

## Leaving Certificate

# Geography

Administrative, cultural, socio-economic and urban regions.

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

<b>Learning Support</b>	Vocabulary, key terms working with text and writing text	Pages 3-8, 11-12
<b>Language Support</b>	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-12
<b>Subject class</b>	Key vocabulary	Pages 3-8
<b>Learning focus</b>	Using Geography textbooks and accessing curriculum content and learning activities.	
<b>Levels for Language Support students</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>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.	
<b>Contents of this Unit</b>	Keywords Vocabulary file Activating students' knowledge Focus on vocabulary Focus on grammar (sentence order, verbs, prepositions) Focus on reading Focus on writing (writing paragraphs) Answer Key	<b>Page</b> 3 4,5 6 7,8 9,10  11,12 13 14,15,16

## Using this unit

### Learning support, language support and mainstream subject class

The sections *Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for **Learning Support**.

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

*Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for use in **Learning Support**, **Language Support** and **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 *Administrative, socio-economic and urban regions* 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

activity	essential	acclaimed
administration	examine	per
administrative	example	peripheral
although	expanded	periphery
area	expansion	planning
autonomy	factors	political
Basque	find	population
Belgium	funds	port
border	Gaeltacht	primate
borough	gateways	problem
boundaries	GDP	prospects
boundary	government	prosperity
Catalan	greater	prosperous
cent	greenheart	region
central	groups	regional
centralised	growing	relatively
centre	growth	religions
centred	hinterland	republic
centres	historic	reunification
chapter	hubs	river
cities	identity	role
city	impact	scale
coalfields	important	since
communities	increase	socio
commuting	increasing	south
conflict	increasingly	southern
conurbations	independence	sovereignty
convergence	industrial	speakers
core	industry	sprawl
councils	influence	states
counties	investment	steelworks
countries	language	strategic
country	large	strong
county	largest	strongly
cultural	levels	structural
culture	links	such
decision	located	these
decline	location	they
declining	look	this
departments	lowlands	tier
depressed	major	towns
developed	majority	transport
development	manufacturing	trends
devolution	map	underdeveloped
differences	member	unemployment
distinctive	midland	union
dominance	migration	urban
dominant	million	urbanisation
dominated	minority	urbanised
east	more	valley
eastern	national	west
economic	neighbouring	western
economies	new	within
economy	north	you
enlargement	northern	your
especially	objective	zone

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: Administrative and socio-economic regions

Vocabulary file for the topics  
**Administrative, cultural, socio-economic and urban regions**

Word	Meaning	Page(s) in my textbook	Note
administrative regions			
single-tier system			
multiple-tier system			
councils			
culture region			
conflict zones			
core-periphery model			
peripheral regions			
rural underdevelopment			
socio-economic regions			



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: Administrative and socio-economic regions

Vocabulary file (2) for the topics  
**Administrative, cultural, socio-economic and urban regions**

Word	Meaning	Page(s) in my textbook	Note
coalfield			
infrastructure			
Objective 2 Region			
recession			
industrial plants			
deindustrialisation			
urban region			
growth centre			
push pull factors			
cultural groups			



## **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:

## **The advantages and disadvantages of living in a city**

### **Different regions in Ireland**

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



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

Language Level: B1  
 Individual / pair

## 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
nation state	the administrative unit for a medium-sized town
regional autonomy	the most important area for national development
administrative areas	large amounts of money to help development in problem areas
Borough Council	an area in which 80% of the population speaks Irish
Gaeltacht area	a political division between people of different religions
religious divide	local and regional areas that have their own administrative structure
national core	a country that has political boundaries
EU structural funds	a high level of self-government for a region

### 2. Missing words

The following sentences are taken from your textbooks. They describe the features of different regions. 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.

- Language and religion are two important factors in \_\_\_\_\_ regions.
- Most governments divide their country into \_\_\_\_\_ regions.
- Belgium is divided into \_\_\_\_\_ regions.
- The Islamic world is a \_\_\_\_\_ region.
- Location is important for \_\_\_\_\_ regions.
- \_\_\_\_\_ regions suffer from low levels of development.
- An \_\_\_\_\_ region surrounds a human settlement.

administrative   core   problem   language   religious   urban   cultural



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: Administrative and socio-economic regions

### 3. Key words

In the box below are six words associated with Regional Geography. Circle the six words.

	mountain	school	peripheral	
urbanisation	settlement	landslide	autonomy	
television	development	canal	rural	biology

### 4. Opposites

Complete the grid by writing the opposites of the adjectives and verbs in Column 1. Use your keyword list, dictionary or textbook for help if necessary.

