POPULATION IN LEDCs

ACTIVITY 1. LEDCs and MEDCs

Match the words with their definitions

Poor countries located mainly in the South Hemisphere
MEDCs Rich Countries located mainly in the North Hemisphere

LEDCs More Economically Developed Countries
Less Economically Developed countries

Write on the map the name of ten countries you know



Try to find out the name and location of ten countries that teacher gives you by asking to the other members of the group. You can use the following sentences

- o Is this country in Africa?
- o Is this country in the NSEW?
- Is this country located next to... country X, X sea/gulf/ ocean/mountain/river
- o Is this capital Y?
- o Is it famous for?
- o Could you spell its name in English

Write on the map the name of the countries of he previous activity by using an Atlas if it is necessary. Then, colour them in red (if it is MEDCs) or blue (if it is LEDCs)

ACTIVITY 2. Demographic and economic indicators

Match these words with definitions (look in the dictionary if necessary). Then underline each indicator as following: blue, economic indicator; red, demographic indicator; and green, social indicator

	The number of deaths per thousand of the population per year
Birth rate Death rate	Adults who can read functionally or who have been to school until 14.
GNP (Gross Domestic Product)	Total value of goods and services produced in a year per total population
Life expectancy	Number of babies who die under 1 year old, per thousand live births
Infant morality rate.	Change in population over time. Can be
Population growth.	measured in %.
Literacy.	The average age a person can expect live to. Is measured in years
HDI (Human Development Index)	·
	The number of live babies born per thousand of the population per year
	Index used to rank countries by level of "human development". It's measured from 0 to 1

ACTIVITY 3. Indicators in several countries

Fill in the table about your 2 countries by looking at the following websites

https://www.cia.gov/library/publications/the-world-factbook

http://www.census.gov Link "INTERNATIONAL DATA BASE" (only for 1950 and 1980 population)

http://en.wikipedia.org/wiki/List of countries by Human Development Index (HDI)

Country	Birth	Death	Popul*	Popul*	Popul*	Popul.	GDP	Infant	HDI
	rate	rate	2010	1950	1980	Growth	**	Mortality	
						2010		Rate	
Kenya									
Mali									
Germany									
Peru									
Japan									
Laos									
USA									
Italy									
Zimbabwe									
Australia									

^{*}Population

Fill in the rest of the table by speaking to your group e.g. 'What have you got for.. (the birth rate)...in Laos?

Speak with your partner about the table using

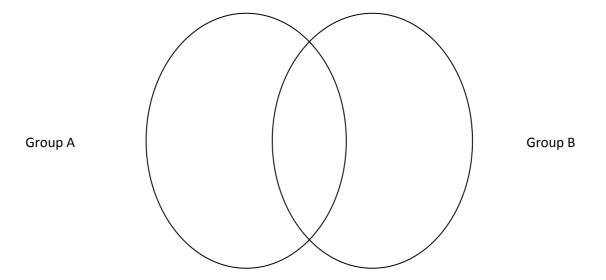
The (birth rate) in X is higher/lower than in Y

Write down three sentences

Divide the countries into two groups according to the table	
Group A	
Group B	

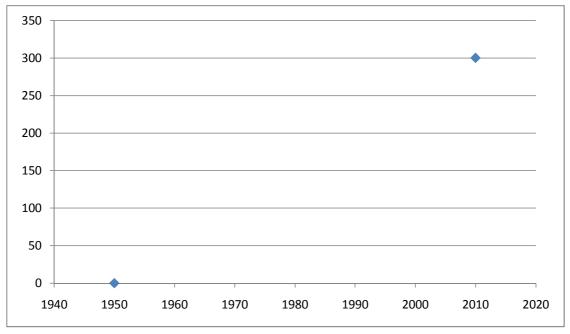
^{**} Gross Domestic Product per capita

Write down in the Venn diagram the similarities and differences between group A and group B



ACTIVITY 4. Population growth in LEDCs

Draw a line graph that contains the 1950, 1980 and 2010 population of the ten countries in the previous activity. Use two colors (group A, group B)



Population (in millions)

Speak to your partner about the graph using this substitution table. Then write down three sentences

The population of	Х	has	increased decreased stayed the same	since	1950 1980
Fill in the gaps.					
The population in problems in these cou	ntries due to _		has increased	l a lot, and it o	causes

