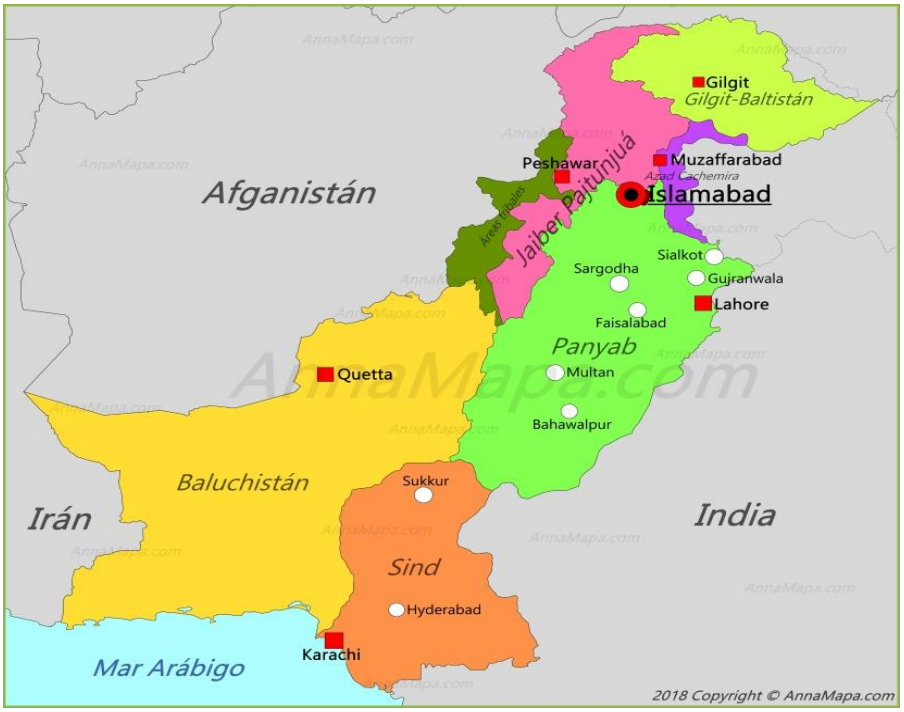
UNIDAD INTEGRADA BILINGÜE

CURSO 2018-2019

PAKISTAN



UNIDAD INTEGRADA PAKISTÁN 29-30 ABRIL 2019

NIVEL: 1º ESO

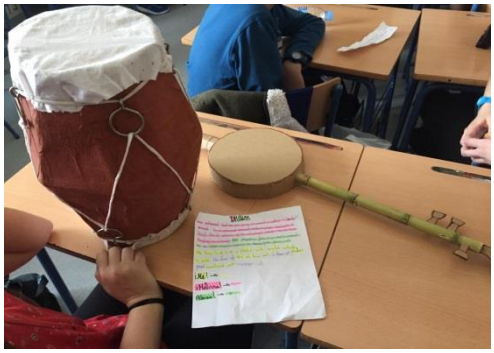
MÚSICA: INSTRUMENTOS, DANZA, HIMNO DE PAKISTÁN

En esta Unidad Integrada sobre Pakistán, desde el área de Música se propusieron diferentes actividades relativas a los instrumentos, la danza y el himno del país.

Con material reciclado se realizaron cuatro instrumentos típicos de Pakistán; a saber, el *bansuri* (tipo de flauta), *dholak* (instrumentos de percusión con membrana), *pungi* (tipo de flauta que utilizan los encantadores de serpientes) y *rebab* (instrumento de cuerda frotada).

Además, en algunos grupos, fue posible realizar un acercamiento a la danza del país con una coreografía, utilizando pasos y movimientos extraídos del baile de Pakistán.

Asimismo, se realizó un acompañamiento con instrumentos de pequeña percusión del himno del país. Para finalizar la actividad, elaboramos un pequeño cuestionario al grupo que recibía la actividad, preguntando por la información que había expuesto el alumnado de 1º de la ESO.



Julio Molina García

GEOGRAFÍA E HISTORIA

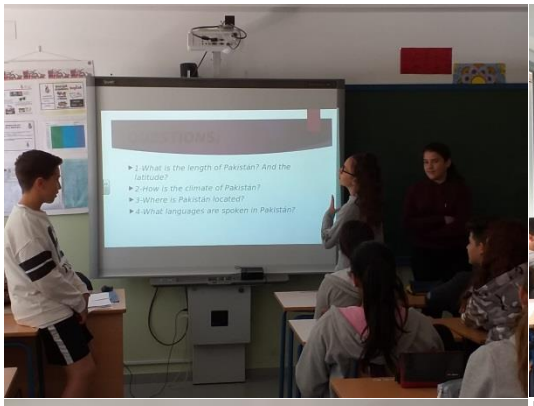
El grupo de 1º ESO B en la materia de Geografía e Historia ha preparado unas actividades para trabajarlas con compañeros y compañeras de dos grupos de 2º ESO. En la primera de ellas tenían que localizar una serie de ciudades del país de Pakistán y en la segunda tenían que encontrar las palabras perdidas en un texto en inglés. El alumnado tuvo también oportunidad de escuchar el trabajo realizado por el alumnado de 2º.

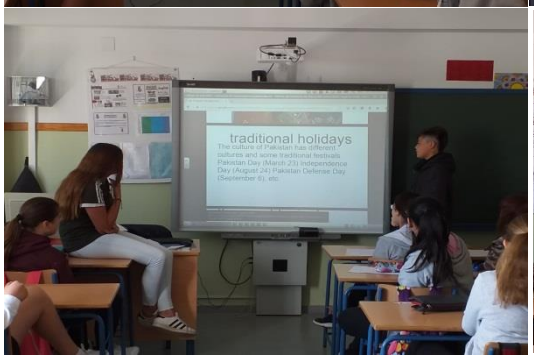
Luis Román Barrejón

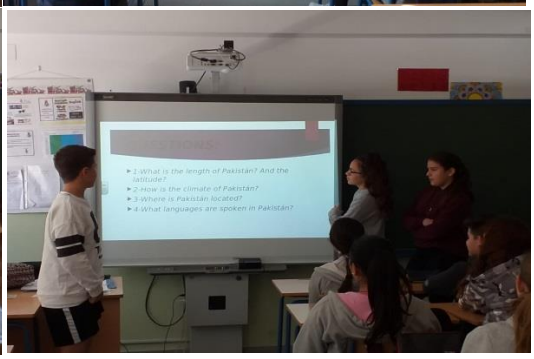
Los grupos de 1º ESO A y 1º ESO H participaron en una actividad relacionada con la unidad integrada que se realiza cada año en el centro. En esta ocasión el país elegido ha sido Pakistán.

