



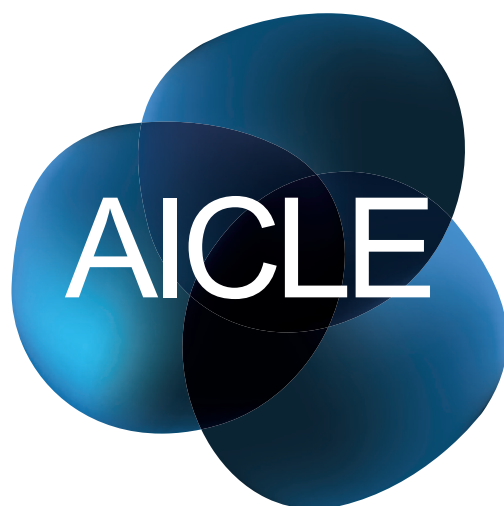
Ciencias Sociales

Secundaria

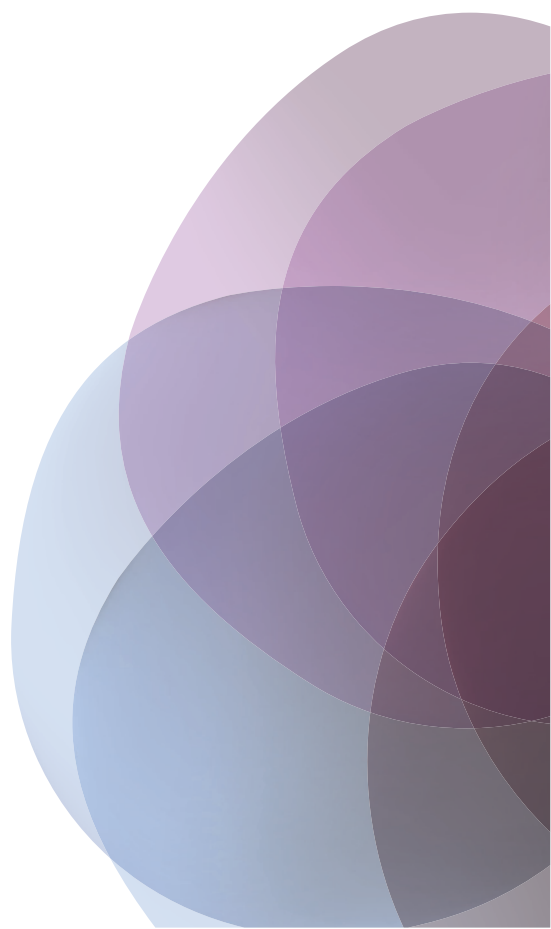


JUNTA DE ANDALUCÍA

Inglés



JUNTA DE ANDALUCÍA



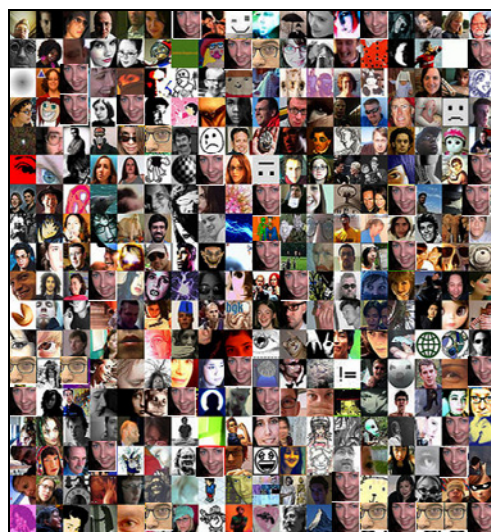
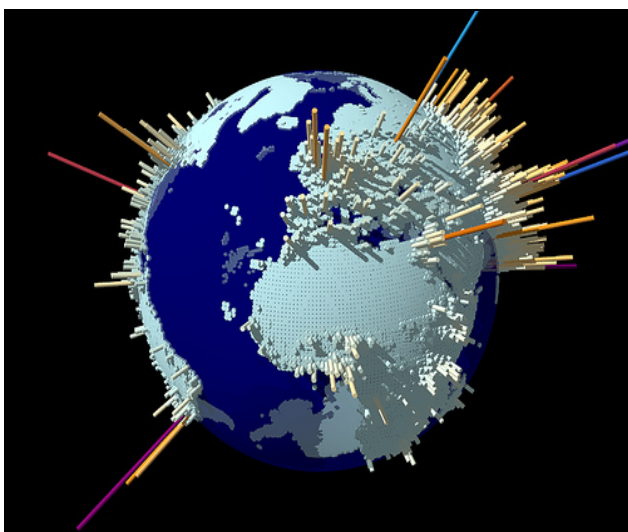
Identificación del material AICLE

TÍTULO	World Population
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.1
IDIOMA	Inglés
ÁREA / MATERIA	Ciencias Sociales (Geografía e Historia)
NÚCLEO TEMÁTICO	Geografía de la población
GUIÓN TEMÁTICO	El tema no pretende ser un análisis exhaustivo de la Geografía de la población. Se centra en determinados aspectos como: la evolución de la población a lo largo de la Historia, distribución de la población en España y en el mundo y causas de dicha distribución, las tasas demográficas, la teoría de la transición demográfica, y un estudio detallado de la demografía mundial por países.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	2º de Educación Secundaria
AUTORÍA	Antonio Rus Martínez
TEMPORALIZACIÓN APROXIMADA	Sesión 1. Human population through History Sesión 2. The distribution of the population: population density Sesiones 3 y 4. Population rates Sesión 5. The Demographic transition model Sesiones 6, 7 y 8. Project Sesión 9. Final activities Sesión 10. What I have learned
COMPETENCIAS BÁSICAS	Competencias específicas del área: Competencia en el conocimiento y la interacción con el mundo físico (comprensión de la realidad demográfica mundial), Competencia social y ciudadana (toma de conciencia de la desigualdad demográfica mundial), Competencia cultural y artística (análisis de fotografías artísticas). Competencias generales: Competencia en comunicación lingüística, Competencia matemática, Tratamiento de la información y competencia digital, Competencia para aprender a aprender, Autonomía e iniciativa personal
OBSERVACIONES	- La unidad está pensada para trabajarla en su conjunto, pero también con la opción de hacer cada parte de forma independiente - Algunas de las actividades finales están pensadas para atender a la diversidad (ej. Reading, Let's investigate)

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal - Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar los estereotipos que supongan discriminación - Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación. 		
CONTENIDOS DE CURSO / CICLO	<p>Bloque 2. Población y sociedad.</p> <p>La población. Distribución. Aplicación de los conceptos básicos de demografía a la comprensión de los comportamientos demográficos actuales, análisis y valoración de sus consecuencias en el mundo y en España. Lectura e interpretación de datos y gráficos demográficos.</p> <p>Las sociedades actuales. Estructura y diversidad. Desigualdades y conflictos. Caracterización de la sociedad europea y española. Inmigración e integración. Análisis y valoración relativa de las diferencias culturales.</p>		
TEMA	<ol style="list-style-type: none"> 1. Human population through History 2. The distribution of the population: population density 3. Population rates 4. The Demographic transition model 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Definir conceptos - Describir mapas y fotografías - Dar opiniones razonadas -Resumir textos - Tomar notas tras un listening o una explicación - Clasificar conceptos - Explicar las causas de la variabilidad de las diferentes tasas demográficas según el grado de desarrollo de los países - Buscar la información demográfica de un país - Exponer oralmente la información obtenida tras una búsqueda 		
TAREAS	<ul style="list-style-type: none"> - Resumen de las ideas principales de un texto sobre la evolución de la población - Gráfica a rellenar sobre dicho texto - Fórmulas sobre tasas demográficas para calcular - Mapas sobre tasas demográficas para describir oralmente - Toma de apuntes mientras el profesor explica 		
CONTENIDOS LINGÜÍSTICOS	<p>FUNCIONES:</p> <ul style="list-style-type: none"> -Diálogo en equipo para la realización de actividades - Comentario y comparación de imágenes - Estructuración de un relato 	<p>ESTRUCTURAS:</p> <ul style="list-style-type: none"> - Para el diálogo (Did you find _____?, Look, _____'s here.) - Para el comentario y la comparación (The differences are that in the first one...;in the second one...). Para la estructuración de un relato (It follows, therefore, that) 	<p>LÉXICO:</p> <p>Throughout, to increase, growth, birth, death, population, fertility, literacy, female, male, to invest, to fall, imbalance, balance...</p> <p>Expressions</p> <p>Developed countries, constrictive pyramid, expansive pyramid...</p>
CRITERIOS DE EVALUACIÓN	<ol style="list-style-type: none"> 1. Describir los factores que condicionan los comportamientos demográficos conociendo y utilizando los conceptos básicos de la demografía para su análisis 2. Identificar los rasgos característicos de la sociedad española actual distinguiendo la variedad de grupos sociales que la configuran, el aumento de la diversidad que genera la inmigración, reconociendo su pertenencia al mundo occidental y exponiendo alguna situación que refleje desigualdad social. 		

