

Upstream

LEVEL B1+



Student's Book

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Express Publishing

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Vocabulary

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Grammar

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Speaking

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- present tenses
- *already, just, yet, (n)ever*
- stative verbs

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- relation to others

- requesting help
- making & accepting apologies
- describing people
- introducing oneself & others
- social expressions
- expressing admiration

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- a paragraph about your friend
- an informal letter giving news
- an article about stereotypes related to your country

- modals I (*must, have to, should, ought to, mustn't*)
- *will - going to*
- time words
- future tenses

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- forests

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- agreeing & disagreeing
- expressing interest

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- a letter to a friend about your plans to help the environment
- a letter asking for information

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- guided tours

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- telephone etiquette
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- asking about a problem/offering help
- recommending a film/game etc
- computer problems

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- describing pictures

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- an e-mail expressing regret
- a letter of application

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- giving an eye-witness account
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- Dos & Don'ts on how to defend yourself
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- modals II: possibility, probability, certainty (*may - might - must - can't - could*)
- making deductions/assumptions

- factfile
- precautions for avalanche
- extreme weather conditions

- expressing possibility
- making assumptions/deductions
- describing pictures

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- prepositions of place

- a sports survey
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- asking for/giving directions
- avoiding direct answers
- expressing facts

- a calendar for festivals
- an e-mail giving advice
- a survey report

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- socialise
- express admiration
- make suggestions & agree
- express interest

► **Practise ...**

- present tenses
- stative verbs
- modal verbs (*must, have to, should/ought to, mustn't*)
- the future
- idioms related to animals, plants
- forming adjectives, nouns
- phrasal verbs with *after, out*

► **Write ...**

- a short paragraph about your neighbour
- a short paragraph about your friend
- an informal letter giving news
- a short article about stereotypes related to your country
- a short article about wildlife habitats in your country
- a leaflet advertising an Environment Day your group is organising
- a short letter to a friend about what you are going to do to help protect the environment
- a letter asking for information
- a list of pesticides available in your local supermarket and their uses

► **Look at Module 1**

Find the page numbers for pictures 1-5.

► **Find the unit and page number(s) for**

- signs
- a quiz
- a cartoon strip
- a noticeboard
- a leaflet about wildlife
- an advertisement

► **Listen, read and talk about ...**

- how to be a good neighbour
- personality & appearance
- chores
- relation to others
- wildlife
- flora & rainforests
- pesticides

► **Learn how to ...**

- apologise & accept apologies
- request help
- describe people
- introduce yourself & others

Culture Clip: Do you really know the British?

Curricular Cut (Science): Pesticides

Eco-friends: 3Rs

1a Neighbours



1 water your plants when you're away



2 watch your house when you're away



3 feed your pet

Lead-in

- 1 What does a good or bad neighbour do? Look at the pictures and say.

A good neighbour waters your plants when you are away.

- 2 Think of your neighbours. How do the actions in the pictures make you feel: *angry? annoyed? embarrassed? thankful? grateful?*

A: I get very angry when my neighbours play loud music late at night.

B: Me too. I'm also annoyed when my neighbour does DIY at night. He makes so much noise.

Reading & Listening

- 3 a. Read the title of the text and look at the pictures again. What is the text about? Read through and check.



I don't know about 1), but the way I feel about my neighbours depends on the time of year and even the time of day. I'll tell you why.

I am a keen gardener but 2) my next-door neighbour has a large dog that loves digging. Every autumn I plant bulbs and every spring I look 3) to a wonderful display of tulips, daffodils and snowdrops. I'm always disappointed and it really gets me down. I'm sure my neighbour's dog digs the bulbs up and they're 4) given a chance to grow. I haven't



4 do the shopping for you

5 babysit your kids



STUDY SKILLS

Completing a multiple choice cloze

Read the whole text to get an idea about the topic and general meaning. Read again carefully. Read a complete sentence before deciding on your choice of answer. Once you finish, read the whole text again, with the answers, to see if it makes sense.

- b. Read the text and choose the correct word for each space. Listen and check. In groups, explain the words/phrases in bold. Mime or draw their meaning.

8 let their children run wild



9 drop litter in your garden



10 play loud music late at night

actually seen him do it, 5) I give him the benefit of the doubt. However, the same dog also does me a favour, because if he sees birds trying to eat any seeds I plant, he chases them away immediately. It's because of him that I have such a lovely vegetable patch. So you can see 6) sometimes I love him and at other times I hate him.

Then there's my other neighbour 7) the street. She's a lovely lady who waters my plants when I'm away and generally keeps an eye on things 8) me. Her three teenage children, on the other hand, are another story. They often sit on my garden wall in the evenings with their friends. They usually have chips and soft drinks and they stay there for hours, chatting cheerfully and laughing. It drives me crazy. They make a lot of noise and always leave their empty drink cans and chip papers 9) , which really gets on my nerves! I have to go out the next morning and clear away their rubbish. But what can I do? I need to keep on good terms with them because their mother is so good to me.

So, love them or hate them, unless you want to move 10) it's best to do what I do. You should try to get along with your neighbours, even if they annoy you at times.



6 do DIY at night



7 let their dog bark all day/night

Everyday English (apologising)

5 Work in pairs. You have been a bad neighbour. Use the language in the table to apologise. Your partner accepts your apology.

Apologising	
• Sorry!	
• I'm really/very/so/sorry about/for ...	
• I'd like to apologise/say sorry for ...	
• I'm sorry. I didn't mean to ...	
• I (do) apologise (for) ...	
Accepting an apology	
• Don't worry about it.	
• Not at all.	
• That's (quite) all right/OK.	
• It doesn't matter (at all).	
• Forget (about) it.	

A: I'm very sorry about the noise last night. I hope it didn't wake you up.

B: That's all right. I wasn't at home.

6 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

Writing

Portfolio: Write a short paragraph about a neighbour of yours (40-60 words). Write:

- name & general impression
- what you like about him/her
- what you don't like & reasons
- sum up your opinion

- | | | | | |
|----|----------------|-----------|-----------|-----------------|
| 1 | A me | B you | C us | D them |
| 2 | A accidentally | B luckily | C badly | D unfortunately |
| 3 | A ahead | B behind | C forward | D around |
| 4 | A never | B often | C usually | D always |
| 5 | A although | B so | C then | D but |
| 6 | A when | B where | C what | D why |
| 7 | A across | B over | C round | D opposite |
| 8 | A to | B for | C with | D and |
| 9 | A after | B off | C out | D behind |
| 10 | A home | B house | C address | D flat |

Speaking

4 Work in pairs. Use the article to act out a dialogue between the author and her neighbour about her neighbour's children.

Personality

- 1 a. Match the personality names (1-10) to the kind of behaviour they refer to (a-j). Are there any similar names in your language?

- 1 a scatterbrain
 2 a lazybones
 3 a chatterbox
 4 a nosey parker
 5 a killjoy
 6 a smart Alec
 7 a silly billy
 8 a high flier
 9 a workaholic
 10 a troublemaker

- a curious, likes to know other people's business
 b ambitious, achieves success easily
 c very hardworking, loves to work
 d causes problems between people
 e forgetful, disorganised
 f doesn't like to be active
 g boring, doesn't like to have fun
 h can't stop talking
 i behaves in a childish way, isn't sensible
 j thinks they are very clever

- b. Work in pairs. Choose names for some of your family, friends and neighbours and give reasons.

A: My brother John is a chatterbox.

B: Why do you say that?

A: Because he can't stop talking.

▶ Reading

- 2 a. What type of person are you? Do the quiz, check your score and then compare answers with your partner.

WHAT DOES YOUR BEDROOM SAY ABOUT YOU?

- 1 What is the first thing someone notices when they walk into your bedroom?
 A the posters B the furniture
 C the mess
- 2 What do you keep in your drawers?
 A souvenirs and knick-knacks
 B neatly organised essential items
 C magazines and sweet wrappers
- 3 Where is your favourite item of clothing right now?
 A in the wash
 B clean and hanging in the wardrobe
 C I'm wearing it.
- 4 What do you usually head straight for when you go into your room?
 A my CD player B my desk C my bed
- 5 What do you do if your mum tells you your room is messy?
 A tell her to stay out of my room
 B tidy up
 C hide everything under my bed
- 6 What is the last thing you do before you go to bed?
 A write in my diary
 B put out what I need for the next day
 C listen to my favourite CD



Mostly As: You are **creative** and **thoughtful**. You like to express yourself through art, music, writing or sport.

Mostly Bs: You are **sensible** as well as **ambitious**. You know what you want and you always plan ahead.

Mostly Cs: You are **easy-going** and **joyful** and take each day as it comes. You are **honest** and **caring** but value your privacy.

- b. Match the highlighted character adjectives in the quiz to the definitions below. Use them to describe your friends.

