Urbanization
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GEOGRAPHY

> **urbanization** /ˌɜːbənaɪˈzeɪʃ(ə)n/ noun [uncount] GEOGRAPHY and ENVIRONMENT
> the process by which towns and cities grow bigger and more and more people go to live in them.

Since the Second World War, urban populations and the sizes of cities have been constantly increasing.

1 The world's biggest cities
Speaking, writing

a) **Work with a partner.**

Look at the names of the cities in the table below. How do you say their names in English? Which countries are they in? How do you pronounce these names?

b) **Use the Internet or the school library and search for information on 'world populations'.**

Choose the most recent information you can find. Then complete the table below with the populations of these cities today. Write the numbers to the nearest 1,000. The figures already in the table show their populations in 1950.

The world's biggest cities in 1950 and today

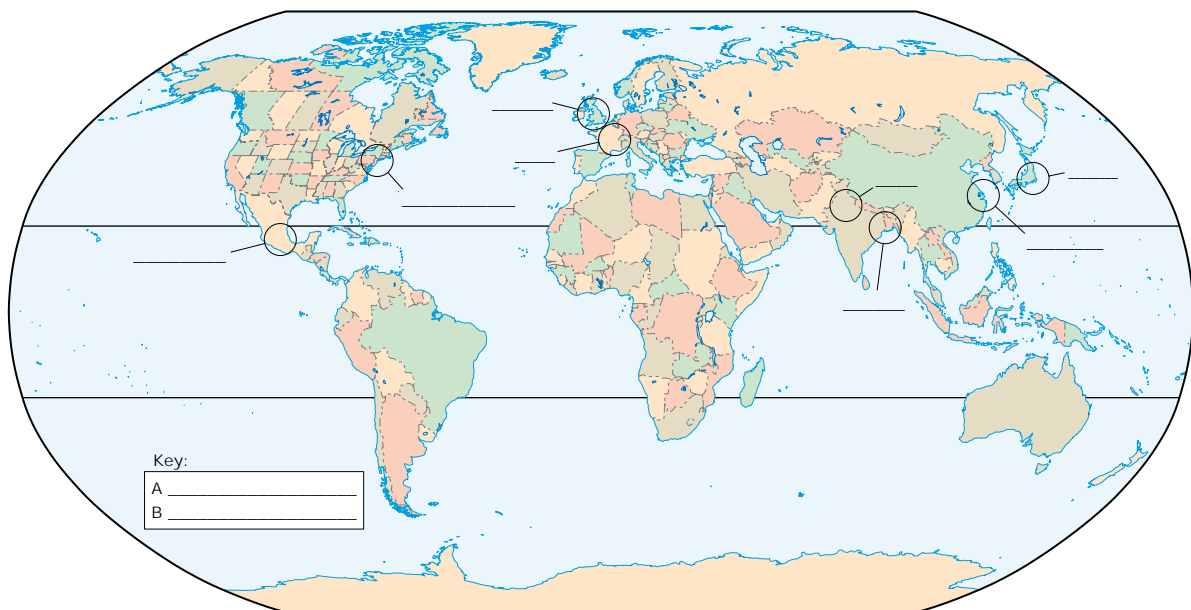| City	Country	1950	Today
New York	USA	12 463 000	*21 900 000*
London	UK	8 860 000	
Tokyo	Japan	7 000 000	
Paris	France	5 900 000	
Shanghai	China	5 406 000	
Moscow	Russia	5 100 000	
Buenos Aires	Argentina	5 000 000	
Chicago	USA	4 906 000	
Kolkata	India	4 800 000	
Mexico City	Mexico	2 883 000	
Jakarta	Indonesia	1 452 000	
Delhi	India	1 390 000	

2 City populations in 1950 and today   Writing

a) **Look at this map of the world.**

Mark the cities with the five highest populations in the 1950s 'A', and today's cities with the five highest populations 'B'. Write the names of the cities on the map. Check your results with a partner.