POPULATION IN LEDCs CITIES

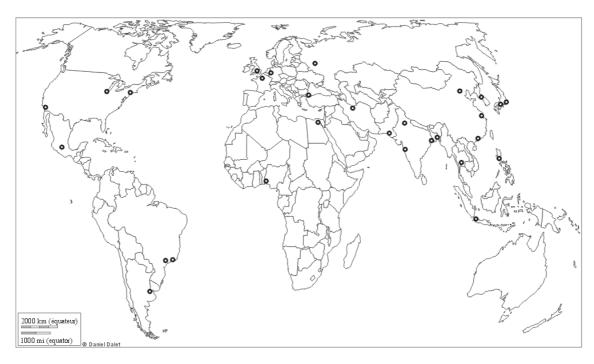
ACTIVITY 5. Types of urban settlements

Write down the definition of these words			
City			
Conurbation			
Megalopolis			
Metropolitan area			

Conurbations, megalopolis and metropolitan areas are urban agglomerations

ACTIVITY 6. Major cities and agglomerations

Write on the map the name of the 10 major agglomerations in the world that you can see in the table below (use an atlas if necessary).



Agglomerations	1970	inh*	2010	Inh*
1	New York	16,5	Tokyo	34
2	Tokyo	13,4	Canton	24,2
3	London	10,5	Seoul	24,2
4	Shanghai	10,0	Mexico city	23,4
5	Mexico city	8,6	Delhi	23,2
6	Los Angeles	8,4	Bombay	22,8
7	Buenos Aires	8,4	New York	22,2
8	Paris	8,4	Sao Paulo	20,9
9	Sao Paulo	7,1	Manila	19,6
10	Moscow	7,1	Shanghai	18,4

David Waugh. The new wider world. Ed, Nelson Thornes http://www.citypopulation.de/world/Agglomerations.html *millions of inhabitants

Write in the table below the name of the country and continent that the cities in the table above belong to (using an atlas if necessary). Underline the agglomerations from LEDCs

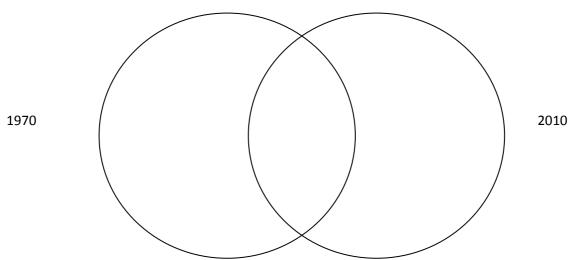
Agglomerations/cities	Country	Continent

(In pairs)Speak with your partner about the table using language support from below. Then, fill the Venn diagram with one similarity and two differences between major agglomerations in 1970 and 2010

The population in X is higher/lower than in Y

In 1970 X was the..... agglomeration in the world, but in 2010 X is the...... agglomeration In 1970, the major cities in the world were located in (continents)

In 2010, the major cities in the world are located mainly in (continents) and in (LEDCs/MEDCs) countries



DEVELOPING COUNTRIES

Fill in the gaps
In 1070 were then helf of the major eities in the would were placed in
In 1970, more than half of the major cities in the world were placed in
in America and Europe. By, however, most of them were in
in Asia and
Many countries and agglomerations from developing countries have their
population and it causes lots of problems lack of resources in these areas.

ACTIVITY 7. Describing cities from LEDCs and MEDCs

Look at the pictures and information provided

Rio de Janeiro

- Rio de Janeiro is the second largest Brazilian city.
- It's located on the coast near to Sao Paulo
- According to the 2000 Census, the city had 5,473,909 inhabitants.
- It is famous for its beaches, such as Copacabana Beach and Ipanema Beach, the statue of Christ the Redeemer (in Portuguese, Cristo Redentor)..
- The poorest neighbourhoods are called "favelas"



New York City

- NY is the largest city in the United States.
- Over 8 million people live in it.
- It is located in the north east of the United States.
- Most of New York City is on three islands.
 Many interesting places are Manhattan,
 Brooklyn and the Bronx. The Statue of Liberty is the most famous monument.
- Far from the centre we find residential areas for rich people.

London

- London Is the capital of England and the United Kingdom, and also the largest city in the United Kingdom.
- It is located in the South-East of England, on the River Thames.
- People started living in the city 2,000 years ago, and today about 7.5 million people live there.
- It has many famous museums (National Gallery, British museum), churches (Saint Paul's) and popular places for tourists to visit (Hyde Park, Houses of Parliament, the Big Ben...).