World population



Observe and think!



1. How many people are in the world? How about in Spain?
2. Do you think the population in the world is decreasing or increasing? Why?
3. Which are the densely populated areas in the world? How about the sparsely populated areas? Why?

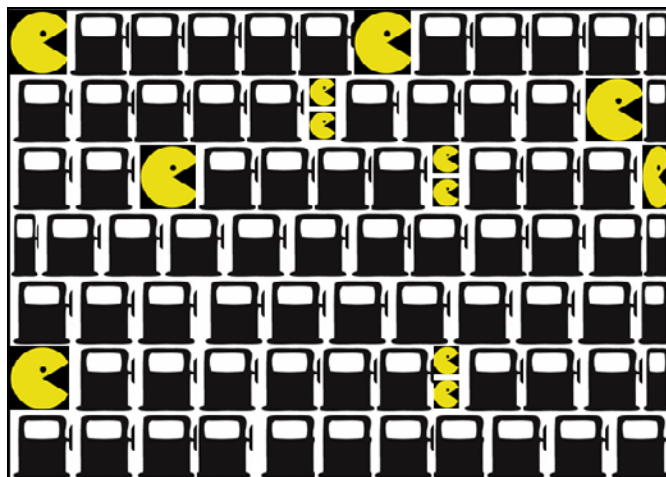
In this unit we are going to learn the fundamental aspects of the world's and Spain's population. The work will be divided into two parts: first, we will study the essential aspects of the demographic theory. Second, we will carry out this theory through searching for the demographic information of distinct countries of the world. With all the gathered information we will draw our own conclusions.

CONTENTS

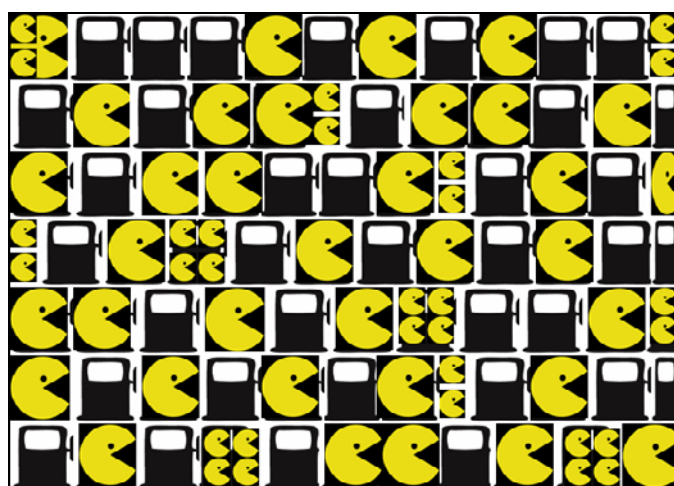
1. Human population through History.
2. The distribution of the population: population density.
3. Population rates.
4. The Demographic transition model.
5. Project.
6. Final activities.
7. What I have learned.
8. Links, bibliographies and acknowledgements.
9. Teacher version worksheet.



THINK!!



YESTERDAY



TODAY



TOMORROW (?)

1. Human population through History



Throughout most of human history, the number of people on Earth was very little (just hundreds of thousands or a few millions), and the population **increased** very slowly. Two thousand years ago, there were around 250 million people in the world, and by the end of the 18th century one billion.

At around that time, the population started **growing** much faster. From one billion in 1800, it **rose** 6 billion in 1999. This is described as a **demographic explosion**.

We should **reach** 7 billion by around 2011 or 2012, and **growth** will not stop there. So what will happen next? The United Nations thinks that the world population will **reach** 9 billion by around 2050.

Adapted from: http://www.ined.fr/en/everything_about_population/animations/world_population/

Vocabulary

Throughout: In.

To increase: To become larger.

To grow: To increase in size by a natural process.

Growth: The process of growing.

Rose: The past of to rise (To move from a lower to a higher position; to ascend).

To reach: To arrive at.



SUMMARISING

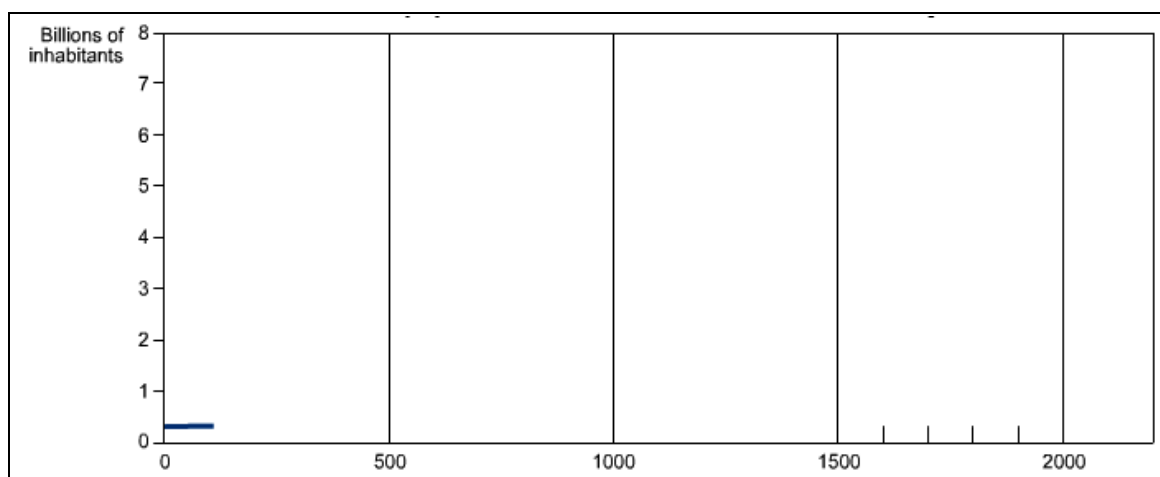
A summary is a shortened version of a text. It contains the main points in the text and is written in your own words. A good summary shows that you have understood the text. The following stages may be useful:

1. Listen to and understand the text carefully.
2. Select (highlight) the relevant information (the main ideas).
3. Delete most details and examples, unimportant information...
4. Find alternative words/synonyms for these complicated words/phrases, but do not change specialised vocabulary.
5. Change the structure of the text. For example, change nouns to verbs, adjectives to adverbs, etc. Reduce complex sentences to simple sentences.
6. Check your work. Make sure your purpose is clear, the meaning is the same, and the style is your own.

Activities

1. Read the text and summarise it in your own words.

2. Complete the chart with the information given above.



3. Looking back in history,

- Why do you think the population grew so slowly up to the eighteenth century?
- Why do you think it started rising so fast from then on?

I think that...
 ...the population grew so...
 ...slowly/quickly...
 ...up to /from...
 ...the eighteenth century...
 ...because...

- a. Of technical improvements in agriculture and industry.
- b. Of advances in medicine.
- c. A lot of people died from hunger and epidemics.
- d. High birth and death rates.
- e. High birth and low death rates.
- f. ...

4. Define demographic explosion.

2. The distribution of population: population density

To measure population, we do not look at **absolute population** (the number of people living in an area), but at population density. **Population density** is the relation between the number of inhabitants and the area they occupy.



Population density is calculated by dividing the number of people by the area (in km^2). It is usually shown as the number of people per square kilometre.

Activities



1. Define:

- Absolute population:

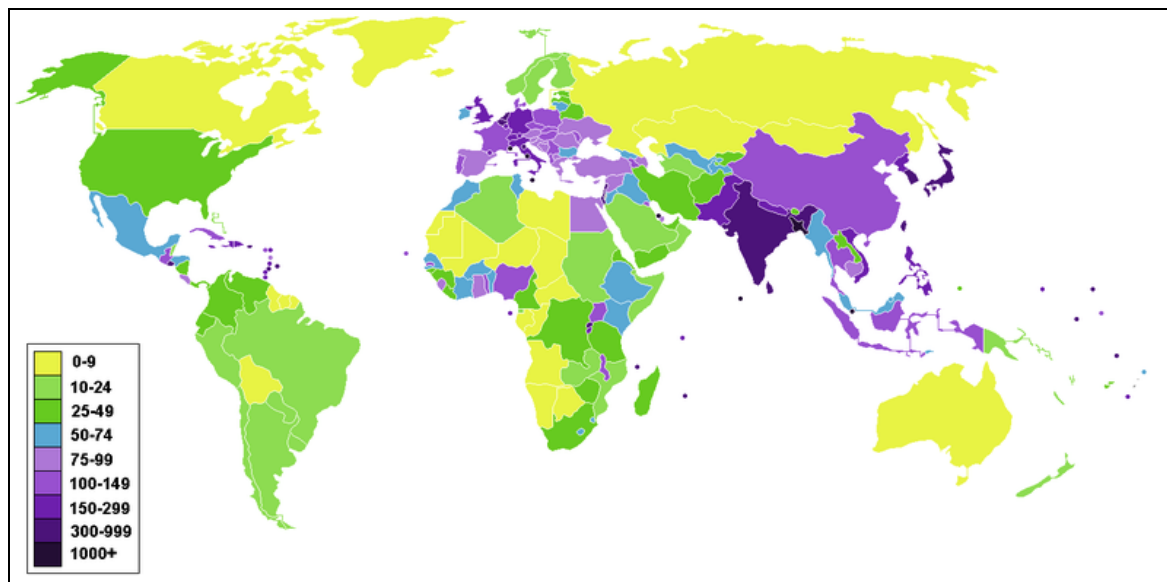
- Population density:

2. Complete the formula:

Population density = _____

3. If the world's population is 6.8 billion, and Earth's total area (including land and water) is 510 million square kilometers (197 million square miles), calculate the worldwide human population density.

