LOOKING AT POPULATION

Student’s worksheet

Lesson 1: POPULATION DISTRIBUTION

1. Make a group with people that have pictures that you think can match in some way with yours. (Six groups maximum).

   These phrases may help you:
   
   These make a group because...
   I think my picture is from a cold/hot/tropical area
   This two pictures matches because people that appear in them are the same ethnicity.
   Why do you think your picture matches with mine?
   Because people/landscapes/buildings seem to be from the same area...

2. Find on Google “Lights on earth” or use the support picture below. (“lights of the earth map”)
   Identify the continent of your group on the lights map and discuss about why this light distribution. Write down the main conclusions.


   These phrases might help you:
   
   Our continent has more/less lights than...
   There are more lights in the east/west/on the coast/inland...
   Our continent is......Asia/Africa/Oceania/Europe/America/Antarctic.
   ...located in south/north hemisphere.
   Why do you think there are more lights in...? 
   Because it’s a flat/mountain/high/low country/area
LOOKING AT POPULATION

Student’s worksheet

3- Locate your continent on the map, colour and label it.

www.educandojuntos.cl/dms/archivo_1648
Lesson 2: HISTORICAL EVOLUTION OF POPULATION

1- Read the text and then order the sentences given in the correct order.

In the past, the world’s population fluctuated. War, famine, plagues like the Black Death (Peste Negra), and lack of medicine prevented rapid population growth. It is estimated that the population of the world in 900 BC was about ten million. At this time people moved from place to place in search of wild cereals and animals to hunt. Then in Mesopotamia (present-day Iraq) they discovered how to plant/cultivate seeds from wild cereals to obtain crops for food. This eliminated the need to wander and they started to settle. They were the first farmers in history.

At the beginning population growth was slow. The discovery and spread of agriculture allowed a quick population growth. In the first century (born of Christ) there were about 260 million people on earth. Growth rates continued to fluctuate because of war, famine and natural disasters. It took about 1700 years for this population to double. From 1750 the world’s population grew faster than ever before. This was due mainly to new farming methods in Europe such as the development of better breeds of animals and the use of new machines that caused a large increase in food production.

The invention of the steam engine provided employment for thousands of workers in coal areas in Europe. At the same time hygiene and medical knowledge also improved greatly. Europeans become healthier, lived longer and had more children than before. They conquered new lands in the colonies, which increased land for agriculture and represented a big new market to import and export products. Because of that the world population grew faster than ever. Closer to us in time, in the 20th century the world’s population grew so fast that it was called a population explosion or also white explosion. Improved medical knowledge, hygiene and food supplies all around the world allow people to live longer and have larger and healthier families.
LOOKING AT POPULATION

Student’s worksheet

a- The population doubled to 520 million
b- War, famine, plagues and lack of medicine prevented rapid population growth
c- Improvement in medical knowledge and hygiene causes an increase of population
d- At the beginning of the first century there were about 260 million people on earth
e- New farming methods led to increased food production, which contributed to population increase
f- During the 20th century a demographic explosion took place
g- Industrial revolution in Europe provided employment for many people and this contributed to better living conditions and so to population increase.
h- Colonization was due to this great increase in population

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>
LOOKING AT POPULATION

Student’s worksheet

Lesson 3: DEMOGRAPHICAL PATTERNS

1- Find the tail corresponding to the head.

2- We say that a population has natural increase when
3- If the death rate is greater than the birth rate
4- Population change may differ from the natural increase or decrease
5- Emigration from a country
6- Immigration to a country
7- The natural increase is found
8- The birth rate
9- People who move home from one country to another

   a- are called migrants
   b- the birth rate is greater than the death rate
   c- when the birth rate is measured against the number of deaths (death rate) x 1000 people in the same year
   d- reduces population
   e- increases population
   f- taking into account migrants which include emigrants and immigrants
   g- there’s a natural decrease
   h- is the number of births x 1000 people in a year.

2- According to teacher’s explanation, label the flow diagram with the phrases.

   a-Low stationary stage
   b-birth rate falls
   c-death rate falls
   d-senile stage

   e-early expanding stage
   f-late expanding stage
   g-high stationary stage

   1 → 2 → 3 → 4 → 5

   6

   7
3- Sort the given sentences into the population cycle chart.