Calcutta

- Calcutta is the second largest city in India.
- It is located on the north eastern coast of India in the Ganges delta.
- Its population exceeds 15 million. This makes it the third largest city of India.
- Hired forms of mechanized transport include the yellow taxis and auto rickshaws.
- North Kolkata locality is the oldest part of the city, with 19th century architecture.
- Many interesting places to visit are the Victoria memorial, Eden garden and Birla planetarium



In groups of five you will prepare an explanation of the texts and pictures following the instructions:

- A] Describe the picture (using language support from below)
- B) Read the text (use a dictionary if necessary)
- c) Fill in one of the rows of the table from below the information of your city.
- D Prepare an explanation to the other groups
- E) Explain to the others (5 minutes maximum) . You can use language support from 1. Other groups fill in their table (2) while you are talking

1)

	According to
In the foreground/background/middle	X is a
at the top/bottom	It has
on the left/right	It's located in N/S/E/W of (country
	The most famous places are
You can see	
Skyscrapers, hill, small buildings, favela,	
shanty town, planes, river, historical building,	
general view of the city, bridge, auto	
rickshaws, driver, passenger, trade, old and	
dirty buildings,	

2)

city	inhabitants	location	Famous places	Others

ACTIVITY 8. Problems in LEDCs cities

Looking at the previous activity it seems that major cities in the world are similar. But if you study them deeply, cities from developing countries show more problems than developed ones.

What are the main problems in	developing cities?

Match starters and endings referred to problems of Kolkata (Calcutta) and many other cities in developing countries. Use a dictionary

It's population of almost 7 million in 1970	such as running water or sanitation
The highest point of the city is only 10 metres above the sea level and it causes	collected and it causes diseases (e.g. colera)
Most of buildings don't have basic services	that they tend to crack, spilling their contents onto the streets
Three million of people live on the pavement	are not enough to solve transport problems
The provision of electricity, clean water, schools and hospitals are not possible	clothes , wood and food. Sometimes it is not enough to survive
Sewage pipes are so old and deteriorated	has increased to nearly 15 millions due to rural- urban migration and population growth
Buses, underground and auto rickshaws	because of lack of resources and investments
Rubbish, dumped in the streets is rarely	flooding in the monsoon period
Many people are unemployed or tend to work at home selling	or in "bustees" that are houses made from poor quality materials (e.g. mud floors)
Population density in some "bustees"	are more than 150.000 people per Km ²
The increase of number of cars and the use of old vehicles causes	A lot of noise and pollution
The Calcutta authority try to solve all these problems	but the lack of money, high birth rate and and immigration make it impossible

Now, you are able to fill in the diagram about the main problems in developing countries

LEDCs
Cities
problems

FARMING IN DEVELOPING COUNTRIES

ACTIVITY 9. Farming process

Look at the slide and match a word to each picture and put them in order, according to the farming process

(to store, to plough, crops, to plant, to harvest, to sell)

Picture number	Word (verb or noun)	Country/continent

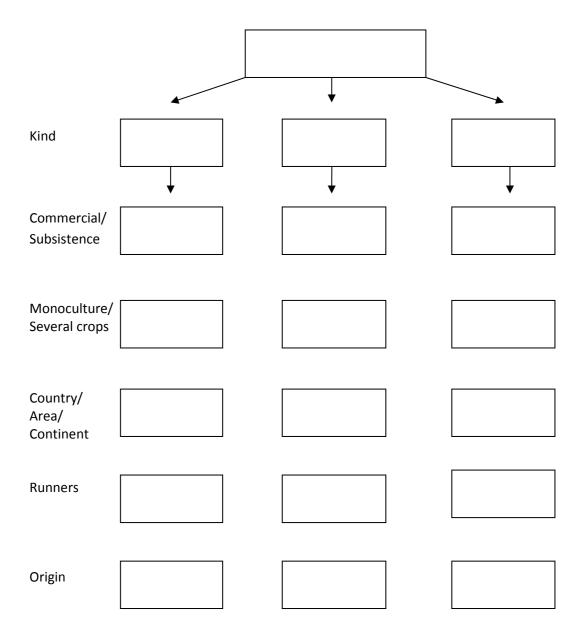
Discuss how these techniques may be different to developed countries and write two differences	
There are two differences between and : 1) :	and
2)	

ACTIVITY 10 . Harvesting on a tea plantation

	this picture. In the gaps.	First discuss wit	th your pa	artner (tı	y to a	nswer tl	ne ques	tions	below)	and
	, ,	/ In which area		orld are	they v	working	? / Do y	ou thi	nk that	it is
Women_		in a tea put them in a	•							
	in _		areas.							

ACTVITY 11. Types of farming in LEDCs

While the teacher explains about farming in developing countries, fill in the tree diagram below



ACTIVITY 12. Farming problems in LEDCs

Looking at the "poverty trap in subsistence agriculture", discuss with your group about: (use these words: first, second, after that, finally, sell, output, increase)

- The meaning of the diagram
- What the farmers need to improve their outputs?

Fill in the gaps with words below to understand the diagram	
migrate – agriculture – land – money/capital – surplus – hazards – cities -	- they –
famine – climate- outputs	
In subsistence farmers work for themselves. They have no	and
they have no to invest. Year after year farmers re	peat the same
process and can't improve their The pressur	re on the
, natural hazards and change, can dest	roy crops or reduce
outputs. As a result of that, appears and causes a high	n mortality rate, and
many farmers are forced to to or	other countries.

