

MODULE 9 Population

Unit 1

The population of China is about 1.37 billion.

Preparation

- Ask the students to stand up. Divide them in half and ask them to face each other with one side being A and the other being B.
- Tell them to Ping-Pong the numbers to 20 in even numbers chorally. (e.g. A — 2/B — 4; A — 6/B — 8). Direct by pointing from one side to the other side.
- Ask them to count backwards (e.g. A — 20/B — 18; A — 16/B — 14).
- Put the students in pairs to Ping-Pong practise.
- Repeat the process with odd numbers to 21.
- Number all the rows of the students from the front to the back.
- Tell them you will call out a number, and the row the number refers to should stand up or sit down quickly. Call out a mix of odd numbers and even numbers.

Listening and vocabulary

1. Work in pairs. Look at the picture and talk about it. Use the words in the box to help you.

- Ask the students to look at the picture and think what it shows.
- Elicit the words in the box and brainstorm as many words as the students know to describe the picture.
- Tell the students to talk about the picture in pairs. Remind them they may describe it by asking and answering questions.
- Elicit their descriptions.

2. Listen and choose the correct answer.

- Write some large numbers on the board (e.g. 10,985; 31,000,000; 50,000,000; 15,894,500).

- Repeat chorally. Then point and ask the class to repeat.
- Dictate some big numbers and tell the students to check with a partner.
- Ask the students to tell you the numbers they wrote and write the numbers on the board (right or wrong). Then correct them together if they are wrong.
- Tell the students to read the questions and guess the answers with their partners.
- Play the recording. Tell the students to listen for their answers.
- Play the recording again and ask the students to decide their answers.
- Play the recording one more time for the students to check answers in pairs.
- Elicit answers with the students asking and answering the questions in pairs.

Answers

1. c) 2. b)

Tapescript

Betty: I went shopping in the city centre with my family last week.

Tony: Did you have a good time?

Betty: Yes, I did, but there was a lot of traffic on the way there. Then there were too many people and not enough space. It was impossible to move. And there was a lot of noise.

Tony: Well, Beijing is a big city.

Betty: Yes, it is. It has a population of about twenty million.

Tony: Twenty million! Does Beijing have the largest population in China?

Betty: No, it doesn't. Chongqing has the largest population in China. More than thirty-three million people live there.

Tony: Really? That's a lot of people!

Betty: Yes, and there's a lot more pollution in the air.



3. Listen and read.

- Ask the students if they think population is a problem and elicit their ideas.
- Ask the students how many babies they think are born every minute around the world. Write the numbers on the board. Then ask them to listen to and read the conversation to find out.
- Play the recording again, pausing at appropriate points and ask the students to repeat chorally and individually.
- Check whether the numbers on the board are correct with the class.
- Ask the students to practise the conversation in different roles.

Now complete the notes.

- Ask the students to read the first parts of the notes. Then listen to and read the conversation again and underline the key information.
- Ask them to complete the notes and check their answers with a partner.
- Elicit answers from the whole class.

Answers

over 250; 131.4 million; about 1.37 billion; about 7 billion

Extension

- Tell the students they are going to do a quiz about population.
- Group the students. Ask everyone to write their own questions that they will need to research and share in their groups. Then pick the best ten questions to make a quiz. For example:
 - 1) What was the world's population one thousand years ago?
 - 2) Which continent has the biggest population?
 - 3) Which city has the most people living in it?
- Tell them to research the answers to their quiz questions as homework and write an answer key.
- Ask one group to give their quiz to another group to do. Tell them to give each correct answer a point and see who gets the highest score.
- Share the information around the class and vote

for the most interesting facts they've found out.

4. Choose the correct answer.

- Tell the students to read the words and expressions in red and check if they understand their meaning.
- Tell them to read the sentences through and choose the correct answer.
- Ask them to check their answers in pairs.
- Elicit answers with the students reading out the whole sentences.

