

CLASSROOM RESOURCES

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1

Interpreting photographs

NAME: _____ CLASS: _____ DATE: _____

1 Analyze environmental change. Compare each pair of photos.



Spatial elements: _____

Spatial elements: _____

Description: _____

Description: _____

Explain the changes that occurred between photos A and B:



Spatial elements: _____

Spatial elements: _____

Description: _____

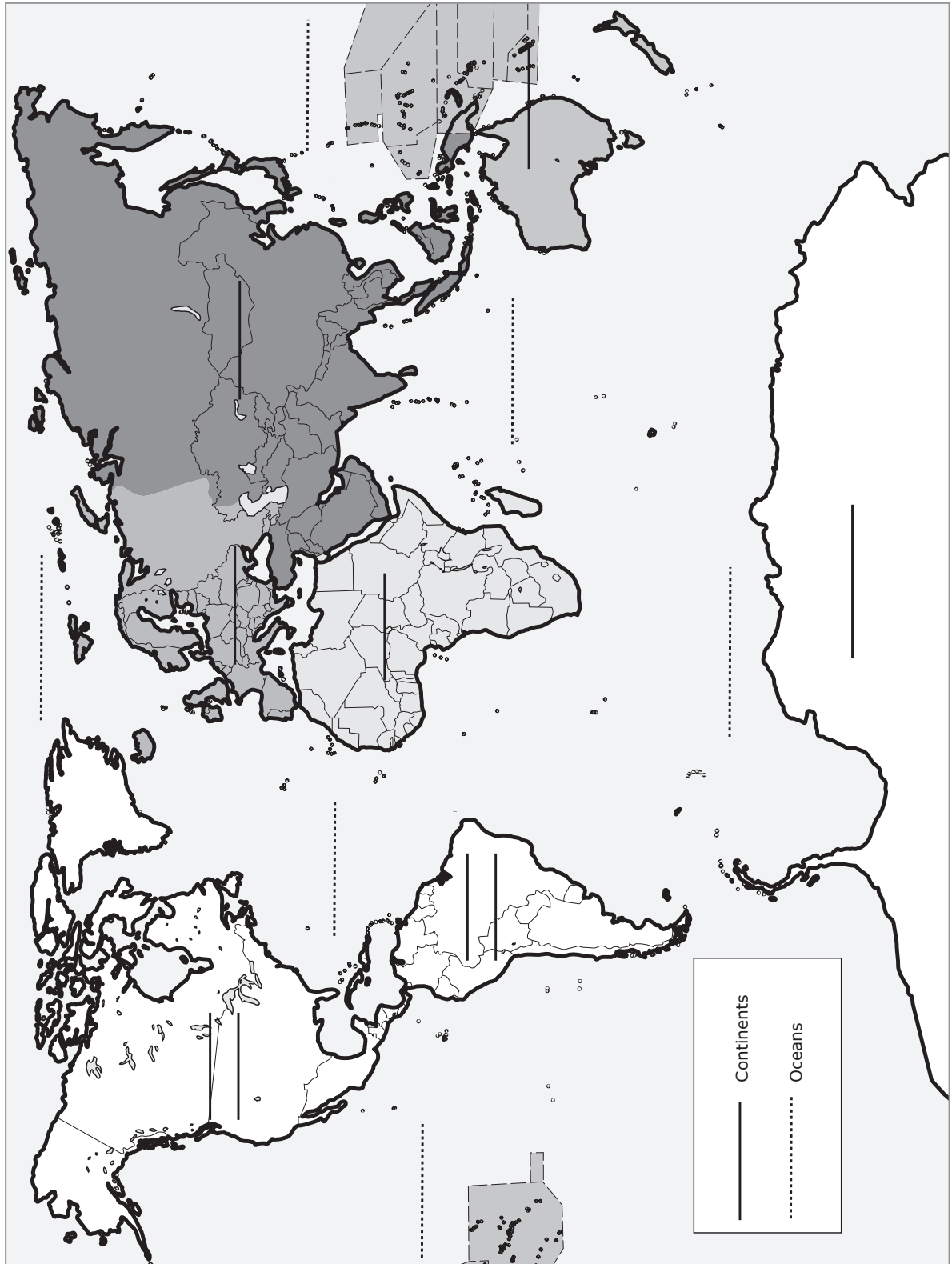
Description: _____

Explain the changes that occurred between photos C and D:

1 ACTIVITY SHEET 2 Making a map

NAME: _____ CLASS: _____ DATE: _____

1 Complete the information on the legend and the map. Use colours.



1

Creating bar and line graphs

NAME: _____ CLASS: _____ DATE: _____

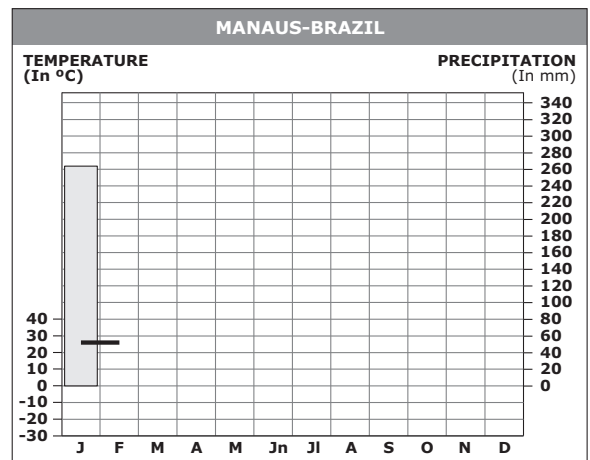
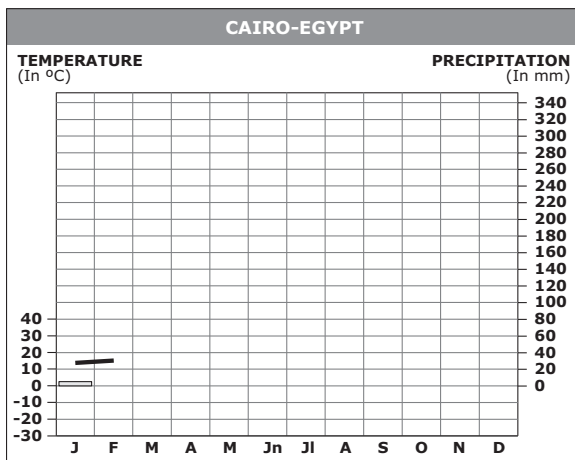
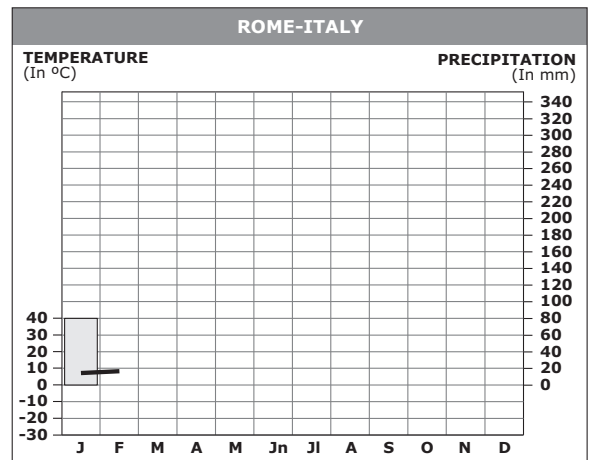
1 Present climate data in a graph. Show temperatures as lines and precipitation as bars.

MOSCOW	J	F	M	A	M	Jn	Jl	A	S	O	N	D
T °C	-10.3	-9.1	-4.1	4.4	12.2	16.3	18.5	16.7	10.9	4.2	-2	-7.5
P mm	34.4	29	32.7	38.2	51	65.6	81.5	71.8	57.7	50.4	44.1	42.4

ROME	J	F	M	A	M	Jn	Jl	A	S	O	N	D
T °C	7.2	8.3	10.5	13.7	17.8	21.7	24.4	24.1	20.9	16.6	11.7	8.4
P mm	80	70.9	68.6	66.8	51.5	34.1	16.3	24.4	69.2	113.3	110.7	97.1

CAIRO	J	F	M	A	M	Jn	Jl	A	S	O	N	D
T °C	13.8	15.2	17.4	21.4	24.7	27.3	27.9	27.9	26.3	23.7	19.1	15.1
P mm	5.1	3.8	3.7	1.5	1	0.2	0	0	0	1	2.5	5.7

MANAUS	J	F	M	A	M	Jn	Jl	A	S	O	N	D
T °C	26	26	25.9	26	26.2	26.3	26.5	27.2	27.5	27.5	27.1	26.6
P mm	263.9	262	297.9	282.7	203.7	103.1	66.9	45.6	63	111.1	161	219.8



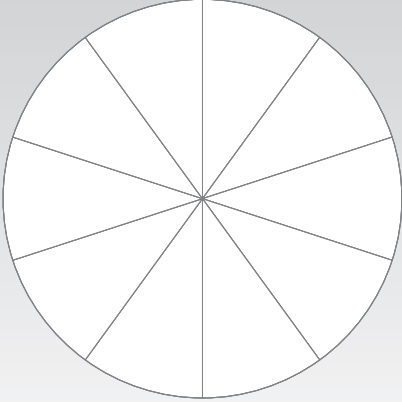
1

Creating a pie chart

NAME: _____ CLASS: _____ DATE: _____

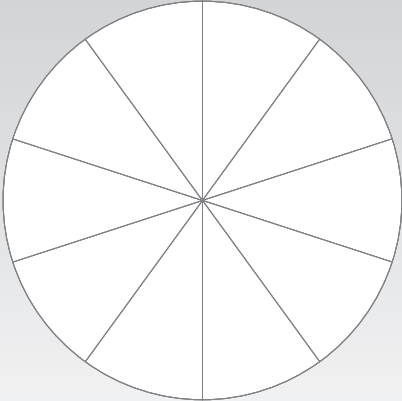
1 Present data with a pie chart. Colour the pie charts.

ENERGY PRODUCTION IN SPAIN



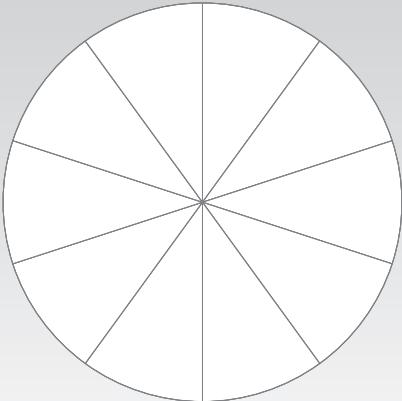
Black	Coal	20.9%
Red	Nuclear energy	50.2%
Brown	Oil	0.8%
Orange	Natural gas	0.9%
Blue	Hydroelectric energy	8.2%
Green	Alternative energies	19%

ENERGY CONSUMPTION IN SPAIN



Black	Coal	14.9%
Red	Nuclear energy	11.7%
Brown	Oil	50%
Orange	Natural gas	17.4%
Blue	Hydroelectric energy	1.9%
Green	Alternative energies	4.4%

DISTRIBUTION OF WATER CONSUMPTION IN SPAIN



Green	Irrigation	68%
Red	Urban	14%
Blue	Cooling	14%
Orange	Industry	4%

2 Political concepts

NAME: _____ CLASS: _____ DATE: _____

1 Describe state characteristics. Complete each sentence with the correct concept.

constitution - dictatorship - monarchy - universal suffrage - secular
separation of powers - executive - judicial - legislative - federal

- a. The government is the _____ branch.
- b. A state in which the head of state is a king is called a _____.
- c. One of the characteristics of a democracy is the _____.
- d. A _____ occurs when the power resides in one person or group.
- e. Parliament is the _____ branch.
- f. A _____ state is made up of various states under the same constitution.
- g. _____ states are those in which there is separation of church and state.
- h. _____ means that all citizens of legal age can vote to elect their representatives.
- i. The _____ is the highest law in states ruled by law.
- j. Judges and courts are the _____ branch.

2 Tick the definition of 'state' that you consider correct. Explain your choice.

- a. A political and administrative unit which governs a territory.
- b. A group of people with a common language, culture and history.
- c. Non-sovereign territory.

3 List three characteristics that define a state.

- 1. _____

- 2. _____

- 3. _____

4 Describe state functions. Answer the questions.

- What are the functions of the state? _____

- Do all states carry out the same functions? _____

2 The United Nations

NAME: _____ CLASS: _____ DATE: _____

1 Describe the United Nations. Complete the chart.

Characteristics of the United Nations	
Date founded	• _____
Number of members	• _____
Headquarters	• _____
Main bodies	• _____ • _____ • _____
Principal objectives	• _____ • _____ • _____
Specialized agencies and programmes	• _____ promotes _____ • _____ promotes _____ • _____ promotes _____ • _____ promotes _____ • _____ promotes _____ • _____ promotes _____
Weak points	• _____ • _____ • _____

2 Label the photos.



The states of the world

NAME: _____ CLASS: _____ DATE: _____

1 Interpret a map and a newspaper article.

The map shows the Strait of Gibraltar between Spain and Morocco. Key locations marked include Tangier in Morocco, Ceuta in Spain, and the island of Perejil in the strait. An inset map shows the location of the strait within Europe and Africa.

The Spanish government responded with indignation to the occupation of the uninhabited island of Perejil, near Ceuta, by a unit of Moroccan soldiers who had raised their national flag on the island.

The Spanish-French treaty of 1912, which marked the area of the Spanish Protectorate of Morocco, makes no reference to Perejil, but after the formation of the Protectorate, the island passed to Spain.

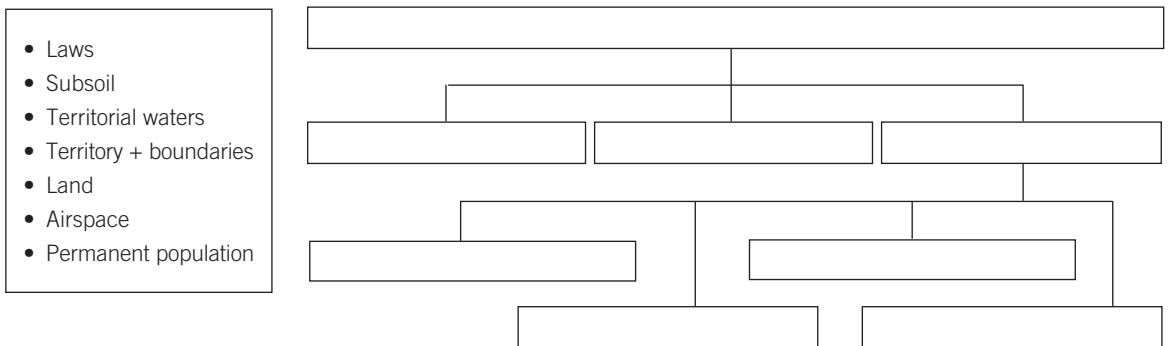
In the early 1990s, Morocco protested because Perejil was included in the draft of the Statute of Autonomy of Ceuta, but ultimately it was not included in the final version. Spain continues to consider that the island is under its sovereignty. However, the island is located in Moroccan territorial waters.

Adapted from El País Digital, 12 July 2002.

- a. Look up 'sovereignty' in a dictionary and copy the definition in your notebook.
- b. On what grounds does Spain claim sovereignty over Perejil? _____
- c. On what grounds does Morocco claim sovereignty over the island? _____

2 Understand the concept 'state'.

a. Read pages 11 and 21 of your textbook. Then choose a title, and complete the chart with the following terms.



- b. Read page 14 in your textbook. Then summarize the functions carried out by the state.
 1. Economy: the state ...
 regulates _____ and
 provides _____,
 such as _____
 2. International relationships: _____
 3. Order and defence: _____

The states of the world

NAME: _____ CLASS: _____ DATE: _____

1 Identify types of states.

a. Tick the characteristics of a dictatorship.

- Power is concentrated in the Parliament.
- Power is concentrated in one person or a group.
- The citizens elect their representatives.
- The president holds the executive, legislative and judicial power.

b. Describe democratic states.

A _____ can be written or unwritten, but it always guarantees citizens certain rights and defines the relationships between the legislative, executive and judiciary branches of a state, thus establishing the basis for its government.

In a democracy _____ are held periodically to choose representatives to exercise the executive and legislative powers of a state, regardless of whether it is a monarchy or a republic.

