

POPULATION IN LEDCs

ACTIVITY 1	Timing. 25'. LEDCs and MEDCs
GROUPING	Individually/Whole group/groups of 5 people
RESOURCES	Worksheet (Activity 1) Cards (supplementary materials. Activity 1)
MANAGEMENT	<p>Give the Ss key words MEDCs and LEDCs and definitions. Ss match them</p> <p>Start with an outline map of the world showing the countries and a division of LEDCs and MEDCs on the blackboard</p> <p>Give students the worksheet (Activity 1)</p> <p>Students write on the map 10 countries they know (in English, of course)</p> <p>(Group of five) Give each group 10 cards (Activity 1, supplementary material) each with a country (LEDCs and MEDCs). Each group has the same countries. Each student asks the others in their group to find the name of the country (using language support on the worksheet)</p> <p>Students write down the name of the country on the blackboard and then on the sheet, using an atlas if necessary and colouring different if they are MEDCs or LEDCs.</p> <p>Check the answers as a group</p>
LANGUAGE	Questions for asking about countries (see worksheet 2)
Key	<p>MEDCs A B Poor countries located mainly in the South Hemisphere A Rich Countries located mainly in the North Hemisphere</p> <p>LEDCs B A More Economically Developed Countries B Less Economically Developed countries</p> <p>MEDCs Germany, Japan, USA, Italy, Australia LEDCs Kenya, Mali, Peru, Laos, Zimbabwe</p>

ACTIVITY 2	Timing. 25'. Demographic and economic indicators
GROUPING	In pairs
RESOURCES	Worksheet (Activity 2)
MANAGEMENT	<p>Give Ss the worksheet (Activity 2)</p> <p>Ss match the key terms with their definitions (using a dictionary if necessary)</p> <p>Tell them to look for key words to help them. The group discusses the meaning</p> <p>Each group writes one correct definition on the blackboard</p>
LANGUAGE	Birth rate, Death rate, infant mortality rate, life expectancy, population growth, GDP per capita, literacy and IDH
KEY	<p>Birth rate. The number of live babies born per thousand of the population per year. Demographic</p> <p>Death rate. The number of deaths per thousand of the population per year. Demographic</p> <p>GDP (Gross Domestic Product) . Total value of goods and services produced in a year per total population. Economic</p> <p>Life expectancy. The average age a person can expect live to. Is measured in years. Social</p> <p>Infant mortality rate. Number of babies who die under 1 year old, per thousand live births. Demographic</p> <p>Population growth. Change in population over time. Can be measured in %. Demographic</p> <p>Literacy. Adults who can read functionally or who have been at the school since 14. Social</p> <p>HDI (Human Development Index). Index used to rank countries by level of "human development". It's measured from 0 to 1. Social, economic demographic</p>

ACTIVITY 3	Timing 60'. Indicators in several countries				
GROUPING	In pairs				
RESOURCES	Worksheets (Activity 3)				
MANAGEMENT	<p>Divide the class into groups of 5</p> <p>Give Ss the worksheets (Activity 3)</p> <p>Give each student in each group the name of two countries from the table</p> <p>Using the following websites, they research the information to fill in the table for their countries</p> <p>https://www.cia.gov/library/publications/the-world-factbook</p> <p>http://www.census.gov Link "INTERNATIONAL DATA BASE" (1950 and 1980 population)</p> <p>http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index (HDI)</p> <p>In their groups Ss then tell each other the information which they found out, to complete the whole table</p> <p>Ss then speak in pairs/small group to compare the statistics</p> <p>Ss look at the table and try to divide groups, according to the differences in the data.</p> <p>Ss write information about the demographic and economic indicators in the Venn diagram (differences and similarities) . For example , in A (MEDCs > low birth rate)</p> <p>Speaking exercise to compare countries (lower, larger, higher ...). (Language support on the worksheet)</p> <p>Ss divide the countries into two groups, A and B</p> <p>Ss write in the Venn diagram the differences and similarities between these two groups of countries. Check the answers.</p>				
LANGUAGE	The birth rate/death rate in X is higher/lower than in Y				
KEY (correct in feb. 2010)	Country	Birth rate %	Death rate %	Population 2010	Population 1950
	Kenya	36.64	9.72	39,002,772	6,121,000
	Mali	46.44	14.96	13,443,225	3,688,000
	Germany	8.18	10.9	82,329,758	68,375,000

Peru	19.38	6.14	29,546,963	7,633,000
Japan	7.64	9.54	127,078,679	83,805,000
Laos	33.96	10.76	6,834,345	1,866,000
USA	13.83	8.38	307,212,123	152,271,000
Italy	8.18	10.72	58,126,212	47,105,000
Zimbabwe	31.49	16.19	11,392,629	2,853,000
Australia	12.47	6.74	21,262,641	8,267,000