- | | |
|---------------------------------------|---------------------------|
| 1 develop original ideas, imaginative | 4 not get easily annoyed |
| 2 not do childish, silly things | 5 be helpful |
| 3 want to be successful | 6 not tell lies |
| | 7 be very happy |
| | 8 not upset others easily |

A: What is John like?

B: He's very sensible. He doesn't do childish, silly things.

Word formation (adjectives from verbs & nouns)

- 3 Use your dictionaries to complete the sentences (1-6) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings: **-ful, -ic, -ive, -ible, -ious, -less, -ish, -y, -ing**

- John is very He never remembers where his things are. (FORGET)
- Luke is I think he'll become a painter. (CREATE)
- He's very He wants to become rich and famous. (AMBITION)
- Ann's She always loses her things. (CARE)
- Don't be Think of others first. (SELF)
- He's very He tells the best jokes. (FUN)

Chores

▶ Speaking

- 4 Work in pairs. Use the table to find out which chores your partner does and how often.

• do the washing-up	• mop the floor
• tidy your room	• set the table
• clear the table	• feed the pet
• polish the furniture/the floors	• take out the rubbish
• change the sheets	• vacuum the carpets
• clean the bathroom	• dust the furniture
• clean walls/windows/ the over/ the bathroom	• put away clothes
	• clean out the fridge

- every day/morning/week/month/etc
- once/twice/three times a day/week/month/etc
- daily/weekly/monthly

A: How often do you do the washing-up?
 B: Once or twice a week. And you?
 A: I don't. My mum does it.

Everyday English

▶ Requesting help

- 5 Work in pairs. Use the phrases in the language box to act out dialogues as in the example. Use the activities in Ex. 4.

Requesting help	Agreeing/Refusing
• Can/Could you (please) ...?	• Sure. No problem!
• Do you mind (+ -ing) ...?	• Sure. That's fine.
• Do you think you could ...?	• Yes, of course.
	• I'm sorry, but ...
	• I'd like to, but ...
	• I'm afraid I can't. I ...

A: Do you mind setting the table?
 B: I'm sorry, but I must vacuum the carpets.

Phrasal verbs



- 6 Complete the sentences with the correct verb form. Choose a phrasal verb and draw a picture of it.
- Ann after her mum. She looks and behaves just like her. (resemble)
 - The policeman after the thief and caught him. (pursue)
 - My dad after my baby brother when Mum's at work. (take care of)

Animal similes

- 7 Use the words to complete the phrases. Which similes best describe your family/friends? Tell your partner. Give reasons.

- as sly as a
- as busy as a
- as blind as a

My grandfather is as blind as a bat. He can't see anything without his glasses.

- 8 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Writing

Portfolio: Write a short paragraph about your friend (40-60 words). Write:

- name
- what he/she is like, giving reasons
- your feelings about him/her

Look at me! I'm **standing** here today, a handsome young man – but I'm really over 200 years old!

Ladies and gentlemen, this special potion **comes** from the Amazon. It **makes** you look younger and live longer!

Really? Wow!

His secret is simple – he **drinks** a bottle of this potion every day.



Hmm. That sounds good. I'm **getting** married next month. I want to look much younger on my wedding day.



How much **does it cost**?

£100 a bottle!

That's expensive!



Is he really 200 years old or **is he kidding** us?

I honestly don't know. I've only **been** with him for 150 years!

Present simple, present continuous, present perfect

Grammar Reference

Reading & Listening

1 a. Look at the cartoon. What is the man selling? What is special about it? Listen and read to find out.

b. Look at the verb forms in bold in the cartoon. Find examples of:

- a permanent state
- an action happening at or around the time of speaking
- a habit or routine
- a fixed future arrangement
- an action which started in the past and continues to the present

What tense is used in each case?

Speaking

2 Fill in **do, go or have**. Then use the question words to find out about your partner's daily routine and free-time activities.

- 1) breakfast/lunch/dinner 2) out for a meal
 3) the washing-up 4) for a walk 5) to bed
 6) shopping 7) out with friends 8) the shopping
 9) homework 10) housework
 11) jogging 12) for a swim 13) to work/school
 14) to the cinema 15) a shower/a bath

- How often ...?
- Where ...?
- How ...?
- When ...?
- What time ...?

A: *How often do you go out for a meal?*

B: *Once a week.*

3 Read the example. Which tense is used for: timetables? future arrangements? Use the notes to act out short exchanges.



A: *What time does the film start?*

B: *It starts at 9:00, so we are meeting at 8:00.*

Already/Just/Yet/Ever/Never

- 4 Think of your day. What have you *already/just/not yet* done? Tell your partner.

I've already had lunch.

I haven't done my homework yet.

I've just had a coffee.

- 5 a. Work in pairs. Use the phrases to find out what your partner has (never) done before.

- play the trumpet • make a snowman
- ride a horse • speak to a famous person
- go to India • drive a car • eat caviar

A: *Have you ever played the trumpet?*

B: *No, I haven't. / Yes, I have.*

- b. Tell the class about your partner.

John has never driven a car.

Present perfect continuous

Grammar Reference

- 6 Read the sentences and answer the questions.

She has been working for him for a long time.

She has been working for him since 1992.

- 1 How do we form the present perfect continuous?
- 2 How do we use *for/since*?
- 3 Which question do the sentences answer?

- 7 Use the verbs to write true sentences about yourself and your family. Use *since* or *for*.

- study • work • play • live

I've been studying French for two years/since 2004.

Stative verbs

Grammar Reference

- 8 Read the theory box. Explain the meaning of both sentences in each pair. Make sentences of your own.

Stative verbs describe a state rather than an action (e.g. *like, love, hate, want, need, forget, remember, know, suppose*). They do not usually have continuous forms. Some stative verbs do have continuous forms but there is a difference in meaning.

- 1 a Linda **looks** unhappy.
b Linda **is looking** for her necklace.
- 2 a Tina's silk scarf **feels** very soft.
b Tina **is feeling** unwell today.
- 3 a Tom **has** his own flat.
b Tom **is having** a shower now.

- 4 a I **think** *The Lord of the Rings* is fantastic.
b I'm **thinking** of buying *The Lord of the Rings*.
- 5 a This cake **tastes** delicious.
b She's **tasting** the soup to see if it's spicy.

- 9 Put the verbs in brackets into the *present simple/continuous* or *present perfect simple/continuous*.

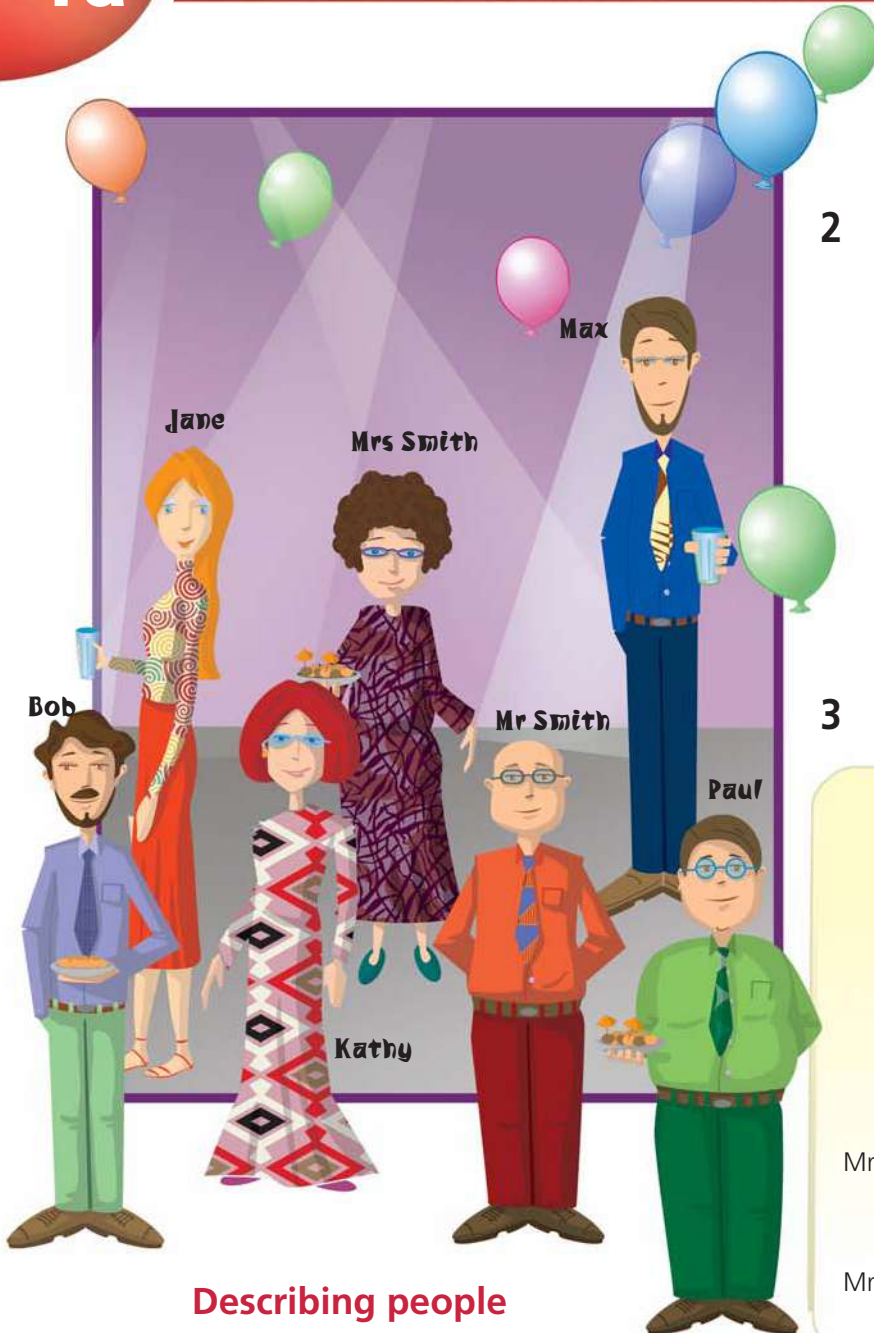
- 1 A: (you/see) Mary recently?
B: No, (not/talk) to her since last month.
- 2 A: Why (you/taste) the milk?
B: It (smell) strange. I think it (go off).
- 3 A: Where (you/go)?
B: Shopping. (you/want) anything?
- 4 A: You (look) tired.
B: Yes. I (work) since 9 o'clock this morning.
- 5 A: Where (Tony/live)?
B: In London – but at the moment he (stay) in Bahrain.
- 6 A: (you/come) to Ann's party tonight?
B: I'd love to, but I (fly) to London. The plane (leave) at 10:30.

