

# Unit 3: Demography

## Lesson 3.1: Reading and understanding writing

### Part 1: Introducing the topic

#### Task 1

As an optional lead-in, ask students to keep their book closed and write the word *demography* on the board. Ask the students to predict what it might mean, based on their knowledge of prefixes and suffixes.

Give students 2–3 minutes for this activity. In feedback, elicit what the specific statistical language means (*ratio, percentage, average, etc.*).

#### Answers

- |                           |   |
|---------------------------|---|
| 1. population             | j. the number of people living in the country   |
| 2. birth rate             | a. the annual number of live births/1,000 population                                    |
| 3. death rate             | e. the annual number of deaths/1,000 population   |
| 4. population growth rate | c. the percentage rate at which the population increases every year                     |
| 5. median age             | i. the mid-point age, at which 50% of the population are older and 50% are younger      |
| 6. life expectancy        | h. the number of years that somebody can be expected to live                            |
| 7. infant mortality rate  | f. the annual number of deaths of children less than one year old per 1,000 live births |
| 8. GDP per capita         | g. the average income per person per year   |
| 9. sex ratio              | b. the ratio of men to women in society   |
| 10. literacy rate         | d. the percentage of the population who can read and write a simple statement           |

### Part 2: Preparing for the text

#### Task 2

An optional introduction to this activity is to ask the students to close their books and ask them to predict, in pairs or groups, what they think the answers would be for the USA and China. Students can then open their books and check their predictions.

Students then individually make predictions for their own country. Students can then, working with other students from their own country, check their predictions with each other. If your class is from just one country – or from a small number of countries – you could look up the answers beforehand and present them to the class. You might then ask the class to try and explain any differences between their predictions and the actual answers.

### Part 3: Reading the text

#### Task 3

**Note:** This text is also available as a downloadable audio file (Track 3) at [garneteducation.com/caw](http://garneteducation.com/caw).

As an introduction, you could explain to the class about the importance of demography for a country (i.e., it can help them make plans for healthcare, education, etc.). The text is 584 words long – considerably longer than in Units 1 and 2 – which means that some students might find this much harder. Typically, students will need 6–8 minutes to read the text, but if students are struggling, you may wish to break it up (i.e., get them to read one paragraph, then paraphrase/summarize with them, and then repeat for the other three paragraphs).

#### **Part 4: Understanding the text**

##### **Task 4**

Elicit from students the best way to answer questions 1–3 (i.e., they should locate them in the text and go to the beginning of that sentence – this should then provide them with the answer). Explain to them that this kind of scanning activity is quite typical in many English language exams.

To check the students' understanding of the words in question 3, ask some of the students to produce good sentences showing their understanding of the words.

##### **Answers**

1.
  - a. 18 the number of different religious groups in Lebanon
  - b. 23 the median age in Syria
  - c. 60 the percentage of the Lebanese population who are Muslim
  - d. 10 the gap between the birth and death rates per 1,000 population
  - e. 71 global average life expectancy
2.
  - a. Brazil a country where there are many Lebanese emigrants
  - b. Jordan as a comparison for the median age (in Jordan it is very low [21] when compared with Lebanon)
  - c. Turkey as a comparison for GDP to Lebanon (they are both around \$16,000 per annum)
3.
  - a. the spread of people from one original country to other countries
  - b. great ability or skill
  - c. improvement

##### **Task 5**

Ensure that students do not just copy the information found in the text in this question; encourage them to paraphrase and say in their own words.

##### **Answers**

1. Because healthcare is improving all the time.
2. By providing necessary economic inputs.

##### **Task 6**

Once the students have answered and checked their answers, as an extension activity, with particular groups, you might discuss further aspects connected to question 2. For example:

- Why do you think the sex ratio in some Middle Eastern countries is much higher for men than women? (Answer: Some countries have many immigrant workers from South Asia, the majority of whom are men.)

- Why do you think the sex ratio in some places in India and China is much higher for men than women? (Answer: In some countries, male children are preferred for cultural reasons, so girl foetuses may be aborted *in utero*.)

### Answers

1. For two reasons: the gap between the birth and death rates has narrowed, and there have been high levels of immigration.
2. Because on average women live longer than men.

## Part 5: Understanding the writing point

### Task 7

An optional lead-in to this activity is to get the students to shut their books, and then to discuss as a class what they know about paragraphs. Encourage students to make their points, but at this stage do not give any guidance. They will be able to check their predictions when they read the text in the book. Emphasize to students that these are not the only things which are important when writing paragraphs, but that if they do follow these five points, their paragraphs will be much improved.

When explaining these points in general class feedback, it may be useful to have a sample paragraph which you can show via computer, or in print form, so that students have something 'real' to match against the 'theory'.

### Task 8

This activity probably works best if the students read through the questions before looking at the paragraph. A good strategy for them to follow is to predict what they think the answers might be to the questions (where possible) before looking at the real example.

Once the students have finished their answers, they should check in pairs. When taking class feedback, it would be useful if you can show the text via the computer or as a slide, so that you can clearly highlight particular parts which you are discussing.

### Answers

1. The main point of this paragraph is about the population growth rate in Lebanon.
2. In the first sentence of the paragraph – the topic sentence.
3. 'This essay now considers ...'
4. Yes. It has 166 words and seven sentences (a topic sentence, five support sentences and a summary sentence).
5. If Lebanon does not address the issue of its high population growth rate, this could become a problem in the future.

