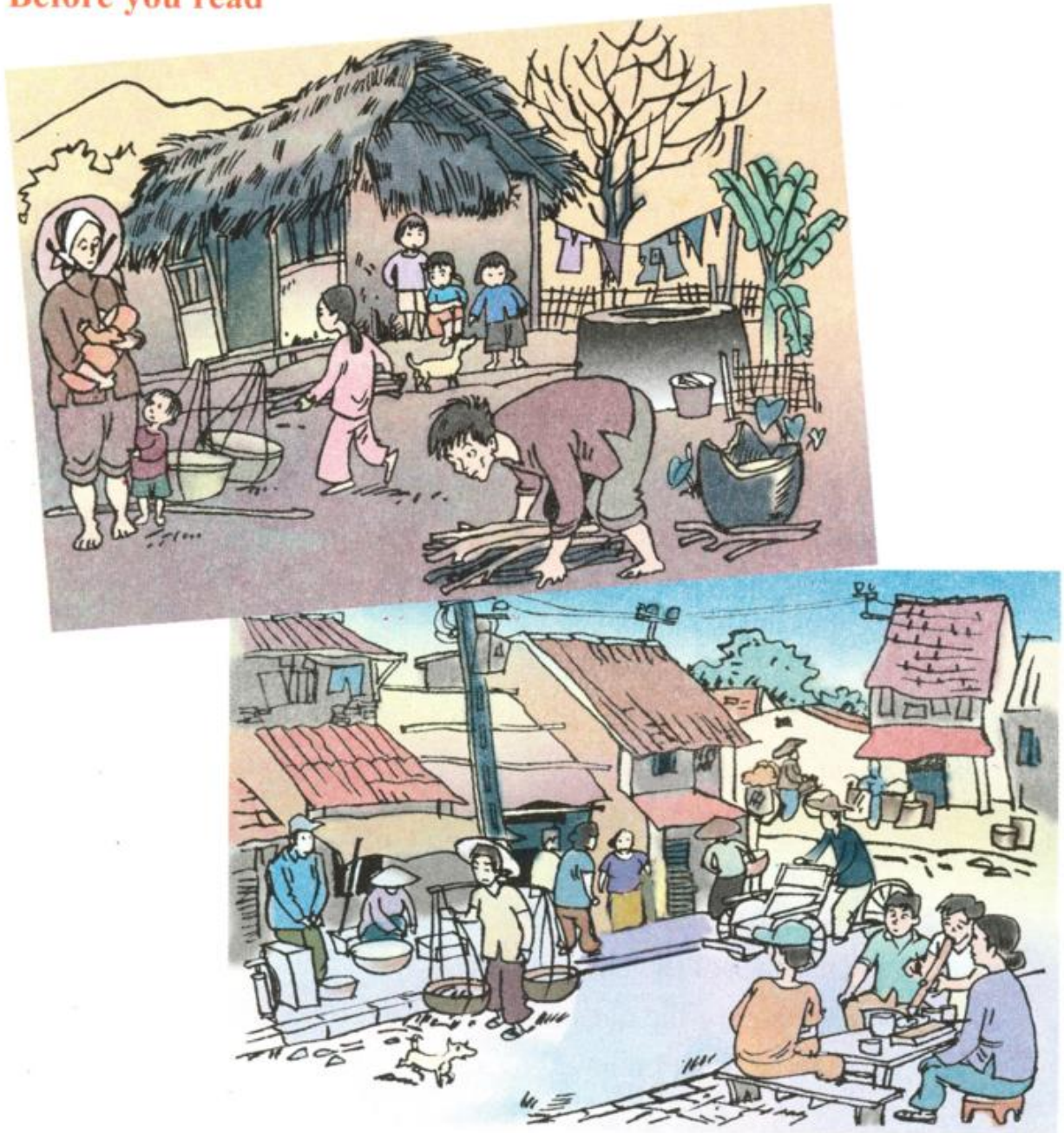




WORLD POPULATION

A. READING

Before you read



Work in pairs. Ask and answer the following questions.

1. Where can you find these scenes?
2. What does each of the pictures tell you?
3. Do you think that the larger in population a country is, the stronger it is? Why/Why not?


While you read

Read the passage and then do the tasks that follow.

The population of the world has been increasing faster and faster. In 10,000 B.C., there were probably only 10 million people. In A.D. 1, there were 300 million. It took 1,750 years for the world population to reach 625 million. In 1850, only one hundred years later, the population reached the figure of 1,300 million. In 1950, the figure had more than doubled to reach 2,510 million. In 1985, only 35 years later, there were 4,760 million people. In 2000, the world's population was about 6.6 billion, and by 2015 it is expected to be over 7 billion.