2 Identify and compare countries of the world.

a. Use the political map on pages 12 and 13 in your textbook to identify the countries in white. Label each one.



b. Complete with the name of the country.

- The largest country in America: _____; in Asia: _____; in Africa _____; in Europe: _____; in Oceania: _____.
- The most powerful country in America: _____; in Asia: _____; in Africa _____; in Europe: _____; in Oceania: _____.
- Say why you think these countries are powerful. _____

3 Create a state, and hold an election.


Work in groups. Decide the type of state, form political parties, draft an electoral program, a list of representatives, make a ballot box and ballots, rules for counting votes, etc.

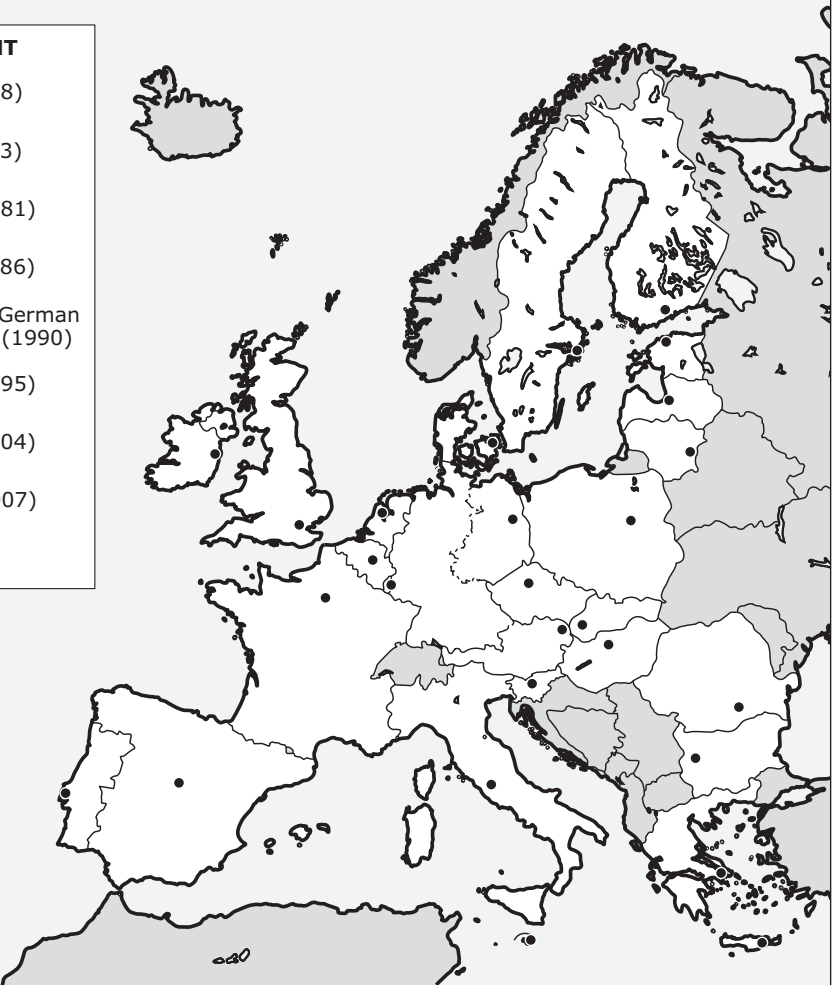
3

Stages of EU enlargement

NAME: _____ CLASS: _____ DATE: _____

1 Show the stages of enlargement. Colour the map. Label the six original member countries and their capitals.

STAGES OF EU ENLARGEMENT	
Yellow	Europe of the 6 (1958)
Orange	Europe of the 9 (1973)
Light green	Europe of the 10 (1981)
Red	Europe of the 12 (1986)
Orange stripes	Incorporation of the German Democratic Republic (1990)
Dark green	Europe of the 15 (1995)
Light purple	Europe of the 25 (2004)
Dark purple	Europe of the 27 (2007)
	Euro zone



2 Describe the enlargement process.

In 1958, there were six countries in the EU: France, Italy, _____.

In 1973, _____ countries joined. Then, in 1981, _____ joined.

3 Identify organizations. Write the complete name of each organization.

ECSC: _____

EEC: _____

EU: _____

4 Define concepts. Match each concept with the features related to it. Write *a*, *b* or *c*.

a. economic union b. political union c. social cohesion

_____ 1. common currency _____ 3. development of regions and poorer sectors

_____ 2. common economic policies _____ 4. agreements in foreign and defensive policy

3

Territorial differences in Spain

NAME: _____ CLASS: _____ DATE: _____

1 Colour the map and complete the table. Use a political map and your *Student's Book* for reference.



Classification of autonomous communities by GDP per capita	
High GDP per capita	The GDP per capita was _____ in these provinces: _____.
Average GDP per capita	The GDP per capita was _____ in these provinces: _____.
Low GDP per capita	The GDP per capita was _____ in these provinces: _____.

3 Political organization

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the EU. Colour and complete the map. Answer the questions.

STAGES OF EU ENLARGEMENT

Yellow	Europe of the 6 (1958)
Orange	Europe of the 9 (1973)
Light green	Europe of the 10 (1981)
Red	Europe of the 12 (1986)
Orange stripes	Incorporation of the German Democratic Republic (1990)
Dark green	Europe of the 15 (1995)
Light purple	Europe of the 25 (2004)
Dark purple	Europe of the 27 (2007)

- a. How many countries are members of the EU today? _____
- b. Write the name of at least one candidate country and its capital. _____

2 Describe the EU Institutional Triangle. Complete the table.

Institution	Components	Functions
European Commission		
Council of the European Union		
European Parliament		

3 Comment on EU history. Mark each sentence true (T) or false (F). If the sentence is false, correct it.

- _____ a. The EU started with post WWII cooperation between some European countries.
- _____ b. In 1957, seven countries decided to combine some of their energy resources.
- _____ c. The European Parliament represents both EU citizens and non-EU citizens.
- _____ d. The EU aims to include the social and political integration of its members.
- _____ e. The Treaty of Rome took measures for free movement of workers.
- _____ f. The EU does not have a constitution.

3 Political organization

NAME: _____ CLASS: _____ DATE: _____

1 Read about EU enlargement, and answer the questions.

According to a survey which was taken in 2000, 53% of EU citizens believed that the eastward enlargement would be too expensive. Only 44% of Europeans clearly supported the process. Only 26% considered it a priority. Austria, France and Germany were the main opposition group.

This official European survey indicates clear financial cost concerns about eastward enlargement. This fact is especially obvious among the major contributors to the EU funds, like Germany, and among countries like Spain, which risk losing a good part of the European funds they receive today to the new poorer members.

Adapted from *El País*, 30 April 2001.

a. What did many Europeans think about EU enlargement in 2000? _____

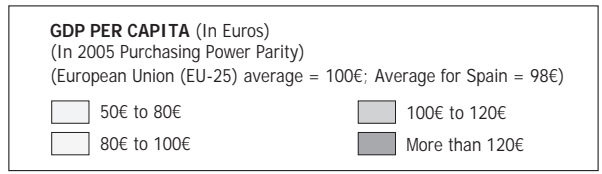
b. Which countries were against it? What reasons did they give? _____

2 Analyze the distribution of GDP in Spain. Answer the questions.

a. How many autonomous communities were below the average GDP? Which ones?

b. How many were above the average? Which ones?

c. What reasons can you give for these differences?



d. How do these differences reflect the principle of solidarity between Autonomous Communities?

3 Group work: Create a new treaty for the extended EU. Discuss rules for new members. Write a draft.

4 Economic concepts

NAME: _____ CLASS: _____ DATE: _____

1 Define concepts. Match each concept with its definition.

- | | |
|-----------------|---|
| a. Distribution | 1. The goods and services created from economic activity. |
| b. Consumption | 2. The process of moving economic products to the consumer. |
| c. Production | 3. The goods and services that people buy for their needs. |

2 Compare employment rates. Study the chart and answer the questions.

Regions	Employment rate*	Male employment rate	Female employment rate
East Africa	42.7 %	50.1 %	35.8 %
West Africa	36.5 %	47.5 %	26.1 %
North America	53.9 %	61.2 %	46.9 %
Latin America	36.1 %	51.5 %	21.0 %
Middle East	32.9 %	47.4 %	17.4 %
Western Europe	47.0 %	57.0 %	34.3 %

*The employment rate is the number of employed people divided by the total active population.

- What regions have the highest employment rate? _____

- Developed countries have an employment rate of over 40%. Why do some regions have a rate lower than 40%?

- What types of countries have low employment rates, developed or less developed? What conclusions can you reach? _____

- Are there many differences between male and female employment rates? Why? _____

- What regions have the lowest female employment rate? And the highest? What conclusions can you reach?

- Do you think the female employment rate is a valid indicator of development? _____

3 Describe capitalism. Complete each sentence with the concepts below.

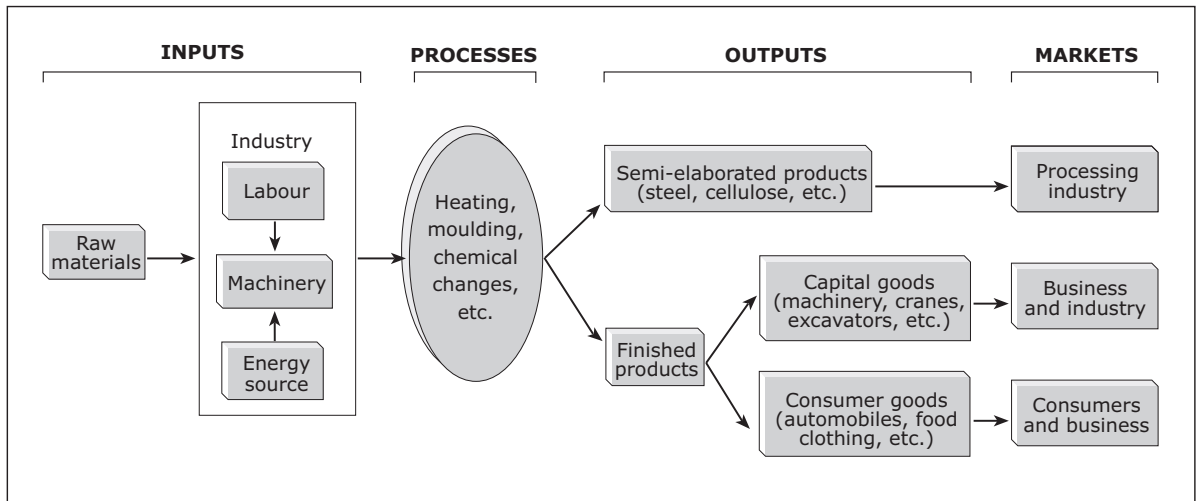
Free competition Profit Private ownership Supply and demand

- _____ is the opposite of state ownership.
- _____ is the primary stimulus of capitalism.
- _____ regulates the number of products and their price.
- _____ means that any person or company can carry out economic activity.

4 Economic activity

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the industrial production process. Match each concept with its definition.



- | | |
|---|---|
| <ul style="list-style-type: none"> a. Energy source b. Raw materials c. Semi-elaborated products d. Capital goods e. Labour f. Final products g. Consumer products | <ul style="list-style-type: none"> 1. The group of workers in a business or industry. 2. Origin of the energy needed to produce work. 3. Finished goods that do not require processing. They can be consumer or capital goods. 4. Goods to be consumed by households. 5. Goods produced by the base industry and which serve as raw material for process industries. 6. Basic products to be processed by industry. 7. Goods used in production, not for individual consumption. |
|---|---|

2 Classify the elements of the production process. Answer the questions.

- a. What are the factors of production in the diagram?
1. _____ 3. _____
2. _____ 4. _____
- b. What products are obtained from the industrial process?
1. _____
- _____
2. _____
- _____
- c. What are the intended markets for industrial production?
1. _____ 3. _____
2. _____

4 The economy

NAME: _____ CLASS: _____ DATE: _____

1 Define concepts. Match each concept with one or more definitions.

	1. People who do not have a job, but are looking for employment.
	2. People who are of working age, but can no longer work due to their health.
a. Active population	3. People who are students.
b. Inactive population	4. People who are working for an employer or are self-employed.
	5. People who have retired and left the labour market because of age.
	6. People who do not work and depend economically on the active population

2 Describe the production process. Complete the text with the words and expressions below.

non-renewable human capital manual renewable
physical capital mechanical financial capital automated

The production process uses natural resources. These resources can be _____, where they cannot be used up, or _____, where they cannot be replenished.

Capital is also necessary. It can be divided into three types: _____ consists of tangible assets such as buildings and machinery. _____ is a worker's knowledge, experience and training. Finally, _____ consists of the money used for business activity.

Technology consists of the methods and procedures used to produce goods and services. It can be _____, where humans do the work and control the tools; _____, where machines do the work, but workers control the machines, or _____, where machines do the work and control the tools and machines. In this case, the workers only program the machines.

3 Classify economic systems. Write *a*, *b* or *c* to complete the sentences.

a. ... it is a subsistence system. b. ... it is a communist system. c. ... it is a capitalist system.

1. If the state owns all the companies, _____
2. If each family produces food and clothing to cover its needs, _____
3. If private individuals own land and businesses, _____
4. If companies compete to do business, _____
5. If the government decides where to use profits, _____
6. If people exchange surplus food at local markets, _____

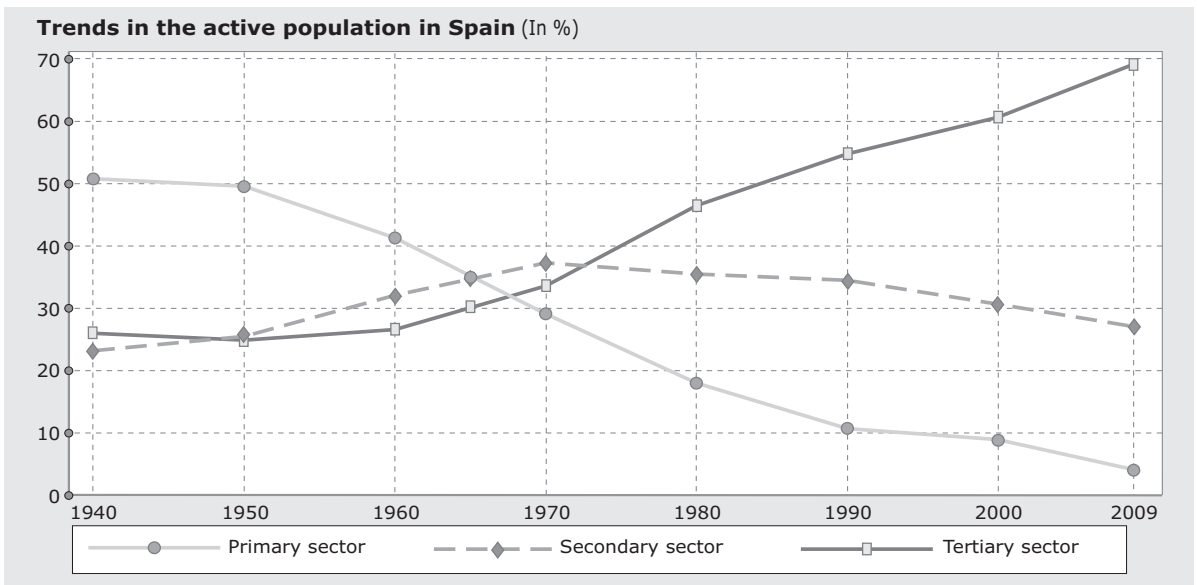
4 The economy

NAME: _____ CLASS: _____ DATE: _____

1 Interpret photos of economic sectors. Label each photo: *primary, secondary or tertiary.*



2 Analyze employment trends in three economic sectors. Answer the questions.



- What was the trend in the primary sector from 1940 to 2000? _____

- What percentage of the population worked in the secondary sector at its highest point? _____

- Why did this percentage decline after its highest point? _____

- Which sector has had steady growth? _____

3 Group work: Economic sectors in your region.

- Find examples of each economic sector in your region.
- Describe trends for each. Are they growing, stable or declining?
- Prepare a summary of your information.

