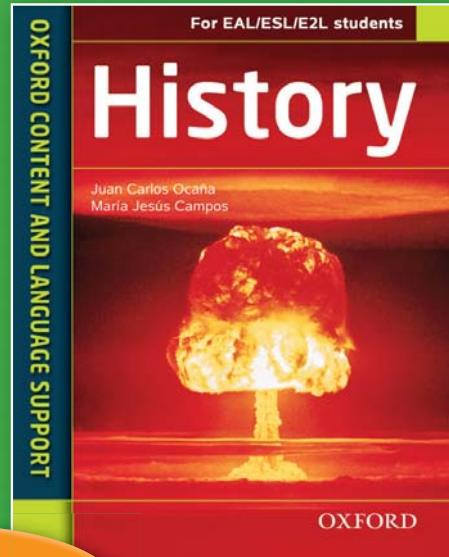
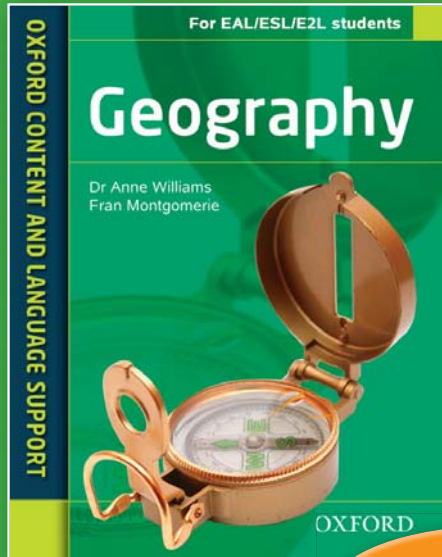
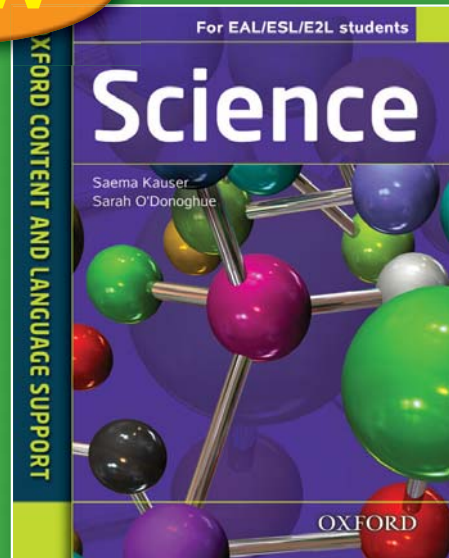
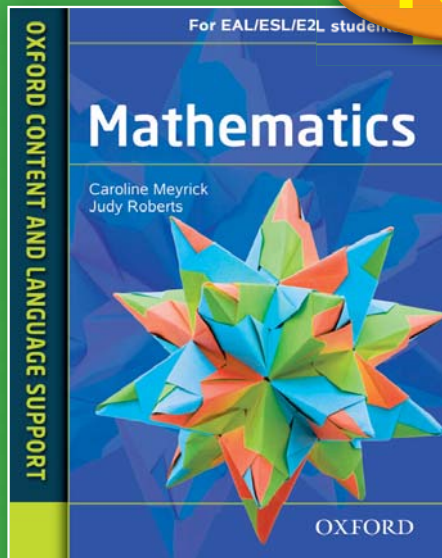


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4 Industry


In this chapter you will answer...

- Who works in the primary industries?
- What are tertiary industries?
- Where are newly industrialised countries?
- Why are transnational companies spread around the globe?

KEYWORD
Industry a commercial activity that many people are involved in

4.1 Industrial systems

An industry is a system of **inputs, processes, stores and outputs**.
 The **inputs** to a secondary industry are the raw materials, labour, machinery and money.
Processes are the actions needed to change the raw materials into a finished product.
Stores are where inputs and products are kept and processes occur such as the factories, mills, warehouses and sheds.
Outputs are the finished products and any waste materials.



4.1.1 A sheep being sheared. 4.2 Sheepskin boots.

Exercise 1 In your own notebooks, sort the following stages in the production of sheepskin boots into:

Inputs	Processes	Stores	Outputs
Shearing the fleeces from the sheep	Sheep	Fodder	
Sewing the pieces into boots	Rain	Cutting the wool from the skins	Farm
Warehouse for the finished boots	Grass	Preserving the skins with salt	Dispatching orders
Sunshine	Managing the orders for boots	Farm hands	
Advertising the boots for sale	Gluing soles on to the boots	Applying the boot patterns to the skins	
Sheepskin boots			

4.2 Types of industry

Primary industries remove raw materials from the earth. Raw materials are found naturally on earth. Rocks, plants and animals are all raw materials. There are four primary industries: **fishing, forestry, farming and mining**.

Secondary industries use raw materials to make new things. These are manufacturing industries.

