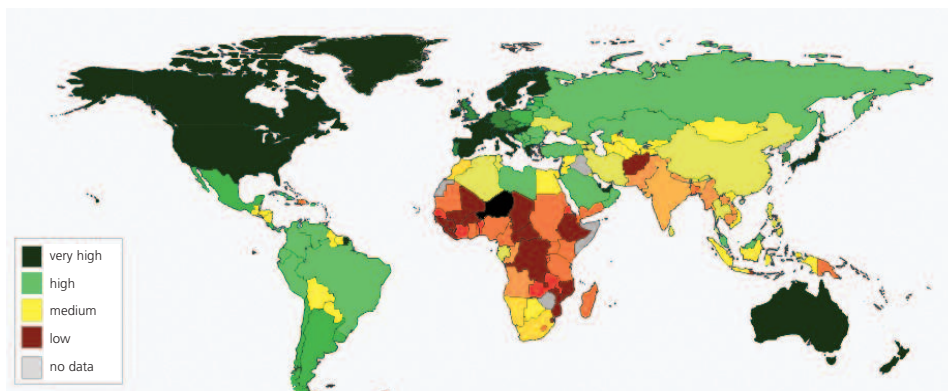


Listening: Geography and development

1.1 Vocabulary for listening The HDI



Data retrieved from the UNDP Human Development Report website: <http://hdr.undp.org/en/statistics/> © UNDP

A Activating ideas

What does the map above show? Choose one item from below. Explain your answer.

- | | |
|--|---|
| <input type="checkbox"/> population, e.g., <i>total size</i> | <input type="checkbox"/> minerals, e.g., <i>copper</i> |
| <input type="checkbox"/> climate types, e.g., <i>desert</i> | <input type="checkbox"/> cultivation, e.g., <i>crops for food</i> |
| <input type="checkbox"/> natural resources, e.g., <i>oil</i> | <input type="checkbox"/> development, e.g., <i>economic</i> |

B Understanding vocabulary in context

You are going to hear extracts from a lecture.

1. 🎧 1.1 Listen to Extract 1. Check your ideas from Exercise A.
2. 🎧 1.2 Listen to Extract 2. What questions does the UN ask about each country?
 - a. How long ...?
 - b. What percentage ...?
 - c. How many ...?
 - d. What is the average ...?
3. 🎧 1.3 Listen to Extract 3. Why does the lecturer mention the following?
 - a. Canada
 - b. Norway
 - c. Sierra Leone
 - d. natural resources
 - e. location
 - f. fresh water

C Researching information

1. What colour is your country on the map? Find out the exact HDI for your country.
2. Find out the answers to the four UN questions for your country.

absence (n)
 affect (v)
 against (prep)
 availability (n)
 average (v)
 copper (n)
 cultivation (n)
 density (n)
 desalination (n)
 fossil fuel
 global (adj)
 Human Development
 Index (n) [= list]
 iron ore
 lack (n)
 literacy (n)
 mineral (n)
 natural gas
 natural resource
 population (n)
 presence (n)
 range (n) [= extent]
 reflect (v) [= show]
 rural (adj)
 shortage (adj)
 similarity (n)
 split (n)
 standard of living
 sub-area (n)
 temperate (adj)
 underground (adj)
 urban (adj)
 with regard to

1.2 Real-time listening

Qatar and Lebanon

A Activating ideas

1. What do you know already about the two countries, Qatar and Lebanon?
2. Study the maps and the photographs on the opposite page. What extra information do they give?

B Understanding an introduction

1. Read the information from the faculty handout on the right. What does *the geography of a country* mean? *its location, ...*
2. 🎧 1.4 [DVD] 1.A Watch the first part of the introduction to the lecture. Make a list of the sections of the lecture.
3. 🎧 1.5 [DVD] 1.B Watch the second part of the introduction. Complete the subheadings column of the handout.

C Understanding a lecture

1. 🎧 1.6 [DVD] 1.C Watch the main part of the lecture. Work in pairs.
Student A: Make notes about Qatar.
Student B: Make notes about Lebanon.
2. Ask your partner for information about the other country and complete the handout.
3. Which country do you think has the higher Human Development Index? Why? 🎧 1.7 [DVD] 1.D Watch the final part of the lecture and check your ideas.

Faculty of Human Geography

Does the geography of a country affect the human development of its population? In the next lecture, we compare countries and try to answer this question.

small countries:
Qatar and Lebanon

island nations:
Singapore and Tonga

large countries:
Turkey and Chile

headings and subheadings	Qatar	Lebanon
1. Location		
1.1. <i>Region</i>		
1.2. <i>Borders</i>		
2. Population		
2.1.		
2.2.		
2.3.		
3. Land		
3.1.		
3.2.		
3.3.		
4. Climate		
4.1.		
4.2.		
4.3.		
5. Natural resources		
5.1.		
5.2.		
6. Human Development Index		

D Developing critical thinking

Compare the information about the countries for each area. Which parts of each country's geography affect its HDI figure?



