

urbanization /ˌɜːbənəɪ'zeɪʃ(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.L



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 The world's growing population

Speaking

Your teacher will give you either Table A or Table B.

- Using your answers in exercise 1, ask and answer questions with your partner to find the missing information on your sheet. Ask: What is the population of (London) today?
- Then use a calculator to work out the percentage of population increase for each city. Use the information in the box to help you.

How to calculate the percentage increase from 8,860,000 to 12,000,000

1. First, find the difference between the two figures by subtracting the larger figure from the smaller figure i.e. $12,000,000 - 8,860,000 = 3,140,000$. (This shows how much the population has increased, i.e. it was 8,860,000 and it has increased by 3,140,000. It is now 12,000,000.)

2. Enter into your calculator:

$$3,140,000 \div 8,860,000 \times 100 = 35\%$$

So the population has increased by 35%.

c) Discuss these questions:

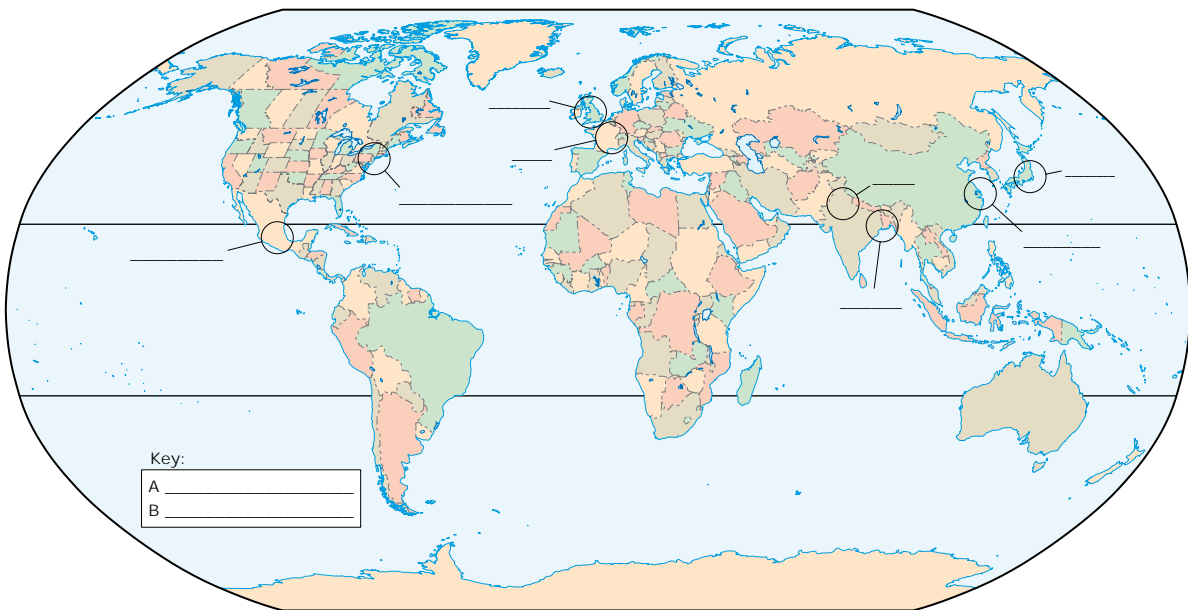
- Which cities have grown the most/least?
- How do their sizes today compare with those in 1950?
- Have any cities got smaller?

3 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.



b) Give your map a suitable title and key.

4 Population concentrations by latitude

Writing, speaking

a) Look at the map in exercise 3 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				

b) Discuss the significance of your results with your partner:

- Are there more or fewer cities outside the tropical latitudes than inside? Why do you think this is?
- Have cities grown more inside the tropical latitudes than outside? Why do you think this is?

5 MEDCs, LEDCs and GDP

Reading, writing

We divide groups of people economically as well as geographically and by population.

a) Fill in the letters to find what these abbreviations stand for.

MEDC = M _ R _ E C _ N _ M I C _ _ _ Y - D _ V _ L _ P _ _ C O _ _ _ R _

LEDC = _ E S _ _ C O _ O _ _ _ A _ _ Y - _ E _ E L O _ _ D _ _ _ N T R _

b) Now read this definition of a GDP (Gross Domestic Product).

GDP /ˌdʒi: di: 'pi:/ noun [count] **ECONOMICS**

gross domestic product: the total value of the goods and services that a country produces in a year. It does not include income that is received from money that is invested in other countries.

c) Write a short sentence paraphrasing the definition in b.

d) Refer to exercise a.

Circle the abbreviation below which usually refers to countries with a high GDP:

MEDC / LEDC

e) **Look at the map in exercise 3 again.**

Check you know which countries the cities are in - see exercise 1. Decide whether you think a country is a MEDC or a LEDC. Count the number of MEDC and LEDC countries inside and outside the tropical latitudes in 1950 and today. Then write them in the table.