These sentences are true (T) or false (F). If the sentence is false, write the right sentence

- Most farmers in LEDCs can afford great investments
- Tropical plantations produce to import to developed countries
- Famine is a great problem in LEDCs
- A large piece of land with only one crop is the same as monoculture
- The "Green revolution" decreased outputs in rice crops
- The population from LEDCs migrate from cities to rural areas due to famine
- GM food has existed since ancient times
- The poverty trap in subsistence agriculture means that farmers in LEDCs will be richer in the future

INDUSTRIES IN DEVELOPING COUNTRIES

ACTIVITY 13. Definition of secondary industries

Look at the definitions and the pictures and match them. Write beside each picture write a word from below

Oil refinery – coal – wind turbine – hazelnut – car - gold





Manufactured goods

Natural resources



Energy sources







Discuss with your partners the following questions.

- Which product can't be considered a natural resource?
- Think about oil. Why is it important for human beings?
- What is the difference between oil refinery and wind turbine? (These words may help you: non renewable renewable)

Fill in the gaps in these sentences

•	Oil and are natural resources,	and
	·	
•	As a raw material, oil can be transformed into a lot of products such as	
	and	
•	A car Is a It needs pe	trol that
	comes from	
•	, coal and are	
•	Hazelnut is a	
•	is a renewable	

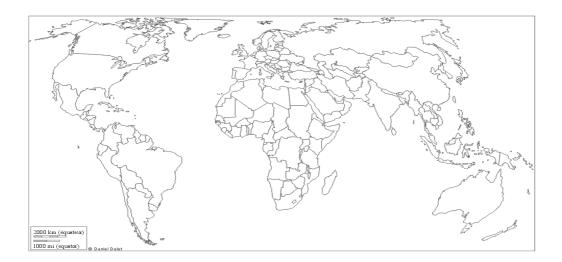
ACTIVITY 14. Industries in LEDCs

Take notes under the correct heading with information provided by the teacher and the Power Point

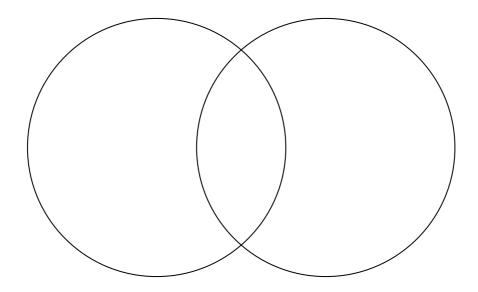
FORMAL SECTOR	INFORMAL SECTOR
Discuss with your partner the problems of "forr	mal" and "informal" sector in LEDCs. Then, write
one problem of each sector and the main probl	
·	•

ACTIVITY 15. NICs and BRIC: Newly industrialised countries

Write notes while teacher explains and then write on the outline map the name of NICs and BRIC and colour them in differently				



Write down in the Venn diagram the similarities and differences between NICs and BRIC



Discuss with your partner about NICs and BRIC. Try to answer this question:

Which countries will be important in the future? Why?

(This structure may help you: I think will be more important because it/they has/have......)

TRADE AND TOURISM IN DEVELOPING COUNTRIES

Activity 16. Trade between LEDCs and MEDCs

Match words and definitions (or words)

- 1. Trade
- 2. Goods
- 3. Services
- 4. Import
- 5. Export
- 6. Less value
- 7. Cash income
- 8. Low
- 9. Livelihoods
- 10. Groundnuts
- 11. Palm oil
- 12. To sell/sold
- 13. Trading groups
- 14. Transnational
- 15. Local demand
- 16. To stimulate
- 17. Timber

- A. Exchange of goods and services between countries or regions
- B. Enterprise that has factories or establishments in different countries
- C. Products
- D. To sell a product to another country
- E. To buy a product from another country
- F. Limited number
- G. To exchange a product or service for money
- H. A kind of oil
- I. Something that provides income to live on, especially paid work
- J. Goods needed for consumption within the country
- K. To encourage something such as an activity or a process so that it will begin, increase, or develop
- L. Trade enterprises
- M. Work done by somebody for somebody else
- N. Smaller value
- O. The amount of money received as payment for work, goods...
- P. Climbing plant
- Q. Wood construction material

Read the text and underline explanations in red and examples in blue

<u>Trade</u> between LEDCs and MEDCs . (BRIC and NiCs are not included in LEDCs)

<u>Trade</u> is the exchange of <u>goods</u> and <u>services</u> between countries or regions . E.g. cotton produced in Burkina Faso is exported to Europe.

