

Leaving Certificate Geography World Trade

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

Learning Support	Vocabulary, key terms working with text and writing text	Pages 3-9, 12-14
Language Support	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-14
Subject class	Key vocabulary	Pages 3-9
Learning focus	Using Geography textbooks and accessing curriculum content and learning activities.	
Levels for Language Support students	Students' English-language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Acknowledgement	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.	
Contents of this Unit	Keywords	Page 3,4
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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 *World Trade* 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.

NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: World Trade

Keywords

access	Europe	lower
activities	evolving	mainly
activity	expectancy	major
advantage	exploitation	manufactured
Africa	export	manufactures
aids	exported	manufacturing
amounts	exports	market
Asia	financial	markets
assembly	functions	materials
attracted	furthermore	merchandise
attracting	generally	more
basic	geographical	most
benefit	global	multinational
billion	globalisation	new
branch	GNP	offshore
cent	goods	patterns
centres	growing	per
chapter	growth	peripheral
cheaper	headquarters	periphery
coffee	high	pharmaceutical
colonial	historically	phase
colonialism	however	plant
colonies	impacts	population
commodities	increase	primary
commodity	increased	producing
companies	increasing	product
comparative	increasingly	production
competitive	industrial	productivity
core	industrialised	products
costs	industries	prosperous
countries	influence	quality
cycle	injustice	quaternary
debt	innovations	raw
dependency	inputs	reduced
dependent	international	region
developed	invest	relocated
developing	investment	relocation
development	Ireland	remain
division	key	sales
dominant	labour	sector
dominate	large	see
economic	largest	services
economies	less	significant
economy	less developed	significantly
educated	linked	since
employment	located	skilled
employs	location	sourced
especially	locational	specialisation
EU	low	specialise

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Leaving Certificate GEOGRAPHY: World Trade

specialised
strategies
study
sub
such
suggest
systems
table
tech
termed

these
this
trade
trading
transport
trends
triad
underdeveloped
USA
vaccines

vehicle
vital
when
women
worker
workforce
world
world's

NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: World Trade

Vocabulary file (1) for the topic
World Trade

Word	Meaning	Page(s) in my textbook	Note
colonialism			
primary goods			
decolonisation			
free trade			
commodities			
world trade			
fair trade			
human rights			
Sub-Saharan Africa			
discrimination			



NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: World Trade

Vocabulary file (2) for the topic
World Trade

Word	Meaning	Page(s) in my textbook	Note
globalisation			
multinational companies			
raw materials			
branch plants			
financial incentives			
merchandise goods			
quaternary services			
offshore financial centres			
division of labour			
flexible workers			



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:

Work in different places in the world

Multinational companies

- 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
a narrow range	work that is done for low wages
cash crops	a country which is poorer and has less developed industries
interest repayments	money or business which is put into one country by a company from another country
developing countries	a plan for business and industry that has been agreed by business organisations, governments etc.
trade policies	a crop that is grown to be sold
foreign investment	the extra money that is paid to a bank for money that was borrowed from the bank
manufactured goods	a limited set of things (e.g. products)
cheap labour	things that are made, usually in a factory, for sale

2. Missing words

The following sentences are taken from your textbooks. They describe factors that affect economies in different parts of the world. Check that you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

- a) _____ is a massive problem for large areas of sub-Saharan Africa.
- b) In some societies the law discriminates against _____.
- c) Ford is an example of a _____ company.
- d) Efficient computer systems are important for quaternary _____.
- e) Offshore _____ centres are usually on islands.
- f) Productivity rises when workers become more _____.
- g) A region has an _____ when it has raw materials or a specialised labour force.



services	women	skilled	multinational
famine	financial	advantage	

NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: World Trade

3. Key words

In the box below are six words associated with *World Trade*. Circle the six words.

labour	industrialising	football	slavery
kitchen	commodities	camera	
books	markets	flying	transportation

4. Vocabulary in use

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

colonialism _____

location _____

global _____

AIDS _____

workforce _____

5. Opposites

Complete the grid by writing the opposites to the words in Column 1.

Column 1	Opposite
import	
advantage	
developed	
lower	
justice	
prosperous	



Language Level: B1
Individual / pair

Focus on grammar

6. Sentence order

Put the words in the correct order to form sentences. All of the sentences refer to developing countries. 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) colonialism under domestic were industries run down

b) trade world is fair not

c) trade free restrictions removes international trade for

d) developing many countries on depend the of primary export commodities

e) less many developed countries spending reduced on programmes social

f) injustice human occurs in the of men slavery women children and



7. Verbs

The passive form is made by using the verb 'to be' with the past form of the main verb.

For example: They **play** games in the park.
Games **are played** in the park.

Use the verbs in brackets to complete this text.

Be careful about the following:

- Most of the verbs are in the **passive** form.
- Check whether the verb refers to a **singular** or **plural** noun.

Note: When you have a number of verbs in a sentence it is possible to use the verb 'to be' once at the beginning, followed by the past tenses of the main verbs. The main verbs are separated by commas. Look carefully at sentence 2.

Slaves of the Twenty-first Century

1. An extreme form of human injustice _____ (to occur: *present tense*) in the form of slavery of millions of men, women and children.
2. Today, an estimated 27 million people in the world _____ (to be bought), _____ (to be sold), and _____ (to be held) captive.
3. In India, for example, millions of poor people _____ (to be caught) in a debt trap leading to slavery.

8. Prepositions

Some verbs, adjectives, nouns and expressions are **always** preceded or followed by a preposition.