Tertiary industries provide a service to a population. These are the service industries.

2 Match the terms below to their meanings

- Primary industry
- Fishing
- Forestry
- Farming
- Mining
- Secondary
- Tertiary industry

- A primary industry involving cutting down trees
- An industry providing a service to a population
- A primary industry which extracts nutrients from the soil
- The removal of raw materials from the earth.
- An industry using raw materials to manufacture a finished product.
- A primary industry which extracts minerals from rocks eg. coal, oil, gold, limestone.
- A primary industry where fish are caught from seas, lakes and rivers

4.3 Employment structure

The **employment structure** of a population is the **proportion** of people working in primary, secondary or tertiary employment. This is the percentage of working people in each type of employment.

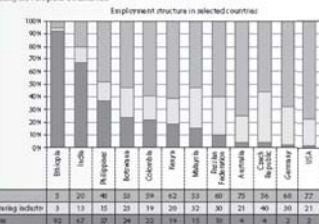
In the poorest of the less economically developed countries (LEDCs) the majority of the population work in primary industries, part farming and fishing. These industries may be for subsistence or to provide food for export.

In richer countries the majority of the population work in tertiary employment. Very few people work in primary industries. Manufacturing industries so few people are needed in those jobs.

KEYWORDS
Employment working for money
Majority most of the people or things in a group

Exercise 3 Look at the graph in 4.3. Are the sentences true (T) or false (F)?

- India has the greatest proportion working in agriculture.
- Columbia has a higher proportion of people working in services than Botswana.
- The largest proportion of population working in manufacturing industry is in the Czech Republic.
- The proportion of population working in manufacturing industry is lowest in the Philippines.
- The richest countries have the smallest proportion of population working in agriculture.
- Germany is the richest country on the list and has the highest proportion of people working in services.



Country	Primary (%)	Secondary (%)	Tertiary (%)
Bhutan	3	20	77
India	13	18	69
Philippines	46	33	21
Botswana	19	29	52
Columbia	42	33	25
Kenya	42	33	25
Malawi	53	30	17
Kenya	42	33	25
India	13	18	69
Philippines	46	33	21
Botswana	19	29	52
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The language of the subject

Extension activities encourage reflection and critical thinking

Writing tips help students prepare for exams – and further support is given in a dedicated study skills chapter

Every unit has a comprehension activity to practice core skills

Extension

Do you think the actions of the US army in Japan were justified by their aim to prevent a war? Why or why not? Discuss your answer against an essay to explain further.

Tip for writing your essay:
Write at least four paragraphs. Each paragraph should contain one main idea or topic. The rest of the paragraphs should explain that point and give examples. Use phrases such as 'For example; Similarly; But; In the same way; On the other hand; In contrast; However; Consequently'. This will help to link each paragraph which will help your answer flow logically.

SOURCE ANALYSIS

Excerpts adapted from the book *High Farming*, by James Cairn, 1849

The book's object is to describe a system of farming which has been practiced for some years with great success, and highly remunerative results.

Description of the Farm

The farm of Auchness, of which Mr. David McCulloch is the tenant, consists of 260 acres of arable land. It is well fenced and watered, intersected by a public road, and sheltered from the prevailing winds by the woods surrounding the demesne of Logan. It is twelve miles from the town of Stranraer, where there is regular steam communication with Glasgow, and about two miles from Port Logan, where produce can be shipped for Glasgow or Liverpool, and manure imported. The principal part of the farm has been seven years in the occupation of Mr. M'ulloch, who has developed a judicious combination of "practice with science".

Some permanent improvements have been developed:

- **Draining:** One half of the farm was naturally so dry that no draining was required, the other half was thoroughly drained in spring, the land was prepared for farming.
- **Farm buildings:** the plan of the buildings differs from the other farms in this, that it has been considered right by Mr. McCulloch to economise space in its erection. In order not to waste the labour of the cattle-feeders and others in traversing unnecessary distances while attending to the stock. In addition, the cattle are in two rows, separated by a wall, so that if necessity should arise, either half of the cattle may be isolated.
- **Machinery:** A lying shaft (mechanical axis) from the mill-wheel passes through the chaff-house (the place in which the straw was stored), where it can be attached to the chaff-cutter and, when required, to the churn (where milk was turned into butter), and into this granary, to drive the machine for bruising (crashing) linseed, grain...

KEY WORDS

Manure: to apply fertilizer to obtain better crops.
Draining: to convert a wet place into a dry one.

The bombing of Hiroshima • 1

Manure: The covered dung-house is situated at the lower level. The urine is conveyed over the top of the dung. The process of decomposition goes on slowly and regularly. These substances are carried out to the fields.

Crops: Last year the farm was cropped nearly as follows: 55 acres in Italian rye-grass, clover, and pasture; 30 acres in oats; 25 acres in potatoes after clover; 55 acres in turnips; 55 acres in wheat. Wheat is taken after turnips; oats are taken after grass.