- a- Very slowly increasing
- b- Rapid increase
- c- High
- d- Death rate falls much more slowly
- e- Birth rate falls quickly
- f- Birth rate very low
- g- European countries
- h- Death rate falls rapidly
- i- Poor and undeveloped economy
- j- Latin American countries

<table>
<thead>
<tr>
<th>Birth rate</th>
<th>Early expanding stage</th>
<th>Late expanding stage</th>
<th>Low stationary stage</th>
<th>Senile stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Birth rate remains high</td>
<td>2</td>
<td>Birth rate is low</td>
<td>3</td>
</tr>
<tr>
<td>DEATH RATE</td>
<td>high</td>
<td>4</td>
<td>5</td>
<td>Death rate is also low and people live long lives</td>
</tr>
<tr>
<td>State of economy</td>
<td>Wars, famines and diseases. Few medical facilities</td>
<td>Economy improves. Some new industries are established. New improved hospitals are built in cities. Vaccinations are introduced and food supplies improve</td>
<td>Economy improves further. Many new industries set up. People’s incomes improve. Parents have fewer children. People live longer.</td>
<td>Economy is developed: people have welfare. People have few or no children. Birth rate may be lower than death rate, so the population may falls lightly or remains the same.</td>
</tr>
<tr>
<td>Reasons for changes in birth and death rates</td>
<td>Natural increase in population growth</td>
<td>slow</td>
<td>6</td>
<td>Still increasing but rate of growth is slowing down</td>
</tr>
<tr>
<td>Examples of countries experiencing these conditions</td>
<td>Parts of Congo, Ethiopia, Ruanda</td>
<td>8</td>
<td>Venezuela</td>
<td>9</td>
</tr>
</tbody>
</table>
Lesson 4: MIGRATION

1. Read the following bubbles. Notice that everyone is giving an explanation of their cause/purposes for migration, and you have to give each opinion a general cause. (E.g. if someone explains that he/she is moving to another country to have more freedom that would be lack of freedom).

The general causes are:

1. Lack of freedom / legal or religious prosecution
2. Natural disaster
3. Family re-grouping
4. Political reasons / dictatorship
5. Finding jobs or simply better ones
6. War situation / asylum seekers
7. Improving life conditions/standard of living
I need more freedom! This is a police state!

With my professional skills I can find a better job!!

I can’t stand this war situation anymore! I’ll ask for asylum!

I want a better education for my sons, here it’s not possible!

I’ll join my brother in Europe where the standard of living is higher than here!

Here there aren’t enough jobs, so I’ll move to Australia where there are more opportunities.
My allergy is killing me! I must get away from these high pollution levels!

The famine situation is so bad that if we stay we’ll also die!

The last hurricane took all my goods away. I want to live in a safer area!
2- Complete the following diagrams with push/pull factors (General cause) from the cartoon.
LOOKING AT POPULATION

Student’s worksheet

3-(plenary) Explain to each other which sentence referred to the information/key word you have and find among groups the two sentences that explain your word. When you have got them, write them down and tell the rest of the class. Write down the rest of the sentences you don’t have listening to other groups explanations. (if you have not understood something, wait for the teacher’s summary)

Migration is...
- 
- 

A pull factor is...
- 
- 

A push factor is...
- 
- 

Refugees are...
- 
- 

An immigrant is...
- 
- 

An emigrant is...
- 
-
4- Write down an explanation of how the diagram about migration (above) works.

Language support:

- When there are bad conditions or bad situations in a country, this causes....
- When many immigrants arrive in a country, the situation becomes...
- For the country of origin it is good/bad for its economy because...
- Socially, emigration causes a lack of youngsters and disrupts families because...
- For the welcoming country if the migration is controlled, there is the benefit of young workers/families to improve their economy, but if it is not controlled, then...

