

# What is Fair Trade?

## Language

Vocabulary connected with trade, collocations and comparatives

## Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

## Comment

This eLesson looks at what Fair Trade is and how it started; this week is part of Fair Trade Fortnight in the UK.

## How to use the lesson

- 1 Before handing out the worksheet, ask students to think about all the different places they can buy food and clothing, eg in a supermarket, local shop, open market. Then ask them to think about how buying and selling products is different for small-scale farmers and large companies, and discuss it with their partner (exercise 1). Elicit some of their ideas. Don't worry if they haven't heard of Fair Trade as the exercises will help them understand what it is.
- 2 Pre-teach any vocabulary that might prevent students from doing the first reading task, (exercise 2). Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Before doing exercise 3, you could check that students know how to say these numbers. Students decide which numbers fit each sentence and then read the text again to check their answers. If you feel this is too difficult for your students, let them go straight to the text to find the answers. If students have problems with any of the words, you can refer them to the Glossary if appropriate. Take feedback.
- 4 Exercise 4 focuses on comparatives and is the chance to teach / revise the rules for forming comparative adjectives. The ones in the exercise are short adjectives + *er* and *more* + longer adjectives. If it is appropriate for your students, you could include 2-syllable adjectives ending in *-y*, eg *happy* / *happier*. You could also point out the use of *than* in comparatives and the pronunciation of the weak form /ðən/.
- 5 Exercise 5 gives students practice of the comparatives and relates to the content of the text. Students choose the correct adjective to complete the questions, then ask and answer the questions in pairs or small groups. You could encourage them to say why to promote fluency. You could ask students to think of other examples using the comparatives based on their local context, eg comparing local produce with imported produce.
- 6 Exercise 6 focuses on word partnerships (collocation). Students choose the correct word. This might be an appropriate time to tell students / remind students to make a note of new vocabulary with any words which are typically used with them. You could extend this exercise by asking students to say why each collocation is important in the text, eg the buyers have a *long-term agreement* with the farmers. You could also ask students to think of as many words as they can which collocate with Fair Trade, referring back to the text if necessary.
- 7 Exercise 7 is a discussion task; set this for small groups if appropriate. Take class feedback.

## Reading eLesson

### Answer key

1 Students' own answers.

2

- 1 F (it was handicrafts)
- 2 F (supermarkets also sell them)
- 3 T
- 4 F (they may cost a little more)

3

- 1 60
- 2 thousands
- 3 1 million; 50
- 4 1.6 billion; 2007
- 5 millions

4

adjective	comparative	adjective	comparative
fair	fairer	small	smaller
expensive	more expensive	valuable	more valuable
difficult	more difficult	useful	more useful

5

- |                  |               |
|------------------|---------------|
| 1 more difficult | 4 fairer      |
| 2 more expensive | 5 more useful |
| 3 more valuable  | 6 smaller     |

6

- |               |             |
|---------------|-------------|
| 1 reach       | 5 reduce    |
| 2 key         | 6 working   |
| 3 local       | 7 long-term |
| 4 small-scale | 8 nursery   |

7 Students' own ideas. You could also ask your class to do a project on Fair Trade if appropriate. They could find out how many Fair Trade products are sold in their local supermarket or shops. There are also some short videos and games connected with Fair Trade which might be appropriate for your students (see below).

### Related websites

The following websites might be useful for either you or your students.

[http://www.traidcraftschools.co.uk/teaching\\_learning\\_resources/activities\\_games](http://www.traidcraftschools.co.uk/teaching_learning_resources/activities_games)

<http://www.fairtrade.org.uk>

[http://www.fairtrade.org.uk/resources/films/cocoa\\_swap\\_your\\_choc.aspx](http://www.fairtrade.org.uk/resources/films/cocoa_swap_your_choc.aspx) (short video with some subtitles about the benefits of Fair Trade for cocoa farmers in Ghana)

<http://www.oxfam.org.uk/resources/issues/trade/introduction.html> (an introduction to trade)

<http://www.bbc.co.uk/bloom/guides/fairtrade.shtml>

[http://www.wfto.com/index.php?option=com\\_frontpage&Itemid=1](http://www.wfto.com/index.php?option=com_frontpage&Itemid=1) (The World Fair Trade Organisation website)