



# GEOGRAPHY

SHAPES THE EARTH  
WORLD

# 3

## INTRODUCTION

These materials are a culmination of the prize-winning multilingual project which has been running in the Basque schools since 1991. This project caters for the age range 4-16. For the original course 2001/2002 we decided to offer the schools on the project the possibility of the Social Science programme (Geography and History) in English in ESO 3 & 4, with materials taken from the official programme. Due to the CLIL focus of these materials, that we ourselves wrote and developed, we called this particular phase of the project 'SSLIC' (Social Science & Language Integrated Curriculum). These materials are now used by 3,000 pupils in 48 schools in any given academic year. The results have been extremely positive from the perspectives of both teachers and students.

The ESO 3 material, which has been further developed since 2001 (due partly to programme changes but mainly due to teacher feedback), has resulted in a dedicated CLIL textbook for the ESO 3 Spanish Geography syllabus. This current edition has been updated for the 2012-2013 academic year.

As in our History ESO 4 textbook, the policy of the project here is mixed-ability, reflected in the didactic approach. The book represents a genuine attempt to demonstrate the principles of CLIL through a variety of communicative and cognitively challenging activities that cater for all levels – whilst respecting the conceptual and procedural demands of the ESO 3 programme. It is also worth mentioning that the history book is being used in a variety of schools in many of the autonomous communities in Spain, such as Catalonia, Galicia, Madrid, Navarra and Soria.

The book is accompanied by a comprehensive teacher's guide, assessment tools and extra/optional materials. If you are interested, please view the following pages which contain samples of a sequence of the textbook's activities and the accompanying sections of the teacher's guide. If you want to buy this book, please click on 'Eleanitz Store'.

**The SSLIC team**

DIDACTIC UNITS	MAIN CONCEPTUAL CONTENT	MAIN PROCEDURAL CONTENT
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;">MANKIND SHAPES THE EARTH</p> 	<ul style="list-style-type: none"> <li>• Geographic space. Landscape types</li> <li>• Economic activities: <ul style="list-style-type: none"> <li>– Agriculture. Fishing</li> <li>– Industry</li> <li>– Services</li> </ul> </li> <li>• Environments: <ul style="list-style-type: none"> <li>– Scattered &amp; Concentrated. City</li> </ul> </li> <li>• Environmental problems</li> </ul>	<ul style="list-style-type: none"> <li>• Look for information: Use of internet</li> <li>• Describe landscapes</li> <li>• Comment on maps, graphs and data</li> <li>• Interpret city plans</li> <li>• Research project</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">ONE WORLD?</p> 	<ul style="list-style-type: none"> <li>• Global geographic space Political globalisation</li> <li>• Economic globalisation and consequences</li> <li>• Population and resources growth,</li> <li>• Differences between countries</li> <li>• Underdevelopment: causes, consequences</li> <li>• Current conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Argumentation</li> <li>• Carry out a Webquest</li> </ul>

The school year has two units. Each unit consists of the following:

## A LEARNING PATH

This shows you the different sections and the objectives of the unit.

## AN INTRODUCTION

This consists of a short text and some activities designed to find out what you might already know about the unit.

## INFORMATION AND ACTIVITIES

Organised in the sections mentioned in the learning path, you can distinguish between them by reading the different titles at the top of each page.

In each section, the information is presented in a variety of ways: through texts, diagrams, maps and charts.

There are also different types of activities based on a variety of objectives and geographical skills. Each type is indicated by a different icon, as below:



These are activities to help you learn new contents, starting from what you already know.



These are activities to apply what you have already read or completed.



These are guided research activities, often internet-based



These are activities to recap what you have learnt in the section

## USING WHAT YOU HAVE LEARNT

This last section consists of activities designed to help you to synthesise, and to use, what you have learnt in the whole unit.

# 1 MANKIND SHAPES THE EARTH



If you have "done your homework" so far, you have studied the maps in the previous sections, observing where in the world the main industrial areas and various agricultural landscapes are located, what determines their location, and how developed and undeveloped countries are related to levels of agriculture and industry.

Now we are going to start on a new section about 'services'. We will see the effect of this third economic sector on the landscape by studying the various concepts that are related to the word 'services'.



Using the following text try to identify what services are?

1.- Read the following text and make a list in your notebook, of the things there that you think represent a 'service'.

For example:

*" List of things that might constitute services:*

- Roads
- Trains, bus, lorries, cars
- .... "

2.- Then arrange your list into a table like this. Don't worry if you can't fill in all the categories.

SERVICES	
Education	
Leisure	
Health	
Administration	
Finance	
Transport	
Infrastructure	Roads
Tourism	
Consumer Services (commerce)	
Communications (radio...)	



Deusto University

A farmer has gone to the market to sell his wine, and while he is there he also buys some other things that he needed: a hoe, an axe, and some seeds for planting. Then he goes over to the tractor showroom to ask about prices and to see what they have for sale. His tractor is getting old and he needs a new one.

