

DEVELOPING COUNTRIES

AGE: 14-15

UNIT 1: Demography and urbanisation in developing countries

TIMING: 5 hours

LESSON 1: Population in LEDCs (Activities 1-4)

LESSON 2: Population in LEDCs cities (Activities 5-8)

LEARNER AIMS

- To identify both LEDCs and MEDCs and their main cities

- To know the main demographic indicators
- To understand the relationship between the growth of population and lack of resources in LEDCs and their main cities
- To understand the main problems of developing cities

LEARNING OUTCOMES

COMMUNICATION

KNOW

- Location of MEDCs and LEDCs and their main cities
- Demographic and socioeconomic indicators
- Growth of population in MEDCs and LEDCs
- The reasons for the growth of population in LEDCs main cities and the problems

BE ABLE TO

- Identify countries and cities on a map
- Draw a linear graph and describe the data on it
- Compare the differences in population growth between countries
- Use visual organizers to record similarities and differences
- Collaborate in a group
- Describe pictures of cities

BE AWARE OF

- Causes and effects of population growth

LANGUAGE OF LEARNING

VOCABULARY

Birth rate, death rate, life expectancy, population growth, population, density of population, GNI per capita, literacy, IDH, MEDCs, LEDCs, countries and cities, agglomeration, settlement, overcrowded

STRUCTURES

...has increased/decreased....X is larger than Y
 X is located in The (birth rate) in X is higher/lower than in Y . The population of X has increased/decreased/stayed the same since 1950/1980. The population in X is higher/lower than in Y
 In 1970 X was the..... agglomeration in

the world, but in 2010 X is the.....

agglomeration

In 1970, the major cities in the world were located in (continents)

I can see a.....

. in the centre / on the right...

LANGUAGE FOR LEARNING

Comparing

Giving reasons

Describing pictures

Describing data presented on graphs

<u>CONTENT</u>	<u>COGNITION</u>	<u>CULTURE</u>
Locating the major countries in the world on a map	Analysing the problems of developing countries	Knowledge of the major countries and cities in the world
Location in a map the major cities in LEDCs	Making conclusions	Knowledge of the general features of the main cities in the LEDCs.
Finding definitions of indicators	Summarizing	Awareness of the problems facing cities in the LEDCs
Finding differences between countries then drawing a linear graph and using a Venn diagram	Classifying	
Discussing the problems that causes the population growth in LEDCs and their main cities	Identifying	
Reading text about the problems in a LEDC an its causes and consequences using a cause – effect diagram	Describing	
	Predicting	

<u>CONTRIBUTION TO COMPETENCES</u>	<u>ASSESSMENT</u>
<p>Mathematics. Can interpret different types of information and broaden knowledge</p> <p>Learning to learn: Can gain, process and assimilate new knowledge and skills</p>	<p>STUDENTS CAN:</p> <ul style="list-style-type: none"> • Locate LEDCs, MEDCs and their main cities on a map • Identify and compare differences between population growth • Use visual organisers to record information • Draw a linear graph and describe the data on it

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UNIT 2: Economy in developed countries

TIMING: 5 hours

LESSON 1: Farming in developing countries (Activities 9-12)

LESSON 2: Industries in developing countries (Activities 13-15)

LESSON 3: Trade and tourism in LEDCs (Activities 16-17)

LEARNER AIMS

- To understand farming and industry problems in LEDCs
- To know NICs and BRIC

- To know and differentiate touristic places in LEDCs
- To identify trade problems in the world

LEARNING OUTCOMES

KNOW

- Farming process
- Types of farming in LEDCs
- Farming and industry problems in LEDCs
- Industry inputs and outputs
- NICs and BRIC
- Trade between MEDCs and LEDCs
- Touristic places in LEDCs

BE ABLE TO

- Differentiate farming process in LECs and MEDCs
- Describe pictures of farming
- Use visual organizers to record farming in LEDCs
- Identify industrial products
- Differentiate formal and informal industry in LEDCs

BE AWARE OF

- Farming and industry problems in LEDCs
- Unfair trade between MEDCs and LEDCs

COMMUNICATON

LANGUAGE OF LEARNING

VOCABULARY

Countries, farming process, subsistence agriculture, tropical plantation, intensive subsistence agriculture, trade, import, export, manufactured goods, raw materials, sources of energy, natural resources, NICs, BRIC,

STRUCTURES

first, second, after that

I think will be more important because it/they has/have.....)

This is..... because..../ are more valuable than...../There are..... ways to solve this problem: 1)..... 2).....)