Country	Population 1980	Popul. Growth %	GDP Per Capita	Infant Mort. Rate %o	HDI
Kenya	16,331,000	2.691	1,600	54.70	0.371
Mali	6,822,000	2.594	1,100	115.86	0,371
Germany	78,298,000	-0.053	34,200	3.99	0,947
Peru	17,295,000	1.229	8,600	28.62	0,806
Japan	116,807,000	-0.191	32,600	2.79	0,960
Laos	3,293,000	2.320	2,100	77.76	0,619
USA	227,726,000	0.977	46,400	6.22	0,950
Italy	56,451,000	-0.047	30,200	5.51	0,951
Zimbabwe	7,170,000	1.530	200	32.31	0,513
Australia	14,616,000	1.195	38,500	4.75	0,965

Group A: Germany, Japan, USA, Italy, Australia
Group B: Kenya, Mali, Peru, Laos, Zimbabwe

Venn diagram
Group A: Low birth rate, low population growth, high GDP per capita, low infant mortality rate
Group B: High birth rate, high population growth (except Peru), low GDP per capita, high infant mortality rate
Similarities: Mortality rate

ACTIVITY 4	Timing: 40'. Population growth in LEDCs																																												
GROUPING	Individually/ groups of 3																																												
RESOURCES	Worksheet (Activity 4)																																												
MANAGEMENT	<p>Give Ss the worksheets (Activity 4)</p> <p>Students build a line graph (individually)</p> <p>Students speak about it with a substitution table as support (in pairs)</p> <p>Ss write down the sentences on the sheet of paper and then fill in the gaps of this sentence</p> <p>The population in _____ has increased a lot, and it causes problems in these countries due to _____</p>																																												
LANGUAGE	<p>Substitution table as a language support</p> <p>Population growth/lack of resources</p>																																												
KEY	<p>Line graph</p> <table border="1"> <caption>Estimated Population Data from Graph</caption> <thead> <tr> <th>Country</th> <th>1950</th> <th>1980</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Kenya</td> <td>~45,000</td> <td>~55,000</td> <td>~65,000</td> </tr> <tr> <td>Mali</td> <td>~10,000</td> <td>~15,000</td> <td>~25,000</td> </tr> <tr> <td>Germany</td> <td>~70,000</td> <td>~80,000</td> <td>~85,000</td> </tr> <tr> <td>Peru</td> <td>~10,000</td> <td>~15,000</td> <td>~25,000</td> </tr> <tr> <td>Japan</td> <td>~85,000</td> <td>~120,000</td> <td>~130,000</td> </tr> <tr> <td>Laos</td> <td>~5,000</td> <td>~10,000</td> <td>~15,000</td> </tr> <tr> <td>USA</td> <td>~150,000</td> <td>~230,000</td> <td>~310,000</td> </tr> <tr> <td>Italy</td> <td>~45,000</td> <td>~55,000</td> <td>~65,000</td> </tr> <tr> <td>Zimbabwe</td> <td>~5,000</td> <td>~10,000</td> <td>~15,000</td> </tr> <tr> <td>Australia</td> <td>~5,000</td> <td>~10,000</td> <td>~15,000</td> </tr> </tbody> </table> <p>(the resolution of the graph isn't very clear and you have to compare population growth in the table from above: if you look at it you realize that population growth in developing countries is proportionally higher. e.g. Mali has increased its population more than 400%: whereas the USA has increased its population by 200%)</p> <p>The population in developing countries has increased a lot, and it causes problems in these countries due to lack of resources</p>	Country	1950	1980	2010	Kenya	~45,000	~55,000	~65,000	Mali	~10,000	~15,000	~25,000	Germany	~70,000	~80,000	~85,000	Peru	~10,000	~15,000	~25,000	Japan	~85,000	~120,000	~130,000	Laos	~5,000	~10,000	~15,000	USA	~150,000	~230,000	~310,000	Italy	~45,000	~55,000	~65,000	Zimbabwe	~5,000	~10,000	~15,000	Australia	~5,000	~10,000	~15,000
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POPULATION IN LEDCs CITIES

ACTIVITY 5	Timing: 15'. Types of human settlements. Revision (running dictation)
GROUPING	In pairs
RESOURCES	Classroom wall Cards (supplementary materials. Activity 5)
MANAGEMENT	<p>Give each group four cards with these words: City, conurbation, megalopolis and metropolitan area</p> <p>Give Ss the worksheet (Activity 5)</p> <p>One S find definitions at different places on the wall of the classroom and goes to the other Ss and tells them the definitions of two words. The other Ss write them on the worksheet. Then, they change roles and follow the same process with the other words. (Cards are in the supplementary material).</p> <p>Check the answers on the blackboard</p>
LANGUAGE	Geography words and definitions
KEY	<p>(Cards are in the supplementary material . Activity 5)</p> <p>City. Relatively large and permanent settlement, particularly a large urban settlement.</p> <p>Conurbation. Agglomeration comprising a number of cities, large towns and larger urban areas that have merged to form one continuous urban and industrially developed area. All main cities are similar</p> <p>Megalopolis. Extensive metropolitan area or a long chain of roughly continuous metropolitan areas. It contains a large number of cities, metropolitan areas and conurbations .e.g. Tokyo-Yokohama-Kawasaki megalopolis</p> <p>Metropolitan area. Large population centre consisting of a large metropolis or city and its adjacent zone of influence (smaller cities)</p>