	1950		Today	
	Inside tropical latitudes	Outside tropical latitudes	Inside tropical latitudes	Outside tropical latitudes
MEDC				
LEDC				

f) **Discuss your results with a partner, and try to explain any differences you may have.**

6 Changes in urbanization 1950 – today

Writing

a) **Write an essay discussing the changing pattern of urbanization between 1950 and today. You will need four paragraphs and about 150 – 180 words.**

Paragraph 1: Introduction

Introduce the subject you are going to discuss.

Paragraph 2: 1950

Discuss the cities with the highest populations in 1950, whether the countries were inside or outside the tropical latitudes. Which were MEDCs and which were LEDCs?

Paragraph 3: Today

Discuss the differences between 1950 and today.

Paragraph 4: Conclusion

Give some factual or personal opinions about why these changes have happened.

Make notes of subjects you will write about in these boxes.

Paragraph	Topic	Content
1	Introduction	
2	1950	
3	Today	
4	Conclusion	

Useful language for the text:

The majority of cities...

Only a few cities...

Some cities are located...

Some parts of the world...

The main differences between...

... differs from ... in that ...

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

aspects: firstly, secondly,...

Useful language for the conclusion:

This is / was because...

This may be / may have been due to...

That is why...

8 Supercities in the past and today

Speaking

In groups or pairs choose one of the biggest cities in the world and prepare a presentation for the class. Use the PowerPoint presentation slides your teacher will give you and the language from the tasks you have done.

You will need to search the Internet for information and images for your presentation.

In your presentation make sure you:

- describe where your city is situated
- compare its population in 1950 with its population today
- say what you think the growth of your city will be over the next 50 years
- create a handout for your classmates to use to for making notes

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, their results may vary depending on sources used.

- 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 The world's growing population

Speaking

Aims

This is an information gap activity based on the information researched in exercise 1. It practises reading out large numbers.

Preparation

Cut out and photocopy Table A and Table B so that half the class will have A and half B. Ensure that students have access to calculators.

Time

30 minutes

Procedure

- 1 Divide the class into pairs and in each pair give one student Table A and the other Table B.

Table A

City	Population in 1950	Population today	Population increase (%)
London	8,860,000		
Paris	5,900,000		
Moscow	5,100,000		
Chicago	4,906,000		
Mexico City	2,883,000		
Delhi	1,390,000		

Table B

City	Population in 1950	Population today	Population increase (%)
New York		21,900,000	
Tokyo		33,600,000	
Shanghai		14,600,000	
Buenos Aires		13,600,000	
Kolkata		15,700,000	
Jakarta		15,000,000	

- 2 Exercise a:** Student A asks *What is the population of London today?* Student B looks back to the information in exercise 1 and dictates the number he or she has found. Student A writes it in the appropriate column or asks for repetition. Student B checks that it has been written correctly.

Student B asks *What was the population of London in 1950?* The exercise continues in the same way, until both students have all the information that was missing on their lists.

- 3 Exercise b:** Students now need to work out the percentage of the population increase for each city. Encourage them to read the information in the box and then follow these instructions for all the cities in the table.
- 4 Exercise c:** Ask pairs to join with other pairs to discuss the questions in c. Each group chooses a speaker to report back to you. Give them enough time to discuss and formulate their answers.

Key**Exercises a and b:**

City	Population in 1950	Population today	Population increase (%)
London	8 860 000	12 000 000	35%
Paris	5 900 000	10 000 000	69%
Moscow	5 100 000	13 500 000	164%
Chicago	4 906 000	9 800 000	99%
Mexico City	2 883 000	22 400 000	676%
Delhi	1 390 000	21 500 000	1446%