Sentence transformations

- 10 The sentences below are about chores. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 I hate doing the washing-up.
I don't the washing-up.
- 2 Take out the rubbish, please.
Could you rubbish?
- 3 She dusts the furniture every two weeks.
She dusts the furniture month.
- 4 It's a week since I last tidied my room.
I my room for a week.
- 5 Can you please mop the floor?
Do you mind floor?

- 11 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.



Describing people

▶ Speaking

- 1 a. Look at the picture. Who:
- has got: curly/wavy/straight/short/long/
brown/fair hair?
 - a moustache/a beard/glasses?
 - is: plump/thin/slim?
 - short/tall/of average height?
 - bald?
 - in their early/late thirties/twenties/teens?
 - middle-aged/old?

- b. Choose a person in the picture and describe him/her to your partner.

Max is tall and slim with short brown hair. He's in his early thirties. He's got glasses and a beard.

Introducing ourselves/others

▶ Reading

- 2 Which of the following phrases do we use to introduce: *ourselves?* *others?*
- 1 Hello there!
 - 2 We haven't met before, have we?
 - 3 Jane, meet Bob.
 - 4 Pleased to meet you.
 - 5 Mr Smith, may I introduce Jane Sharp?
 - 6 I don't believe we've met before. I'm Bob Grant.
 - 7 How do you do?
 - 8 Hi – I'm Max.
 - 9 Mr Smith, I'd like you to meet Paul Brown.

- 3 Complete the conversation with sentences from Ex. 2. Listen and check.

Jane: Hi, Max! This is a great party, isn't it?

Max: Hello there! Yes, it is. **a** We work together at Smith's. Bob, this is Jane, my next-door neighbour.

Jane: **b**, Bob.

Bob: Nice to meet you too, Jane.

Max: Oh! I don't believe it! There's our boss and his wife standing over there.

Bob: Oh no! He's coming over. I'll see you later.

Mr Smith: Good evening, Max.

Max: Hello. **c** Jane, this is my boss, Mr Smith.

Mr Smith: **d**.

Jane: Pleased to meet you.

Read again. What are the relationships between these people?

Mr Smith and Mrs Smith	husband and wife
Jane and Max	strangers
Max and Bob	neighbours
Bob and Mr Smith	co-workers
Jane and Mr Smith	employer and employee

- 4 **Portfolio:** Work in groups. You are at a party. Use the phrases in Ex. 2 to introduce the people. Record yourselves.

GAME

Play in teams. Take turns describing a person in the class (height, build, hair, eyes, etc). The other team try to guess who the person is.

Relationships

▶ Listening

- 5 a. Listen and match the people to the character adjective and then to their relationship to Jean. There are some words you don't need.

People	Character	Relationship
Tom	talkative	co-worker
Tina	funny	brother
Jane	energetic	cousin
David	likeable	classmate
	mean	best friend
	friendly	neighbour

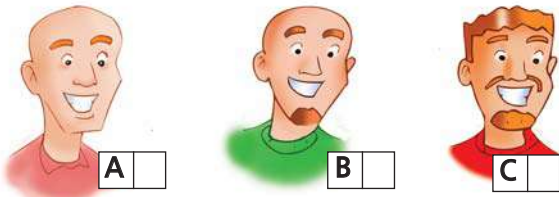
- b. Work in pairs. Write down the names of three people you know. Exchange papers and find out about each person.

A: *Who's Sarah?*
 B: *She's my best friend.*
 A: *What does she look like?*
 B: *She is tall and slim, with long black hair and green eyes.*
 A: *What is she like?*
 B: *She's funny, friendly and talkative.*

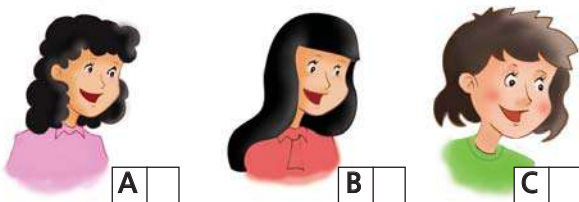
▶ Listening

- 6 Listen, choose the correct picture for each question and put a tick (✓) in the box.

1 Which one is David?



2 Which one is Kim?



3 What is Ann going to do on her birthday?



Social expressions

- 7 Match the exchanges. Listen and check.

1	Good night.	a	Just fine, thanks.
2	Have a nice weekend.	b	Take care. Have a nice day.
3	How're things?	c	Sleep well.
4	Bye. I'm off to school now.	d	No, no. It's my turn.
5	Let me buy you lunch.	e	Never mind. You're here now.
6	Sorry I'm late.	f	Thanks. The same to you.

STUDY SKILLS

Improving pronunciation

Focus on stress and intonation. This helps you sound more natural.

Expressing admiration

- 8 Listen to the sentences. Listen again and repeat.

- What beautiful eyes!
- What a lovely scarf!
- How funny he is!
- This is a lovely party, isn't it?
- This is just great!

- 9 Look at the picture. In pairs, discuss it as in the example.



A: *Where do you think the picture was taken?*
 B: *It was probably taken ...*
 A: *What can you see in the picture?*
 B: *I can see ...*
 A: *What are the people doing?*
 B: *They seem to be ...*
 A: *Do you get on with your neighbours? etc*

- 10 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Getting started

- 1 Do you write letters to your friends/pen-friends? How often? What do you write to each other about? Ask and answer in pairs.

Looking closer

- 2 Anna is an exchange student in the UK. Read her letter to her friend and put the paragraphs in the correct order.

Dear Penny,

a My host family are wonderful! Mr Brown is really funny. He's always telling us jokes. Mrs Brown is great, too. She's a fantastic cook and keeps making me cakes and lots of other lovely things! Their daughter Cindy is our age. She's really cool. We often go shopping together. Last, but not least, there's Andy, Cindy's fourteen-year-old brother. He is quite shy and likes playing football.

b Anyway, got to go now – I've got an English exam tomorrow. Keep in touch!

c I really like going to school here! The teachers are very helpful. It's great fun learning another language! My classmates are all really friendly, especially Sally. She helps me out and is very kind. Charlie is the class clown. He's always getting into trouble for making everyone laugh!

d How are things going? Just dropping you a line to tell you about life here in York.

Love,
Anna

- 3 Read the letter and find examples of *short forms*, *phrasal verbs* and *everyday vocabulary*.

Opening/Closing remarks

- 4 Mark the phrases in the following list as **OR** (opening remarks) or **CR** (closing remarks).

- Write back soon and tell me your news.
- Sorry I haven't been in touch for a while.
- Hi! What's up?
- Hi! Guess what?
- I'm writing to let you know that ...
- Can't wait to see you.
- Well, that's all from me.
- Bye for now.
- Got to go now.

STUDY SKILLS

Understanding rubrics

To plan your piece of writing, read the rubric carefully and underline the key words. Key words indicate: the type of writing, the target reader, who you are, the writing style, the reason for writing and the topics you are going to write about. These will help you decide what you will write.

Your turn

- 5 Read the rubric and underline the key words. What information do they give you?

