

## Classification: Geography

### by Keith Kelly

**AGE:** Teenagers  
**LEVEL:** Intermediate  
**TIME NEEDED:** Approx. 90 minutes  
**OBJECTIVES:** to learn about classifying regions according to development; analyze a data chart and classify countries according to their GNP and annual growth rate; practise using language related to expressing classifications.  
**KEY SKILLS:** reading, speaking, writing  
**MATERIALS:** one copy of the worksheet per student; one copy of Map 1 (blank world map) and Map 2 (map showing development classification) per group of four students; one world atlas per pair of students; one copy of the table *Classifying factors* and cut-up text cards per pair of students; coloured pens

### Content focus

#### Development classification

**Warm-up:** 5 minutes  
**Activity 1:** 15 minutes  
**Activity 2:** 10 minutes  
**Activity 3:** 10 minutes  
**Activity 4:** 15 minutes

#### WARM-UP

Write the phrase *The 'haves' and the 'have-nots'* on the board. Ask students as a whole class what they understand from this phrase. Let students use their imagination and don't talk about development or wealth yet.

When students are running out of ideas, talk about regions of development and explain that regions around the world can be classified according to wealth, poverty and several other factors relating to the standard of living, including the Gross National Product (GNP). In terms of economic development, the world can be divided into developed, quickly developing and slowly developing countries (the 'haves' and the 'have-nots').

#### ACTIVITY 1

a. Divide the students into pairs. Hand out one copy of Map 1 to each pair. Ask students to read the

instructions for classifying regions according to a colour scheme, and get them to follow the instructions and colour their maps in pairs.

**Note:** Students will need one world atlas per pair to do this activity. If you have internet access, refer students to [Macmillan's Interactive Atlas](#).

b. Either display Map 2 on an interactive whiteboard (IWB) or provide one copy per group of four students and tell students to check their maps. During feedback, encourage students to suggest patterns in the groupings of the countries in the different categories, e.g. *The slowest developing nations are in Africa*.

#### ACTIVITY 2

Hand out the table *Classifying factors* and the cut-out text cards to each pair (make sure you shuffle the cards first). Get students to sort the cards into the right places in the table.

**Note:** As an extra task, you could get students to add example countries to the table from their coloured maps.

#### ACTIVITY 3

In pairs, get students to read the first part of the article *Classifying countries by development* and check their answers to Activity 2. Check answers as a whole class.

**Key** \_\_\_\_\_

	slowly developing countries	quickly developing countries	developed countries
GNP	very low and falling	low but rapidly increasing	high and increasing each year
exports and industry	export only raw materials and have little industry	rapidly increasing industrial development and exports	well established profitable industry
facilities	facilities such as health care and education are only for the rich	improving transport facilities	facilities such as hospitals and schools are well financed and high-tech
wealth / poverty	poorest countries of the world	most still poor but wages, working conditions and living standards are rising quickly	world's wealthiest countries
example countries	Peru, Sudan, Somalia	Indonesia, Malaysia and the Philippines	EU countries, Germany, USA, Canada

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#### ACTIVITY 4

Get students to read the second part of the article *Classifying countries by development* on GNP and then do the tasks. Point out the language support and stress that they will have to give explanations for their answers to the class. Mingle and facilitate.

#### Key

1. developed: Canada, United Kingdom, United States; quickly developing: Egypt, Mexico; slowly developing : Republic of Yemen, Zambia, Sierra Leone, Guatemala, Rwanda
2. United States; because it has both highest GNP at \$30,600 per person and a strong annual average growth of 3.1%
3. Sierra Leone; because it has the lowest GNP at \$130 per person and a very weak annual average growth at -9.8%
4. Rwanda; although it has a very low GNP at \$250 per person, it has a good average annual growth at 4.8%
5. Sierra Leone; because it has the lowest annual average growth at -9.8%
6. United States; because it has both highest GNP at \$30,600 per person and a strong annual average growth of 3.1%
7. Sierra Leone; because it has the lowest GNP at \$130 per person and a very weak annual average growth at -9.8%