The world economic system

NAME: _____ CLASS: _____ DATE: _____

1 Classify world powers. Colour the countries.



2 Factors that have intensified globalization. Match the two columns to complete each sentence.

- | | |
|---|--|
| a. The information society ... | 1. has opened up new markets. |
| b. Cheaper and improved transport ... | 2. has aided the flow of goods and people. |
| c. Liberalization policies ... | 3. has meant products can be sold around the world. |
| d. Elimination of custom duties ... | 4. uses ICT to organize global production and to move capital. |
| e. The collapse of the communist bloc ... | 5. such as the deregulation of financial markets, have been implemented. |

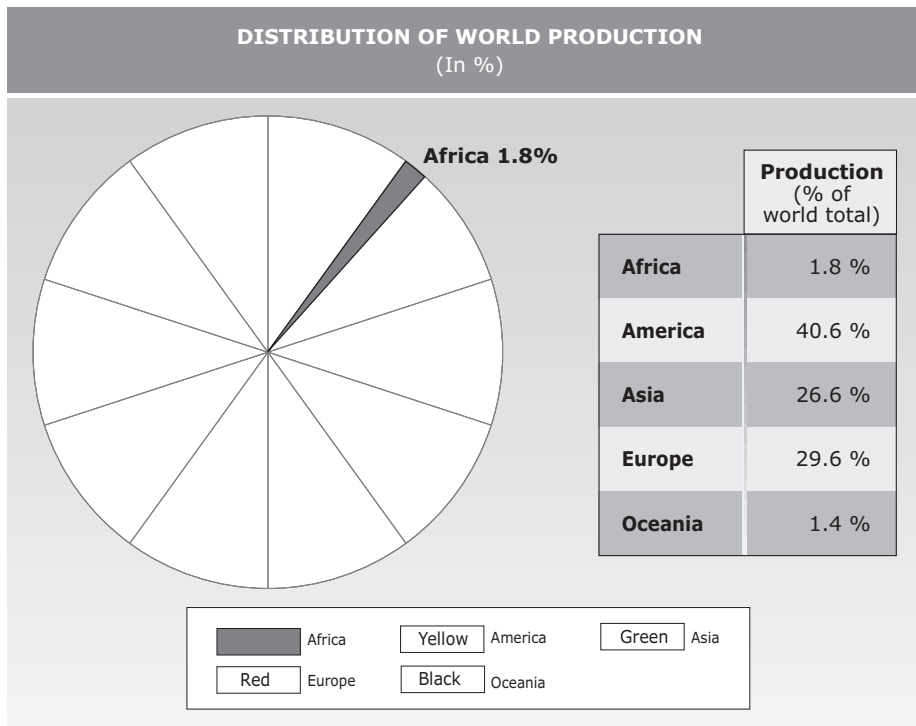
3 Relate regional characteristics with regions. Match the columns and give examples.

Types of regions	Regional characteristics	Country or Region
Traditional powers	Markets with high purchasing power	_____
Emerging powers	Cheap labour	_____
Regional powers	Permissive environmental and labour laws	_____
	Skilled labour	_____
	Rapid industrial growth	_____

Continents and the economy

NAME: _____ CLASS: _____ DATE: _____

- 1 Show world production by continent.** Use the legends to complete the pie chart.



- 2 Interpret the graph.** Answer the questions.

- Which continent generates the largest part of world production? _____
- Is Europe's contribution larger or smaller than Asia's? _____
- Which continents have less importance in the international economy? _____

- 3 Describe economies.** Read the clues and identify the continent.

Africa – America – Asia – Europe – Oceania

- Although two of the most developed countries are located on this continent, its global economic weight is insignificant. _____
- It has a highly developed economy that relies more on industry and services than farming. Its production represents almost 30% of the world total. _____
- Its main economic activities are agriculture and mining. Its participation in the world economy is becoming weaker. _____
- The world's leading economic power is located on this continent, but most countries here are underdeveloped. It is the continent that generates the most wealth. _____
- The economy is based on agriculture and mining, except in some countries where industry has developed strongly. It contributes more than a fourth of world production. _____

A globalized economy

NAME: _____ CLASS: _____ DATE: _____

1 Analyze globalization. Read the text and answer the questions.

Globalization is creating two types of cultural trends. The first is the trend towards Americanization, which some call 'McWorld'. The influence of North American media is increasing in all countries. The most influential medium is television, where people can watch American films, TV series, news and music videos. The Internet is dominated by the English language; many portals and search engines are North American.

English as the global language is becoming a fact. Use of English is growing at a faster pace than other languages. Spanish remains at 450 million speakers. Languages like Japanese, French and German find expansion more and more difficult.

However, the trend towards Americanization may be misleading. The young Arab in a North American bar in Cairo, wearing American-style clothes, listening to rap music and drinking coffee does not necessarily share American culture. He may even be hostile towards it. According to sociologists, "except for a few elites, the rest of the world ignores or hates Western culture."

G. de la Dehesa, adapted from
Understanding Globalization (2000).



Internet Café in Nain, Iran

a. How is the world becoming 'Americanized'? And your life? _____

b. Westerners believe that Western culture greatly influences the world. However, what do sociologists suggest?

c. What does 'McWorld' mean, in your opinion? _____

d. What has Spain contributed to Western culture, in your opinion? _____

A globalized economy

NAME: _____ CLASS: _____ DATE: _____

1 Describe the effects of globalization. Match the two columns to complete each sentence.

- | | |
|---|--|
| a. Globalization is ... | 1. trade barriers. |
| b. Globalization is based on ... | 2. redistribution of wealth and social progress, but with some inequalities. |
| c. Globalization factors include ... | 3. cheaper transport systems and new information technologies. |
| d. Globalization leads to the elimination of ... | 4. international trade, business concentration and international production. |
| e. With globalization, multinational companies seek ... | 5. outsourcing of production in order to cut costs. |
| f. Globalization leads to ... | 6. worldwide interdependence of economies and societies. |

2 Identify global institutions. Write the complete name of each institution.

- a. WB _____
- b. IMF _____
- c. WTO _____

3 Classify the changes brought by globalization. Tick the correct column.

Event	After World War II	After the collapse of the communist bloc
WB planned to reduce poverty.		
IMF planned to maintain stability.		
WTO wanted free and fair trade.		
Financial markets were deregulated.		

4 How does globalization affect you? Complete the table.

Characteristics	How have they affected you?
Multinationals with an international dimension	
New technologies	
State autonomy is limited by international organisms.	
Outsourcing takes place globally.	

5 Group work: New developments as a result of globalization.

- Find local examples of new developments and share your findings.
- Discuss which aspects really belong to globalization and which do not.
- Write a summary of your findings.

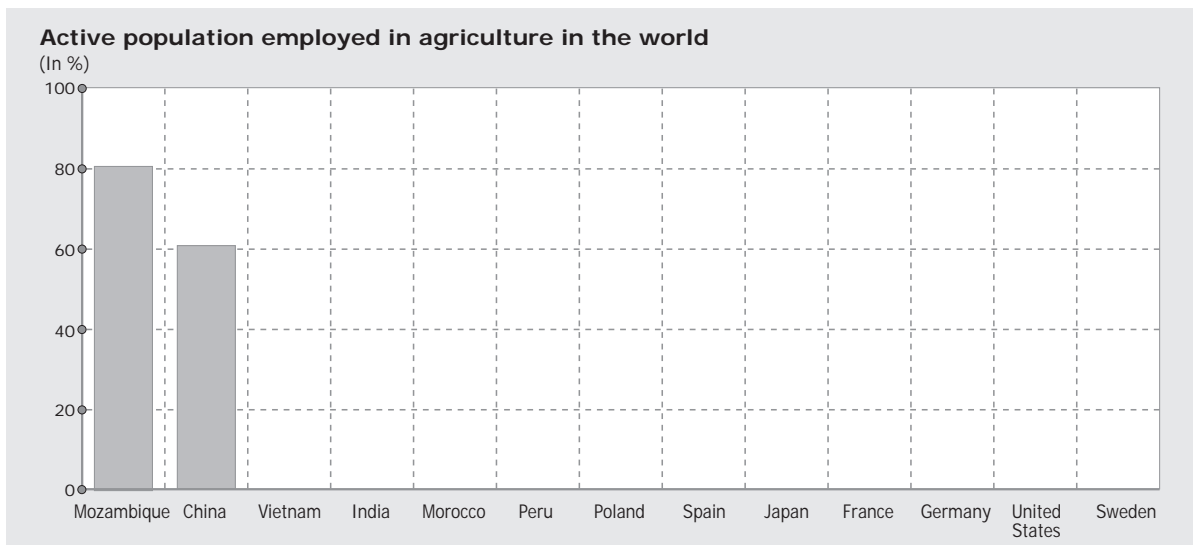
6

The role of agriculture in the world

NAME: _____ CLASS: _____ DATE: _____

1 Compare populations. Create a bar graph. Draw a bar for each country.

PERCENTAGE OF ACTIVE POPULATION EMPLOYED IN AGRICULTURE IN THE WORLD			
Country	In %	Country	In %
Mozambique	80.5	Spain	4.0
China	60.8	Japan	2.2
Vietnam	63.2	France	2.0
India	54.4	Germany	1.6
Morocco	25.5	United States	1.6
Peru	24.2	Sweden	2.3
Poland	17.0		



2 Analyze the active agrarian population. Answer the questions about the graph.

a. Which three countries have more than 50% of the active population employed in agriculture?

b. What do these countries have in common? Use the statistics from the Annexes in your *Student's Book*.

c. Which three countries have approximately 2% of active population employed in agriculture?

d. Why is there a smaller proportion of farmers in the USA? Refer to your *Student's Book*, page 76.

e. Is there a relationship between the percentage of active population employed in agriculture and a country's level of development? If so, why? _____

6

Types of livestock farming

NAME: _____ CLASS: _____ DATE: _____

1 Compare types of livestock farming. Look at the photographs and complete the table.

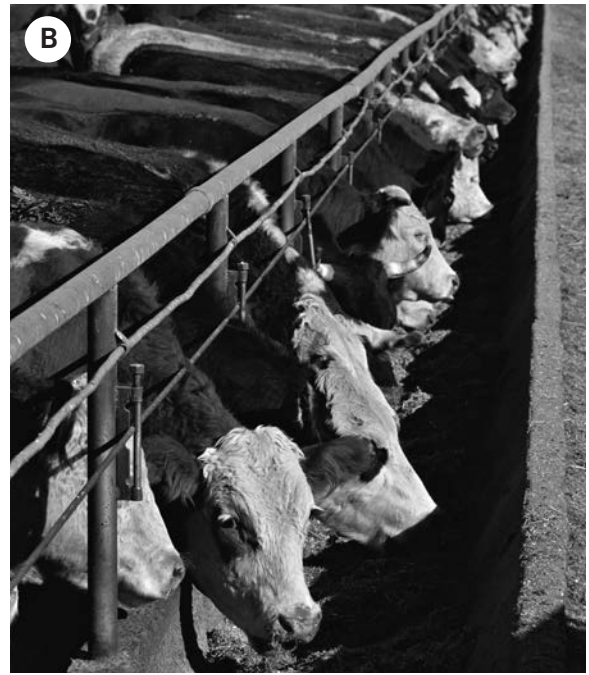
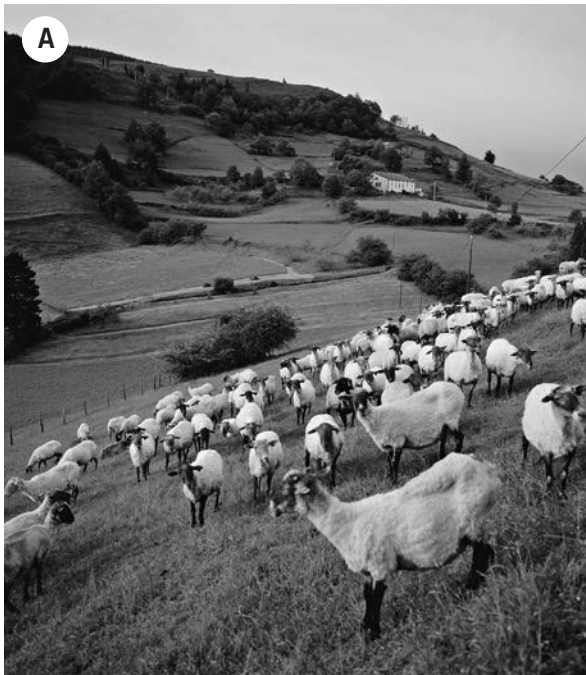


	Photo A	Photo B
Intensive or extensive		
Farm size		
Feeding practices		
Investment required		
Productivity: high or low		
Type of livestock		
Location		
Advantages and disadvantages		

6 The primary sector

NAME: _____ CLASS: _____ DATE: _____

1 Describe the agricultural sector. Read the text and the chart to answer the questions.



From 1970 to 1995, there was a very large decline in the active population employed in European agriculture. The decline was most dramatic in countries that originally had the highest levels of employed population in the sector: Italy, Spain, Portugal, Ireland and Greece.

The Spanish agricultural sector wants to become stronger to prevent, among other things, the large-scale abandonment of farmlands. This abandonment leads to the ageing of the population in rural areas and, at times, depopulation. The abandonment of farmlands is a great tragedy for Spanish agriculture, for European agriculture, and even for agriculture throughout the developed world.

Alban D'Entremont, adapted from *Economic Geography* (1997).

Evolution of the active population employed in agriculture in Spain	1970	1980	1992	2000	2009
Agricultural population	3,835,000	2,513,000	1,524,000	1,130,800	790,000
Agricultural population (as a % of the active population)	29.5%	18.9%	9.9%	6.7%	4%

a. How has the agricultural population in Spain changed since 1970? _____

b. Why has the agricultural population decline been greater in Portugal and Spain? _____

c. Why does abandonment of farmland occur? _____

d. What does this lead to? _____

e. Approximately what percent of the population worked in agriculture in 1970? And in 2000? _____

f. In what years did this sector employ less than 10% of the active population? _____

6 The primary sector

NAME: _____ CLASS: _____ DATE: _____

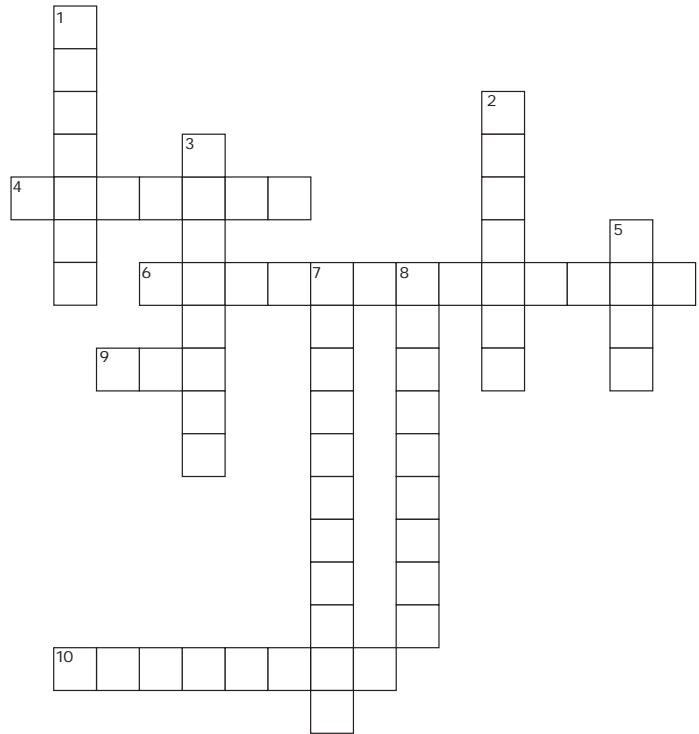
1 The primary sector.
Complete the crossword.