The Earth's population is not distributed evenly: some areas have a high population density (**Densely populated areas**) while others have a low population density (**Sparsely populated areas**), as you can see in the following map:



Countries of the world by population density (30 March 2006). **Figures in people per km².**

Activities

1. Work with a partner to:

1. Look at the map and complete the chart (WHERE) with the parts of the continents (N, S, E, W) or the names of some countries.

Sparsely populated areas	Densely populated areas
<p>WHERE</p> <p>- 0-9 people per km²:</p> <p>- 10-49 people per km²:</p>	<p>WHERE</p> <p>- 100-999 people per km²:</p> <p>- 1000 + people per km²:</p>
REASONS	REASONS



2. Organize the following words or sentences into the categories in the boxes (previous page). Ask your partner what he or she thinks, for example:

Where does
desert go?

What do you
have for
rainforest?

No, I don't think
rainforest goes
with politics.

REASONS



3. Finally, compare with a different group.
4. Describe and compare the following pictures.








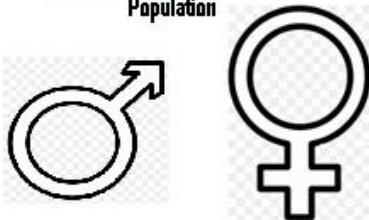

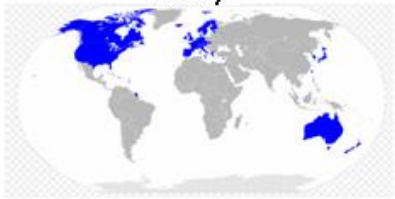

The first picture represents...;the second...
The differences are that in the first one...;in the second one...
While in the first picture there are...in the second...

3. Population rates

A rate is a measure of a part with respect to a whole; a proportion. To study the population we need some rates. The most important are:

BIRTH RATE, FERTILITY RATE, MORTALITY RATE, INFANT MORTALITY, LIFE EXPECTANCY, AGE STRUCTURE, POPULATION GROWTH RATE and SEX RATIO.

VOCABULARY

 Birth	 Death	 Population
 Fertility	 Literacy	 Male Female
 Growth	 Developed countries	 To invest

Activity

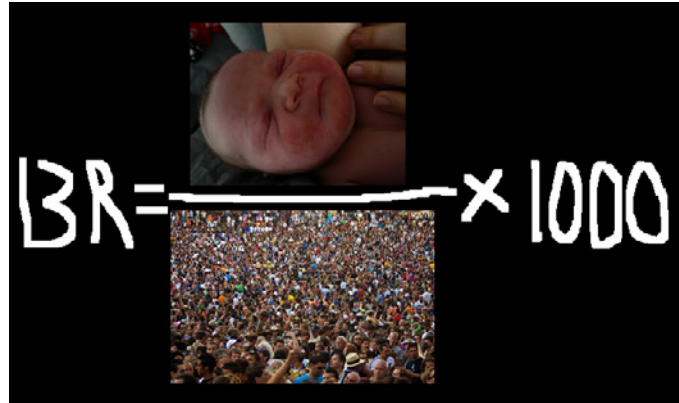


1. Try to define with your own words the vocabulary.

- **Birth:**
- **Death:**
- **Population:**
- **Fertility:**
- **Literacy:**
- **Female:**
- **Male:**
- **Growth:**
- **Developed countries:**
- **To invest:**

BIRTH RATE (BR)

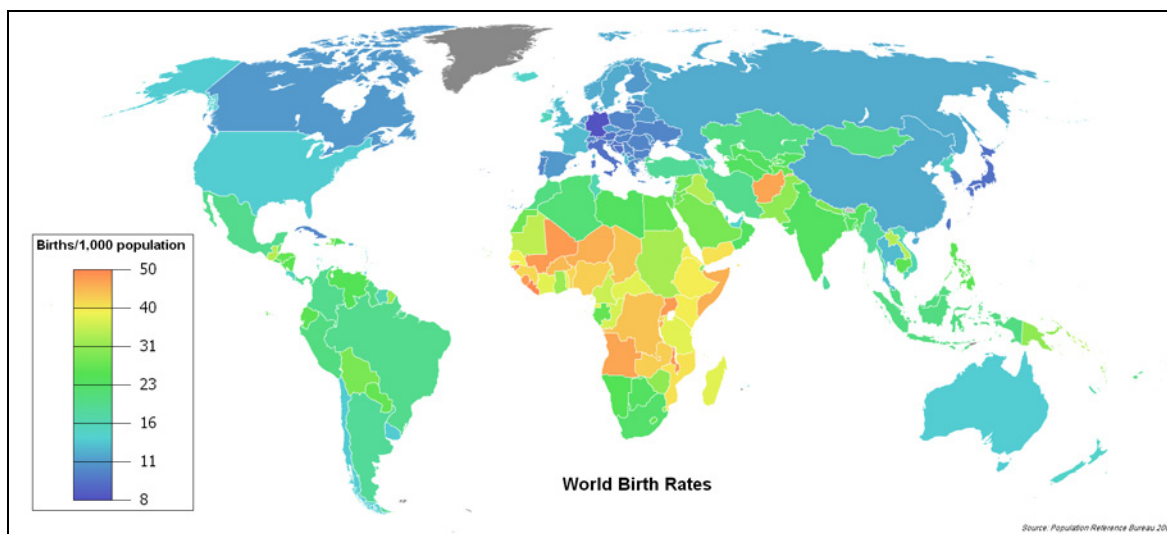
The **birth** rate in a place is the number of babies born there for every 1000 people during a particular period of time.


$$BR = \frac{\text{Number of babies born}}{\text{Population}} \times 1000$$

In Spain, 9.72 babies are born...

...for a population of 1,000 people.

Spain's birth rate: 9.72 births/1,000 population (2009 est.)



Countries by birth rate in 2008 (from **CIA** World Factbook)

CIA: The Central Intelligence Agency of the United States.

Activities

1. Describe the map.

The map shows ...

_____ has the highest birth rate, around _____

_____ has the lowest birth rate, around _____

The birth rate is medium in _____, around _____



2. Which factors do you think affect birth rate? Work with a partner to categorize the following reasons in the right box. Then, try to explain how these factors influence. Some things to remember...



Where does _____ go? I think _____ is a _____.

Where did you put _____? I can't remember where _____ goes.

Does this go here? _____ goes in _____

What does this word mean? No, _____ doesn't go in _____.

What did you put? We put that _____ goes in _____.

Factors affecting birth rate

- **Poverty levels.**
- **Economic prosperity .**
- **Social and religious beliefs** : especially in relation to contraception and abortion.
- **Female literacy levels.**
- **Typical age of marriage.**

Developed countries	Underdeveloped countries
Factor: Economic prosperity Reason Although in theory when the economy is doing well families can afford to have more children, in practice the higher the economic prosperity the lower the birth rate.	Factor: Poverty levels Reason Children can be seen as an economic resource in developing countries as they can earn money .
Factor Reason	Factor Reason
Factor: Reason	Factor Reason
Factor: Reason	Factor Reason

FERTILITY RATE (FR)

The **fertility** rate in a place is the number of babies born there for every 1000 women (between the ages of 15 and 49 years old) during a particular period of time.



"Bri, Joel & Indy" (a one-child family). At right, "sisters and brothers".

Activities

1. Describe and compare the two pictures and give your opinion.

The picture on the left/right represents...
I think the picture ... has been taken in...
In my opinion, the fertility rate in
developing/underdeveloped countries is...
because

I can't believe it!