ACTIVITY 6	Timing: 50'. Major cities and agglomerations
GROUPING	In pairs/individually
RESOURCES	Worksheets (Activity 6)
MANAGEMENT	<p>Give Ss the worksheets (Activity 6)</p> <p>Ss fill in the outline world map (using an atlas if necessary)</p> <p>Check the answers on the board</p> <p>Ss look at the table and they fill in the blank table with countries and continents (using an atlas if necessary)</p> <p>Check the answers</p> <p>Ss speak about the tables using language support given</p> <p>Ss fill in the Venn diagram with two differences and one similarity between major agglomerations in 1970 and 2010.</p> <p>Check the answers</p> <p>(Individually) Ss fill in the gaps of the text with missing words</p> <p>Check the answers</p>
LANGUAGE	<p><i>Main agglomerations in the world, countries and continents</i></p> <p><i>The population in X is higher/lower than in Y</i></p> <p><i>In 1970 X was the..... agglomeration in the world, but in 2010 X is the..... agglomeration</i></p> <p><i>In 1970, the major cities in the world were located in (continents)</i></p> <p><i>In 2010, the major cities in the world are located mainly in (continents) and in (LEDCs/MEDCs)</i></p>
KEY	<p>Map http://www.citypopulation.de/world/Agglomerations.html</p> <p>Table New York , USA, North America; Tokyo, Japan, Asia; London, Great Britain, Europe; Shanghai, China, Asia; Mexico City, Mexico, Central America; Los Angeles, USA, North America; Buenos Aires, Argentina, South America; Paris, France, Europe; Sao Paulo, Brazil, South America; Moscow, Russia, Europe; Canton (Guangzhou), China, Asia; Seoul, South Korea, Asia; Delhi, India, Asia; Bombay, India, Asia; Manila, Philippines, Asia</p> <p>Venn diagram Similarities : Many cities are the same</p>

	<p>Differences: 1970: major agglomerations: Europe, Asia, America/ less population/ five agglomerations In developed countries</p> <p>2010: major agglomerations: Asia and Central and South America/ more population/ only two countries in developed countries (New York and Tokyo)</p> <p>Text</p> <p>In 1970, more than half major cities in the world were placed in developed countries in America and Europe. By 2010, however, most of them were in developing countries, in Asia and Central and South America</p> <p>As you know, many countries and agglomerations from developing countries have increased their population and it causes lots of problems due to lack of resources of these areas.</p>
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ACTIVITY 7	Timing 45'. Describing cities from LEDCs and MEDCs				
GROUPING	Groups of five				
RESOURCES	Worksheets (Activity 7)				
MANAGEMENT	<p>Give each group a picture with the information provided and the instructions to do the activity</p> <p>Ss describe the picture (using language support provided in the worksheet) and read the text (using a dictionary if necessary)</p> <p>Give Ss the worksheets (Activity 7) and they fill in one of the rows of the table the information related to their city.</p> <p>Ss prepare a presentation and give it to the other groups (5 minutes maximum) . They talk about the picture and the information from the text. They can use language support from A. Other groups fill in their table while each group is talking.</p> <p>Check the answers with the whole group</p>				
LANGUAGE	<p>Language for describing pictures</p> <p>Language to use in a presentation</p>				
Key	city	inhabitants	location	Famous places	Others
	Rio de Janeiro	5,473,909	In Brazil on the coast near to Sao Paulo	Copacabana Beach and Ipanema Beach, the statue of Christ the Redeemer (in Portuguese, <i>Cristo Redentor</i>)..	Favelas, the poorest neighbourhoods
	New York	Over 8 million people	In the north-eastern of United States.	Manhattan, Brooklyn and the Bronx. The Statue of Liberty are the most famous monument	Far from the centre we find residential areas for rich people
	London	About 7.5 million	In the South-East of England, on the River Thames.	Famous museums (National Gallery, British museum), churches (Saint Paul) and popular places for tourists to visit (Hyde Park, Houses of the Parliament, the Big Ben...).	People started living in the city 2,000 years ago
		More than	on the	The Victoria	Hired forms of