1



2



3



4



5



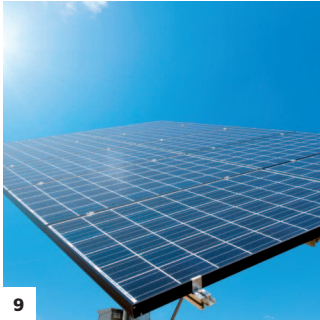
6



7



8



9



10



11



12

1.3 Learning new listening skills Using lecture structure

A Reviewing vocabulary

1. What could follow each word below?

a. natural	resources
b. temperature	
c. geographical	
d. population	
e. square	
f. agricultural	
g. fossil	

2. 1.8 Listen to some sentences from the lecture and check your ideas.
3. Read the **Pronunciation Check**. What is the stressed word in each phrase above?

B Identifying a new skill (1)

Read Skills Check 1. Correct the numbering of the notes below.

<p>4. <u>Climate</u></p> <p>1.4. Type Mediterranean</p> <p>1.5. Ave. rainfall 900 mm</p>	<p>5. <u>Natural resources</u></p> <p>1.6. Fossil fuels none</p> <p>1.7. Minerals limestone, iron ore</p>
--	---

C Practising the new skill (1)

1.9 Listen to the introductions to three lectures.

- Time management
- Memory
- Desertification

Organize your notes with scientific numbering.

D Identifying a new skill (2)

- Read Skills Check 2. Write one word in each space in the example sentences and questions.
- 1.10 Listen and check your answers.

E Practising the new skill (2)

- 1.11 Listen to an introduction to a lecture about *communication*. Prepare a page for your notes with scientific numbering. Leave spaces in case you get lost.
- 1.12 Listen to the first part. Make notes.
- Ask other students for missing information.

Pronunciation Check

Stress in two-word phrases

Two-word phrases can be:

'noun + noun 'temperature range

adjective + 'noun natural re'sources

The first noun is stressed in noun + noun.

The noun is stressed in adjective + noun.

Skills Check 1

Note-taking: scientific numbering

This organization is very good for lectures with a **main subject**, e.g., *geographic features*, with several **areas**, e.g., *location, population, etc.*, and several **sub-areas** under each area, e.g., *region, borders*.

Qatar

1. Location

 1.1. Region

 1.2. Borders

2. Population

 2.1. Total

Leave space under each sub-area for your notes.

Skills Check 2

Getting lost ... and recovering

During the lecture

- Stop trying to take notes. Leave a space.
- Wait until the lecturer moves on to the next topic or area. Then start taking notes again.

You will hear things like:

OK. So 's **climate**. Now, 's look at **natural resources**.

Right. We've about **fossil fuels**. about **minerals**?
....., **natural resources**. Let's on to **minerals**.

After the lecture

Ask other students for information to complete your notes. You can say things like:

I the bit about **fossil fuels**.

What she say about **climate type**?

Did you the information for **average rainfall**?

1.4 Grammar for listening

both / neither; and / but; whereas / while

There are special words in English when two things are **the same or similar**.

1.13 ①

Both	(countries)	are		located in the Middle East.	<i>positive thing is the same</i>
		have	a	hot, dry summers.	
			some	small land area.	
Neither	(country)	is		large in area.	<i>negative thing is the same</i>
		has	a	large population.	
			any	agricultural land.	
				mining industries.	

What differences in structure do you notice between *both* sentences and *neither* sentences?

There are special words in English when two things are **different**.

Qatar does not have much agricultural land	but	Lebanon has a great deal.
	whereas	
	while	
Qatar has a population density of 120 per square kilometre	against	413 in Lebanon.

One country has less than 75 mm of rain per annum.

The other has 825 mm.



Singapore



Tongan islands

A Identifying similarities

1.14 Listen to an extract from a lecture about Singapore and Tonga. Tick (✓) if both countries have the feature. Cross (X) if neither country has the feature. Some items are not mentioned.

Both countries are small in land area.

small land area	✓
surrounded by water	
small populations	
tropical climate	
desert areas	
high rainfall in summer	
high rainfall in winter	
high summer temperatures	
high winter temperatures	
mountains	
rivers and lakes	

B Identifying differences

1.15 Listen to another extract about Singapore and Tonga. Tick (✓) the correct column for the country with the bigger, higher, larger number in each case.

Singapore has an area of 660 square kilometres and Tonga has 748.

	Singapore	Tonga
area		✓
population		
density		
highest point		
agricultural land		
highest rainfall		
urban %		
GDP per capita		
HDI		


1.5 Applying new listening skills

Pakistan and Chile

A Reviewing vocabulary

1. Put the words and phrases in the box into five groups. Give a heading for each group.

agricultural area rainfall borders density
fossil fuels minerals lakes and rivers
temperature range region urban:rural split



2.  1.16 Listen and check your answers. Mark the main stressed syllable in each word or phrase.

B Activating ideas

You are going to watch a lecture from the Faculty of Human Geography. It is about Pakistan and Chile. What do you know about these two countries?

1. Where is each country?
2. Which population is larger? Which country is bigger in land area?
3. Which type of climate does each country have?
4. Which country is hotter? Which country has the higher rainfall?
5. What natural resources does each country have?
6. Which country has the higher HDI?

C Understanding the lecture

1.  1.17  1.E Watch the lecture. Make notes about the two countries. Use headings and subheadings with scientific numbering. Leave space for information you miss.
2. Work in groups. Ask for missing information and complete your notes.

D Developing critical thinking

1. Compare the two countries. Find similarities and differences.
2. Which parts of the geography of the countries explain the human development figure?