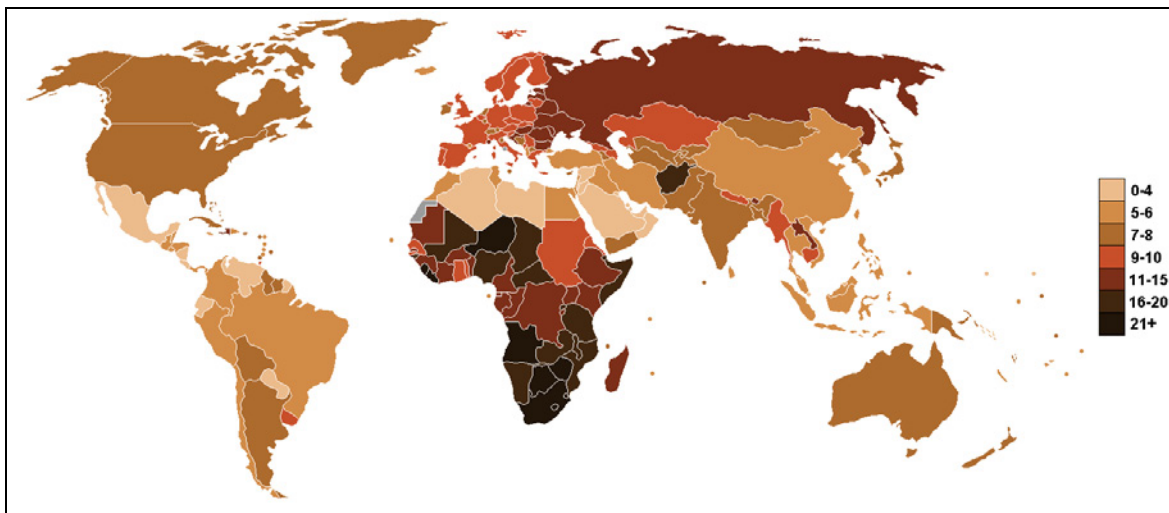


Christian evangelical's 18th baby creates the 'world's largest family'

Michelle Duggar, a 42-year-old Arkansas woman, has given birth to her 18th child. She and her husband, who claim to be the world's biggest family, has used almost 100,000 nappies and nearly seven liters of milk a day. The Duggars have their own official website (<http://www.duggarfamily.com/>).

MORTALITY RATE (MR)

The mortality rate in a place is the number of people that died (death) there during a particular period of time.



Countries by death rate in 2006 (from CIA World Factbook).

Activities

1. Describe the map.
2. Which factors do you think affect death rate? Work with a partner to categorize the following reasons in the right box.

Factors affecting death rate

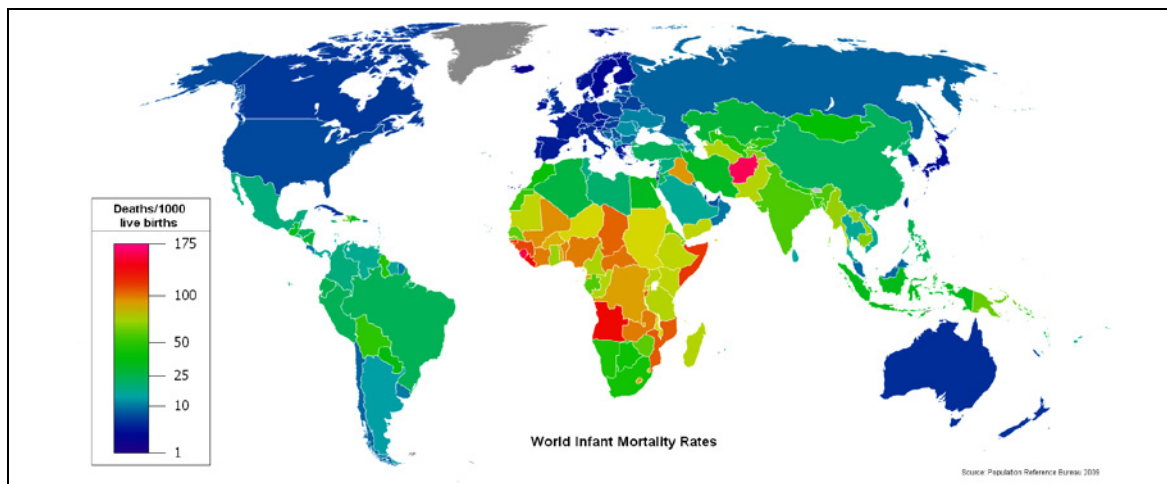
HIV-AIDS, ischaemic heart disease, cerebrovascular disease, cancer, car accidents, suicide, diarrhoeal diseases, malaria, tuberculosis, childhood diseases, lower respiratory infections...

Developed countries	Underdeveloped countries

INFANT MORTALITY (IM)

The infant mortality rate in a place is the number of children under the age of one that die there during a particular period of time.

Currently the most common cause is pneumonia. Other causes of infant mortality include malnutrition, malaria, congenital malformation, infection and AIDS. Infanticide (gendercide), child abuse and child abandonment may also contribute to infant mortality.



World infant mortality rates in 2008

Activities

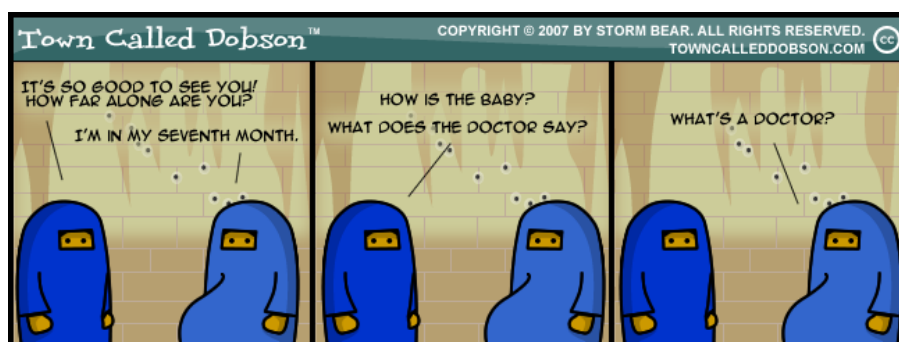
1. Describe the map.
2. Why do you think Infant mortality affects more developing countries than developed countries?

3. ¿What is gendercide? Write your opinion about the following sentence.

"As to children, a father and mother when they produce a boy congratulate one another, but when they produce a girl they put it to death."

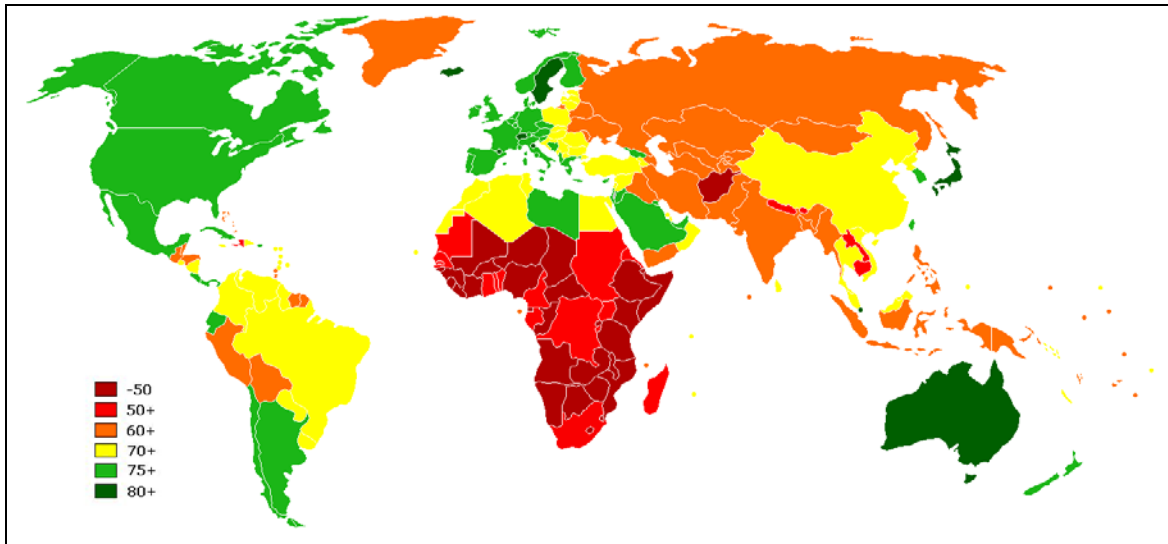
Philosopher **Han Fei Tzu**, a member of the ruling aristocracy (China, 3rd century BC)

3. What does the following cartoon have to do with infant mortality?



LIFE EXPECTANCY (LE)

The life expectancy at **birth** in a place refers to the number of years someone is expected to live there.