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) Some countries discriminate _____ women.
- 2) Investment _____ peripheral regions has increased.
- 3) Our lives are influenced _____ events in different parts of the world.
- 4) Rich countries increase their dominant role _____ a global level.

against	by	at	in
---------	----	----	----

Write the words with their prepositions to help you remember them.

discriminate _____ influenced _____

investment _____ a global level

Language 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.

Access to cheap labour

As mechanisation of production has reduced the importance of skilled labour, multinational companies search for locations that offer cheaper and more flexible sources of labour. Many less developed countries have large numbers of people who are prepared to work long hours for low wages. Movement of production of basic or simple goods and services to less developed countries therefore generates considerable savings for multinational companies through lower labour costs. This relocation of production has given rise to what is termed a new international division of labour.

	True	False
More skilled workers are necessary when production is mechanised.		
Companies look for people who work for high wages.		
Less developed countries have many workers who will work long hours.		
Wages are lower in less developed countries.		
It is more expensive to locate in a less developed country.		
Multinational companies have created a new division of labour around the world.		



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 EU country has attracted multinational companies?
2. When did this process begin?
3. Was this policy successful or unsuccessful?
4. What is the name for this type of economy?
5. What happened in the 1980s?
6. What is the disadvantage of this economic policy?

Multinational Companies in Ireland

Of all EU countries, Ireland has benefited most from the inward investment of multinational companies (MNCs) as a basis for economic development. From the 1960s, the government focused on attracting MNCs to increase national wealth and provide much-needed employment. This process of industrialisation by invitation has been successful.

From the 1960s to the 1980s, large numbers of branch plants were attracted to Ireland. Ireland became a branch plant economy.

Recession and increasing competition for branch plants in the 1980s, however, resulted in MNCs closing factories or reducing employment in Ireland, and looking for even lower-cost locations in the less developed world. This highlighted the problem of dependency on branch plants and on decision-making at headquarters of MNCs located outside Ireland.

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 *Multinational Companies (MNCs)*.

Include one or two sentences about each of the following points. Use your **textbook** if you need to check the information.

- What are MNCs?
- Why do they locate in different areas?
- What happened in Ireland?

b) Write a paragraph on the topic *Less Developed Countries*.

Include one or two sentences about each of the following points. Use your **textbook** if you need to check the information.

- In general, what was the situation in these countries in the past?
- Describe some of the facts about workers in these countries
- What happens to the social (education, health etc.) programmes in these countries?

Answer Key

Focus on vocabulary

1. Matching

Column A	Column B
a narrow range	a limited set of things (e.g. products)
cash crops	a crop that is grown to be sold
interest repayments	the extra money that is paid to a bank for money that was borrowed from the bank
developing countries	a country which is poorer and has less developed industries
trade policies	a plan for business and industry that has been agreed by business organisations, governments etc.
foreign investment	money or business which is put into one country by a company from another country
manufactured goods	things that are made, usually in a factory, for sale
cheap labour	work that is done for low wages

2. Missing words

- a) **Famine** is a massive problem for large areas of sub-Saharan Africa.
- b) In some societies the law discriminates against **women**.
- c) Ford is an example of a **multinational** company.
- d) Efficient computer systems are important for quaternary **services**.
- e) Offshore **financial** centres are usually on islands.
- f) Productivity rises when workers become more **skilled**.
- g) A region has an **advantage** when it has raw materials or a specialised labour force.

3. Key words

labour	industrialising	football	slavery
kitchen	commodities		camera
books	markets	flying	transportation

5. Opposites

Column 1	Opposite
import	export
advantage	disadvantage
developed	undeveloped / underdeveloped
lower	higher
justice	injustice
prosperous	poor

Focus on grammar

6. Sentence order

- Under colonialism domestic industries were run down.
- World trade is not fair.
- Free trade removes restrictions for international trade.
- Many developing countries depend on the export of primary commodities.
- Many less developed countries reduced spending on social programmes.
- Human injustice occurs in the slavery of men, women and children.

7. Verbs

Slaves of the Twenty-first Century

- An extreme form of human injustice **occurs** in the form of slavery of millions of men, women and children.
- Today, an estimated 27 million people in the world **are bought, sold, and held** captive.
- In India, for example, millions of poor people **are caught** in a debt trap leading to slavery.

8. Prepositions

- Some countries discriminate **against** women.
- Investment **in** peripheral regions has increased.
- Our lives are influenced **by** events in different parts of the world.
- Rich countries increase their dominant role **at** a global level.

Focus on reading

9. True or False.

	True	False
More skilled workers are necessary when production is mechanised.		√
Companies look for people who work for high wages.		√
Less developed countries have many workers who will work long hours.	√	
Wages are lower in less developed countries.	√	
It is more expensive to locate in a less developed country.		√
Multinational companies have created a new division of labour around the world.	√	

10. Reading for specific information

Multinational Companies in Ireland

Of all EU countries, ¹**Ireland has benefited most from the inward investment of multinational companies (MNCs)** as a basis for economic development. From ²**the 1960s**, the government focused on attracting MNCs to increase national wealth and provide much-needed employment. This process of ³**industrialisation by invitation has been successful**.

From the 1960s to the 1980s, large numbers of branch plants were attracted to Ireland. Ireland became a branch plant economy.

Recession and increasing competition for branch plants in the 1980s, however, resulted in ⁴**MNCs closing factories or reducing employment in Ireland**, and looking for even lower-cost locations in the less developed world. This highlighted the problem of ⁵**dependency on branch plants and on decision-making at headquarters of MNCs located outside Ireland**.