



THE RICH AND THE POOR

Time	90 minutes
Level	upper-intermediate
Skills	reading, speaking
Knowledge goal	to make students aware of various reasons for the poverty in developing countries with a special focus on the historical roots of poverty
Materials	Ss' worksheet: p. S1 – Ex. 1-3, Ex. 4-5 (one per student) p. S2 – texts on three countries p. S3 – Follow-up – statements A–H

1 Lead-in

- Start the lesson with the following questions:

Have you ever felt poor? When, why?

Who is poor in your opinion?

Do you know any very poor or extremely rich people?

Do you consider your country a poor country? Why (not)?

- Divide Ss into pairs or small groups. Give them two minutes to answer these questions:
Why are some people poor while others are rich?
How do you think people end up in these situations?
- Then divide the board into two halves – “poverty” and “wealth” – and invite representatives from each group to come and write their reasons there.
- Then ask Ss: *Can any of these causes for poverty or wealth be true for whole countries? If so, which ones?*

2 Main activity

- Tell the Ss that in today's lesson they will learn more about three countries – Angola, Bangladesh and Uganda. All of them belong to the group of least developed countries. Do Ss know what “least developed countries” mean? Is their country one of the least developed countries? Share the contents of the info box below with your students.

INFOBOX – Least Developed Countries

These are countries which according to the United Nations have the lowest indicators of socioeconomic development of all countries in the world. These indicators include life expectancy, literacy, educational attainment and GDP per capita.

More info: United Nations Development Programme – <http://hdr.undp.org/en/statistics/>

- Preteach vocab. Distribute the worksheet from p. S1 with Ex. 1-3.
- Check the answers as a class.

- Ask Ss whether they have heard or read any information about Angola, Bangladesh or Uganda. Encourage them to talk even if their knowledge is only partial or based on assumptions.
- Distribute p. S2. Ask Ss to read the three texts on the above-mentioned countries. Ss should draw out causes of poverty for each country. They can also come up with their own ideas or use ideas from the list of the causes of poverty which are written on the board/flipchart.
- Check their answers as a class. You will find answers in the Key below.
- Ask each student to write down their comments or questions:

After having read only the basic info on these three countries and the causes of their poverty, have you got any further questions about them? Is there anything that is not clear for you or you would like to know more about?

After they have finished, tell them you will get back to these questions later.

- Tell Ss to turn the paper with texts face down. Then dictate the following questions and give Ss 2 minutes to answer them.
 - Which of the three countries suffers from unstable world commodity markets?*
Correct answer: Uganda.
 - Which of the three countries used to be a Portuguese colony?*
Correct answer: Angola.
 - Is the lack of natural resources the main reason for on-going poverty in Angola?*
Correct answer: No.
 - Which of the three countries is the most populous one?*
Correct answer: Bangladesh.
- Check it as a class.

3 Follow-up

- Ask the Ss: *Which region in the world do you think is the most impoverished one?*

Correct answer: Sub-Saharan Africa. If Ss say Africa, accept their answer and explain that it is the region of Sub-Saharan Africa, i.e. Africa south of the Sahara.

- Tell the Ss that many people believe that the interference of Europe in Africa, particularly in the 19th century, is the main reason why Sub-Saharan Africa is the poorest region in the world. Others say that it is modern history which has contributed most to the on-going poverty in Africa. The following activities will introduce the two periods which may have influenced the present situation in Sub-Saharan Africa and some arguments of the two groups.
- Hand out the Ex. 4-5 from p. S1. Tell Ss they focus on the meaning of the word “colonialism” and on its various forms. Ss do the exercises. Then check them as a class.
- Tell Ss you have got eight arguments concerning the major causes of poverty in Sub-Saharan Africa. Four of them refer to the colonial period as its major cause while the other four refer to the post-colonial period. Make eight groups (they can consist only of one person if necessary) and distribute one argument to each group.
- Give Ss time to read their argument. They can look up unknown words in a dictionary and have them decide whether it refers to the colonial or post-colonial period. Then all Ss stand up and find the other students whose arguments refer to the same period.
- Check if they made the new groups correctly:
 - Colonial period: statements A, C, E, G
 - Post-colonial period: statements B, D, F, H

Variation – small classes: If the class has fewer than eight students, ask them to make two groups – the colonial and the post-colonial group. Give each group the set of all eight statements and ask them to choose four statements which refer to their period. After they have read the statements, check if they have chosen the right ones.