Life expectancy world map (IA World Factbook 2005)

Activity

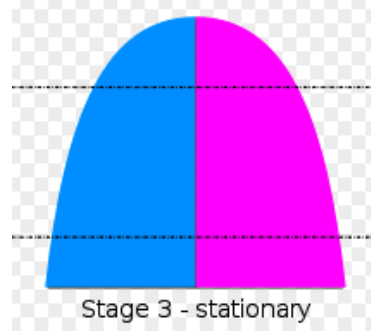
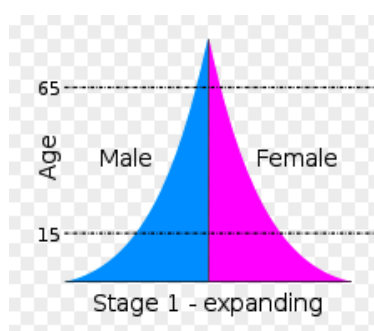
1. Describe the map.

AGE STRUCTURE (AS)

Age structure provides the distribution of the population according to age. Information is included by sex and age group (0-14 years, 15-64 years, 65 years and over). The age structure of a population affects a nation's key socioeconomic issues. Countries with young populations (high percentage under age 15) need to **invest** more in schools, while countries with older populations (high percentage ages 65 and over) need to **invest** more in the health sector.

Activity

1. How is the Age structure in the following population pyramids? Which one will have to invest more in schools and which one in the health sector?

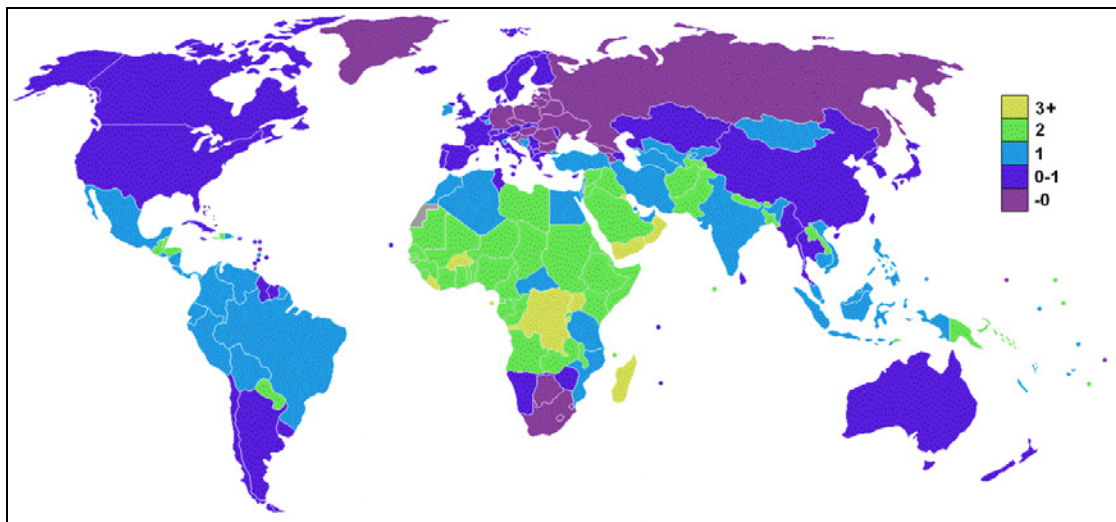


POPULATION GROWTH RATE (PGR)

The population growth rate in a place is the difference between the numbers of **births** and **deaths** there during a particular period of time.

$$PGR = \frac{\text{Births} - \text{Deaths}}{\text{Population}} \times 100$$

The overall growth rate takes migration into account (immigration minus emigration).



Population growth rate world, including the variables of births, deaths, immigration, and emigration (2006)

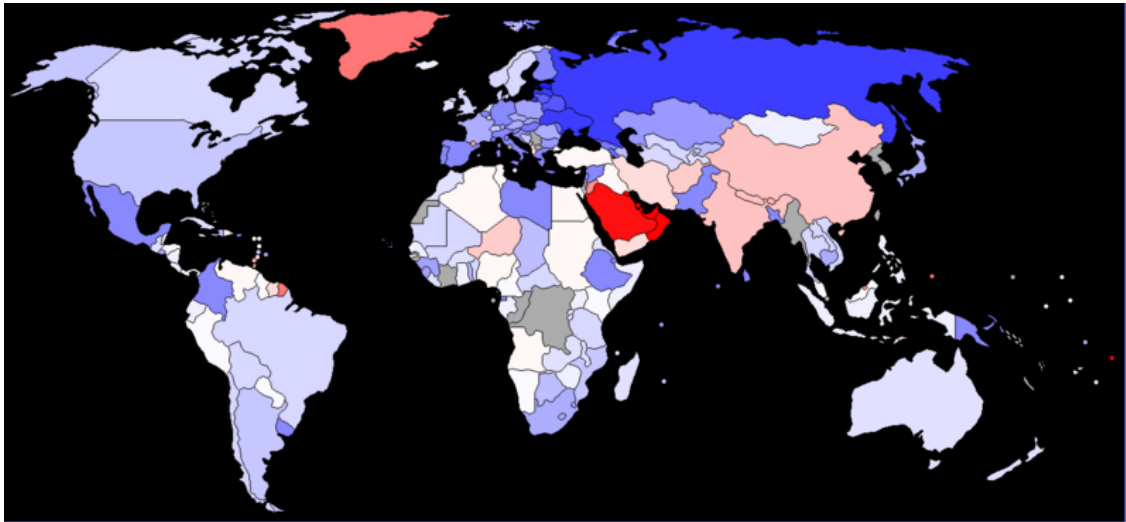
Activities

1. Describe the map.
2. **Overpopulation** is when there are excessive population in an area and little resources. Look at the following map and write the name of the areas that are going to be overpopulated by 2050.



SEX RATIO (SR)

The sex ratio is the number of **males** for each **female** in a **population**. The CIA estimates that the current world wide sex ratio at **birth** is 107 boys to 100 girls.



Sex ratio of total population per country (2006 CIA World). Scale from blue to red: Blue (below 0.81 males/female), White (1.01 males/female), Red (above 1.21 males/female).

Activities

1. Describe the map.
2. Which countries have the highest sex ratio? What do you think is the reason? Do you think that sex segregation has something to do with it?

Did you know?



A young Saudi woman wearing a traditional hijab.

Saudi women sometimes face discrimination in many aspects of their lives, such as the justice system. It is believed that a woman's place is in the home caring for her husband and family. The treatment of women has been referred to as "Sex segregation" and "gender apartheid". Here are some examples:

- Although they make up 70% of those enrolled in universities, for social reasons, women make up just 5% of the workforce in Saudi Arabia, the lowest proportion in the world.
- Women are legally not allowed to drive cars.
- According to the CIA world factbook, 70.8% of females are literate, in comparison to 84.7% **literacy** rates in males.

4. The Demographic transition model

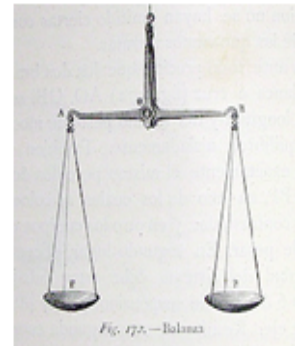
Introducing vocabulary



Fall



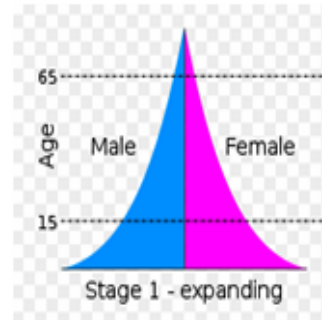
Imbalance



Balance



A constrictive pyramid has few children.



An expansive pyramid has many children.



Listening comprehension **NOTE-TAKING versus NOTE-MAKING**



Note taking is when you are reading or hearing something for the first time and you are trying to get the information so that you can use it later.

Note-making is when you return to these notes and make more notes on them. This means you annotate them, put things into your own words or summarise them and highlight key points.

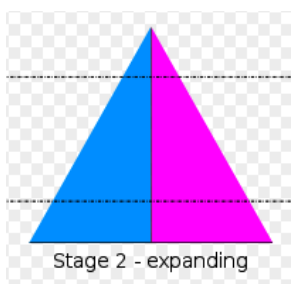
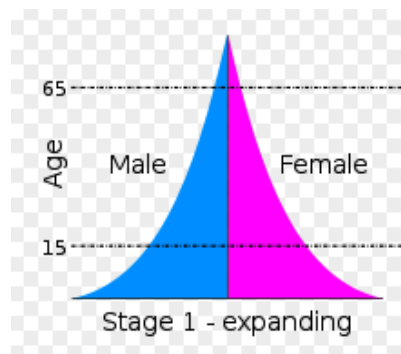


1. NOTE TAKING ACTIVITY. Listen to your teacher/assistant. Fill in the gaps on the following text.

The **Demographic transition model** is a model used to represent the transition from high birth and death _____ to low birth and death _____ as a country develops from a pre-industrial to an industrialized economic system.