5- Finally, make a summary of your written explanation and explain it to the class. (*Use of bullet points will help you to focus on the key ideas/concepts!*)

- 
- 
- 

6- Discuss and classify the migration effects cards given to your group according to whether they affect the destination country or the country of origin. (You can use a dictionary; ask the teacher or colleagues for language support and even use a bit of Catalan to discuss). When asked/in turns, stick them on the general chart reporting to the class.
Lesson 2: GRAPH TYPES AND USES

1- Label each pyramid with the appropriate name.
LOOKING AT POPULATION

Student’s worksheet

Names to label each pyramid type.

<table>
<thead>
<tr>
<th>1-Pie chart</th>
<th>4-Pyramid graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Vertical bar graph</td>
<td>5-Line graph</td>
</tr>
<tr>
<td>3-Horizontal bar graph</td>
<td>6-Scatter plot</td>
</tr>
</tbody>
</table>

2- In pairs, choose the two graph types that you think are the best to illustrate the school migration, discuss and give reasons why you have chosen this type and not other one and report to the class.

Language support:

- This is a (bar, pie, pop pyramid, lineal…) chart.
- This type of chart is use to show...
- This is more useful when there’s a few/a lot of data because...
- In this graph type you can see better and easily the results than in this other
- The graph shows the unequal distribution of the students’ origins.
- Students from… are/represent 1/3, 50%… of the total.
3- Looking at the students’ nationalities list (annex 1), draw the two type of graphs you have chosen for being the most clear ones to have a quick view of school migration and label them.

Graph 1: _______________________

Graph 2: _______________________

Graph 3: _______________________

Graph 4: _______________________
Lesson 6: Population pyramids

1- Label the pyramid:

2- Elderly dependants
3- Young dependants
4- Economically active

2- Write the sentences below the appropriate pyramid shape.

<table>
<thead>
<tr>
<th>High birth rate</th>
<th>Still a high birth rate</th>
<th>Declining birth rate</th>
<th>Low birth rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low death rate</td>
<td>Rapid fall in each upward age group due to high death rates</td>
<td>Fall in death rate as more living in middle age</td>
<td>Declining death rate</td>
</tr>
<tr>
<td>Short life expectancy</td>
<td>Longer life expectancy</td>
<td>More people living to an older age</td>
<td>Slightly longer life expectancy</td>
</tr>
</tbody>
</table>
LOOKING AT POPULATION

Student’s worksheet

Stage 1

- ________________
- ________________
- ________________
- ________________

Stage 2

- ________________
- ________________
- ________________
- ________________

Stage 3

- ________________
- ________________
- ________________
- ________________

Stage 4

- ________________
- ________________
- ________________
- ________________
3- Label each pyramid with the correct name:

- Developing country
- Developed country

A

B
Lesson 1: SETTLEMENT

1- According to teacher’s explanation, match the names with the correct explanations.

- Settlement
  - It is the physical landscape a settlement is built on.
  - Describes the point at which the town (or hamlet, village, city...) is located.
  - Factors such as local relief, soil, water supply and resources were important in choosing the initial place to live.

- Site
  - It began 10,000 years ago when nomadic people learned to cultivate crops.
  - It is a place where people live, ranging from a single house to a city.

2- Organise the sentences according to the settlement characteristics.

a- Village is clustered around a central point (ex. Church, market...)

b- Buildings are spread out

c- Areas of hill farming (where farms cover large areas)

d- Areas where population is sparse

e- Village has been settled following a road or a river (linear shape)

f- Built up on a defence point, like, for example, the top of a hill or a river bend

g- Located around a lake/water supply

h- Places developed in an area where cooperative farming took place

i- Isolated buildings

j- Often occurs/take place in an area of adverse physical difficulty where natural resources are insufficient to support more than a few people.

k- Planned residential area with individual houses

l- Planned office park facilities with skyscrapers (ex. Canary Wharf in London, 22@ district in Barcelona or Gran via l’Hospital business and commercial centre)

<table>
<thead>
<tr>
<th>Nucleated settlement</th>
<th>Dispersed settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3- Using Google satellite maps, find two examples of a nucleated settlement and two of a dispersed one, print them, stick them on a white paper sheet and label them.