Desde la materia de Geografía e Historia, se pretendía que el alumnado conociese datos generales sobre ubicación, clima, cultura, historia, población e idioma con la realización de un trabajo. El alumnado ha dejado ver su interés por la unidad y han demostrado su capacidad para repartirse el trabajo en cinco grupos, cada uno con un punto a trabajar sobre Pakistán, y con tres componentes por cada grupo.

A través de un Power Point los alumnos y las alumnas expusieron al alumnado visitante de 3ºESO cada uno de los puntos relevantes del país, y tras ello, hicieron una serie de preguntas sobre lo expuesto para verificar si la información había sido asimilada que se les ha dado.







María José Fernández Hernández

NIVEL: 2º ESO

TECNOLOGÍA: INFRAESTRUCTURAS

En Tecnología hemos realizado la Unidad Integrada de Pakistán resaltando las infraestructuras más importantes del país. En concreto hemos elegido las siguientes infraestructuras:

- Bridges
- Airports
- Transportation
- Historical Buildings

El alumnado de 2º ESO B fue dividido en 6 grupos para trabajar en equipo una presentación de esas infraestructuras. Como en nuestra asignatura ya hemos enseñado cómo trabajar en grupo en cualquier tipo de archivo de Oficina dentro de Google Drive y además también han aprendido a utilizar la herramienta de Google Presentaciones, pudieron empezar a trabajar directamente siguiendo las directrices que les dábamos, utilizando páginas web interesantes donde buscar información.

José Manuel Reina García

Juan Carlos Aznar López

HISTORICAL MONUMENTS OF PAKISTÁN

MADE BY CARLA, MARINA, ALEJANDRO AND CARMEN

PAKISTÁN MONUMENT

.It’s a nacional monument and heritage museum that represent the four provinces and the three territories of the country. Arif Masoud designed the monument. It has got the form of a flower and it represents the faster development of Pakistán.

FORT DE LAHORE

.It recibes the name of Shali Qila too.You can find it in the city of Lahore. People don’t know very well when it was build but when the mongoles broke it, Ghiyas ud din Balban rebuilt it.

MOSQUE DE SHAN JAHAN

.Is one of the most important mosques in Pakistán. It was build in the city of Thatta, when Shan Jahan was the emperor. There is lot of tourism of many parts of the world in this mosque because is one of the most beautiful mosques in Pakistán.

THE TOWER OF THE CLOCK

.Is a tower with four little clocks that is situated in the square of Faisalabad. Is one of the most ancient monuments that still alive with its original condition. Britanics built it when they conquered a big part of the south of Asia in the 19 century.

THE END

Transportation

Patricia García, Celia Burgos, Carmen Martín y Adam Ramdani 2esoB

AUTO RICKSHAWS

Auto rickshaws are a popular method of travelling in cities and are found in almost every city and town in Pakistan. The fare is usually negotiable before commencing a journey; however, due to the level of pollution contributed by auto-rickshaws. Three manufacturers were ordered to produce 60,000 four-stroke vehicles, but they reportedly supplied 2,000 to the government which are now plying on city roads. Similar ordinances are now being considered in other provinces of Pakistan.

Buses

Within cities, buses provide a significant role in commuting a large number of travellers from one city to another. Recently, large CNG buses have been put onto the streets of various cities, primarily Karachi and Lahore, and recently Islamabad, as the minivans which were originally used were beginning to cause large traffic problems.

TAXIS

Another very common form of transport, seen mainly at hotels and airports, are yellow taxis. Drivers charge according to a meter located on the dashboard of the car, but fares can be negotiated if there is no meter. The cab drivers are reliable and will take passengers to any destination required.

CARS

Over the years, the number of cars on Pakistani roads has tripled. Traffic jams are a common scene in major cities across Pakistan.To meet future needs, students and teachers from the National University of Science and Tecnology,developed Pakistan's first ever hybrid gasoline car, the Devrim, inspired by the Turkish model Devrim.

THE END

-TRANSPORTATION IN PAKISTAN-

BRIDGES IN PAKISTAN

INDICE

- Two of the most important bridges in pakistan.
- The five most dangerous bridges in pakistan.
- How are the bridges in Pakistan?
- Our names and components that form the group.

This bridge is one of the most important in Pakistan

The railway bridge was built on the river Indus and connects Rohri with Sukkur. It was named after Field Marshal Ayub Khan. With its length of 806 feet, it is one of the main highlights of the city of Sukkur. It is the world's first bridge to have the railway desk slung on coiled wire rope suspenders. At the night time, the Ayub bridge provides a stunning view of the city and river Indus to the passersby.

Another bridge of the most important in Pakistan

2.Puente colgante de Hussaini

The list of the most terrifying bridges is at the head of the small town of Hussaini, which is 2,600 meters above sea level, in the Gilgit-Baltistan region of Pakistan. The inhabitants of the villages on both sides of the Hunza River built a suspension bridge with materials from the area that ended up being of dubious stability and is the only means they have to see each other from time to time. We do not know how long it will last but the worst of all is that while you cross it you can see the

THE FIVE MOST DANGEROUS BRIDGES IN PAKISTAN

Many people have a height phobia. And for them, the worst situation that they can face could be having to cross a high bridge that is made of wooden planks and has gaps in it. Well, if you are one of those people then surely you would not want to cross any of the highly dangerous bridges found in the Northern Areas of Pakistan. However, for many of the locals of the Northern Areas, crossing these bridges is a routine matter. In case you are not so sure, what's so scary and what's so dangerous about these bridges, take a look at the pictures below.

1. Tarzan Bridge

This bridge is located in Naran. It is highly recommended that you don't look down while crossing this bridge and focus solely on crossing this narrow bridge safely.

2. Hussaini Bridge

Located in Upper Hunza, Hussaini Bridge is among the most dangerous bridges in Pakistan. As you can see, this bridge is made of wooden planks and ropes.

3. Daryone Bridge

This bridge is more than 50 years old. It connects Danyore to Gilgit and is one of the longest bridges in the country. The bridge is already declared unsafe by the local authorities.

4. Hanging Bridge Near

This hanging bridge is located near the Indus River Gorge in Skardu. It sure looks dangerous in pictures, and it definitely takes a lot of courage to cross this bridge without shivering.

