Module 3 LEARNING STRATEGIES

When planning for a year, plant corn.

When planning for a decade, plant trees.
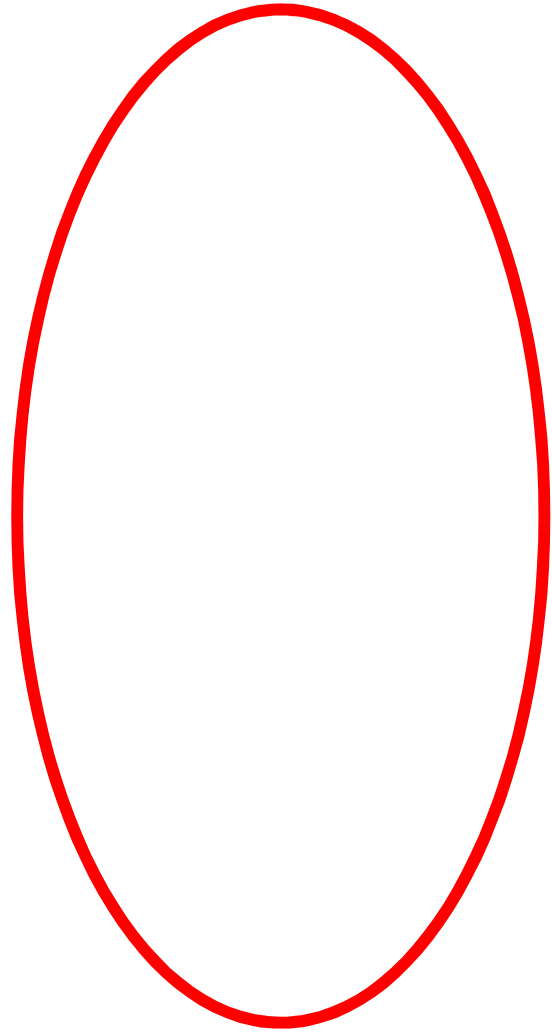
When planning for life, train and educate people.

Chinese Proverb, Guanzi (c. 645 BC)

Problems in developing cities

Problems in Calcutta

Calcutta is the most notorious example of the ways in which problems are created when cities grow too quickly. The city is built on flat, swampy land alongside the River Hooghly which is part of the Ganges delta. Covering 103 square kilometres, Calcutta's population is reputed to have grown from 7 million in 1970 to 9 million in 1980 and to an estimated 12 million by 1985.

Housing Estimates suggest that one-third of Calcutta's inhabitants live in bustees (Figure 3.19).

Sanitation and health Sanitation is almost non-existent in the bustees. Most drains and sewage pipes were built over a century ago, and many have cracked, spilling their contents onto the streets. Most areas do not have even this form of sanitation, and human effluent is allowed to run down the narrow lanes. Here one water tap and one latrine has to be shared by 25 to 30 people. Drinking water is often contaminated with sewage, giving rise to cholera, typhoid and dysentery (Figure 3.21). Rubbish is dumped in the streets and is rarely, if ever, collected, and this provides an ideal breeding ground for disease. Most children have worms and suffer from malnutrition because their diet lacks vegetables, proteins, calories and vitamins.

Services Not only is there a lack of guaranteed [...] there is no electricity. As more incomers arrive, the pressure on the limited services continues to increase.

Employment Those with jobs tend to use their [...] to sell wood, food and clothes. Although few people are totally unemployed, their jobs take [...] week and their income is extremely low. Recently the Calcutta Development Authority has employed 120000 people in an attempt to improve living conditions, [...]

Crime and violence Both are a major problem as [...]

Transport In London there are 222 cars for every 1000 people. In Calcutta there are only 13 cars for [...] system. Despite the addition of new buses, these are insufficient to carry everyone, and often travellers can be seen hanging to the outsides of [...] Rickshaws add to the congestion. A [...] over the Hooghly should take some strain off the existing one and an underground was opened in the mid-1980s.

