

gateway

to the world

B1

Workbook
with Digital Workbook



Vocabulary in context

Geographical features

Great students' tip

Efficient vocabulary revision

Frequent revision is the best way to learn new words. Look at your vocabulary notebook or list every week and test yourself to see how much you remember. It's easier to learn vocabulary when you focus on words in the same group, e.g. parts of the body, adjectives ending in *-ing* and *-ed*, etc.

- 1 ☆ Find fourteen geographical features in the word search.

S	I	W	C	X	Q	W	H	J	Z	R	D
V	H	A	L	W	H	I	U	I	E	N	E
Y	H	T	I	A	L	N	S	I	A	C	S
Y	C	E	F	L	G	L	C	E	N	A	E
E	A	R	F	L	A	A	C	E	H	V	R
L	E	F	E	N	L	O	M	E	I	E	T
L	B	A	D	G	F	O	R	E	S	T	K
A	H	L	M	A	E	R	T	S	F	X	X
V	K	L	T	S	A	O	C	F	D	U	K

- 2 ☆☆ Complete the geographical features.

- The Amazon is the biggest tropical r..... in the world.
- The Alps are an important m..... r..... in Europe.
- The longest r..... in France is the Loire.
- The Caspian Sea is not actually a sea. It's the world's biggest l.....

The environment

- 3 ☆☆ Complete the text with the verbs in the box.

consume • recycle • reduce • reuse • save • throw • waste

WE CAN ALL HELP TO (a) THE PLANET!

We all (b) away too much food and packaging. We need to (c) most of it. We also need to (d) the number of things that we buy and (e) less. When we've finished with a product, we should try to (f) it and not just put it in the bin. We can't continue to (g) resources in the same way as before.

- 4 ☆ Match words (1–6) and (a–f) to make environment expressions.

- | | | |
|-------------|-------|-------------|
| 1 global | | a warming |
| 2 melting | | b pollution |
| 3 air | | c rise |
| 4 renewable | | d ice caps |
| 5 sea level | | e waste |
| 6 toxic | | f energy |

- 5 ☆☆ Complete the factfile with the expressions in the box. There is one expression which you do not need.

air pollution • carbon emissions • fossil fuels • global warming • melting ice caps • sea level rise

CLIMATE CHANGE FACTS

The average temperature on the planet has gone up 0.9°C since the end of the 19th century. (a)

Antarctica lost about 127 billion tons of ice per year from 1993 to 2016. (b)

Oceans are on average 23 cm higher than in 1880. (c)

This causes the death of over 4 million people in cities every year. (d)

The European Union wants to reduce these by 40%, compared to the levels in 1990. (e)



Vocabulary extension ☆☆☆

- 6 Complete the sentences with the correct prepositions.

- Without action now, we will run from/out of time to save the planet.
- When we cut down/under trees in the rainforests, the environment suffers.
- Plants and animals die away/out when we destroy their habitat.
- We need to look for/after the environment to protect our future.
- We need to stop using cars that run on/by fossil fuels.
- We must clean up/along the toxic waste in our oceans.

Reading

Great students' tip

Reading: Prediction

Before you read a text, look at the pictures or photos that go with it and the title of the text. This helps you to think about the topic of the text and to predict some of the ideas and words in it. This will help you to understand the text more when you read it for the first time.

- 1 Look at the photo and the title of the article. What do you think it is about?

- why mobile phones are so expensive ☐
- the environmental impact of tech gadgets ☐
- how companies persuade us to buy a new mobile phone ☐
- the best way to recycle digital products ☐

- 2 Look at the article for 20–30 seconds and check your answer.

- 3 26 Read the text again. Which paragraph (A–D) is about ...

- why it is sometimes hard to recycle your old gadgets?
- what consumers and companies can do?
- who is really paying the price of e-waste?
- what e-waste is and why it is a problem?



Do you really need a NEW MOBILE PHONE?

A What do you think of when someone talks about recycling waste? Paper? Organic waste? There's another type of waste which is problematic: e-waste. This is things like mobile phones and computers. Inside these 'cool' products, there are some very toxic heavy metals that can cause serious damage to the environment. If we burn this waste, we get air pollution. If we put it in landfill, toxic chemicals go into the earth and, in the end, pollute the water.

