

UNIT 1

# MANKIND SHAPES THE EARTH



TEACHER'S GUIDE

## Introduction

We always say that the main objective of the Social Sciences is to understand and interpret our environment, and during the first two years of DBH we have taken the first steps in this process.

Now in the Second Cycle we will deepen our study of Geography and consider different contents and procedures. Some of them, especially those of the first unit will be already familiar to the students because they have already learned them (*climate and biomes* in DBH 1, *economic sectors* DBH 2...), but we will go a step further. This year we also have another significant objective: we want students to be aware of the world they live in, of the unequal use of natural resources, of the huge differences around the world..., and to try and suggest solutions to these problems.

In this first unit we will concentrate on Economic Geography. To begin with, we will demonstrate the concept of *geographical space* and we will differentiate between landscape types.

In the second section, we will analyse the economic activities that have changed those spaces, in agriculture, fishing, industry and service.

In the third section we will classify environments and study the characteristics of a city.

In the last section we will analyse a series of environmental problems.

As we have said, many of the contents of this unit have been encountered before, so it would be a good idea to ask other teachers, if possible, about what exactly has been studied.



## Some resources

### \*Reference books

- Collins book “*Total Revision GCSE Geography*”, has the main contents synthesized.
- GCSE ‘*The revision Guide*’ Collins. Geography Key Points.
- *Philip’s Foundation Atlas*. Heinemann

### \*Recipe books

- *Thinking Through Geography*. Chris Kingston Publishing. Cambridge.
- *More Thinking Through Geography*. Chris Kingston Publishing. Cambridge.

### \* Glossary of Geography

- <http://www.geographic.org/glossary.html>

### \*General information

- <http://top-10spot.com/SearchIndex.php?q=Geography-Games&link=http://www.theodora.com/maps>
- <http://www.breakingnewsenglish.com/0803-0806.html> with **audios** and activities about news ( also geographical )

Some examples:

[http://www.breakingnewsenglish.com/world\\_news.html](http://www.breakingnewsenglish.com/world_news.html)

<http://www.breakingnewsenglish.com/issues.html>

### Geography

- 2010-06-16: [Afghanistan sitting on \\$1 trillion of minerals](#)
- 2008-September-30: Protecting Antarctica from tourism  
[http://www.breakingnewsenglish.com/0809/080930-antarctica\\_tourism.html](http://www.breakingnewsenglish.com/0809/080930-antarctica_tourism.html)
- May 30, 2008: Production on biofuel set to rise  
<http://www.breakingnewsenglish.com/0805/080530-biofuel.html>
- 2010-06-01: [Israeli troops kill aid activists](#)

### \*To find /update **data**:

- UN pages to find “Human Develop Index”  
<http://hdr.undp.org/en/reports/global/hdr1990/>
- <http://esa.un.org/unpp>. Some population data in : [www.unfpa.org](http://www.unfpa.org)
- <http://cyberschoolbus.un.org/infonation3/menu/advanced.asp> A page created by the UN to give socio-economical information to students, about different countries
- World facts of nearly every country in the world  
<http://odci.gov/cia/publications/factbook/index.html>
- [http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm) to learn more about any particular country.
- Statistical page of the European Union [www.europa.eu.int/comm/eurostat](http://www.europa.eu.int/comm/eurostat)
- News of the European Union, to find information about organisms  
[www.europa.eu.int/index\\_en.htm](http://www.europa.eu.int/index_en.htm)

## **\*Specific information**

### **.Information for physical geography**

- [http://www.uwsp.edu/geo/faculty/ritter/geog101/textbook/title\\_page.html](http://www.uwsp.edu/geo/faculty/ritter/geog101/textbook/title_page.html)

### **.Information for biomes:**

- <http://lsb.syr.edu/projects/cyberzoo/global.html> A site on the biomes. It is simple and comes with some basic question of each biome
- [www.blueplanetbiomes.org/world\\_biomes.htm](http://www.blueplanetbiomes.org/world_biomes.htm) Biomes and Climate zones. In this site you will discover facts about our planet, its complex patterns of biomes, plants and animals, and how climates ultimately determine the biomes of our Earth
- <http://www.mbgnet.net/> Excellent site for teachers, perhaps a bit difficult for the pupils but could be used for extension work or project work.
- <http://www.envirolink.org/> Complete A to Z of everything to do with environment. Large database of educational resources.