Across →

- 4. Sea close to the coast where fishing takes place
- 6. Substitution of human labour by machines
- 9. Traditional fishing equipment
- 10. Type of fishing carried out at sea with 'factory ships'

Down ↓

- 1. Place where fish concentrate
- 2. A physical factor in agriculture
- 3. Term used to describe exploitation of forests
- 5. Product from the forest industry
- 7. Technique used to breed fish
- 8. Type of livestock farming



2 Analyze the primary sector. Answer the questions.

a. What percentage of the world population is employed in the primary sector? _____

b. What GDP does the primary sector represent? _____

c. Why has primary sector production doubled in the last 30 years in the developed world? _____

d. What leads to low productivity in developing countries? _____

3 Group work: Rural abandonment and initiatives. Collect real examples. Classify them and write a summary.

Agricultural landscapes of Spain

NAME: _____ CLASS: _____ DATE: _____

1 Analyze land use. Study the photos and complete the texts.



A

Use of land: _____

Crops: _____

Cultivation methods: _____



B

Use of land: _____

Function of new economic activities in rural areas:

Other new initiatives in rural areas include:



C

Use of land: _____

Livestock: _____

Is the habitat scattered or concentrated? _____

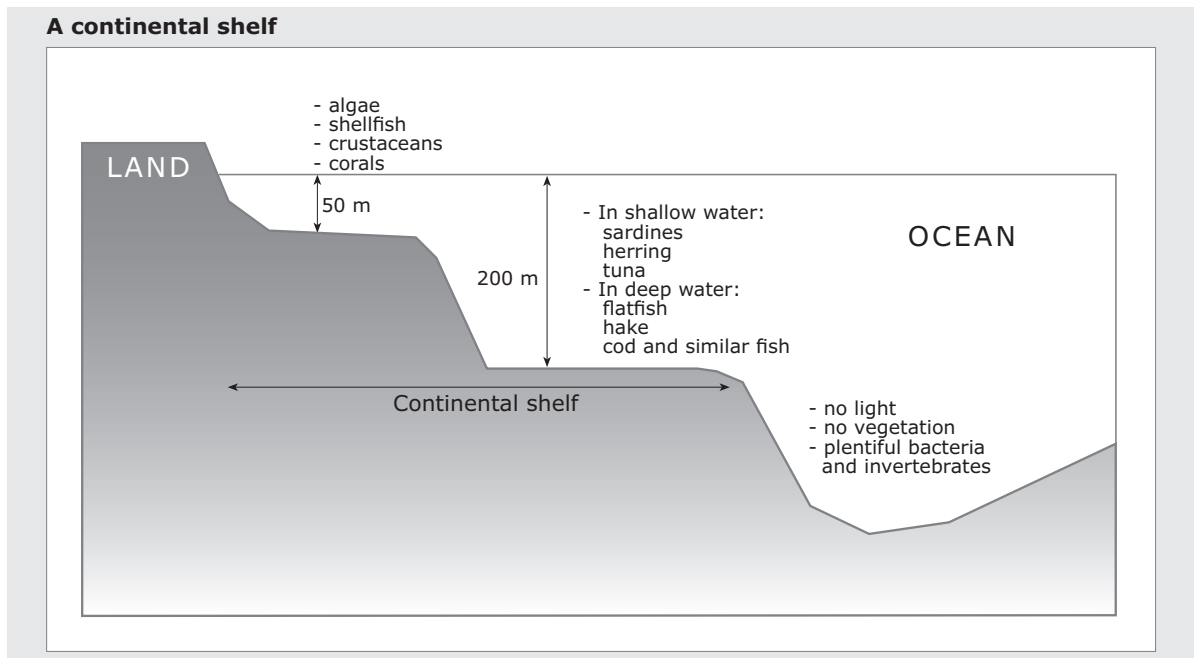
7 ACTIVITY SHEET 26

The fishing sector

EXTENSION

NAME: _____ CLASS: _____ DATE: _____

1 Analyze continental shelves. Answer the questions.

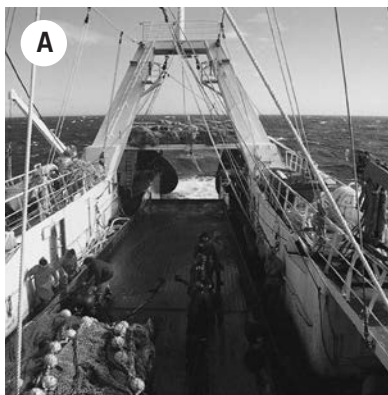


a. What are continental shelves? Why is there an abundance of fish there? _____

b. Where in the shelf do you find the fish or seafood you usually eat? _____

c. What is the EEZ? Why is it so important for some countries? _____

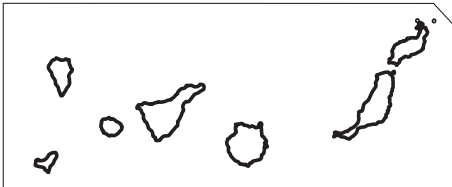
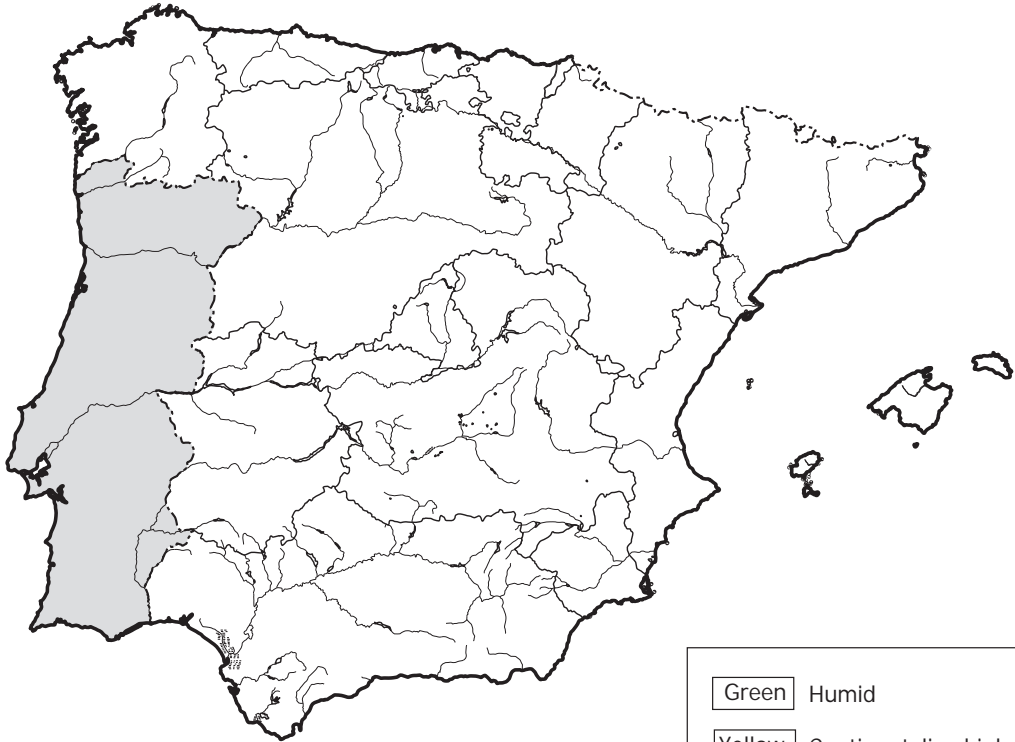
2 Describe types of fishing. Label the photos.



The EU primary sector

NAME: _____ CLASS: _____ DATE: _____

1 Climate zones. Use the key to colour the map.



Green	Humid
Yellow	Continentalized inland
Red	Canary Islands
Blue	Humid alpine
Brown	Warm Mediterranean

2 Describe each climate and its characteristics. Say where it is (coast, inland, north, etc.) and give an example of a typical agricultural product.

Climate	Where is it in Spain?	Typical agricultural products

The EU primary sector

NAME: _____ CLASS: _____ DATE: _____

1 Analyze fishing grounds. Look at the map and answer the questions.



- What areas have the highest concentration of Spanish fishing ships? _____
- Name five countries that border on the most popular fishing grounds for Spanish fishing ships.

- Although Spain has a continental shelf, the Spanish fleet travels to others. Why? _____

- Do you think the activity of the Spanish fleet causes conflicts with countries that have continental shelves? Why? _____

2 Classify information. Mark the sentences true (T) or false (F). Correct the false sentences.

- _____ a. The majority of the Spanish labour force is employed in agriculture.
- _____ b. Agricultural production has increased in recent years.
- _____ c. Agriculture contributes increasingly less to Spanish GDP.
- _____ d. The same crops are grown throughout Spain; soil and climate are not factors.
- _____ e. The fruit and vegetable sector is important because of its production value.
- _____ f. The production of cereals, wine, grapes and milk is growing.
- _____ g. The cattle subsector is more important than the sheep subsector.

3 Group work: A survey on fish consumption.

- Do research at your local market. Find out the place of origin of the fish you usually eat.
- Share your information. Make a list of all the fish everyone eats. Indicate origin and percentages.

8 Energy sources

NAME: _____ CLASS: _____ DATE: _____

1 Describe energy consumption. Mark each sentence true (T) or false (F). If the sentence is false, correct it.

- ___ a. Before people learned to domesticate animals, their only energy source was their own muscle power.
- ___ b. People currently consume much less energy than they did a century ago.
- ___ c. Energy is needed to transform raw materials into finished products.

2 Classify energy types. Complete the table with the words below.

- a. hydroelectric
- b. geothermal
- c. natural gas
- d. wind
- e. nuclear
- f. coal
- g. oil
- h. solar
- i. tidal
- j. biomass

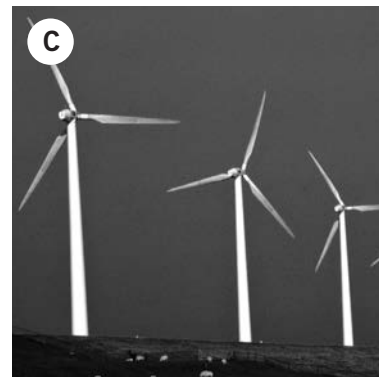
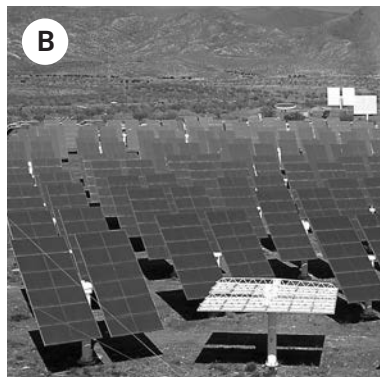
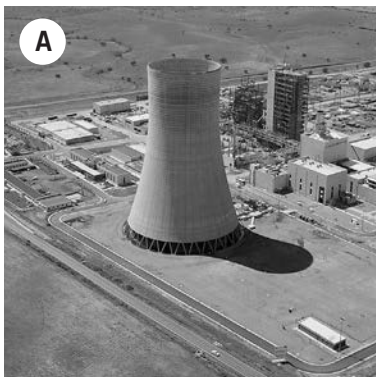
RENEWABLE ENERGY TYPES, SUCH AS
NON-RENEWABLE, ENERGY TYPES, SUCH AS

- Explain the main differences between the two types of energy. List advantages and disadvantages.

3 Match each type of power station with its source of energy.

- | | |
|--------------------------------|---------------------------|
| a. hydroelectric power station | 1. coal, diesel fuel, gas |
| b. thermal power station | 2. sun |
| c. nuclear power station | 3. water |
| d. solar power station | 4. wind |
| e. wind farm | 5. uranium |

4 Identify the three types of power station. Label the photos.



How can industries be classified?

NAME: _____ CLASS: _____ DATE: _____

1 Interpret a photo. Answer the questions.



Eko Stahl Ag steel company, Germany

- Describe the size of this factory: large, medium or small. _____
- How many employees do you think it has? A large company has more than 250 employees. _____

- Do you think this factory consumes large amounts of energy? If so, what type? _____

- What raw materials are used in making steel? _____
- Can the things produced in this factory be bought by consumers like you? If not, who buys them?

2 Compare heavy and light industry. Complete the table and answer the questions.

Characteristic	Heavy industry	Light industry	Eko Stahl Ag (above)
Company size			
Employees			
Energy source used			
Raw materials used			
Market			

- Based on its characteristics, is the industry in the photo above heavy or light? _____
- What heavy industries can you name? _____

The secondary sector

NAME: _____ CLASS: _____ DATE: _____

1 Analyze renewable energy. Read the text and answer the questions.

Wolfgang Palz, the President for Europe of the World Council for Renewable Energy, said that clean energy is now a real alternative to conventional energy. In his opinion, 20% of energy consumption by 2020 will be renewable energy: This is no longer a target, "but a law." In a few years, there has been considerable progress in using renewable energy, especially in Spain and Germany. Palz said that the use of a mixed system with 20% of renewable energies is technically feasible. For example, he said, 20 years ago, Europe had no wind energy capacity, but now it has reached 70 gigawatts (GW) and 200 GW worldwide.

Adapted from *Solar Energy*, www.gtriatum.com,
March 2010.



a. What does 'renewable energy' mean?

b. Why does Palz say that renewable energy "is not an objective, but a law"?

c. Is wind energy a renewable or non-renewable resource? Why?

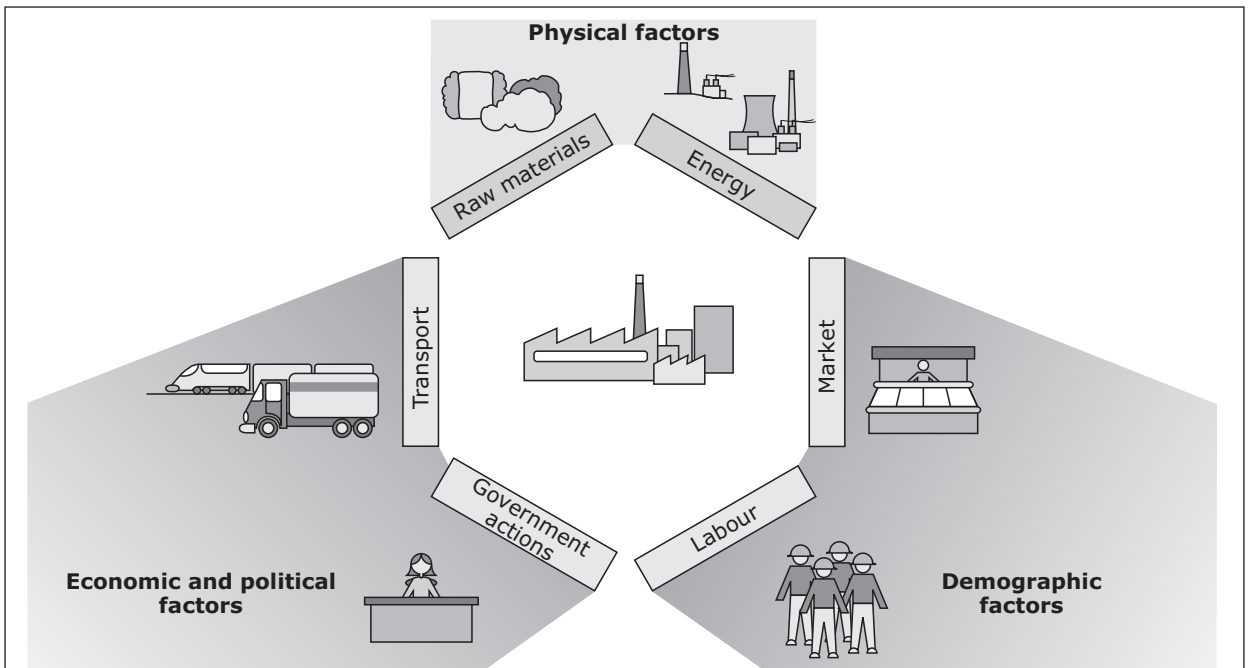
2 Classify and describe energy sources. Complete the table.

Energy source	It consists of ...	Is it renewable?	Does it pollute?
Biomass			
Coal			
Geothermal			
Hydroelectric			
Natural gas			
Nuclear			
Oil			
Solar			
Tidal			

The secondary sector

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the factors of industrial location. Read the text and complete the table.



The factors that affect the geographic location of an industry reflect the needs or requirements of the product that is made. Industrial location is determined by the search for the lowest production costs. The sales price is the result of several factors, such as:

- cost of energy and raw materials, including transport cost to the industry
- cost of labour, including salaries and ways to attract workers

- ease of access to capital to set up and maintain the installations
 - ease of access to markets, including transport of finished products, display and presentation of products
- The importance of each factor depends on the product.

Pierre George, adapted from *Economic Geography* (1970).