#### Language focus

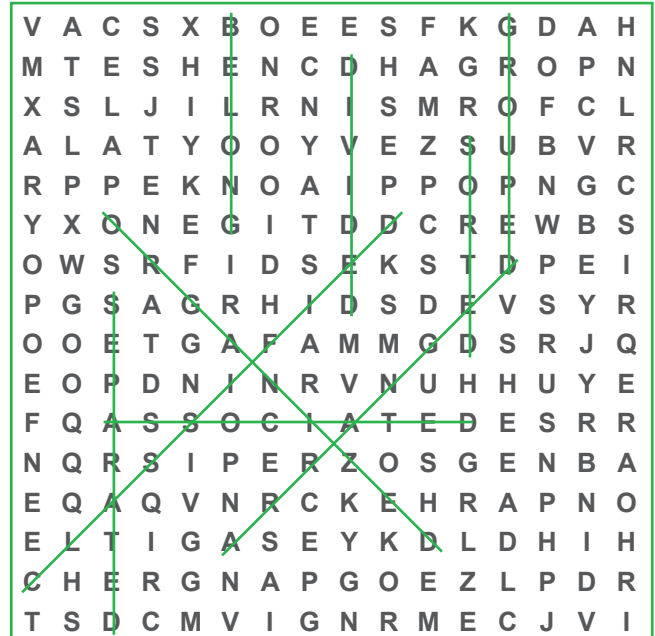
##### Classification

**Activity 1:** 10 minutes  
**Activity 2:** 15 minutes  
**Activity 3:** 10 minutes

#### ACTIVITY 1

Ask students to complete the wordsearch to find the verbs for classifying things.

#### Key



#### ACTIVITY 2

Ask the students to choose the correct linking phrase to complete the sentences. Alternative answers are given in brackets.

#### Key

1. according to (in terms of); 2. according to (in terms of); 3. according to; 4. according to; 5. in terms of (as regards); 6. in terms of (as regards); 7. in terms of; 8. as regards (in terms of)

#### ACTIVITY 3

Ask the students to complete the crossword. All the answers are classification nouns.

#### Key

- Across: 4. features; 5. kinds; 6. category; 10. characteristics  
 Down: 1. class; 2. rank; 3. quality; 4. form; 6. criteria; 7. type; 8. group; 9. variety

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#### Content focus

#### Development classification

### WARM-UP

What do you understand from this phrase?

*The 'haves' and the 'have-nots'*

### ACTIVITY 1

a. In pairs, take a blank map of the world (Map 1) from your teacher. You will see a 'north–south' dividing line on the map. Follow the instructions to classify countries into the following regions:

- white – developed countries
- pink – quickly developing countries
- red – slowly developing countries.

#### Instructions

- Leave every country north of the dividing line white.
- Australia and New Zealand are also white.
- Almost all of South America is pink apart from Guyana in the north.
- Central America is pink apart from Belize and Honduras which are both red.
- The Caribbean is pink apart from Haiti which is red.
- Almost all of continental Africa is red, including Madagascar, apart from the countries on the Mediterranean Sea: Morocco, Algeria, Tunisia, Libya and Egypt – these are pink.
- Yemen is red but the rest of the Middle East is pink.
- Most of Asia and South-East Asia below the north–south dividing line are pink, including China.
- Afghanistan, Uzbekistan, Kyrgyzstan, Tajikistan, Nepal, Thailand, Cambodia, Sri Lanka and Bangladesh are red.

b. Use Map 2 to check your answers.

### ACTIVITY 2

In pairs, sort the text cards into the correct places in the table *Classifying factors*.

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**ACTIVITY 3**

In pairs, read the first part of the article *Classifying countries by development* and check your answers to Activity 2. Share your results with the class and teacher.

**ACTIVITY 4**

Read the second part of the article *Classifying countries by development* on GNP and then do the tasks. Prepare to explain your answers to the class and use the language support to help you make your explanations.

1. Use GNP figures to classify the listed countries into 'developed', 'quickly developing' and 'slowly developing'.
2. Which of the listed countries is the most developed? Explain.
3. Which of the listed countries is the least developed? Explain.
4. Which of the listed countries is developing the fastest? Explain.
5. Which of the listed countries is developing the slowest? Explain.
6. Which of the listed countries has the highest living standard? Explain.
7. Which of the listed countries has the lowest living standard? Explain.

Classifying countries according to development			
The countries can be classified according to	GNP		and / but / yet / because
	annual average growth		
It (country)	is	developed	
		slowly / quickly developing	
		the least / the most developed	
		developing the fastest / the slowest	
	has	the highest / the lowest standard of living	
		(very) high / low GNP at ...	
		(very) strong / weak annual average growth of ...	

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**Language focus**  
**Classification**

**ACTIVITY 1**

Complete the wordsearch and find the verbs for classifying things.

