

## The future – “will”

Grammar Reference

- 6 Read the sentences (1-5). Which one is:
- a prediction based on what we think/believe?
  - an offer? • a promise?
  - a threat? • an on-the-spot decision?
- 1 I'll call you later.
  - 2 Lots of animals will become endangered in the next 50 years.
  - 3 I'll have the steak, please.
  - 4 I'll help you carry those bags.
  - 5 Tidy your room or you won't go to the party!

Make up more sentences for each use.

- 7 Think of what your area will be like 50 years from now. Use the phrases and the verbs to make predictions about the environment.

- recycling centres • parks • cars
- living conditions • stray animals
- increase ≠ decrease • improve ≠ get worse

*I think that the number of recycling centres will increase.*

## “Will” – “going to”

Grammar Reference

- 8 Match sentences 1-3 to what they express (a-c).
- 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.
- a a future plan/intention
  - b a prediction based on what we see
  - c a prediction based on what we believe
- 9 a. Peter's class have made some decisions to help the environment. In pairs, ask and answer.
- 1 join an environmental group (✓)
  - 2 make a pond at school (✓)
  - 3 go on a school trip to the countryside (X)
  - 4 take part in a clean-up campaign (✓)
  - 5 buy wildlife posters (X)
  - 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.

## The future - time words

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.

## Writing

*Portfolio:* Use your answers in Ex. 9b 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 prompts 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 / re-use 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

- Let's ...
- Why don't you ...?
- How about (+ ing)?
- Why not (+ inf)?

#### Agreeing

- OK. Why not?
- That's a(n) excellent/good idea!
- Good thinking.
- (What a) good/great idea!

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

- 1 Where / picture taken? (*At 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"/>	Use less paper and buy recycled paper.
C	<input type="checkbox"/>	Plant trees and buy second-hand furniture.

## 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 know? 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?

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

- a To begin with
- b I look forward
- c I am writing
- d Finally
- e For example
- 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.

**What time and for how long?**

**Where exactly?**

**What exactly will we do?**

**VOLUNTEERS NEEDED!**

Are you free in the first weekend of September?

Are you interested in protecting the local wildlife?

If so, contact: Brian Jones,  
65 Church Road, Bigley BI6 7PL

**Do I need special clothes/equipment?**

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)

- 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) .....
- 5 Spend two or three minutes, revising what you have learnt in this lesson. Close your books and tell your partner.
  - 6 *Project:* In groups, 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 animals' habitat.
- 2 Her brother loves to work. He is a .....
- 3 Tony keeps an ..... on things when I'm away.
- 4 He tries to keep on good ..... with his neighbours.
- 5 Richard ..... after his father. They have both 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 of
- 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 habitat    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 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 ..... **CARE** when you drive.
- 2 Ann is a very ..... **IMAGINE** person.
- 3 We must save endangered animals from .....
- 4 Mr Harris is very ..... ; **EXTINCT** **SENSE** he doesn't do childish, silly things.

(8 marks)

## Communication

### 5 Complete the exchanges.

- |                                     |                        |
|-------------------------------------|------------------------|
| a What's he like?                   | d That's an excellent  |
| b Don't worry about it.             | idea!                  |
| c Could you tidy your room, please? | e Pleased to meet you. |

- 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 safari holiday in South Africa. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

	A	B
	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 email you receive 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 email 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 make   |
| 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

- 1 a. Look at the title. What do you think the article is about? Listen and read to find out.
- 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. ....
- 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. ....

3 Close your book and tell your partner three ways of helping the environment.

4 Look at the pictures. In pairs, say what these people are doing wrong and what they should do.



A: Bill is wasting paper.