In the foreground/background/ middle . at the top/bottom. on the left/right

X is a/an..... It's located in.... which is on the N/S/E/W of (country) It was built by ...because ... According to... It's a/an famous/ interesting place because..... I would like to go to X because I think X is my favourite place because

It will....

LANGUAGE FOR LEARNING

Comparing
Giving reasons
Describing pictures
Giving opinions
Stating locations
Sequencing events
Summarising

<u>CONTENT</u>	<u>COGNITION</u>	<u>CULTURE</u>
Listening an explanation about kinds of farming in LEDCs using a tree diagram	Analysing the problems of developing countries	Knowledge of touristic places in LEDCs
Locating NIC and BRIC countries on a map	Drawing conclusions	Knowledge of the way of living in LEDCs
Finding differences between formal and informal industry in LEDCs using a Venn diagram	Classifying	Awareness of farming and industrial problems facing LEDCs countries
Reading text and discussing the trade features and problems between MEDCs and LEDCs	Identifying	Awareness of unfair trade between MEDCs and LEDCs
Preparing a presentation about touristic places in LEDCs	Predicting	

<u>CONTRIBUTION TO COMPETENCES</u>	<u>ASSESSMENT</u>
<p>Linguistic. Can interact with other people and approach other cultures in an adequate way</p> <p>Learning to learn: Can gain, process and assimilate new knowledge and skills</p> <p>Artistic and cultural. Can understand, perceive and critically evaluate, different cultural buildings and landscapes</p> <p>Autonomy, initiative and decision taking. Can develop collective activities with responsibility and critical thinking</p>	<p>STUDENTS CAN:</p> <ul style="list-style-type: none"> • Locate NICs and BRIC on a map • Identify main economic problems in LEDCs • Use visual organisers to record information • Make a presentation

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UNIT 3: Causes of underdevelopment**TIMING:** 5 hours**LESSON 1:** Assessment (Activity 18)**LESSON 2:** Case studies. Nigeria and the Dominican Republic (Activities 19 and 20)**LESSON 3:** Finding solutions to underdevelopment (Activity 21)**LEARNER AIMS**

- To identify problems in LEDCs
- To learn about problems of two specific countries. Nigeria and the Dominican Republic

- To find solutions to LEDCs problems

LEARNING OUTCOMES**KNOW**

- LEDCs problems
- Political corruption in Nigeria
- Demographic and economic situation of Dominican Republic
- Solutions to LEDCs problems

BE ABLE TO

- Identify LEDCs main problems
- Differentiate LEDCs problems by topics
- Make a poster about problems and solutions to LEDCs problems
- Use visual organizers to classify information
- Differentiate electoral systems
- Extract information from a text

BE AWARE OF

- Problems in LEDCs
- Solutions to a LEDCs problems

COMMUNICATON**LANGUAGE OF LEARNING****VOCABULARY**

Governor, opposition party,
general elections, vote
fair trade, External debt, International
aid, national market, water and food
supplies, UN (United Nations)
firstly, secondly, in conclusion

STRUCTURES

because of /because...
will for prediction
if + present simple, will + infinitive
x shows

LANGUAGE FOR LEARNING

Giving reasons
Describing
Giving opinions
Sequencing events
Summarising

<u>CONTENT</u>	<u>COGNITION</u>	<u>CULTURE</u>
<p>Reading an interview about the Dominican Republic</p> <p>Locating NIC and BRIC countries on a map</p> <p>Finding differences between formal and informal industry in LEDCs using a Venn diagram</p> <p>Reading an article from an on-line newspaper</p> <p>Making a poster about LEDCs problems and solutions.</p> <p>Preparing and doing a presentation of a poster using a model</p>	<p>Analysing the problems of developing countries</p> <p>Drawing conclusions</p> <p>Classifying</p> <p>Identifying</p> <p>Predicting</p>	<p>Knowledge about Nigeria</p> <p>Knowledge about the Dominican Republic</p> <p>Awareness of the role of NGOs</p> <p>Awareness that LEDCs problems are sometimes related to developed countries business and needs.</p>

<u>CONTRIBUTION TO COMPETENCES</u>	<u>ASSESSMENT</u>
<p>Linguistic. Can interact with other people and approach other cultures in an adequate way</p> <p>Learning to learn: Can gain, process and assimilate new knowledge and skills</p> <p>Autonomy, initiative and decision taking. Can develop collective activities with responsibility and critical thinking</p>	<p>STUDENTS CAN:</p> <ul style="list-style-type: none"> • Identify and analyse main problems in LEDCs • Use visual organisers to record and transfer information • Give a presentation • Make a poster • Identify and analyse main problems in the Dominican Republic