

PERCORSO

4

Development

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- **Riferimento al testo base:**

G. Corradi, M. Morazzoni, *Orsa Maggiore*, volume 3, unità 2, itinerario 2, p. 56

- **Destinatari:**

Scuola secondaria di Primo grado, classe 3^a

- **Liv. linguistico:**

A2

Eliciting

1a. The next six pictures illustrate the theme “development”.
Answer the following questions.

1. Can you classify them into two pairs?

2. Which photo shows poor economic well-being? Why do you think that?

3. Which photo shows “happy” people? Why do you think that?



1b. Use your geography book: look for other pictures showing poor economic well-being or happy people.

picture n. page it shows

picture n. page it shows

picture n. page it shows

picture n. page it shows

Homework

2. Choose a photo and describe it. Follow these instructions.

- What is happening / has happened / is going to happen?
- What would you do in this situation?
- Have you ever done this kind of thing?
- Have you ever been to a place like that?
- Have you ever seen something like this?

Brainstorming

3. What's a developing / developed country in your opinion? Let's complete together.

<p>What do you think it means to be a developing country?</p> <ul style="list-style-type: none">.........................	<p>What do you think it means to be a developed country?</p> <ul style="list-style-type: none">.........................
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Discussion

4. Go back to the brainstorming, then give your opinion on the topic "development".

Here are some expressions which you will find useful.

OPINION	<i>I think that...</i> <i>It seems to me that...</i> <i>I believe that...</i>
UNCERTAINTY	<i>That's a difficult question...</i> <i>It's difficult to say...</i> <i>I'm not really sure, but...</i> <i>I'm afraid, I have no idea...</i>
AGREEING / DISAGREEING	<i>I completely agree...</i> <i>I think it's an excellent idea...</i> <i>That's true, but...</i>
LIKES/ DISLIKES	<i>I really love...</i> <i>I'm fond of...</i> <i>I'm not very keen on...</i> <i>I cannot stand...</i>

Warm up

1. Put the following sentences in the correct place.

playing videogames / gather water from the river / go to the mall to hang out / have dirt roads / relax / live in beautiful houses / work / have highways or cars or airplanes to get around / farm / live in huts

CHILDREN IN DEVELOPING COUNTRIES:	CHILDREN IN DEVELOPED COUNTRIES:

Reading

2. Read the text.

DIFFERENCES IN WORLD DEVELOPMENT

All countries are different. Some, for example, are rich and have high standards of living. Others are poor and have lower standards of living. Countries that differ in this way are said to be at different stages of development. There are many terms used in respect to World Development. Common terms include:

- MEDCs = more economically developed countries;
- LEDCs = less economically developed countries;
- NICs = newly industrialised countries or Tiger Economies (Taiwan, S. Korea and Malaysia).

The Brandt Line on world maps divides the world into the “North” MEDCs and the “South” LEDCs. The division is simple and clear cut and gives a clear map of the distribution of rich and poor countries.

Map skills

3a. Go to page 57 of your geography book and look at the map n. 2. Answer the questions below and do the exercises required.

1. What does that map show?
2. The red line is called the Brandt Line. What's the Italian word?
3. What is the purpose of the Brandt Line?
4. Write the name of the continents on the blank map below.
5. Draw the Brandt Line on your map, according to the one in the book.
6. Which colour are MEDCs? Colour them in your map.
7. Which continents are found in the "South"?



3b. Fill in the gaps. Use the words below.

write / Ghana / rich / cars / poor / Brandt / Japan

The world can be split up into the north and the south. The line used to divide them is called the Line.

..... is a rich country and is a poor country.

We can measure how rich or poor a country is by looking at how many people own or whether they are able to

Reading

1a. Before reading the text, go to page 59 of your geography book and find out the Italian word for:

ENGLISH	ITALIAN
GNP (gross national product per capita)	
HDI (human development index)	
Life Expectancy	
Education	
Literacy Rate	

1b. You can now read the text below.

THE DEVELOPMENT

Development means growth. Growth often involves several stages. When geographers study development they are interested in how growth and change affect people and places.

Wealthy countries are rich because they have developed their resources.

There are:

- **natural resources:** agricultural products, water, oil, trees...;
- **human resources:** people who can work;
- **project management resources:** the ability of using the economic resources to build good schools, good roads...;
- **technology.**

The usual and easiest method to measure development is the GNP, but this is not the only one.

We can understand the standard of living of a country looking at how much people earn, how many things they have, how much they eat, how many of the children go to school and how healthy the population is.

To determine a country's development, these statistics are usually considered by the United Nations: GNP, Life Expectancy (it depends on health, food, water, democracy...), Education and Literacy Rate.

The HDI is a social welfare index measuring those variables.