	Calcuta	15 million	north eastern coast of the India in the Ganges delta.	memorial, Eden garden and Birla planetarium North Kolkata locality is the oldest part of the city, with 19th century architecture	mechanized transport include the yellow taxis and auto rickshaws
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ACTIVITY 8	Timing 40'. Problems in LEDCs cities	
GROUPING	In pairs	
	Individually	
RESOURCES	Worksheets (Activity 8)	
MANAGEMENT	<p>Give Ss the worksheets (Activity 8)</p> <p>Read the first sentence and ask students to make a prediction about problems in LEDCs cities</p> <p>Check the answers writing them on the blackboard</p> <p>Match starters and endings. This activity may be difficult because there is a lot of vocabulary (many words and their definitions are given on the board)</p> <p>Check the answers on the blackboard</p> <p>Ss fill in the diagram with key words provided from the previous exercise and others</p> <p>Check the answers on the blackboard</p> <p>End of the lesson 2</p>	
LANGUAGE	<p>Dictionary</p> <p>Language support</p> <p>flooding. When an area is covered with water, especially from rain</p> <p>pavement. Path with a hard surface on one or both sides of a road, that people walk on</p> <p>mud. Earth that has become wet and sticky</p> <p>sewage. Waste matter such as water or human urine or solid waste</p> <p>spilling. To (cause to) flow, move, fall or spread over the edge or outside the limits of something</p> <p>dumped. Dropped something in a careless way</p>	
KEY	Its population of almost 7 million in 1970	has increased to nearly 15 million due to rural- urban migration and population growth
	The highest point of the city is only 10 metres above the sea level and it causes	flooding in the monsoon period
	Most buildings don't have basic services	such as running water or sanitation
	Three million people live on the pavement	or in "bustees" that are houses made from poor quality materials (e.g. mud floors)
	The provision of electricity, clean	because of lack of resources and

	water, schools and hospitals are not possible	investment
	Sewage pipes are so old and deteriorated	that they often crack, spilling their contents onto the streets
	Buses, underground and auto rickshaws	are not enough to solve transport problems
	Rubbish, dumped in the streets is rarely	collected and it causes diseases (e.g. cholera)
	Many people are unemployed or tend to work at home selling	clothes, wood and food. Sometimes it is not enough to survive
	Population density in some "bustees"	is more than 150,000 people per Km ²
	The increase in the number of cars and the use of old vehicles causes	a lot of noise and pollution
	The Calcutta authorities try to solve all these problems	but the lack of money, high birth rate and immigration make it impossible
	LEDCs cities problems. Pollution, lack of basic services, unemployment, population growth, rural-urban migration, high birth rate, lack of money, poor quality housing, shanty towns, transport collapsed.	

FARMING IN DEVELOPING COUNTRIES

ACTIVITY 9	Timing 15'. Farming process
GROUPING	In pairs / whole class
RESOURCES	Power Point. Farming (supplementary material)
MANAGEMENT	<p>Give Ss worksheet (Activity 9). Fill in the table.</p> <p>Show students slide 2 of PP (Power Point. Farming)</p> <p>Ss fill in the table</p> <p>Check the answers using PP (if you click on slide 2 several times you will obtain the correct answer). Countries/continents are in key section.</p>
LANGUAGE	To plough, to plant, crops, to harvest, to store, to sell Language for describing differences
KEY	<ol style="list-style-type: none"> 1 Vietnam (Asia) 2 Korea (Asia) 3 China (Asia) 4 Everywhere 5 Mexico (Central America) 6 Guinea (Africa)

ACTIVITY 10	Timing 15'. Harvesting in tea plantations
GROUPING	In pairs/whole class
RESOURCES	Power Point. Farming (supplementary material)
MANAGEMENT	<p>Show Ss the slide 3 (Power Point. Farming)</p> <p>Ss discuss in pairs using questions provided on worksheet (Activity 10) and then they fill in the gaps. A short description of the picture will be produced</p> <p>Check the answers on the board</p>
LANGUAGE	Language for describing pictures
KEY	<p>What are they doing? Harvesting/ In which area of the world are they working? In Korea (Asia)/ Do you think that is hard work? Yes, lots of hours/Do they earn a low/high salary? No , workers earn low salaries (great benefits for the foreign enterprises)</p> <p>Women are harvesting in a tea plantation in Korea. They pick the leaves of the tea plant and put them in a basket. Tea is planted in great extensions of land in tropical areas.</p>

ACTIVITY 11	Timing 30'. Kinds of farming in LEDCs
GROUPING	Individually /Groups of three
RESOURCES	Power Point. Farming (supplementary material)
MANAGEMENT	<p>Give Ss worksheet (Activity 11)</p> <p>Teacher explains different kinds of farming in LEDCs using PP slides (From 4 to 10; subsistence agriculture, intensive subsistence farming, tropical plantations)</p> <p>Ss fill in the tree diagram while teacher explains</p> <p>Ss of each group check answers to help each other fill the whole diagram (groups of three)</p> <p>Check the answers on the blackboard (Whole group)</p>
LANGUAGE	monoculture, intensive, extensive, output, commercial and subsistence agriculture, output, investment, output,
KEY	<p>Kinds: subsistence agriculture, intensive subsistence farming, tropical plantations</p> <p>Commercial/subsistence: subsistence, subsistence, commercial</p> <p>Monoculture/several crops: several crops, monoculture, monoculture</p> <p>Country/area/ continent: Africa/Asia/America, SE Asia, America/ Africa/ Asia</p> <p>Runners: Whole family, whole family or community, multinationals or governments</p> <p>Origin: Neolithic, Neolithic, colonial times</p>