4- Use dictionary and/or internet support and match the site factors with the correct words.

| 1- Wet point sites | a- Gaps between hills |
| 2- Dry point sites | b- Fertile lowlands |
| 3- Defensive sites | c- Cross roads |
| 4- Building materials available | d- Wood (construction and fuel) |
| 5- Good farming land | e- Bridging points |
| 6- Accessibility and communication | f- Stone |
|                                | g- Water supply |
|                                | h- Spring |
|                                | i- Hill |
|                                | j- River meander area |
|                                | k- River valley |
|                                | l- Lake area |
|                                | m- Nodal points |

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
5- Classify the factors given to your group into human or physical ones, and into positive or negative for living in a specific area. Also group them according to the general name for the factor.

<table>
<thead>
<tr>
<th>Human</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
<td>Positive</td>
</tr>
<tr>
<td>Relief</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Vegetation</td>
<td></td>
</tr>
<tr>
<td>Soils</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td></td>
</tr>
<tr>
<td>Social and political</td>
<td></td>
</tr>
</tbody>
</table>
6- Discuss with your group and classify the physical factors from the previous exercise into the Venn diagram for a contemporary settlement in a developed country.

![Venn Diagram]

7- Discuss and answer the questions.

a- Do you think that the above site factors are nowadays as important as they were some centuries ago?

b- Could Las Vegas have been settled in XV century? Why/Why not?

c- What role does modern technology have in contemporary settlements?

d- Do you think that site factors in developed/ing countries were the same some centuries ago? And nowadays?
### Match the words with the explanations:

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

1. Ports  
2. Resource settlements  
3. Villages  
4. Dormitory town  
5. Tourist resorts  
6. Market point  
7. Defence settlement  

- a. They provide a residential function for many people who work in nearby cities.
- b. They provide a small number of services for people’s regular needs. (Small shops, bars, primary school...)
- c. They provide a wider range of specialized services such as jeweller, book shops, clothes shops, florist, hairdresser, and also banks, insurance offices, hotels, car dealers, hotels...
- d. They are usually used for recreational purposes, typically in areas that offer attractions such as sandy beaches, snow, water sports, fishing, hunting, golf courses, cultural attractions, etc. They also include visitors’ and information centres and leisure services.
- e. They used to grow around a castle, which offered protection in the event of an attack. Some of them were surrounded by medieval walls.
- f. These are built in natural harbours or estuaries and provide docking facilities for ships. Commercial ones are usually bigger than those used for fishing, even though they can share both activities.
- g. They developed thanks to natural resources being found nearby. For example mining towns or colonies of Rio Tinto, Berguedà, Asturies...
9- Look at the picture and at the diagram and decide if the sentences are true or false.

Sentences:

a- **Norwich city is located at the periphery.**

b- The villages form a ringed settlement pattern in relation to Norwich.

c- The circular roads are planned following the natural valleys and relief in general.

d- Roads form a radial pattern which connects most of the villages to Norwich.

e- The villages are well located and connected from a farmer’s point of view because they have easy access to other farms and villages and to services and market in Norwich.

f- The roads that connect the villages follow a squared pattern.
LOOKING AT POPULATION

Student’s worksheet

10- Read the sentences and write them in the chart in the correct order.

a- It is the capital of France and now has more than 10 million inhabitants.
b- Settlement first began on a small island in the river Seine nowadays known as “Ille de la cite”.
c- The river Seine provided the water supply and also transportation facilities.
d- The fertile soil of the river Seine’s floodplain was excellent for farming.
e- Forests provided fuel and building materials.
f- This place was chosen because it was good for defence and also it was a key river crossing/bridging point.
g- Nowadays it is the centre of European Rail and road networks.
h- The international airports provide global links.
i- It was founded in the third century BC.
j- It is one of the culture capitals of the world.