Our farmer comes from Espolla, in Alt Emporda, Catalonia. The hoes and axes he bought come from San Pere Pescador (or perhaps Taiwan!). The tractor was made in Olot, the seeds are from the Roses nursery, and all these things have been brought together here in Figueres for the Christmas fair.

The products the farmer buys are manufactured industrially, in the equipment industry. So here we have the primary and secondary sectors ready to trade with each other. They offer each other a service, but they both need some resources too: roads, transport (train, bus, lorries, cars...), organisation of the market by the local council, and policemen to ensure people's safety.

There are lots of people on the street this morning; some are in the bars, others are at the shops, and if people have run out of money they will go to the cash dispenser. Our farmer is one of these. He visits the chemist's to pick up some aspirins, and then goes to the hardware shop for a couple of light bulbs and a fuse. The children are at home because it is holiday time, and the local vet is on his way to the farm to help with the birth of the calves. Last year he spent the afternoon visiting the Dali Museum.

Today is December 8th, and everybody is talking about the Catalonia versus Argentina football match that will take place on the 22<sup>nd</sup> of December! Of course, nowadays some people like to take advantage of the Christmas holidays to get on a plane and travel to the snow in the Alps or the Pyrenees, or go sunbathing in the Canary Islands. But others like to stay at home and have a traditional Christmas, eating bream, singing songs and playing games with the family.

## THE GROWTH OF SERVICES

Today we recognise different periods or **eras** in mankind's history. First there was the **pre-industrial era**, the period in which most people worked in agriculture. They still do today, in some underdeveloped countries. Then the **era of industrialisation** came. The growth of industry (the secondary sector) in this period was possible because improvements in agriculture had contributed to rising profits and an excess labour force. Eventually the secondary sector became the largest part of the active population. Then we reached the third stage, the **post-industrial era**, when the improved standard of living resulting from industrialisation generated a greater demand for services; this process can also be called **tertiarisation**, since it is characterised by the predominance of the tertiary or 'service' sector. Logically, the services sector must offer a service. The most important of these services we are going to study later: **infrastructure** and **transport**, the **market**

and **tourism**.

Another important branch of the services is **administration**. Public services grew up with parliamentary democracy and their high point was reached following the Second World War, when the concept of a welfare society was created in Scandinavia.

For most people, the most important services are **health** and **education**. In Spain, in some autonomous communities, these services depend on the state and in others, including ours, on the autonomous community.



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In this activity we will start to work on infrastructure and transport.

1.- Before we look in detail at transport, try to answer these questions:



Which continent do you think has the densest railway networks? Guess – then be ready to explain why!



The USA has the most cars per head of population in the world. But it doesn't have the densest amount of paved roads. Why? Which continent does?

Japan is almost the only world industrial power that exports more than it imports. Which industries do you think are its most important ones?



Heathrow in London is the world's busiest airport, in terms of air traffic. Why do you think this is? Is the reason commercial, technological or more related to location?



2.- English often uses its own words for nouns, but more formal Latinate words for adjectives.

Which words go in the gaps below?

- a) The Japanese trade **by sea**. They have a large \_\_\_\_\_ trade.
- b) Many Britons travel **by air** and work in the \_\_\_\_\_ industry.
- c) There are too many **cars** in the world, but the \_\_\_\_\_ industry continues to grow.
- d) **Trains** are still important in Europe, and the \_\_\_\_\_ network continues to expand.

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What are the different ways of transporting goods? Before reading the following text 'Infrastructure and Transport', have a look at the following questions:

1.- Do you know what 'infrastructure' means? You can probably translate it into Spanish, but do you really know what it means? Get into pairs and try to write a short definition.

2.- Based on the title of the text, the words in bold and the map, in pairs make some hypotheses about the topics.

You could start like this:

*"I think that the text probably talks about ..... because....."*

3.- Now read the text and map in groups of three. One person in each group has to find (and write down) the answer to just **one** of the following questions:

#### GROUP A

- 1) For what specific purpose were railways initially built?
- 2) When were railways developed?
- 3) What type of train is the newest one?

#### GROUP B

- 1) What is the purpose of ships like carriers or tankers?
- 2) How is the freight transported after it arrives at a port?
- 3) In which countries are the main ports located?

#### GROUP C

- 1) Which is the world's busiest airport?
- 2) Is the plane the fastest means of transport?
- 3) Name four uses for an aeroplane.

4.- Once your group has prepared the answers, take turns to sit with the other two groups and share your information, by speaking, listening and writing. Remember all of you have to write down all the answers in your notebook.

5.- To finish, based on the information above you must answer these questions individually.

- a) Which are the two means of transports most used nowadays?
- b) Apart from the ones we have already seen, what other means of transport are important for carrying goods?
- c) Which are the most communicated continents?
- d) How do you imagine the future in transport? Which do you think will be the main transport type? Why?