Column 1	Opposite
large-scale	
developed	
to increase	
small	
centralised	
educated	

### 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.

hinterland \_\_\_\_\_

community \_\_\_\_\_

connurbation \_\_\_\_\_

transport \_\_\_\_\_

prosperous \_\_\_\_\_





## 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) is into france départements divided

---

b) create regions culture by geographers cultural mapping factors

---

c) are regions the heartland gaeltacht of Irish the language culture and

---

d) world's religions major the have geography distinctive

---

e) an is international there core western in europe

---

f) regions the have problems greatest peripheral development

---



## 7. Verbs

Use the verbs in brackets to complete this text.

Be careful about the following:

- The verbs will be used in **active** and **passive** forms.
- Some verbs will be in the **present** and some in the **past** tense.
- Check whether the verb refers to a **singular** or **plural** noun.

### Cultural Groups and Political Regions

Although most of Europe's countries \_\_\_\_\_ (to consider: passive) to be nation states, they all \_\_\_\_\_ (to have) cultural minorities. Generally these groups \_\_\_\_\_ (to identify) with the state they live in and \_\_\_\_\_ (to add) to the strength and character of the state; for example, Switzerland with its four language groups.

There are, however, some examples of minority culture groups, especially those with strong identities, who \_\_\_\_\_ (to feel) their interests \_\_\_\_\_ (to ignore: passive) or \_\_\_\_\_ (to threaten: passive) by the dominant culture group. In such cases, the links that tie the state together \_\_\_\_\_ (to become) weakened. Nationalist groups can \_\_\_\_\_ (to emerge) to represent their interests and \_\_\_\_\_ (to begin) to look for greater powers of self-government.

## 8. Prepositions

*(preposition: a word used before a noun to show place, direction, time etc)*

Some prepositions have been removed from the sentences below which are taken from your textbook. Select a preposition from the box. You will find one preposition for every gap.

- 1) Investment \_\_\_\_\_ transport infrastructure is of special importance.
- 2) New industrial estates are located \_\_\_\_\_ the motorway.
- 3) Industries were attracted \_\_\_\_\_ Cork by a combination of location factors.
- 4) Cheaper imports often come \_\_\_\_\_ less developed economies.
- 5) Some recent trends have encouraged development \_\_\_\_\_ the periphery.

to	along	in	from	in
----	-------	----	------	----

Language Level: B1 / B2  
 Individual / pair

## Focus on reading

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

### Ireland's Problem Region

Although the whole of Ireland was designated an Objective 1 Region in the EU, there were clear differences in levels of development between the east and the west of the country. This had been recognised as early as 1952 by the Irish government when it introduced the Undeveloped Areas Act. Under the Act, large areas of the West of Ireland received government funding to help promote this less developed 'half' of the country.

In 1999, the government adjusted this regional divide by creating two new regions. These are the Border, Midland and West (BMW) and the Southern and Eastern (S&E) regions. The BMW has major problems of rural underdevelopment and benefited least from the success of Ireland's 'Celtic Tiger' economy. As a result, this region continued to receive significant amounts of structural funding between 2000 and 2006. In contrast, the more prosperous Southern and Eastern Region was allocated a declining share of structural funds. By 2006, the S&E Region had lost its status as an Objective 1 Region.

	True	False
The Irish government introduced funding for the East of Ireland in 1952.		
Ireland was designated an Objective 1 Region by the EU.		
In 1999 two new regions were created.		
The BMW is well developed.		
The BMW received structural funding between 2000 and 2006.		
The S&E Region continued to receive funding after 2006.		



## **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. Why is Ireland one of the least urbanised societies in Western Europe?
2. What percentage of the population lived in urban areas in 2002?
3. What areas of Ireland are the most urbanised?
4. What is a major problem in the West of Ireland?
5. What percentage of the population in the S&E Region lives in urban areas?
6. What proportion of the population in the BMW Region lives in urban areas?

### **Ireland's Urban Regions**

Ireland is one of the least urbanised societies in Western Europe. This reflects its past as a colony, its underdeveloped economy, peripheral location in Europe and its dependence on the primary sector. In 2002, 60 per cent of the country's population lived in urban centres.