MEDCs <u>import</u> raw materials (oil, iron, gold, crops, <u>and timber</u>) from LEDCs, manufacture them (processed food, electronics, vehicles) and sell them on. Raw materials have much <u>less value</u> than manufactured goods.

According to Intermon Oxfam, cotton (raw material) is often the only source of <u>cash income</u> for many families in West Africa who live on less than \$1 a day per person. If the price remains <u>low</u> more than 10 million people lose their only income. If the price increases people have more incomes and this means more money for food, medicines, school fees, and fertilizer—more money to help sustain lives and livelihoods, and buy clothes, electronics, vehicles-.

LEDCs <u>export</u> primary goods; E.g. Nigeria exports cocoa, <u>groundnuts and palm oil</u>) these <u>are sold</u> at much lower prices than manufactured goods

The main problem for LEDCs is that they are dependent on the export of 1 primary good (low prices fixed in developed countries). E.g. Honduras: 76% Bananas, Ghana: Cocoa 80%, Cuba: sugar 77%.

In LEDCs there are no <u>trading groups</u>. Most enterprises are t<u>ransnational</u> (BP, Shell ...). LEDCs produce small quantity of goods to satisfy <u>local demand</u>. In addition to that, there are poor or inexistent transport communications (only paths and roads between main cities, old fashioned railways, river boats...) <u>to stimulate</u> national trade

Write if sentences are true (T) or false (F). If sentence is false write the correct answer.

- A) Europe exports cotton to Burkina Faso
- B) Timber is an example of a manufactured good
- C) Manufactured goods have a smaller value than raw materials
- D) Family cash income in West Africa is higher than North America
- E) LEDCs buy primary goods from MEDCs
- F) LEDCs sell manufactured goods to MEDCs
- G) According to the text if cotton price increases many thousands of people in West Africa will suffer famine
- H) A transnational is an enterprise that has factories or establishments in different countries
- 1) Transport communications in MEDCs are non-existent
- J) Most of the population in LEDCs works in the tertiary sector (trade, transport, services education, healthy, finances- and tourism

Discuss with your partners and try to write a short text explaining facts, problems and solutions.
(use words from the text and activities, and: this is because/ are more valuable than/There are ways to solve this problem: 1) 2))
What kind of products do LEDCs import and export? and MEDCs? Which are more valuable? It this a fair trade for both parts (LEDCs and MEDCs)
How do you think that we can solve this problem?

Activity 17. Tourism in developing countries

Look at these pictures and write the name of the country beside the name of the place





Serengeti



Cancun



Great Wall

Varanas

Write beside the country the kind of tourism (cultural, historic, nature, religious, sun and beach) in each picture

In groups of five you will prepare an explanation of the picture (the teacher gives you a bigger copy of one of them) as follows

- A] Describe the picture (using language support from below)
- B) Prepare an explanation for the other groups. It must includes the description of the picture, kind of tourism, place, location, history/ landscape/ activity, interest, benefits for the country...Use Internet to find information.
- C) Explain to the others (5 minutes maximum). You can use language support from below

In the foreground/background/middle at the top/bottom on the left/right

You can see...

Zebra, birds, buffalo, grass, plain, savanna, coast, shore, buildings, beach, sea, water,

X is a/an.....

It's located in.... which is on the N/S/E/W of (country)

It was built by....because....

According to...

It's a/an famous/ interesting place

because......

DEVELOPING COUNTRIES

|--|

While you are listening to the other groups fill in this table with key points

Place name	Location	History	Interesting facts	Benefits for the country

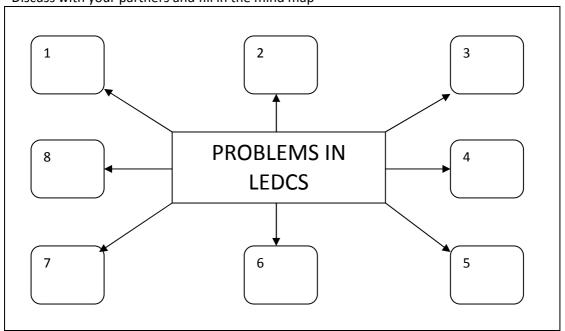
Discuss with your partners which place you would like to go to and why. Use these sentence starters

I would like to go to X because	
I think X is my favourite place because	
I like X because	

ASSESSMENT

ACTIVITY 18. Activating prior knowledge. Assessment

Discuss with your partners and fill in the mind map



Read these sentences and decide which problem they are related to (write the number after word or sentence; two answers are possible)

- A High birth rate and low death rate
- B Poor education and health care
- C Poverty
- D Little trade
- E Lack of money
- F Rice plantation
- G Small number of doctors and hospitals
- H Family farming. Growing crops for themselves
- I Natural hazards could be a problem

- J Cities have no jobs for newcomers
- K Jobs not secure and irregular wages
- L Rural- urban migration
- M Low life expectancy
- N LEDCs export raw materials
- O Honduras exports bananas (76% of exports)
- P Most of the population in LEDCs works in the primary sector
- Q Major cities in the world are in LEDCs

DEVELOPING COUNTRIES

Write in the table below the information referring to each word.