V	A	C	S	X	B	O	E	E	S	F	K	G	D	A	H
M	T	E	S	H	E	N	C	D	H	A	G	R	O	P	N
X	S	L	J	I	L	R	N	I	S	M	R	O	F	C	L
A	L	A	T	Y	O	O	Y	V	E	Z	S	U	B	V	R
R	P	P	E	K	N	O	A	I	P	P	O	P	N	G	C
Y	X	O	N	E	G	I	T	D	D	C	R	E	W	B	S
O	W	S	R	F	I	D	S	E	K	S	T	D	P	E	I
P	G	S	A	G	R	H	I	D	S	D	E	V	S	Y	R
O	O	E	T	G	A	F	A	M	M	G	D	S	R	J	Q
E	O	P	D	N	I	N	R	V	N	U	H	H	U	Y	E
F	Q	A	S	S	O	C	I	A	T	E	D	E	S	R	R
N	Q	R	S	I	P	E	R	Z	O	S	G	E	N	B	A
E	Q	A	Q	V	N	R	C	K	E	H	R	A	P	N	O
E	L	T	I	G	A	S	E	Y	K	D	L	D	H	I	H
C	H	E	R	G	N	A	P	G	O	E	Z	L	P	D	R
T	S	D	C	M	V	I	G	N	R	M	E	C	J	V	I

- classified
- divided
- belong
- associated
- separated
- grouped
- organized
- sorted
- arranged

**ACTIVITY 2**

Choose one of the linking phrases to complete the classifying sentences.

according to

in terms of

as regards

1	Soils are usually classified	the climate types that form them.
2	Each country on this map is shown	the size of its industrial output.
3	Identify who is to blame for this problem	the cartoon.
4	What will the population of the world be in the year 2050	the 'pessimistic' forecast?
5	Southern countries could become less dependent on northern countries	debt, tied aid etc.
6	What effect did the increase in employment services have	the percentage of women in the workforce?
7	The amount of water vapour in the atmosphere is expressed	relative humidity.
8	Since the beginning of the twentieth century, the city's most rapid growth	population and area has occurred.

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**ACTIVITY 3**

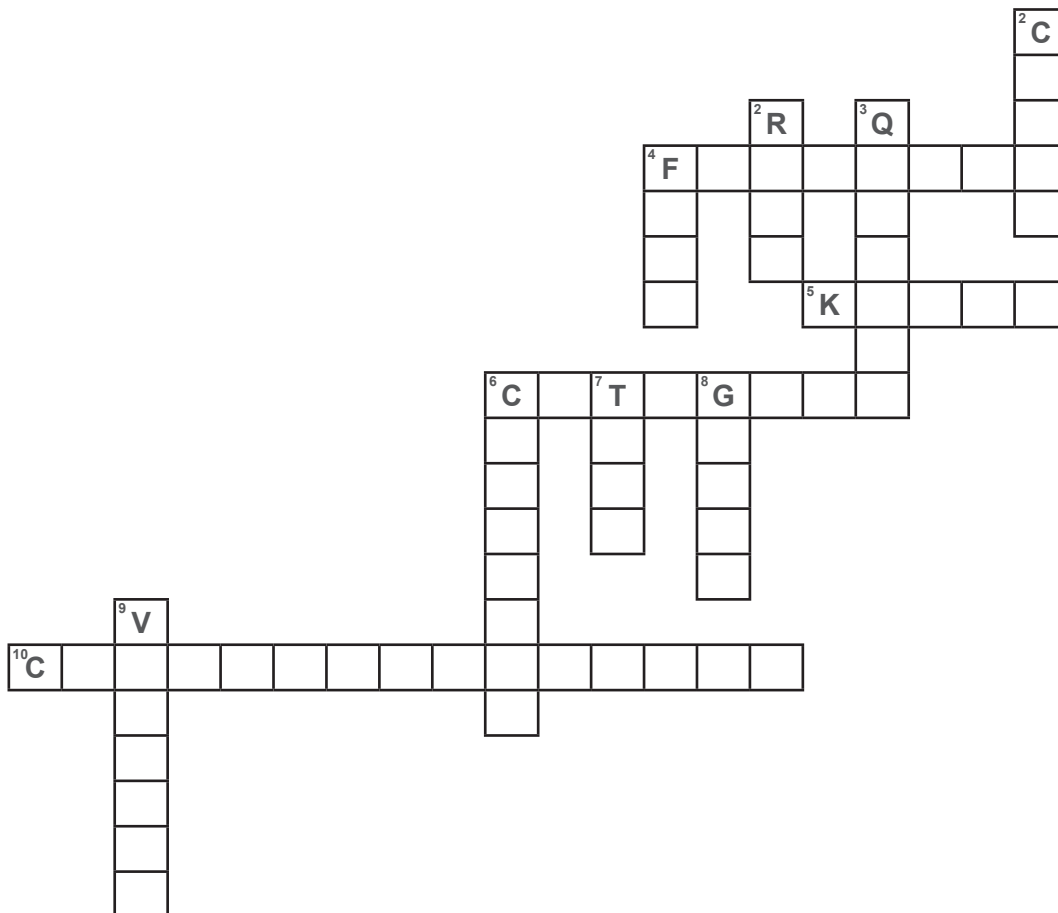
Complete the crossword. All the answers are words associated with classifications.