Location factor	Physical, demographic or economic – political?	How does it affect location?
Labour		
Raw materials		
Energy source		
Transport		
Market		
Government actions		

2 Group work: Create a company in your region.

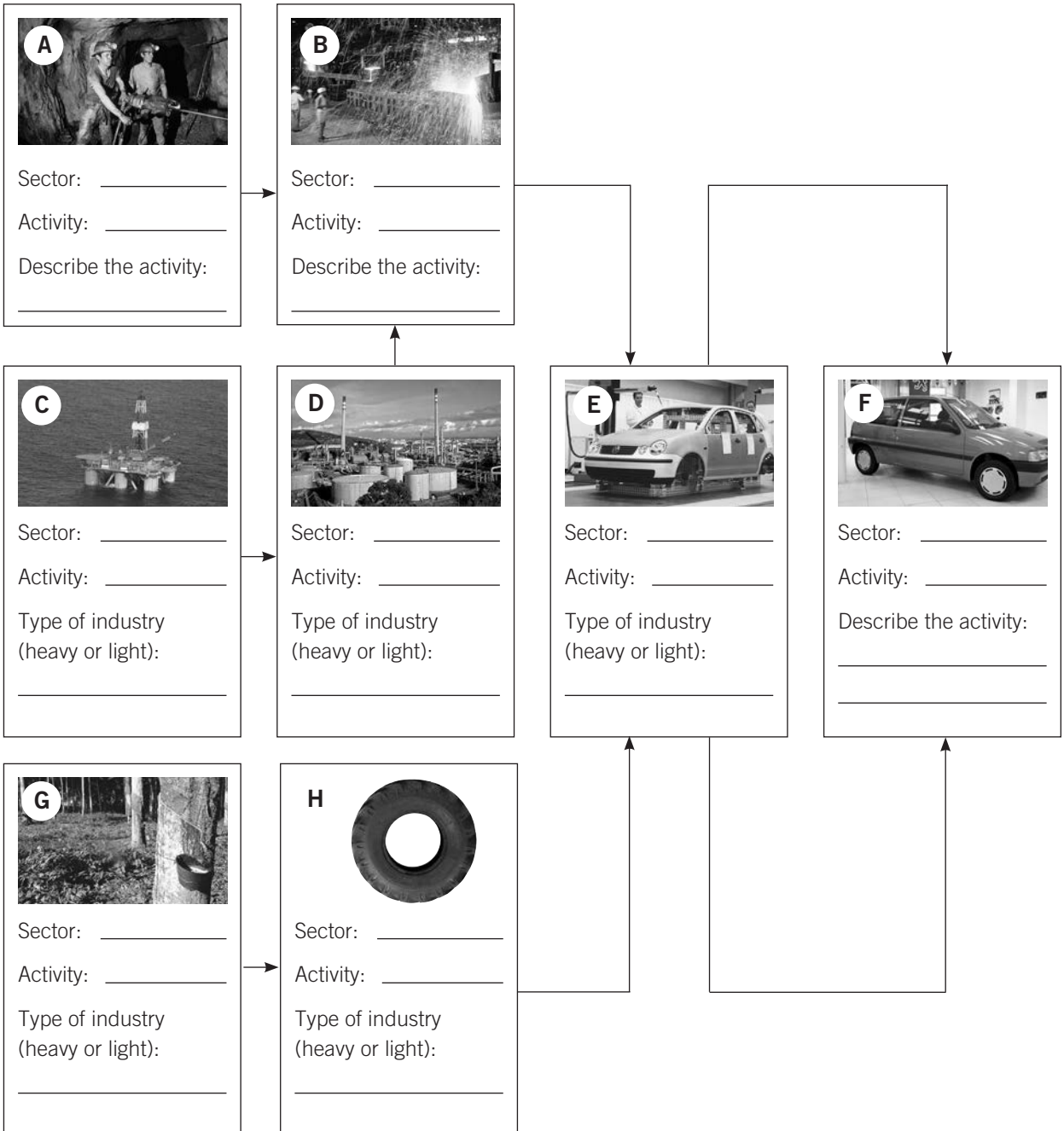
- Imagine you are going to start a new company.
- Choose an appropriate location. Explain your reasons.
- Assess the importance of new technologies for your company.
- Assess the impact your company will have on your town or city.

9

The automotive industry

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the manufacturing and distribution process of a car. Complete the flow chart.



Is energy a problem for Spain?

NAME: _____ CLASS: _____ DATE: _____

1 Describe power production. Complete the chart. Refer to pages 98 - 99 and 113 of your *Student's Book*.

Type of power station	Sources of energy used	How energy is produced	Consumption (in %)	Is it renewable?
Nuclear				
Thermal				
Hydroelectric				
Alternative energy				

2 Analyze energy consumption. Read the text and match the two columns to complete each sentence.

As Spain has moved away from an agricultural economy to an industrial and service economy, its energy consumption has increased. This increase has created a greater demand for energy production. Most industrialized countries have a low degree of self-sufficiency and, as a result, they design specific energy plans. Spain's plans are the National Energy Plan (PEN) and the Renewable Energy Promotion Plan (PFER).

Although there are many natural energy sources, their use is limited by economic and technological constraints. Today, most of Spain's energy demands are still satisfied by oil, coal, natural gas, water and

uranium. Use of renewable energies (solar, wind, biomass) has been increasing, but many, such as geothermal or tidal, are still in the experimental phase or in the research phase, such as cold fusion. The PFER will be effective in Spain from 2000 until 2010, and its main objective is to supply 12% of primary energy use with renewable energy by 2010, compared to 1.7% at present. The PFER maintains hydroelectric energy production, increases biomass, and multiplies wind energy by 15 for the year 2010.

A. Gil Olcina, J. Gómez Mendoza, adapted from *Geography of Spain* (2001).

- | | |
|--|---|
| <p>a. The increase in energy consumption has created ...</p> <p>b. Spain's specific energy plans are ...</p> <p>c. Most of Spain's energy demands are satisfied by ...</p> <p>d. Spain, like most industrialized countries, has ...</p> <p>e. The main objective of the PFER is to supply...</p> | <p>1. the National Energy Plan and the Renewable Energy Promotion Plan.</p> <p>2. a low degree of self-sufficiency.</p> <p>3. a greater demand for energy production.</p> <p>4. oil, coal, natural gas, water and uranium.</p> <p>5. 12% of primary energy use by 2010.</p> |
|--|---|

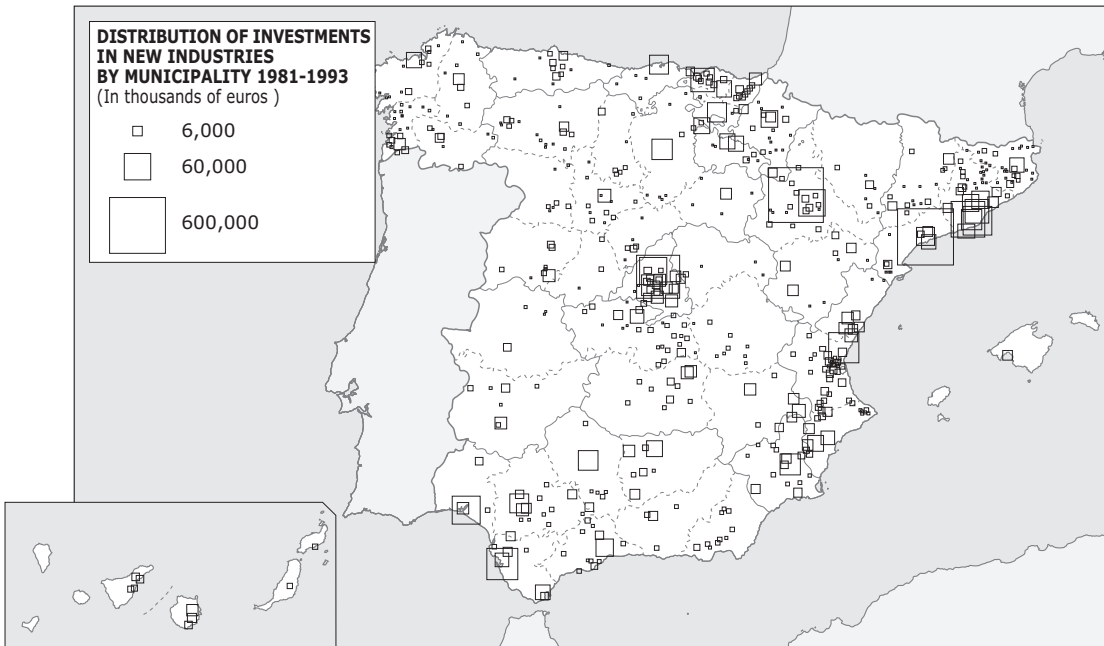
3 Analyze the use of coal and natural gas. Answer the questions.

- a. What is coal mainly used for nowadays? _____
- b. Why is so little coal used in homes? _____
- _____
- c. What is natural gas mainly used for? Why? _____
- _____
- d. What advantages does gas have over coal? _____
- _____

The EU secondary sector

NAME: _____ CLASS: _____ DATE: _____

1 Interpret maps of Spanish industry. Study the map and answer the questions.



a. Where is most of the investment in new industries concentrated? Where is it least concentrated?

b. Consult the map in your *Student's Book*, page 116. What are the four main industrial centres?

c. What is the relationship between production, industrial employment and investment in new industries?

2 Analyze the distribution of Spanish industries.

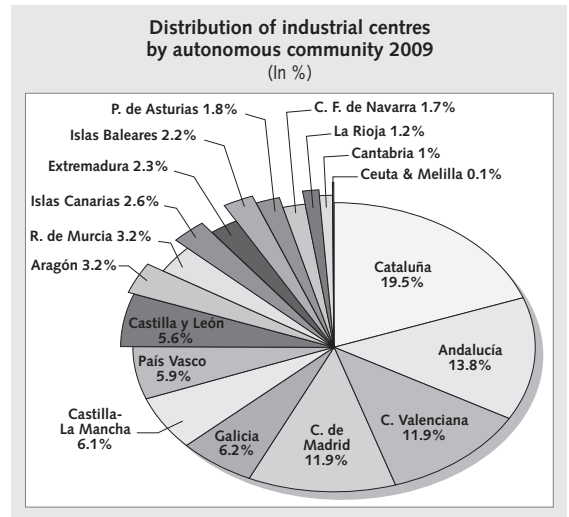
Study the pie chart and answer the questions.

a. Which communities have the most industries?

b. Which have the smallest number?

c. Compare the data from the chart with the map on page 117, in your *Student's Book*. Describe the relationship between them.

d. Do you think there is a relationship between the importance of industry and a country's level of development? Explain your answer.



9

The EU secondary sector

NAME: _____ CLASS: _____ DATE: _____

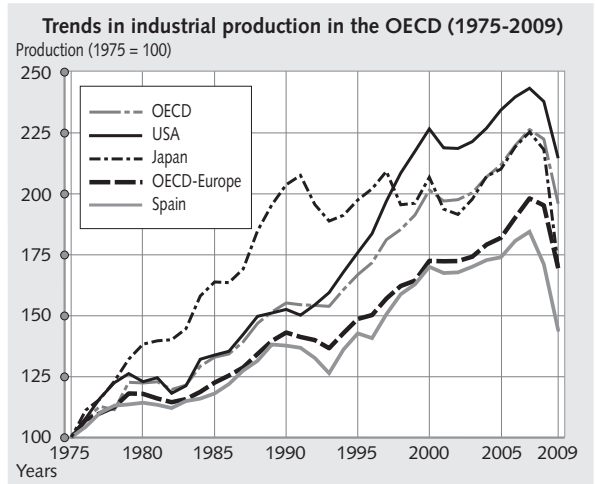
1 Compare industry in Spain and other countries. Analyze the graph and answer the questions.

a. How has production in other developed countries changed in the period shown?

b. How does the average production of OECD countries compare to Spain's? Is it greater or less?

c. What have the periods of low industrial growth in all countries corresponded to?

d. Why has Spanish industrial growth been lower than that of most developed countries?



2 Analyze the importance of each type of energy in Spain. Answer the questions.

2008	Coal	Oil	Gas	Hydro-electric	Nuclear	Other	TOTAL
Spanish energy production (Ktoe)	4,374	127	14	2,001	15,368	8,841	30,725
Percentage of self-sufficiency	31.2%	0.2%	0.0%	100%	100%	100%	21.6%

Source: *SEE, Ministry of Industry, Tourism and Trade*

a. Why is the production of oil and gas so low in Spain?

b. Is Spain dependent on foreign sources of energy? If so, which ones?

c. Calculate the percentage of production for each energy source. Proportionally, which is the most important?

d. What kinds of energy have probably been included in the 'Other' category?

e. What is the importance of renewable energy in Spain?

3 Group work: Industry in your autonomous community.

a. Describe the current situation and future prospects of local industry.

b. What sectors should be promoted?

c. Write a report about your findings.

Tourism: definition and types

NAME: _____ CLASS: _____ DATE: _____

1 Describe tourism in the past and now. Read the text and answer the questions.



The modern concept of tourism began with the industrial revolution. At that time, wealthy families visited spas and sent their sons on 'grand tours', which were long, educational trips to the great cultural centres of Italy, Greece, Egypt, etc. During the 19th century, tourist travel extended to industrialists, merchants and other professionals due to the paid holidays they began to enjoy.

Tourism became a mass phenomenon at the end of World War II (1945), when post-war reconstruction led to an increase in productivity. Then, due to higher income and reduced working hours, many more people had money to spend on travel. Mass tourism has become one of the most important businesses with the most sustained growth over the last 30 years.

Today's globalization offers travellers a variety of choices. Thematic tourism is a recent trend: specialized holidays based on themes such as culture, nature and sports.

F. López Palomeque, M. Marchena, and S. Antón, adapted from *Territorial Analysis of Tourism* (1997).

a. What three time periods of tourism are distinguished in the text? Who travelled in each one?

b. What facilitated the development of mass tourism?

c. What are the differences between tourism in the 19th century and mass tourism?

d. What is one of the recent trends in tourism today?

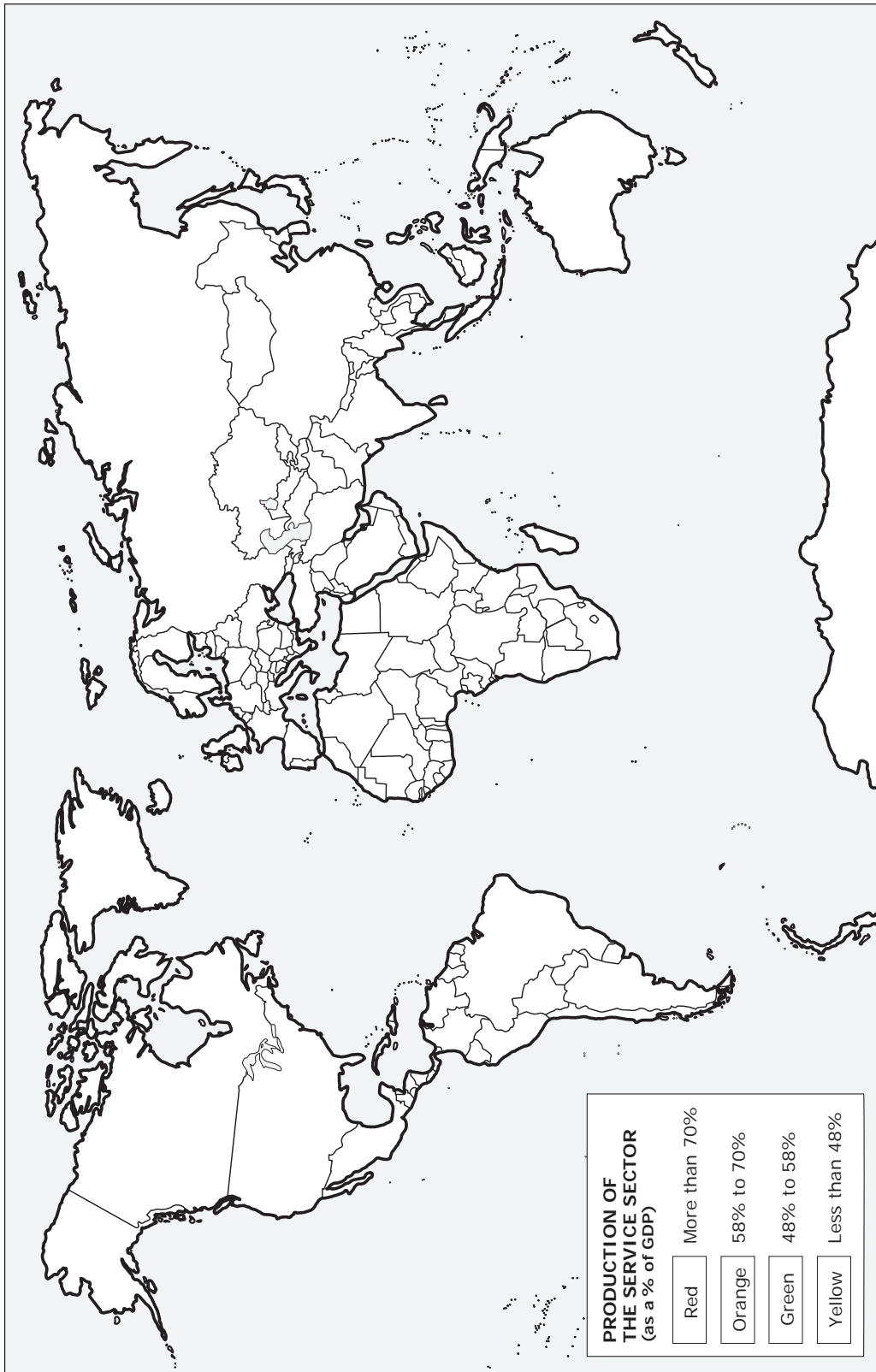
2 Classify types of tourism. Complete the table.