## INFRASTRUCTURE AND TRANSPORT

Industry depends on the existence of means of transportation. The **raw materials** required by industry must be transported from their place of origin to where the factories are located. Then the goods produced in the factories have to be carried to where they will be sold. Modern forms of transportation require technology and an **infrastructure**, both of which have developed as industrialisation progressed. Let us take a look now at the history of transportation.

- Early on in the industrial revolution, **railways** were developed as an essential mode of transport. The first steam engines had little in common with the modern trains of today, but they served a vital

purpose. Eventually, steam power came to be replaced by the diesel engine, and still later the electric train came along. Modern high-speed trains are an even more recent invention. At first, railways were built to link towns within an industrial region, as for example to connect the factory town with the nearest sea port. Eventually, train lines crisscrossed whole countries, and then came international railways which allowed one to travel from country to country, and intercontinental railways such as the famous Orient Express and Trans-Siberian Railroad, which communicated Europe with Asia. In America, the **railway network** extended across an entire continent too.

... / ...

... / ...

- For overseas transport, however, industry required **ships and ports**. Like trains, ships have evolved over time. In early times, rowing boats and galleys were used to cross the sea, followed by faster boats called clippers, and finally great ocean-liners were built – remember the Titanic! Today, besides these there are also more specialised types of sea vessel, called carriers or tankers; made to transport specific **types of freight**, and even substances like oil or gas. Navigation techniques have also evolved, and these days modern ships are guided by satellite. The crews needed to sail a ship are smaller than in the past. Big ships require big ports to sail from and land at, and once a ship's freight has been **unloaded**, it needs to be transported to its final destination....

- Sometimes a sea port may be served by a railway with a station near the harbour, allowing freight to be transferred directly from the ship to

the train. Other alternative is for freight to be carried by road in cars, **lorries** (trucks) or other motor vehicles.

- However, for many purposes, motor traffic provides the most widely-used media of transport today, from private cars and motorbikes to buses, vans, and lorries. To support this traffic, vast **road-network** ranging from local back roads to national highways and major motorways has to be built. There is now a major European road network too, with highways marked by a special symbol, consisting of a square sign with green at the bottom and a number on it.

And of course, another mode of transport, the fastest of all, is the **aeroplane**. Planes have several uses: they are also useful as weapons of war. But in general, planes can be used to carry both passengers and cargo – or even to put a satellite into orbit!



... / ...

... / ...



## COMMERCE

From the days of old, local markets and fairs have existed for the interchange of goods, but with the development of industrialisation, productive capacity has increased and so has the quantity of goods available. Markets, the places where goods are bought and sold, have grown accordingly. The prices of the goods traded have risen because industrial products cost more than those obtained directly from the land. Furthermore, markets (in the general sense) have expanded from local to national and eventually to international domains.

The places where commerce takes place have changed too. In the past people used to do their

shopping in local shops, but the new trend is to go to large out-of-town shopping centres instead. Supposedly, their purpose is to offer customers better service, but somehow they always manage to get us to buy lots of things we didn't plan to buy! For some people a visit to a shopping-centre is a day out. This results in an increase in "consumerism".



How many of the things you use in your everyday life come from somewhere outside Spain? What is the place of origin of most of the music you listen to, the films that you go to see, and other "leisure products" that you enjoy?

- Make a list of foreign items that you use, and see if you know where each one comes from.
- You can copy a table like the following one in your notebook and complete it with the answers.

ITEM	COUNTRY OF ORIGIN
All your items of clothing	
Your parents' car(s)	
The nationality of your favourite singer/group	
The food items you ate yesterday	
Your computer	
Your hi-fi / Mobile Phone	
Supermarket	

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These two verses are from a song by Bob Dylan called "Union Sundown". Listen to the song and write the missing words in your notebook using the numbers 1- 8. Some of the words are **not** countries.

Well, my shoes, they come from Singapore,  
 My flashlight's from (1) \_\_\_\_\_  
 My tablecloth's from Malaysia,  
 My belt buckle's from the (2) \_\_\_\_\_  
 You know, this shirt I wear comes from the (3) \_\_\_\_\_  
 And the car I drive is a (4) \_\_\_\_\_  
 It was put together down in Argentina  
 By a man making thirty cents a day.  
 Well, this silk dress is from (5) \_\_\_\_\_  
 And the pearls are from (6) \_\_\_\_\_  
 Well, the dog collar's from India  
 And the flower pot's from (7) \_\_\_\_\_  
 All the furniture, it says 'Made in Brazil'  
 Where a woman, she slaved for sure  
 Bringing home thirty cents a day to a family of (8) \_\_\_\_\_  
 You know, that's a lot of money to her.



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Continuing with commerce, answer the following questions to see if our buying customs have changed or not.  
 1.- Consider the out-of-town shopping centres in your area (*Outlets, Mercadona, El Corte Ingles, etc.*). Before these places existed, where did your parents or your grandparents shop for...