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

## 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

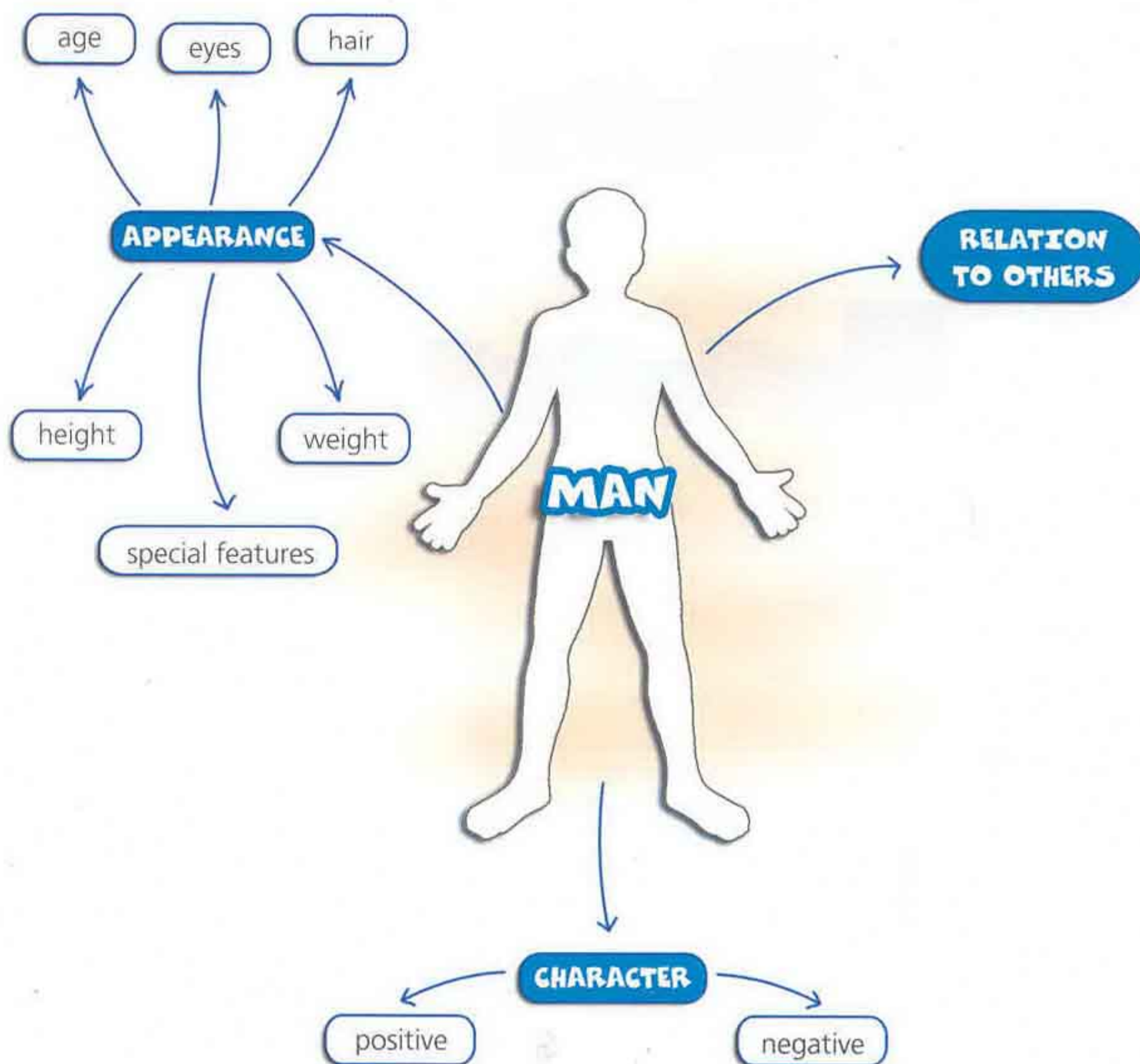
**Portfolio:** In groups, collect information and prepare a three-minute speech about the '3 Rs'. Record yourselves.

**W**ord Perfect  
&  
**G**rammar Check

## 1 People

1 Complete the mindmaps with these words. You can add your own words, too. Compare with your partner.

- curly • beard • wavy • slim • brown • straight • moustache • short • freckles • bald • plump
- neighbour • average height • thoughtful • curious • careless • blue • green • early teens
- brother • forgetful • sister • middle-aged • cousin • old • co-worker • disorganised • thin
- ambitious • selfish • funny • creative • best friend • imaginative • classmate • honest • tall