JOBS

TRADE

POPULATION

HEALTH

EDUCATION

CASE STUDIES. NIGERIA AND THE DOMINICAN REPUBLIC

ACTIVITY 19. A case study. Political corruption in Nigeria

Fill in the gaps with words from below. Then, reorganise the following paragraphs.
Governor – electoral commission – electoral register – opposition party –
Local government councils- general elections

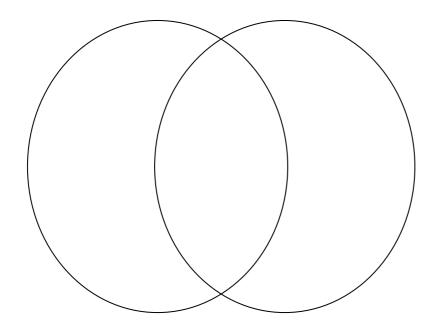
	The result was rejected by all other parties, who said their supporters were		
	disenfranchised because their names did not appear on the		
	The Nigerian government has admitted there were some		
	irregularities during Saturday's election Mr. Obi represents an		
	, the All Progressives Grand Alliance. Official results show his party		
	won in 13 out of 21		
	Information, Dora Akunyili, admitted "hiccups"		
•	The elections have been closely watched as an indicator of how		
	next year will be run, our correspondent adds.		
•	There were confrontations as voters discovered their names were not on the		
	electoral register. Gangs of youths intimidated and harassed voters, and there were		
	reports of ballot boxes being snatched from several polling stations.		
•	Theof Nigeria's south-eastern state of Anambra, Peter Obi, has been		
	re-elected, thehas announced.		
	Adapted from BBC news on-line. Sunday 7 february 2010		

Fill in the table with words or sentences from the text related to

elections	violence	government

Rewrite the text using the model below				
Peter Obi was re-elected				
Other parties rejectedbecause of				
There were many problems such as:				
o People missing				
o Gangs of youth				
The elections of general elections that w	vill			
celebrate .				

Write down in the Venn diagram two differences and two similarities between elections in Nigeria and your country. Then, talk to each other about similarities and differences using this structure A similarity/difference between elections in Nigeria and my country is...



Do you think that many developing countries have problems like Nigeria? Why? Use these words to help you discuss this with your partner

Many developing countries have problems in elections because.

In some countries.

This means that.

Poverty, corruption, unemployment, electoral system, lack of jobs, food supplies,

ACTIVITY 20. A case study. The Dominican Republic.

Interview with Roger Luna Castillo, member of UJEDO (Union de Juventud Ecumenica Dominicana).

WORKSHEET A





Read the following interview with Roger Luna Castillo in which explains his knowledge of Dominican Republic

- You are a member of a NGO. What was the reason you joined an NGO? When I was young I wanted to go to a developing country to know in first person how it was.
- When did you join the NGO first? When I was 23 I was a youth group "esplai" trainer and Pere Tarres Foundation offered me the opportunity to go to the Dominican Republic (DR). There I joined a local NGO called UJEDO (Union de Juventud Ecumenica Dominicana). I shared experiences with locals and children in Palave which is a Batey (small poor villages located next to sugarcane plantations) located 17 Km away from Santo Domingo (the capital of the country). Then I went to DR several times
- In which area of the world is X located? It shares with Haiti the Hispaniola Island which is in the Caribbean sea
- Is X an LEDC or MEDC? LEDC

POPULATION

- How many inhabitants does the DR have? Is it densely populated? Does the DR have more/less/the same inhabitants than/as 20 years ago? Approximately it has 9.6 million (1980 5,6 million) in an area of 48,000 sq Km. It is densely populated (170 in/sq km) and in only 20 years the DR has increased its population in more than two million people due to natural increase and immigration.
- Do you know the birth rate? And the death rate? And infant mortality rate? The birth rate is 23.94 births/1,000 population (2003 est.). The death rate is 6.88 deaths/1,000 population (2003 est.).
- Why do families have more children than in our country? There are many reasons. As a cultural thing Dominicans have a lot of children from early ages (when they are

teenagers). Now this tendency is changing and they have their first chidren older. Another reason for the high birth rates is related to jobs. Many men move from home to sugarcane plantations and they don't live alone and have children by other women. But now, it is changing because sugarcane plantations decreases because of the economic crisis

