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geog.1

- 1 It's geography
- 2 Making and mapping connections
- 3 Settlement
- 4 Let's go shopping!
- 5 Exploring Britain
- 6 Rivers
- 7 Coping with floods
- 8 Sport
- 9 Our restless planet

geog.2

- 1 People and the planet
- 2 Coasts
- 3 Weather
- 4 Ecosystems
- 5 Our warming planet
- 6 Where should we get our energy?
- 7 Crime
- 8 Oi Brazil!
- 9 London, your capital city

geog.3

- 1 Development
- 2 Close-up on China
- 3 Off to the USA
- 4 The global fashion
- 5 Coffee break!
- 6 Tourism – good or bad?
- 7 The ocean
- 8 Our world in 2030

SOFTWARE

How to use geog.123

Teachers all over the world love geog. because it is rigorous *and* engaging. See how you can make the most of it with this sample lesson from geog.3.

STEP 1 – show a video clip

Capture students' attention straight away with the video clip on the resources & planning OxBow CD-ROM, contrasting rural and urban China. Have students share all the differences they perceive.



Look closely at China's dilemma on farmland. This text speaks directly to students in language they can easily understand.

STEP 2 – use the students' book

Read about what life is like for China's farmers - link up with the workbook activity on migration to cities

27 Life in rural China

What do you think about the life in rural China?

The rural population
Most live by farming. The farmers have plots of land to farm. They do not own the land. They usually have to sell some produce to the state. They can sell the rest in markets.

A tough life
Life has improved for rural Chinese people, but the land is poor. The soil is often very hard and does not give much. The weather is often very hot or very cold. There are very few trees, which makes the soil very dry. There are very few rivers, which makes the water very scarce. There are very few schools, which makes it difficult for the children to go to school. There are very few hospitals, which makes it difficult for the people to get medical help. There are very few shops, which makes it difficult for the people to buy things. There are very few roads, which makes it difficult for the people to travel. There are very few jobs, which makes it difficult for the people to earn money. There are very few services, which makes it difficult for the people to live a comfortable life.

So, hard for the city?
After some years of hard work, it is not easy to find a job in a city. In fact, many people have to go to a small town or village to find a job. In the cities, they have to work very hard to earn money. They have to pay for everything, including food, clothing, and housing. They have to live in very small and crowded houses. They have to work long hours for very little money. They have to face many difficulties, such as pollution, traffic, and high costs of living. They have to give up many things, such as their freedom, their privacy, and their connection with nature. They have to live a very stressful and busy life.

Or, a big dilemma?
China has a big dilemma. It has a large population and a small amount of land. It has a long history of farming and a strong tradition of agriculture. It has a rich culture and a beautiful landscape. It has a lot of natural resources and a lot of potential for development. However, it also has a lot of problems, such as pollution, traffic, and high costs of living. It has a lot of challenges to face in the future. It has to find a way to balance its economic growth with its environmental protection and social justice. It has to find a way to improve the quality of life for its people and to create a more sustainable and harmonious society.

What can we do?
1. We can improve the land by using modern farming techniques and fertilizers. 2. We can protect the environment by reducing pollution and conserving resources. 3. We can improve the infrastructure by building roads, bridges, and schools. 4. We can provide better services to the people, such as healthcare and education. 5. We can create more jobs and opportunities for the people. 6. We can promote a more sustainable and harmonious society. 7. We can work together to solve the problems and create a better future for all.

geog.3 students' book

Teaching different ability levels? Flip to page 4 to see how our challenges and basics resources could support your teaching.

Help students solidify what they have learned with the *Your turn* questions. You can customise these questions with the resources & planning OxBow CD-ROM

geog.123 Rural China

Activity view

OTHER FOOD CROPS | NON-FOOD CROPS | GRAINS

wheat | sugar cane | cotton

Engage students and provoke discussion with an interactive activity on crop production in China, which is VLE compatible

Use the ready-made PowerPoint and levelled worksheets for this chapter section, which you can easily customise

Make the most of the flexible planning tools to easily plan effective lessons

geog.3 resources & planning OxBow CD-ROM

"It's colourful and direct and is easy to learn from. It's made me think about things I never would have known about, and the pictures are really good"

Amazon student reviewer

STEP 4 – Easy assessment

Use the user-friendly assessment package to reinforce learning, build enthusiasm and challenge your students

Get pupils to assess their own learning with formative tests. The 'traffic light' system helps students gauge their progress

Use the summative tests to help assess knowledge and understanding, while providing clear evidence of attainment

Use paper-based assessments, scored tests and self-assessment forms for further learning

geog.123 Assessment

Test File	Assessment Type	Level	Start Date	Source	Attempt	Score	Pass Flag
Assessment 1 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	85	Pass
Assessment 2 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	75	Pass
Assessment 3 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	65	Pass
Assessment 4 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	55	Pass
Assessment 5 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	45	Pass
Assessment 6 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	35	Pass
Assessment 7 - 1 (Geo)	Assessment	Level 1	2010-10-10	Geo	1	25	Pass

geog.3 assessment file & OxBow CD-ROM

The best preparation for IGCSE. geog. will set your students up to succeed at IGCSE with a comprehensive grounding in geography.