Answers

- | | |
|----------------------------|-----------------|
| 1. at the start | 2. large |
| 3. more | 4. a short time |
| 5. a few words | 6. difficult |
| 7. a long piece of writing | 8. a thousand |

Pronunciation and speaking

5. Listen and repeat.

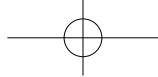
- Ask the students to read the numbers individually.
- Ask them why the numbers have a comma or commas (where the speaker pauses when speaking).
- Play the recording for them to listen for the pronunciation of the numbers and where the pauses are.
- Play the recording again. Pause and have the students repeat the numbers in small groups chorally. Then tell them to build up the large numbers slowly in smaller groups of numbers.
- Nominate students to read the numbers. Remind them of paying attention to the pauses.

6. Check (✓) the statements you agree with.

- Write up "Population problems" on the board. Ask the students how they think about this topic. Elicit their ideas.
- Look at the statements with the whole class. Tell the students to think about them and decide whether they think the statements are true, and the reasons for their opinions.

Now work in groups and discuss your answers.

- Put the students into groups of 4-6 to talk about the statements. Ask them to find out whether they agree or disagree and why.



- Ask each group to present their findings.

Unit 2

Arnwick was a city with 200,000 people.

Reading and vocabulary

1. Work in pairs. Ask and answer the questions. Use the words in the box to help you.

- Read through the words in the box with the whole class and have them repeat the words chorally and individually.
- Ask the students to work in pairs to ask and answer the questions, using the words in the box to help them.
- Elicit ideas from the whole class with the students asking and answering the questions in pairs.
- Write their ideas up on the board.

2. Read the passage and check your answers to Activity 1.

- Introduce the topic by asking the students to describe their home town.
- Look at the picture with the class and elicit what can be seen and what is happening.
- Ask the students to look at the title of the passage and think about what it may mean.
- Put the students in pairs to describe the picture and talk about the title.
- Elicit ideas and add them to those from Activity 1 on the board for a prediction task.
- Ask the students to read the passage, check their predictions and see if they were right.
- Go through the points on the board with the students and check their answers.

3. Check (✓) the true sentences.

- Ask the students to read the sentences and guess the answers.

- Tell them to scan the passage again for the key information and underline it.
- Ask the students to decide the answers individually and then check answers in pairs.
- Elicit answers in full sentences from the whole class.

Answers

1. ✓ 3. ✓ 5. ✓

4. Complete the passage with the correct form of the words in the box.

- Tell the students to look at the words in the box and check if they understand them. Repeat the words chorally with the class.
- Ask them to complete the passage on their own. Remind them of reading through the passage before completing the gaps.
- Ask them to check their answers in pairs.
- Elicit answers from the whole class in full sentences.
- Nominate students to read out the whole passage.

Answers

1. local 2. flats 3. services
4. rubbish 5. pollution 6. thousand

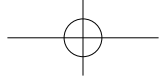
Writing

5. Read and check (✓) the problems that exist in your home town.

- Read through the list of problems with the whole class.
- Ask the students to have a whole class discussion about whether these are problems that exist in every town in China and in other countries as well.
- Ask them to check whether the problems exist in their home town.
- Nominate some students to share their ideas.

6. Write down your suggestions to solve the problems in your home town.

- Put the students in groups of four. Ask them to decide on what problems in Activity 5 their group think are the two most important ones.



- Ask them to discuss the problems, the reasons that they consider them the most important problems and the solutions. Then make a table and fill it in as follows.

Problems	Opinions and reasons	Solutions

- Have each group present their tables to the class.
- Check that the rest of the class are listening by asking questions about the presentations.
- Ask the class to vote for the best presentation.

Possible answer

Problems	Opinions and reasons	Solutions
Many young people want to leave the countryside because they want to find jobs in the city.	This is a big problem for the countryside and city. More and more young people crowd into cities, so there are few people working in the countryside. Meanwhile, there are so many people in the cities that some may not find a job.	It may be better to build more universities and create more jobs in smaller towns in the countryside, so young people will find it more interesting to stay.
Too much traffic brings air pollution.	This is a national as well as an international problem. Governments in every country do not do enough to control traffic pollution.	The governments should develop public transport so that people do not use their cars so much in the big cities.
...

Unit 3

Language in use

Language practice

Preparation

- Make a list of numbers, including the numbers with “-teen” and “-ty” as well as the numbers in

Activity 1.

