

UNIT 3

OUR WORLD: RICH OR POOR?

SESSION 1 **RICH PEOPLE, POOR PEOPLE**



By the end of the lesson you should be able to:

- understand ways in which you are rich and poor and that there is value in things apart from money and materialism
- express positive thoughts about yourselves
- value friends and families as a source of love and mutual support, to feel positive about yourselves
- appreciate things in life that we take for granted: a nice sunset, a smile, meeting friends
- increase your self-esteem



This quote is attributed to the Native American Cree as a comment on the environment and materialism.

EXERCISE 1

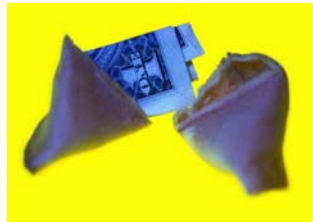


Try to **translate** it into Catalan and comment on its meaning with your partner and later with the teacher and the whole class.

EXERCISE 2

Think of words related to the adjectives **RICH** and **POOR**. Do not only focus on money and material wealth but also refer to aspects that make a person rich in their hearts and minds, that is to say, things that make you rich in happiness. For example, having good friends, enjoying the sunshine, etc.

The teacher is going to write on the board all the ideas you have thought of. Copy the two lists in your notebook.



RICH

.....

POOR

.....

EXERCISE 3

Describe in 3 lines the situation of a person that is very rich in possessions but very poor in happiness. Can you think of anybody that you know directly or indirectly?

Describe in 3 lines the situation of a person that is very poor in possessions but rich in happiness. Can you think of anybody that you know directly or indirectly?

In what aspects do you think you are a rich person?

EXERCISE 4



Now make groups for 4 people. As we said before, every person is rich in many aspects of their lives, not only because of their economic status. Each one of you should write his/her name on a piece of paper. The teacher will collect all the names and put them in a bag. After that, she will go round the tables and will give each group 4 pieces of paper with the names of other classmates written on them. As a class group you have been together for a few months now and each of you should be able to write a paragraph about one of your classmates starting like this one:

We think that Marta is extremely rich because.....she is very intelligent, friendly and responsible. Her family loves her very much because she always tries to help with the house chores. She is very generous and always visits old people that live alone and have no family.

SESSION 2

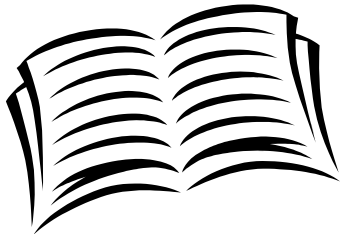
RICH WORLD, POOR WORLD



By the end of this lesson the students should be able to:

- identify rich and poor countries on your map
- use different words to help describe the differences between rich countries and poor countries
- name different developed and developing countries
- identify a number of development indicators
- categorise a number of facts which divide rich and poor countries

EXERCISE 1



With your partner read the Article 25 of the United Nations Universal Declaration of Human Rights (<http://www.un.org/Overview/rights.html>)

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

There are many divisions between the people of the world. One of the biggest is the difference between those who live in **the RICH NORTH and the POOR SOUTH**. The map below shows that the world can be divided into 2 parts: the Rich North and the Poor South.



Countries in the **Rich North** are also called **DEVELOPED COUNTRIES**. Examples of developed countries are: Spain, Great Britain, Germany, the USA, Japan and Australia.

A **DEVELOPING COUNTRY** is another name used to describe countries in the **Poor South**. Ethiopia, Mozambique, Brazil and India are all examples of developing countries.

The terms **Rich North** and **Poor South** originate from the fact that most developing countries (including many of the poorest) are to the south of most of the developed countries. However, the geographic distinction is not perfect — for example, Australia and New Zealand, both developed, are south of most less developed countries, but not included in "the South".

The term "**developing country**" often refers mainly to countries with low levels of economic development, but this is usually closely associated with social development, in terms of education, healthcare, life expectancy, etc.