It's engaging, modern, internationally-focused, and you can trust it to be up-to-date

STEP 5 – use the teacher guidance

Ensure comprehensive teaching by focusing on these central learning objectives

Take note of challenging vocabulary so you can support your EAL students

Save preparation time with this outline of linked resources to supplement your lesson

Lots of interactive and imaginative ways to start your lesson which will get students interested in the subject

2.7 Life in rural China

Help at a glance

The unit in brief
The unit tells about different people in rural areas, and explains why many migrate to the cities. It describes how China is backing its strategy of farmland. In 'Your turn', pupils think about the government's plans for farming, consider the consequences if rural people could not migrate, and decide whether China should have land in China.

Key ideas

- 90% of China's population lives in rural areas.
- There is great inequality between the rural and urban areas. In 2000, people in urban areas were earning about three times more, on average.
- In addition, services like education and healthcare are usually poorer in rural areas.
- Many rural people migrate to the city to find work. But the work is often in the highly paid jobs in factories, or construction sites, as ports, and so on.
- Note that China has 20% of the world's population, but less than 7% of its farmland.
- The government is now focusing on making farms larger and more efficient, and also on improving services in rural areas (such as road and social services).
- China has also looked or bought land in other countries (eg Britain, Cuba, Cameroon) and a number of other African countries) to ensure food supplies, and it plans to secure more thousands of Chinese workers to work in these places.

Key vocabulary
rural, urban, migrant workers, urbanisation

Skills practised in 'Your turn'

- Literacy skills: Reading a text, and an example, in the text.
- Thinking skills: giving reasons, justifying, summarising, finding reasons for and against, weighing up pros and cons, and reaching a decision.

Unit outcomes
By the end of this unit, most pupils should be able to:

- define/explain the terms given in 'Key vocabulary' above
- give at least three reasons why many people in rural areas migrate to China's cities
- say that China has bought and leased land in other countries, to secure food supplies

Resources
For Starter 2: video of rural China; go back to 'Background China' beautiful photos, or graphics (see Starter 1) in this book.
For Starter 3: online access to Google Earth.
For exercises 2 and 3: the images, and any geog. resources and planning (video CD-ROM for Starter 4). Contents in China: major online geog. resources and planning (video CD-ROM).

Ideas for a starter

- With boxes mixed, write a lot of justified words on the board, for crops grown in China. Give the list average 10 of the students' books. Pupils can read it again to organise them, against the clock. Any of them grown in the UK? (Only corn, which is called maize in the UK. Sage bean is grown in the UK, but not sown there: both are quite easy.)
- Show video of life in rural China. What impressions does it give? What did you learn from it? What was the video makers' intention?
- With books closed, ask: Do you have any mental images of rural China? Describe them.

geog.3 teacher's handbook

1.4 The peopling of Brazil

The Indians
50,000 years ago, the plants and animals had spread to themselves. But then a new group – we call them Indians – the first humans, arrived. They had spread out slowly from East Africa.

The arrival of the Portuguese
On 22 April 1492, a fleet of Portuguese sailing ships arrived in the coast of Brazil. They were led by a navigator named Pedro Álvares Cabral. He claimed the land for Portugal.

The slave trade begins
Cutting sugar cane is hard work. At first, Indians were forced to work on the sugar plantations, but they rebelled. Then the Portuguese had another idea. They would 'buy' people in Africa in exchange for cheap goods, and sell them in Brazil to work on the cane. This was the start of the slave trade.

The fortune hunters
In 1711, Brazil's sugar cane industry had begun to decline, and then in 1763, when Brazil was handed over to the British, many Portuguese decided to try to make their fortune. The slaves were put to work in the mines.

Workers from Europe
When slavery ended, Brazil could not do without its workers. The British then got the biggest group who came. What worked on the land, but on farms and other great and small, more workers of all kinds were needed. So, Indians, Chinese, Indians, and Europeans came. Today you'll find people in Brazil from every one of the world.

Background to Brazil

Country	Population (2000)
Brazil	170,000,000
USA	280,000,000
China	1,200,000,000
India	1,000,000,000
Japan	125,000,000
Germany	82,000,000
France	62,000,000
UK	58,000,000

Year table

Year	World population (billions)
1970	3.7
1980	4.2
1990	4.7
2000	5.2
2010	5.7
2020	6.2
2030	6.7
2040	7.2
2050	7.7
2060	8.2
2070	8.7
2080	9.2
2090	9.7
2100	10.2

Statistics are up-to-date, ensuring that learning is current

geog.2 students' book

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