### **.Climates**

- Website on ecosystems and Climate Zones  
<http://www.bennett.karoo.net/topics/weather.html>
- [http://www.worldbook.com/wb/Students?content\\_spotlight/climates/european\\_climate](http://www.worldbook.com/wb/Students?content_spotlight/climates/european_climate)
- [www.iea.org/homechoi.htm](http://www.iea.org/homechoi.htm) International energy agency.

### **\*To find information, resources, activities (general)**

- <http://www.activegeography.co.uk/>
- <http://www.scalloway.org.uk/> information and activities.
- <http://www.geointeractive.co.uk/contribution/consearchbytopic.htm> A website with many resources to download.
- <http://www.geography.learnontheinternet.co.uk/activities/activities.html> Geography resources. The site contains downloadable resources, materials, links and some online activities.
- <http://nationalgeographic.com/siteindex/education.html> This huge and growing site for geography educators and students contains more than a hundred original lesson plans and after-school activities for pupils, an outline map atlas with more than 1,800 free maps designed for printing or building Web sites, forums where teachers and students can discuss geography.
- <http://www.gh.profes.net/> In the section 'unidades didacticas interactivas', Good activities in Spanish

### **\*To find information, tests, audios for students**

A very interesting webpage, where you can find information, tests, and audios you can download (with scripts) about different **geographical topics**:

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

Population and resources

Urban and rural environments

Managing ecosystems

Economic activity

Energy and environment

The challenge of development

Tourism

Geographical skills  
Geographical audio  
Revision checklist

**\*To find maps:**

- <http://www.theodora.com/maps/>
- [http://www.worldmapper.org/textindex/text\\_index.html](http://www.worldmapper.org/textindex/text_index.html) , very special maps sized depending on the topic ( demography, economics..)
- <http://geography.about.com/library/maps/blindex.htm> ( **blank maps**)
- <http://www.eduplace.com/ss/maps/> (blank maps)
- <http://www.wartoft.nu/software/seterra/> (game) download the programa and there are many maps to complete in different languages

**\*Video and films**

- **Blue Planet** is interesting for fishing.  
<http://www.bbc.co.uk/nature/programmes/tv/blueplanet/programme1.shtml>  
This page is about The Blue Planet programme. You can watch some parts of each programme, learn more about the content, etc.
- On the website of National geography you can find many videos on **environment** [http://www.ngsednet.org/community/index.cfm?community\\_id=7](http://www.ngsednet.org/community/index.cfm?community_id=7)
- For biomes the film : “**Dersu Urzala**” where features of the Taiga are shown – and mankind’s influence and his adaptation to the environment. It might be possible to see just some parts and ask students to fill in a table with this information
  - Characteristics of the biome.
  - Climate
  - Flora
  - Fauna
  - Mankind’s influence
  - Mankind’s adaptation

**\* Interactive activities linked to the activities of the unit**

- Act. 6 . **Bioms**. Power point presentation with questions.( on the web)
- Before Act. 11. An introductory easy game about economy and economy sectors vocabulary <http://www.games4geog.com/industry.html>
- Act. 16. **Energy types**. Game to distinguish renewable energies and videos [http://www.activegeography.co.uk/yr8\\_geography/5\\_energy.htm](http://www.activegeography.co.uk/yr8_geography/5_energy.htm)
- Act. 64. **Tourism**. In geoactive web page there are many activities and presentation about tourism.. Specially interesting number 17-Growth and impact of tourism in LEDCs (ppt) and 6-Tourism ( power point with questions) <http://www.geointeractive.co.uk/contribution/consearchfiles/chumtourism.htm>
- Act 76-83. A good power points and activities about **Environment** and settlement especially. Go though the list to URBAN AND RURAL ( 6-PATTERNS OF LAND USE page 1, 19-URBAN GROWTH page 2, about settlements in history) .. <http://www.geointeractive.co.uk/contribution/consearchbytopic.htm>
- Act. 79-85 **Cities** There are many interesting activities in the web page profess.net of SM. Each schoolyear have 3 interactive activities. Link to our unit there is the one called LA CIUDAD , where students can recap all the different concepts about cities we have learnt.

## DESCRIPTION OF THE ACTIVITIES

Activity 63	<b>Services</b>			
	<b>Objective</b>	<b>Difficulty level</b>	<b>Extra Material</b>	<b>Interaction</b>
	2/3	2		Individual to pair

**Summary:**

Reading a text, extracting possible ‘services’, and then categorising them under their appropriate headings.