- You have recently moved to another town.
- This is part of a letter you received from a friend.

Hope you like the new area. What are your neighbours like? Have you made any new friends? What about your new classmates? Write back soon.
Jenny

Now write a letter answering your friend's questions (100-120 words).

- 6 **Portfolio:** Answer the questions in the plan, then write your letter (100-120 words).

Plan

Dear + (*your friend's first name*)

Introduction

(Para 1) *How are you going to greet your friend? Why are you writing the letter?*

Main Body

(Paras 2-3) *What are your new neighbours like? What new friends have you made? What are they like? What are your classmates like?*

Conclusion

(Para 4) *What are your closing remarks? How will you sign off?*



Why are you late, Stan?

I was on time until I saw a sign that said "SLOW DOWN - SCHOOL AHEAD."



What comes to mind when you think of London? Even if you've never **0) been** there, you will probably think of Big Ben and double-decker buses. What about the British? Again, even if you've **1)** met any British people, you will probably come up with ideas such as **punctual, reserved, old-fashioned** or **polite**. But what are the British really like?

Do you really know the British?



Bob

The most common picture depicting a typical Englishman is a man wearing a **bowler hat** **2)** reading *The Times* newspaper. However, bowler hats are rarely seen in England nowadays!



John

The British sense of humour is very **subtle**. A lot of people find it hard to understand our jokes. This is probably the reason **3)** we have a **reputation** for being very sarcastic. However, our sense of humour allows us to make fun of ourselves and see life in a **comical light**.

We are very polite! We say "Please" and "Thank you" a lot. We even thank the bus driver for the ride when we get off the bus! A lot of people think it is extreme, **4)** **politeness** is an important part of our daily lives!



Ann



Lucy

The British are famous for their **stiff upper lip**. If you keep a stiff upper lip, you are trying not to show you are upset. However, the fact that we don't show **5)** **emotions** doesn't mean that we don't have any!

▶ Reading & Listening

- 1 Which of the following adjectives would you associate with the British? Why? Discuss it in pairs.
 - reserved • loud • old-fashioned • organised
 - cold • eccentric • sensitive • tolerant
 - punctual • sarcastic • polite
- 2 a. Look at the title of the text. What do you expect it to be about? Read and check.
 b. Read and complete the gaps (1-5). Listen and check. Then explain the words in bold.
- 3 Say three things you remember from the text.

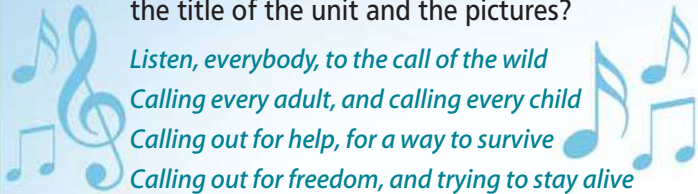
▶ Speaking

- 4 Which of the adjectives in Ex. 1 do you associate with the people in your country? Discuss it in pairs.
- 5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.
- 6 **Project:** Work in groups. Think of some stereotypes related to the people in your country. Write a short article for an international student magazine. Illustrate it with pictures.

2a Call of the wild

Lead-in

- 1 Listen and read the song. How is it related to the title of the unit and the pictures?



*Listen, everybody, to the call of the wild
Calling every adult, and calling every child
Calling out for help, for a way to survive
Calling out for freedom, and trying to stay alive*

- 2 Discuss each picture, using the notes below:

- type of animal: *mammal, reptile, amphibian, etc*
- natural habitat:
land – jungle, forest, woodlands, prairie, mountains, etc
water – pond, river, lake, wetlands, ocean, etc
- endangered by:
hunting/fishing – for food, for its fur/etc, as pets, etc
habitat changes – fires, cutting down trees, pollution, building houses/roads/fences, etc

Chimpanzees are mammals that live in forests. They are endangered because their habitat is destroyed when the forests they live in are cut down. People also hunt them for food or to sell as pets.

Reading

- 3 a. Look at the title of the text and the headings. What do you think you are going to read about? Listen, read and check.

STUDY SKILLS

Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each section helps you understand the author's purpose.

- b. In pairs, find the main idea in each paragraph. What is the author's purpose in writing?

- 4 Look at the sentences (1-10) about wildlife and habitats. Read the text carefully and mark each sentence as **T** (true) or **F** (false). Then explain the meanings of the words in bold. In pairs, think of another title for the text.

- 1 Britain has a wide variety of wildlife.
2 All animals need a lot of space to live in.

- 3 Wildlife habitats are only found in the countryside.
4 Pond habitats are smaller than woodland habitats.
5 Half of all British wildlife is in danger of disappearing.
6 There aren't any places left for animals to live in.
7 Many animals' habitats are no longer the same.
8 There are fewer ponds these days because of man.
9 It's too late to save animals from extinction.
10 Making a pond in your garden can help wildlife.

Speaking

- 5 Imagine you work for the Environment Agency. Use the headings in the text to talk about British wildlife and habitats.

Listening

- 6 You are going to listen to someone talking about endangered species. Listen and write **Yes** or **No** next to each sentence.

- 1 There are around 12,000 endangered species today.
2 The Red Data List gives details of endangered wildlife.
3 Many plants are also endangered because of humans.
4 The European bison is endangered because of hunters.
5 The red wolf is endangered because man has cut down the trees.

- 7 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

Writing

Portfolio: Work in groups. Collect information about two wildlife habitats in your country and the animals that live there. Write a short article about them (50-80 words) for a teen magazine. Write: *where they are, what lives there, your opinion.* Decorate your article with pictures.

UK Wildlife - SOS!

What is wildlife?

'Wildlife' means all the plants, animals and other living things found **in the wild**. These can be mammals such as **squirrels**, reptiles like the sand **lizard**, fish, insects, and **tiny** little animals that you can't see easily.

What are habitats?

Habitats are the places where plants and animals live. They are all around us – on the land, in the water, in the city and in the countryside. Habitats can be large, like **woodlands** and **farmlands**, or small, like **ponds** and **hedgerows**. Some animals live in really tiny places, like the space between **sand grains**!

What is happening?

In the UK alone, there are about 37,000 different species of animals and 65,000 different species of plants. Sadly, though, over the last 100 years more than 170 plant and animal species have completely disappeared.

Today, about 15% of all British wildlife is still **at risk**, especially animals such as the otter and the brown hare. Unless we do something to help, things will only get worse.

The main reason why some types of plants and animals are becoming **endangered species** is that their habitats are lost or have changed. Animals like **moths**, birds and **bats** have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are **no longer** suitable for the animals and plants to live in because they are polluted, or people have filled them in.

What can we do?

We need to save many species of endangered British wildlife from **extinction** before it is too late. You can help by supporting **environmental groups** like the Environment Agency that are working to protect our **rare** wildlife and habitats from the danger of disappearing forever. You can even create a small wildlife habitat yourself, by making a pond at school or in your garden.

For a leaflet about how to create your own wildlife pond, please call: 0645 333 111.

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bald eagle



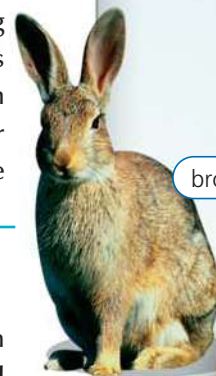
Bengal tiger



bison



chimpanzee



brown hare



spotted dolphin



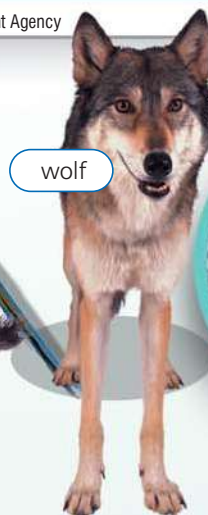
sea turtle



panda



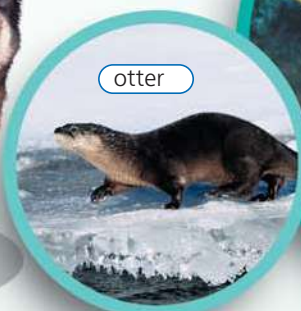
macaw



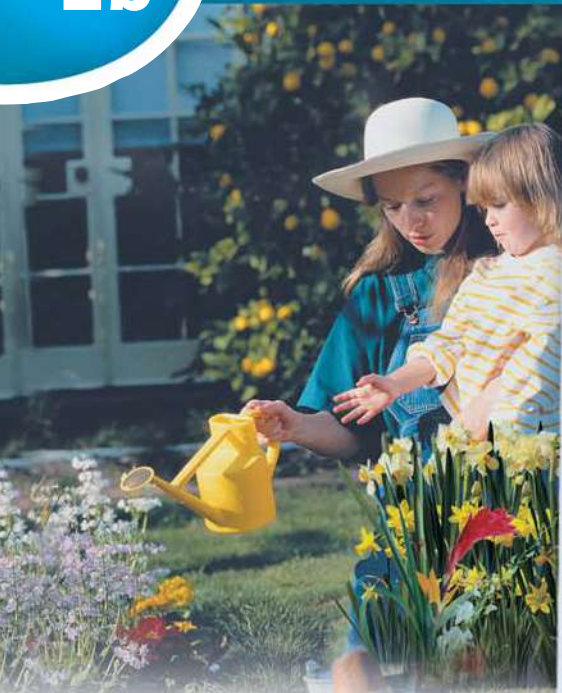
wolf



chinchilla



otter



Flora

- 1 Look at the picture.
In pairs, say:

- where the picture was taken
- what you can see
- what the people are doing
- what they are wearing/feeling

▶ Listening

- 2 a. You are going to listen to somebody talking about why trees are important. Listen and choose the correct words.