- a) Meat
- b) Vegetables
- c) Fish
- d) Alcohol
- e) Tools
- f) Car accessories
- g) Toys
- h) Televisions
- i) Washing machines
- j) Sports or specialist clothes?



2.- Write down the general name for the **retail outlets** above in English.

For example:

a) "Meat = A butcher/Butcher's shop "

3.- List the other services that the out-of-town centres offer.

4.- Finally, list (like below) the advantages and disadvantages of these large Centres.



ADVANTAGES	_____	DISADVANTAGES
-		-
-		-
-		-
-		-



Try to guess the answers to these questions below, and then use the following **text, 'International trade'** to find out the real answers..

1.- World trade increased by a factor of four during the period....

- a) 1900 – 1910
- b) 1960 – 1978
- c) 1980 – 2006

2.- Which three countries do you think are the world's main exporters?

3.- Are these countries developed or undeveloped?

4.- What type of things do developed countries mainly export?

- a) Raw materials
- b) Agricultural produce
- c) Manufactured goods

5.- What type of things do undeveloped countries mainly export?

- a) International prices for raw materials are going up.
- b) International prices for raw materials are going down.
- c) International prices for industrial products are going down.

6.- Choose one sentence that you think is false

- a) International prices for raw materials are going up.
- b) International prices for raw materials are going down.
- c) International prices for industrial products are going down.

7.- A positive trade balance means:

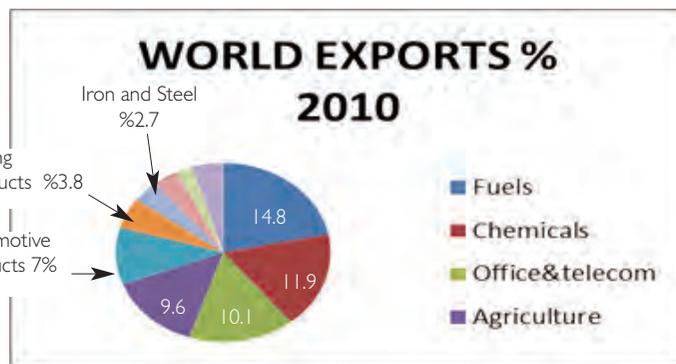
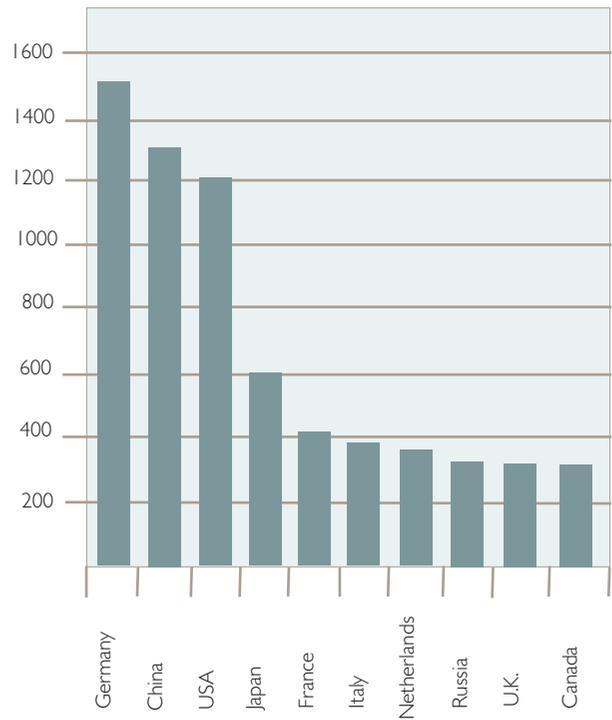
- a) A country exports more than it imports
- b) A country imports more than it exports
- c) A country earns more money from its exports than it spends on its imports.

**INTERNATIONAL TRADE AND THE WORLD MARKET**

Today no country is completely independent; we all form part of an integrated system. An economic crisis in one country affects other countries around the world. Since we all produce, distribute and use products from all over the world, the international economy is like one great market. In this growth of economic relations between countries, the multinationals are particularly influential. This also results in globalisation, as consumers all over the world tend to adopt similar habits. For example: *“Somebody in an industrial country, somewhere in the world, wakes up in the morning and switches off a Japanese-made alarm clock; gets dressed in American-made jeans, puts on some Italian shoes; drives to work in a car made in Germany; has lunch in a Chinese restaurant, drinks coffee from Colombia, and some rum imported from Cuba... and so on!”*

As we all acquire similar habits, adopt similar attitudes, and come to perceive the world as if faraway events were happening in our own country, a mutual dependency is created between countries all around the world. Between 1980 and 2006, world trade multiplied by a factor of four. Meanwhile, the capitalist system spread to more and more countries, mainly due to the spread of multinationals.

**THE WORLD’S TOP EXPORTERS 2010**



Source: World trade organisation

... / ...

... / ...