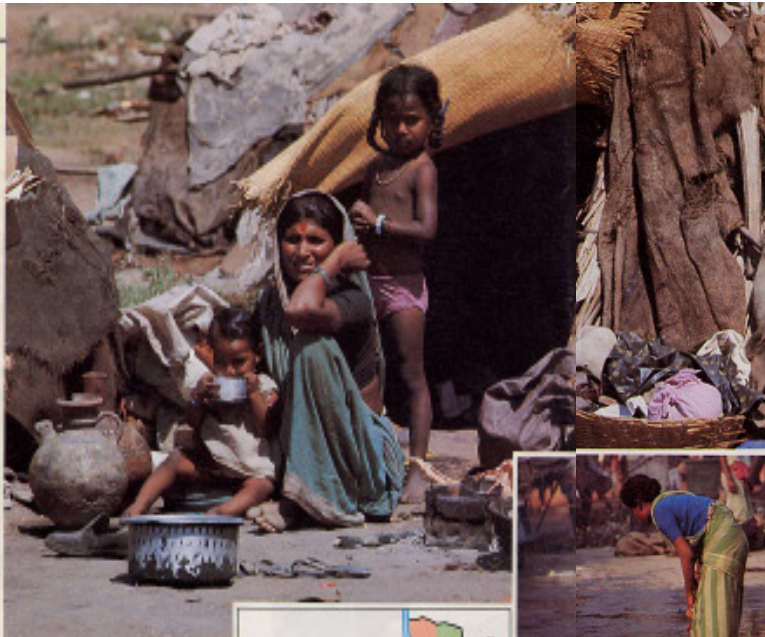△ **Figure 3.20** Many families have no homes at all and live on the pavements. [...]

⊲ **Figure 3.21** Drinking water in Calcutta is often contaminated by sewage

[...] show where people of different caste and occupation live. The original Bengali-speaking Hindus live apart from non-Bengalis, and from later Hindu refugees from Bangladesh.

The Calcutta Metropolitan Development Authority was set up in 1970. Since then it has [...] bustees more habitable by [...] digging extra drains, providing more water taps and lavatory blocks. Pre-fabricated houses have been built, and a community spirit has been created, but despite help from many voluntary agencies, a lack of finance has meant a slow rate of progress in attacking the problems of bad housing, water, sewerage, transport and unemployment.

△ **Figure 3.19** Housing areas in Calcutta

upper class
middle class
artisan class
farmers and scheduled castes
central industrial areas
refugees

Housing inequalities in São Paulo

Just as in the developed world, there are marked differences between the residential areas of cities in the developing world. However, the gulf between the types of residential area in the developing world is greater. In São Paulo in Brazil there are:

☐ Very few rich people in comparison with the total population.

☐ A large number of poor inhabitants.

☐ An increasing number of migrants.

In São Paulo the gap between the highest and lowest incomes is widening. Between 1970 and 1976 the real income of the lowest-paid 10% of the population rose by 44%, while that of the top 10% grew by 160%. In a large manufacturing company the highest paid may earn 30 times more than the lowest paid (in Europe the difference is normally five or six times). As a result the contrast (see Figure 3.22) between the well-off areas and the poorest areas shows a great difference in housing density and quality, the quality of the environment and the provision of amenities.

Housing for the well off This group of people will live in expensive housing ranging from elegant apartment complexes, each with its own social and recreational facilities, to Californian-style detached houses with large gardens and individual swimming pools (Figure 3.23). The size of family will probably be limited to two children, with housemaids and security guards. These houses will be located near to the CBD where most of its
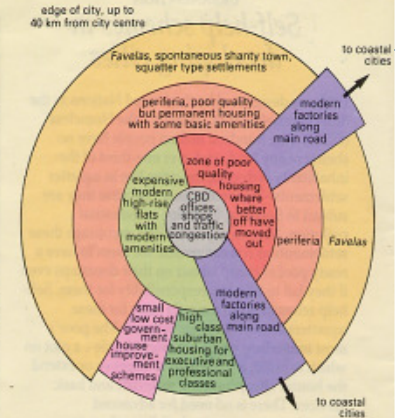
inhabitants will work – presumably in commercial premises. The children, who will be healthy and well educated, will eventually go into well-paid jobs. Such homes will also be near to the shops and amenities in the CBD.

Housing for the poor (favelas) The poor of São Paulo, and the new migrants who amount to half a million people a year, live in temporary accommodation built sometimes on vacant space next to modern factories, sometimes alongside main roads leading to the city centre, but usually on the outskirts of the existing urban areas. These people are 'squatters' and have no legal right to the land they occupy. The rapid growth of these spontaneous settlements, or favelas as they are called in Brazil, is common to cities in the developing world (Figure 3.24). Houses will be built from any available material – wood, corrugated iron, cardboard and thatch. Some may have two rooms, one for living and cooking in, the other for sleeping. There will probably be at least six children and no running water, sewerage, gas, electricity, local jobs, public transport, shops, schools or hospitals. Disease, especially typhoid and dysentery, is easily spread, and life expectancy is relatively short. The percentage of people living in favelas is increasing rapidly in every Brazilian city, and accounts for a minimum of 40% of the total population.