- Ask both groups to choose five words or expressions to describe their period and the impacts it has had on the current situation in Africa.
- Then Ss present their words to the other group, e.g. on a simple poster, and explain why they have chosen them.

4 Follow-up – discussion

- Ask Ss to brainstorm on:
 1. *What can be done to relieve poverty in Sub-Saharan Africa? Write all of the Ss’ ideas on the board.*
 2. *Who do you think can or even should implement these ideas or strategies? Whose responsibility is it?*

Possible answers: debt relief, humanitarian and development assistance, better access to education, free education, fairer world trade, building stronger national economies etc.

Possible answers: the countries themselves (e.g. their governments, people), more developed countries and their governments (their Development Agencies), international organizations and institutions (e.g. The United Nations, the World Bank), civil society groups and non-governmental institutions, transnational companies, the general public all over the world.

- Inform Ss about the eight Millennium Development Goals (MDGs) as the most ambitious initiative today to tackle poverty in the world. You will find more about the MDGs e.g. on <http://www.unmillenniumproject.org/>.

5 Ideas for Homework

- A. Ss go back to their own questions about Angola, Bangladesh and Uganda. They choose two or three of them and find answers to them. They present their findings next lesson.
- B. Ss find out more about the Millennium Development Goals and the local organizations which deal with them. *Is there any campaign in your country which promotes the MDGs?*
- C. Ss find out how their government helps developing countries. *What developing countries does your government support? How?*
- D. Watch the film “Last King of Scotland” and see Idi Amin at work.

KEY

S1:

Ex. 1

A4, B3, C7, D1, E6, F2, G5

Ex. 2

A5 – human rights abuses = cruel, violent or unfair treatment of people

B1 – to claim lives = if war, disease or an accident claims someone’s life, it means that people died as a result of it

C2 – oil deposits = resource of oil in nature

D6 – debt relief = the practice of letting poor countries not pay back what they owe to rich countries

E3 – extreme poverty = the most severe state of poverty when people cannot meet basic needs for food, water, shelter, sanitation, and health care

F4 – political tensions = a difficult political situation in which opposing aims, ideas, or influences cause problems

Ex. 3

1. started, 2. stopped, 3. many times, 4. barriers, 5. large, substantial, sizable

S2 – texts:

Possible causes of poverty:

A. Angola – civil war, Cold War, international politics, diamonds, destroyed infrastructure, disrupted economy, low agricultural production, corruption, bad governance

B. Bangladesh – geographical location, floods, overpopulation, growing population, inefficient use of energy resources, insufficient power supplies, political tensions, corruption, underdeveloped economy

C. Uganda – dictatorial regime and guerrilla war until 1985, underdeveloped economy, dependence on only a few export products/cash crops (especially coffee and unstable world coffee price), bad recommendations by the international economic institutions

S1:

Ex. 4 – C

Ex. 5

Word class	Word	Pronunciation	Example sentence
Noun (territory)	colony	oʊo	E.g. India used to be a British colony.
Verb	colonize	oʊo	E.g. India was colonized by the British.
Noun (person)	colonialist	oʊoʊo	E.g. India and China are becoming Africa’s new colonialists.
Adjective	colonial	oʊoʊo	E.g. Britain used to be one of the most powerful colonial powers in the world.



**1 Match the following words with their definition**

A. a landmine	1. someone who has been forced to leave their own country/region and live somewhere else because of a war, for example.
B. to squander	2. a senior manager in a business or other organization
C. revenue	3. not to use money in a sensible way
D. a displaced person	4. a bomb hidden under the ground that explodes when someone moves over it
E. to be in tatters	5. to prevent something from happening or progressing normally
F. an executive	6. to be in very bad condition
G. to hamper	7. income from business activities or taxes

2 Match the words in the two columns to form frequently used expressions. Explain what the expressions mean

A. human rights	1. lives
B. to claim	2. deposits
C. oil	3. poverty
D. debt	4. tensions
E. extreme	5. abuse
F. political	6. relief

3 Suggest synonyms for the words in bold. Use synonyms in the right grammatical form.

- In 1975 fighting **broke out** between MPLA and UNITA.