The most highly industrialised countries, together with suppliers of certain raw materials such as petroleum and coffee, are the ones with the most trade. This imbalance contributes to the economic dependence of some countries (mostly Third World) upon other (industrialised) countries.

In the resulting situation of inequality between different parts of the world, the industrial countries have a double advantage. Not only do a number of industrial companies have the highest sales figures in the world, but furthermore their economic strength gives those companies extraordinary power. General Motors' annual sales, for example, exceed the GNP (gross national product) of any undeveloped country!

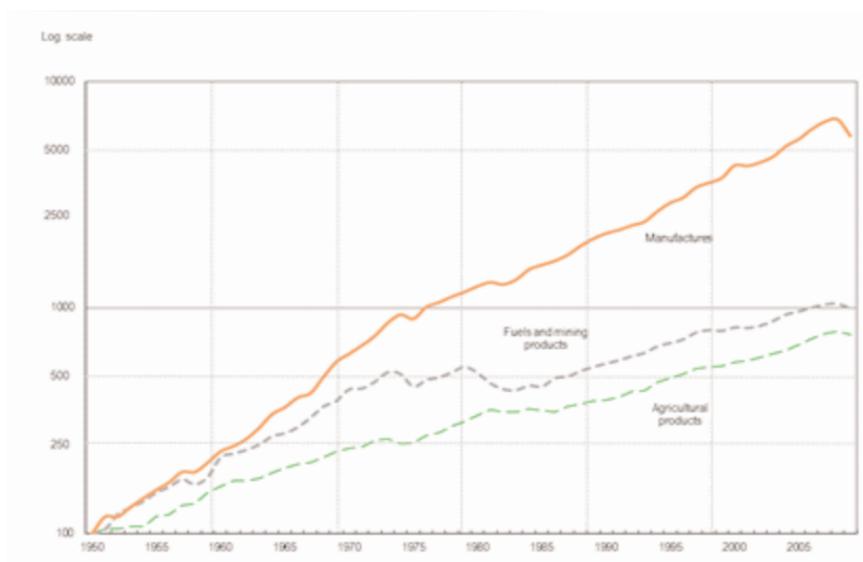
As we have seen, underdeveloped countries sell raw, unprocessed and untransformed materials, while rich countries sell consumer goods and technology. The trend in prices favours the rich countries: prices for raw materials are falling. Prices for industrial (manufactured) products are beginning to fall too, but they are still much higher, and will probably recover.

Mutual dependence between national economies is increasing constantly as international trade grows. More and more, individual countries have to take foreign trade into consideration when making economic decisions. On the other hand, differences between the roles of countries in international trade remain as big as ever.

The industrialised countries (Western Europe, the USA, China, Canada, Japan, The Four Dragons, Australia, New Zealand...) control 80% of world trade. 40% of world trade depends on the European Union which is the biggest power in world trading. The USA controls 13% of trade but foreign trade is not as important in the economy of the USA as in that of Europe.

European trade is more open. Japan controls 8% of the world's foreign trade too.

Based on a New York Times article (updated 2011)



Source: World Trade organization INTERNATIONAL TRADE STATISTICS 202

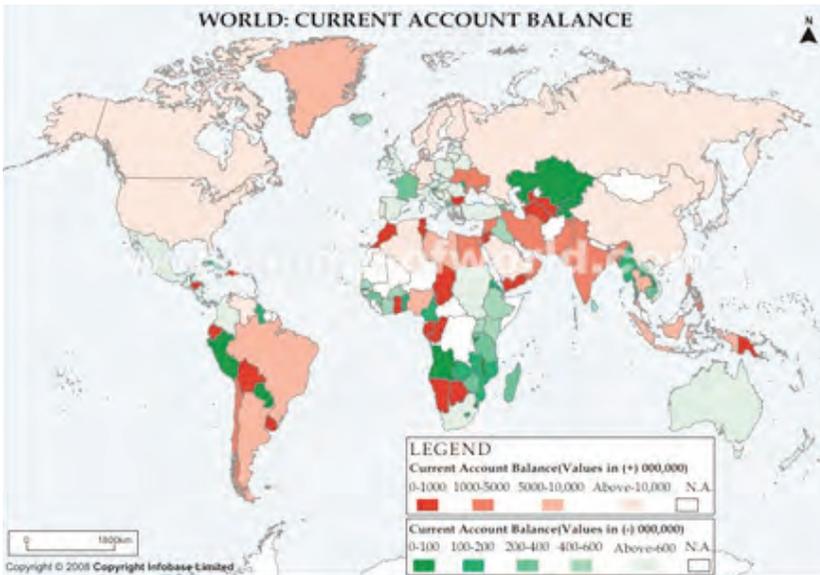
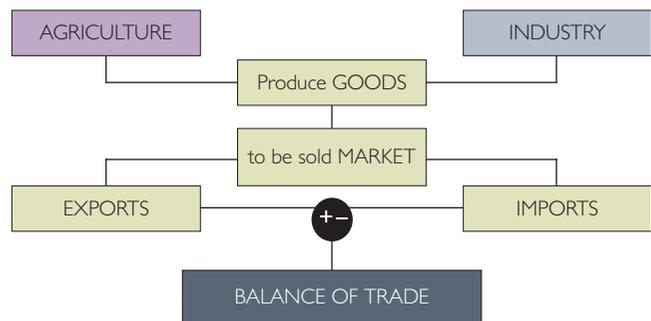
## BALANCE OF TRADE