Does the Earth have enough resources to support this many people? Different scientists give different answers to this question. Some say that there are enough resources to support 8 billion people. Others say that we must limit population growth because our resources are limited. Only 10 percent of the earth's land can be used for farming and another 20 percent for raising animals. There is a limit to the water we can use. There are also limits to the amounts of petroleum, iron, silver, gold, and other metals.

Research has shown that the average Third World woman has more children than she wants. Among the women who do not think they have too many children, half of them do not want any more. However, although millions of women want to limit the size of their families, they know of no safe way to have fewer children. Safe birth-control methods for family planning are not available to them. It is time governments and international organisations did something to help them so that the world population growth can start to decrease instead of continuing to increase.

 **Task 1.** The words in the box all appear in the passage. Fill each blank with a suitable word. (Change the form of the word and use the dictionary when necessary.)

limit	figures	method	although
control	increase	international	resources

1. _____ most journalists studied journalism in college, some older writers never attended a university.
2. Can you explain the _____ for changing salt water to fresh water?
3. The number of injuries from automobile accidents _____ every year.
4. Some countries are poor because they have very few natural _____.
5. These are all _____: 1, 75, 293.
6. There is a(n) _____ of 20 minutes for this short test. Students must turn in their papers at the end of the 20th minute.
7. The United Nations is a(n) _____ organisation.
8. Some children behave badly and their parents can't _____ them.


 **Task 2.** Answer the questions on the passage.

1. What was the population of the world in 10,000 B.C., 1750, 1850, 1950, 1985, and 2000?
2. How many people is the world expected to have by the year 2015?
3. Can the Earth have enough resources to support its population?
4. Do most Third World women want to have a lot of children?
5. Why can't women in the world limit the size of their families?


After you read

Work in pairs. Discuss with a partner and find out five world largest countries in population. Say where they are and which is the richest and which is the poorest country.

B. SPEAKING


 **Task 1. Work in pairs.** Below are some of the causes of population explosion. Put them in order of importance and explain why.

- ☐ Fewer children die at birth.
- ☐ People are not aware of the problem of overpopulation.
- ☐ People are not properly educated.
- ☐ People believe that having many children means happiness.
- ☐ Religion doesn't encourage people to have fewer children.
- ☐ Many people believe that having a large family is a form of insurance.

 **Task 2. Work in pairs.** List the problems facing poor and overpopulated countries. Then report your results to the class.


Useful language:

<i>poor</i>	<i>living conditions</i>
<i>low</i>	<i>living standards</i>
<i>not enough</i>	<i>food</i>
<i>lack / shortage of</i>	<i>school / hospital / teacher / doctor / nurse</i>

 **Task 3. Work in groups.** Work out the solutions to the problems of overpopulation. Report your results to the class.

Useful language:

<i>raise</i>	<i>an awareness of the problems of overpopulation</i>
	<i>living standards</i>
<i>exercise / implement</i>	<i>reward and punishment policies</i>
<i>carry out</i>	<i>population education programmes</i>
	<i>family planning programmes</i>
<i>use</i>	<i>birth control methods</i>

 **Task 4. Work in groups.** Talk about the problems of overpopulation and offer solutions, using the results of Tasks 2 and 3.

C. LISTENING

Before you listen

● **Work in pairs.** Discuss the following questions.


1. Do you think that our world is overpopulated?
2. What continent has the largest population?

● **Listen and repeat.**

Latin America	particularly	inexpensive
developing countries	punishment	rank
improvement	shortage	generation

While you listen

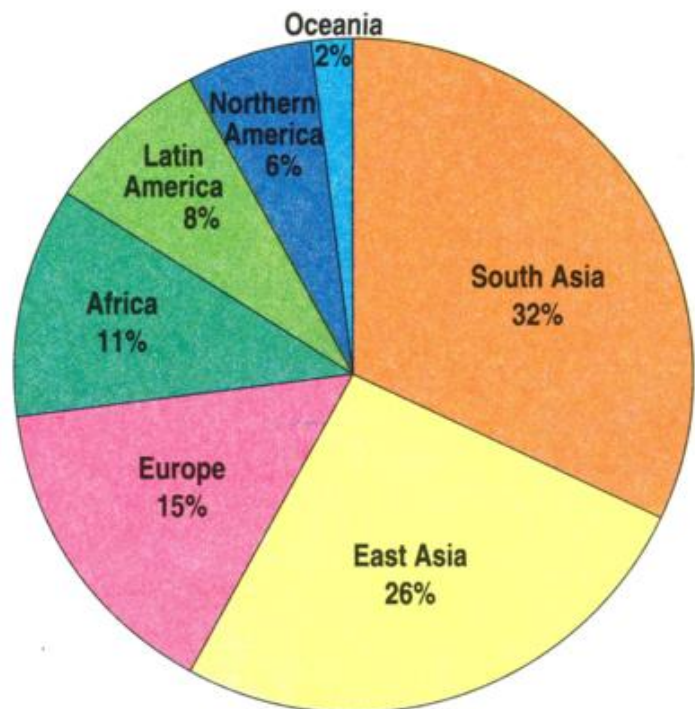
You will hear Dr. Brown, a world population expert, talk about the world population. Listen to the interview and do the tasks that follow.