- The war continued even as the support of the international community **ceased**.

- The price of coffee has **repeatedly** threatened economic growth. _____
- The high population is often seen as one of the **obstacles** to development.

- Angola has **considerable** deposits of diamonds.

4 What is the correct definition?**Colonialism is**

- A.** the transformation of agriculture that began in 1945 with the aim to feed the rapidly growing population of the world.
- B.** a social-economic system under which certain persons are deprived of personal freedom and compelled to work.
- C.** a practice of political and economic domination, which involves the subjugation of one people to another.

5 Complete the table

Word class	Word	Pron.	Example sentence
Noun (territory)	colony	Ooo	E.g. India used to be a British colony.
Verb			
Noun (person)			
Adjective			

A. Angola



Following independence from Portugal in 1975, fighting **broke out** between the Communist MPLA and the anti-Communist UNITA. The MPLA was supported by the Soviet Union and the Eastern bloc, while UNITA was supported by the United States and several African leaders. The war continued even as the support of the international community **ceased** – UNITA gained financial sources by mining diamonds and selling them abroad. The civil war finally ended in 2002.

Up to 1.5 million lives were lost, and 4 million people **displaced**, in the quarter century of fighting. Today, Angola is one of the poorest countries in the world. Seventy percent of its population live in **extreme poverty**. Roads in the countryside are ruined. The railway system has collapsed, and the agricultural base is **in tatters** as many former fields are still covered with **landmines**. The country imports almost all its sugar, after once being one of the world's largest exporters.

But ask any energy **executive** these days and another picture emerges: Angola is Africa's second-largest oil producer after Nigeria. Oil currently accounts for around 90 % of export **revenues**. The US and China are the largest importers of Angolan oil. Angola also has **considerable deposits** of diamonds, gas, gold and iron.

There is evidence that **revenues** from Angolan oil are being **squandered** through corruption and mismanagement. From 1997 to 2001, US\$ 774 million of Angolan oil **revenues** were paid into an account in Switzerland. This sum was to repay Angola's debt with Russia, but only US\$161 millions were transferred to an account belonging to the Russian Ministry of Finance. Around \$600 million were transferred to accounts belonging to a series of private companies, with millions ending up in the accounts of Angolan officials, including the Angolan President Dos Santos.

B. Bangladesh



Bangladesh is one of the poorest countries in the world. Despite domestic and international efforts to improve economic and demographic prospects, Bangladesh remains a developing nation. Most of the country is situated on deltas of large rivers flowing from the Himalayas. About a third of the country floods annually during the rainy season, **hampering** economic development. Many people are landless and forced to live on and cultivate frequently flooded land.

Recent estimates of Bangladesh's population range from 142 to 159 million, making it the 7th most populous nation in the world. With a land area of only 144,000 square kilometres the population density is remarkable. The high population is often seen as one of the **obstacles** to development.

Further **obstacles** to prosperity include a growing labour force that has outnumbered jobs, inefficient use of energy resources, insufficient power supplies, **political tensions** and corruption.

Bangladesh remains a poor, overpopulated, and inefficiently-governed nation. Nearly two-thirds of Bangladeshis are employed in the agriculture sector, with rice as the single-most-important product. Garment exports and payments from Bangladeshis working overseas, mainly in the Middle East and East Asia, fuel its economic growth.

C. Uganda



The colonial boundaries created by Britain to delimit Uganda grouped together a wide range of ethnic groups with different political systems and cultures. These differences prevented the establishment of a working political community after independence was achieved in 1962. The dictatorial regime of Idi AMIN (1971–79) was responsible for the deaths of some 300,000 opponents; guerrilla war and **human rights abuses** under Milton OBOTE (1980–85) **claimed** at least another 100,000 **lives**. The rule of Yoweri MUSEVENI since 1986 has brought relative stability and economic growth to Uganda. In 2000, Uganda qualified for **debt relief** worth almost 1.5 billion USD.