Trees are important

- reduce 1) **warmth/heating** and cooling costs
- protect us from ultraviolet radiation
- reduce 2) **wind/air** and soil erosion
- remove CO₂ from the 3) **ground/atmosphere** and release oxygen
- provide shelter and 4) **food/housing** for plants and animals
- reduce noise, dust and 5) **air/water** pollution

- b. Use the notes above to give a short talk on why trees are important.

How to make a **Wildlife** Pond

You 1) make a wildlife pond in your garden quite easily, whether you live in the country or in the city.

When?

The best time 2) year to do it is in November. Then the pond will be 3) by the spring.

Where?

Where you put the pond is 4) important. First, it needs to be on level ground¹. Secondly, it 5) to be somewhere that is quite sunny but also with some shade².

What with?

The pond needs to have a lining³ 6) that the water stays in. You can buy a flexible pond liner from a garden centre. You also need to put

7) soft under the lining so it doesn't tear⁴. You can use old newspapers if you like.

Now what?

Dig the hole for the pond. You can make it the size and shape that you want but it has to be at 8) two feet deep in the middle and shallow⁵ around the edges. Clear away all the stones, put in the newspapers and the pond liner and add the water.

What about the wildlife?

9) two weeks you can add pond plants in and around the pond. As 10) the animals, most of them will turn up⁶ on their own – not at once, but over time.

¹ earth

² protection from sunlight

³ layer of plastic

⁴ pull apart, get a hole

⁵ not deep

⁶ appear

▶ Reading

- 3 a. Read the title of the text above and the headings. In pairs, try to answer the questions. Read and check.

- b. Complete the text with the correct word for each space. Listen and check.

- | | | | |
|-------------|-------------|--------------|-------------|
| 1 A can | B could | C may | D might |
| 2 A in | B at | C of | D to |
| 3 A ready | B available | C complete | D arranged |
| 4 A very | B too | C much | D many |
| 5 A must | B can | C has | D should |
| 6 A because | B so | C to | D for |
| 7 A nothing | B anything | C everything | D something |
| 8 A most | B least | C best | D worst |
| 9 A When | B Later | C Before | D After |
| 10 A for | B far | C with | D to |

Taking action

- 4 a. Use the verbs to complete the phrases: *plant, start, recycle, adopt, raise, send, use*.

1 a campaign to protect the environment; 2 money; 3 trees; 4 rubbish; 5 letters to local papers; 6 an animal; 7 public transport

- b. Work in groups. Suggest ways you can help protect the environment.

A: *I think we should plant some trees.*

B: *That's a good idea. We can also ...*

Social issues

► **Speaking**

5 Look at the pictures. Use the ideas to discuss technology and modern life.

Man's achievements

+	travel faster	←	→	there is a lot of air pollution
	have better living conditions	←	→	animals lose their habitat
	produce things faster and better	←	→	factory waste pollutes the water
	communicate better	←	→	people are lonely
	people's lives can be saved	←	→	people still die of starvation or illness

A: *Man has made cars and aeroplanes, so we can travel faster.*
 B: *That's true ... but on the other hand, there is a lot of air pollution.*

Prepositional phrases

6 Underline the correct preposition in bold. Check in your dictionaries. Make sentences using the phrases in italics.

- 1 A lot of animals are **at/in** risk of extinction.
- 2 We must *protect* habitats **of/from** disappearing.
- 3 You can help *save* animals **of/from** extinction.
- 4 Chinchillas are **at/in** danger of extinction.
- 5 'Wildlife' means animals living **at/in** the wild.

Similes

7 Match the pairs of words, then use the phrases to complete the sentences. Are there similar expressions in your language?

- 1 Jane has got a lovely suntan – she's
- 2 I went to bed late last night, but I feel this morning.
- 3 When he started working for the company he was, but now he is much more experienced.
- 4 Snow White has skin as white as snow and lips

Phrasal verbs



8 Complete the sentences with the correct tense/ form of the phrasal verbs.

- 1 Unless we do something soon, many species will out. (**become extinct**)
- 2 I can't out what type of insect this picture shows. (**see/understand**)
- 3 If we don't start protecting wildlife habitats, many animals will out of places to live. (**have no more**)
- 4 Tom is out – he's been digging a hole for a pond all morning. (**exhausted**)
- 5 Paul Sterry has out a book of beautiful wildlife photographs. (**published**)

9 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.



Portfolio: Work in groups. Prepare a leaflet advertising an *Environment Day* your group is organising. List the activities you are going to do.

Modal verbs – “must”/ “have to”, “should”/ “ought to”, “mustn’t”



1 Read the speech bubbles. Which of the modals in bold express:

- prohibition (it’s wrong/against the law)?
- advice/suggestion (it’s the right thing to do)?
- obligation/duty/necessity (it’s the law)?



► **Speaking**

2 Look at the signs below. Make full sentences using *must/have to*, *mustn’t* or *should* to explain what they mean.



1 People *mustn’t* ride their bikes on the public footpath.

Advice For The Public



You 1) treat the countryside as you would treat your home.

• **Be safe – plan ahead and follow any signs**

When you go for a walk, you 2) check the weather forecast before you set off and refer to up-to-date maps.

• **Leave gates and property as you find them**

You 3) climb over fences or hedges or touch machinery. In fields with crops you 4) follow the paths around the edges. Do not walk across them.

• **Protect plants and animals and take your litter home**

You 5) drop litter – it is dangerous to wildlife and can spread diseases.

• **Keep dogs under close control**

By law, you 6) keep your dog on a short lead near farm animals.

• **Consider other people**

You 7) show respect for local people. Drive slowly and don’t block gateways with your car.

► **Reading & Listening**

3 Read the text above and complete the gaps with *must*, *mustn’t* or *should*. Listen and check.

4 Imagine you are taking a school class on a trip to the countryside. Tell the students what they *must/mustn’t/should/shouldn’t* do.

Word formation (forming nouns from verbs)

5 Use your dictionaries to complete each sentence with the noun derived from the word in bold.

We can form nouns from verbs by using the following suffixes: *-ion* (*prevent-prevention*), *-ation* (*converse-conversation*), *-sion* (*explode-explosion*), *-tion* (*suggest-suggestion*)

- 1 There is a meeting on elephant next week. (CONSERVE)
- 2 We’ve got a huge of paintings by this artist. (COLLECT)
- 3 You can ask questions at the of the programme. (CONCLUDE)
- 4 The zoo announced that there will be a in staff because of financial difficulties. (REDUCE)
- 5 Recycling helps control environmental (POLLUTE)

"Will"/"Going to"

Grammar Reference

- 6 Match sentences 1-3 to what they express: *a future plan/intention, a prediction based on what we see, a prediction based on what we think/believe.*

- 1 Look at those dark clouds! **It's going to rain.**
- 2 I'm **going to join** Greenpeace this year.
- 3 I think he **will succeed.**

- 7 a. Peter's class have made some decisions to help the environment. Ask and answer.

- 1 join an environmental group (✓)
- 2 make a pond at school (✓)
- 3 go on a school trip to the countryside (✗)
- 4 take part in a clean-up campaign (✓)
- 5 buy wildlife posters (✗)
- 6 visit a wildlife park (✓)

A: *Are they going to join an environmental group?*

B: *Yes, they are. Do you think they will ...*

- b. What are you going to do to help protect the environment? Discuss.

Future continuous, future perfect

Grammar Reference

- 8 a. Which verb form expresses: *a previously arranged action? an action in progress at a certain time in the future? an action finished before a certain future time?*

- 1 This time next week I'll **be travelling** to Spain.
- 2 This time next week I'll **have finished** my project.
- 3 I'll **be seeing** Ann tonight.

- b. Put the verbs in the correct tense.

- 1 A: How long have you been in this club ?
B: By the end of June I
..... **(be)** with them for a year.
- 2 A: Aren't you meeting Bob?
B: By the time we get there, he
..... **(leave).**
- 3 A: When's your Science test?
B: This time tomorrow I **(sit)** it.
- 4 A: We **(meet)**
Tom tonight. Would you like to come?
B: I'd love to but I can't.

