



# Why are some countries poor?

## Summary Writing

**Copyright:** These materials are photocopiable but we would appreciate it if all logos and web addresses were left on materials. Thank you.

# Student

## Two types of lesson

### Lesson#1: [Easy] \*\*\*\*\* [B2/C1]

1. Try to predict the content of the text. Write down key terms & ideas.
2. Read the text & check words & meanings with a dictionary.
3. Identify the key points & support & complete the **outline**.
4. Write the summary – only one paragraph (200-250 words).
5. Check key points with the **completed outline & model answer** (try to achieve 4 key points and 4 support points).
6. Answer critical thinking questions & check answers.

### Lesson #2: [Hard] \*\*\*\*\* [C1]

1. Read text – no dictionary.
2. Identify key points and support.
3. Write the summary – only one paragraph (200-250 words).
4. Check key points with the **completed outline & model answer** (try to achieve 4 key points and 4 supporting points).
5. Answer critical thinking questions & check answers.

# Teacher

## Two types of lesson

### Lesson#1: [easy] \*\*\*\*\* [B2/C1]

1. Distribute text a week /day before the test. Students read, check vocabulary & meanings.
2. Test day – distribute a **new copy of text** and **summary question**.
3. Set 1 hour to read text, take notes and write a one-paragraph summary of 200-250 words.
4. Feedback<sup>1</sup>: take in and mark [use correction code\*].
5. Feedback<sup>2</sup>: distribute **completed outline & model answer**.
6. Summary Marking: Should contain at least 4 main ideas with support – see Summary Key Points pg.21.
7. Extra: Answer critical thinking questions / group discussion (30 minutes).

### Lesson #2: [hard] \*\*\*\*\* [C1]

1. Set 1 hour to read the **text** and write a one-paragraph summary of 200-250 words.
3. Feedback<sup>1</sup>: take in and mark [use correction code\*].
4. Feedback<sup>2</sup>: distribute **completed outline & model answer**.
5. Summary Marking: Should contain at least 4 main ideas with support – see Summary Key Points p.21.
6. Extra: Answer critical thinking questions / group discussion (30 minutes).

Correction code\*: [www.academic-englishuk/error-correction](http://www.academic-englishuk/error-correction)

## Why are some countries poor?

by H. Kennedy (2020)

To be able to define how 'rich' a country is, Gross Domestic Product (GDP) is used to estimate its wealth and growth. GDP can be defined as "the final goods and services produced in an economy in a given year" (Wolla, 2017, p.1). This value is then divided by the population of that country to estimate the average wealth of each individual living there. Most economists agree that the most effective way to compare living standards across the globe. Thus for a country to grow its economy, (Goldin, 2017) explains, this growth is dependent on three main factors: labour, capital, and natural resources. The more inputs of TFP, the greater the output of GDP.

Most experts in the field agree that governments and institutions directly influence how wealthy a country is. Azel (2016) asserts that policies made by those in power. These choices are known as 'extractive' as the aim is to solely benefit the ruling elite. This is echoed by Goldin (2017) who states that both policy makers in poorer countries and richer countries. Furthermore, Acemoglu and Robinson (2014) argue that actions taken by powerful organisations cannot be reversed at any moment, but their decisions can have lasting consequences for the times ahead. Put simply, institutions and governments are crucial to the current and future state of a nation's economy.

Another impact on a nation's wealth is trade. International trade can and should benefit both parties, yet developed countries often do not. As stated by both Wolla (2017) and Goldin (2017), trade barriers and quotas can have a detrimental impact on poorer countries. While richer countries profit more from these measures, farmers in poorer countries are not only given fewer opportunities to export their crops they are also often forced to grow less profitable crops (Goldin, 2017). For this reason, Goldin (2017) advocates fairer and more equal trade so that the benefits be at least halved (Wolla, 2017).

The geography of a country can also determine how wealthy it is. Nations that have access to a coast, while landlocked countries that are landlocked, as are the majority of developing countries (Goldin, 2017). Moreover, tropical climates can have a detrimental impact on its agriculture. As Goldin (2017, p. 16) points out, "a hectare of land in the tropics [yields] on average around one-third of the yield in temperate zones". Tropical regions are more susceptible to diseases. More specifically, a minimum of five simultaneous diseases can affect a hectare of land (School of Life, 2014). Nevertheless, Acemoglu and Robinson (2014) claim that the geography has very little impact. They believe that the conditions set by the government that farmers have to live under have more of an impact. Plus, their example of Nogales, a city half in Arizona and half in New Mexico with the same climate and geography proves that further.

