some of the statements might provoke discussion that could go on for ten minutes, so stay aware of the time and how much you have.

### B. Vocabulary

Students should read the two texts alone first. Ask the class a couple of general gist questions to check comprehension. Then get students working in pairs or small groups to complete the vocabulary exercise. This is an exercise that can be completed with monolingual dictionaries.

As ever, ensure your students are making their own vocabulary records. This is something you should pay constant attention to, even at this advanced level where students will face a bewildering level of new vocabulary. Students need to stay on top of this aspect of their English learning. Today is an example of a lesson where they will meet new vocabulary and then almost immediately use that new vocabulary in a speaking activity.

### Answer Key

- |                 |               |
|-----------------|---------------|
| 1. Peacekeepers | 7. Trade      |
| 2. Corruption   | 8. Crops      |
| 3. Malnutrition | 9. Debt       |
| 4. Inflation    | 10. Rebellion |
| 5. Drought      | 11. Poverty   |
| 6. Colonial     | 12. Famine    |

## C. Speaking I

Description of photos is something that many examinations require students to do and is a good way of practicing speaking. Teachers often use photos as a simple visual prompt. Too often, students will fall into the trap of listing physical descriptions of the photo (on the left, in the foreground, etc) without talking more generally about what the photo is showing.

Read Maria's description for the class and then ask your students how many of the words from the vocabulary section she used in her description (drought, poverty, famine). Point out that the first paragraph focuses more on the layout of the photo and describing the different objects/people shown whereas the second paragraph opens up to a wider description of the issues raised by what is in the photo. At this level of English, students need to do both.

## D. Speaking II

Now it is your students' turn to describe a picture. Put your students into pairs and get them to make notes on what they can speak about.

You can put these prompt questions on the board if you want to give the students some further assistance:

- ❖ Where are they?
- ❖ Who are they?
- ❖ What are they driving?
- ❖ What is their job?
- ❖ Why are they there?
- ❖ What problems might exist in this country?

After some preparation time, ask each pair to take a couple of minutes to describe each picture. You can put some of the best sentences on the board to build up an "ideal description" there.

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