5. Alam Bridge

This is one of the most dangerous bridges in Pakistan. This dangerous bridge links Gilgit to Baltistan region.

Pakistan and there bridges

Pakistan reaches seventh place in the countries with more bridges of the world after of China, India etc... Besides have the most dangerous bridges in the world.

Hecho Por:

Alejandro Ropero Quintana

Gabriel Ramírez Pérez

Raúl Almagro Criado

Francisco López Lebrón

PAKISTÁN

Pakistan, officially the Islamic Republic of Pakistan, is a sovereign state of South Asia. With a population of more than 200 million people, it is the fifth most populous country in the world. It is located at a strategic crossroads between the southern, central and eastern Asian regions.

In pakistan have got lot of historicals building.

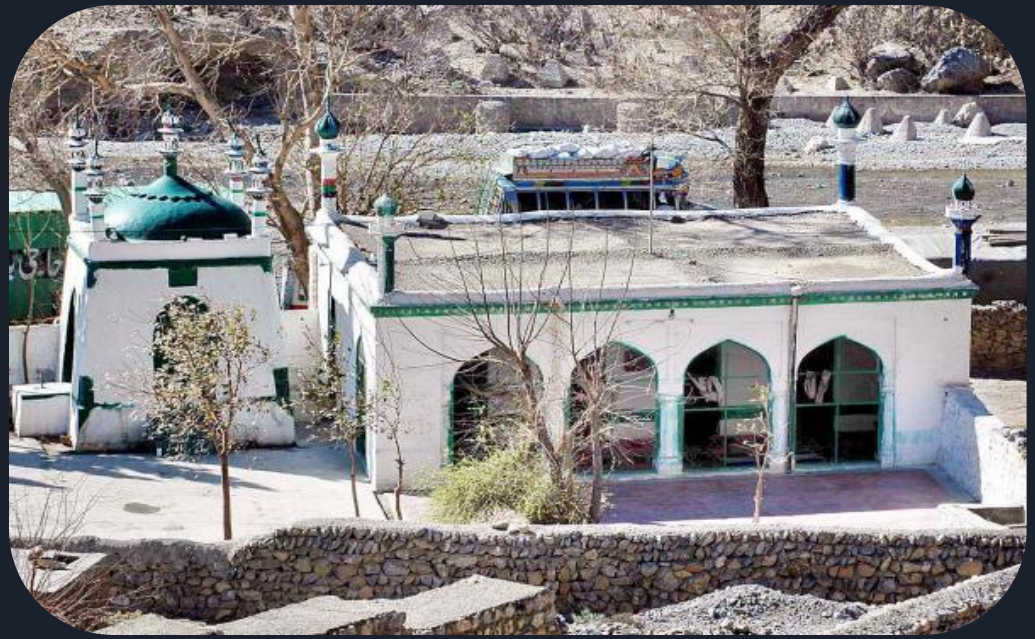
These are:

1. Ali Masjid.
2. Bab-e-**Pakistan**.
3. Minar-e-**Pakistan**.
4. **Pakistan** Monument.
5. Lahore Fort.
6. Shalimar Bagh.
7. Quaid's Residency.
8. Iqbal's Tomb.
9. Islamia College
10. Mazar-E-Quaid

HISTORICALS BUILDINGS

Ali Masjid

Ali Masjid is a mosque that is situated along the Khyber Pass. Khyber Pass passes through the border of Pakistan and Afghanistan. A legend said that this mosque derives its name from the Islamic caliph, Hazrat Ali; local traditions put that he traveled the area. It is not confirmed whether it is true or false but the mosque is spectacular and it also serves as a stopping point along the way. The mosque has provided a gateway to the empires.



Bab-e-Pakistan

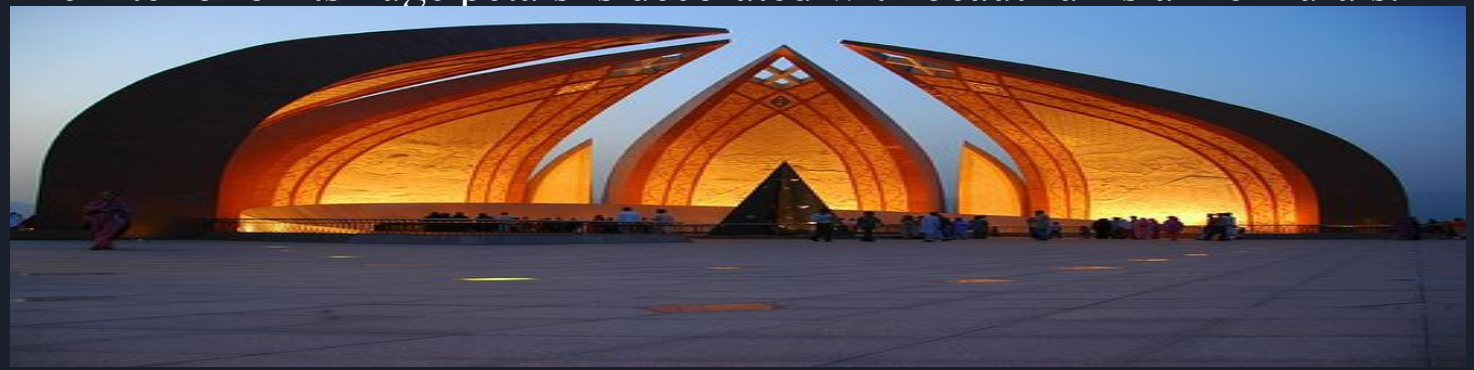
This monument is not completed till now but the Bab-e-Pakistan monument presents to honor the thousands of Muslim families who migrated from India to the newly-created state of Pakistan in 1947. This monument is located in Lahore and the plan was originally envisaged under the military regime of Zia-ul-Haq. Though the construction had not been completed due to the subsequent political tussles and hence the project is still not completed.

Minar-e-Pakistan

You must have heard about Minar-e Pakistan that literally means the "Tower of Pakistan." This Minar was completed during a time period of eight years from 1960 to 1968. The monument is located in the same area where the famous Lahore Resolution was passed in 1940. In this resolution, for the first time a separate land was demanded by the Muslims of subcontinent; hence, fusing the creation of Pakistan. Hence, it holds a great importance in the history of Pakistan. When Indian Prime Minister Vajpayee visited Pakistan, he went to the tower which washed away any misconception of India's reluctance in accepting Pakistan as an independent state.