B So, what's the right thing to do if you want to throw away your old mobile phone or laptop? For a start, don't put it in with your usual rubbish. Take it to a recycling point! However, even if you do this, you might find that they don't accept your e-waste if it's big – for example, a laptop or the main part of a computer. That's the first problem with e-waste – finding somewhere to recycle it.

- 4 Match the underlined words in the article to the meanings.

- damage, negative effects
- problem
- with little impact on the environment
- process or destroy
- a place where rubbish is put in the ground

- 5 Complete the sentences with the correct form of the words in 4.

- The of dangerous waste is one of the worries of the Ministry of the Environment.
- One of the ways to get rid of non-toxic waste is to use it as
- Electric cars seem to be more than those using fossil fuels.
- Disposing of the batteries of electric cars is becoming an as they become more common.
- A challenge for electric car makers is how to recycle their batteries – lithium, its main component, is very for the environment.

Critical thinkers

- 6 Tick (✓) the ideas which the writer agrees with.

- Landfill is a good solution for e-waste. ☐
- We need to make it easier to recycle all e-waste. ☐
- If individuals recycle their e-waste properly, we will solve the problem. ☐
- Consumers, and not companies, are the key to solving the problem. ☐

C However, there's a much bigger issue that many people don't know about. The European Union and the US are sending tonnes of e-waste to poorer countries. When this e-waste arrives, these countries don't have the technology to dispose of it properly. This causes direct harm to the people who handle it and also to the population in general.

D What are the solutions to the e-waste problem? First, as individuals, we need to recycle our e-waste responsibly. Second, tech companies will need to look into ways to make it easier to repair their products so that people can continue to use them. At the moment, tech companies are more interested in producing new models and don't want to extend the life of existing ones. Third, if we want a new smartphone, we can buy it from a company like Fairphone, which produces phones that are eco-friendly and easy to repair. Finally, and most importantly, we can stop buying the latest model every one or two years, and keep our phone for longer. A large part of the solution is actually in our hands. However, are we prepared to consume less?

will, be going to and present continuous for future

- 1 ☆ Choose the correct alternative.
- 1 What do you do/are you doing this evening?
 - 2 It'll be's going to be my 15th birthday next month.
 - 3 Experts think that the economy will get/is getting worse soon.
 - 4 It looks like it'll be's going to be hot again today.
 - 5 I'll see/'m seeing Tim at 6 o'clock tonight.
 - 6 Here's my New Year's resolution: I won't buy/'m not going to buy any new clothes.
- 2 ☆☆ Put the verb in the correct future tense. Sometimes more than one tense is possible.
- 1 **A:** The phone's ringing.
B: Don't worry! I (get) it.
 - 2 My family and I (spend) next weekend in Edinburgh! I can't wait!
 - 3 They've haven't scored a single goal! Playing like this, they (lose) this match.
 - 4 Don't get up! I (close) the window.
 - 5 Chloe studies hard and she (be) a great doctor, like her mum.
- 3 ☆☆☆ Complete the dialogue with the verbs in the box in the correct future tense. Sometimes more than one tense is possible.

agree • come (x2) • cost • discuss • find • have • talk • try

Roy: We (a) a meeting tomorrow about how to make the school greener. Do you want to come?

Sam: Sure, I (b) But what (c) you about, exactly?

Roy: Well, we (d) different ideas. For example, I think it's a good idea to put recycling bins in each classroom.

Sam: Do you think the school (e) to that?

Roy: Why not? I don't imagine that it (f) much money.

Sam: OK, I (g) to think of some ideas before the meeting. By the way, how many people (h) ?

Roy: I don't know exactly. We (i) out tomorrow!

will, may and might

- 4 ☆ Complete the sentences with the words in the box, according to the percentage probability.
- definitely • might • perhaps • possible • probably
- 1 We consume less in the future. 50%
 - 2 I'll reuse this plastic cup. 100%
 - 3 It's that there'll be a flood. 50%
 - 4 This glacier will disappear in 10–20 years. 70–80%
 - 5 the ice caps won't melt very quickly. 50%
- 5 ☆☆ Put the words in order. Then give a percentage certainty for each: 50%, 70–80% or 100%.
- 1 brother / the / win / your / Perhaps / competition / will
..... =%
 - 2 weekend / won't / It / next / probably / rain
..... =%
 - 3 will / finish / This / soon / film / definitely
..... =%
 - 4 out / might / tonight / William / go
..... =%
 - 5 have / an / They / Monday / may / exam / next
..... =%

Grammar challenge ☆☆☆

6 Find and correct nine mistakes in the text.

From: Josh

Hi Ben,

I'm not feeling well at the moment, so I don't play football this evening. I'll see the doctor this afternoon. He will tell me that I need to stay in bed – let's see! I hope that I'm going to be OK at the weekend because we go to the beach. I perhaps don't want to miss that! I saw on my phone that the weather is great.