Type of tourism	Objective	Typical locations
Coastal		
Cultural and shopping		
Rural		
Health-oriented		
Mountain		
Religious		
Business		

Comparing tertiary sectors

NAME: _____ CLASS: _____ DATE: _____

1 Classify countries by their service sector. Colour the map and complete the text. Refer to your textbook.



Countries can be classified into four groups according to the contribution of the service sector to their GDP. The service sector represents more than 70 % of the GDP in countries such as _____

10 The tertiary sector

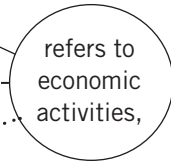
NAME: _____ CLASS: _____ DATE: _____

1 Describe economic sectors. Match the three columns to give additional information.

a. Primary sector

b. Secondary sector

c. Tertiary sector



1. some of which provide services to individuals.

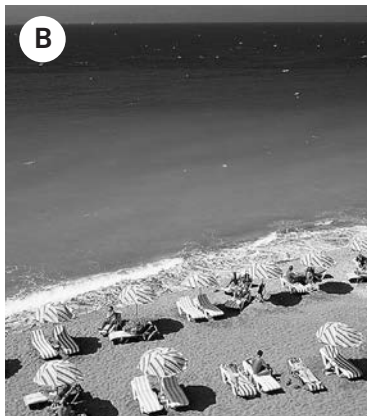
2. most of which obtain products from the land or sea.

3. many of which use raw materials to make finished products.

2 Classify activities by sector. Tick the appropriate sector for each activity.

Activity	Primary sector	Secondary sector	Tertiary sector
Farming			
Manufacturing			
Tourism			
Banking			
Fishing			
Mining			
Civil service			
Construction			
Transport			
Legal practice			

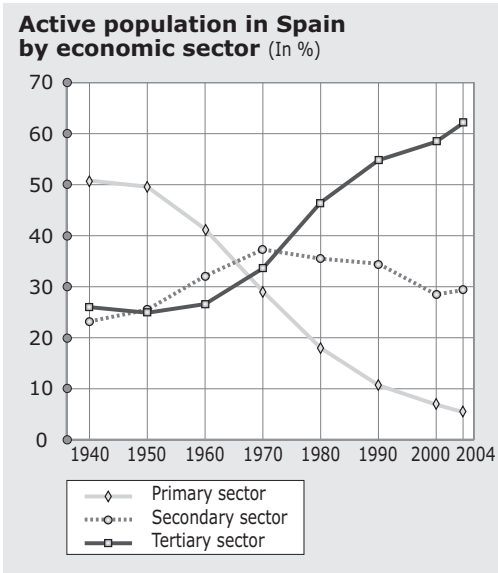
3 Describe types of tourism. Label the photos.



The tertiary sector

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the evolution of the active population. Study the graph and answer the questions.



- What does 'active population' mean in this graph?

- Did the active population in the primary sector increase or decrease during the time period shown?

- In which year did the secondary sector have the highest active population? What happened later?

- Which sector had steady growth?

- What is tertiarization?

2 Investigate world economic structure. Compare the percentage of population in each sector in 1980.

Distribution of active population by sector (in %) 1980			
Region / Country	Primary sector	Secondary sector	Tertiary sector
North Africa	47.5	20.7	31.8
East Africa	81.9	6.7	11.4
China	67.3	18.6	14.1
USA	2.7	30.6	66.7
Spain	18.0	35.5	46.5
Western Europe	6.8	39.1	54.1

- Which countries or regions had the highest employment in each sector?

- Describe the economic structure of China in 1980. Why was it like this? _____

- How do you think China has changed since 1980? Why? _____

3 Group work: The importance of economic sectors in Spain.

- Form three groups: one for each sector. In your group, discuss the problems Spain would have due to the absence of your sector. What products or services would disappear?
- Share your conclusions with the other groups. Decide which sector is the most important in the Spanish economy. Explain your reasons.

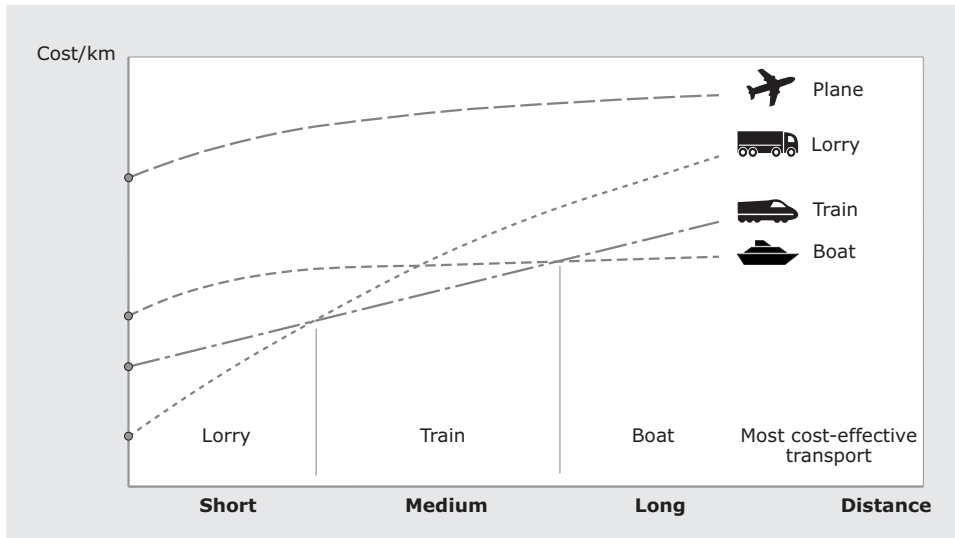
Transport

NAME: _____ CLASS: _____ DATE: _____

1 Describe modes of transport. Complete the table.

Mode of transport	Used for ...	Characteristics
Road		
Rail		
Water		
Air		

2 Compare transport costs. Answer the questions.



- What is the most cost-effective mode to transport goods over short distances?

- What is the most cost-effective mode over medium distances? _____

- What is the most cost-effective mode over long distances? _____

- If planes are the least cost-effective at all distances, why are they used? _____

3 Choose an appropriate mode of transport for each destination. Complete the table: *lorry, car, train, ship or plane.*

Destination	My family	20 diamond rings	2,000 tons of steel	200,000 litres of crude oil
10 km from my home				
200 km from my home				
Paris				
New York				
Australia				

Trade and tourism

NAME: _____ CLASS: _____ DATE: _____

1 Describe your shopping habits. Complete the table.

When my priority is...	I shop at a ... mega-store. / mall. / neighbourhood shop. / on the internet.	How important is this priority to me? Why?
Price		
Product variety		
Proximity to my home		
Proximity to other establishments: music shop, cinema, etc.		
Personal attention or retailer's knowledge		

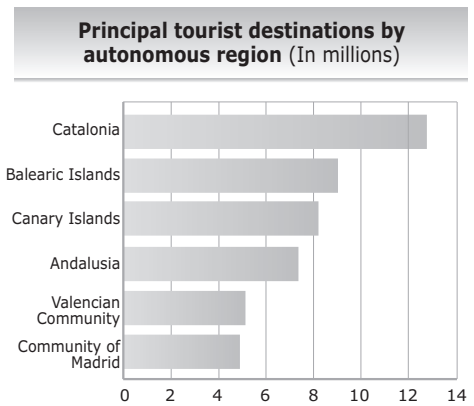
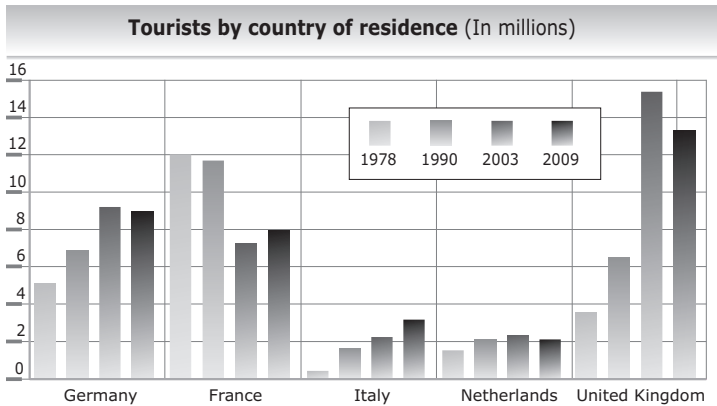
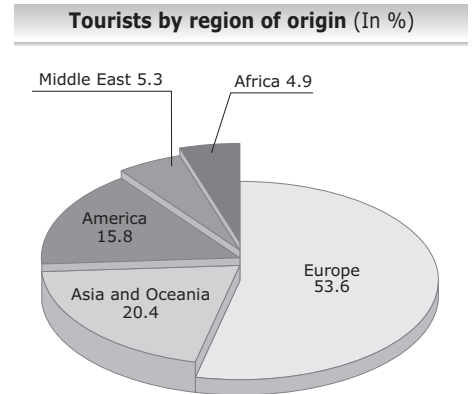
2 Countries of origin for tourists to Spain. Colour and label their countries of origin. Refer to your *Student's Book*.



The EU tertiary sector

NAME: _____ CLASS: _____ DATE: _____

1 Interpret data on tourism. Answer the questions.



- How has the share of tourism in Spain's GDP changed since 1980? _____
- Classify tourists to Spain by their region of origin. _____
- Classify European tourists to Spain by country of origin. What changes can you see? _____
- Which three Spanish regions receive the most tourists? What types of tourism probably attract them? _____

2 Group work: A world tour.

- Imagine that you work for a travel agency.
- Organize a tour to the following places in this order: the capital of your region, Paris, New York, Los Angeles, Hawaii, Sydney, Melbourne, Calcutta, Cairo, Rome and Barcelona.
- Decide what mode of transport to use to get to each destination. Give reasons for your choices.

The EU tertiary sector

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the Spanish tertiary sector. Complete the text.

EMPLOYMENT AND PRODUCTION (GVA*) TRENDS IN SERVICES				
Subsectors	Employment 1995		Production 1995	
	People employed	(In %)	Millions of euros	(In %)
Public services	2,089,000	24.8	31,613	18.5
Trade services	1,861,000	22.1	28,974	16.9
Transport and communication	1,242,000	14.7	23,429	13.7
Hotels and restaurants	899,000	10.7	15,590	9.1
Other sales services	902,000	10.7	12,322	7.2
Home services	513,000	6.1	2,331	1.4
Business services	372,000	4.4	12,919	7.5
Credit and insurance	307,000	3.6	24,550	14.3
Recovery and restoration	241,000	2.9	4,739	2.8
Real estate rental	12,000	0.1	14,867	8.7
Total	8,438,000	-	171,338	-

*GVA = gross value added

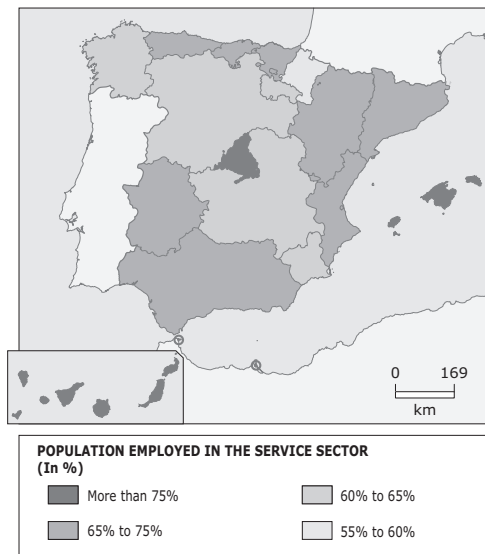
Source: INE.

The Spanish tertiary sector can be classified according to employment or production. In terms of employment, the subsector with the largest working population is _____ and the one with the smallest is _____. In terms of production, the subsector that produces the most wealth is _____. The most profitable activities* are _____, and the least profitable are _____.

As regards these activities, we can conclude that _____.

* Hint: Divide the production figure by the number of people employed in the activity.

2 Describe the active population in the service sector. Study the map and answer the questions.



a. Which autonomous communities have a larger percentage of the population working in the service sector?

b. Which communities probably have the most hotels? Why?

c. What services do you think all autonomous communities offer?

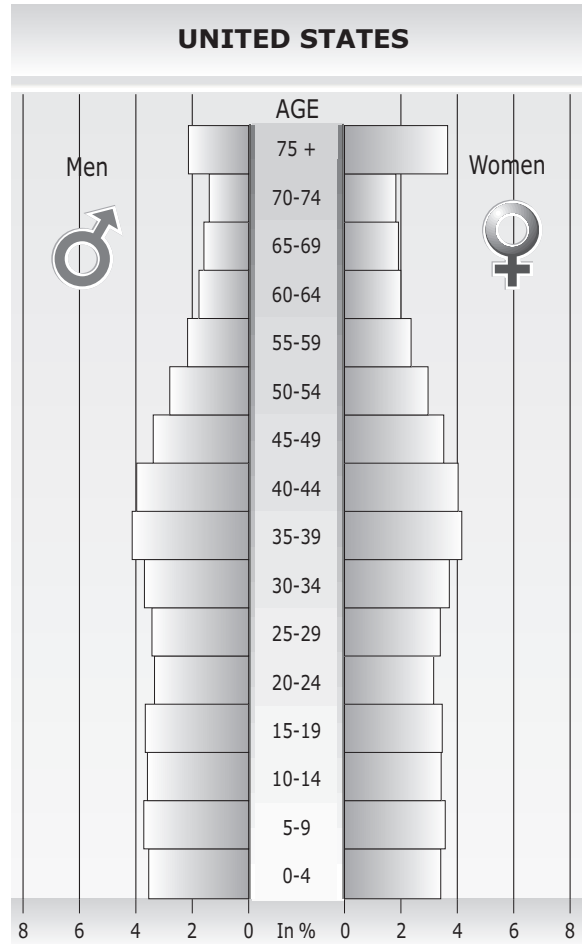
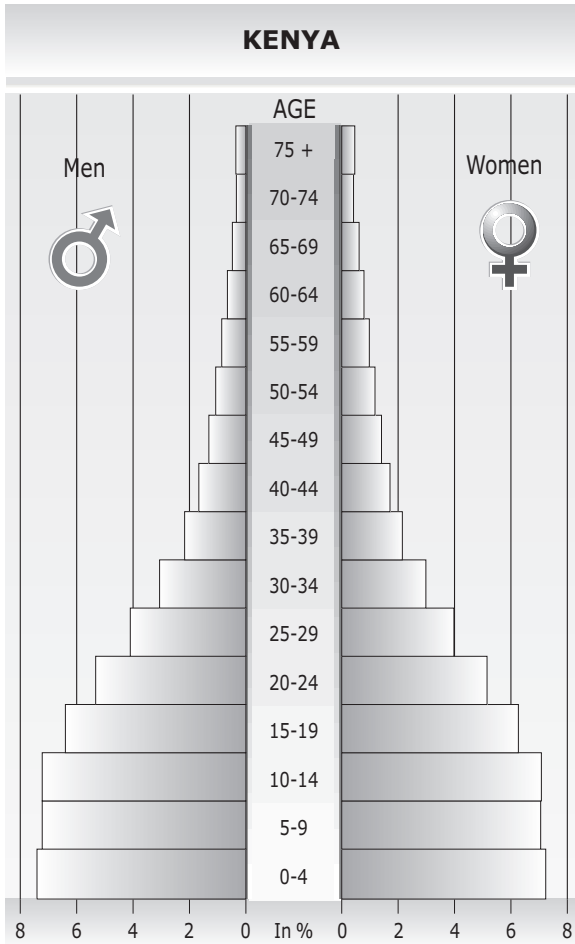
Interpret population pyramids

NAME: _____ CLASS: _____ DATE: _____

1 Interpret the population pyramids. Complete the table.

Tips for interpreting a population pyramid

- Populations are classified into age groups:
 Young population: ages 0-14
 Adult population: ages 15-64
 Older population: age 65 and over
- A country is considered 'young' if there are three people under age 20 for every two over age 60.
- A country is considered 'old' if there are three people over age 60 for every two under age 20.