Pakistan Monument

The Pakistan Monument has been completed in a period of three years from 2004 to 2007. It presents the four provinces of Pakistan. Pakistan Monument is located at a public park in Pakistan and it is a great source of attraction for the visitors who are amazed at its architectural brilliance. The interior of its huge petals is decorated with beautiful Islamic murals.



Lahore Fort

As obvious from its name, this fort is situated in the city of Lahore. It is one of the most visited places in the old Lahore. Though, the fort has been originated since long time but the present structure is said to have been built by the Mughal emperor Akbar. The Lahore Fort acted as a geo-strategic site that met Kashmir, the Afghan areas, and Multan. The fort is decorated with Mughal architecture; the Fort complex includes such architectural marvels as Sheesh Mahal (Palace of Mirrors) and Badshahi Mosque.

Shalimar Bagh

Shalimar Bagh has been built by the Mughal emperor Shah Jahan. It is one of the most beautiful places in Pakistan. A large number of visitors are attracted by its gardens and refreshing fountains. Shalimar Bagh has three levels of garden terraces which were watered by a canal; which also waters the exquisite marble terrace. The site has a total of 410 fountains at all levels and a large variety of fruit trees.

Quaid's Residency

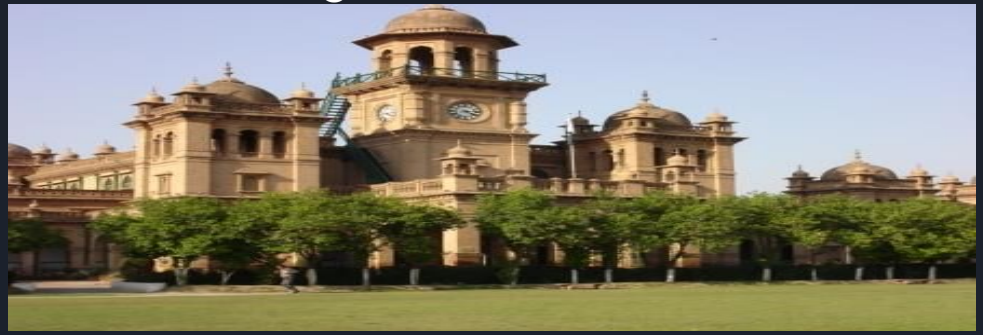
Quaid’s residency is located in Ziarat which is a hill station in Balochistan province. The founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah spent the last days of his life in this residency. The health of Jinnah was getting worst day by day so he was recommended a rest and Ziarat was the best choice for its fragrance and fresh mountain air. There, the Residency, a wooden structure, provided the founder with the perfect place to take rest.

Iqbal's Tomb

The tomb of Allama Muhammad Iqbal is located at Lahore and it is an important national monument. The tomb is situated in the Hazuri Bagh between the Lahore Fort and Badshahi Mosque. The tomb is set in beautiful red sandstone. The importance of Iqbal to Pakistan shows historical significance of this building.

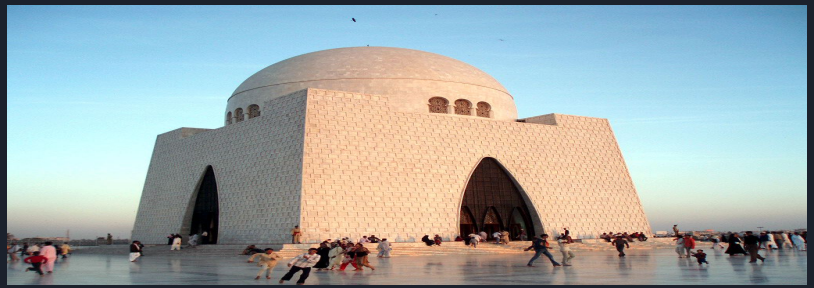
Islamia College

Nawab Sir Sahabzada Abdul Qayyum and Sir George Roos Kepel established Islamia College in 1913. It is located in Peshawer. The idea of Abdul Qayyum who was an educationist-cum-politician, was to build an educational institute that gives modern education to the Muslims. The students of Islamia College played an important role in the independence for Pakistan. Jinnah also visited this college three times



Mazar-e-Quaid

Mazar-eQuaid is located in Karachi. It is the tomb of founder of Pakistan Muhammad Ali Jinnah. It was established in 1970 and it is an iconic representation of the city of Karachi. Prominent leaders visit the site every year on special occasions for paying tribute to Muhammad Ali Jinnah. Some other prominent personalities like Liaqat Ali Khan, Abdur Rab Nishtar, Fatima Jinnah, and Nur-ul-Amin are also buried in the same mausoleum.



OLEGIF.COM

PAKISTÁN

Antonio Valencia 2ºB Antonio Quiros 2ºB David Moreno 2ºB Santiago Chicharro 2ºB Carlos Lobato 2ºB

Transportation

The transportation in pakistán is extensive and varied, and serves a population of over 191 million people. In recent years, new national highways have been built, with the addition of motorways which have improved trade and logistics within the country. Pakistan's rail network owned by Pakistan Railways is also undergoing expansion in recent years. Airports and seaports have been built with the addition of foreign and domestic funding.

Vehicles

Cars

Over the years, the number of cars on Pakistani roads has tripled. Traffic jams are a common scene in major cities across Pakistan. The most popular cars on Pakistani roads are the Suzuki Mehran, Suzuki Cultus, Suzuki Alto, Suzuki Bolan, Daihatsu Cuore, Hyundai Santro, Honda Civic, Honda City, Honda Accord, Toyota Corolla, Daihatsu Mira, Nissan Dayz, and Toyota Vitz.

Luxury SUVs and cars are owned by the elite in urban cities and by many large landowners in the villages and rural areas, thus making them a fairly common sight in Pakistan. The most popular models are the Toyota Land Cruiser, Toyota Prado, Land Rover Range Rover, along with several Mercedes-Benzes, BMWs and Audis. Over the years, the number of cars on Pakistani roads has tripled. Traffic jams are a common scene in major cities across Pakistan. The most popular cars on Pakistani roads are the Suzuki Mehran, Suzuki Cultus, Suzuki Alto, Suzuki Bolan, Daihatsu Cuore, Hyundai Santro, Honda Civic, Honda City, Honda Accord, Toyota Corolla, Daihatsu Mira, Nissan Dayz, and Toyota Vitz.