In Ireland, the eastern and southern parts of the country are the most urbanised. More market towns grew up on the richer agricultural land, while its ports were developed to trade with Britain. In contrast, the West of Ireland is in a more peripheral location and has difficult environmental conditions for productive farming. There are fewer towns and they are more dispersed across the region. In the Southern and Eastern (S&E) Region, almost 75 per cent of the population lives in urban areas (areas with a population larger than 1,500), while the Border, Midland and West (BMW) Region has only a third of its population in towns and cities.

## Focus on writing

### 14. 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 *European City Regions*.

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

- Where are the highest areas of urbanisation?
- The three major zones of urban settlement in Western Europe
- The importance of the coastline
- The advantages for urban development in Europe's Core Region

b) Write a paragraph on the topic *Dublin*.

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

- The location - advantages
- The importance of administration
- What do you find in the hinterland?
- What types of industries are located in the urban region?

## Answer Key

### Focus on vocabulary

#### 1. Matching

Column A	Column B
nation state	a country that has political boundaries
regional autonomy	a high level of self-government for a region
administrative areas	local and regional areas that have their own administrative structure
Borough Council	the administrative unit for a medium-sized town
Gaeltacht area	an area in which 80% of the population speaks Irish
religious divide	a political division between people of different religions
national core	the most important area for national development
EU structural funds	large amounts of money to help development in problem areas

#### 2. Missing words

- Language and religion are two important factors in **cultural** regions.
- Most governments divide their country into **administrative** regions.
- Belgium is divided into **language** regions.
- The Islamic world is a **religious** region.
- Location is important for **core** regions.
- Problem** regions suffer from low levels of development.
- An **urban** region surrounds a human settlement.

#### 3. Key words

mountain	school	<b>peripheral</b>
<b>urbanisation</b>	<b>settlement</b>	landslide
television	<b>development</b>	canal
		<b>autonomy</b>
		<b>rural</b>
		biology

#### 4. Opposites

Column 1	Opposite
large-scale	small-scale
developed	undeveloped / underdeveloped / less developed
to increase	to decrease
small	large / big
centralised	decentralised
educated	uneducated

### Focus on grammar

#### 6. Sentence order

- a) France is divided into départements.
- b) Geographers create culture regions by mapping cultural factors.
- c) Gaeltacht regions are the heartland of the Irish language and culture.
- d) The world's major religions have distinctive geography.
- e) There is an international core in Western Europe.
- f) Peripheral regions have the greatest development problems.

#### 7. Verbs

##### Cultural Groups and Political Regions

Although most of Europe's countries **are considered** to be nation states, they all **have** cultural minorities. Generally these groups **identify** with the state they live in and **add** to the strength and character of the state; for example, Switzerland with its four language groups.

There are, however, some examples of minority culture groups, especially those with strong identities, who **feel** their interests **are ignored** or **threatened** by the dominant culture group. In such cases, the links that tie the state together **become** weakened. Nationalist groups can **emerge** to represent their interests and **begin** to look for greater powers of self-government.

#### 8. Prepositions

- 1) Investment **in** transport infrastructure is of special importance.
- 2) New industrial estates are located **along** the motorway.
- 3) Industries were attracted **to** Cork by a combination of location factors.
- 4) Cheaper imports often come **from** less developed economies.
- 5) Some recent trends have encouraged development **in** the periphery.

### Focus on reading

#### 9.

	True	False
The Irish government introduced funding for the East of Ireland in 1952.		√
Ireland was designated an Objective 1 Region by the EU.	√	
In 1999 two new regions were created.	√	
The BMW is well developed.		√
The BMW received structural funding between 2000 and 2006.	√	
The S&E Region continued to receive funding after 2006.		√

10. Reading for specific information

**Ireland's Urban Regions**

Ireland is one of the least urbanised societies in Western Europe. <sup>1</sup>**This reflects its past as a colony, its underdeveloped economy, peripheral location in Europe and its dependence on the primary sector.** In 2002, <sup>2</sup>**60 per cent of the country's population lived in urban centres.**

In Ireland, <sup>3</sup>**the eastern and southern parts of the country are the most urbanised.** More market towns grew up on the richer agricultural land, while its ports were developed to trade with Britain. In contrast, <sup>4</sup>**the West of Ireland is in a more peripheral location and has difficult environmental conditions for productive farming.** There are fewer towns and they are more dispersed across the region. In the Southern and Eastern (S&E) Region, <sup>5</sup>**almost 75 per cent of the population lives in urban areas** (areas with a population larger than 1,500), while the Border, Midland and West <sup>6</sup>**(BMW) Region has only a third of its population in towns and cities.**