- What kind of illnesses are frequent in DR? AIDS, bacterial diarrhoea, hepatitis A, and typhoid fever, dengue fever and malaria
- Do you know the (Human Development index) and life expectancy? The HDI 0.77. Life expenctancy is 66 years
- What are the main cities in the DR? Santo Domingo, Santiago, Puerto Plata, Barahona
- How many people live in cities? What is the tendency nowadays? 69% of people live in cities (less than other countries in Central and South America). People from rural areas migrate to a cities and create new shanty neighbourhoods
- Are there jobs for the newcomers in the cities? More jobs belong to the informal sector which is not secure and offers jobs not very well paid and it is irregular. The formal sector mainly in services don't offers better conditions (bad paid and long hours work)
- Is there migration in this country? What are the main destinations of the emigrants from DR? Why? DR immigrants come from Haiti (the poorest country of the western hemisphere). But emigration is bigger and emigrants got to the United States (New York and Miami) and Spain (marriages and job)
 - How many doctors are there per inhabitant? Is it enough? What about hospitals? They have 108 doctors per 1000 inhabitants, which is not enough .The main problem with health system is that they have to pay to go to the doctor and many people can't afford it and they never go (e.g. One young boy from Palave was hit by a stick during a game: he refused to go to the doctor because of the money and he died two days later). The current president (Leonel Fernandez) is trying to introduce a kind of social welfare and it could improve the situation
- Are there schools for all children? What are they like? All children go to school (primary and secondary) and the literacy rate is 87%. There are few people at university because they are parents too young. The schools are not well equipped and in depressed areas there is truancy. In Palave many children sometimes don't go to the school because they have no shoes. There are between 40 and 50 students per classroom.
- Are there any problems of discrimination? White population (10% of population) control the political and economic powers. In Palava it is usual to say that straight hair (the hair of white people) is "cabello bueno" (good hair) and curly hair (the hair of black and mulatto people) "cabello malo" (bad hair). It's a kind of racism that mulatto and black children are used to.

Interview with Roger Luna.

15 March 2010

ACTIVITY 20. A case study. The Dominican Republic.

Interview with Roger Luna Castillo, member of UJEDO (Union de Juventud Ecumenica Dominicana)

WORKSHEET B





Read the following interview with Roger Luna Castillo in which explains his knowledge of the Dominican Republic and try to answer some of the questions on the next worksheet. You won't be able to answer all of them, as you don't have the complete interview.

- You are a member of a NGO. What was the reason you joined an NGO? When I was young I wanted to go to a developing country to know in first person how it was.
- When did you join the NGO first? When I was 23 I was a youth group "esplai" trainer and Pere Tarres Foundation offered me the opportunity to go to the Dominican Republic (DR). There I joined a local NGO called UJEDO (Union de Juventud Ecumenica Dominicana). I shared experiences with locals and children in Palave which is a Batey (small poor villages located next to sugarcane plantations) located 17 Km away from Santo Domingo (the capital of the country). Then I went to DR several times
- In which area of the world is X located? It shares with Haiti the Hispaniola Island which is in the Caribbean sea
- Is X an LEDC or MEDC? LEDC

ECONOMY

- What is the GDP per capita? The GDP per capita is \$8200
- How many people work in primary, secondary and tertiary sectors? Primary 14%, Secondary 22.3% Tertiary 63.1%> In the formal sector many people work in shops and services offered by transnational enterprises (E.G. Mc Donald's).
- What are the main products and services produced in DR? Food. Sugarcane, coffee, cotton, cocoa, tobacco, rice, beans, potatoes, corn, bananas; cattle, pigs, dairy products, beef, eggs

Secondary and tertiary activities. Tourism, sugar processing, ferronickel and gold

- What kind of products does DR export and import? Export value 5.372 billion (2009 est.).
 Import value 12.14 billion (2009 est.) Export. ferronickel, sugar, gold, silver, coffee, cocoa, tobacco, meats, consumer goods. Import. foodstuffs, petroleum, cotton and fabrics, chemicals and pharmaceuticals
- What is the staple food in DR? Rice, banana and chicken.
- Do people eat a balanced diet? They eat less than necessary and they can choose from few products. It causes problems and when people grow they have health problems like diabetes (they don't control the sugar they eat), hypertension and cardiovascular diseases
- As a Caribbean country, has DR touristic places for people from developed countries? There
 are tourist areas in the east of the island (Punta Cana, Playa Bavaro, Samana...). Tourism
 could solve the problem offering jobs and providing money for the country but it isn't. Jobs
 are badly paid and people have to work a lot of hours (sometimes workers spend half of their
 wages on transport to go home). In addition to that tourist enterprises are transnational and
 most of the profits don't remain in the country.
- Are jobs well paid? Normally they work a lot of hours and jobs are not well paid
- Is there political corruption in DR? Generally speaking, it is said that all governments in the past 50 years have been corrupted. The Dominicans call politicians "thieves". It seems that the current president is doing the things better.
- Could you make a prediction about the future of this country? I'm pessimistic about the future of the country because there are a lot of problems and brain drain (educated people that could help to change the situation emigrate abroad).