1- 
2- 
3- 
4- 
5- 
6- 
7- 
8- 
9- 
10- 

11- Discuss and answer the multiple choice questions given: (underline or circle the correct one)

a- Normally larger settlements will have more/ the same /fewer functions than smaller ones.
b- The largest settlements tend to be specialized function /multifunctional

c- In several cases, the original function enlarges adding new ones/ may no longer be applicable /both are correct
12- Discuss and match the function with the city or area proposed:

1- Market towns
2- Mining towns
3- Industrial-manufacturing
4- Ports
5- Route centres
6- Commercial
7- Cultural-religious
8- Administrative
9- Residential
10- Tourist resorts

a- Lloret de Mar
b- Castelldefels
c- El Prat de Llobregat
d- Madrid
e- Santiago de Compostela
f- Andorra
g- La Jonquera
h- Vilafranca del Penedès
i- Valencia
j- Astúries/Rio Tinto (Huelva)

13- Fill in the pyramid matching in it the type of settlements and their corresponding number of people:

a- Primate city or capital, b- numerous isolated buildings or farms, c- hamlet, d- conurbation city, e- small town, f- city, g- large town,
h- several million people, i- one or two million people, j- 1 family, k- up to 10.000 or 20.000 people, l- up to a million people, m- up to several hundred people, n- up to 100.000 people, o- 5 or 6 buildings and families, p- village
LOOKING AT POPULATION

Student’s worksheet

14- Match the settlement type with the services that usually provides:

1- Capital  a- Perhaps none, or public telephone
2- City  b- several shopping areas, hypermarket, railway station, bus station, hotels, banks, small hospital, small football team
3- large town  c- church, post office, public house, shop for daily goods, small junior school, village hall
4- Small town  d- Cathedral/s, mosque, synagogue..., government buildings, banking head quarters, railway termini, museums and art galleries, large theatre, shopping centre, several universities, international airport, main and university hospitals
5- Village  e- town hall, doctor, several churches/chapels, cafés and restaurants, small secondary school, railway/bus station, several shops
6- Hamlet  f- Large railway station, large shopping complex, cathedral, opticians and jewellers, large hospital, large football team, university, theatre, county hall, airport

| 1 | 2 | 3 | 4 | 5 | 6 |

15- Make a poster presenting one of the facts below (each group a different one) about your area and Catalonia. (Give clear examples, names and pictures)

- What is a settlement?
- Site and situation of settlements.
- Function of settlements.
- Settlement hierarchy
- Barcelona past and present.

Report/explain it to the class and stick it on the wall.

Language support:

-A settlement is/needs/depends on...
-The main difference between a site and a settlement is...
-Settlements are located according to/like this because...

Ramon Ibañez Riba

I. Joan Ramon Benапрès (Sitges)
LOOKING AT POPULATION

Student’s worksheet

- The functions of settlements depend on...
- Same type of settlements can have different hierarchy depending on /according to...
- Barcelona was settled in because / by / enlarged / expanded because of...
- Nowadays Barcelona is / has...

In the future it seems / it is getting / going to...
Lesson 2: POPULATION DENSITY

1- Discuss and label the pictures:

1- Densely populated area
2- Sparsely populated area
3- Medium populated area

Picture A
LOOKING AT POPULATION

Student’s worksheet

Picture B

Picture C

This language may help you discussing the pictures:

- We/I think picture ... is more/less densely populated than picture ... because it is/there is/there are high-rise/low-rise/crowded/spaces...
2- Fill in the gaps according to the teacher’s explanation.

a- Population density is the [ ] living in an area.

b- It is given per [ ]

c- Its formulae is: Pop density = [ ] /area (km2)

d- It tells nothing about [ ]

e- To represent where in the area the population is located it is better to use a [ ] than a [ ].

f- On a global and continental scale [ ] factors affect population density and distribution

g- On a regional and more local scales [ ] are more important than those physical

h- To refer to areas with [ ] and [ ] we use densely populated areas or sparsely populated areas.

i- [ ] areas means crowded (more than 50 people per km2)

j- [ ] areas means few people (less than 10 people per km2)

k- [ ] is the ideal number of people that can be supported by the resources available in order that it is sustainable.

l- When there are too [ ] people to be supported to a satisfactory level by the [ ], we say that there’s overpopulation

m- But when there are too [ ] people for the [ ], we say there’s under population.

n- [ ] tells us how many people live in an area but [ ] tells us where they live.
LOOKING AT POPULATION

Student’s worksheet

3- Calculate the density of the classrooms coloured/shaded on the school map by using the number of students in your class and using the formula from the activity 2.