**Specific Objective:** To identify the principal services

**Language Focus:**

Categorisation of terms  
Vocabulary extension

**Procedure:**

- Point out that we have mentioned services throughout the year so far, but not looked specifically at what they are.
- Ask them to read the text on page 86, but only in terms of the task they have to carry out. Get them to underline anything that they think constitute services. Check, whole-class.
- Then, in pairs, ask them to put the items underlined into the table, fitting them into the appropriate categories.
- Check whole-class, or write up a version on the board and ask individual students to come out and fill it in for you.

**Comments:**

Several of the terms are worth modelling for pronunciation, since they will re-occur as concepts. Beware of possible Spanish interference with the following: *Leisure, Finance, Infrastructure, Consumer.*

**Key:**

Roads, transport, organisation of the market, local council (includes Police), bars, shops, bank, chemist (type of shop), light bulbs (electricity service), school, vet, football match, plane/ship (although transport is above too), holidays (sun, snow)

<b>Services</b>	
Education	
Leisure	Football match, Museum, holiday destinations
Health	Vet, chemist
Administration	Local council, Police
Finance	Bank (cash dispenser)
Transport	Plane, ship, train, bus, lorries
Infrastructure	Roads,
Tourism	Holidays
Consumer Services (commerce)	Bars, shops, the market, chemist, electricity,
Communications	

Activity 64	<b>Infrastructure &amp; transport</b>			
	<b>Objective</b>	<b>Difficulty level</b>	<b>Extra Material</b>	<b>Interaction</b>
	2-3	1/2		Pairs

**Summary:**

Making ‘inspired’ guesses as to certain transport data, then supplying formal English adjectives within the lexical field.

**Specific Objective:** To introduce the theme of the main modes of transport and to highlight some of the associated language.

**Language Focus:**

- Inherent lexis.
- English noun – adjective changes.

**Procedure:**

The activity does not assume knowledge, but simply looks for some coherent reasoning. If you prefer, go over the first bubble with them, to indicate the kind of thinking you are looking for.

**Key:**

1. Bubble 1 = Europe (Western). It’s the smallest continent  
Bubble 2 = It’s so big. Western Europe.  
“ 3 = Cars, electronics.  
“ 4 = Location. Between the Americas and Asia).

Adjectives: *maritime, aeronautical/aviation, automobile, railway*

Activity 65	<b>Transport</b>			
	<b>Objective</b>	<b>Difficulty level</b>	<b>Extra Material</b>	<b>Interaction</b>
	2-3	3		Pairs Groups of 3 Individual

**Summary:**

Writing a short definition of ‘Infrastructure’, making hypotheses as to the content of the text ‘Infrastructure & Transport’, carrying out a ‘jigsaw reading’ in groups, then answering a series of questions individually.

**Specific Objective:** To identify the main modes of transporting goods, by means of a series of reading-strategy activities (gist reading, hypothesising and exchanging information).

**Language Focus:**

- Text lay-out
- Inherent lexis.
- Speculative language
- Defining
- ‘wh’ questions

**Procedure:**

- Try to help with a definition frame, whole-class. Indicate that to define a noun you need to start by saying ‘It’s a/the \_\_\_ that...’ (think of a classroom object, like a table). In this case, ask them in pairs to come up with the best definition, something like ‘It’s a

*system of interconnections/where one thing connects to another to help...* If you think it's too difficult, do it whole-class.

- Show them the text on page 88, and ask them which features enable us to anticipate things, even before we start to read (the bold words, the pictures on page 90, the map, the beginnings of each paragraph). Encourage them to use the scaffold at the bottom of page 87.
- Put the students into groups of 3. Depending on the size of your class, you will need Groups A, B and C repeated. So if you had 18 students, you would have A, B,C x 2 = 18 students.
- Follow the suggested procedure, where one person per group is responsible for one question. When they all have the information, they must get together with the other two groups (in turn) to exchange the information that they have/don't have. To avoid problems in the exchange, the questions for each group are on page 88, so when Group A asks Group B for information (for example) they can do so by using the questions from the textbook. The corresponding students with the information will respond.
- The final questions are designed so that they must do the above procedure correctly.

**Comments:**

The activity is about reading strategies, more than anything. But it also involves the four skills, reading, writing, speaking and listening. Take time over this – it's worth it.

Key:

Q1. *'It's a system of networks/ interconnections/where one thing connects to another to help services to function.*

Q2. Accept any reasonable suggestions, as long as they are based on the texts and map.

Q3.

Group A

1. To link towns with an industrial region
2. At the beginning of the Industrial Revolution
3. High-speed train

Group B

1. Transporting specific types of freight (cargo)
2. It's carried by train or by road.
3. The word 'main' needs explaining. Ask them to tell you (look at the map on 90). The problem here is that some of the less developed countries have a large maritime trade. The reason being, one supposes, that poorer countries still need to export and import, so the amount of maritime trade does not necessarily correspond to the economic status.