- 9 What will you be doing: *at 6 o'clock tomorrow afternoon? at 8:30 Sunday evening? What will you have done by the time you are 30?*

Time words & the future

Grammar Reference

- 10 a. Read the examples. What tense do we use after time words (*when, until, before, as soon as, after, etc*) to refer to the future?

He'll come **as soon as** he finishes work.

I'll leave **when** she gets here. (time word)

BUT: **When** will she get here? (question word)

- b. Put the verbs in brackets into the present simple or future.

- 1 Can I see Ann before she
(leave)?
- 2 We **(wait)** until
you're ready.
- 3 She **(meet)** Dave
before she goes home.
- 4 What will he do after he
(finish) school?
- 5 What does she want to be when she
..... **(grow up)**?

Sentence transformations

- 11 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Without breeding programmes, many animal species may disappear.
Without breeding programmes, many animal species out.
- 2 Why don't we take the children to the zoo?
We the children to the zoo.
- 3 My intention is to help the environment.
I'm help the environment.
- 4 It's against the law to drop litter in the street.
You litter in the street.
- 5 The law says you must keep your dog on a short lead near farm animals.
By law, to keep your dog on a short lead near farm animals.

- 12 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.



Portfolio: Use your answers in Ex. 7b to write a short letter to your friend about what you are going to do to help protect the environment.



- 1 Look at the picture. Listen to the sounds. Imagine you are exploring this area. What can you *see/hear/smell/touch/taste/feel*?

► **Intonation**

- 2 Listen and repeat. Which words are stressed? Which sentences express: criticism? apology?

Don't you just love it here?
 What are you doing?
 What's wrong with that?
 Pick up your rubbish!
 Sorry – I didn't think of that.
 That's no excuse.
 Well, I suppose you're right.

► **Reading**

- 3 The sentences above are from the dialogue. What do you think the dialogue is about? Listen, read and check.

- 4 Read the dialogue again and complete the sentences.

- 1 Matt likes forests because ...
- 2 John wants ...
- 3 Matt gets angry with John because ...
- 4 John can't find ...
- 5 Matt persuades John to ...

Matt: Don't you just love it here? Forest as far as you can see, fresh air, silence ...

John: Yes, it's great. I'm getting hungry, though, so let's take a snack break.

Matt: All right – but not for long. We've still got plenty to see!

John: OK.

Matt: What are you doing?

John: Throwing my rubbish away. What's wrong with that?

Matt: Pick up your rubbish! We were just admiring nature, and you decide to drop litter in the forest!

John: Sorry – I didn't think of that. Anyway, it's not like there's a rubbish bin here!

Matt: That's no excuse. You're polluting the forest! Animals live here. People camp here. They deserve a clean environment.

John: Well, I suppose you're right. I'll pick it up.

Matt: That's more like it!

Making suggestions & agreeing

- 5 In pairs, use the language in the table, the ideas listed and your own ideas to act out conversations as in the examples.

- help save forests / use less paper / plant new trees
- cut down on rubbish / recycle paper, plastic and glass / reuse plastic bags
- protect wildlife / join an environmental group / create a wildlife habitat in our gardens
- save energy / use solar power / use energy-efficient light bulbs

A: *Let's help save our forests by using less paper.*

B: *That's a good idea! We could also plant new trees.*

A: *Good thinking.*

Making suggestions	Agreeing
<ul style="list-style-type: none"> • Let's ... • Why don't you/we ...? • How about (+ ing)? • Why not (+ inf)? 	<ul style="list-style-type: none"> • OK. Why not? • That's a(n) excellent/good idea! • Good thinking. • (What a) good/great idea!

6 Look at the picture. Use the questions to discuss it in pairs.


- 1 Where / picture taken? (*In a ...*)
- 2 What / you / see? (*I can ...*)
- 3 How / people / feel? (*They ...*)
- 4 Why / they / do this? (*Because ...*)
- 5 How / you / help / environment? (*I ...*)

STUDY SKILLS

Listening for specific information

Before you listen, read the questions and try to guess each answer. Listen the first time and check your guesses. Check each answer again carefully when you listen for the second time.

▶ Listening

7  You will hear someone talking about forests. Read the questions. Can you guess the correct answer? Listen, and put a tick (✓) in the correct box for each question.

- 1 Why does David think forests are important?

A	<input type="checkbox"/>	They support 60% of the world's wildlife.
B	<input type="checkbox"/>	They provide jobs.
C	<input type="checkbox"/>	They help keep the climate in balance.
- 2 Why do some companies do research on forest plants?

A	<input type="checkbox"/>	to find new products
B	<input type="checkbox"/>	to find different kinds of food
C	<input type="checkbox"/>	to discover new medicines
- 3 In some parts of the world, forests provide the local people with

A	<input type="checkbox"/>	most of the food they eat.
B	<input type="checkbox"/>	wood to make all their furniture.
C	<input type="checkbox"/>	the only way to heat their houses.
- 4 Most of the wood taken from forests

A	<input type="checkbox"/>	is used for paper.
B	<input type="checkbox"/>	is burned as fuel.
C	<input type="checkbox"/>	is cut down for timber.
- 5 What harms forests the most?

A	<input type="checkbox"/>	forest fires
B	<input type="checkbox"/>	human actions
C	<input type="checkbox"/>	climate change
- 6 What does David say we can do to save forests?

A	<input type="checkbox"/>	plant trees and recycle paper
B	<input type="checkbox"/>	buy less recycled paper
C	<input type="checkbox"/>	choose wood products from trees you grow yourself



Expressing interest

▶ Speaking

8 Read the example. Look at the facts and the language box. In pairs, act out dialogues as in the example. You can also use ideas from Ex. 7.

A: *Scientists have identified more than 2,000 species of fish in the Amazon Basin.*

B: *Is that so?*

Amazon Rainforest

FACTS IN FIGURES

- **1/5 of the world's fresh water is in the Amazon Basin.**
- **Only 200,000 Indians live there nowadays.**
- **More than 20% of the world's oxygen is produced there.**

Expressing interest

Really! Is that so? How interesting! I never knew that!

9 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.



Getting started

- 1 Read the advert below. What is it about? What information does it give?

How long / last?

What time / start?



How much / cost?

When / closing date / entries?

If you wanted to join in the activity, what further information would you like to have? In pairs, make complete questions from the notes in blue.

Let's look closer

- 2 Read and complete the letter with the phrases (a-f). What is each paragraph about? How does this letter differ from the one on p. 14?

Dear Mr Baxter,

1) with regard to your advertisement in the Evening Reporter. I am interested in taking part in the nature walk and I would like some further information about it.

2), does it cost anything to take part or is it free? I would also like to find out what time the walk starts, as well as how long it lasts.

3), I would like to know whether I need to wear special clothing or bring anything with me. 4), will refreshments be provided or do I have to bring my own? 5), could you tell me when the closing date for entries is?

Thank you in advance for your help. 6) to hearing from you.

Yours sincerely,
Jane Lipman
Jane Lipman

- | | |
|------------------|---------------|
| a To begin with | d Finally |
| b I look forward | e For example |
| c I am writing | f In addition |

Direct/Indirect questions

- 3 a. Read the questions below. How does word order differ in direct and indirect questions?

Where is Tom? (direct)

Do you know where Tom is? (indirect)

- b. Use the expressions in the box to change the direct questions to indirect questions.

Can/Could you (please) tell me/let me know ...?
I would like to/be interested to know/find out ...

- 1 What time does it start?
- 2 How much does it cost?
- 3 Do I need any special equipment?
- 4 How long does the nature walk last?

- c. Find all the questions in the letter. Which ones are direct, and which are indirect?

Your turn

- 4 Portfolio: Read the rubric, answer the questions, then write your letter (100-150 words).

- You saw this poster on your school noticeboard and you would like some more information. Write a letter using the notes you made.



Plan

Dear Mr/Mrs/Miss + (the surname of the person)


Introduction What are your opening remarks?
(Para 1) Why are you writing?

Main Body What information do you want?
(Paras 2-3) What questions will you ask?

Conclusion What are your closing remarks?
(Para 4)

Yours sincerely + (your full name)

► **Reading & Listening**

- 1 Look at the picture and the title. Think of five questions about the subject. Does the text answer them? Read and check.
- 2 Read the text and mark the sentences **T** (true) or **F** (false). Then explain the words in bold.
 - 1 Pesticides are chemicals.
 - 2 Pesticides harm crops.
 - 3 Pesticides protect wildlife.
 - 4 Pesticides are dangerous.
- 3 Read again. What do the highlighted words refer to?
- 4  In pairs, fill in the gaps with the numbers below. Listen and check.

• 37 • 500 • 400 • 31,000

Did you know?