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Buses

Within cities, buses provide a significant role in commuting a large number of travellers from one city to another. Recently, large CNG buses have been put onto the streets of various cities, primarily Karachi and Lahore, and recently Islamabad, as the minivans which were originally used were beginning to cause large traffic problems. Private yellow and white minivans have services throughout cities in Pakistan and get commuters from one point of the city to the other at a low cost. Since 2000, however, the government has taken a comprehensive initiative to modernize the existing bus fleets and minimally impact the environment. This public-private enterprise would gradually introduce 8,000 CNG buses throughout the country and 800 buses in Karachi. This venture will ensure high standards of efficiency and cleanliness.

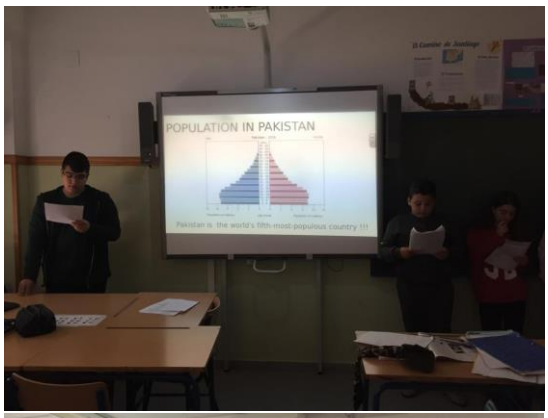
Rapid Transit

The Karachi Circular Railway, which opened in the early 1940s, is the only functioning Mass Transit System in Pakistan. In 1976, Karachi was slated to begin work on an underground metro system, but plans have been put on hold since. The Lahore Metro Bus System is another rapid mass transit system which was tested by the Chief Minister of Punjab Shahbaz Sharif on December 25, 2012. It began operation on February 11, 2013. Lahore Metro would be the first mass transit system of it type in Pakistan. Peshawar Metro is also planned. On 22 May 2014, Pakistan and China signed a $1.6 billion agreement for a metro train project in Lahore.] The Government decided to build the Orange Line of Lahore Metro. Work on the project will start in 2014 and will be completed within 27 months.The total length of the project will be 27.1 km, of which 25.4 km will be elevated and 1.7 km underground.

In Lahore, Lahore Central Railway Station is the main railway station. Shahdara Bagh, Badami Bagh, Mughalpura, Shahdara Town, Lahore Cantonment, Wagah, Walton Cantonment, Kot Lakhpat, Kahna Nau, Jia Bagga and Raiwind are other busy railway stations located in Lahore. These urban railway stations of the city are served by commuter trains of Lahore. A large number of commuters use these station to get access to the city of Lahore.

MATEMÁTICAS

El alumnado ha expuesto una presentación titulada 'Culture and Population Distribution in Pakistan' en la que hicieron un doble recorrido: por un lado expusieron características demográficas, étnicas y culturales de Pakistán, asociando la localización geográfica de las diferentes culturas y características, así como, por otro lado, las características culturales de los grupos culturales mayoritarios. Los alumnos y las alumnas combinaron una presentación con una exposición en inglés, trabajando tanto la coordinación a la hora de exponer un tema, así como el uso de medios audiovisuales para hacer llegar de la mejor manera posible la información relevante a la audiencia.



Carlos José Santos Castilla

BIOLOGÍA Y GEOLOGÍA: TRÍPTICOS RIESGOS SANITARIOS

Actividad: el alumnado investiga sobre los principales riesgos sanitarios que afectan al país y se dividen en grupos para crear trípticos informativos/sanitarios donde se explican las vacunas necesarias para viajar al país, así como las enfermedades más comunes y cómo prevenirlas o cómo actuar frente a ellas. Las temáticas de los diferentes trípticos resultantes son:

Temas
Vaccine recommendations
Malaria Risk
Altitude illness
Biting insects or ticks
Dengue

Estos trípticos han servido como fuente para la creación de una prueba dentro de la actividad de scape room que se ha elaborado por el alumnado de turismo.

Toñi Fernández González

TRAVEL HEALTH INFORMATION

(ALTITUDE ILLNESS)

Paula Martín
Zayra El Houbbadi
Alvaro Daniel García
Adrián Nogueras

ALTITUDE

There is a risk of altitude illness when travelling to destinations of 2,500metres or higher.
Important risk factors are the altitude gained, rate of ascent and sleeping altitude. Rapid ascent without a period of acclimatisation puts a traveller at higher risk.

There are three syndromes ; acute mountain sickness (AMS), high-altitude cerebral oedema (HACE) and high-altitude pulmonary oedema (HAPE). HACE and HAPE require inmediate descent and medical tratement.

ALTITUDE ILLNESS IN PAKISTAN

There is a point of elevation in this country higher than 2,500metres.

SYMPTOMS

The symptoms usually appear after a few hours in the place and are usually worse during the night.

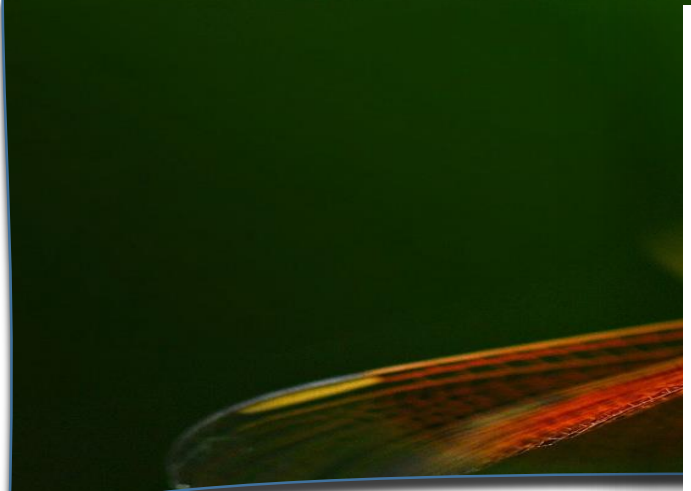
- **Intense headache**
- **Fatigue** or physical exhaustion
- **Sleep disorder**
- **Nausea and vomiting**
- **Digestive disorders**
- **Agitation**
- **Lack of appetite**
- **Physical exhaustion**
- **Sudden nocturnal dyspnea**, that is, awakening abruptly with a sensation of drowning

More severe cases can cause Altitudinal Pulmonary Edema and Altitude Cerebral Edema.

PREVENTIONS

-**Progressive ascension.**
-**That the maximum daily altitude increase is 500 meters.**
-**Be hydrated** drinking at least 4 or 5 liters of water a day.
-Maintain a **varied diet** rich in carbohydrates.
-**Rest**, sleep at least 8 hours and do not try to make great physical efforts.

There is saying that says: "Drink before you are thirsty, eat before you are hungry, wrap up before you are cold and rest before exhaustion." Follow it to the letter to prevent altitude sickness.