**Across**

- 4. Does the picture show \_\_\_\_\_ of erosion or deposition?
- 5. Other \_\_\_\_\_ of precipitation include hail, snow, sleet, frost and dew.
- 6. What \_\_\_\_\_ of people, generally, live in the slum areas of Hong Kong?
- 10. The physical \_\_\_\_\_ of southern Italy include volcanoes, mountains and beaches.

**Down**

- 1. Describe how third-\_\_\_\_\_ roads were influenced by relief on the map.
- 2. Please \_\_\_\_\_ in order of importance the six principal sources of energy in 2010.
- 3. The type, \_\_\_\_\_ and age of houses vary in towns and cities.
- 4. Most minerals exist in the \_\_\_\_\_ of tiny particles.
- 6. Discuss the \_\_\_\_\_ for locating factories in this part of the city.
- 7. A Mediterranean-\_\_\_\_\_ climate frequently causes severe summer droughts.
- 8. The youngest age \_\_\_\_\_ (usually 0–4 years) is placed at the base of the pyramid.
- 9. Brazil exports a \_\_\_\_\_ of manufactured goods such as clothing, computers and household appliances.



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Classifying countries according to development

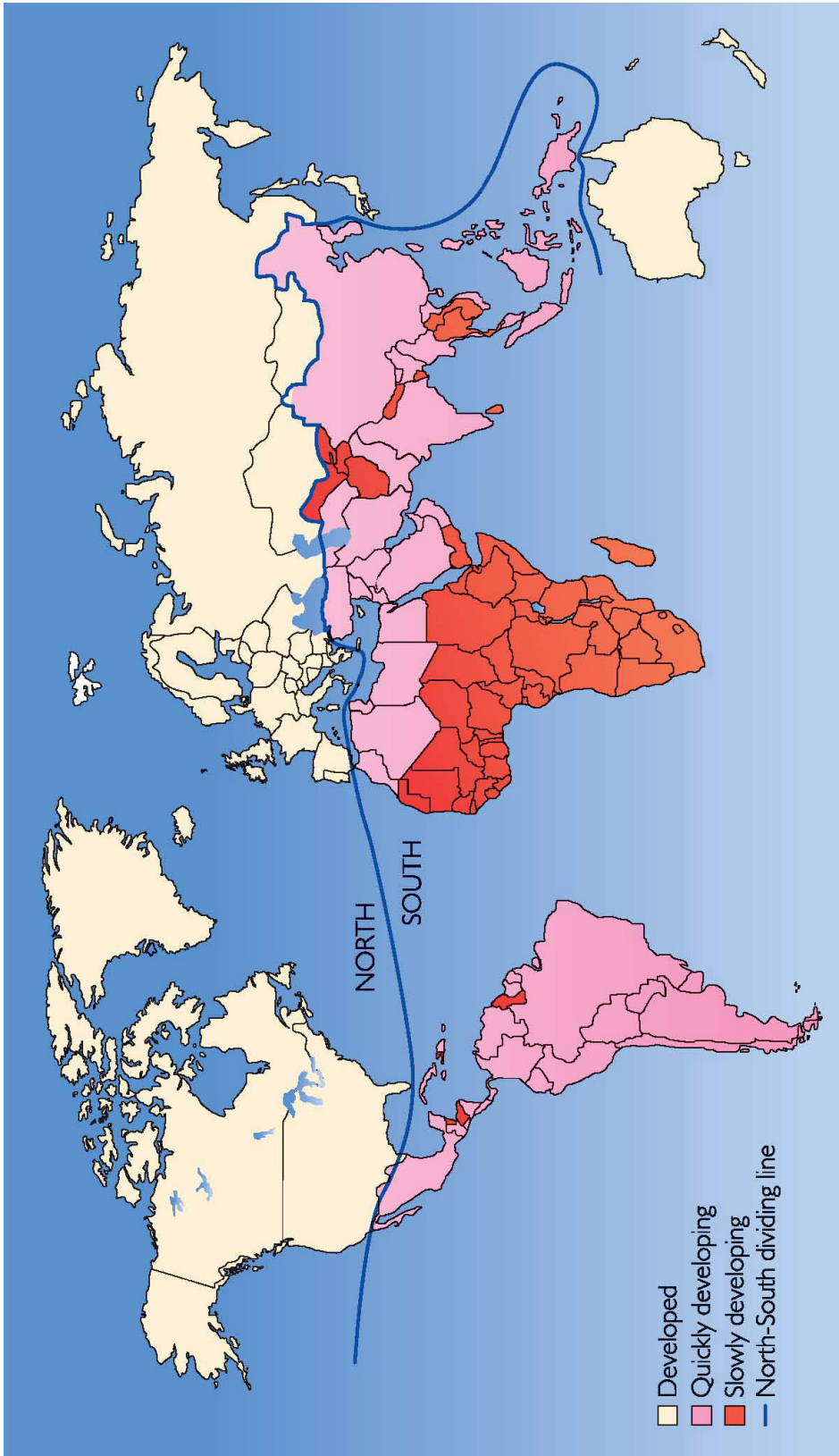


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YOUR CLIL TABLE AND TEXT CARDS

**Classifying factors**

	slowly developing countries	quickly developing countries	developed countries
GNP			
exports and industry			
facilities			
wealth / poverty			
example countries			

very low and falling	low but rapidly increasing	high and increasing each year
export only raw materials and have little industry	rapidly increasing industrial development and exports	well established profitable industry
facilities such as health care and education are only for the rich	improving transport facilities	facilities such as hospitals and schools are well financed and high-tech
poorest countries of the world	most still poor but wages, working conditions and living standards are rising quickly	world's wealthiest countries
Peru, Sudan, Somalia	Indonesia, Malaysia and the Philippines	EU countries, Germany, USA, Canada

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# Classifying countries by development

Countries are classified as 'slowly developing countries' for a number of reasons. Firstly, these countries are not industrialized, or they have very little industry which employs only a small percentage of people work, and they export only raw materials. Secondly, facilities are not available to the majority of the population. Health care and education, for example, are only for the rich. Finally, many countries in this category suffer from civil wars, famine or health problems such as AIDS. Examples of these countries are Bolivia in South America, and Sudan and Somalia in Africa. Gross National Product (GNP) in these countries is very low and falling, and these are the poorest countries in the world.