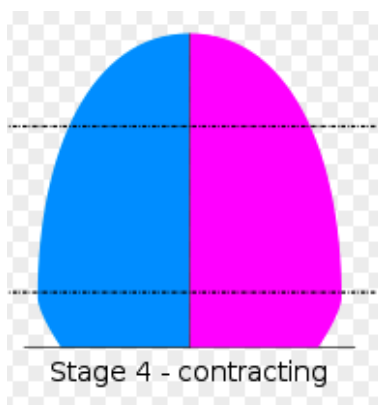
The transition involves _____ stages, or possibly _____.

1. In stage one, that of a pre-industrial society, _____ rates and _____ rates are high and roughly in _____. The population _____ rate is very low, or negative. The population pyramid is _____: life _____ is _____, and most of the population is under _____ years old.



2. In stage two, that of a developing country, the _____ rates _____ rapidly. The _____ rates continue being high, and this produces an _____, so the population _____ rate is very high.

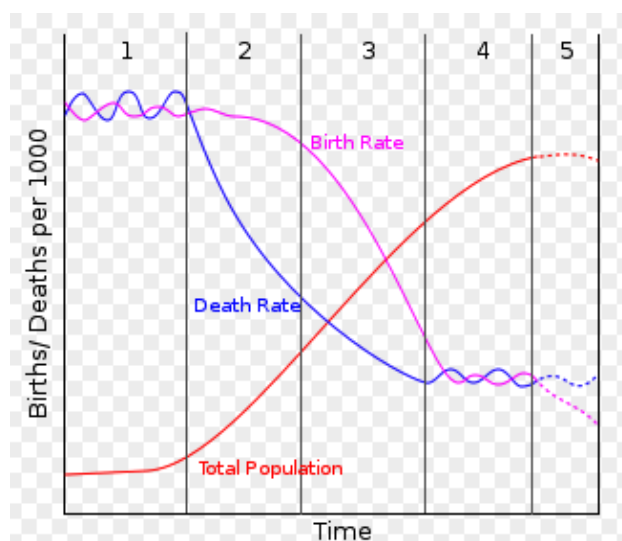
3. In stage three, _____ rates _____. The _____ rates continue falling. Population _____ is low.



4. During stage four, that of an industrialized economic system, there are both low _____ rates and low _____ rates and roughly in _____. The population _____ rate is very low, or negative. The population pyramid is _____: life expectancy is high (many of the people are aged _____ or over) but there are few _____.



2. NOTE TAKING ACTIVITY. Listen to your teacher/assistant while he/she explains The Demographic transition model and take notes. The following diagram will help you to understand.



A diagram of the demographic transition model, including stage 5

STAGE 1

The death rate is

The birth rate is

The population growth rate is

STAGE 2

The death rate falls because

The birth rate is

The population growth rate is

STAGE 3

The birth rate falls because

The death rate is

The population growth rate is

STAGE 4

The death rate is

The birth rate is

The population growth rate is

STAGE 5

The death rate is

The birth rate is

The population growth rate is



3. NOTE MAKING ACTIVITY. Now, with all the notes, put things into your own words or summarise them and highlight key point. Don't forget to explain the reasons (**because**) and to structure the sentences well (**It is a..., It follows, therefore, that...**). For example:

The **Demographic transition model** is a model that represents the transition from high birth and death rates (typical of pre-industrial countries) to low birth and death rates (typical of industrialized countries). It has five stages:

In stage one, the **death rate** is **high** and the **birth rate** is **high**. The death rate is high **because** of diseases and malnutrition. The birth rate is high **because** children can be seen as an economic resource in pre-industrial societies. **It follows, therefore, that** the **population growth** is **low** or negative. **Life expectancy** is **low** and most of the population is under 15 years old (wide base of the pyramid population). The pyramid population is expansive.

In stage two

In stage three

In stage four

In stage five



5. Project

The class is going to divide into groups to look for the information about the population of some countries. Students will have to make a poster with all the information and, after that, they will present their poster to the class. Useful website includes:

<http://www.indexmundi.com/>



COUNTRIES



SPAIN (developed)



-Location:

Southwestern Europe, bordering the Bay of Biscay, Mediterranean Sea, North Atlantic Ocean, and Pyrenees Mountains.

- (Absolute) population:

46,188,000 people (2009).

- Area:

505,370 sq km.

- Population density:

46,188,000/505,370 sq km.: 91.39 people per square kilometre

The population density is high because of the temperate climate, the mineral resources, accessibility, the availability of water, fertile land and good economy.

The densely populated areas are in the coast.

The sparsely populated areas are in the interior (except from Madrid).

- Age structure

0-14 years: 14.5% (male 3,021,822/female 2,842,597)

15-64 years: 67.4% (male 13,705,107/female 13,601,399)

65 years and over: 18.1% (male 3,071,394/female 4,282,683)

- Median age

41.1 years (male: 39.7 years; female: 42.5 years)

- Birth rate

9.72 births/1,000 population (2009 est.)

- Mortality (or Death) rate

9.99 deaths/1,000 population (July 2009 est.)

- Population growth rate

0.072% (2009 est.)

- Sex ratio

0.96 male(s)/female (2009 est.)

- Infant mortality

4.21 deaths/1,000 live births

- Life expectancy

80.05 years

- Fertility rate

1.31 children born/woman (2009 est.)

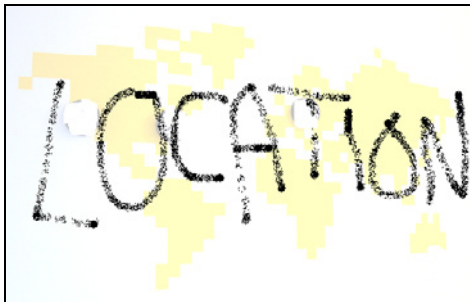
- Literacy:

97.9% (male: 98.7%, female: 97.2%)

- Stage of the Demographic transition model

Four stage, that of an industrialized economic system, there are both low birth rates and low death rates and roughly in balance. The population growth rate is very low, or negative. The population pyramid is constrictive: life expectancy is high (many of the people are aged 65 or over) but there are few children.

NAME OF THE COUNTRY
(developed/developing/ underdeveloped)

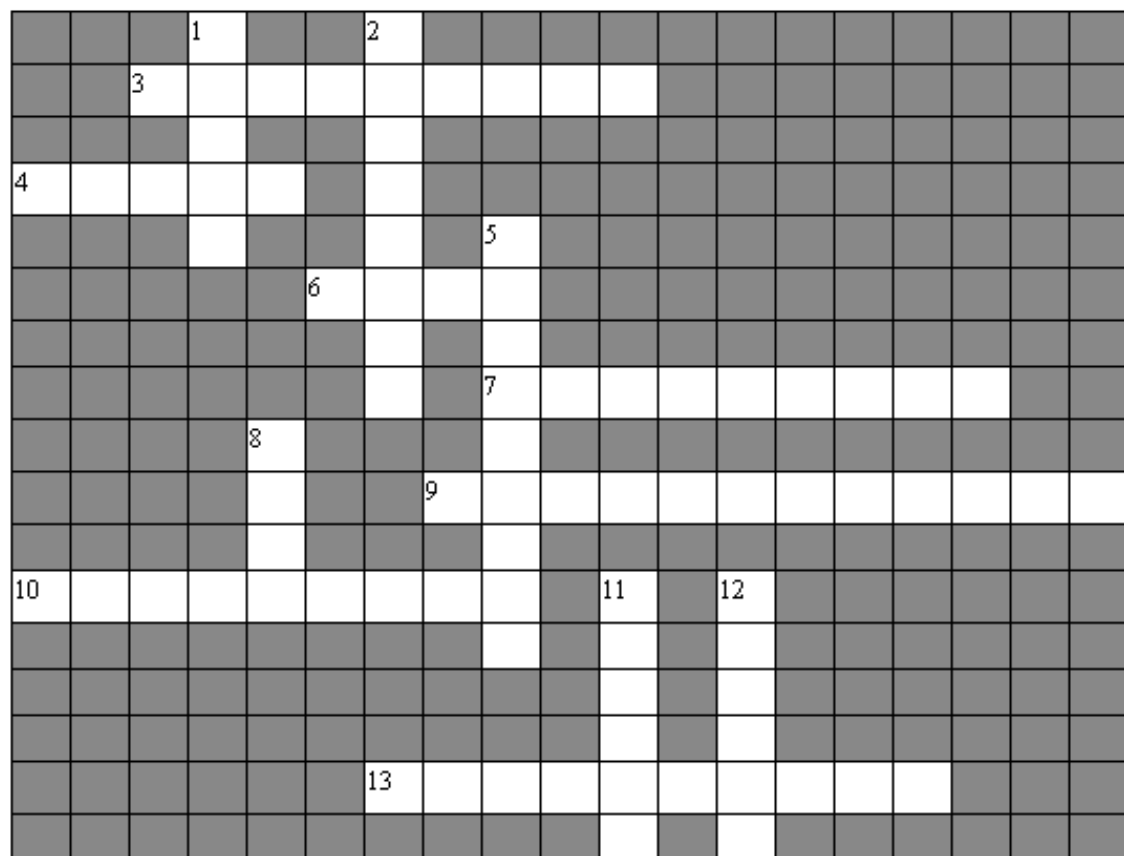


- Location
- (Absolute) population
- Area
- Population density
- Age structure
- Median age
- Birth rate
- Mortality (or Death) rate
- Population growth rate
- Sex ratio
- Infant mortality
- Life expectancy
- Fertility rate
- Literacy (male and female)
- Stage of the Demographic transition model:



6. Final activities

1. Do the crossword.



ACROSS

3. The ratio of live births in an area to the population of that area.
4. The act or fact of being born.
6. A man or boy.
7. This type of pyramid has many children.
9. This type of pyramid has few children.
10. The opposite of balance.
13. All of the people inhabiting a specified area.

