

# Leaving Certificate

# Geography

## Patterns of Economic Development

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

<b>Levels</b>	Students' English-language skills should be developed to <b>Level B1</b> during funded Language Support.  Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
<b>Learning focus</b>	Using Geography textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Dynamic Human Geography</i> by Patrick O'Dwyer, Barry Brunt and Charles Hayes.	
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## Using this unit

### Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

*Focus on reading* and *Focus on writing* are suitable for use in either Language Support or subject classes.

### Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

### Textbooks

This unit focuses on the section *Patterns of Economic Development* of the Leaving Certificate Geography curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

### Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each Unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

### Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

### Keywords

access to	financial	peripheral
activity	gap	periphery
Africa	global	population
Antwerp	GNP	productivity
attracting	growth	prosperity
attractive	high	quality
Belgium	historic	quays
cast	IFSC	region
cent	income	regional
centres	indicators	regions
coalfields	industrial	region's
core	industries	relatively
countries	investment	richest
country's	justify	sector
customer	large	service
delinquent	less	since
developed	levels	SMA
development	literacy	sub-
dollar	living	suggests that
dominance	locate	this
east	located	underdeveloped
economic	locations	uneven
economy	low	wealth
employment	manufacturing	west
especially	multinational	workforce
EU	patterns	
film	per	

Vocabulary file for the topic  
**Patterns of Economic Development**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
strength of an economy			
quality of life			
Gross National Product (GNP)			
life expectancy			
Human Development Index (HDI)			
uneven distribution			
agricultural activity			
industrial economy			
technology			
trade			



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: Patterns of Economic Development

Vocabulary file (2) for the topics  
**Patterns of Economic Development**

Word	Meaning	Page(s) in my textbook	Note
problem region			
inequality			
manufacturing gap			
multinational companies			
service industries			
footloose industries			
IFSC			
customer contact centres			
Wallonia			
depressed			



## Introduction

### Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

## Examples of economic development

### Economic development in different parts of the EU

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: B1 Individual / pair
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**Focus on vocabulary**

**1. Matching**

Match each term in Column A with a definition in Column B. Draw a line between them. Look at your text book if you need help.

Column A	Column B
per head of population	a very important area of employment
infant mortality rate	the difference between exports and imports in a country
life expectancy	for each individual person in the population
literacy rate	other or different opportunities to find work
alternative employment	able to continue over a period of time
a key sector	the percentage of the population that can read and write
balance of trade	the number of years that a person can expect to live
sustainable	the percentage of infants who die at or shortly after birth

**2. Missing words**

The following sentences are taken from your textbooks. They describe different economic conditions. The key words are missing. First, check that you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

- a) Today economic development needs to be \_\_\_\_\_.
- b) \_\_\_\_\_ is very important in less well developed countries.
- c) A \_\_\_\_\_ labour force is important for development.
- d) Each country of the EU has a core and \_\_\_\_\_.
- e) New \_\_\_\_\_ is linked to high productivity.
- f) Development is influenced by the ability to increase \_\_\_\_\_.
- g) Political \_\_\_\_\_ makes a country poorer.

trade    agriculture    skilled    technology    instability    periphery    sustainable
--



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
 Leaving Certificate GEOGRAPHY: Patterns of Economic Development

### 3. Key words

In the box below are six words associated with *Economic Development*. Circle the six words.

services	students	industries
books	music	travelling
manufacturing	doctor	productivity
	income	gym
	multinationals	

### 4. Wordbuilding

Complete as much of the grid as possible. There are no words for the shaded spaces. Use your dictionary or textbook if necessary.

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
employment	employer employee	employed	to employ
agriculture			
industry			
economy			
division			
work			
region			
development			
improvement			





**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: Patterns of Economic Development

**5. Vocabulary in use**

Write a short sentence using each of the following words/phrases. Check your text book or dictionary if you need help.

sustainable

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life expectancy

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education

---

population

---

imports

---

communication

---

technology

---

trade

---



Level: B1  
Individual / pair

### Focus on grammar

#### 6. Sentence order

Put the words in the correct order to form sentences. These sentences are all in the form of SRPs (significant relevant points). These are the type of statements that you use when writing answers.

