

The open road

LINKS TO:

Stage 3, Module 15

 Learning Object 3: *That speech takes the cake*
Exercise 1

Sample answers:

- 1.1 In English, summarise the main ideas from each paragraph. You may wish to include quotations from the text to support your answer.**

Paragraph one

It is a nice day. The speaker and his audience are healthy and happy. They enjoy simple pleasures such as clean clothes, good food, and clean water.

Paragraph two

Lots of other people do not have access to clean water, clothing, housing or food.

Paragraph three

It is a big problem, but people can make a difference.

Paragraph four

We can work together to ensure everyone has enough food.

Paragraph five

We can ensure that everyone has the resources they need to live a healthy, happy life.

Paragraph six

One of the success stories in the fight against hunger in Indonesia is Gerakan Kemanusiaan Bandung Peduli, a group formed by students and concerned people.

Paragraphs seven and eight

There are many inequities in the world. Some children starve while others grow fat. We must make a difference, starting today.

- 1.2 Were there particular words or phrases that you found difficult to understand? What strategies did you use to understand these words or phrases, or to understand the text as a whole despite not being sure of what they meant?**

The passage is a bit difficult and there are several words that I cannot understand. For example, the word *ditanggulangi* in paragraph three. The word is used in the context of a problem that cannot be 'something', so I guess *ditanggulangi* must mean 'to be solved'. I know it is a passive word because of the *di-* prefix. However, to be sure, I look up the word *tanggulangi* in the online dictionary and it confirms that my guess is correct.

- 1.3 What hopes and dreams does the speaker have for the future?**

The speaker's focus is on the hope that everyone in the world will have enough resources to enable them to live a healthy and happy life. He specifically identifies food, housing, clean water, and education as basic requirements.

- 1.4 What did the speaker do before he arrived to deliver his speech?**

Before the speaker arrived to deliver his speech, he had a shower, put on clean clothes and ate breakfast.

- 1.5 What comparisons does the speaker make between people's circumstances? What is the effect of these comparisons?**

In the first and second paragraphs, the speaker makes a comparison between the beautiful day and the ordinary morning which he and many of the audience had, including the ordinary pleasures of cleanliness, shelter, and good food, and the day that many other less fortunate people in the world are having.

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In the fifth paragraph, the speaker compares people who are starving with people who eat to excess, and people who have no homes, with those who live in countries where huge stadiums are built 'just to entertain ourselves'.

These comparisons provide stark contrasts between the circumstances and attitudes of the two groups of people, engendering feelings of guilt and responsibility in me as a reader, and I would presume in the audience as well.

Exercise 2

Sample answers:

2.1 What assumptions do you think the speaker makes about the two groups of people? What impact does noticing these assumptions have on your understanding of the problem?

I think that the basic assumption is that the speaker and his audience are from the developed world, or 'first-world' countries, whereas the people he identifies as being in need are often from developing or 'third-world' countries.

I think it is clear that the speaker assumes that his audience is from the same general, privileged group as he belongs to, because he uses the collective first person when addressing them. For example, the speaker says: 'we grow fat' and 'we build enormous stadiums just to entertain ourselves'.

I think that noticing these assumptions is useful, because it highlights the relatively simplistic viewpoint that not only ignores the reality of poverty and disadvantage in first-world countries, but casts third-world inhabitants as helpless victims. Identifying the assumptions helps me to realise that hunger and poverty are worldwide problems that can be addressed at both a local and a global level.

2.2 What does this program suggest about Indonesian attitudes and beliefs about who needs help, and who is responsible for providing help?

There are so many poor people in Indonesia for whom hunger is an everyday reality. It is not difficult to identify those who are poor. Everyone can help by giving food or, even better, by training them so they have a skill that they can use to help themselves. There are many programs developed by the government and by NGOs that aim to do this. However, because the problem is so big, people cannot just rely on government programs. Everyone can help. *Bandung Peduli*, for example, was formed by university students and ordinary people because they care about this issue. And even though they only target people in specific areas, what they give means a lot to the people they help. Their contribution is acknowledged by domestic and international donors who donate money to help their cause.

2.3 Demonstrate your creative and critical-thinking skills by coming up with some strategies that you, your family or your school could use to address the issues of world hunger and poverty.

I could personally make a difference by donating my time to work in an organisation that helps people who are less fortunate. For example, there is a soup kitchen near my home where I could volunteer to cook or serve food to those in need.

My family could sponsor a child in need through a charitable organisation. We grow vegetables and herbs in our garden, so perhaps we could donate some of our produce to an organisation that feeds people in need.

Our school could organise an event to raise money to buy farming equipment or to provide training for a community in need.