DOWN

1. The act of dying.
2. The ability to read and write.
5. An industrialized country.
8. Movement due to gravity.
11. A woman or girl.
12. An increase in size, number, significance, etc



CROSSWORD PUZZLE GAMES

CrosswordPuzzleGames.com



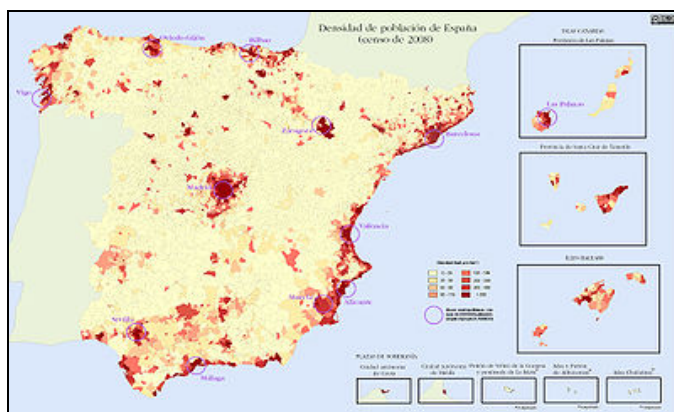
2. Unscramble the names seen in the previous activity (?).

1. tihBr_____	8. hrowtG_____
2. ahteD_____	9. edeeplDv_____
3. opunoaPlit_____	10. lFla_____
4. ryuFtlet_____	11. ncBaale_____
5. ayicLetr_____	12. mablnacIe_____
6. elameF_____	13. ortvctisneCi_____
7. Male_____	14. sExpineav_____

3. Define the following words:

- Demographic explosion:
- Population density:
- Birth rate:
- Fertility rate:
- Mortality rate:
- Infant mortality:
- Life expectancy:
- Age structure:
- Population growth rate:
- Sex ratio:

4. Which are the densely populated areas in Spain? How about the sparsely populated areas? Why?

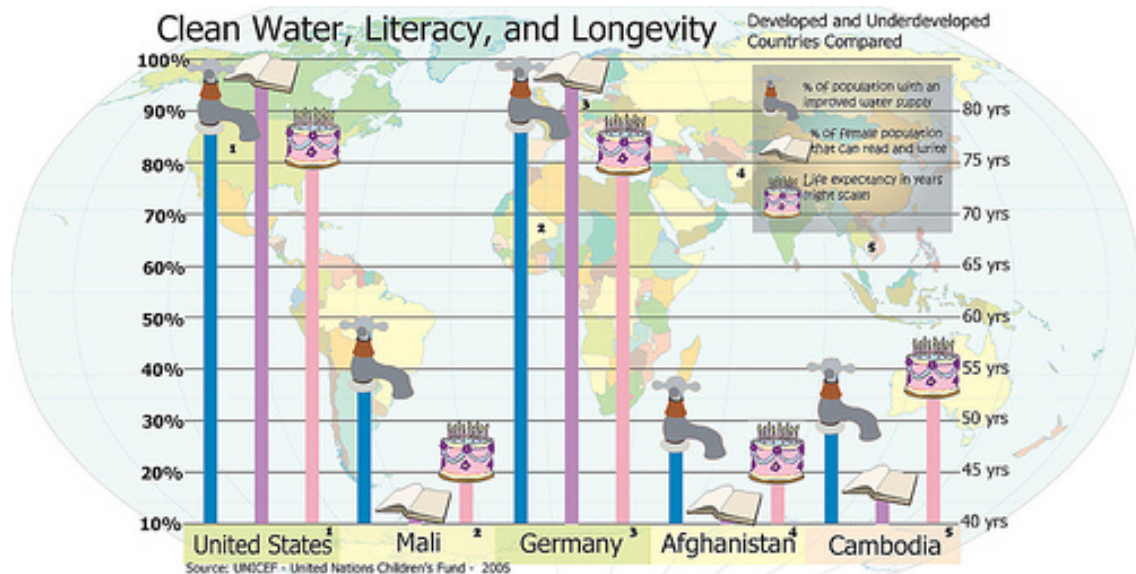




5. Calculate the population density for each country.

COUNTRY	Population	Area in km ²	Population density
Mongolia	3,041,142 (2009)	1,564,116	
China	1,338,612,968 (2009)	9,596,961	
Belarus	9,648,533 (2009)	207,600	
United States	307,212,123 (2009)	9,826,675	

6. Look at the chart.



a. What does the chart compare? Which countries are being compared?

b. Describe the situation in the different countries.

United States

Mali

Germany

Afghanistan

Cambodia

c. Write your conclusions.



7. Let's investigate!!



Why Zimbabwe has the world's lowest life expectancy? Useful website include:

<http://www.independent.co.uk/news/world/africa/dead-by-34-how-aids-and-starvation-condemn-zimbabwes-women-to-early-grave-424669.html>

<http://news.bbc.co.uk/2/hi/africa/4890508.stm>

8. THINKING! The following picture is called “His little world...” Describe it. Do you like it or not? What does the author (called Fearless) try to say with this artwork?



READING



One of the world's oldest persons

Jeanne Louise Calment lived 122 years and 164 days (44,724 days total). She lived in Arles, France, for her entire life. At age 12 or 13, she met Vincent van Gogh, who had come to her uncle's shop to buy paint. Calment would remember him as "dirty, badly dressed, and disagreeable" and "very ugly, ungracious, impolite, sick". She entered the *Guinness Book of Records* in 1988, and on 17 October 1995 was declared the oldest person who had ever lived.



Calment celebrating her 121st birthday in 1996. On the right, Calment at age 20 in 1895.

Calment's remarkable health presaged her later record. At age 84, she was still doing fencing, and at 100, she was still riding a bicycle. Calment lived on her own until shortly before her 110th birthday, when it was decided that she needed to be moved to a nursing home after a cooking accident. However, Calment was still in good shape, and was able to walk until she fractured her femur during a fall at age 114 years and 11 months, which required surgery. After her operation, Calment needed to use a wheelchair. She smoked until the age of 117, only five years before her death. Calment smoked from the age of 21 (1896), but it seems that Calment smoked no more than two cigarettes per day. She ascribed her longevity to olive oil, as well as a diet of port wine, and ate nearly one kilo of chocolate every week.

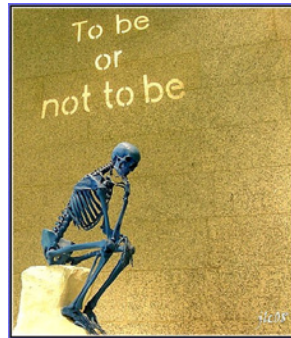
http://en.wikipedia.org/wiki/Jeanne_Calment



Questions

1. Why is Calment famous?
2. How old was she when she died?
3. How did Calment meet Vincent van Gogh?
4. What do you think is the secret of longevity? Do you agree with Calment's point of view?

THINK!



Activity: What do the following quotes try to say?



- "...democracy cannot survive overpopulation. Human dignity cannot survive it. Convenience and decency cannot survive it. As you put more and more people into the world, the value of life not only declines, it disappears".

- "Which is the greater danger, nuclear warfare or the population explosion? The latter absolutely! To bring about nuclear war, someone has to DO something; someone has to press a button. To bring about destruction by overcrowding, mass starvation, anarchy, the destruction of our most cherished values-there is no need to do anything.

Isaac Asimov

1. _____

2. _____

"A finite world can support only a finite population; therefore, population growth must eventually equal zero".

Garrett Hardin

"Instead of controlling the environment for the benefit of the population, maybe we should control the population to ensure the survival of our environment".

Sir **David Attenborough**

"We must alert and organise the world's people to pressure world leaders to take specific steps to solve the two root causes of our environmental crises: exploding population growth and wasteful consumption of irreplaceable resources"

Jacques-Yves Cousteau



7. What I have learned

Human population through History

Two thousand years ago, there were around ____ million people in the world. There were ____ billion in 1800 and there are almost ____ billion today. This is described as a **demographic** _____.