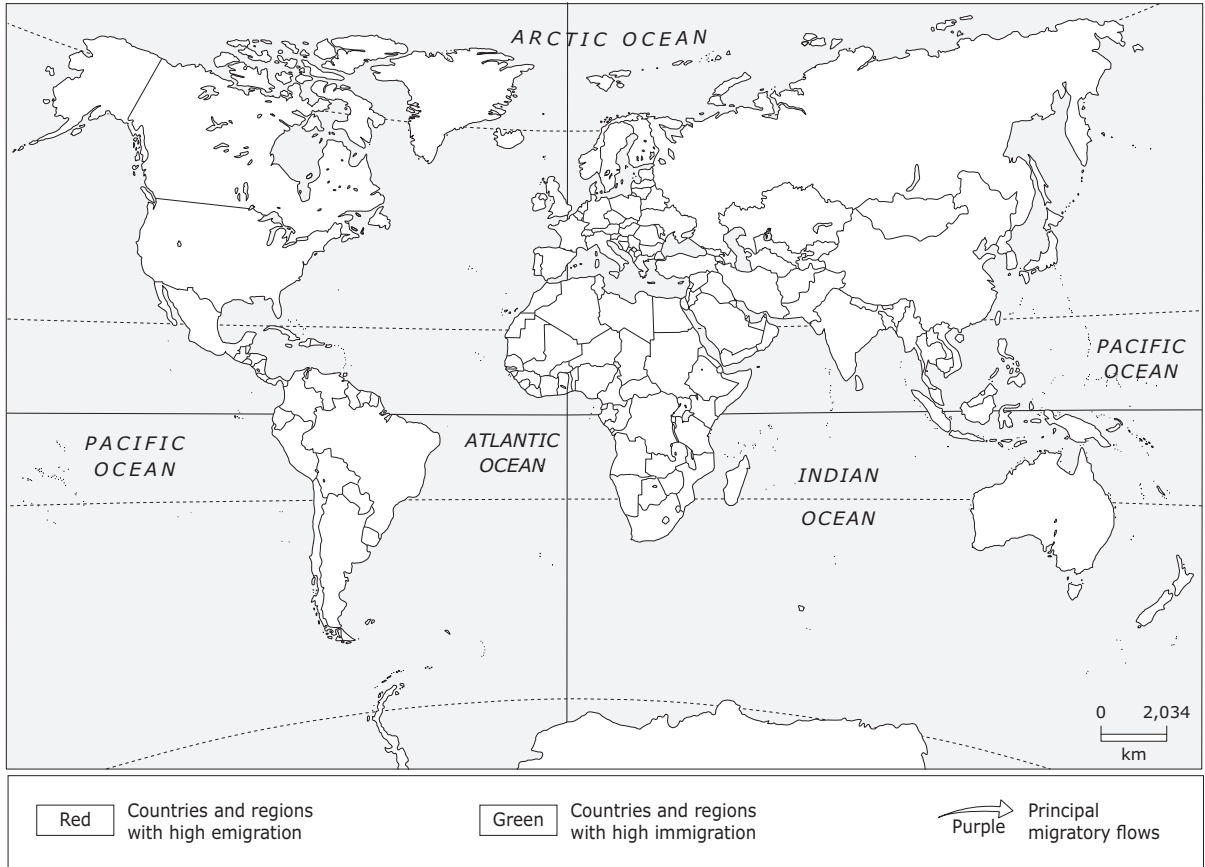


	KENYA	UNITED STATES
a. Is the pyramid shaped like a pagoda or a barrel?		
b. Are there many young people?		
c. Is the adult population the largest group?		
d. Are there many old people?		
e. Are there many more women than men?		
f. Are there more women than men in the group of older people?		
g. What do you think the future population trend will be?		

Migratory movements

NAME: _____ CLASS: _____ DATE: _____

1 Make a map of migratory movements. Use information from your *Student's Book*.



2 Analyze migratory movements. Study the map and answer the questions.

a. From which countries do most people emigrate? Which countries are their destinations?

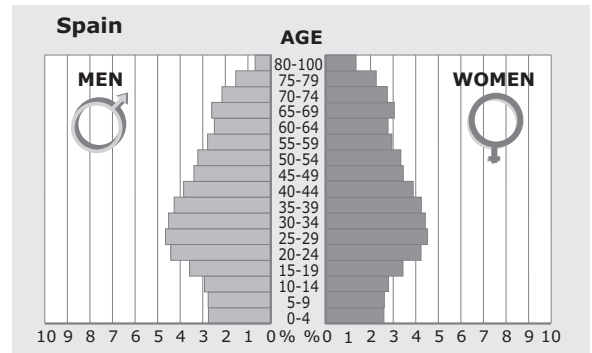
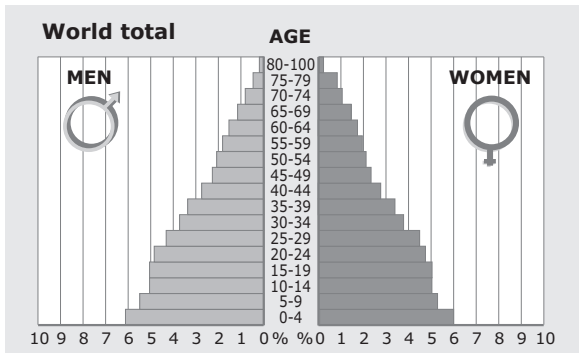
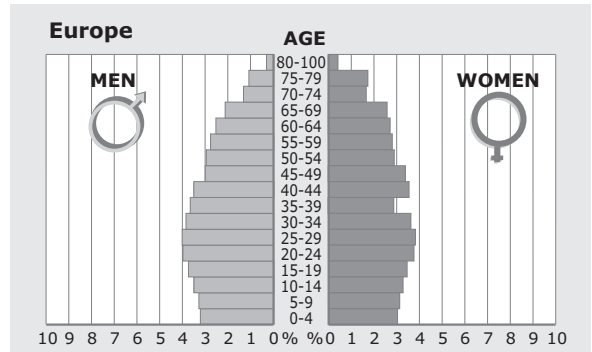
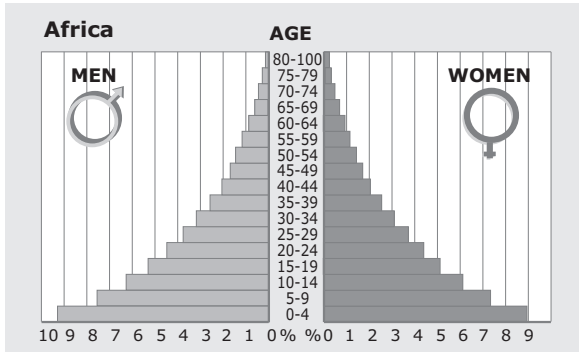
b. What is the main cause of today's great migratory movements? Explain your answer.

c. What other factors cause massive migratory movements? Use the map to explain your answer.

3 Imagine you are a recent immigrant to Spain. Describe the problems you have to face.

Population

NAME: _____ CLASS: _____ DATE: _____



- 1 Analyze population pyramids.** Answer the questions.
- What does a population pyramid show? _____
 - Which sex is usually shown on the left side of the pyramid? _____
 - What data is on the x and y axes? _____
 - What ages are in each of these groups: young people, adults and older people? _____
 - What does the pyramid for Africa show? Tick the correct answer.
 - There are more young people than adults or older people. As a result, the population will grow rapidly.
 - All three population groups are similar in size. As a result, the population will change slowly.

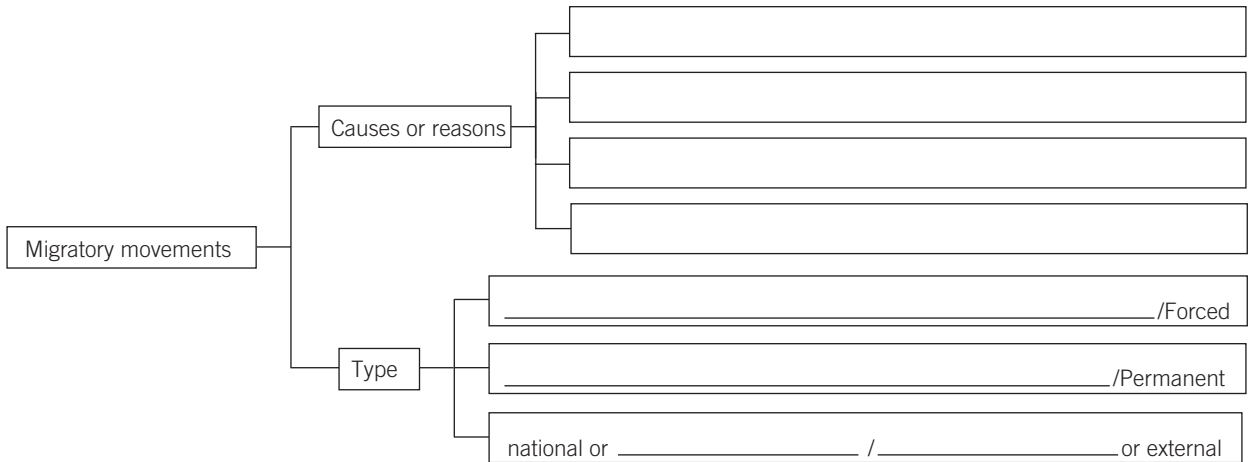
- 2 Describe the Spanish population pyramid.** Answer the questions.
- Are there more young boys than girls? _____
 - Are there more old men than women? _____
 - Why is the top of the pyramid for Spain wider than the top of the pyramid for Africa?

- 3 Describe the consequences of an ageing population.** Comment on each topic.
- Population size: will it increase or decrease? _____
 - Social costs: will they increase or decrease? _____
 - Economic production: will it have to be increased to provide for more people or not? _____
 - Society: will it have more or less capacity for initiatives? _____

Population

NAME: _____ CLASS: _____ DATE: _____

1 Classify migratory movements. Complete the diagram.



2 Analyze immigration to Spain. Read the text; mark the sentences true (T) or false (F). Correct the false sentences.

From 1975 to 1992, countries that traditionally received immigrants adopted policies to limit the entry of new ones. These policies caused an increase in migration to southern Europe. As a result, countries like Italy and Spain began to receive immigrants. Two factors contributed to those migratory flows: vast underground economies and the increasing need to find workers for difficult or dangerous jobs, which were often poorly paid. Illegal immigration has also been encouraged by the absence of severe fines for recruiters of illegal workers. This recent demographic transformation of Spain, together with a low birth rate and the ageing of the population, has made Spain resemble other EU countries. Spain's past as a country of emigrants can be felt in the 1,700,000 who moved to other European countries and the Americas. The current shift in the migratory flow has been so fast that it has pushed Spain into an adaptation crisis.

R. Puyol Antolín, adapted from
The great population problems of today (1993).

- _____ a. At the end of the 20th century, some countries began to restrict the number of immigrants.
- _____ b. Spain and Italy have always received a lot of immigrants.
- _____ c. The need for people to carry out difficult, low-paying jobs has encouraged immigration.
- _____ d. A large underground economy has led to an increase in illegal immigration.
- _____ e. In the 1980s and '90s, the Spanish population changed due to an increased birth rate and population ageing.
- _____ f. Spain used to be a country with a lot of emigrants.

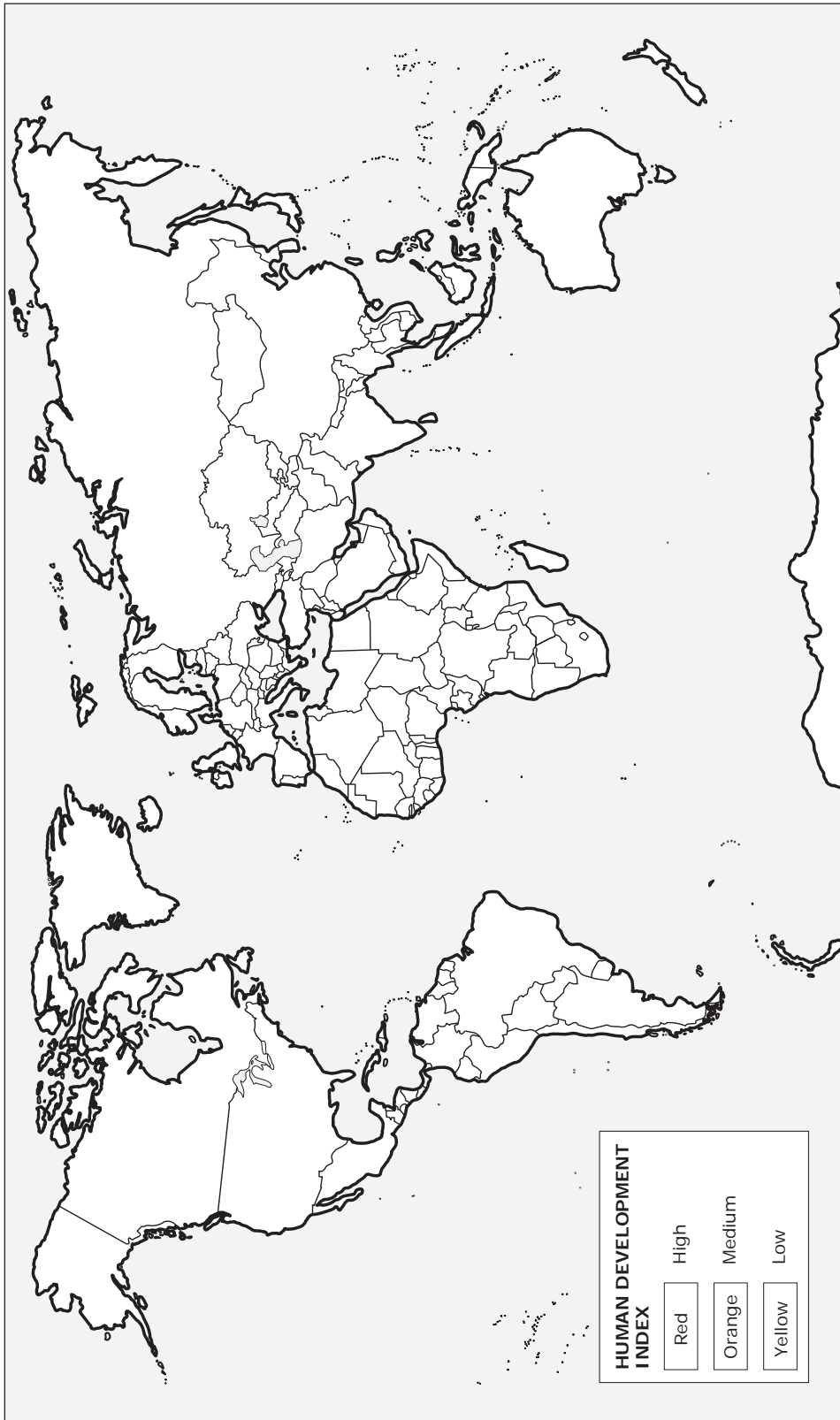
3 Group work: The increase in immigration in Spain.

- a. Work in groups of four.
- b. Give your opinion of the recent increase in immigration. What is positive about it? What is negative?
- c. How can this increase affect the population pyramid structure? Write a 15-line essay to summarize your group's opinions.