Periferia housing Although governments try to rid the city of favelas, there is no alternative accommodation. As a result, the favelas become 'permanent' and upgraded by the local authority (see Figure 3.22). The homes may now be rebuilt with brick and concrete, and a clean water supply, electricity and a sewerage system will be added. The occupants will have work – although this will be badly-paid factory jobs often found a long way from their homes. Unfortunately, these improvements cannot compete with the growing demand for more homes.

△ **Figure 3.22** Model of land use structures and residential areas in a developing city (based on Brazil)

△ **Figure 3.23** Californian-type housing for the rich in São Paulo

▷ **Figure 3.24** Favelas. Housing for the poor in São Paulo

THE CHALLENGES OF READING

1) Too much text (Language of Input)

2) Lack of structure (Hierarchy of Information)

3) Difficult vocabulary

4) …

Problems in developing cities

Problems in Calcutta

Calcutta is the most extreme example of the way in which problems are created when a city grows too quickly. The city is built alongside the Ganges delta. Calcutta's population is reputed to have grown from 7 million in 1970 to 9 million in 1980 and to an estimated 12 million by 1985.

Housing

Calcutta is a city of extremes. Many of the water pipes were built over a century ago, and many have cracked, spilling their contents onto the streets. Most areas do not have even this form of sanitation, and human effluent is allowed to run down the narrow lanes. Here one water tap and one latrine has to be shared by 25 to 30 people. Drinking water is often contaminated with sewage, giving rise to cholera, typhoid and dysentery (Figure 3.21). Rubbish is dumped in the streets and is rarely, if ever, collected, and this provides an ideal breeding ground for disease. Most children have worms and suffer from malnutrition because their diet lacks vegetables, proteins, calories and vitamins.

Services

Not only is there a lack of guaranteed fresh water and collection of rubbish, but there is a lack of doctors, hospitals and schools, and there is no electricity. As more incomers arrive, the pressure on the limited services continues to increase.

Employment

Those with jobs tend to use their home as their place of work. Often the front of the house can be 'opened up' to allow the occupants to sell wood, food and clothes. Although few people are totally unemployed, their jobs take up only a few hours a week, and their income is extremely low. Recently the Calcutta Development Authority has employed 120000 people in an attempt to improve living conditions, using manual labour rather than modern machines which they would find difficult to buy.

Crime and violence

Both are a major problem as there is little money to try to prevent crime or catch criminals.

Transport

In London there are 222 cars for every 1000 people. In Calcutta there are only 13 cars for the same number. This means people have either to walk, or use the overcrowded public transport system. Despite the addition of new buses, these are insufficient to carry everyone, and often travellers can be seen hanging to the outsides of vehicles. Rickshaws add to the congestion. A second bridge over the Hooghly should take some strain off the existing one and an underground was opened in the mid-1980s.

△ Figure 3.20 Many families have no homes at all and live on the pavements. Over a quarter of a million people are reported to sleep in the open, covered only by bamboo, sacking, polythene or newspaper. Other dwellings, called bustees, are built from wattle, with tiled roofs and mud floors – materials which are not the best to combat the heavy rains associated with the monsoon climate. The houses, packed closely together, are separated by narrow alleys. Inside there is only one room, and that often no bigger than an average British bathroom. In this room the family, often up to eight in number, live, eat and sleep. Yet, despite this overcrowding, the insides of the dwellings are clean and tidy. The houses belong to landlords who rent them out to bustee dwellers who are evicted if they cannot pay the rent.

Segregation

Figure 3.19 is a simplified map to show the various areas of different caste and occupation level. The original Bengali-speaking Hindus live apart from non-Bengalis, and from later Hindu refugees from Bangladesh.

The Calcutta Metropolitan Development Authority was set up in 1970. Since then it has attempted to make the bustees more habitable by paving the alleys, digging extra drains, providing more water taps and lavatory blocks. Pre-fabricated houses have been built, and a community spirit has been created, but despite help from many voluntary agencies, a lack of finance has meant a slow rate of progress in attacking the problems of bad housing, water, sewerage, transport and unemployment.