In this situation where the market ultimately rules, each country has its own balance of trade. To find this, we must subtract from the value of the products that the country sells to other countries (exports) the cost of everything that the country buys from abroad (imports). To complete the calculation, some other items need to be included, such as income from tourism and money sent home by emigrant workers. The resulting figure is the balance of payment for that country.

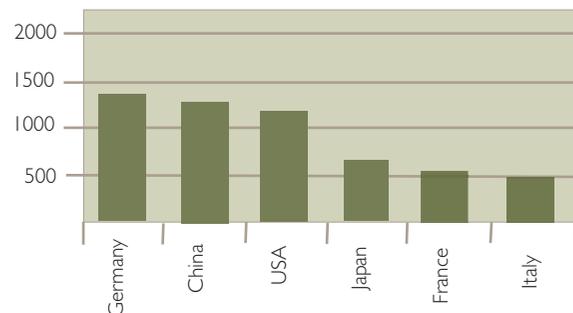
If the balance is positive, the country is earning money. If it is negative, that means that the country owes somebody money in other countries. The amount of money a country owes is called its external debt.

As we know, our lifestyles are tied in with

markets. Take yourself as an example. Think about the brand-name clothes and shoes that you may be wearing right now. What about the music you usually listen to, or the food you eat? When, for example, is the last time you ate vegetables? How about a chocolate bar? Of course there may be some individuals who do not fit the dominant pattern.



**WORLD'S BIGGEST EXPORTERS**  
(Thousand millions US \$)





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Listen to the 10 statements, look at the map and write 'True' (T) or 'False' (F) against the number of each statement. Be prepared to justify your answers, whether true or false.

- 1.- .....
- 2.- .....



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Look at **Spain's Trade Balance** figures and answer these questions:

- 1.- Between which years is there a consecutive trend in the negative increase (deficit) in the trade balance?
- 2.- Between 1995 and 2010, which period was the best for Spain, in terms of trade balance?
- 3.- What do you think the figure was for 2006?
- 4.- Between which two years were there the biggest increases in imports and exports?
- 5.- Which have grown more over the 15 year period? Imports or exports? And by approximately what factor?
- 6.- Why do you think the trade balance deficit increased so much between 2000 and 2005? Choose the reasons you think are possible.
  - a) Imports from other countries became more expensive.
  - b) People in Spain wanted more and more imported goods.
  - c) The consumer market depended increasingly on foreign goods.
  - d) Nobody wanted Spanish products.

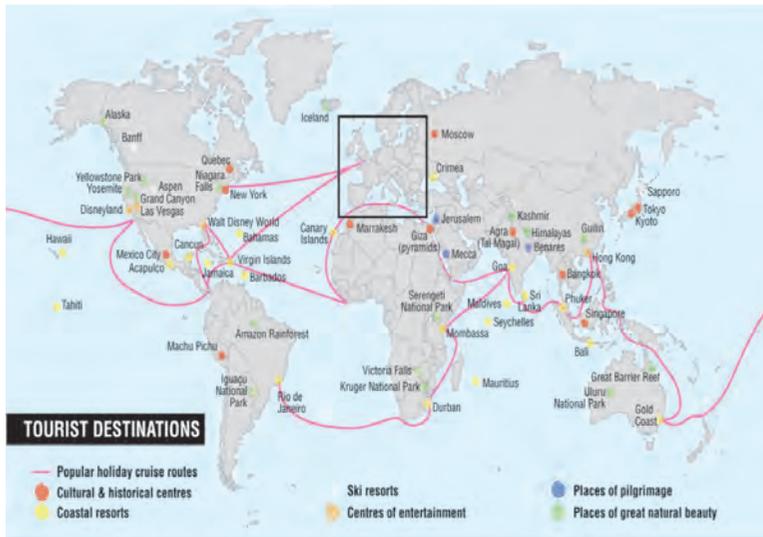
SPAIN'S TRADE BALANCE (€M)				
Item	1995	2000	2005	2010
Imports	86,054	166,138	225,344	237,892
Exports	68,654	123,099	156,375	190,794
Balance	- 17,400	- 43,039	- 68,969	- 47,098



We will now start to work on **Tourism**, and analyse the factors that influence where people choose to travel for their holidays. But, before you look at the figures, work in pairs and try to arrange the **twelve** countries below into a 'league table' of tourism. Ten of these countries formed the 'top ten' in the year 2010. Arrange them in the order you think they occur, with the 'country with the most visitors' at the top, and the 'least' at the bottom. There are two countries who were **not** in the top ten – so they should occupy positions 11 & 12.