Group C

1. Heathrow. They should already know (it's not in this text)
2. Yes
3. Weapons of war, passengers, cargo, satellite carriers.

Q5.

- a) Road transport, and maritime.
- b)
- c) Europe and the USA
- d) It's not so much the answer as the thinking behind it that you must look for.

Activity 66	<b>Commerce</b>			
	<b>Objective</b>	<b>Difficulty level</b>	<b>Extra Material</b>	<b>Interaction</b>
	2/3	1		Pair

**Summary:**

Making a list of foreign items that are used on a daily basis, and writing their country of origin into a table.

**Specific Objective:** To consider, then show awareness of, the multi-national aspect of consumerism.

**Language Focus:**

Vocabulary of countries

**Procedure:**

Make the list individually and then share in pairs.

Copy the table into their notebooks and they fill it in, as far as possible.

Activity 67	Union Sundown			
	Objective	Difficulty level	Extra Material	Interaction
	2/3	2	- CD player or mp3	Individual

**Summary:**

Filling in the words of a song that is related to theme of multinational exploitation.

**Procedure:**

- Before you play the song, tell them that the rhyme scheme will help them. ‘Taiwan’ (the first gap) is pronounced ‘Taiwon’ – and it rhymes with the next gap ‘Amazon’
- You could also ask the students what they think Dylan is trying to say (by ‘Union’ he means both the ‘Union’ of states in the USA, but also the ‘sindicatos’ Sundown = end/death). It might also be useful for them to make sure they understand the vocabulary of the items. In the activity there are just two verses, but the whole song is interesting.
- Make sure that they see in the instruction that some of the words are not countries.

**Language focus:**

Spelling of countries and pronunciation

**Key:**

Well, my shoes, they come from Singapore,  
 My flashlight's from Taiwan  
 My tablecloth's from Malaysia,  
 My belt buckle's from the Amazon  
 You know, this shirt I wear comes from the Philippines  
 And the car I drive is a Chevrolet  
 It was put together down in Argentina  
 By a man making thirty cents a day.  
 Well, this silk dress is from Hong Kong  
 And the pearls are from Japan  
 Well, the dog collar's from India  
 And the flower pot's from Pakistan  
 All the furniture, it says ‘Made in Brazil’  
 Where a woman, she slaved for sure  
 Bringing home thirty cents a day to a family of twelve,  
 You know, that's a lot of money for her

Activity 68	Buying habits			
	Objective	Difficulty level	Extra Material	Interaction
	2/3	2		Pairs

**Summary:** Brainstorming the names for former shopping outlets, then considering the advantages and disadvantages of large out-of-town centres.

**Specific Objective:** To consider the advantages and disadvantages of large out-of-town retail centres and to contrast these with past situations.

**Procedure:**

Outline the issue by stating that large hyper-markets have not always existed. Help them with some of the list in Q1, and let them see if they can finish. Tell them that if they don't know the word in English, they can start by writing it in their own language. It can be changed later, whole-class.

**Key:**

Q1:

1. Butcher 2. Greengrocer 3. (Wet) Fish-shop 4. Off-Licence 5. Hardware store 6. Spare parts shop 7. Toyshop 8. Electrical Goods 9. 10. Sport-shop

Q2:

Cafes, restaurants, cinemas, clubs, pubs, travel agents, garages, petrol stations, children's playgrounds

Q3:

Advantages: Everything is in the same place. Ample parking space. There are more services offered than on a shopping street. Open longer. More choice.

Disadvantages: Old people? You need a car. It takes up a lot of rural space. It destroys local shopping communities. It's not based on neighbourhood social groups/units.

Activity 69	International Trade			
	Objective	Difficulty level	Extra Material	Interaction
	2/3	2	Hand-out of page 92 (optional)	Pairs

**Summary:**

Guessing the answers to questions about world trade, then checking the answers with reference to the text which follows.

**Specific Objective:** Assimilate the main concepts surrounding the issues of international trade.

**Procedure:**

- Put the students in pairs and ask them to make intelligent guesses about the seven questions. You don't need to even tell them that the following text has the answers. The spirit of the guess is what you need to do first.
- They must use the text to check, when they've finished. Walk round and watch them. Maybe do Number 1 whole-class, and show them where the answer is, in the text (second paragraph).

**Key:**

1. (c)
2. Germany, China, USA
3. Developed.
4. (c)
5. (b)