Developed and developing countries

NAME: _____ CLASS: _____ DATE: _____

1 Compare human development globally. Refer to your *Student's Book* to colour the map. Complete the text.



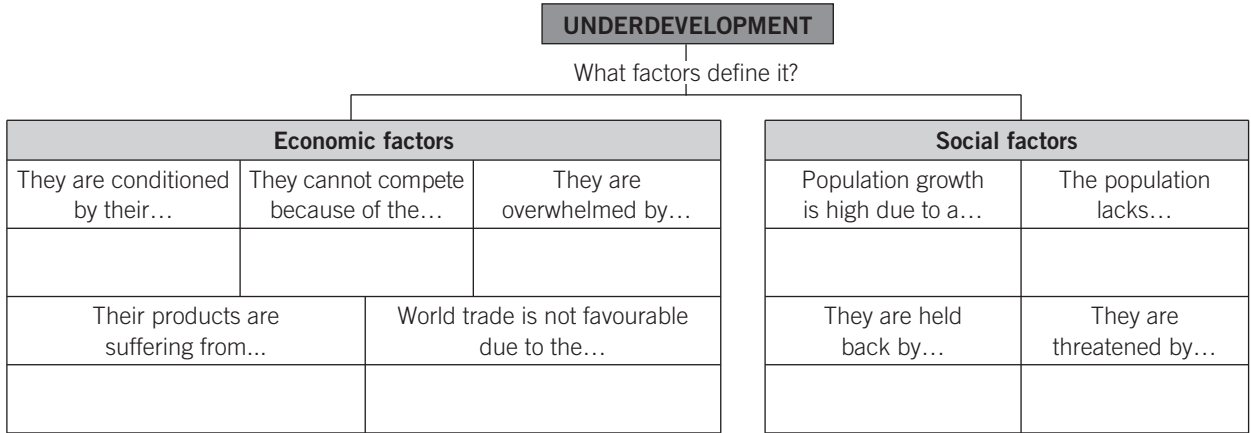
There are great contrasts in the world regarding HDI. While countries like _____ have only a medium HDI. In contrast, countries like _____ have a high HDI, others, like _____ have a very low HDI.

Concept map of underdevelopment

NAME: _____ CLASS: _____ DATE: _____

1 Classify factors in underdevelopment. Complete the concept map and answer the questions.

colonial legacy - technology gap - high birth rate - external debt - inequitable world trade policies
 basic health care - low levels of education - armed conflicts - declining value



- a. What do you think is the most important factor of underdevelopment? Why?

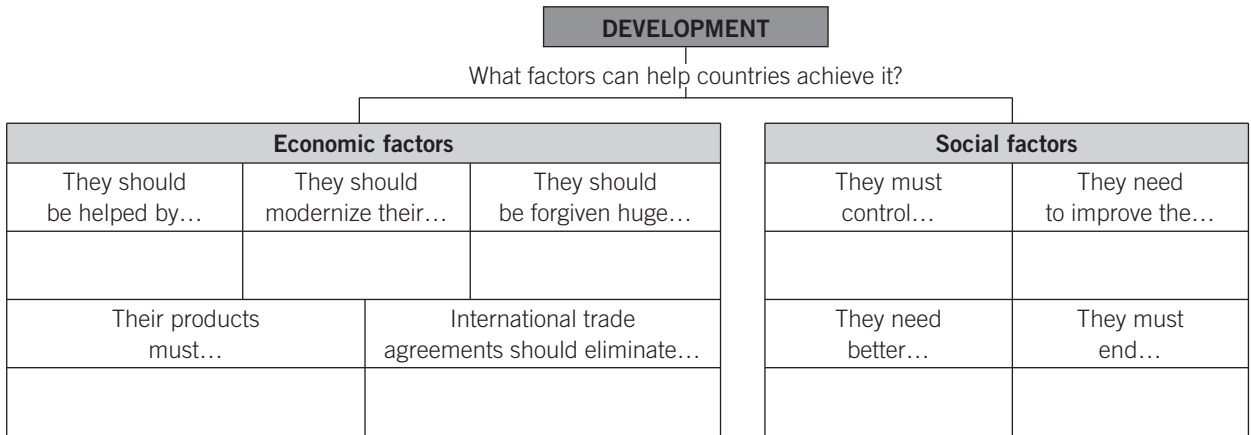
- b. What have developed countries done to reduce underdevelopment? What else can they do?

- c. What can less developed countries do to improve their situation?

- d. Can less developed countries achieve this goal by themselves?

2 Analyze factors that promote development. Complete the concept map.

armed conflicts - population growth - literacy rate - technology - have a higher value
 former colonizing countries - external debt - export taxes - health care



Development

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the term 'underdevelopment'. Read the text and answer the questions.

In 1949, US President Harry Truman introduced the term 'underdeveloped' to describe poverty-stricken countries in need of economic development. Other terms were already being used, such as 'delayed' and 'pre-industrial'. The most widespread expression, 'Third World', suggested a third type of nation, one that was not aligned with communism or capitalism.

Today, the official term is 'developing countries'. It implies that progress is already being made. 'Developing' governments prefer this term, but one to encourage action would be preferable. Algerian leader Ben Bella defined the Third World as "a group of people whose political, social and economic structures lack autonomy and endure looting and handouts from industrialized nations."

I prefer 'underdevelopment'. It expresses something more serious than poverty. Underdevelopment excludes poor countries from the modern world. It is a type of poverty specific to today's technical culture, created by capitalist development, and aggravated by wealthy countries' continued display of opulence.

J. L. Sampedro, adapted from
Conscience of Underdevelopment (1972).

- What terms for 'underdeveloped' countries are used in the text?

- Why does the author prefer the term 'underdeveloped'?

- How does Ben Bella define the 'Third World'? How does he describe the actions of industrialized nations?

- According to Sampedro, what is the relationship between underdeveloped countries and the modern world?

- What created underdevelopment, according to Sampedro?

2 Compare developed and less developed countries. Match the two columns to complete each sentence.

- | | |
|---|---|
| a. Of the 42 million people in the world with AIDS ... | 1. is concentrated in seven countries. |
| b. Developed societies give too much importance ... | 2. than the GDP of the poorest country. |
| c. However, poor societies ... | 3. the birth rate and illiteracy remain high. |
| d. 61% of world energy consumption ... | 4. to consumerism. |
| e. In developed countries there are numerous ... | 5. live near subsistence levels. |
| f. In less developed countries, life expectancy ... | 6. 39 million live in less developed countries. |
| g. Most countries in Africa, Asia and Latin America have ... | 7. a GDP lower than the world average. |
| h. The GDP of the world's richest country is 500 times higher ... | 8. epidemics of obesity. |
| i. Inequalities will increase if ... | 9. is 40 years. |

13 Development

NAME: _____ CLASS: _____ DATE: _____

1 Compare developed and developing countries. Complete the table.

Aspect	Developed countries	Developing countries
Income per capita		
Economic growth		
Human development		
Health care		
Education		
Natural resources		
Population growth rate		
Political systems		
Women and children		
Energy consumption		
Food consumption		

2 Analyze consumption statistics. Answer the questions.

People living on less than \$1 a day				
Region	Millions of people		Percentage	
	1987	1998	1987	1998
East Asia and Pacific	464	278	28.8	21,4
Europe and Central Asia	2	24	0.6	1,8
Latin America	91	78	22	6,0
Middle East and North Africa	10	6	4.7	0,5
South Asia	480	291	45.4	47,9
Sub-Saharan Africa	180	388	38.5	22.4
Total	1,227	1,299	23.1	22,1

Source: *World Bank*, 1998

- What areas of the world had the most and least people living on less than one dollar a day?

- Analyze the percentages. What happened in the period between the data? _____

- What do you think will happen in the future? _____

- Spain has 44 million inhabitants. How many people would be living on less than a dollar a day if 45.4% of the population were living in these conditions? _____

2 Group work: Living on 1.5 euros a day. What can you buy for 1.5€?

Make a list of expenses. Include basics like food, housing and transport.

14 Climate change

NAME: _____ CLASS: _____ DATE: _____

1 Analyze the greenhouse effect. Read the text and answer the questions.



The greenhouse effect is occurring because in the last 200 years the concentration of carbon dioxide in the air has increased by 25%. This increase is the result of energy production from fossil fuels and the growing deforestation and desertification of large areas across the globe.

The behaviour of carbon dioxide and other gases, which are called 'greenhouse gases', reduces the emission of infrared radiation into space. This causes a warming of the Earth's surface and the lower layers of the atmosphere. Theoretical models estimate that if the concentration of CO₂ in the atmosphere doubles, the temperature would increase between 1° and 4° C. This could happen by 2030 if the current annual increase of 4% continues.

D. López Bonilla, adapted from *Environment* (1994).

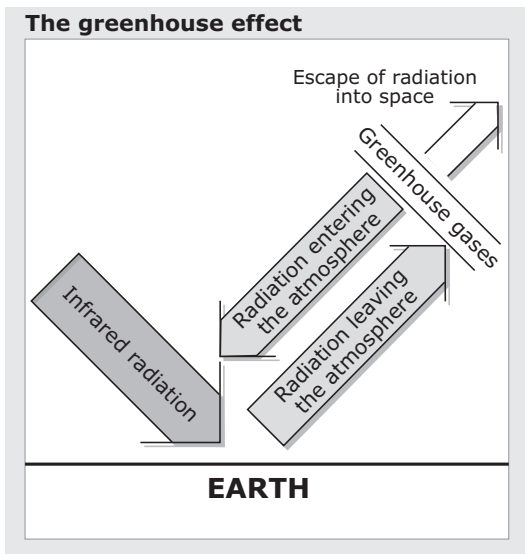
a. What has caused the increase in carbon dioxide in the last two centuries?

b. What would happen if the concentration of CO₂ in the atmosphere doubled?

c. What causes infrared radiation to be trapped in the atmosphere and not escape back into space?

d. What do you think would occur if the temperature on Earth increased by 4° C?

2 Describe a process. Study the diagram. Then use your own words to complete the text.



Infrared radiation reaches _____

Some of the radiation returns _____

However, some radiation cannot escape because

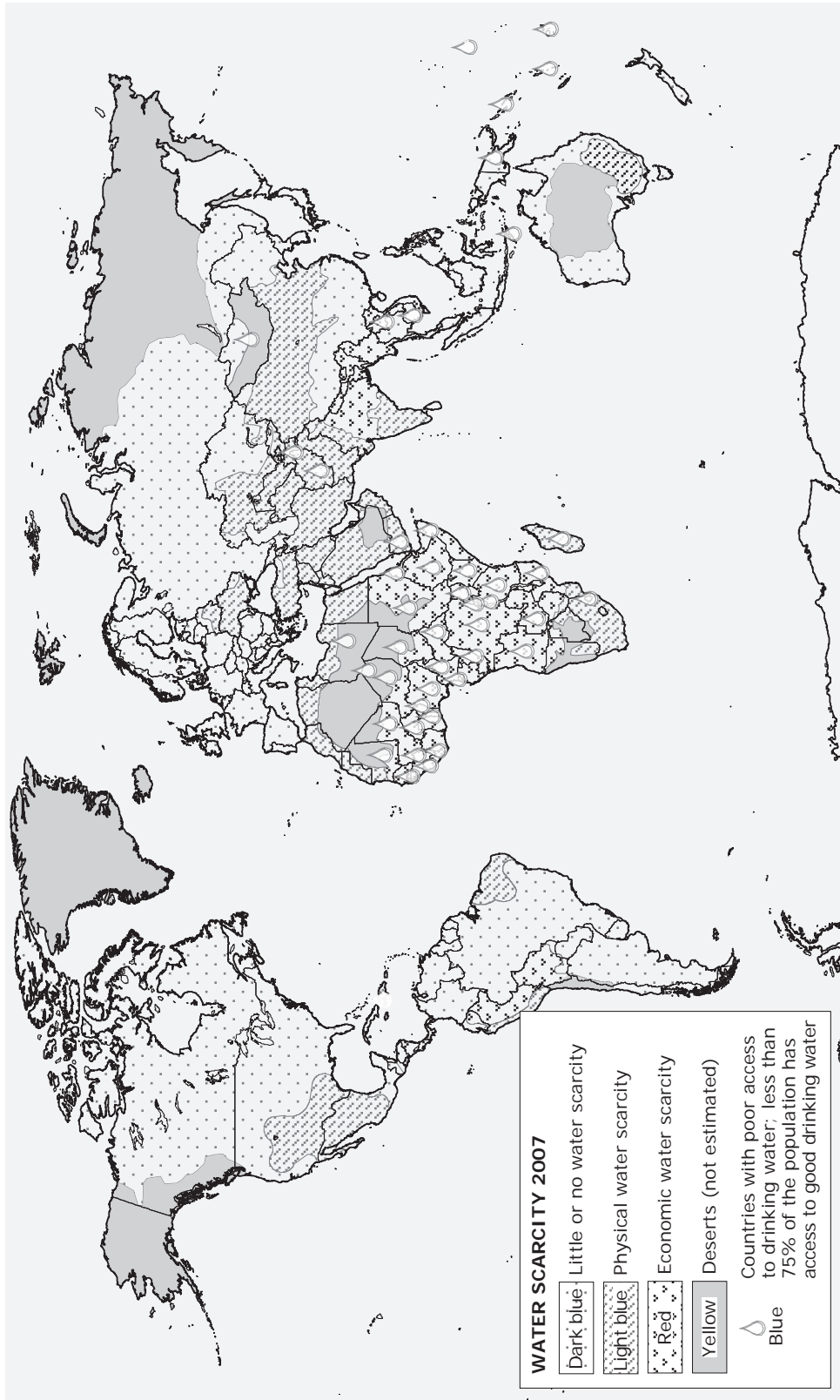
As a result, it _____

Consequently, the temperature of the Earth _____

Environmental problems

NAME: _____ CLASS: _____ DATE: _____

1 Describe the world's water situation in 2007. Complete the text.



Water scarcity varied depending on the part of the world. Most of South America had _____.

In contrast, many countries in Africa had _____.

Australia had a combination of _____.

The southwest United States and Central America suffered from _____.

In contrast, the situation in the EU can be described as _____.

14 The environment

NAME: _____ CLASS: _____ DATE: _____

1 Analyze sustainable development. Read the text and answer the questions.



According to the World Commission on Environment and Development, sustainable development should meet the needs of the present. However, meeting these needs now should not cause future generations to be unable to meet their needs. This belief includes two fundamental concepts: a) the essential needs of the poor should be given top priority, and b) the present state of technology and social organization causes limitations in the environment's ability to meet both present and future needs.

The Commission's philosophy is based on fairness and the common interest of societies and ecosystems. It has several objectives: revive and change the quality of growth, satisfy basic human needs, ensure a sustainable population level, reconcile the economy and the environment, introduce profound changes in international economic relations and change the patterns of global cooperation.

L. M. Jiménez Herrero, adapted from *Environment and Alternative Development* (1990).

a. Define 'sustainable development'.

b. What will happen if we satisfy today's needs and do not think of future needs?

c. Why does the author believe the needs of the poor should be a top priority?

d. What does 'changes in international economic relations' refer to?

2 Interpret the photos.

a. What environmental problems and solutions do the photos show?

b. Sustainable development focuses on individual behaviour. How does this relate to photo A?

c. Do you think photo B shows a serious environmental problem? What elements are affected?

14 The environment

NAME: _____ CLASS: _____ DATE: _____

1 Define concepts. Match each concept with its definition.

- | | |
|--|--|
| <ul style="list-style-type: none"> a. Sustainable development b. Environmental impact assessment c. Curative policies d. Punitive policies e. Preventive policies | <ul style="list-style-type: none"> 1. A study of the positive and negative effects an action might have on the environment. 2. Measures taken to regulate or restore degraded areas. 3. Measures taken to promote activities that avoid environmental risk. 4. Laws or measures taken to prohibit activities that damage the environment or fine those that do. 5. Economic growth that respects the environment and preserves natural resources. |
|--|--|

2 Classify environmental measures. Tick the policy that best describes each measure.

Measure	Type of policy		
	Punitive	Preventive	Curative
a. Recycling waste			
b. Clean-up of industrial waste			
c. Construction of noise barriers or walls			
d. Regulation of rubbish disposal by law			
e. Creation of protected areas			
f. Reduction of gas emissions			
g. Treatment of sewage			
h. Reforestation			

- Describe one of these measures in your community, and how you comply with it.

3 Group work: The environmental impact of a large dam in your region.

Do research and write a report.

- a. Analyze the social and economic consequences of the dam.
- b. Examine the effects on plants and animals.
- c. Decide what conservation policies should be applied.
- d. Propose ways to monitor its impact in the future.