BITING INSECTS

Insect or tick bites can cause irritation and infections of the skin at the site of a bite. They can also spread certain diseases.

Diseases in south Asia

There is a risk of insecto r tick-borne diseases in some áreas of south Asia this includes diseases such as:

Chikungunya: is a viral infection trasmitted through the bite of an infected *Aedes* mosquito.

Crimean-Congo haemorrhagic fever: Are a group of highly contagious viral infections that have the potential to cause severe life-threatening illness.

Leishmaniasis: is an infectcaused by the Leishmania parasites. The infection is transmitted by the bite of infected phlebotomine sandfly. There are over 20 types of leishmania parasites.

Scrub Typhus: The most common symptoms of srub typhus include fever, headache, body aches and sometimes rash.

PREVENTION

All travellers should avoid insect and ticks bites day and night

There are no vaccinations (or medication) to prevent these diseases

BITING INSECTS

What Is Malaria?

Malaria is a illness caused by infection of red blood cells with a parasite called Plasmodium.

The disease is transmitted by mosquitoes which predominantly feed between dusk and dawn.

Which are the symptoms?

Symptoms usually begin with a fever. Including feeling cold and shivery, headache, nausea, vomiting and aching muscles. Symptoms may appear between eight days and one year after the mosquito bite

Prevention

Risk depends on the specific location, season of travel, length of stay, activities and type of accommodation.

Bite prevention: Travellers should take mosquito bite avoidance measures.

Chemoprophylaxis: Travellers should take antimalarials (malaria prevention tablets) if appropriate for the area. No antimalarials are 100% effective but taking them in combination with mosquito bite avoidance measures will give substantial protection against malaria.

Diagnosis: Travellers who develop a fever of 38°C or higher more than one week after being in a malaria risk area, or who develop any symptoms suggestive of malaria within a year of return should seek immediate medical care. Emergency standby treatment may be considered for those going to remote areas with limited access to medical attention.

Risk Areas

There is a low risk of malaria in areas of Pakistan below 2,000m: awareness of risk and bite avoidance recommended.

Special risk groups

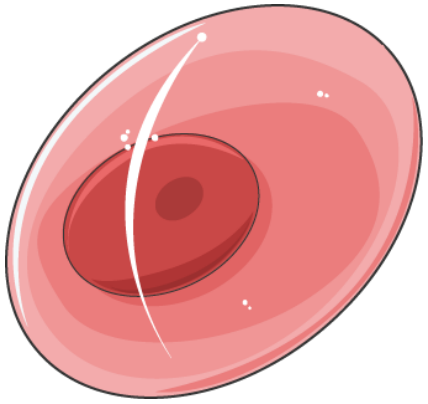
In low risk areas, antimalarials may be considered in exceptional circumstances for travellers who are at higher risk of malaria, or of severe complications from malaria.

Travellers with an absent or poorly functioning spleen should be dissuaded from travel to any area with risk of malaria, but where travel is essential awareness, rigorous bite avoidance and antimalarials should be advised.In these circumstances, you may wish to seek specialist advice, although chloroquine plus proguanil would be an option.

The final decision whether or not to advise antimalarials rests with the travel health advisor and the traveller after individual risk assessment.

Plasmodium

A genus of parasitic protozoans of the sporozoan subclass Coccidia that are the causative organisms of malaria.



Plasmodium, which infects red blood cells in mammals (including humans), birds, and reptiles, occurs worldwide, especially in tropical and temperate zones.

Which kingdom is Plasmodium?

Malaria parasites, members of the **genus** Plasmodium, are classified in the domain Eukarya, kingdom **Protista**, **phylum** Apicomplexa.

What is infected by Malaria?

Pregnant women and children are hurt most by malaria. When they get malaria, they get sicker.

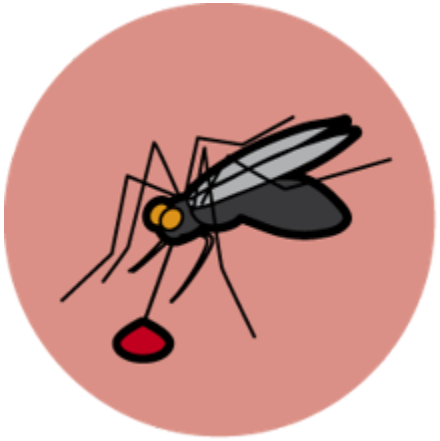
40% of people live in a place where there is malaria. Malaria is in these places: **Africa, Asia, central and south America, eastern Europe, south Pacific.**

Every year, 300 to 700 million people get malaria. It kills 1 million to 2 million people every year. 90% of the deaths occur in Africa. Most of the people who die from malaria are children.

Many of these deaths might be stopped with medicine or mosquito control. But many of the places malaria may be found are in poor countries. These countries do not have enough money to stop the mosquitoes,or to give people medicine.

Travel Health Information

Malaria



DENGUE

Dengue is a viral infection transmitted by mosquitoes which predominantly feed between dawn and dusk. It causes a flu-like illness, which can occasionally develop into a more serious life-threatening form of the disease. Severe dengue is rare in travellers.

The mosquitoes that transmit dengue are most abundant in towns, cities and surrounding areas. All travellers to dengue areas are at risk.

DENGUE IN PAKISTÁN

The WHO country office in Pakistán is providing technical support to the Government of Pakistán in its response to the epidemic of dengue fever. The current epidemic has caused to date 16 580 confirmed cases and 257 deaths in Lahore and nearly 5000 cases and 60 deaths reported from the rest of the country.

PREVENTION

- **All travellers should avoid mosquito bites particularly between dawn and dusk.**
- **There is currently no medication or vaccination available for travellers to prevent dengue.**

TRAVEL HEALTH

(DENGUE)

MADE BY:

Elena Morán. Francisco Claros.

Bella Aguilera. Germán Muñiz.

POLIO

To prevent this disease, the travellers should take care with personal, food and water hygiene. All travelers should have completed a polio vaccination course according to the UK schedule.

A booster dose of an IPV-vaccine is recommended for those who have not recived dose the previous 10 years.

HEPATITIS A

All travellers should take care with personal, food and wáter hygiene.

As hepattis A vaccine is well tolerated and affords long-lasting protection, it is recommended for all previously unvaccinated travelers.

INFORMATION TO TRAVELS

All travellers should be up to date with the rutine vaccination courses and boosters as recommended in the UK. Those who may be increased risk of an infectious disease due to their work, lifestyle choice, or underlying health problems should be up with adittional recommended vaccines.