Don't forget to use capitals for proper names and remember your punctuation!

a) development complex is economic a process

---

b) economic is measured by development the of strength an economy

---

c) economic should be sustainable development

---

d) most northern people in hemisphere the good have a quality life of

---

e) high of levels production industrial usually high bring standards living of

---

f) uneven there is development economic in the Union European

---



## 7. Plurals

We can make plurals by adding **s** to the singular word.  
However, there are many **irregular plural forms** and it is important to learn these.

The words in the grid below all come from your textbooks and all have irregular plural forms.

Complete the grid by writing the plural of each word. You should check your textbook or dictionary if you are not sure.

Singular form	Plural form
industry	
city	
factory	
company	
country	
economy	

Can you see a grammar rule for making plurals in these examples?

## 8. The difference between \_\_\_\_\_s and \_\_\_\_\_'s

We often use \_\_\_\_\_s to make a word plural.  
(Example: dog – dogs)

We use \_\_\_\_\_'s to indicate possession.  
(Example: John has a dog. It is **John's** dog)

In the following sentences, write the word in brackets **either** as a plural **or** a possessive.

- Standard of living depends on a \_\_\_\_\_ prosperity. (country)
- Factories are often called \_\_\_\_\_. ( plant)
- Customer call \_\_\_\_\_ are an important employment sector. (centre)
- The \_\_\_\_\_ heavy industries can not compete now. (region)
- \_\_\_\_\_ economy has improved in the last decade. (Ireland)

Level: B1 / B2 Individual / pair
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**Focus on reading**

9. Read the text and indicate with a tick (✓) whether the statements below are True or False.

**Uneven development in the European Union**

Although the European Union (EU) is one of the three most developed global regions, considerable differences in levels of economic development exist within its boundaries.

These differences occur between countries and within each of the member states. At the EU level, a well-defined axis of urban-industrial development can be identified from Manchester to Milan. Increasingly, however, the core of prosperity is centred around the Alps in southern Germany and northern Italy. This contrasts with an extensive area of low income levels in the EU’s Mediterranean periphery and, more especially, in its new eastern periphery.

Each country of the EU has its core and periphery, and significant differences in economic development exist between them. One of the best examples of this is between the well-developed north of Italy and the country’s underdeveloped Mezzogiorno in the south.

	<b>True</b>	<b>False</b>
The European Union (EU) is an important world economy.		
There are differences in prosperity between parts of a single country.		
The most urban and industrial part of the EU is the Mediterranean area.		
Italy is the only country with a core and periphery.		
The eastern part of the EU has low income levels.		
The Mezzogiorno is a region of Italy.		



## 10. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence.

Read the questions first

Read the text in order to find the answers.

Underline the key sentences when you have found the answers.

**Tip:** It's a good idea to time yourself so that you learn how to find important information quickly.

### Questions:

1. What influences economic development?
2. How does a country raise the value of exports?
3. How does economic development affect people?
4. What are the improvements?
5. What improvements help more development to take place?

## Changing patterns of development

Economic development is strongly influenced by a country's ability to increase the volume and value of its trade. This is particularly important in terms of exports in order for a country to achieve a positive balance of trade. Through this, money flows into a country and this can be used to promote economic development. To raise the value of exports, it is important for a country to shift its dependency from relatively low-priced primary goods, such as foodstuffs and raw materials, to higher-valued industrial goods and services.

Economic development is expected to bring an improvement to the quality of life of a region's population. This involves improvements in services such as health care, education and housing. It is also expected to upgrade a region's transport systems and energy supplies to improve prospects for development.