2 Choose the correct word. Use the phrases in sentences of your own.

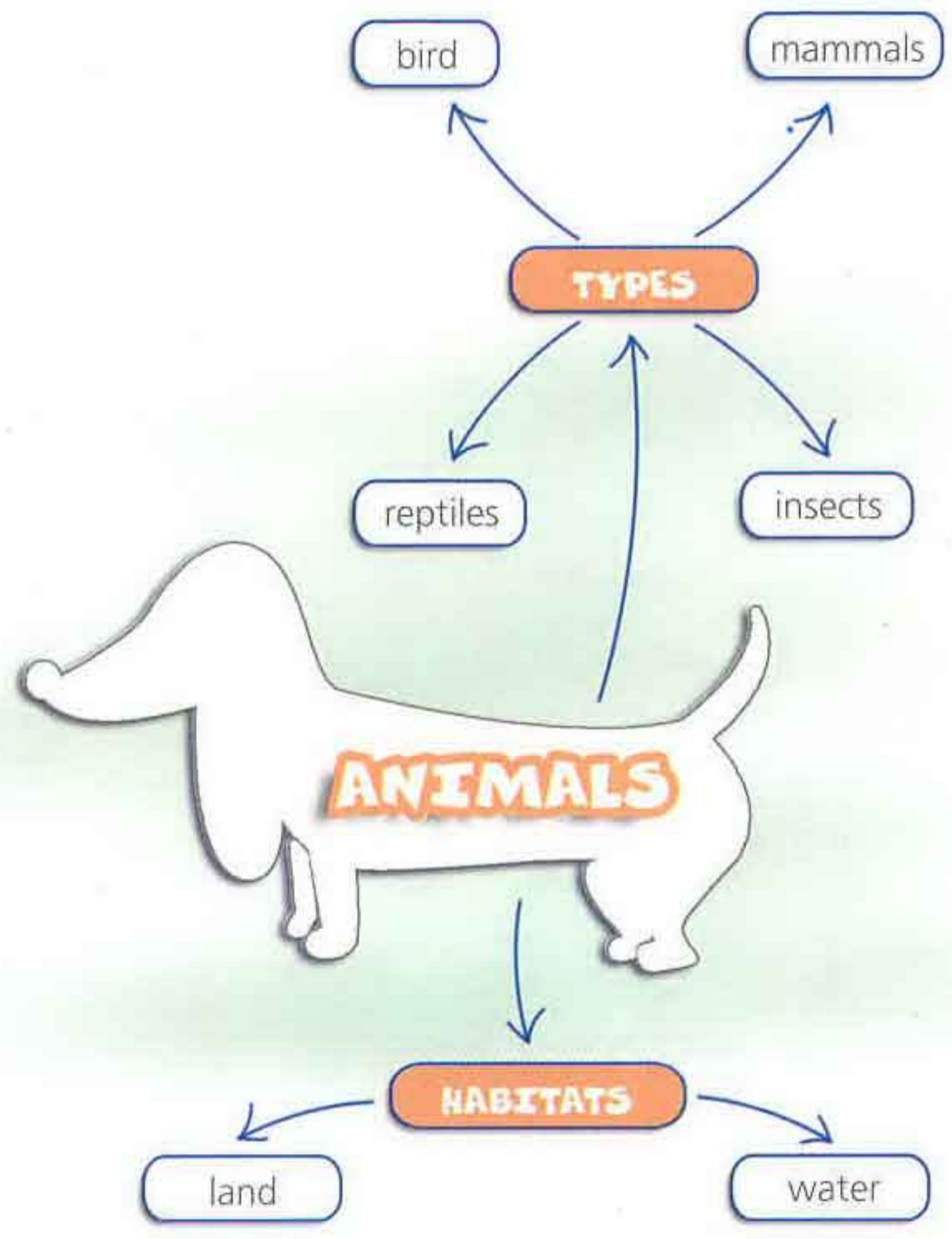
- 1 give him the **benefit/right** of the doubt
- 2 **do/make** me the favour
- 3 keep an **ear/eye** on things
- 4 it **drives/leads** me mad
- 5 **hold/keep** on good terms with

- 6 noise really gets on my **nerves/head**
- 7 get into **trouble/fun**
- 8 my **feeling/sense** of humour
- 9 see life in a comical **lamp/light**
- 10 what comes to **mind/head** when

## 2 The Environment

1 Complete the mindmap with these words. In pairs, add two more to each category.

- prairie • bald eagle • bison • boa • sea turtle • hedgerow • panda • butterfly • mountains
- chimpanzee • spotted dolphin • tiger • brown hare • ocean • chinchilla • lizard • otter • bee
- ant • cockroach • woodlands • farmland • jungle • pond • river • lake • wetlands • macaw