_____

Key:
A _____
B _____

b) **Give your map a suitable title and key.**

3 Population concentrations by latitude

Writing

a) Look at the map in exercise 2 again.

Find the lines representing the tropical latitudes. Count the number of cities with the highest populations in 1950 and today, both inside and outside these latitudes. Write the numbers in the table. Check your results with a partner.

	1950		Today	
	Inside tropical latitudes	Outside tropical latitudes	Inside tropical latitudes	Outside tropical latitudes
Number of cities with highest populations				

4 Changes in urbanization 1950 – today

Writing

a) Write three paragraphs describing and comparing patterns of urbanization in 1950 and today. Use the Useful Language box below to help you structure your writing.

Paragraph: 1 1950

Sixty years ago...

Many / The majority of / Most cities...

Some / A few / Not many cities...

The highest populations were inside / outside tropical latitudes

Paragraph 2: Today

Many / The majority of / Most cities...

Some / A few / Not many cities...

The largest populations are inside / outside tropical latitudes

Paragraph 3: Compare

The main differences between 1950 and today are...

Firstly,... Secondly,...

...much / a lot / bigger than...

...is different from / similar to...

The reason for this may be...

Paragraph 1

_____

_____

_____

_____

_____

Paragraph 2

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Paragraph 3

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Urbanization
Basic level

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GEOGRAPHY

| 1 The world's biggest cities | Speaking, writing |

Aims

Students use the internet and/or school library for information on city populations to complete a table. They will work in pairs, and practise saying large numbers and pronouncing the names of cities and countries in English.

Time

60 minutes or less if the task is divided between the students.

Procedure

1 Introduce the subject of urbanization by reading the dictionary definition to the class and asking them to guess at the population of their town or city.

2 Ask whether they think the population has increased or decreased since 1950 and ask them to give reasons why this might be. Accept all possible answers.

3 Tell them they are going to find out about the populations of the world's biggest cities today, and compare them with their populations in 1950.

4 Before the students start work on this task, they should discuss what is meant by a city – is it the area within administrative boundaries or is it a continuous built-up area? Try to reach a class agreement.

Exercise a

• Ask the class to look at the table and go through the names of the cities together. Make sure they pronounce them in English.

• You could ask them to cover the column giving the name of the country and ask them to tell you, and then check with the table. Again, make sure they use the English names and pronounce them correctly.

Exercise b

• Divide the class into pairs and give each pair some, or all, of the cities to research, depending on their abilities to access sources.

• They are looking for today's population numbers. If they have access to the Internet, tell them to search for world populations and find the most recent information. Remember results may vary depending on the sources students use.

- Discuss their findings as a class and practise saying these large numbers properly. (*We say 'twenty-one million, nine hundred thousand' without the word 'and'.*)

- Discuss which cities have grown most in terms of population since 1950. (*Mexico City, Jakarta and Delhi have all grown more than 10 times their 1950 populations.*)