**TOURISM**

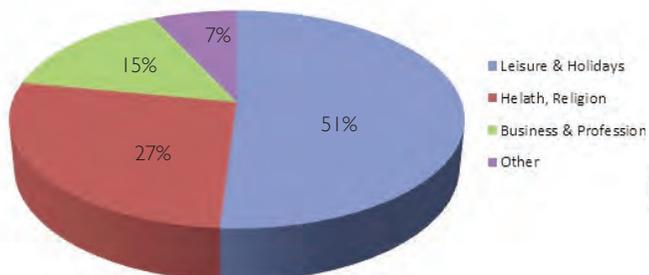


The United States, France, Italy, Spain, Austria, the United Kingdom and Germany account for half of the world income from tourism. Tourism is an important source of foreign currency favourable to the balance of trade of host countries.

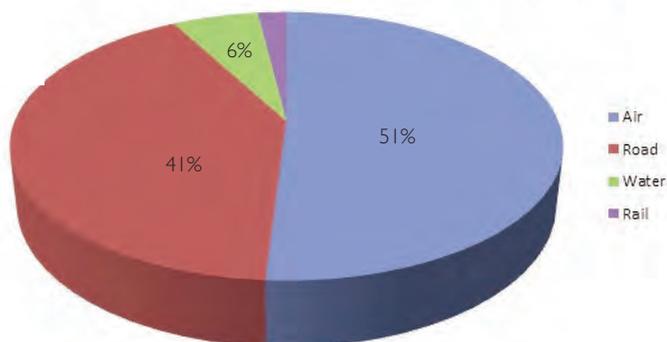
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**Tourism by purpose of visit 2010**



**Inbound tourism by mode of transport 2010**

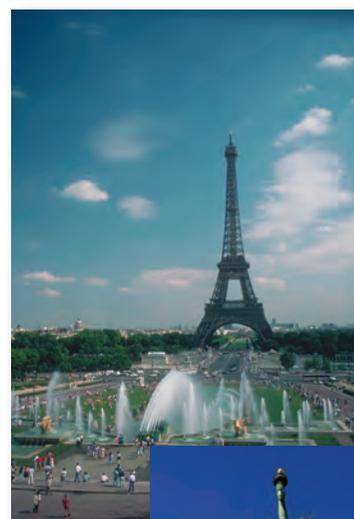


**LEADING TOURIST AREAS AND INCOMES IN 2010**

TOURISTS TO		INCOME MILION US \$	
France	76,800,000	103,500	USA
USA	59,700,000	52,500	Spain
China	55,700,000	46,300	France
Spain	52,700,000	45,800	China
Italy	43,600,000	38,800	Italy
United Kingdom	28,100,000	34,700	Germany
Turkey	27,000,000	30,400	United Kingdom
Germany	26,900,000	30,100	Australia
Malaysia	24,600,000	23,000	Hong Kong
Mexico	22,400,000	20,800	Turkey

TOURISTS TO		INCOME IN DOLLARS	
Tuvalu	1,000	1,000	Burundi
Kiribati	1,000	4,000	Moldavia
Niue	2,000	7,000	Gabon
Marshall Is.	5,000	9,000	Butan
Saba	9,000	9,000	Tonga

Source: World Tourism Organization



The Eiffel Tower



The statue of liberty

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With this activity we'd like to see what makes a person move from place to place. Look again at the maps of agriculture, industry, roads and trade that we have used.

1.- Locate the places appearing in the lists on a blank map. To facilitate comparison, you will colour the first group red and the others blue.

2.- Now that you have seen the real figures, which ones surprised you? Comment on one:

*"We were surprised by the position of \_\_\_\_\_ because....."*

3. Which of the top ten do you think has experienced the biggest rise in tourism during the last ten years? Can you think of any reason(s)?