I'm tired, so I think I'm going to have a rest now. Perhaps I phone you later.

Josh

- 1 6
- 2 7
- 3 8
- 4 9
- 5

Different uses of get

- 1 ☆☆ Rewrite the sentences with the same meaning using *get/getting/got* in place of the underlined verb.
- 1 Do you think the Earth is becoming hotter?
.....
 - 2 How many text messages do you receive a week?
.....
 - 3 I bought some really cheap headphones at the market!
.....
 - 4 I'm sorry, I don't understand what you're saying.
.....
 - 5 What presents did you receive for your last birthday?
.....
 - 6 Have you ever obtained a really good mark in an exam?
.....
 - 7 Please bring me the tablet that's on the desk.
.....
- 2 27 ☆ Listen to a conversation about a school project between two friends. Answer the questions with *Kyle* or *Paloma*.



- 1 Who is doing a project?
- 2 Whose dad works with renewable energy?
- 3 Who has a bad wifi connection at home?

- 3 27 ☆☆ Listen again. Decide if the sentences are True (T) or False (F).
- 1 The students in Paloma's class are doing a project on the same subject. T / F
 - 2 Kyle thinks it's too late to make changes now. T / F
 - 3 Kyle's dad works with wind and solar energy. T / F
 - 4 Kyle's dad says they haven't found the right technology yet. T / F
 - 5 Kyle's dad says that sometimes it's difficult to get permission to build installations. T / F
 - 6 Paloma wants to include information about people's attitudes in her project. T / F
 - 7 Paloma wants information about wind power in general. T / F
 - 8 Kyle says his dad might give Paloma some information. T / F

Critical thinkers

- 4 Will Kyle's father agree (A) or disagree (D) with these statements?
- 1 We now know how to get energy from the wind and the sea. A / D
 - 2 I understand why people don't want to have wind or solar farms near them. A / D
 - 3 Paloma's doing an interesting project. A / D
 - 4 I'm too busy to help people understand more about environmental problems. A / D

Vocabulary extension ☆☆☆

- 5 Choose the correct alternative. Use a dictionary if necessary.
- 1 What time do you get up/on in the morning?
 - 2 I got from/off my bike because my leg was hurting.
 - 3 Simon got on/into the train and took a seat next to the window.
 - 4 They tried to catch the thief but he got down/away.
 - 5 Laura got on/into the taxi and told the driver where she wanted to go.
 - 6 Jane and I got out/of/off the car and ran to the beach.
 - 7 **A:** How's your brother doing at his new school?
B: He's getting on/off very well.
 - 8 Please get down/off the wall. You can't sit there!

Zero and first conditional

- 1 ☆ Match the halves to make zero conditional sentences.
- 1 If you go online at this café,

2 If you write too quickly,

3 If you revise vocabulary regularly,

4 If you work in front of a screen all day,

5 If you don't have wind or solar farms,
- a you don't help the environment.

b your eyes sometimes hurt.

c you often make mistakes.

d you remember words more easily.

e you don't get a good signal.
- 2 ☆☆ Choose the correct alternative to complete the first conditional sentences.
- 1 If countries make/will make changes now, the weather in the future won't be/isn't so bad.

2 Matt doesn't/won't come tonight if you don't/won't invite him.

3 If our TV doesn't/won't work tomorrow, my mum takes/will take it to the shop.

4 If your brother needs/will need help tonight, I come/will come to your house.

5 The detective arrests/will arrest the man tomorrow if he finds/will find evidence.

6 If you don't/won't play in the next match, we lose/will lose.
- 3 ☆☆☆ Write sentences in the zero or first conditional using the prompts below.
- 1 If / Dan / have a problem / he / always speak to his parents.