The distribution of the population: population density

Population density is the relation between the number of _____ and the _____ they occupy.

The Earth's population is not distributed evenly. There are:

1. _____, that have a high population density. For example _____

Some reasons are _____

2. _____, that have a low population density. For example _____

Some reasons are _____

- _____ is when there are excessive population in an area and little resources.

Population rates

A **rate** is a measure of a _____ with respect to a _____. Population rates varies depending on the country (**complete with the conclusions of the project**):

In developed countries

The **birth rate** is

because

The **fertility rate** is

because

The **mortality rate** is

because

Infant mortality is

because

Life expectancy is

because

The **age structure** is

because

The **population growth rate** is

because

The **sex ratio** is

because

In developing countries

The **birth rate** is

because

The **fertility rate** is

because

The **mortality rate** is

because

Infant mortality is

because

Life expectancy is

because

The **age structure** is

because

The **population growth rate** is

because

The **sex ratio** is

because

In underdeveloped countries

The **birth rate** is

because

The **fertility rate** is

because

The **mortality rate** is

because

Infant mortality is

because

Life expectancy is

because

The **age structure** is

because

The **population growth rate** is

because

The **sex ratio** is

because

The Demographic transition model

The **Demographic transition model** is a model used to represent the transition from ____ birth and death rates to ____ birth and death rates as a country develops from a ____ to an ____ economic system. The transition involves ____ or ____ stages.

The things that caught my attention the most in the unit were:

And don't forget to study the vocabulary!!!!



Finally, read the following statements about the skills and knowledge you have learned during the unit. Please, circle one of these options:

YES NO NOT YET.



Self-assessment chart

I CAN	Complete a chart with some information given.	YES NO NOT YET
	Define concepts using my own words.	YES NO NOT YET
	Describe and analyse maps and charts.	YES NO NOT YET
	Describe and compare pictures.	YES NO NOT YET
	Calculate some rates formulas.	YES NO NOT YET
	Summarize the main ideas from a text.	YES NO NOT YET
	Explain the factors that affect the most important rates.	YES NO NOT YET
	Explain the difference between "Note taking" and "Note-making".	YES NO NOT YET
	Take notes from a listening.	YES NO NOT YET
	Take notes while the teacher explains.	YES NO NOT YET
	Make notes and put things into my own words.	YES NO NOT YET
	Look for the information about the population of some countries.	YES NO NOT YET

8. Links, bibliographies and acknowledgements

Nubes de palabras creadas con

<http://www.wordle.net/>

Definiciones

<http://www.thefreedictionary.com/>

Wordscramble

<http://search.teach-nology.com/cgi-bin/scramble.pl>

Portada e introducción

Portada

Imágenes

World population

<http://www.flickr.com/photos/87547772@N00/375127836>

flickr contacts - March 28, 2005 {notes}

<http://www.flickr.com/photos/34427466731@N01/7722581>

Brain storming

<http://upload.wikimedia.org/wikipedia/commons/0/07/Brainstorming.gif>

Think and talk!

Imágenes elaboradas a partir de:

Cartel Contra el Hambre (comecocos)

<http://www.flickr.com/photos/47753500@N00/3566910261>

Sancocho con gasolina? wakala!

<http://www.flickr.com/photos/94099333@N00/3642043194>

Game Over

<http://www.flickr.com/photos/51035555243@N01/2428847785>

Human population through History

Texto

http://www.ined.fr/en/everything_about_population/animations/world_population/

The distribution of the population: Population density

Texto

www.indexnet.santillana.es

<http://sedac.ciesin.columbia.edu/plue/gpw/index.html?main.html&2>

Imágenes

Population density model

<http://www.flickr.com/photos/10574125@N04/2395230586>

World population density map

http://upload.wikimedia.org/wikipedia/commons/4/4d/World_population_density_map.PNG

Crowd in HK.JPG

http://en.wikipedia.org/wiki/File:Crowd_in_HK.JPG

TariatLandscape.jpg

<http://en.wikipedia.org/wiki/File:TariatLandscape.jpg>

Population rates

Texto

<http://en.wikipedia.org/wiki/>
http://en.wikipedia.org/wiki/Infant_mortality
<http://en.wikipedia.org/wiki/Infanticide>
http://en.wikipedia.org/wiki/Mortality_rate
http://en.wikipedia.org/wiki/Women%27s_rights_in_Saudi_Arabia

Imágenes

Technologic (marca de agua)
<http://www.flickr.com/photos/55912386@N00/4197732260>
Poesy sleeps, London, UK.JPG
<http://www.flickr.com/photos/37996580417@N01/2239156982>
Out with a smile
<http://www.flickr.com/photos/16231096@N00/126602163>
Population
<http://www.flickr.com/photos/15650492@N08/2796367140>
Motivos para revolucionar mi vida... (embarazo)
<http://www.flickr.com/photos/8843253@N03/2209054269>
Personal finance (to invest)
<http://www.flickr.com/photos/11121568@N06/4375850315>
Gráfica crecimiento
http://upload.wikimedia.org/wikipedia/commons/a/af/Crecimiento_poblacion_mundial.png
fifty-five/365 (alfabetización)
<http://www.flickr.com/photos/82024551@N00/4386254775>
Countries by birth rate in 2008
http://upload.wikimedia.org/wikipedia/commons/c/c5/Birth_rate_figures_for_countries.PNG
what's with this guy and the camera ? (marca de agua)
<http://www.flickr.com/photos/35034347468@N01/162831077>
Bri, Joel & Indy (A one-child family)
<http://www.flickr.com/photos/14404175@N00/2879155528>
Sisters and brothers
<http://www.flickr.com/photos/30084530@N04/3230860489>
Death rate map
http://en.wikipedia.org/wiki/File:Death_rate_world_map.PNG
World infant mortality rates in 2008 (map)
http://upload.wikimedia.org/wikipedia/commons/9/93/Infant_Mortality_Rate_World_map.png
Viñeta de humor (Towncalleddobson)
<http://www.towncalleddobson.com/strips/2007/2-8-07.png>
Life expectancy map
http://upload.wikimedia.org/wikipedia/commons/6/6e/Life_expectancy_world_map.PNG
Population_growth_rate_world (map)
http://upload.wikimedia.org/wikipedia/commons/2/27/Population_growth_rate_world.PNG
World population Growth map
<http://www.flickr.com/photos/28541331@N00/2979574719>
Sex ratio total population map
http://commons.wikimedia.org/wiki/File:Sex_ratio_total_population_per_country_smooth.png
Young Saudi Arabian woman in Abha
http://en.wikipedia.org/wiki/File:Young_Saudi_Arabian_woman_in_Abha.jpg

The Demographic transition model

Texto

http://en.wikipedia.org/wiki/Demographic_transition

Imágenes

Pirámides de población
http://en.wikipedia.org/wiki/File:DTM_Pyramids.svg
A diagram of the demographic transition model
<http://en.wikipedia.org/wiki/File:Stage5.svg>
Empezando los exámenes
<http://www.flickr.com/photos/27968819@N00/3621661341>

Imbalance (1)

<http://www.flickr.com/photos/63227032@N00/3438433712>

Balance: 1004070

<http://www.flickr.com/photos/37667416@N04/4030996641>

Fall: 2/52 - It's Raining Men!

<http://www.flickr.com/photos/35745518@N04/3802901392>

5. Project

Playmobils of the world

<http://www.flickr.com/photos/21649179@N00/1248203303>

Flag of Spain

http://es.wikipedia.org/wiki/Archivo:Flag_of_Spain.svg

Archivo:EU-Spain.svg

<http://es.wikipedia.org/wiki/Archivo:EU-Spain.svg>

European flag

<http://www.flickr.com/photos/51567388@N00/2390666040>

FontShop Bit Map

<http://www.flickr.com/photos/23806189@N00/304397539>

6. Final activities

Imágenes

Mapa densidad de población en España

http://en.wikipedia.org/wiki/Demographics_of_Spain

Gráfica que relaciona *clean water, literacy and longevity*

http://farm1.static.flickr.com/202/487498948_a6256abe76.jpg

Marilyn Monroe Reading James Joyce

<http://www.flickr.com/photos/96376965@N00/152290154>

Calment celebrating her 121st birthday in 1996.

<http://en.wikipedia.org/wiki/File:Jeanne-Calment-1996.jpg>

Calment at age 20 in 1895.

<http://en.wikipedia.org/wiki/File:JeanneCalmentaged20.jpg>

Portada "The independent"

<http://www.flickr.com/photos/sokwanele/299532754/>

"His little world..."

<http://www.flickr.com/photos/78993837@N00/2884060406>

Image: 'Not to be

<http://www.flickr.com/photos/38035878@N07/3528644867>

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