As the gap between [redacted] is more important than ever that solutions are sought. On the one hand, there exists the belief that poorer nations are capable of [redacted] shifted over time (Goldin, 2017). Stewart (2018) also refers to the suggestion that “poor countries should ‘develop’ their way out of poverty” She further explains that this [redacted] wages, lowering prices and producing higher quality goods. In addition, Cohen (2016) claims that prosperity is linked more to [redacted] innovative technology, which suggests that this gap is due to countries not sufficiently investing [redacted], as we are living in an ever-increasingly globalised world, we all have a responsibility to “help [redacted] 2017, p.27). Thus, if we want underdeveloped countries to become developed countries, we must be more aware of how our actions can affect others. Finally, the success of China has [redacted], poorer nations can escape poverty if their economy becomes more inclusive (Acemoglu & Robinson, 2014). [redacted] argues, “without changes in the political institutions, there is little chance that economic growth will be inclusive”.

## References

Acemoglu, D. and Robinson, A. (2014). *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. [Amazon Kindle Paperwhite]. London: Profile Books Limited. [Viewed 29 March 2020]. Available from: <https://www.amazon.com/>

[redacted] *Nations Are Rich and Others Poor*. [Viewed 27 March 2020]. Available from: <https://panampost.com/jose-azel/2016/09/07/the-real-reason-why-some-nations-are-rich-and-others-poor/>

Cohen, S. I. (2016). [redacted] *Rich and Poor Countries: A SAM Analysis*. [Viewed 30 March 2020]. Available from: <https://ssrn.com/abstract=2741638>

Goldin, I. (2017). *Why Do [redacted] Not?* [Viewed 27 March 2020]. Available from: [https://link.springer.com/chapter/10.1007/978-3-030-11361-2\\_2](https://link.springer.com/chapter/10.1007/978-3-030-11361-2_2)

The School of Life. (2014). *Why Some Countries Are Poor and Others Rich* [online]. YouTube. [Viewed 27 March 2020]. Available from: <https://www.youtube.com/watch?v=9-4V3HR696k&t=369s>

Stewart, M. (2018). *Redistribution Between Rich and Poor Countries*. [Viewed 30 March 2020]. Available from: <https://taxpolicy.crawford.anu.edu.au/publication/ttpi-working-papers/12281/redistribution-between-rich-and-poor-countries>

[redacted] *and Others Poor?* [Viewed 27 March 2020]. Available from: <https://research.stlouisfed.org/publications/page1-econ/2017/09/01/why-are-some-countries-rich-and-others-poor/>

## Summary Outline

Take notes on the key points of the article.

1. Main idea:
Support:
2. Main idea:
Support:
3. Main idea:
Support:
4. Main idea:
Support:
5. Main idea:
Support:

## **Summary Key Points ANSWERS**

A good summary should have the 5 main ideas and 2 points of support for each main idea.

<p><b>1. Main idea: How a country's wealth is measured.</b></p>
<p>Support:</p> <ul style="list-style-type: none"> <li>• GDP = "the total market value [...] of all [redacted] economy in a given year" (Wolla, 2017).</li> <li>• Economists agree = [redacted] living standards worldwide.</li> <li>• Grow GDP depends on labour, capital &amp; natural resources = combined Total Factor Productivity (TFP)</li> <li>• Greater TFP [redacted]</li> </ul>
<p><b>2. Main idea: Governments &amp; institutions directly influence wealth.</b></p>
<p>Support:</p> <ul style="list-style-type: none"> <li>• Poverty is a result [redacted] by those in power (Azel, 2016).</li> <li>• Policy makers in poorer countries and corrupt leaders tend to go hand in hand (Goldin, 2017).</li> <li>• Actions taken by [redacted] their decisions can have lasting consequences for the future (Acemoglu and Robinson, 2014).</li> <li>• Inclusive [redacted] nations economy.</li> </ul>
<p><b>3. Main idea: International trade impacts wealth.</b></p>
<p>Support:</p> <ul style="list-style-type: none"> <li>• Developed countries = more protection.</li> <li>• Trade barriers &amp; [redacted] poor countries (Wolla, 2017; Goldin, 2017).</li> <li>• Poor farmers = [redacted] products. Also grow less diverse crops (Goldin, 2017).</li> <li>• Equal trade = could [redacted] (Wolla, 2017).</li> </ul>
<p><b>4. Main idea: Geography impacts wealth.</b></p>
<p>Support:</p> <ul style="list-style-type: none"> <li>• Landlocked [redacted] with sea &amp; river access (Goldin, 2017).</li> <li>• Low income countries = tropical regions. Climate detrimental to agriculture.</li> <li>• Tropical areas = [redacted] (School of Life, 2014).</li> <li>• But Acemoglu and Robinson (2014) claim that a nation's property is about conditions set by [redacted].</li> </ul>
<p><b>5. Main idea: Solutions to enable countries to develop.</b></p>
<p>Support:</p> <ul style="list-style-type: none"> <li>• Increase wages, lower prices, [redacted] (Stewart, 2018).</li> <li>• [redacted]-human capital &amp; innovative technology (Cohen, 2018).</li> <li>• We must all [redacted] (Goldin, 2017).</li> <li>• Political institutions need to change for economic growth [redacted]</li> </ul>