2 I / go to the doctor / if / my neck / hurt tomorrow.

3 Your defences / be very low / if / you get the flu often.

4 Sarah / not be happy / if / she / miss the next train.

5 If / Tom and Jack / not switch off their mobile phones now / I / get angry.

6 If / musicians / not practise every day / they / not be serious about their profession.

- 4 ☆☆☆ Complete the text with the verbs in the correct tenses. Sometimes more than one tense is possible.



There (a) (be) some simple things you can do if you (b) (want) to reduce your impact on the environment! Why not try them?

- 1 Eat less meat. If you (c) (eat) a lot of meat, now (d) (be) a good time to change that habit! Meat production uses a lot of land and water. And animals, especially cows, produce a lot of a gas called methane, which is very bad for the environment. The benefits in the future (e) (be) huge if we all (f) (start) to eat less meat from today.
- 2 Unplug all those gadgets. If you (g) (not use) your TV at night, why (h) (you/keep) it plugged in? You (i) (save) money and energy if you (j) (make) sure you unplug things you aren't using. It's a win-win situation!
- 3 Don't buy too many clothes. If you (k) (think) about it, you (l) (not need) a lot of clothes. What (m) (happen) if you (n) (not buy) lots of new T-shirts for the summer? Nothing! What's more, if you (o) (not buy) so many clothes, you (p) (have) more money to spend on other things.

Grammar challenge ☆☆☆

- 5 Each sentence contains one mistake. Find and correct it.
- 1 If James will be coming soon, I'll go home.

2 I'm going to the party on Saturday, but I'm not sure. If I feel better by then, I definitely will go.

3 The students watch a documentary about climate change next week. Their teacher thinks it's very interesting for them.

4 I'm playing football tonight, so I don't think I have time to go shopping with you this evening.

5 This will be the match of the year! You're sorry if you miss it!

Making arrangements

- 1 28 ☆ Listen to Emma and Rui discussing what to do tomorrow. For each question, choose the correct answer.

- 1 What do they decide to do in the end?



- 2 Where do they decide to meet in the event of bad weather?



- 2 28 ☆☆☆ Complete the words in the dialogue. Then listen and check.

Emma: What are you up (a) tomorrow?

Rui: Not much. What about you?

Emma: Nothing planned. Do you (b) going to the beach?

Rui: Not (c) I've still got sunburn from last weekend! I (d) doing something inside.

Emma: Poor you! So, how about going to the Planet Earth exhibition in town?

Rui: (e)! What time (f) we meet?

Emma: How about half past ten?

Rui: (g)! Why (h) we meet at the bus stop next to my house?

Emma: OK, but (i) shall we meet if it rains?

Rui: Come straight to my house. I'll ask my dad to take us.

Emma: (j)! I think I'll see if Amy wants to come, too. Is that OK?

Rui: Good (k)! See you tomorrow!

- 3 29 ☆☆☆ Put the dialogue in the correct order (1–9). Then listen and check.

- a ☐ Josh: Let's meet at 10 o'clock.
- b ☐ Josh: Why don't we meet at your house?
- c ☐ Josh: No problem! How about going for a bike ride?
- d ☐ Josh: Do you fancy playing tennis?
- e ☐ Josh: Are you up to anything on Saturday?
- f ☐ Ethan: Fine. And what time shall we meet?
- g ☐ Ethan: Good idea! Where shall we meet?
- h ☐ Ethan: Sorry, but I don't like tennis much.
- i ☐ Ethan: Not really. I haven't got any plans.

Pronunciation

- 4 30 ☆ Listen and repeat the expressions. Focus on the intonation.

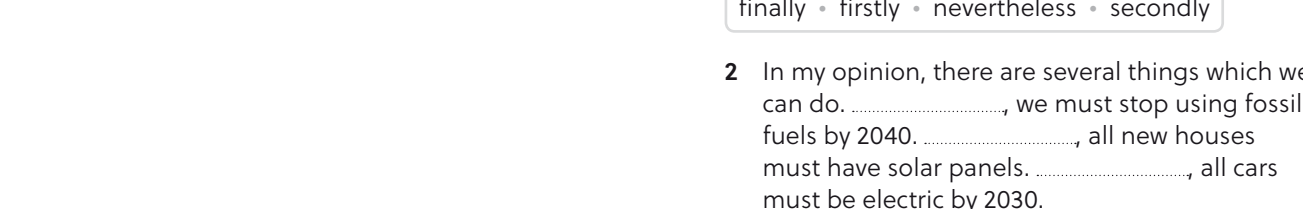
Positive intonation – goes up
Fine! • Sure! • OK! • No problem! • Great! • Good idea!