Interview with Roger Luna. 15 March 2010 While you read, try to answer these questions. Remember, you may not have the answers to all of them. Take notes in your notebook

- What do you think about the reasons given by Roger to join a NGO?
- Can you name islands and countries located near DR?
- Could you find indicators in the text that are usual in LEDCs?
- Are there enough services (Health and education) for the population? Try to find a difference between DR and your country.
- What are the main illnesses in DR? Which illnesses exist in your country?
- Could you explain the migration cycle in DR? (from rural areas to foreign countries).
- Are the main enterprises are local or transnational? If the DR produces a lot of outputs, why do they have problems to survive? Try to find a solution.
- What do you think about political corruption in LEDCs?

Now talk to someone who had a different worksheet and find out the answers to the other questions. Make notes.

Write a summary (with examples) using a frame

Information about Roger •				
Population in DR	-			
•	- -			
Economy in DR				
•	- -			
• Education and Health in DR	-			
•	-			
• Politics in DR	-			
•	-			
	-			

FINDING SOLUTIONS TO UNDERDEVELOPMENT

ACTIVITY 21. Finding solutions in the UN

Match words with definitions

1. Fair trade	A Money and resources that governments, or enterprises from developing countries receives from other governments, banks (IMF, World Bank) or international associations (ONU)
2. External debt	B This helps farmers in developing
3. International aid	countries to gain direct access to international markets without intermediaries
4. National market	C Trade within one country
5. Water and food supplies6. UN (United Nations)	D External debt (or foreign debt) Debt that the government or enterprises of a country have to other governments, banks or international associations
	E Quantity of food and water necessary for the population. It's a great problem in LEDCs
	F International political organization. Its main aim is to deal with the great world issues (war, food, children, heritage, laws, economic development). Most of countries of the world are represented in (192 states)

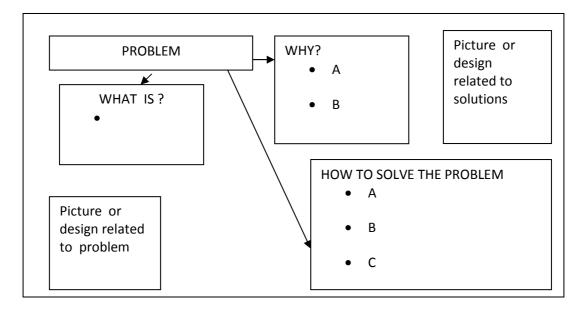
You are members of the UN (United Nations) and you are in New York trying to solve the major problems in developing countries.

First you have to match problems with solutions in LEDCs (You can match more than one problem with more than one solution)

PROBLEM SC		DLUTION		
1.	Population growth in LEDCs	A	Fair trade	
2.	Population growth in LEDCs cities	В	Birth reduction policies	
3.	Subsistence farming (famine)	С	Create national (state and private) industrial and tourism industries	
4.	Lack of industry	D	,	
5.	Lack of investments		Bank, IMF, NGO)	
6.	Lack of services (education, care)	Е	Government investments in economy	
7.	Unfair trade between LEDCs and MEDCs	F	Stimulate commercial and subsistence farming	
8.	Small GDP	G	Raise prices of farming products	
9.	External debt	Н	Control of transnational enterprises	
		I	External debt could be zero	
10.	Political corruption	J	Create national market by improving transport throughout the country	
		K	Control their own resources (raw materials, primary goods, sources of energy)	
		L	Promote commercial production	
		M	Community control politics (more democracy)	
		N	Create schools , public hospitals and health system	
		О	To stop rural-urban migration by improving farming	

With your partners try to make a poster to show one LEDCs problem with the possible solution (look for information in your materials, Internet or books in L1 or L2-Catalan or English; but the poster has to be written in English)

POSTER TEMPLATE (you can design your own poster but you must include information below)



Make a presentation of your poster (maximum 3 minutes) to the whole class (you can use the language support below)

We are going to present our poster which is related to X

Firstly, we'll define X. X is...

X exists because... and ...

The picture related to the problem shows...

Secondly, we have tried to find solutions to X

If LEDCs want to solve X, they should ..., ... and ...

The picture related to the solution shows...

In conclusion we think...