Also the travels who intend visit Pakistan for four weeks or more should be aware that proof of vaccination, given four weeks to 12 months before departure, may be required on exit.

There are many vaccines that are recommended for most travells visiting this country.

VACCINE RECOMENDATIONS

TETANUS

Travellers should thoroughly clean all wounds and seek appropriate medical attention. Tavellers should have completed a primary vaccination course.

A booster dose of tetanus-containing vaccine is recommended if the last dose was more than 10 years.

TYPHOID

All travellers should take care with personal, food and water hygiene. Oral and injectable typhoid vaccinations are available.

CHOLERA

All travellers should take care with personal, food and water hygiene. This oral vaccine is recommended for those whose activities or medical history put them at increased risk.

HEPATITIS B

Travellers should avoid contact with blood or body fluids.

Vaccination should be considered for all travelers, and is recommended for those activities or medical history put them at increased risk.

RABIES

Travellers should avoid contact with all animals. Can be prevent with prompt-exposure management. Wound should be thoroughly cleansed and an urgent local medical assessment sought. Post-exposure treatment and advice should be in accordance with national guidelines.

All course of pre-exposure vaccines simplifies and shortens the course of post-exposure treatment and removes the need for rabies immunoglobulin which is not short supply word-wide.

JAPANESE ENCEPHALITIS (JE)

All travellers should avoid mosquito bites between dusk and dawn.

Vaccination is recommended for those whose activities put them at increased risk.

Vaccination could be considered for those on shorter trips if the risk is considered to be sufficient e,g. those spending time in areas where the mosquito breeds such as rice

TUBERCULOSIS (TB)

Travellers should avoid close contact with individuals known to have infectious pulmonary TB.

BCG vaccine should be recommended for those at increased risk of developing severe disease and incidence of TB is greater than or equal to 40 cases per 100,000 population. Is also recommended for children under 16 years of age and unvaccinated.

FÍSICA Y QUÍMICA

Kheer, Payasam. Arroz con leche de la India.

En el laboratorio hemos trabajado la gastronomía de Pakistán. Como la cocina es pura química, hemos elaborado un postre típico pakistaní llamado KHEER PAYASAM. Es un plato basado en arroz con leche con esencia de rosas o vainilla, pistachos, almendras, pasas y un toque de canela.

El Kheer, también denominado Payasam, payasa o payesh, es un arroz con leche dulce tradicional del sur de Asia.
Por lo general se consume en la cena o a modo de postre. Se elabora con leche y arroz tipo basmati y la leche se infusiona con semillas de cardamomo, canela, uvas pasas, azafrán, pistachos, almendras, agua de rosas...

Ingredientes:

- 115 gr. de arroz basmati;
- 1250 gr. de leche;
- hebras de azafrán;
- 1 rama de canela;
- 3 cucharadas de almendras laminadas;
- 3 cucharadas de pistachos sin cáscara y troceados;
- 1 cucharada de pasas;
- unas gotas de agua de rosas;
- 100 gr. de azúcar

Preparación:

1. Comenzamos lavando bien el arroz hasta que el agua salga clara y dejamos 30 minutos a remojo.
2. Colocamos la mariposa en su posición. Ponemos la leche en el vaso del Thermomix y llevamos a ebullición. Programamos 7 minutos, temperatura 120º, velocidad 1.
3. Añadimos el arroz escurrido, las semillas de cardamomo machacadas, las hebras de azafrán y la rama de canela y programamos 30 minutos, temperatura 90º, velocidad 1.
4. Añadimos las almendras, los pistachos, las pasas, el agua de rosas y el azúcar y programamos 5 minutos, temperatura 90º, velocidad 1.

5. Lo vertemos en vasos individuales y retiramos el palo de canela. Lo dejamos enfriar y servimos si lo deseamos acompañado con más almendra laminada y pistachos troceados.

María Victoria Comino Trujillo

Nivel: 4º ESO

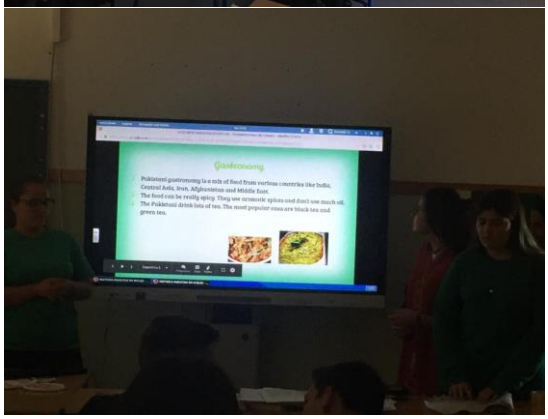
CIENCIAS SOCIALES: "LA INDEPENDENCIA DE PAKISTÁN"

En primer lugar, se dedicó una sesión entera para explicar al alumnado los contenidos con los cuales tenía que trabajar. Es decir, durante una sesión se les explicó el proceso por el cuál Pakistán llegó a independizarse de la India en el año 1947. Además se les proporcionó unas fotocopias con páginas webs recomendadas para que recabasen información sobre el proceso de independencia.

A lo largo de las dos semanas anteriores a las exposiciones realizadas por el alumnado, se han empleado algunas sesiones para corregir errores ortográficos o gramaticales de las exposiciones u otras dudas relacionadas con el trabajo, por ejemplo, en algunas sesiones se ha utilizado la ayuda de la auxiliar Abby para que el alumnado practicase la pronunciación y no hubiera problemas a la hora de expresarse oralmente en inglés.

Para que las presentaciones resultaran más dinámicas y atractivas para el resto de sus compañeros, han tratado que el tema central de sus exposiciones sea la independencia de Pakistán pero acompañándolo de otros aspectos de este país ya sean culturales, políticos o religiosos.

En general ha resultado una actividad bastante provechosa, ya que el alumnado ha conseguido desenvolverse en inglés en las exposiciones así como trabajar con unos contenidos que eran ajenos para ellos intentando mostrarlos al resto de sus compañeros y compañeras de la manera más amena y original posible. Muchos de los grupos formados han sido capaces de crear actividades divertidas y participativas para sus exposiciones (Photocall, disfraces con ropa típica pakistaní, juegos con puzles, preguntas y respuestas, etc.