Negative intonation – goes down
Not really. • Not much. • Sorry, I can't. • I prefer something else.

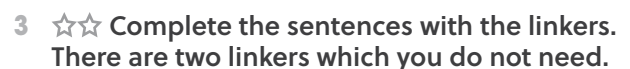
- 5 31 ☆☆☆ You and your friend are making arrangements for next weekend. Listen and answer the questions out loud. Don't give short answers (e.g. Yes, I have.) Make notes to answer the questions. If possible, record yourself.

- 1 Are you up to anything on Saturday?
- 2 Do you fancy going for lunch? I'm paying!
- 3 Where shall we go?
- 4 What time shall we meet?
- 5 See you on Saturday!

1 Po



- 1 People who don't recycle must pay a fine.
- 2 We'll need to change our attitudes.
- 3 We mustn't do business with countries that don't have an emissions plan.
- 4 All governments must recycle their own waste and not send it to other countries.



- finally • firstly • nevertheless • secondly

□ □ □ □ □

Writing reference

Grammar

- 1 Complete the sentences with the correct comparative or superlative form of the adjectives given.
- 1 Your sister is (intelligent) person I know.

2 Liam is (good) player in the team.

3 Morocco is usually far (hot) than Ireland.

4 I don't think rain is (bad) than snow.

5 I think Sean is a bit (thin) than Nick.

6 That's (silly) film I've ever seen.
- 2 Rewrite the sentences using the words given. Do not change the meaning.
- 1 Your brother isn't old enough to see that film. (too) Your brother

2 Dan is too slow to win the race. (fast) Dan

3 I think that maths is more difficult than history. (less) I think that history

4 It's too hot to play football today. (enough) It's

5 I think that French is easier than Chinese. (as) I think that Chinese

6 Tom's very tall and Tom's brother's very tall, too. (as) Tom is

Vocabulary

- 1 Complete the types of programme with the missing vowels (a, e, i, o, u).
- 1 t...l...nt sh...w

2 c...rt...n

3 d...c...m...nt...ry

4 cr...m...s...r...s

5 sp...rts pr...gr...mme

6 dr...m...
- 2 Match the adjectives in the box to the definitions. There are more adjectives than definitions.
- annoyed • annoying • confused • confusing • hilarious • relaxing • scary • surprised • surprising

1 It's something that makes you laugh a lot.

2 It's how you feel when something happens that you didn't know was going to happen.

3 It's something that makes you angry.

4 It's something that makes you feel frightened.

5 It's how you feel when you don't understand something.

6 It's something that helps you to rest and feel good.

- 3 Choose the correct alternative.
- 1 This is a/the best film we have ever seen.

2 The other students aren't as intelligent like/as Matt.

3 I'm thinking/think your new smart watch is great.

4 There wasn't some/any food at the party.

5 Mr Rogers is the teacher what/who taught me geography.

6 It's enough/too cold for me to eat.

7 Sarah hasn't finished her school project already/yet.

8 I'd only like little/a little butter, please.

9 We haven't seen Cathy for/since two years.

10 Can you tell me how much/many that bike cost?
- 4 Find and correct the mistakes in each sentence.
- 1 The programmes what I like best are documentaries.

2 There are a lots of good series on this evening.

3 Sorry, Mr Harris can't talk at the moment because he works.

4 We saw you in the garden earlier! What did you do?

5 How long do they live at this address?

- 3 Match the words in the box to the categories (1–5).
- arson • cold • cousin • hip • middle-aged • niece • pain • shoplifting • thigh • toddler

1 The family:

2 Stages of life:

3 Crimes:

4 Health problems:

5 Parts of the body:
- 4 Complete the sentences with the correct words.
- 1 Look at Mark's face. He's got a b..... eye.

2 That answer isn't right. It's i.....

3 Sam speaks Japanese very well. He is f..... in it.

4 A w..... is someone who sees a crime.

5 I can't speak. I've got a s..... throat.

Grammar

- 1 Choose the correct alternative.
- 1 I won't probably/probably won't do well in the exam.