 **Task 1.** Choose the best answer A, B, C, or D for the following statements and questions.

1. The expert says that there are _____ people in the world today.
A. over 6.7 billion C. about 6.7 million
B. 6.7 billion D. 6.6 billion
2. According to the expert, the population of the world increases by _____ a year.
A. 66 million C. 76 billion
B. about 66 million D. about 76 million
3. According to the expert, the area that has the highest population growth rate is _____.
A. Africa C. Latin America
B. Asia D. the Middle East

D. WRITING

Study the chart carefully then write a paragraph of 100 – 120 words, describing the information in the chart.



Useful language:

- it can be seen that
- distributed unevenly
- account for ... per cent
- more than double the population of
- half as much as/ nearly half of
- rank first/last

You may begin with:

The chart shows the distribution of world population by region. ...

E. LANGUAGE FOCUS

● **Pronunciation:** / k l / – / g l / – / k r / – / g r / – / k w /

● **Grammar:**

1. Conditional types 1 and 2 (revision)
2. Conditional type 3 (revision)
3. Conditional in reported speech

Pronunciation

- *Listen and repeat.*

/ kl /	/ gl /	/ kr /	/ gr /	/ kw /
clean	glean	crowd	grow	quarrel
class	glass	cranky	green	quarter
claim	struggle	crash	grouping	quality
quickly	ugly	creature	ground	queen

- *Practise reading aloud this dialogue.*

A: Didn't you go to the cricket club?

B: Yes, I did go to the cricket club.

A: Was it crowded?

B: Quite crowded.

A: Was Greg there?

B: Greg was there, yes. And Robert Queen was there, too.

A: Does Robert Queen like cricket?

B: No, he doesn't. He quarrelled with Greg. He went to the pub and drank some glasses of beer.

A: Oh dear!

B: Mm. Shall I take your clothes to the cleaner's?

Grammar

Exercise 1. Put the verbs in brackets into the correct form. Add *'ll/will*, or *'d/would* if necessary.

Examples:

If it doesn't rain, I (come) _____ to see you.

– *If it doesn't rain, I'll/will come to see you.*

If it didn't rain, I (come) _____ to see you.

– *If it didn't rain, I'd/would come to see you.*

1. I (drive) _____ to work if I had a car.
2. Where in Vietnam would you like to live if you (can) _____ choose?
3. If the weather (be) _____ good, we will have lunch outside.
4. If the company offers me a job, I think I (take) _____ it.
5. Many people would be out of work if that factory (close) _____ down.
6. If you finish before 4:30, I (come) _____ and pick you up.

Exercise 2. Put the verbs in brackets into the correct form.

Examples:

If he had listened to me, he (not/fail) _____ in the exams.

– *If he had listened to me, he **wouldn't have failed** in the exams.*

If I (know) _____ about the job, I would have applied for it.

– *If I **had known** about the job, I would have applied for it.*

1. They would have paid you more if they (be told) _____ of its value.
2. If I (realise) _____ that Greg wanted to get up early, I would have woken him up.
3. If you had had breakfast, you (not/be) _____ hungry.
4. If they had had enough money, they (buy) _____ that house.
5. If he (study) _____ harder, he would have passed the exams.

Exercise 3. Change the following conditional sentences into reported speech.

Example:

“If I were you, I wouldn’t buy that coat,” she said.

– *She said (that) if she were me she wouldn’t buy that coat.*

1. “I will come to see you if I have time,” the man said to her.

2. “What would you say if someone stepped on your feet?” he asked her.

3. “If it doesn’t rain, we will go out with you,” they said to me.

4. “What would you do if you were a billionaire?” the man asked the woman.

5. “If you had asked me, I would have lent you my motorbike,” the man said to me.

6. “They would be very disappointed if you did not come,” the man said to his daughter.

7. “I’m sure they will understand if you explain the situation to them,” the boy said to the girl.