*"We think that it is \_\_\_\_\_. It could be because....."*

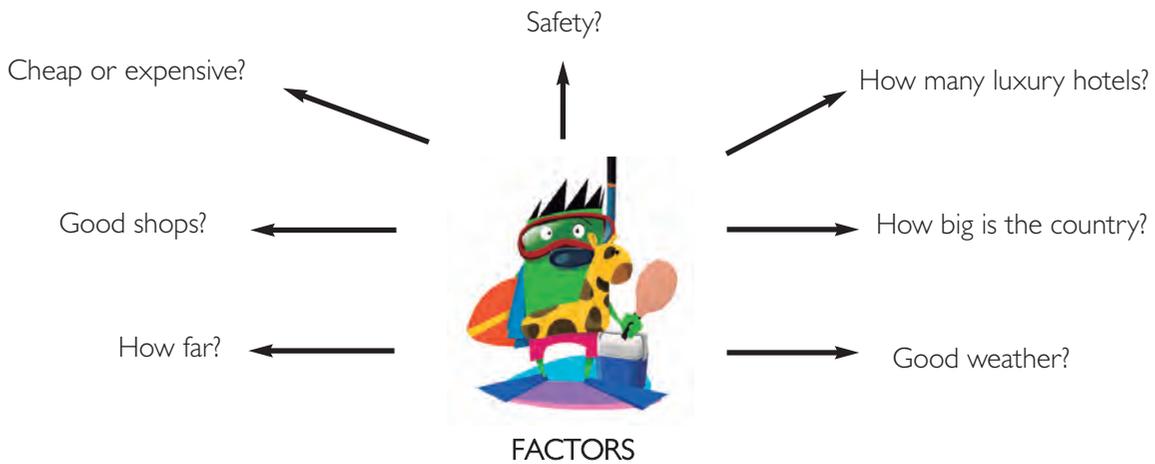


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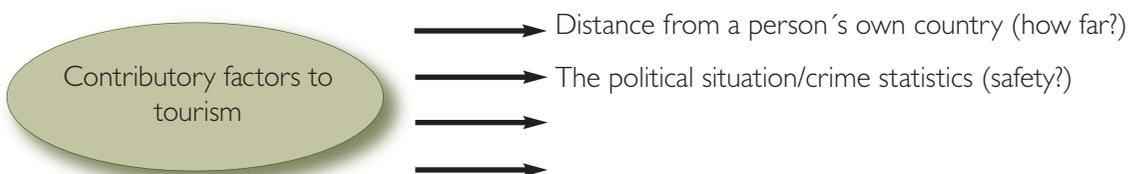


We also need to know the reasons why tourists choose certain countries and not others.

1.- Which factors about a country do you think 'normal' people consider when they think of travelling on holiday? Copy into your notebook the ones that you think are relevant.



2.- Now brainstorm (in pairs or groups of 3) the factors that you think have affected the 'league table' in Activity 72. What factors have made some countries very popular to visit, and what factors have caused people to hardly visit some countries at all? Finish the diagram below, using the concepts from the diagram above - but change the words and make them more general. So – 'How far?' on the diagram becomes 'Distance from a person's own country'



3.- Read these eight statements by holiday-makers. Try to match four of them to the four sentences (issues) below them (a-d). The first one is done for you.

1.-	"We really enjoyed England. We stayed in London for two weeks"	2.-	"The Costa del Sol is great! There are loads of English people to meet and the pubs all serve English beer."
3.-	"We're not going to China again. The food was so strange and all their customs and traditions were so difficult to understand"	4.-	"The trouble with travelling abroad is that there are SO many tourists!"
5.-	"I'm not going to a Muslim country again. We had to cover our arms and wear long skirts. Ridiculous!"	6.-	"I quite enjoyed India, but the beggars were a problem. They never left us alone."
7.-	"The trek in Nepal was great. We climbed part of Mt Everest, and even at 4,000 metres there was a café for climbers."	8.-	"The Amazon holiday was amazing. We stayed in native huts, watching the natives carrying out their traditional customs. They even took us hunting for alligators. It was really authentic and traditional!"

**Issues**

- a) Many people from the developed world want to travel to undeveloped countries to see exotic cultures, but then they cannot understand why the poorer indigenous people ask them for money, and they are shocked at the poverty.
- b) Many people travel to a country and just visit the most famous places. Then they think that they have experienced the whole country.
- c) Some tourists want 'home comforts' wherever they go. They go to wild, remote places, but then expect to find First World infrastructures. This can also affect the natural beauty of the countries they visit.
- d) Some people think that everybody else is causing the problems.

Statements	6			
Issues	a	b	c	d

4.- Now take the other **four** statements that you have **not** put into the table, and write similar sentences about the issues that they are talking about.

5.- Finally, try to guess the top 5 countries **from where** tourists come. So, who are the top 5 **travellers**? Your teacher has the answer, but see if you can guess, in pairs. Winners get a prize!



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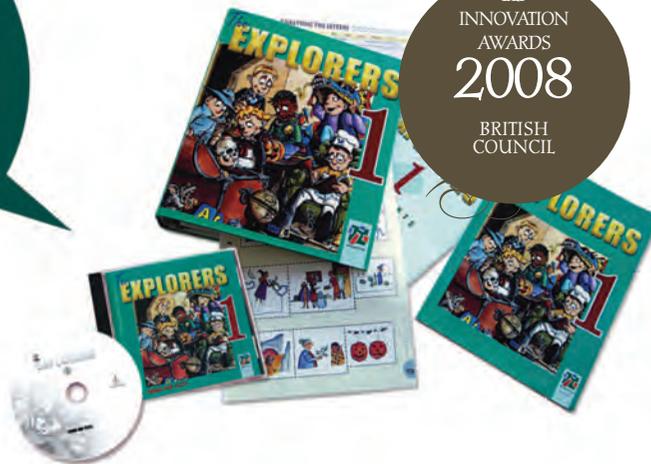
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