2 Look outside! It will's going to rain in a minute.

3 Nobody is certain, but humans will/might travel to Mars in around 2050.

4 A: Someone's at the door!
B: OK, I'll/m going to go.

5 Paul says he isn't going/won't go out tonight because he's got a lot of homework.

6 Those ice creams look delicious. I think I'm going to/I'll get one!
- 2 Complete the sentences with the verbs in the present simple or with will.
- 1 If Matt (go) to Paris next weekend, he (see) the Eiffel Tower.

2 Sarah (always / keep) her mouth shut if you (tell) her a secret.

3 If you (put) snow in your hand, it (always / get) cold.

4 If I (have) the money, I (travel) all around Canada next year.

5 If you (look) directly at the sun, it (be) bad for your eyes.

6 Tom (do) well in the exam tomorrow if he (not answer) the questions too quickly.

Vocabulary

- 1 Write the words for the definitions/descriptions.
- 1 when it rains a lot and rivers get too big

2 low land between mountains

3 a small river

4 not to use things in an effective way

5 when it doesn't rain and there is no water

6 a small mountain

7 high land next to the sea

8 not use/use less of
- 2 Complete the compound nouns.
- 1 global w.....

2 toxic w.....

3 noseb.....

4 b.....-watching

5 f.....-a..... kit

6 food p.....

7 son-i.....-l.....

8 cyberc.....

9 shopl.....

10 w.....chair

- 3 Rewrite the sentences using the word given. Do not change the meaning.
- 1 Ben might come later and then we can play tennis together. (if)

2 This is Ryan's first visit to Italy. (never)

3 It's possible that I'll get my results tomorrow. (might)

4 Beth's phone wasn't as expensive as yours. (less)

5 You've lived here for three years. (started)

6 Carbon emissions are a big problem and they are getting worse. (which)

7 My dad didn't drive an electric car before. (used to)

8 There weren't a lot of people in the park. (few)

- 3 Complete the sentences with the correct form of the words in the box. Use each word once.
- enjoy • get • gripping • hurt • official • sprain • throw • turn

1 What did you at the shops?

2 Are you going to away all that paper?

3 I was completely during the whole film.

4 How did you your ankle?

5 Does this?

6 Please don't tell anyone because it's

7 Don't worry, I'm sure something will up.

8 Listening to music gives my mum great



✓ Exam summary

Paper 1: Reading

The Preliminary for Schools Reading exam has six parts with a total of 32 questions. Each question is worth one mark. You have 45 minutes to complete all parts of the exam.

In **Part 1**, there are five short notices, messages and other short texts that are based on things you might read in your everyday life (e.g. a text from a friend, a poster or notice at school, a note from a family member, etc.). Each question consists of three options (A, B or C).

In **Part 2**, there are five descriptions of young people (1–5) and eight short texts (A–H) related to a topic (e.g. summer camps, science websites, school clubs, etc.). You must match the descriptions in the profiles to five of the eight texts.

In **Part 3**, there are five four-option multiple choice questions (A, B, C or D) for a longer text. Note that the first four questions follow the order of the text but the last question tests global understanding.

In **Part 4**, there is a longer text with gaps from which five sentences have been removed. You have eight sentences (A–H) to choose from to fill in the gaps.

In **Part 5**, there is a shorter text, which is usually of a factual nature (e.g. a famous person, location, celebration, etc.), with six gaps. There are six four-option multiple-choice questions. You must choose the correct word to complete each gap.

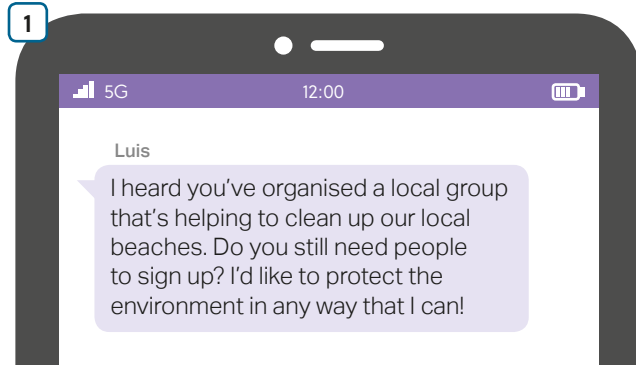
In **Part 6**, there is a shorter text with six gaps. You must read the text and write the correct word to complete each gap.