Remember:  

\[ 1\text{km} = 1000\text{m} \]
\[ 1000\text{m} = 0.001\text{km} \]

<table>
<thead>
<tr>
<th>Class 1</th>
<th>5m</th>
<th>5m</th>
</tr>
</thead>
<tbody>
<tr>
<td>6m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>6m</td>
<td></td>
</tr>
<tr>
<td>6m</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School plan

Class 1

Class 2

Class 3

Teacher’s room

6m

6m

6m

6m

6m

6m

6m

6m
- Class 1 density is:
- Class 2 density is:
- Class 3 density is:

4- Now measure your own classroom, draw it keeping it to scale on graph paper and calculate its density.

5- Speak to people from other groups to have/get their classroom density. Shade the school plan according to the density from the most to the least dense classroom. (darkest to lightest)

6- Find on search engine (Google…) on the internet and fill in the following chart.

<table>
<thead>
<tr>
<th>Area country</th>
<th>/ Total population</th>
<th>Population density</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morocco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now, have a look at the chart you have completed and answer the questions.

a- Which is the most populated country?
b- And the least?
c- Which is the most densely populated country?
d- And the least one?
e- In both cases (most/least) is the population evenly or unevenly distributed?
f- Find/think of three reasons for its population distribution. Write and explain them briefly.

7- Discuss and order the following pictures from biggest to lowest population density.
(Note that there’s not only one correct answer, you may disagree with each other)

These sentences might help you when discussing and reporting:

- We/I think that picture... has a higher population density than picture... because...
- It has less density because... there are some green areas/buildings are not clustered...
- This picture shows a sparse population compared to picture...
- This picture has the lowest/highest density because...
- This/these pictures could have/shows a similar density, but we think that...
- It’s clear that the population density in picture... is much higher/the highest/lower the lowest among all them.
Lesson 2: STATES AND NATIONS

1- Discuss with your group and match the definitions:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-State</td>
<td>a- It is a body of people who share a real or imagined common history, culture, identity, religion, morality, language, traditions, ethnicity or ethnic origin; typically inhabit a particular country/territory/region.</td>
<td></td>
</tr>
<tr>
<td>2-Nation</td>
<td>b- It is the country where the social concept of “nation” coincides with the political concept of “state”.</td>
<td></td>
</tr>
<tr>
<td>3-Nation-state</td>
<td>c- It is an artificial way to divide the territory and citizens. This is ruled by a political government and its territory is delimited by borders.</td>
<td></td>
</tr>
</tbody>
</table>
2- Discuss and write (using your own words) the difference between a state and a nation and give an example of a nation divided into more than one state and another one of a nation-state.

Language support:

<table>
<thead>
<tr>
<th>Nation refers to...</th>
<th>...a group of people who share culture, values, folklore, religion and/or language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State just considers/refers to ...</td>
<td>...a patch of land with a sovereign government and borders...</td>
</tr>
<tr>
<td>States often coincide with</td>
<td>...nations</td>
</tr>
<tr>
<td>When state area coincides with the nation it’s called</td>
<td>...Nation-state.</td>
</tr>
<tr>
<td>States that have multiple nations into their territory, tend to have</td>
<td>...Civil wars/cultural problems/fights for power...</td>
</tr>
<tr>
<td>States that exclude parts of a nation (divide the nation) tend to have wars with the neighbouring states...</td>
<td>...nation tends to reclaim its re-grouping/rights...</td>
</tr>
</tbody>
</table>

3- Into how many states is the Catalan nation spread? _______ Write the names down.

- -
- -

4- Make a poster explaining and also showing the differences about States, Nations and Nation-states, report to the rest of the class and stick it on the wall. (See language support on exercise 2)
Lesson 2: URBANISATION

1- Listen to teacher’s explanation and fill in the gaps.

Urbanisation, global scale, levels, urbanization, high, low, growing urban population, urban areas, total population, industrialises, urbanisation, LEDCs, rapid rate, urbanising, rise rapidly, world’s urban population, urbanisation, large urban populations, increase, early stages of industrialisation, increase, people move to towns, MEDCs, percentage, urban areas, increase in the proportion, rural areas.

[ ] means an [ ] of people living in [ ]
(towns/cities) compared to [ ].