2 City populations in 1950 and today — Writing

Aims

Students mark the cities with the highest populations in 1950 and today on a map. They give the map a title and write a key.
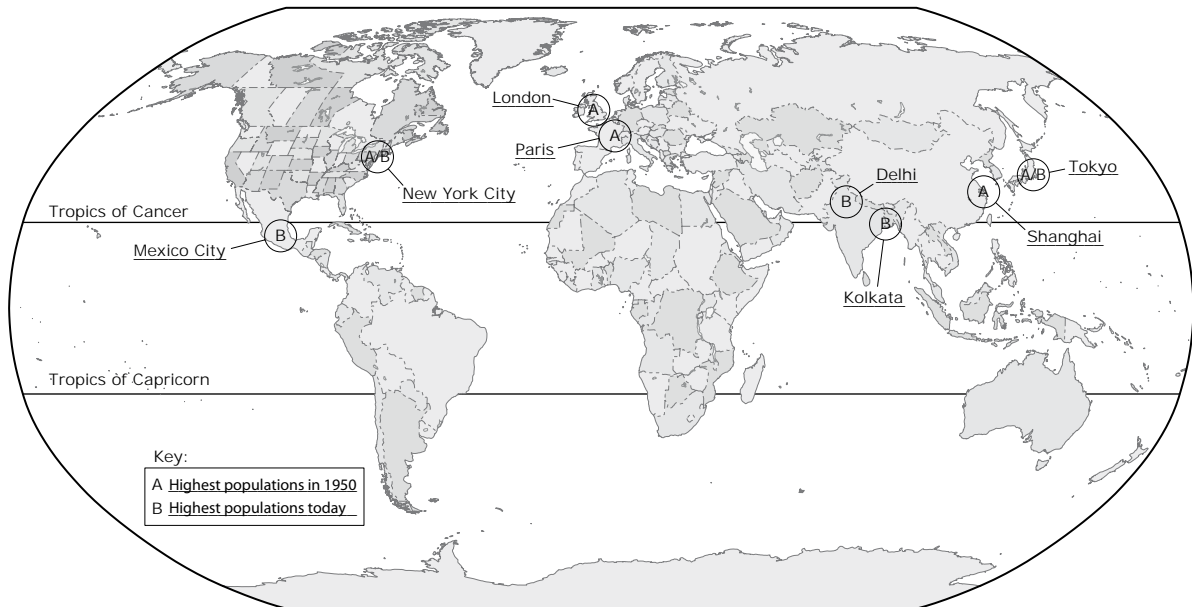
Time

20 minutes

Procedure

Exercise a

1 Ask the class to tell you which cities the circles correspond to. Check their pronunciation.

2 When everyone knows which city is which, tell students to look back at their table in exercise 1 and look at the top five cities for 1950. They should write the names on the map and write 'A' in the circles.

3 They should then look at the Today column and find the top five cities in terms of population. (Beware – these will not necessarily be the top five in the list, and different students may have different population numbers.) They should write the names on the map and write 'B' in the circles.

4 Students should check their answers with a partner and discuss any differences. Allow different answers depending on the sources students used.

Exercise b

Ask students to give their map a title and to write a key in the corner.

Key

Exercise b

The choice of title for the map will vary, but should ideally be something like: 'The highest city populations in 1950 and today'. Accept any title that shows they have understood what the map is about.

The key should be very simple: 'A = the highest populations in 1950', 'B = the highest populations today.'

3 Population concentrations by latitude	Writing

Aims

Students classify the cities in terms of latitude. They count how many of the major cities are found between the two lines of latitude on the map, and how many are outside it.

Time

15 minutes

Procedure

Exercise a

1 Draw students' attention to the map again and ask them if they know what the two lines encircling the world are (*The Tropic of Cancer and The Tropic of Capricorn*). These are the tropical latitudes referred to in the exercise.

2 Ask them to count the number of cities inside and outside the tropical latitudes, both in 1950 and today, and record their answers in the boxes. Ask students to compare their answers. (Remember, their answers may differ according to their original data.)

4 Changes in urbanization 1950 – today | Writing

Aims

Students write three guided paragraphs to sum up what they have learnt in this module.

Time

60 minutes

Procedure

Exercise a

1 Tell the students they are going to write three paragraphs about what they now know about the world's biggest cities.

2 Go over the content of each paragraph and practise the use of the phrases from the Useful Language box.

3 Ask for examples of how they might start their first paragraph, and ask for suggestions for improvement. Try to make the first paragraph a group activity, which you write on the board, correcting grammar and spelling. This will give students confidence and set a style for the other two paragraphs.

4 If you think students are confident enough, tell them to write the other two paragraphs individually, while you walk round the class and help. If you feel they will find the task too difficult, continue as in 3, using the whole class to contribute to a final version which you write on the board, and they copy into their books.