Developing countries are in general countries which have not achieved a significant degree of industrialization relative to their populations, and which have a low standard of living. There is a strong correlation between low income and high population growth, both within and between countries.

The countries in the **Poor South** are also called **LEDCs (Less economically developed countries)** or **Third World Countries**. **The North** refers to richer countries, which are sometimes called the **First World**, **MEDCs** (More economically developed countries) or **The West**.

In your jotter *write* the words underlined/in bold in the previous paragraphs with their meaning in Catalan. They are very important terms to understand the difference between rich and poor countries.



Go to <http://www.ams.org/membership/develop.html> and have a look at the developing countries list

EXERCISE 2



Using the map in the previous page and an atlas, copy and complete the table below:

COUNTRY	DEVELOPING COUNTRY	DEVELOPED COUNTRY
Catalonia		
Cuba		
Scotland		
Sudan		
USA		
Germany		
Brazil		
Ethiopia		
India		
New Zealand		
Colombia		
Australia		

As we saw before, we use many words to describe the difference that exist between the rich and poor parts of the world. Complete the table below:

RICH NORTH WORDS	POOR SOUTH WORDS

SESSION 3

DIFFERENCES BETWEEN RICH AND POOR COUNTRIES



By the end of this lesson the students should be able to:

- analyse the factors that make a country rich or poor
- talk and write about the present situation of some developing countries in Latin America and the Caribbean where Action Aid organisation is working

EXERCISE 1

Study the table below showing a list of rich and poor countries.

Country	Life expectancy	Infant mortality per 1000	Daily food intake in calories	GNP (\$)
USA	76	9.7	3642	25,880
NIGERIA	49	121	2114	280
SWEDEN	78	5.8	3049	23,530
UK	76	9.5	3218	18,340
JAPAN	79	4.8	2858	34,630
BRAZIL	65	63	2643	2,970
GERMANY	77	7.5	3476	25,580
INDIA	58	95	2204	320
MALAYSIA	68	30	2723	3,480
UGANDA	49	107	2221	190

1. Which countries on the table are the **RICHER** countries?
HINT! There are FIVE of them.

The five RICHER countries are

-
-
-
-
-
-

2. Which countries on the table are the **POORER** countries?
HINT! There are FIVE of them.

The five POORER countries are

-
-
-
-
-

3. Complete each sentence with the word **HIGH** or **LOW**:

Rich countries have _____ Life Expectancy

Poor Countries have _____ Infant Mortality

Rich Countries have _____ Daily Calorie Intake

Poor Countries have a _____ GNP

4. Read the statement below:

'The USA is the **RICHEST** country in the world'.

Do you agree with this statement? Give a **reason** for your answer!

I agree because...

OR

I disagree because...

EXERCISE 2



Go to <http://www.globallinks.org.uk/countries/>

You will see that **Action Aid** works in different parts of the world divided in 3 areas (Latin America and Caribbean, Africa, Asia and Middle East)

Answer the following questions:

Which countries in Asia does this organisation work in?

Which countries in Africa does this organisation work in?



We are going to concentrate on Latin America and the Caribbean now. Write 2 sentences about each of these countries to explain briefly their present situation.

SESSION 4 LIFE IN A POOR COUNTRY



By the end of this lesson you should be able to:

- talk about what life is like in a town in India (developing country)
- make a presentation to the class based on a slide show

EXERCISE 1



Go to

http://www.globallinks.org.uk/liveto_india/visit_village.html

First you will watch the video clip in pairs. One of you will watch the video while the other one will just listen to it. After watching it, the one that has watched it has to tell the other what he/she has seen making a description of the scenes. Once the explanation is finished, both watch the video clip again so that they can see if the video clip has anything to do with what the listener has imagined about the images.



EXERCISE 2



You are going to watch the slide show. As there are 12 slides, in pairs you will prepare a presentation of one of the slides to be presented in front of the class. You should describe what you can see in the slide and your opinion about it.