Comprehension

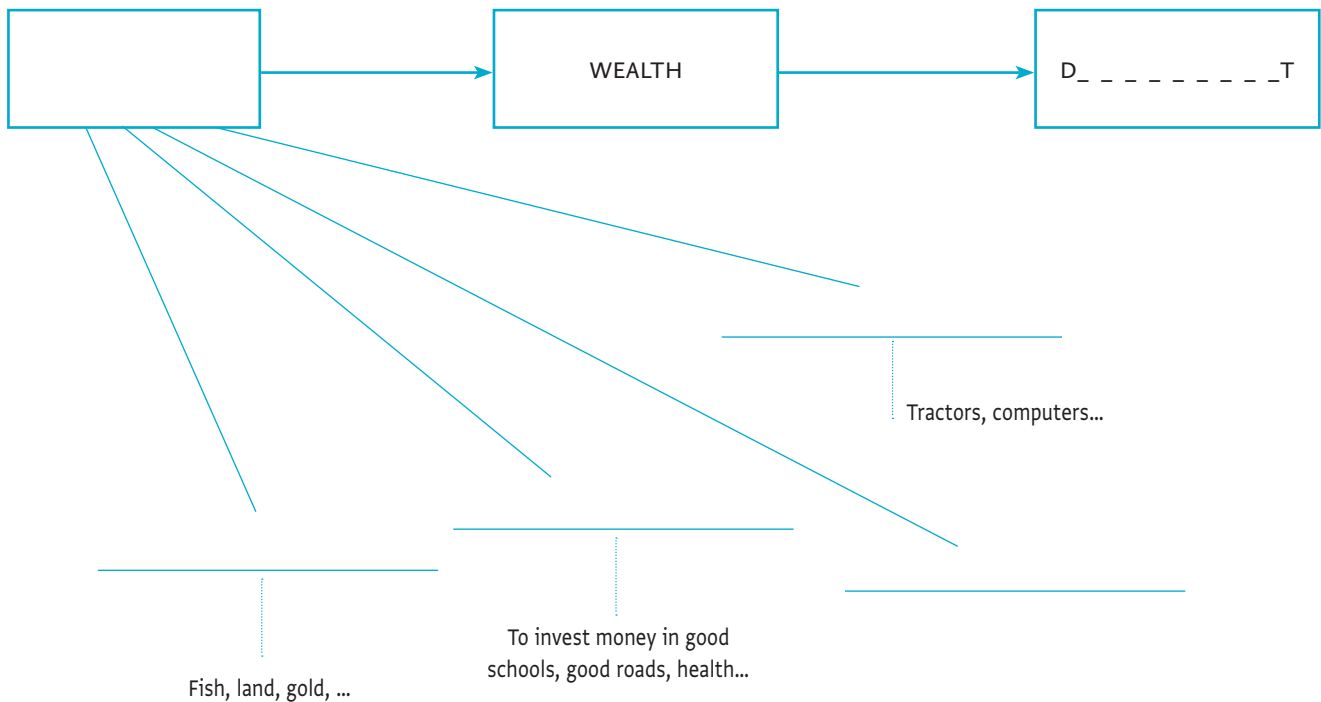
2a. Pair work - Match the beginnings to the correct endings.

Development is...	a low standard of living.
A developing country has...	a high standard of living.
A developed country has...	people's level of wealth.
Standard of living is...	the growth of places.

2b. Pair work - A country's standard of living depends on:

1.
2.
3.
4.

2c. Pair work - Complete the diagram.



2d. Pair work - Write the correct words next to definitions.

1. Method to measure development =
2. Social welfare index =
3. The average age to which a person lives =
4. The ability to read, write, listen and speak a language at a level adequate for communication =
5. The availability of education for everyone and higher education =

Improve your knowledge

3. Group work – Analysis and comparison.

Group 1

Look for the data and complete. You can use your geography book (page 180). Then compare the population statistics and complete the following six statements using some of the adjectives given (if necessary): *big, high, low, long, rich/poor*.

Facts about **SENEGAL** and **ITALY** (data from your geography book).

COUNTRY	SENEGAL	ITALY
Continent		
Population		
HDI		
Life Expectancy		
Adult Literacy Rate (population able to read and write)	39,3%	99%
GNP		

- is located in Africa, in
- Population is in than in
- HDI is lower in than in
- Life Expectancy is in Italy in Senegal.
- In Senegal Adult Literacy Rate is It is in
- People in are much than in

Group 2

Read the data and answer the questions.

COUNTRY	LIFE EXPECTANCY
Argentina	56
Canada	80
Ghana	55
India	60
Japan	82
Kenya	55

COUNTRY	LIFE EXPECTANCY
Namibia	43
Peru	60
Sweden	81
Uk	77
Usa	78



1. What is “life expectancy”?

.....

2. Write out this list in order of highest life expectancy to lowest life expectancy.

.....

3. Those countries with a life expectancy of MORE THAN 65 are richer.
Colour these in red.

4. Those countries with a life expectancy of LESS THAN 65 are poorer.
Colour these in blue.

5. Add a key to explain what the colours mean.

.....

6. Why does life expectancy show if a country is rich or poor?

.....

Test your knowledge

4a. You must be able to give the definition of:

- a. Development
- b. MEDCs
- c. LEDCs
- d. NICs
- e. Brandt Line
- f. GNP
- g. HDI
- h. Life Expectancy
- i. Literacy Rate
- j. Developing Country
- k. Developed Country

4b. Group work – Prepare a speech.

Group 1

Comparative speech. Use this layout.

Introduction

- Countries you are going to speak about.
- Their location.
- Compare GNP and HDI.

Sections

- Consider life expectancy.
- Compare the data.
- Discuss possible reasons why there is such a difference.
- Consider adult literacy.
- Compare the data.
- Discuss why two thirds of Senegal's population is illiterate.

Conclusion

- Evaluate the differences and say if the two countries differ totally or not.
- Use your conclusions to explain why Senegal is developing and Italy is developed.

Group 2

Use these instructions.

- Explain what life expectancy is.
- Explain why life expectancy shows if a country is rich or poor.
- Give examples of rich and poor countries.
- Make a list of those countries with a life expectancy of less than 65.
- Say in which part of the world they are.