- Read the list and let the students listen.
- Read a number, pause and read it again for the students to write the number. Do the same with the other numbers in the list.
- Ask the students to check their answers in pairs by reading out the numbers they wrote.
- Read through the sentences in the box with the students, paying attention to their pronunciation of large numbers and the sound “th” in “fifth”.
- Check if the students know that one fifth is one out of five or 20%. Remind them figures are often reported in different ways, but they all mean the same thing.
- Make sure they know how to say such figures, e.g. 131.4 million = one hundred and thirty one point four million.
- Ask the students to read the sentences aloud.

1. Work in pairs. Match the countries with their populations.

- Write the names of the four countries on the board and ask the students to repeat them chorally.
- Elicit what they think the populations in the four countries are and why.
- Tell the students to match the countries with the populations.
- Ask them to check their answers in pairs.
- Elicit the correct answers by offering some information about the four countries and their populations.

Answers

1 — d); 2 — c); 3 — b); 4 — a)

2. Read your answers to Activity 1 to the whole class.

- Ask the students to work in pairs and talk about the populations in the four countries by asking and answering questions in full sentences.
- Elicit answers in full sentences. (e.g. Australia has a population of.../Australia's population is...)



Now listen and check.

- Play the recording and check answers with the whole class.
- Play the recording again and pause for the students to repeat chorally.

Tapescript

1. China has a population of one billion, three hundred and seventy million, five hundred and thirty-seven thousand.
2. The population of the US is three hundred and fourteen million, seven hundred and ninety-one thousand.
3. Twenty-two million, nine hundred and fifty-six thousand people live in Australia.
4. Four million, four hundred and thirty-seven thousand people live in New Zealand.

Learning to learn

- Elicit that a chart is very useful for showing numerical information increasing or decreasing over time.
- Tell the students the chart in Activity 3 is comparing the amount of population in 2000 and 2025 in five different cities. Explain this type of chart has the information represented as blocks, and that another type of chart is a “line chart”, in which the information is represented by lines.
- Read the information in the Learning to learn section aloud with the whole class. Answer any questions the students may have. Then ask them to answer the questions at the end of the passage.
- Elicit answers from the whole class.

3. Read the chart and answer the questions.

- Explain how to read the chart: there are two lines — the vertical line with the population in millions and the horizontal line which shows the cities; two colours are used to show different years; the box with the colours marked above the years 2000 and 2025 is called a “key”, i.e. information needed in order to understand a chart or diagram.
- Tell the students to read the questions and then look at the chart and answer them on their own.
- Ask the students to check their answers in pairs.

- Elicit answers with the students asking and answering the questions in pairs.

Answers

1. Tokyo had the largest population in 2000.
2. Mumbai's population will increase the most from 2000 to 2025.
3. Mexico City will have a larger increase in its population.
4. I think Mumbai will have the biggest population problem because its population will increase the fastest.

4. Complete the passage with *a*, *an* or *the* where necessary.

- Ask the students to read the passage and say who it is about.
- Put the students in pairs to talk about what they remember about Mina.
- Elicit their ideas.
- Ask the students to read the passage again and decide if the missing words are general (a/an) or specific/particular (the).
- Ask them to complete the passage on their own and then check their answers with a partner.
- Elicit answers with the students reading out the passage line by line.

Answers

- | | | | | |
|-------|------|------|--------|--------|
| 1. an | 2. a | 3. a | 4. the | 5. the |
| 6. a | 7. a | 8. a | 9. a | 10. / |

5. Complete the sentences with the correct form of the words in the box.

- Review with the class how to make comparisons between two things.
- Ask the students to do this activity individually and then check answers with a partner.
- Elicit answers from the whole class in complete sentences.

Answers

- | | | | |
|-----------|------------|---------|----------|
| 1. better | 2. smaller | 3. more | 4. fewer |
|-----------|------------|---------|----------|



6. Complete the diagram showing population problems. Use the words in the box to help you.

- Revise the passage in Activity 2 in Unit 2 with the class. Tell the students to think about the problems of Arnwick.
- Ask them to look at the diagram and discuss the missing information in pairs.
- Elicit some ideas to check their understanding and set up the task.
- Ask the students to complete the diagram on their own and check their answers in pairs.
- Elicit answers in full sentences.

Possible answers

People move from the countryside/Parkville.
People arrive in the city.
Problem: Population increases.