ACTIVITY 12	Timing 30'. Farming problems in LEDCs
GROUPING	Groups of three /whole class
RESOURCES	Power Point. Farming (supplementary material)
MANAGEMENT	<p>Ss look at slide 11 (PP)</p> <p>Give Ss worksheet (Activity 12)</p> <p>Ss discuss slide 11 following instructions from the worksheet</p> <p>Ss fill in the gaps using the words provided</p> <p>Check the answers on the board</p> <p>Ss mark true and false sentences related to farming problems in LEDCs and correct them (PP slides 12-13)</p> <p>Check the answers on the board</p>
LANGUAGE	Language related to farming and problems
KEY	<p>In subsistence agriculture farmers work for themselves. They have no surplus and they have no capital/money to invest. Year after year farmers repeat the same process and they can't improve their outputs. The pressure on the land, natural hazards and climate change, can destroy crops or reduce outputs.</p> <p>As a result of that, famine appears and causes a great mortality, and many of farmers are forced to migrate to cities or other countries.</p> <p>Most of farmers in LEDCs (can't) afford great investments False</p> <p>Tropical plantations produce to (export) to developed countries False</p> <p>Famine is a great problem in LEDCs True</p> <p>A great piece of land with only one crop is the same as monoculture True</p> <p>Green revolution (increased) outputs in rice crops False</p> <p>Population from LEDCs migrate (from rural areas to cities) due to famine False</p> <p>GM food has exist since ancient times (a short while ago) False</p> <p>Trap poverty in subsistence agriculture means that farmers in LEDCs will be (poorer) in the future False</p>

INDUSTRIES IN DEVELOPING COUNTRIES

ACTIVITY 13	Timing 30'. Definition of secondary industries
GROUPING	Groups of three
RESOURCES	Power Point. Industries (supplementary material)
MANAGEMENT	<p>Ss look at the definitions and the pictures (Power Point. Industries. Slides 2 and 3)</p> <p>Give Ss worksheet (Activity 13)</p> <p>Match words and pictures (one picture can match with two or more words)</p> <p>Ss discuss about the questions. Then fill in the gaps</p> <p>Check the answers on the board</p>
LANGUAGE	Words related to industrial process
KEY	<p>Manufactured goods. Car</p> <p>Natural resources. Gold, coal, oil, wind, hazelnuts</p> <p>Raw materials. Coal, oil, gold</p> <p>Energy sources. Wind, oil, coal</p> <p>Oil and coal are natural resources, energy sources and raw materials . As a raw material, oil can be transformed into a lot of products such as plastic and tyres.</p> <p>A car is a manufactured good. It needs petrol that comes from oil</p> <p>Gold, coal and oil are raw materials</p> <p>Hazelnut is a natural resource</p> <p>Wind is a renewable energy source</p>

ACTIVITY 14	Timing 20'. Industries in LEDCs
GROUPING	In pairs
RESOURCES	Power Point. Industries (supplementary material)
MANAGEMENT	<p>Teacher explains the differences between “formal” and “informal” sectors in LEDCs (Power Point as a support; slides 5 and 6)</p> <p>Give Ss worksheet (Activity 14). Ss fill in the table with the information provided</p> <p>Check the answers on the blackboard</p> <p>Ss discuss the problems of “formal” and “informal” sectors and write one problem of each sector</p> <p>Check the answers on the board</p>
LANGUAGE	Vocabulary related to industry and economy (wages, employment, employee, transnational enterprises, salary, investments, power supplies, transport network)
KEY	<p>Formal sector. Regular waged employment (regular salary) low wages. Employees work a lot of hours. Manufacturing. Often are transnational enterprises that export all products and invest lots of money.</p> <p>Informal sector. Work in small scale manufacturing (family enterprise located at home). Low investment and irregular wages. Provide local demand (builders, dress and furniture repairs...). Not secure.</p> <p>Problems. Formal sector. Products to export to rich countries Informal sector. No secure and improving</p> <p>Main problem in LEDCs. LEDCs are trapped in this cycle and it's difficult to improve the secondary activities and a lot of people try to migrate to a rich countries</p>