Read the document and answer the questions.
Write the answers in your own notebook.

a Who is Mr. David M'ulloch?

- He is the landlord, so he owns the land.
- He is the tenant, so he rents the land.
- He is the laborer, so he works for wages.

b What improvements from the Agricultural Revolution can you identify from the document?

- Crop rotation
- Selective breeding
- Machinery
- Manure
- Draining
- Enclosure system

c What does the author mean when he says, "there is regular steam communication with Glasgow"?

- There is a railway line between the town and Glasgow.
- They send messages with steam by using a code.

d Why do you think the location of the farm of Auchness, intersected by a public road, twelve miles from a city linked to Glasgow by train and two miles from a port, was relevant?

e Why did they drain the land? Select the correct answer.

- To get water for cattle.
- To reclaim farmland.

f How did manure and crop rotation improve production? Write a paragraph explaining your answer.

g According to what you have read in the document, what does the author mean when he says Mr. M'ulloch developed a "combination of practice with science"? Write a paragraph explaining your answer.

Think about the questions from the start of the chapter. Which ones can you answer now?

- What is the biggest difference between a conventional bomb and an atomic bomb?
- Which country developed the atomic Bomb? Which country was the first to use it?
- During which war was the atomic bomb used for the first time?
- Where is the city of Hiroshima located?
- Did the bombing of Hiroshima have any effect on the progression of the war?

History

End of chapter summaries help students consolidate their subject knowledge

Comprehension

Microscopes and cells

One of the first scientists to observe cells under the microscope was an Englishman named Robert Hooke (1633-1703). In 1665 Hooke looked at a thin slice of cork under a microscope and observed tiny room-like structures. They reminded him of the rooms that monks lived in because they are spaces separated by walls. Monks are religious men who live in special communities away from society. Monks spend a lot of time praying alone in their rooms which are called cells. Thinking about cells gave Hooke the idea of calling the tiny structures he saw in the cork by the same name.

Cells cannot be seen with the naked eye but can be seen under a microscope. They are sometimes stained with a dye so that different parts show up more clearly.

During the 1930s the electron microscope was invented. Electron microscopes use beams of electrons instead of light and are much more powerful than light microscopes. Light microscopes can magnify one thousand times but electron microscopes can magnify an image by a million times. Electron microscopes have enabled scientists to study cells in much greater detail.

10 Answer in complete sentences

- What country did Robert Hooke come from?
- What did Robert Hooke see in a thin slice of cork?
- Why are cells called 'cells'?
- What two scientific methods are used to make cells easy to see?
- How do electron microscopes work?
- How many times more powerful is an electron microscope than a light microscope?

Language Focus

Perfect tenses are used for actions or situations that continue over time.

Present perfect connects the past and present. (Subject + have/has (auxiliary) + past participle). We use it for completed actions and often for experiences.
e.g. I have looked through a microscope.

Present perfect continuous (Subject + have (auxiliary) + been (auxiliary) + present participle) connects the past and present too but stresses the action which may not be completed.
e.g. We have been learning about cells.

Past perfect is for the past of the past: a double past. (Subject + had (auxiliary) + past participle)
e.g. Scientists had known about cells for nearly three hundred years before the invention of the electron microscope.

Exercise

11 Choose the correct perfect form in the sentences below.

- John is good at using a microscope because he had learned/had been learning about cells for two weeks.
- Yesterday Nargis told me that she had studied/had been studying cells in her last school.
- Cells have been adapting/have adapted to do different jobs.
- Saids had never heard/have never heard of Robert Hooke before she went to college.
- Students have used/ have been using microscopes for hundreds of years and will probably use them for hundreds more.
- I have never used/had never used an electron microscope but I have been using/have used a light microscope.

Think about the questions from the start of the chapter. Can you answer these now?

- What is a cell?
- Why do we use light microscopes?
- How do the parts work?
- What are the differences between animal cells and plant cells?
- What features do they share?
- Why can cells be different shapes and sizes?

Science

Language Focus boxes closely link language development to the subject content

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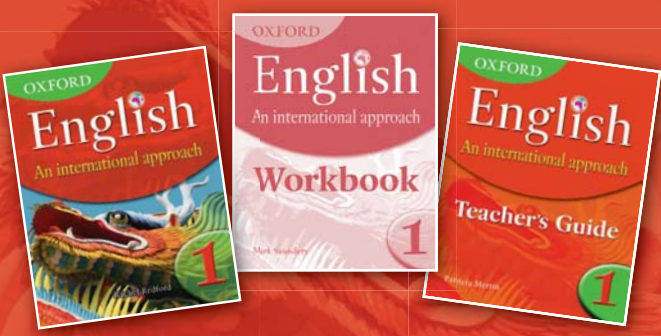
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