The category 'quickly developing countries' is made up of countries which have small, but rapidly growing numbers of people working in a rapidly developing industry. These countries now specialize in manufactured goods rather than in producing raw materials and they are also experiencing rapid growth in exports. Road, rail, port and air transport facilities are improving to aid the export of manufactured goods. Most people are still poor, but wages, working conditions and living standards are rising quickly. Most quickly developing countries are located in the southern parts of Asia, on the Mediterranean coast of Africa and in South America. Examples of quickly developing countries include Brazil, India and China. South-East Asian countries, such as Indonesia, Malaysia and the Philippines are also developing quickly and they have created trading blocks to compete with developed countries. These countries tend to have a GNP per person which is low, but rapidly increasing.

'Developed countries' are made up of the rich countries in the developed world. Their GNP per person is high and increasing each year. Industry is well established and profitable. These countries control eighty-five per cent of the world's trade by creating powerful trading blocks. Generally people have a high living standard. Public facilities, such

as hospitals and schools, are well financed and have the most advanced technology. The United States, Canada and European Union countries like Germany are among the wealthiest countries. Developed countries have long-established industries and industrial areas. Most of them are found north of the Tropic of Cancer.

### GNP

The rich countries generally show an increase in GNP per person each year (the rich get richer) and the poor countries show a decrease in GNP per person each year (the poor get poorer).

$$\text{GNP per person} = \frac{\text{Total earnings in one year}}{\text{Total population}}$$

The higher the GNP per person, the richer and more developed the country and the higher the living standard. Conversely, the lower the GNP per person, the less developed the country and the lower the living standard.

So GNP is regularly used to indicate the stage of economic development of a country and the standard of living of its people.

Country	GNP per person US Dollars	Annual average growth rate
Canada	19,320	2.8%
Republic of Yemen	350	-3.9%
Egypt	1,400	4.0%
United Kingdom	22,640	1.6%
Zambia	320	0.4%
United States	30,600	3.1%
Mexico	4,400	2.4%
Sierra Leone	130	-9.8%
Guatemala	1,660	0.5%
Rwanda	250	4.8%

Adapted from *Human Planet: Geography for Junior Certificate* by Patrick E.F. O'Dwyer, pp. 279 and pp. 295-6 © Gill & Macmillan 2002