ACTIVITY 15	Timing 40'. NICs and BRIC: Newly industrialised countries
GROUPING	In pairs
RESOURCES	Power point . Industries (supplementary material) Map Venn diagram
	<p>Give students worksheets (Activity 15)</p> <p>Teacher explains that NICs and BRIC are (features and countries) , using PP slides (from 8 to 10). Ss takes notes while teacher explains</p> <p>Ss write on the map all countries (NICs and BRIC) coloured differently</p> <p>Ss fill in the Venn Diagram the similarities and differences between NICs and BRIC</p> <p>Check the answers on the board</p> <p>Ss discuss next question using language support provided. Which countries will be important in the future? Why?</p> <p>Check the answers on the board</p>
LANGUAGE	<p><i>I think will be more important because it/they has/have.....)</i></p> <p><i>NICs and BRIC industries an features</i></p> <p><i>Countries</i></p>
Key	<p>NICs: Singapore, Taiwan, South Korea and Hong Kong, Vietnam, Thailand, Malaysia and Indonesia.</p> <p>BRIC: Brazil, Russia, China, India</p> <p>NICs –BRIC similarities: industrialized, foreign investments, foreign enterprises</p> <p>NICs-BRIC differences: Size of the countries, amount of raw materials and energy sources, BRIC industrialized recently (except Russia), Number of inhabitants,</p> <p>I think BRIC will be more important because these countries have raw materials, energy sources, lots of population (workers) and it reduces foreign dependence.</p>

TRADE AND TOURISM IN DEVELOPING COUNTRIES

ACTIVITY 16	Timing 60'. Trade between LEDCs and MEDCs
GROUPING	Groups of three
RESOURCES	Text
MANAGEMENT	<p>Give Ss worksheets (Activity 16)</p> <p>Ss match words and definitions.</p> <p>Check the answers on the board</p> <p>Teacher explains the text and Ss listen.</p> <p>Ss read carefully the text and underline explanations and examples</p> <p>Check the answers on the board</p> <p>Do "true or false" activity</p> <p>Check the answers on the board</p> <p>Discuss with your partners about trade problems</p> <p>Write a short text to summarize the activity and predicting solutions</p> <p>Teacher collect texts and correct them</p>
LANGUAGE	<p>Vocabulary related to trade (import, export, goods, services...)</p> <p>Raw materials (iron, gold, oil....)</p> <p>Primary goods (cocoa, groundnuts...)</p>
KEY	<p>Match... : 1A, 2C, 3M, 4E, 5D, 6N, 7O, 8F, 9I, 10P, 11H, 12G, 13L, 14B, 15J, 16K, 17Q</p> <p>Underline (examples) . The sentences below are examples. The rest of the text are explanations.</p> <p>E.g. cotton produced in Burkina Faso is exported to Europe.</p> <p>(oil, iron, gold, crops, <u>timber</u>)</p> <p>(processed food, electronics, vehicles)</p> <p>According to Intermon Oxfam, Cotton (raw material) is often the only source of <u>cash income</u> for many families in West Africa who live on less than \$1 a day per person. If price remains <u>low</u> more than 10 million of people lost their only income. If price increases incomes and this means more money for food, medicines, school fees, and fertilizer—more money to help sustain lives and <u>livelihoods</u>, and buy clothes, electronics, vehicles-</p>

E.g. Nigeria exports cocoa, groundnuts and palm oil)
E.g. Honduras: 76% Bananas, Ghana: Cocoa 80%, Cuba: sugar 77%.
(BP, Shell, ...)
(only paths and roads between main cities, old fashioned railways, river boats...)

True or false:

- A) Burkina Faso exports cotton to Europe
- B) Timber is an example of a raw material
- C) Raw materials have a smaller value than manufactured goods
- D) Family cash income in West Africa is smaller than North America
- E) MEDCs buy primary goods from LEDCs
- F) MEDCs sell manufactured goods to LEDCs
- G) According to the text if cotton price increases many thousands of people in West Africa will suffer famine (True)
- H) A transnational is an enterprise that has factories or establishments in different countries (true)
- I) Transport communications in MEDCs are important
- J) Most of the population in LEDCs works in the primary sector

Discuss and write: Ss may write facts: Unfair trade; raw materials and primary goods cheaper than manufactured goods and prices controlled by rich countries. To solve these problems: LEDCs must control their resources (raw materials, energy sources). LEDCs must create their own trade groups and produce more than one good. Price of raw materials, primary goods and energy sources must increase.