◁ Figure 3.21 Drinking water in Calcutta is often contaminated by sewage

Map legend:
- upper class
- middle class
- artisan class
- farmers and scheduled castes
- central industrial areas
- refugees

△ Figure 3.19 Housing areas in Calcutta

Housing inequalities in São Paulo

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□ A large number of poor inhabitants.

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In São Paulo the gap between the highest and lowest incomes is widening. Between 1970 and 1976 the real income of the lowest-paid 10% of the population rose by 44%, while that of the top 10% grew by 160%. In a large manufacturing company the highest paid may earn 30 times more than the lowest paid (in Europe the difference is normally five or six times). As a result the contrast (see Figure 3.22) between the well-off areas and the poorest areas shows a great difference in housing density and quality, the quality of the environment and the provision of amenities.

Housing for the well-off

This group of people will occupy expensive housing ranging from elegant apartment complexes, each with its own social and cultural facilities, to Californian-style detached houses with large gardens and individual swimming pools (Figure 3.23). The size of family will probably be limited to two children, with maids and security guards. These houses will be located near to the CBD where most of its inhabitants will work – presumably in commercial premises. The children, who will be healthy and well educated, will eventually go into well-paid jobs. Such homes will also be near to the shops and amenities in the CBD.

Housing for the poor (favelas)

The poor of São Paulo, and the new migrants who amount to half a million people a year, live in temporary accommodation built sometimes on vacant space next to modern factories, sometimes alongside main roads leading to the city centre, but usually on the outskirts of the existing urban areas. These people are 'squatters' and have no legal right to the land they occupy. The rapid growth of these spontaneous settlements, or favelas as they are called in Brazil, is common to cities in the developing world (Figure 3.24). Houses will be built from any available material – wood, corrugated iron, cardboard and thatch. Some may have two rooms, one for living and cooking in, the other for sleeping. There will probably be at least six children and no running water, sewerage, gas, electricity, local jobs, public transport, shops, schools or hospitals. Disease, especially typhoid and dysentery, is easily spread, and life expectancy is relatively short. The percentage of people living in favelas is increasing rapidly in every Brazilian city, and accounts for a minimum of 40% of the total population.

Periferia housing

Although governments try to rid the city of favelas, there is no alternative accommodation. As a result, the favelas become 'permanent' and upgraded by the local authority (see Figure 3.22). The homes may now be rebuilt with brick and concrete, and a clean water supply, electricity and a sewerage system will be added. The occupants will have work – although this will be badly-paid factory jobs often found a long way from their homes. Unfortunately, these improvements cannot compete with the growing demand for more homes.

edge of city, up to 40 km from city centre

Favelas: spontaneous shanty town squatter type settlements

△ Figure 3.22 Model of land use structures and residential areas in a developing city (based on Brazil)

△ Figure 3.23 Californian-type housing for the rich in São Paulo

▷ Figure 3.24 Favelas. Housing for the poor in São Paulo

Hierarchy of Information

Level 1: TITLE

Level 2: SUB-TITLE(S)

Level 3: HEADING(S)

Level 4: SUB-HEADING(S)

Level 5: TOPIC SENTENCES
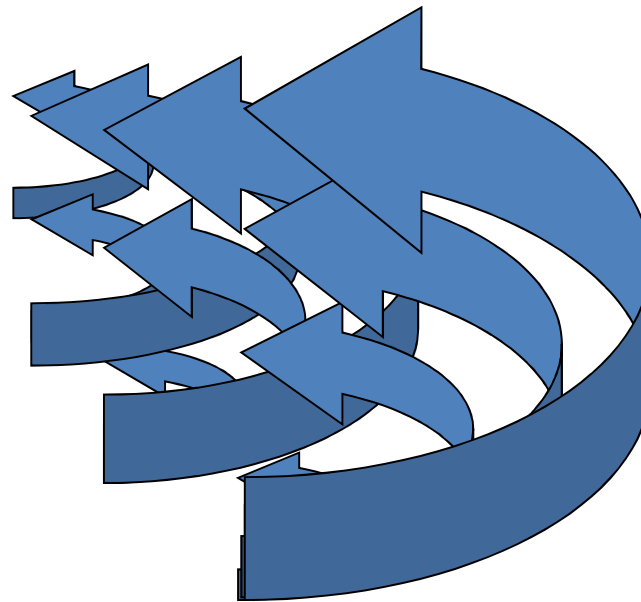
URBANISATION

Problems in developing cities

Problems in Calcutta / Housing inequalities in Sao Paulo

Housing / Sanitation and Health ...

