

Geography

LESSON OBJECTIVE	In this lesson, students focus on how population density is measured and which places in the world have high and low population density and why.
LANGUAGE REFERENCE	Unit 1: <i>population, million, average; countries, have got, to be</i> Unit 2: regular and irregular plural nouns, question words, articles

WARMER

Play the game *snowman* with the word 'population'. Write ten spaces on the board, draw a picture of a snowman and elicit the letters until students guess the word. Every time the students guess an incorrect letter, rub out a part of a snowman on the board. Ask students if they know what the word 'population' means. Explain that it is the number of people who live in a particular area, for example, the world, a country, or a city.

- 1 Ask students to look at the photos and discuss their answers to the questions.

Suggested answers

The photos show a crowded city with a lot of houses, and a remote rural location. Elicit answers from around the class. The first photograph is Japan and the second is Australia. Explain that people live in both places, but that there are a lot of people living in a small area in the first photograph and a few people living in a large area in the second photograph.

- 2 Students quickly read the text and answer the question.

Answer

Population distribution is how many people live in a particular area. Population density is the average number of people per square km.

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- 3 Students read the text again in detail and decide if the sentences are true or false. When students have finished, elicit the answers as a class.

Answers

- 1 T
- 2 F (There are more people in Japan.)
- 3 F (It's got a low population density.)
- 4 T
- 5 F (Many places with a high population density are in LEDCs and MEDCs.)
- 6 T

- 4 Focus the students' attention on the numbers and ask them to scan the text to find the correct answers. They then write what each number refers to.

Answers

- 1 the size of Australia (km²)
- 2 the population of Australia
- 3 the population density of Greenland
- 4 the population of the world
- 5 the population density of Macau

- 5 In pairs, students discuss the questions. With a less confident class, you could brainstorm ideas together first and write them on the board. Elicit answers from the class.

Extra activity

Ask students to look at the list of factors that attract and factors that discourage population. Ask them to think of examples for each one.

?? DID YOU KNOW?

Direct the students' attention to the *Did you know?* box. Read the interesting facts about Greenland. Ask students if they would like to live there or not. What factors would attract or discourage population in Greenland? Factors that would discourage are: it is mountainous and has an extreme climate.

PROJECT

- 1 In groups of four, students choose a country from the list that they would like to find out more about.
- 2 Each student in the group chooses one of the questions to research and uses books or the Internet to gather as much information as possible. Encourage students to use photos or graphics where possible to support their findings.
- 3 The group decides how to present their information to the rest of the class. Allow some time for class preparation and set deadlines for the presentations.