Level: B1 / B2  
Individual / pair

## Focus on writing

### 11. Writing a paragraph

#### Remember!

- A paragraph is a unit of information unified by a central controlling idea.
- Paragraphs should focus on one piece of information.
- The main idea in a paragraph is often expressed in one particular sentence (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle.
- It is important to organise the information logically in a paragraph.

a) Write a paragraph on the topic *Economic Development*.

Include a sentence about each of the following points. Use your **textbook** if you need to check the information.

- How do we measure economic development?
- The importance of industry
- The advantages of economic development for people
- The situation in the European Union

b) Write a paragraph on the topic *Underdeveloped Countries*.

Include a sentence about each of the following points. Use your **textbook** if you need to check the information.

- Where do we find underdevelopment?
- What is a typical activity in an underdeveloped country?
- What are the disadvantages for the people living in such a country?

**Answer Key**

**Focus on vocabulary**

**1. Matching**

Column A	Column B
per head of population infant mortality rate	for each individual person in the population the percentage of infants who die at or shortly after birth
life expectancy	the number of years that a person can expect to live
literacy rate	the percentage of the population that can read and write
alternative employment	other or different opportunities to find work
a key sector	a very important area of employment
balance of trade	the difference between exports and imports in a country
sustainable	able to continue over a period of time

**2. Missing words**

- a) Today economic development needs to be **sustainable**.
- b) **Agriculture** is very important in less well developed countries.
- c) A **skilled** labour force is important for development.
- d) Each country of the EU has a core and **periphery**.
- e) New **technology** is linked to high productivity.
- f) Development is influenced by the ability to increase **trade**.
- g) Political **instability** makes a country poorer.

**3. Key words**

<b>services</b>	students	<b>industries</b>
books	<b>income</b>	travelling
music	doctor	<b>productivity</b>
<b>manufacturing</b>	<b>multinationals</b>	gym

#### 4. Wordbuilding

Noun – object / action / situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
employment	employer employee	employed	to employ
agriculture		agricultural	
industry	industrialist	industrial	
economy	economist	economic economical	to economise
division		divided	to divide
work	worker	working	to work
region		regional	
development	developer	developing	to develop
improvement		improving improved	to improve

#### Focus on grammar

#### 6. Sentence order

- Economic development is a complex process.
- Economic development is measured by the strength of an economy.
- Economic development should be sustainable.
- Most people in the northern hemisphere have a good quality of life.
- High levels of industrial production usually bring high standards of living.
- There is uneven economic development in the European Union.

#### 7. Plurals

Singular form	Plural form
industry	industries
city	cities
factory	factories
company	companies
country	countries
economy	economies

#### 8. The difference between \_\_\_\_\_s and \_\_\_\_\_'s

- Standard of living depends on a **country's** prosperity.
- Factories are often called **plants**.
- Customer call **centres** are an important employment sector.
- The **region's** heavy industries can not compete now.
- Ireland's economy** has improved in the last decade.



**Focus on reading**

9.

	True	False
The European Union (EU) is an important world economy.	√	
There are differences in prosperity between parts of a single country.	√	
The most urban and industrial part of the EU is the Mediterranean area.		√
Italy is the only country with a core and periphery.		√
The eastern part of the EU has low income levels.	√	
The Mezzogiorno is a region of Italy.	√	

**10. Reading for specific information**

**Changing patterns of development**

Economic development is strongly influenced by <sup>1</sup>**a country's ability to increase the volume and value of its trade**. This is particularly important in terms of exports in order for a country to achieve a positive balance of trade. Through this, money flows into a country and this can be used to promote economic development. To raise the value of exports, it is important for a country to <sup>2</sup>**shift its dependency from relatively low-priced primary goods, such as foodstuffs and raw materials, to higher-valued industrial goods and services**.

Economic development is expected to bring <sup>3</sup>**an improvement to the quality of life** of a region's population. This involves <sup>4</sup>**improvements in services such as health care, education and housing**. It is also expected to <sup>5</sup>**upgrade a region's transport systems and energy supplies** to improve prospects for development.