## Summary

**Task:** Write a 200-250 word summary on the key features of the text.

**Word count:** \_\_\_\_\_

## **Why are some countries poor? Model Summary**

**Task:** Write a 200 - 250-word summary on the key features of the text

[redacted] effective way to measure a country's standard of living is through GDP. Defined as "[redacted] services produced in an economy" (Wolla, 2017), GDP depends on Total Factor [redacted] and natural resources (ibid). Governments can directly influence a country's wealth. Those in power make ' [redacted] ) that have lasting consequences (Acemoglu & Robinson, 2014); one of which is poverty, and [redacted] and corrupt leaders go hand in hand. International trade can also impact wealth. Developing countries [redacted] ([redacted] farmers do not have the opportunity to export competitive products or grow such a wide range [redacted] believes that equal trade could decrease the poverty gap by 50%. Furthermore, geography can [redacted] mostly landlocked countries and they have less benefits than coastal regions (Goldin, 2017). Mostly [redacted] countries are more [redacted], 2014) and have agricultural issues due to [redacted] proposed. Stewart (2018) recommends increasing wages, lowering prices and producing higher [redacted] believes [redacted] factors such as human capital and [redacted] political institutions [redacted] from extractive to inclusive for economic growth to happen.

249 words

## Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

[2 points]

ii) Is this a credible article? Yes /no – why?

[2 points]

iii) Highlight four ideas in the text you would use for an essay on 'Why are some countries poor?'

[4 points]

iv) Highlight two areas in the text that you question, disagree with or lack evidence

[2 points]

## Critical Thinking Questions **ANSWERS**

i) What's the stance of the author? What is the evidence for this?

*The author believes that governments are mostly the reason why some countries are poor.*

*P2: The writer starts with 'most experts [...] governments influence how wealthy a nation is' and the [redacted].*

*P4: She appears to be rebutting that geography is a hinderance to wealth with [redacted].*

*P5: The writer ends [redacted] that this is a point she agrees with. [2 points]*

ii) Is this a credible article? Yes /no – why?

*Yes, good source choice with seven credible sources used. But who is the author? Not published or supported by a journal publication. [redacted] primary sources. [2 points]*

iii) Highlight four ideas in the text you would use for 'Why are some countries poor?'

*P1: Definition of GDP (Wolla, 2017).*

*P1: Economists agreement – [redacted] success.*

*P1: Growth = dependent on labour, capital & natural resources (combined result in TFP) (ibid).*

*P1: [redacted]*

*P2: Governments' decisions (Extractive) influence wealth of a nation (Axel, 2016).*

*P2: Policy [redacted] (Goldin, 2017).*

*P2: Decisions have lasting consequences on a nation.*

*P3: International [redacted] rules between un /developed countries.*

*P3: Trade barriers & quotas = detrimental impact on poor countries (Goldin, 2017).*

*P3: [redacted] products [redacted] (ibid).*

*P3: Fairer trade could reduce poverty gap by 50% (Wolla, 2017).*

*P4: Geography impacts. [redacted] than coastal countries (Goldin, 2017).*

*P4: Poor countries = tropical areas so more diseases (SoL, 2014) & climate impacts agriculture.*

*P5: Rich & [redacted]*

*P5: Poor countries = increase wages, lower prices & produce higher quality (Stewart, 2018).*

*P5: Prosperity linked to internal factors – [redacted] (Cohen, 2016).*

*P5: Political institutions need to change = grow economy (Azal, 2016).*

*P5: China example – [redacted] leaders. [4 points]*

iv) Highlight two areas in the text that you question, disagree with or lack evidence

*P1: Is GDP the best [redacted] wealth? [What other measurements are there? Are they better?]*

*P2: Do policy makers and corrupt leaders always go hand in hand?*

*P3: Why do developed [redacted]? [Who decides?]*

*P3: Do trade barriers & quotas always have a detrimental impact on poorer countries? [Are there any cases when they don't have a negative impact? Does Fair Trade or Fair for Life help with this?]*

*P3: Why are poor [redacted]?*

*P4: Does the climate in poorer countries always negatively impact agriculture? [What about the crops that thrive in hotter climates?]*

*P4: Why does being in the tropics make [redacted]? [Isn't this more about sanitation? poor diet? lack of healthcare?]*

*P5: How can countries invest in human capital & innovative technology if they don't have finance?*

*P5: Example [redacted] point. [Can other countries follow suit?]*

*[Any 2 of these – obviously subjective so accept any credible student answer too]. [2 points]*