3 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

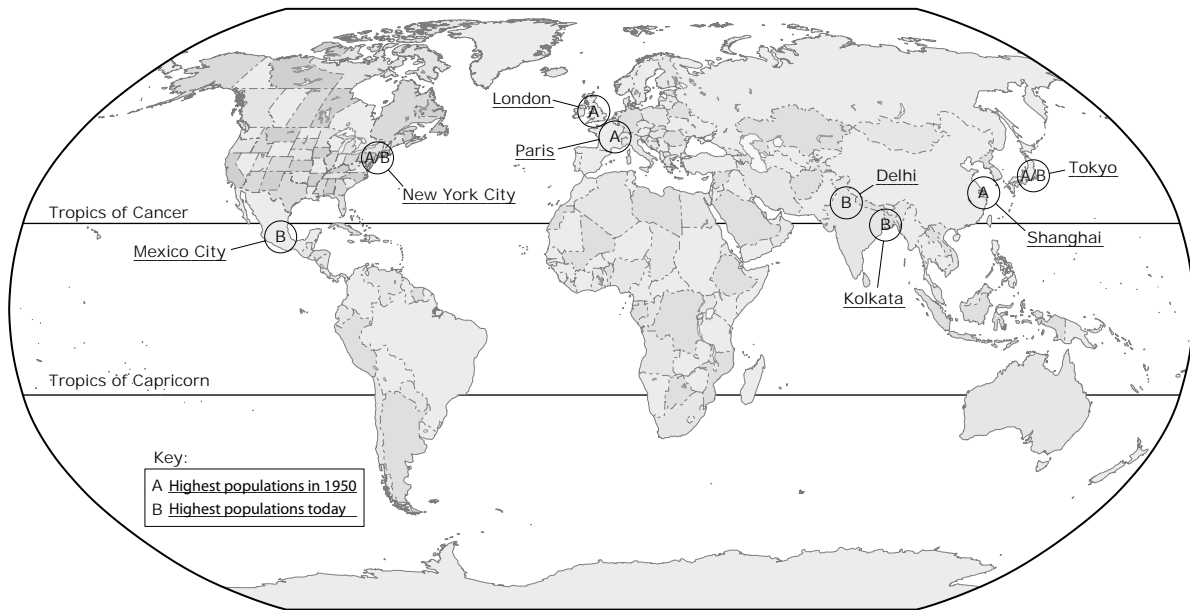
20 minutes

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.'

4 Population concentrations by latitude**Writing, speaking****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:** 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. 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.)
- Exercise b:** Students discuss the questions in small groups of three or four, appointing one of them as the speaker. After a suitable time of discussion, bring the class together to exchange ideas.

5 MEDCs, LEDCs and GDP**Reading, writing****Aims**

Students will see other ways of classifying populations – by economic growth and how this relates to the GDP (Gross Domestic Product) and by location.

Time

30 minutes

Procedure

- Ask if students have any idea of what the abbreviations in the title of the exercise mean. Do not explain them yet.
- Exercise a:** Ask students to look at the gapped words in a and fill in the missing letters. They should be able to do this quite quickly, and then explain to you what the abbreviations mean. Ask them to paraphrase the definitions (*Countries that are rich/Countries that are poor.*)

MEDC = MORE ECONOMICALLY-DEVELOPED COUNTRIES

LEDC = LESS ECONOMICALLY-DEVELOPED COUNTRIES

- Exercise b:** Now ask them to read the definition of GDP and explain in their own words what it means (*The way a country's economy is measured by the value of goods and services produced.*)
- Exercise c:** Students should write a short sentence summarising the definition. Possible answer: The way a country's economy is measured by the value of goods and services produced.

- 5 Exercise d:** Ask students to decide whether a high GDP usually equates to an MEDC or an LEDC. Answer: MEDC.
- 6 Exercise e:** Students refer to the world map again. Check that they remember the names of the countries the cities are in. They should then decide which countries they think are MEDCs and which are LEDCs, and whether they are inside or outside the tropical latitudes. They fill in the table with the number of countries in each category.
- 7 Exercise f:** Students then check with a partner and discuss any differences between their results. These may be because they have used different sources, and therefore have different countries inside or outside the tropical latitudes.

6 Changes in urbanization 1950 – today

Writing

Aims

Students write an essay of 150 – 180 words.

Time

45 minutes

Procedure

- 1 Exercise a:** Copy this diagram from the student worksheet onto the board, and write in some suggestions. These are possibilities.

Paragraph	Topic	Content
1	Introduction	Urbanization means... I am going to discuss...
2	1950	In 1950, the biggest cities were... They were found in... ... were MEDCs /LEDCs
3	Today	Today, the biggest cities are ... They are found in are MEDCs/LEDCs
4	Conclusion	Some cities have grown enormously. These are... The reason for this growth may be... They are mainly found inside/outside the tropical latitudes. The biggest city in the world today is...

- 2** Discuss what should go in each part of the essay and write in some suggestions from the class. Insist that they keep to the pattern of 4 paragraphs.

- 3 Discuss the Useful Language boxes, and ask them to make some sentences orally, before they write.
- 4 Ask students to write an introduction first, and ask some of them to read their paragraph out. Discuss together if the class thinks it is suitable to introduce the subject. If not, accept suggestions from the class and write the best idea on the board.
- 5 Ask students to write the other three paragraphs, paying attention to relevance of subject matter, spelling and punctuation. Remind them that the whole essay should only be 180 words at most.

8 Supercities in the past and today

Speaking

Aims

To give a PowerPoint presentation

Preparation

Students in their pairs or groups will need access to a computer and the internet in order to conduct research. Students will need access to the PowerPoint presentation template called 'Supercities_in_the_past_and_today.ppt'.

Time

60 minutes

Procedure

- 1 Ask students in pairs or groups to choose one of the cities from the module. Show them the PowerPoint slides one by one and explain that they need to conduct Internet research to find relevant information and images of their chosen city.
- 2 Students should describe where the city is situated, compare its population in 1950 with its population today, and say what they think the growth of the city will be over the next 50 years. Encourage them to recycle the language they have used in previous exercises. Students should each present at least one slide or piece of information depending on the size of the group.
- 3 When they have finished constructing their presentation and working out what to say they should also create a handout for their classmates to use to make notes. This can be done by selecting 'File' from the PowerPoint menu. Then select 'Send to – Microsoft Office Word'.