- 1) tonnes of pesticides are sprayed on UK land each year.
- 2) pesticides have been banned in the UK. Europe has stopped using 3) different pesticides in the last 10 years.
- 6 pesticides are approved for use in organic farming, but non-organic farmers can use about 4)

► **Speaking**

- 5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

► **Project**

- 6 Go to a supermarket near you and make a list of all the pesticides. What is each used for?

Pesticides

What are pesticides?

A 'pest' is any living thing that **harms** crop growth, carries **disease** or causes damage. Some methods of pest **control** are natural, but other methods use chemicals called pesticides. Fly spray, rat **poison** and similar things you may use in everyday life are all pesticides.

Why do we need pesticides?

Farmers use pesticides to protect crops from insects, diseases and **weeds** while **they** are growing. **They** also prevent rats and mice, flies and other insects from **contaminating** foods when **they** are stored.

Pesticides help us control ants and **cockroaches** in our homes and destroy **mites** and **ticks**. Pesticides in wood and wool make our furniture and clothes last longer.

Why are people concerned about the use of pesticides?

Pesticides can be useful, but **they** can also harm people, wildlife and the environment. This is why there are strict controls over **their** sale and use.

Many people **object** to **their** use because pesticides can contaminate our drinking water and cause health problems.

Some of the most commonly used pesticides are **toxic** to animals and humans and large amounts make us ill. **They** can give us headaches and stomach ache, damage our skin, hair and nails, and lead to weight loss. Experts believe that some of **them** can even cause **cancer**.

Vocabulary & Grammar

1 Fill in the missing word.

- 1 Cutting trees can destroy animal habitats.
- 2 Her brother loves to work. He is a
- 3 Tony keeps a(n) on things when I'm away.
- 4 He tries to keep on good with his neighbours.
- 5 Richard after his father. Both have got black hair and blue eyes.
- 6 Can you out the rubbish?
- 7 Please do me a Watch my house when I'm away.
- 8 This awful music drives me
- 9 They've been studying English last May.
- 10 He's always as as a bee.

(10 marks)

2 Circle the correct item.

- 1 We can a wildlife habitat by making a pond.
A recycle B fill in C create
- 2 You let your dog bark all night.
A don't have to B shouldn't C must
- 3 A lot of people are still dying of
A erosion B habitat C starvation
- 4 Cindy tries to get with her neighbours.
A along B clear C after
- 5 Her sister is very She writes poems.
A sensible B creative C organised
- 6 Could you please do the washing-..... tonight?
A up B out C off
- 7 A lot of animals are in of extinction.
A illness B danger C risk
- 8 He has cleared the table.
A already B since C yet
- 9 Many plants and animals are species.
A natural B wildlife C endangered
- 10 Why don't we send a letter to the newspapers?
A fresh B local C public

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 Heather Black has published a book about endangered species.
Heather Black out a book about endangered species.
- 2 It's against the law to drop litter on the pavement.
You litter on the pavement.
- 3 Could you change the sheets?
Do you the sheets?
- 4 Our neighbour takes care of my baby sister whenever my parents are at work.
Our neighbour my baby sister whenever my parents are at work.
- 5 Can you describe Peter to me?
Can you tell me what

(10 marks)

4 Complete the sentences with the correct word derived from the words in bold.

- 1 You must be very when you drive. **CARE**
- 2 Ann is a very person. **IMAGINE**
- 3 We must save endangered animals from **EXTINCT**
- 4 Mr Harris is very; he doesn't do childish or silly things. **SENSE**

(8 marks)

Communication


5 Complete the exchanges.

- | | |
|-------------------------------------|-----------------------------|
| a What's he like? | d That's an excellent idea! |
| b Don't worry about it. | e Pleased to meet you. |
| c Could you tidy your room, please? | |
- 1 A: Why don't you join an environmental group?
B:
 - 2 A: We haven't met before, have we? I'm Judy Green.
B:

- 3 A:
 B: He is talkative and friendly.
- 4 A:
 B: Sure. No problem!
- 5 A: I'm sorry. I didn't mean to forget your book.
 B:

(10 marks)

Listening

- 6  You will hear a conversation between Claire and her friend, Tom, about a school trip to a safari park. Decide if each sentence is correct or incorrect. If it is correct, tick (✓) YES. If it is not correct, tick (✓) NO.

	Yes	No
1 Claire and her classmates are paying for the trip.	<input type="checkbox"/>	<input type="checkbox"/>
2 The school tour will last one day.	<input type="checkbox"/>	<input type="checkbox"/>
3 Claire is bored with the details of the trip.	<input type="checkbox"/>	<input type="checkbox"/>
4 Two of Claire's classmates won't go on the trip.	<input type="checkbox"/>	<input type="checkbox"/>
5 Tom has managed to overcome his fear of wild animals.	<input type="checkbox"/>	<input type="checkbox"/>
6 Claire is looking forward to the trip.	<input type="checkbox"/>	<input type="checkbox"/>

(12 marks)

Writing

- 7 This is part of an e-mail you received from your pen-friend:

The person I admire most is my mum. What about you? Which person do you admire? Is it a family member, a teacher, a friend of yours? What do they look like? What are they like? What good or bad things do they do?
 Write back soon.
 Ann

Write an e-mail answering your pen-friend's questions (100-120 words).

(20 marks)

Reading

- 8 Read and choose the correct word for each space.



More than 50% of people **1)** the world live in cities. The **2)** of people living in cities is **3)** bigger every year. In Europe and the USA, 80% of people live in cities.

People move to cities to:

- **4)** a job
- be near doctors and hospitals
- go to school **5)** university
- be near shops, cinemas, restaurants and sports facilities

When a lot of people live in cities there are problems:

- People **6)** a lot of rubbish.
- Cars and factories pollute the air.
- People build cities on farmland so there is **7)** land for growing food.
- People clear wild areas to build cities, so plants and animals **8)** their habitats.
- Some people move to cities **9)** can't find jobs or a home. Three billion people live in cities, but one billion haven't got a house, **10)** water, electricity or a job.

- | | | |
|------------|-----------|----------|
| 1 A at | B in | C on |
| 2 A number | B rest | C part |
| 3 A making | B getting | C rising |
| 4 A look | B search | C find |
| 5 A or | B but | C else |
| 6 A raise | B do | C create |
| 7 A less | B few | C many |
| 8 A lose | B miss | C spend |
| 9 A also | B and | C but |
| 10 A clean | B public | C local |

(20 marks)

(Total = 100 marks)

Now I can...

- describe people's appearance & character
- talk and write about the environment
- write a letter to a friend describing people
- write a letter asking for information

...in English

Eco-friends 1

► Reading & Listening

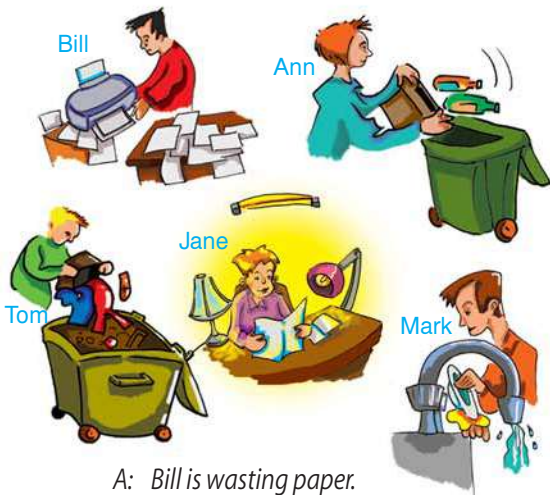
- 1 a. Look at the title and read the introduction. What do you think the article is about?
- b. In pairs, think of one thing you can reduce, one you can reuse and one you can recycle. Listen and read the text. Does it mention any of your ideas?

- 2 Read the statements and mark them **T** (true) or **F** (false). Then explain the words/phrases in bold.

- 1 Taking the bus helps reduce pollution. T
- 2 Using rechargeable batteries helps the environment by reducing waste.
- 3 Always use plastic bags when you go shopping.
- 4 Reuse glass, aluminium, etc instead of recycling.
- 5 You can't recycle mobile phones.

► Speaking

- 3 Close your book and tell your partner three ways of helping the environment.
- 4 What are the people doing wrong? What should they do?



A: Bill is wasting paper.

B: He can save paper if he sets ...

3Rs: Reduce, Reuse, Recycle

HELPING THE ENVIRONMENT DOESN'T REALLY REQUIRE MUCH EFFORT. LET THE '3 Rs' BE YOUR GUIDE ...

REDUCE

Every time we turn on the tap or the light switch, we're **wasting** valuable **resources**! Here's how to reduce your use of these resources:

Electricity:

- ◆ Use **energy-efficient** products.
- ◆ Turn off lights and electrical **appliances** when you're not using them.

Paper, etc:

- ◆ Buy in **bulk** – this helps avoid **excess** packaging.