Environmental problems
Examples:

air pollution
water pollution
too much traffic
rubbish (crowded flats)

Health problems
Examples:
not enough hospitals

Problems for the government
Examples:
need more schools and buses
need better public services
need more police to protect people

7. Complete the passage with the words in the box.

- Tell the students to read the passage about the problems of population and pollution.
- Elicit what the main problems of each are and ask the students to guess the missing information.
- Ask the students to complete the passage individually and then check answers with their partners.
- Elicit answers with the students reading the passage out line by line.

Answers

- | | | |
|---------------|----------------|----------|
| 1. population | 2. countryside | 3. space |
| 4. pollution | 5. traffic | |

8. Complete the sentences with the expressions in the box.

- Read through the expressions in the box and check their meaning with the students. Then ask them to repeat the expressions chorally.
- Ask the students to read and complete the sentences individually. Then check their answers in pairs.
- Elicit answers in full sentences.

Answers

- | | |
|-----------------------|------------------|
| 1. all over the world | 2. in the future |
| 3. closed down | 4. it takes |
| 5. not... any more | |

9. Listen and choose the best summary.

- Read the choices with the class. Ask the students to guess what the recording is about.
- Play the recording. Tell the students to listen to the recording and check whether their guesses were correct.
- Play the recording again for the students to decide the answer.
- Elicit the correct answer from the whole class.

Answer

d)

Tapescript

Joining car clubs is a good way to get around in cities. There are many car clubs in the US. You can use a car when you want to, and it's cheaper than having a personal car.

You only pay for the car when you drive it. You don't always use the car because sometimes you can take a bus, or walk or ride a bike. This is healthier for the city, as there will be fewer cars on the road. It is also healthier for you.



10. Listen again and choose the correct answer.

- Ask the students to read the sentences and think about the correct answer.
- Play the recording once more. Ask the students to underline or circle the correct choice.
- Elicit answers in full sentences.

Answers

- | | |
|--------------|------------|
| 1. cheaper | 2. pay for |
| 3. sometimes | 4. are |

11. Work in pairs and discuss this question.

- Read the question with the class. Elicit a few thoughts from the students and then put them in pairs to talk about it.
- Elicit ideas from the whole class and try to get a discussion going by asking for their opinions and if they agree with each other.

Around the world: World population and water

- Ask the students how population is related to water and what are the problems with water.
- Read through the information about population and water with the class. Answer any questions the students may have.
- Introduce more information about population and water. Encourage the students to do more research about this topic.

Culture box: The problem of overpopulation

In January 2006, two British scientists suggested that the world's problems associated with climate change and pollution cannot be solved without first looking at the real problem: overpopulation. They suggested that many organisations which were hoping to save the planet had forgotten the issue of the earth's ever-increasing population. They say if we do not find realistic, practical ways of dealing with population through family planning, nature will do it for us by starvation, epidemics and violence. Resources are decreasing and cannot sustain the population increases that are causing serious imbalances in eco-systems around the world.

Module task: Making a graph

12. Work in groups. Prepare to make your graph.

- Read through the bullet points of information with the students and tell them these are the instructions they need to follow. Check they understand all the instructions and tell them they have to make notes on each of the points in the list.
- Put the students in groups. Ask them to discuss what place and time they would like to research and decide who should do what. Remind them of making notes on every point.
- Elicit some ideas from the class.

13. Make your graph.

- Ask the students to share their findings with their groups and put their information together to create a graph.
- Encourage them to make the graph in different styles.

14. Write a paragraph to describe your graph.

- Ask each group to write a paragraph to talk about the graph they have made, using their notes to help them.
- Ask the students in each group to give advice about their graph and improve it.

Possible answer

In the graph, we can see how the population in the town changed between 1900 and 2000. We can see the population going up the vertical line and the years going across the horizontal line. The graph shows the population increased by more than one hundred percent from two and a half million to five million in one hundred years. At first it increased very slowly, but after 1945 it increased much more quickly. From 1990 to 2000, the population even increased by one million. The town itself also grew in size during this time.

15. Present your graph to the class.

- Get each group to show their graph to the class and read their paragraph which describes their findings. Or ask the students to display their graphs and paragraphs on the wall and read each other's.
- Ask them to vote for the most surprising information they found.