Part 1

This section tests your understanding of different kinds of short texts. You will read each short text for the main idea. For this task, you should:

- read the text to decide where you might find the information (e.g. is it an email from school, a pinned public notice, a text from a friend or relative, etc.?)
- read the three options carefully, sometimes there is a question with three options and sometimes just three statements for you to choose from)
- find the option that exactly matches the main meaning in the text.

1 For each question, choose the correct answer.

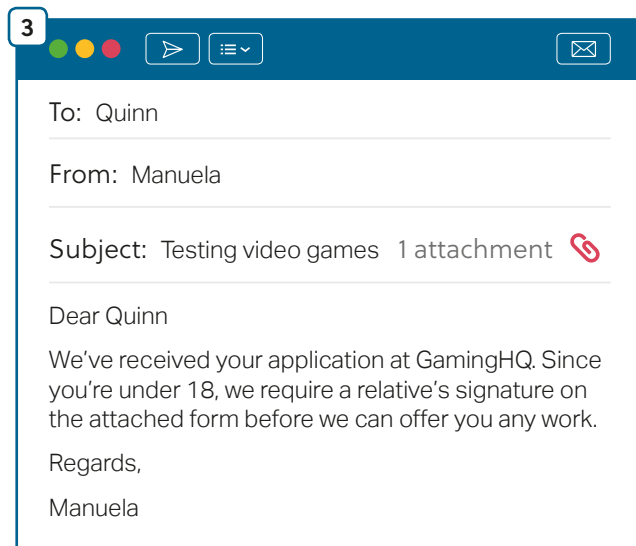


Why has Luis sent this message?

- A to recommend an environmental group to Valeria
- B to ask Valeria's advice about setting up a new group
- C to check if Valeria's group is looking for any more volunteers



- A You will have to practise for a certain period to receive a free tennis session.
- B The teacher is offering lessons only to people who have played tennis before.
- C In order to attend the lessons, you need to have your own racket.



- A Quinn will be able to start testing video games for GamingHQ as soon as he turns 18.
- B A member of Quinn's family must give GamingHQ permission so he can test video games.
- C GamingHQ has contacted Quinn to inform him that his application was not successful.

Part 2

This section tests your understanding of factual information. You will read profiles of young people and match them to short texts about a topic. For this task you should:

- read and underline the key information in each profile
- read the short texts and underline any information that matches the descriptions in the profiles
- make sure a text has all of the requirements that are mentioned in the profile
- avoid simply matching up the same words that appear in the profile and in the texts; instead, look for words or expressions that have similar meaning in the profiles and texts.

2 For each question, choose the correct answer.

The young people (1–3) need to find some information online for a geography project. Decide which website (A–E) would be most suitable for each person.



- 1 Santiago would like to research places with extreme weather conditions. He also wants to see how the industries and populations are changing at some of these locations. ☐



- 2 Lola wants to see diagrams of particular countries in each continent. She also needs to see the kinds of products different regions are famous for producing and who they sell them to. ☐



- 3 Nina needs to compare data of different cities and find out how they are helping to protect the environment. She's keen to watch interviews of young people talking about what it's like where they live. ☐



A awe-attractions.com

Every country has landmarks tourists from around the world want to visit. But what to do if you can't travel at all? At awe-attractions.com you can see pictures of these national sites and read the history behind them without leaving your room. You can also see videos of the best-known celebrations all over the world!

B theperfectlandscape.com

This educational website has loads of facts and figures about the capital of each country. It makes it easy to see similarities and differences in their size, population, economy, etc. It also shows how these locations are trying to reduce pollution and increase green spaces and has videos of teens sharing their stories about growing up in these locations.

C centuriesago.com

This website has an amazing collection of videos of typical street scenes from the late 19th century in most capital cities. At centuriesago.com, you're able to compare them with modern videos to see how each city has grown and developed. You can also find information about the typical goods each place is well-known for producing, and how these populations have changed over the past hundred years.

D aworldwideview.com

Follow important trends at aworldwideview.com! For instance, you can see how people in different parts of the world deal with living in some of the hottest and coldest places on Earth. This site also provides annual figures of births, deaths and the number of people leaving or moving to these regions due to work and business opportunities.

E worldresearcher.com

Find out what countries are well-known for making and the countries which buy their goods at worldresearcher.com. This site also identifies any new trends in industries around the world, and lets you access detailed coloured maps of every nation's mountain ranges, rivers and lakes and borders.