Uganda has substantial natural resources, including fertile soils, regular rainfall, and **sizeable** mineral deposits of copper, cobalt, gold, and other minerals. Agriculture is the most important sector of the economy, employing over 80% of the workforce. Coffee accounts for the bulk of Uganda's export **revenues**, following the recommendations of the IMF and WB (International Monetary Fund and the World Bank). However the instability of the price of coffee on world markets has **repeatedly hampered** economic growth and threatened producer livelihoods.



Statement A

"If you want to know the damage this period has done to Africa, just pick up a map of Africa and study the borders. During this period the continent has been broken into unsustainable borders that neglected traditional boundaries. Thus, the wars in Liberia, Ivory Coast, Nigeria, Rwanda, Burundi, Ethiopia, Somalia, the Sudan, Senegal, Guinea Bissau and Western Sahara/Morocco could all be traced directly back to the artificial boundaries established during this period by foreign rulers, many of whom never visited the region."

http://www.camara.dk/_bantaba/000042d2.htm

Statement B

"I argue that historical injustices played a significant role in condemning Africa to poverty and underdevelopment but that, more importantly, African leaders themselves have also failed the resource-rich continent. They continue to unscrupulously harp on historical injustices to cover up for their political and economic mess. Corrupt and inefficient management of economies, greed, power hunger, disrespect for human rights, among others, have contributed to the underdevelopment of Africa today."

<http://www.globalpolicy.org/socecon/develop/africa/2002/0919blame.htm>

Statement C

"One of the many problems this period has created is land. Zimbabwe, South Africa, Namibia, Mozambique, Zambia, Kenya are examples of situations where vast amounts of land were controlled by a few. I was appalled to learn that 80% of the agricultural land in South Africa is owned by the whites who account for less than 20% of the population."

http://www.camara.dk/_bantaba/000042d2.htm

Statement D

"It is clear that the Western world continues to make efforts to exacerbate Africa's isolation in the global economy. Instead of helping Africa recover from the impact of their domination, the Western powers have sought ways to stop the development of Africa. African leaders have been forced to adopt false economic policies in return for aid with very little understanding of what the policies mean."

<http://www.globalpolicy.org/socecon/develop/africa/2002/0919blame.htm>

Statement E

"The educational system introduced by the British was a poisonous gift to the people of India. Not only was it irrelevant to the learning needs of the millions, but it also constituted a major colonial instrument for their enslavement and the destruction of their cultural roots. Its main function was to create a new class of the 'educated' to provide clerks and specialists for colonial administration."

The Post Development Reader, ed Majid Rahnema, Victoria Bawtree

Statement F

"The policies pursued by the IMF (International Monetary Fund) which have been imposed on many African countries are based on assumptions that are fundamentally unsound. The current rules of the game have been largely set by corporate interests. Trade agreements have been heavily weighted in favour of the rich countries, made the poorest countries worse off, and condemned thousands to death through AIDS."

J. Stiglitz, former Senior Vice President and Chief Economist of the World Bank

Statement G

"In some countries, such as Tanzania, the colonial governments actively encouraged farmers to grow coffee and other cash crops rather than crops for people to eat. It was the same with Senegal and Nigeria (peanuts), Rwanda and Uganda (coffee), Ghana and Ivory Coast (cocoa), Mali, Niger and Sudan (cotton) and many others. As a result, African countries have been unable to grow enough to feed themselves. The frequent slumps in the world commodity prices meant that the countries have at the same time been too poor to buy food from abroad."

http://news.bbc.co.uk/cbbcnews/hi/newsid_4070000/newsid_4077200/4077204.stm

Statement H

"Western banks have burdened poor countries with immense debt when they agreed to lend money to corrupt or repressive African rulers. The money generally went straight into their bank accounts, bringing nothing to the majority of the population. The rich countries have forced the liberalization of trade on poor countries, while keeping their own agricultural subsidies, and non-tariff barriers that punish poor-country exporters."

J. Stiglitz, former Senior Vice President and Chief Economist of the World Bank