ACTIVITY 17	Timing 60'. Tourism in developing countries			
GROUPING	Groups of five			
RESOURCES	Pictures Internet			
MANAGEMENT	<p>Give students worksheets (Activity 17)</p> <p>Ss write the country and kind of tourism beside the pictures</p> <p>Check the answers on the blackboard</p> <p>Give Ss a picture (each group of five has a picture).They prepare an explanation as follows:</p> <ul style="list-style-type: none"> • Describe the picture (using language support) • Prepare an explanation to the other groups. It must include description of the picture, kind of tourism , place, location, history/ landscape/ activity, interest, benefits for the country from tourism. Use Internet to find information. • Explain to the others (5 minutes maximum). The others fill in the table. Use language support • Ss discuss with their partners which place they would like to go to and why. Use language support (sentence starters). 			
LANGUAGE	<p>Language for describing pictures</p> <p>Tourism vocabulary</p> <table border="1" data-bbox="470 1541 1356 2031"> <tr> <td> <p>In the foreground/background/middle at the top/bottom on the left/right</p> <p>You can see...</p> <p>Zebra, birds, buffalo, grass, plain, savanna, coast, shore, buildings, beach, sea, water, wall, stones, rampart, mountainous, sky, clouds, palace, river, boats, red coloured, pilgrims, mass tourism,</p> </td> <td> <p>X is a/an.....</p> <p>It's located in.... which is on the N/S/E/W of (country)</p> <p>It was built by....because....</p> <p>According to...</p> <p>It's a/an famous/ interesting place because.....</p> </td> </tr> </table>		<p>In the foreground/background/middle at the top/bottom on the left/right</p> <p>You can see...</p> <p>Zebra, birds, buffalo, grass, plain, savanna, coast, shore, buildings, beach, sea, water, wall, stones, rampart, mountainous, sky, clouds, palace, river, boats, red coloured, pilgrims, mass tourism,</p>	<p>X is a/an.....</p> <p>It's located in.... which is on the N/S/E/W of (country)</p> <p>It was built by....because....</p> <p>According to...</p> <p>It's a/an famous/ interesting place because.....</p>
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	<p>Sentence starters</p> <p>I would like to go to X because_____</p> <p>I think X is my favourite place because_____</p> <p>I like X because_____</p>
KEY	<p>Pictures</p> <p>Serengeti. Tanzania, nature</p> <p>Cancun. Mexico, sun and beach</p> <p>Great wall. China, historic and cultural</p> <p>Varanasi. India, religious</p> <p>Explanation</p> <p>Serengeti. Description of the picture, savanna, tropical climate, great mammals , interest in zoology...</p> <p>Cancun. Description of the picture, clean and beaches all year, tropical climate, interest in relax, beautiful and exotic beaches...</p> <p>Great wall. Description of the picture, historic Chinese empire, building history more than 5000 km, interest in the glorious past of China....</p> <p>Varanasi. Description of the picture, pilgrimage place, exotic and spiritual rituals, interest in other cultures...</p>

ASSESEMENT

ACTIVITY 18	Timing 60'. Activating prior knowledge. Assessment
GROUPING	In pairs
RESOURCES	Mind map Running dictation Card (supplementary material. Activity 18) Grid (supplementary material. Activity 18GRID)
MANAGEMENT	<p>Give Ss worksheets (Activity 18). This activity is an assessment (to assess it, there is a grid provided in supplementary material (Activity 18))</p> <p>Ss discuss in pairs about problems in LEDCs.</p> <p>Ss fill in the mind map</p> <p>Check answers on the board</p> <p>Ss match words or sentences with problems in LEDCs</p> <p>Check answers on the board</p> <p>Give each group one card (supplementary material. Activity 18) with one of these words: jobs, trade, population, health, education One S finds information in different places on the wall of the classroom and goes to the other Ss and tells them the information related to this word. The other Ss write them on the worksheet. Then, they change roles and follow the same process with the other word. (Cards are in the supplementary material). Check the answers on the board</p>
LANGUAGE	Demographic and economic language
KEY	<p>Mind map. : 1)population growth in LEDCs (migration)/2)population growth in LEDCs cities/ 3)subsistence farming (famine)/4) lack of industry/5) lack of investments/6) lack of services (education, care)/7) unfair trade between LEDCs and MEDCs/8) small GDP</p> <p>Words and sentences. A) 1/ B)6/ C)8/ D)7/ E)5 or 8/ F)3/ G)6/ H)3/ I)3/ J)2/ K)4/ L)1/ M)6/ N)7 or 4/ O)7/ P)3/ Q)2</p> <p>Running dictation. (Supplementary material)</p>

CASE STUDIES. NIGERIA AND THE DOMINICAN REPUBLIC

ACTIVITY 19	Timing 60'. A case study. Political corruption in Nigeria								
GROUPING	In pairs								
RESOURCES	Text Table Venn diagram								
MANAGEMENT	<p>Give students worksheets (Activity 19)</p> <p>Ss fill in the gaps and reorganise the text (use dictionary if necessary)</p> <p>Ss fill in the table</p> <p>Check the answers on the blackboard</p> <p>Ss rewrite the text</p> <p>Check the answers on the blackboard</p> <p>Ss discuss about electoral system similarities and differences between Nigeria and their country and fill in the Venn diagram</p> <p>Check the answers on the blackboard</p> <p>Ss write a small text predicting if Nigeria case can be in other developing countries</p> <p>Ss discuss their ideas as a whole class, and then write up some sentences individually using a bank word</p>								
LANGUAGE	Political vocabulary Structures to communicate differences and similarities. A <i>similarity/difference between Nigeria and Spain is...</i>								
KEY	<table border="1"> <thead> <tr> <th>elections</th> <th>violence</th> <th>government</th> </tr> </thead> <tbody> <tr> <td>Governor electoral commission electoral register, opposition party, local government councils, general elections</td> <td>Intimidated, Harassed</td> <td>Local government councils</td> </tr> </tbody> </table>	elections	violence	government	Governor electoral commission electoral register, opposition party, local government councils, general elections	Intimidated, Harassed	Local government councils		
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Governor electoral commission electoral register, opposition party, local government councils, general elections	Intimidated, Harassed	Local government councils							
	<p>Rewrite. Peter Obi was re-elected governor of Nigeria's south-eastern state of Anambra. Other parties rejected the elections because of irregularities. There were many problems such as: 1) People missing their names from the electoral register, and 2)</p>								