Fuel:

- ◆ Use public transport – this helps reduce air pollution.

Water:

- ◆ Use water efficiently – don't leave taps running when you aren't using them.

REUSE

By reusing materials we can **cut down on** the amount of rubbish we have to **get rid of**.

- ◆ Share books, magazines and newspapers.
- ◆ Give away old items you don't need (such as clothes, CDs, games, DVDs, etc) to **charity**.
- ◆ Use **rechargeable** batteries.
- ◆ Use canvas or cloth bags when you go shopping instead of plastic ones.
- ◆ Set the printer to print on both sides of a sheet of paper.

RECYCLE

In a lifetime, the **average** person throws away 600 times their weight in waste! We can reduce our waste **output** by recycling. As well as glass, aluminium, plastic and paper, you can also recycle:

- ◆ Mobile phones & computers
- ◆ Motor oil
- ◆ **Fluorescent** light bulbs
- ◆ Printer ink **cartridges**

- 5 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

► Project

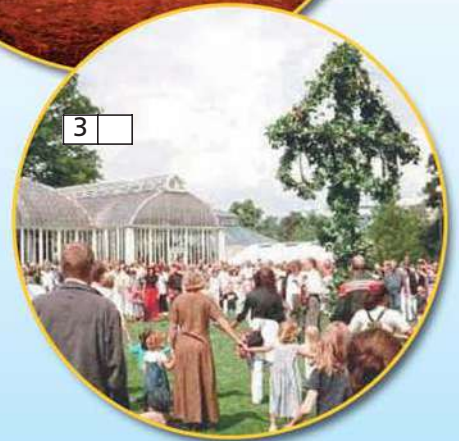
Portfolio: In groups, collect information and prepare a three-minute speech about the '3 Rs'. Record yourselves.

Special Days





The Summer Solstice



Reading & Listening

- 1 What is the summer solstice? What date does it fall on?
- 2 Look at the statements and decide if they are true or false.
 - 1 The summer solstice is the shortest day of the year.
 - 2 In Sweden, girls put birch twigs under their pillows.
 - 3 At Stonehenge, people don't sleep the night before the summer solstice.
 - 4 In some parts of Estonia, they burn houses.
 - 5 In Poland, girls throw flowers into the sea.
- 3 Listen and read to check your answers.
- 4 Match the pictures (1-4) to the countries mentioned in the text.
- 5 Explain the words in bold.

Speaking

- 6 Is the summer solstice celebrated in your country? If it is, in what way is it celebrated? Tell the class.



A United Kingdom

The area around the famous 4,000-year-old monument of Stonehenge **comes alive** on the morning of the summer solstice, as thousands of people come to watch the sun **rise** over Salisbury Plain. People dance around the **standing stones** all night until the light of the rising sun touches the monument's stones, then loud **cheers ring out**.

B Sweden

In Sweden, the summer solstice is an important festival. In the north, during the summer months, the sun does not set at all! There is daylight 24 hours a day! At Midsummer, many people leave their city dwellings to go into the countryside and commune with nature. They light bonfires and there is lots of singing and dancing around a **midsummer pole**. People decorate their homes with flowers and **birch branches**. Girls go to the fields to **gather** seven different kinds of wild flowers and grasses. They believe that if they sleep with these **tucked** under their pillow, they will dream of their future husband.

C Poland

In Poland, especially in the Eastern Pomeranian and Kashubian regions of northern Poland, Midsummer is celebrated on June 23rd. People dress like dangerous sea pirates, and girls throw **wreaths** made of flowers into the Baltic Sea. The Midsummer Day celebration starts at about 8 pm and lasts all night until sunrise.

D Estonia

Estonians celebrate "Jaaniõhtu" ("John's Night" in English) with **bonfires** on the eve of the summer solstice. On the islands of Saaremaa and Hiiumaa, old fishing boats may be burnt. On Jaaniõhtu, Estonians all around the country will gather with their families, or at larger events, to celebrate this important day with singing and dancing as Estonians have done for centuries. The celebrations that **accompany** Jaaniõhtu are the largest and most important of the year.

► Project – Build your own Stonehenge

Read the instructions and explain the words in bold. Follow the instructions and make an astronomical calendar, based on a small-scale copy of Stonehenge.

You will need

- a centre pole for a reference point
- 15 metres of rope
- 20-30 marker stones or sticks
- a compass

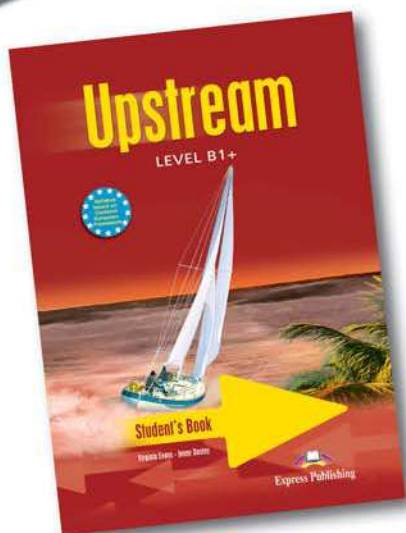
What to do

- 1 Find a location near your house with **unobstructed** views of the eastern and western horizons. If you can find one with a 360° horizon view, all the better.
- 2 Place the **reference** pole at the centre point of a circle and place your compass on top of it.
- 3 Find due north and, using the **rope**, place a stone **marker** or stick 15 metres north of the centre.
- 4 Repeat the process for east, south and west.
- 5 Again using the rope, place marker stones every few metres around the **perimeter** of your circle. The centre of the circle now becomes your fixed reference point, and the westward-facing perimeter is where you'll be placing the sunset markers.
- 6 On solstice day, mark the point of sunset with a stick. Tag the stick with the date.
- 7 Repeat the process every seven days. You will see that the sun sets at a slightly different point every time. It 'walks' back and forth along the western horizon between the Tropics of Capricorn and Cancer. When you have finished (in a year's time) you will have a working astronomical calendar!

Upstream

LEVEL B1+

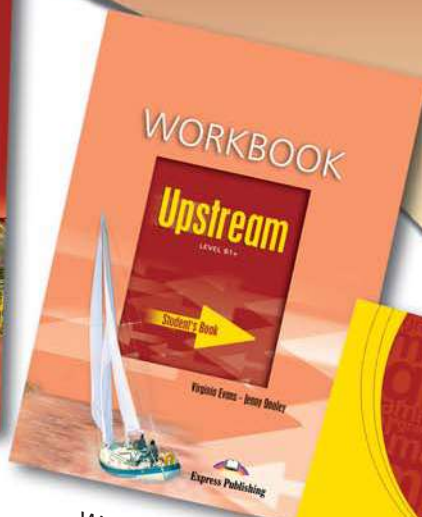
COMPONENTS



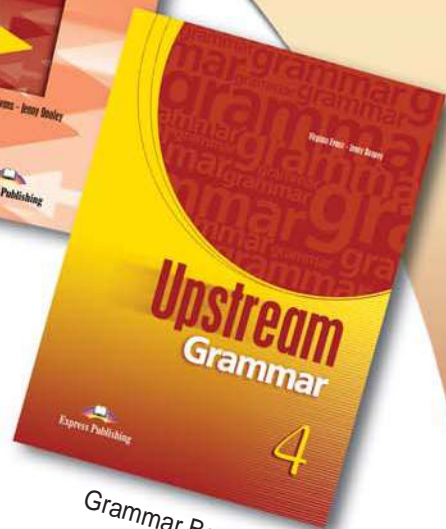
Student's Book



Teacher's Book



Workbook



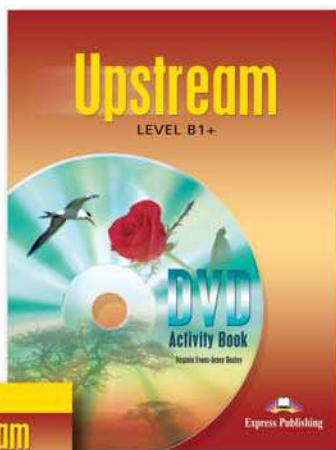
Grammar Book



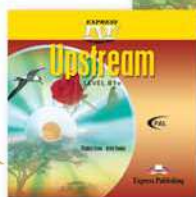
Student's CD



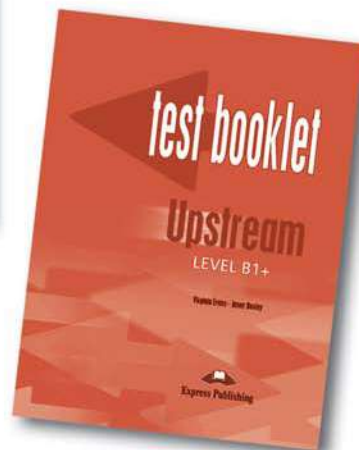
Class CDs



DVD Activity Book



DVD



Test Booklet



Express Publishing