Calcutta is the most notorious example ...

SQ3R
Reading Strategies

- **S =** <u>survey</u> **the document, title, subtitles, headings, sub-headings, topic sentences...**

- **Q =** <u>question</u> **– e.g. "What do I want to find out from the text?"**

- **R =** <u>read</u> **- there are different types of reading, the three most common types: skimming, scanning, reading in detail**

- **R =** <u>recall</u> **- "What was the text about?"**

- **R =** <u>review</u> **- look back over the text; answer the question you asked yourself**

SQ3R
Different types of reading

- **SCAN = find a particular piece of information in the text.**

- **SKIM = get an overview of the text**

- **EXACT = find out details and special information**

SQ3R
Skimming
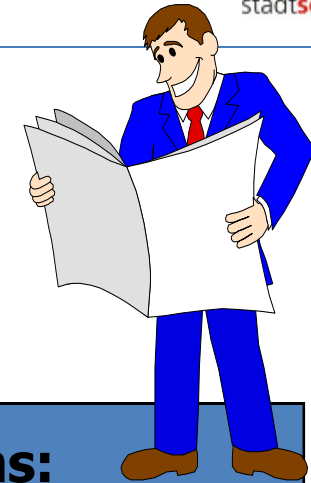
Topic sentence
In your own writing, when you move on to a new idea, you start a new paragraph. The topic sentence is usually the first sentence of a paragraph and contains the core information of the paragraph.

Markers - conventions:
Examples:
"for example", "such as", "e.g."
= what is coming next is an illustration of a point already made - "but", "however", "on the other hand", "nevertheless" show that a contrasting idea is being introduced.

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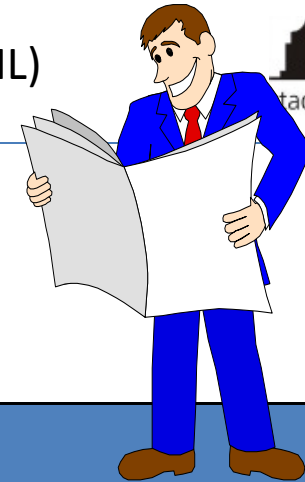
SQ3R
Skimming

Topic sentences

Calcutta is the most notorious example of the ways in which problems are created when cities grow too quickly.

Estimates suggest that one-third of Calcutta's inhabitants live in bustees (Figure 3.19).

Sanitation is almost non-existent in the bustees.

Not only is there a lack of guaranteed fresh water and collection of rubbish, but there is a lack of doctors, hospitals and schools, and there is no electricity.

Those with jobs tend use their home as their place of work.

Both are a major problem as there is little money to try to prevent crime or catch criminals.

In London there 222 cars for every 1000 people. In Calcutta there are only 13 cars for the same number.

120 words instead of 435 words

Writing Strategies

THE CHALLENGES OF WRITING

1) The empty page

2) Lack of structure and focus:
- **type of activity**
- **type of text**
- **type of language**
- **organisation of information (Hierarchy of Information)**

3) …

Example: Geography

1) Type of Activity	2) Type of Text	3) Type of Language
Planning	(Future) Planning	Future: "I am planning to …"
Reporting	(Past) Reporting	Past: "I discovered that …"
Observing	(Past) Recounting	Past: "I observed …"
Recording Evidence	(Present) Note-taking	Present: "The notes show …"
Drawing Conclusions	(Present) Analysing	Present: "I believe that …"
…	…	…
	"WRITING FRAMES"	
	Steve Harrison & Patricia Harrison	
	© 1999, Belair Publications: E-mail: belair@belair-publications.co.uk	

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Type of Language = Writing Frame

"Guiding Stages"

Type of Activity:

(Future) Planning

Topic sentences (beginning)

Type of Text:

1) Planning text

2) Reporting text

3) Recounting text

4) Note-taking text

5) Analysing text

6) … text

I am planning to investigate
1) TOPIC

To help my investigation, I will need
2) TOOLS

The two most important questions I want to find answers to are

and **3) LINES OF ENQUIRY**

I expect to discover that

4) EXPECTATION

Name: Date:

Hierarchy of Information

Name:

Class: **Author**

School:

Subject:

Title: **Title**

Sub-title: **Sub-Title**

1) TOPIC **Headings**
I am planning to investigate

2) TOOLS
To help my investigation, I will need
Topic Sentences

3) LINES OF ENQUIRY
The two most important questions I want to find answers to are

and

4) EXPECTATION
I expect to discover that

Ownership

Name and Signature: Date:

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"Guiding Stages"

Type of Language = Writing Frame

Type of Activity:

(Past) Reporting

Topic sentences (beginning)

I discovered that
1) REPORT

What surprised me most was
2) OPINION

I was really glad I

because
3) LEARNING EFFECT
"+"

If I were to carry out another investigation, I would not

4) LEARNING EFFECT
"-"

Name and signature: Date:

Type of Text:

1) Planning text

2) Reporting text

3) Recounting text

4) Note-taking text

5) Analysing text

6) ... text

"Guiding Stages"

Topic sentences (beginning)

Type of Activity:

(Past) Recounting

Type of Text:

1) Planning text

2) Reporting text

3) Recounting text

4) Note-taking text

5) Analysing text

6) ... text

Type of Language = Writing Frame

The geographical feature I observed was   **1) REPORT**

I did this as part of my work on   **2) CONTEXT**

The equipment I found really helpful was   **3) LEARNING EFFECT "+"**

The most interesting thing I learned was

4) FOCUS

I think this because

My observations will help me to

5) LEARNING EFFECT "+"

Name and Signature: Date:

creating the future
Programm zur grenzüberschreitenden Zusammenarbeit SLOWAKEI – ÖSTERREICH 2007–2013
Program cezhraničnej spolupráce SLOVENSKÁ REPUBLIKA – RAKÚSKO 2007–2013
EdTRANS
Development Fund
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Hierarchy of Information

Author

Name: Stuart Simpson
Class: 5a
School: Royal High School, Edinburgh

Title

Subject: Geography and Environmental Studies

Title: The flow of a river from its source to its mouth

Sub-Title

Sub-title: Bends in a river

Headings   **Topic Sentences**

1) REPORT The geographical feature I observed was the bend of a river.

2) CONTEXT I did this as part of my work on the journey of a river from its source to the sea.

3) LEARNING EFFECT "+" The equipment I found really helpful was a cork, a ruler and a stopwatch. I timed the journey of a cork along a measured distance.

4) FOCUS The most interesting thing I learned was that the water flows faster on the outside of the bend and slower on the inside.

I think this because although the cork had to travel a longer distance it was as fast as the cork on the shorter distance which bobbed around slowly.

5) LEARNING EFFECT "+" My observations will help me to understand why soil and stones are deposited on the short bend of a river while the river wears away the soil on the long bend.

Name and Signature: Date: **Ownership**

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Bratislavský samosprávny kraj

"Guiding Stages"

Type of Activity:

(Past) Recounting

Topic sentences (beginning)

Type of Text.

1) **Planning text**

2) **Reporting text**

3) **Recounting text**

4) **Note-taking text**

5) **Analysing text**

6) **... text**

Type of Language = Writing Frame

Place visited:

Date: **1) REPORT**

My sketch of   shows
                         2) EVIDENCE A

The notes I took show

                         3) EVIDENCE B

I brought back with me

                         4) EVIDENCE C

This is useful because

                         5) REASON

Name: Date:

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"Guiding Stages"

Type of Language = Writing Frame

The evidence I have collected consists of   1) REPORT
The most important evidence tells me   2) CONCLUSION A
In the light of my evidence, I believe that   3) CONCLUSION B
I am not sure about   4) CONCLUSION C
To be more certain I will need to   5) PLAN
Name: Date:

Type of Activity:

(Past) Recounting

Topic sentences (beginning)

Type of Text:

1) Planning text

2) Reporting text

3) Recounting text

4) Note-taking text

5) Analysing text

6) ... text

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European Regional Development Fund

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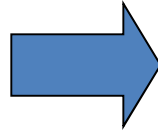
Sage on the Stage?

Guide on the side?

"**Writing Frames** have been shown to assist many students in the structuring of their writing. The intimidating blank piece of paper is replaced by shorter sections introduced by the beginning of a 'topic sentence'."

1) Identify type of writing activity

2) Type of writing activity = type of writing = structure of writing frame

3) Identify the different 'guiding stages' of the writing frame

4) Structure the beginnings of the 'topic sentences' according to the direction you want to guide your students.

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Development Fund

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Thank you for your kind attention, Stuart.