	<p>Gangs of youth intimidated and harassed voters, The elections have been closely watched as an indicator of general elections that will celebrate next year</p> <p>Venn diagram. Differences: Violence, no control on electoral register, great political corruption,. Similarities. Democracy, several parties</p> <p>Write. In other LEDCs countries there are similar problems. Great political corruption, not real democracy because most of population have no basic services and food, no controlled electoral system, violence (due to inequality), old fashioned electoral systems, distrust in political class (sometimes they are on the side of the transnational enterprises), above all in Africa there are armed groups that show its power during elections.</p>
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ACTIVITY 20	Timing 90' . A case study. The Dominican Republic
GROUPING	Groups of three
RESOURCES	Interview Writing frame
MANAGEMENT	<p>Show students a map of the Dominican Republic and ask them if they know where it is.</p> <p>Ss work in pairs and discuss anything they know/can guess about it (in terms of language/economy/population.....)</p> <p>Write suggestions on the board</p> <p>Give Ss worksheet (Activity 20) with a SECTION of the interview with Roger (half the students get ECONOMY (WORKSHEET A), half POPULATION (WORKSHEET B). Ss also have questions to answer about the text.</p> <p>Ss read and answer the questions they can about the text, making notes (they won't be able to answer all, as they only have half the text). Ss then work with someone who has read the other text and tell them their answers.</p> <p>Ss work in pairs to write (each student writes) a summary about the Dominican Republic, using the writing frame provided.</p>
LANGUAGE	Economical and demography language
KEY	<p>What do you think about the reasons given by Roger to join a NGO? Because he wanted to go to a developing country to know in first person how it was.</p> <p>Can you name islands and countries located near DR? Cuba, Puerto Rico, Jamaica...</p> <p>Could you find indicators in the text that are usual in LEDCs? High birth rates, low GDP, high infant mortality rate, growth of population, migration, short life expectancy, HDI less than 0.80, 108 doctors per 1000 inhabitants</p> <p>Are there enough services (Health and education) for the population? Try to find a difference between DR and your country. No. There are schools for everybody but a high student-teacher ratio and not well equipped. There are not too many hospitals and there is not a public health system. Most of them are differences</p> <p>What are the main illnesses in DR? Which illnesses exist in your country? AIDS, bacterial diarrhoea, hepatitis A, and typhoid fever, dengue fever and malaria</p> <p>Could you explain the migration cycle in DR? (from rural areas to foreign countries). DR immigrants come from Haiti (the poorest country of the western hemisphere). But emigration is bigger and emigrants got to the United States (New York and Miami) and Spain</p>

	<p>(marriages and job). The immigration cycle in DR is: a) Rural-urban migration and b) In cities people don't find a job and decides c) emigrate to US and Spain.</p> <p>The main enterprises are local or transnational? If DR produces a lot of outputs, Why do they have problems to survive? Try to find a solution. Mainly enterprises are transnational from US and Spain (tourism). Because the outputs are exported. A solution could be: create local enterprises to produce goods and services.</p> <p>What do you think about political corruption in LEDCs? There are no resources for everybody and several groups want to keep them for themselves (In the DR are the white people-14%). Democracy doesn't work in LEDCs</p>
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FINDING SOLUTIONS TO UNDERDEVELOPMENT

ACTIVITY 21	Timing 90'. Finding solutions in the UN
GROUPING	Groups of four
RESOURCES	Material for making posters
MANAGEMENT	<p>(This activity is a kind of assessment . The assessment of each exercise is in red colour)</p> <p>Give Ss worksheets (Activity 21)</p> <p>Ss match words with definitions</p> <p>Check the answers on the board</p> <p>Ss match problems with definitions</p> <p>Check the answers on the board (there are several possibilities of matching (teacher must comment on each one because it is necessary for the next exercise)</p> <p>Each student should be able to match 75 % of the problems with definitions.</p> <p>Ss make the poster (teacher must help them to find the reasons for this problem and to find solutions</p> <p>Each group presents its poster to the others using language support</p> <p>Correct them if necessary.</p>
LANGUAGE	<p>Language for making presentations (key phrases on worksheet)</p> <p>Poster model (visual organiser)</p> <p>The poster is well done if students can write WHAT is the problem is, one cause of the problem and one solution. The presentation is well done if they can explain this orally.</p>
KEY	<p>Match words and definitions. 1) B/2) D/3) A /4) C /5) E /6) F</p> <p>Match problems with definitions. 1) B/2) B,O/3) A,G,O/ 4) A,C,K/5) C,,J,K/6) N/7) A,H/8)G/9) I,D/10) M. Solutions D,E,H,I,L,M,N fit in every problem</p>