## Part 6: Checking your understanding

### Task 9

Before starting this activity, ask students what they already know about Japan in general. Try to elicit key basic information, such as *It is a country in Asia, It has a highly developed economy and It is made up of four islands*. Where possible, try to elicit some information about Japan's demography. If students do make predictions about demography, do not say whether the information is correct or not; let them find out when they read the paragraphs.

Before students start the activity, check that they are clear what they have to do. When they have finished (they should need 4–6 minutes for the task), they should compare with a partner, before you take class feedback. Ensure that you elicit all the key points in the feedback, referring back to the information in Task 7 where necessary.

**Answers**

Paragraph 1 is well-structured and paragraph 2 is poorly structured.

## Lesson 3.2: Vocabulary, grammar and practising writing

### Part 7: Recapping the last lesson

#### Task 10

An alternative way of doing this activity is to ask the students to keep their book closed, and to ask the class the questions orally. Get students to then self-correct each other.

If the students show a generally good understanding, you can move on fairly quickly to the next task. If they answer poorly or are struggling with the activity, direct them back to Task 7 and reteach the items which they are finding difficult.

#### Answers

1. Generally between 120 and 160 words.
2. By using phrases at the end or the beginning of a paragraph which refer to what has been said and/or what will be said in the next paragraph.
3. It gives an introduction to the main theme of the paragraph.
4. It summarizes the information in the paragraph.
5. It represents the overview; three sub-points (the main body of the paragraph); and the summary.

### Part 8: Understanding the grammar point

#### Task 11

To introduce this activity, you could write the words *the*, *a* or *an* on the board and ask the class to say what they what they already know about these words.

Set a time limit depending on the level of ability of your class (probably 4–6 minutes). If they are finding it difficult, get them to read each point at a time and then discuss the points with them.

#### Task 12

Emphasize to the students that they should not look back at the original text. They should try to make their decision based on the points outlined in Task 11, so they should use this as a guide.

When students have completed the task individually, a useful activity is to put the students into pairs and ask them to create a set of answers which they agree on. This will help them to think about their decision process on a deeper level.

When this is complete, students can turn back to the original text to check their answers.

#### Answers

See text in Part 3.

#### Task 13

Students should refer to the actual text to explain why the articles are (or are not) used in each case. They should refer back to the points in Task 11 to explain. Go through the answers in class, and check that students are clear.

## Part 9: Understanding the language point

### Task 14

If your educational establishment has a plagiarism policy, or a specific set of guidelines for referencing (e.g., a particular system which you use), it would be useful to have copies available for discussion in this section.

One option for introducing this section is to ask students to turn back to the text, and to point out the references which are there (e.g., Jones 2011; UN Human Development Report 2014). Ask them what the purpose of these is, and why they are there in the text.

Students may find this section quite confusing, and it may be something which they have not really come across before, so you may need to explain some of it in more detail. If necessary, and if the class is monolingual, use your mother tongue to do this, since it is crucial that the students understand the points being discussed.

### Task 15

Before students begin this activity, double-check that they understand the concept of reporting verbs. You might ask for one example from the text to check that they understand. In class feedback, ensure that you discuss the exact meaning of these reporting verbs with the students. As an extension activity, you could ask them to write their own sentences using one or more of these reporting verbs.

### Answers

reveals (paragraph 1)	presents some new information
appears (paragraph 2)	seems to suggest
states (paragraph 2)	reports in a neutral way
argues (paragraph 2)	puts forward a position in quite a strong way
reports (paragraph 3)	presents information in a neutral way
claims (paragraph 3)	puts forward a position, but not in a very strong way

## Part 10: Creating your own text

### Task 16

As an introduction to this activity, ask students to close their books, and write the word *Nepal* on the board. Ask the class to brainstorm anything they know about this country.

Ask the students to read the instructions to the task, and ensure that they are clear about what they have to do – i.e., that the information represents notes taken from a lecture or book. Emphasize that they should try to bring together all of the aspects looked at in the unit – i.e., that they should pay special attention to referencing and articles. Encourage them to plan their paragraph before they start writing it.

If this work is set as a piece of homework, encourage the students to do their own research online as well.

Since this is the first personal piece of writing of any length that the students have done on the course, it would be good to give them specific feedback. Try to refer them back to specific parts of the unit to help them with any particular mistakes that they commonly make.

## **Answers**

### **Sample answer**

Nepal is a medium-sized country, located in South Asia between India and China, which has a reasonably large population of 28 million. There are many millions of Nepalis living abroad, the overwhelming majority of whom live in the region (in India and Myanmar), although it is thought that there are around a million Nepalis living in the Middle East region (predominantly Saudi Arabia, the UAE and Qatar). Nepal's recent history has not been a very happy one. In 2015, Nepal suffered two very severe earthquakes, which resulted in around 10,000 people losing their lives, and also very high economic costs. Nepal is also in the process of significant political change. Following many years of civil war, it is trying to implement a new constitution, which will give the country a more federal structure, meaning that districts will have more power. In summary, it can be said that over the last few years Nepal has seen many changes.

## **Part 11: Consolidating your knowledge**

### **Task 17**

Once students have discussed together, take brief general feedback to ensure that all members of the class are clear about these key points. Where possible, try to get students to explain the points to each other, rather than you doing it. This could also be done as a piece of written homework as well.