You can measure the [ ] in a country or region by looking at the [ ] of the [ ] living in [ ].

As a country [ ], levels of [ ] tend to [ ], as [ ].

[ ] and cities looking for work. Most [ ] industrialised over a hundred years ago, so they already have [ ]. Many [ ] are in the [ ] and so they have a [ ].

MEDCs tend to have [ ] levels of urbanisation. LEDCs tend to have [ ] levels of urbanisation. 28% of people in India live in urban areas. However, most LEDCs are [ ] at a [ ].

[ ] is taking place on a [ ]. In 1900, only about 10% of the world’s population lived in urban areas. Today 47% of the world’s population live in urban areas. If [ ] of [ ] continue to [ ] in LEDCs, the [ ] will [ ].
LOOKING AT POPULATION

Student’s worksheet

2- Push and pull factors can be used to help explain why people in LEDCs are moving from the countryside to towns and cities. Stick the card/s given to you on one of the columns and explain to the class your choice (give reasons).

3- Make three groups, choose one of the periods underneath (each group a different one), and using the library and the internet, investigate Catalonia’s urbanisation process and write down the main causes that explain the rapid growth of main cities, especially in the Barcelona area during your period. Also refer to the population increase in this period. Make a poster presenting it and report to the class when asked.

These sentences and the main bullet points given on each period could help you when writing and reporting.

-Towns expanded/got urbanised...

-This expansion urban growth was planned/unplanned...

-Population grew/decrease/moved...

-In ... (date)... more than/about ... quantity/amount... of people mainly from... arrived in Barcelona and its metropolitan area because...

-Because of this migration the city and the villages around grew ... and expanded ...

-The urban expansion of the town was/becomes/gives as a result...

-Thanks to the international exhibition from... urbanisation becomes...

-Because of the Civil War the towns/people...

-After/during the last period of Franco’s dictatorship, the economy... and because of that...

-The international crisis of... affected migration/urbanisation because...

-Because of the Olympics Barcelona experienced...

Nowadays people/the metropolitan area/towns tend to... because of... and that makes...
LOOKING AT POPULATION

Student’s worksheet

- **Period 1:**
  - First industrial revolution after 1836
  - From 1802 to 1877 when inhabitants grew from 115,000 to 250,000
  - 1854 when city walls were destroyed and Ildefons Cerdà plan was approved
  - The international exhibition of 1888 and associated migration

- **Period 2:**
  - The second international exhibition that took place in Montjuïc in 1929
  - The Civil War and its consequences for population and cities
  - The beginning of the 60’s and the economic recovery, the great migration and unplanned growth

- **Period 3:**
  - The world crisis of 1973 also known as the oil crisis.
  - African migration of the 90’s
  - The Olympics, the urban change and international projection to attract people
  - The decrease of Barcelona’s population due to speculation and the growth of metropolitan fringe cities.

4- Exchange sentences with other groups until you find a meaningful and logical text about the problems of the urbanisation process in MEDCs LEDCs. Once you have ordered the text, answer the questions.

- Where do people who arrive in a (growing) city tend to settle?
- What do we call the type of illegal, unplanned and spontaneous quarters/settlements that are usually built up?
- From which country are the settlements called favelas?
- Underline the true sentences about squatter settlements and rewrite the false ones so that they are true:
  a- They are usually illegal and planned.
  b- As they are spontaneous, they can’t be planned and are usually illegal.
  c- They have a lot of services even if they are built using cheap materials.
  d- They are usually overcrowded and controlled by mafia groups.
e- They are usually built in the worst areas of the city such as the mountain slopes or on a river basin/valley producing devastating effects when there’s a river flood or a mudslide.

- Because of these daily arrivals of people, is the pressure on the city and its resources great? Why do you think it is? Is the pressure static or dynamic? (Does it grow or decrease with time?)

- Why do you think the government of the city doesn’t manage this uncontrolled situation and growth? (Because of the economic costs of it? For social reasons? Give reasons).

- Do you think that all overcrowded areas around the world have a high risk of disease? Why? Is there a direct reason between the number of people and the risk? Are there some more important factors than the amount of people who are at risk of disease? What are they?