Sandra Carrillo Zamora

MATEMÁTICAS

Road to Bakhshali

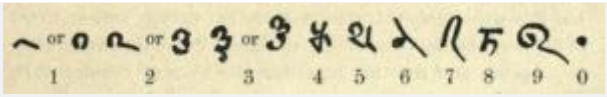
Durante los pasados días 29 y 30 de abril realizamos la unidad integrada, donde los alumnos de materias bilingües expusieron sus trabajos con un país como común denominador. En esta ocasión nos ha tocado Pakistán, un país que guarda una bella relación con las matemáticas. Para ello vamos a viajar a la población de Bakhshali, una pequeña localidad situada en el corazón del país. Durante la exposición, mis alumnos propusieron en inglés una serie de juegos matemáticos para viajar hasta el lugar y encontrar allí un mensaje secreto: "Está enterrado en la arena".

En realidad ya no está enterrado. En 1881, un campesino lo encontró casualmente, y posteriormente fue vendido y llevado a Reino Unido. Está escrito en Sánscrito, una lengua que aún se usa en rituales religiosos, y tiene anotaciones que nos hace pensar que es una especie de manual para los mercaderes de la Ruta de la Seda, vía que pasaba por allí. También contiene ejercicios de aritmética y álgebra. Pero ¿por qué es tan interesante para los matemáticos? Porque encontramos en él una de las primeras apariciones de la numeración que usamos ahora. En clase estudiamos que la numeración romana (y su antecesora, griega) no era posicional, es decir, los símbolos significaban lo mismo, aunque estuvieran en distinta posición. Eso no pasa con nuestro sistema decimal, donde la cifra que corresponde al tres significa "3", "30" o "3000" en el número 3433.

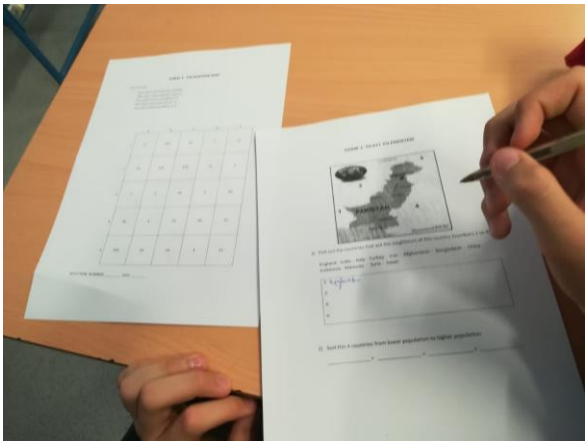
De hecho, este sistema posicional surge en La India, y a través de los árabes fue introducido en España y resto de Europa, obteniendo importantísimas mejoras a la hora de operar con ellos. El matemático Fibonacci fue un gran defensor de esta escritura, con la que trabajó e hizo importantes avances.

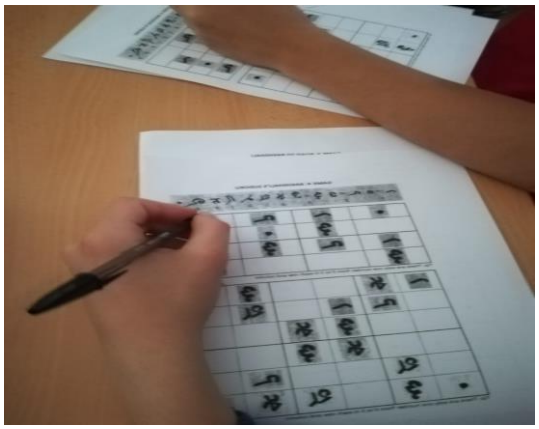
Esos símbolos se hallan en manuscritos anteriores, pero en este aparece el símbolo del cero. Los romanos no contaban con un símbolo para ello. Simplemente no lo usaban como concepto. En el manuscrito de Bakhshali aparece como un punto grueso, escritura que deriva a nuestra cifra "0". Podéis comprobar en la imagen cómo la mayoría de las otras cifras se parecen a las nuestras.

Como curiosidad, se pensaba que el manuscrito era del siglo VIII o IX. Sin embargo, gracias a la técnica del carbono 14, se ha averiguado que es 500 años más antiguo, por lo que pasa a ser uno de los primeros escritos hallados donde aparece el cero. La técnica del carbono 14 es muy avanzada y precisa. Este elemento se encuentra en la naturaleza en átomos iguales con una pequeña variación en el número de neutrones (a esto le llamamos isótopos). Se da la propiedad de que la materia orgánica contiene la misma proporción de átomos de carbono 14, que va desapareciendo cuando fallecemos según una ley. Así, tomando la proporción en la actualidad se puede saber cuánto tiempo ha discurrido desde entonces.
Abandonamos Bakhshali realizando un curioso sudoku con los símbolos encontrados en este manuscrito. A los alumnos de otros grupos les ha parecido la prueba más curiosa y divertida. Además, por mucho que protestaran al verlo, al final todos han cogido la hoja y se han devanado los sesos en completarlo ¡Con sorprendentes resultados!
Encontramos el cero, pero no se lo puse a nadie en esta actividad. Bueno, sí, con un "1" delante.



El alfabeto encontrado en Bakhshali es muy similar al nuestro





JORGE JAVIER FRÍAS

NIVEL: 1º BACHILLERATO

FILOSOFÍA

En el primer curso de Bachillerato, dentro de la Unidad Integrada (Pakistán) durante este curso 2018-2019, hemos trabajado en el tema - Malala: the fight for human rights. Aprovechando el país elegido y la relevancia de la pakistaní Malala Yousafzai hemos aprovechado para trabajar, de manera general, sobre la Declaración Universal de los Derechos Humanos -por cuanto tiene que ver con la Ética, parte de la materia de Filosofía-, así como su grado de cumplimiento, comparando además la situación en Pakistán -centrándonos en el atentado contra Malala y el derecho a la educación, a la no discriminación por razón de sexo, género, etc.- y en España.

Los alumnos se han dividido en grupo y han trabajado en diferentes apartados para llevar a cabo la presentación final en clase usando medios audiovisuales:

-Introducción / Presentación de los compañeros

-Breve descripción de Pakistán -monumentos, clima, división política-

-Biografía de Malala

-El régimen político en Pakistán

-El atentado contra Malala y su recuperación

-Su lucha por los DD.HH. y la recepción del Premio Nobel de la Paz

-La Declaración Universal de los DD.HH.

-Cumplimiento de los DD.HH. en Pakistán y España

Inmediatamente después de la exposición, se ha abierto un cuestionario para que el alumnado que ha asistido como público valore la actuación de los compañeros que exponían.

Ángel Molla Pino