2 Complete the phrases. Use them in sentences of your own.

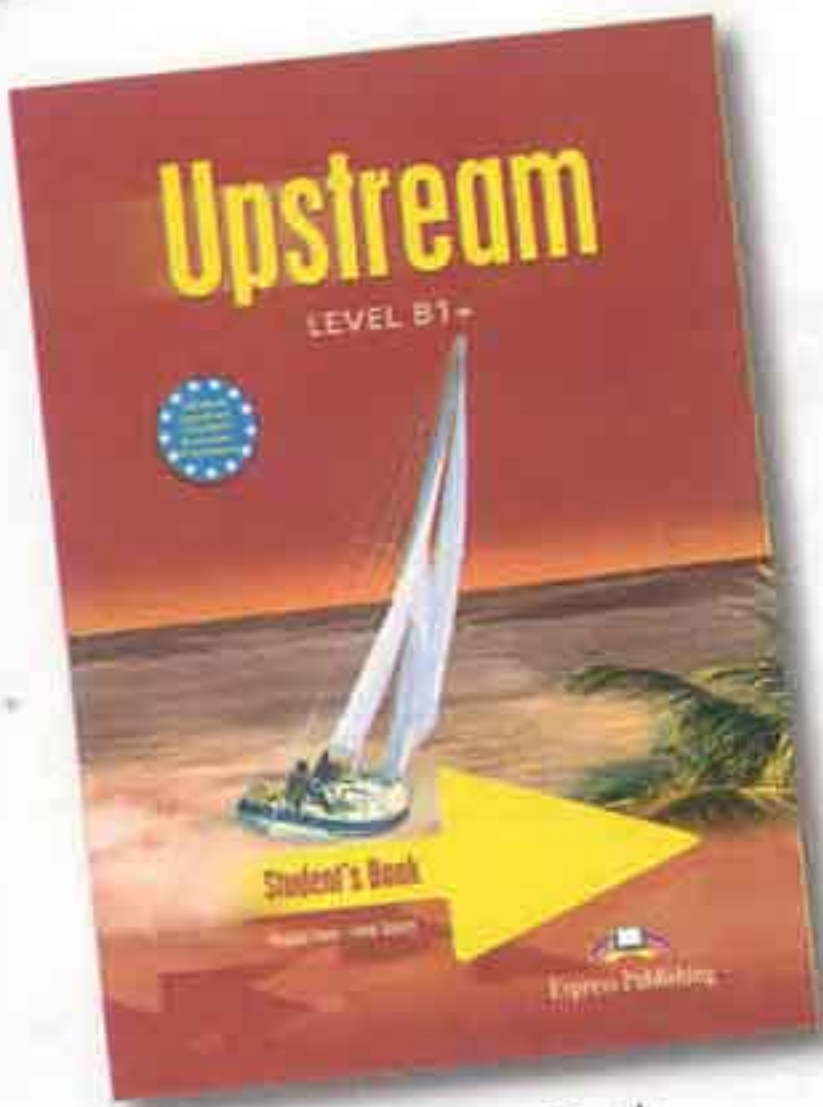
- release • cut down • environmental • soil • endangered • factory
- air • danger • wildlife • live

- |   |               |    |                           |
|---|---------------|----|---------------------------|
| 1 | ..... trees   | 6  | ..... erosion             |
| 2 | ..... species | 7  | ..... oxygen              |
| 3 | ..... groups  | 8  | ..... pollution           |
| 4 | ..... habitat | 9  | be in ..... of extinction |
| 5 | ..... waste   | 10 | ..... in the wild         |

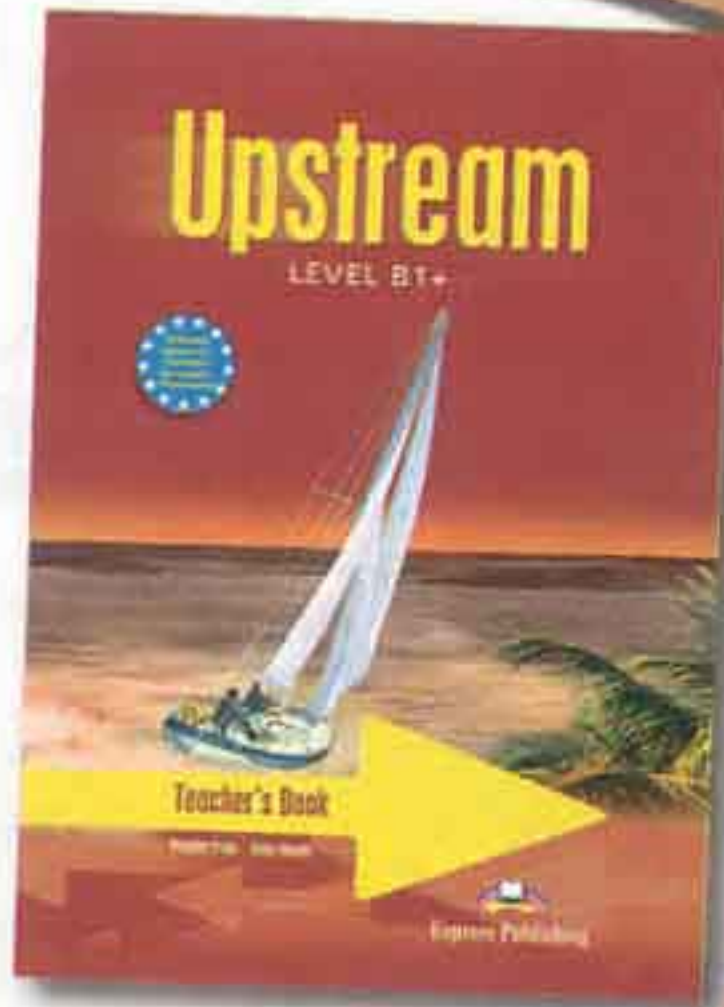
# Upstream

LEVEL B1+

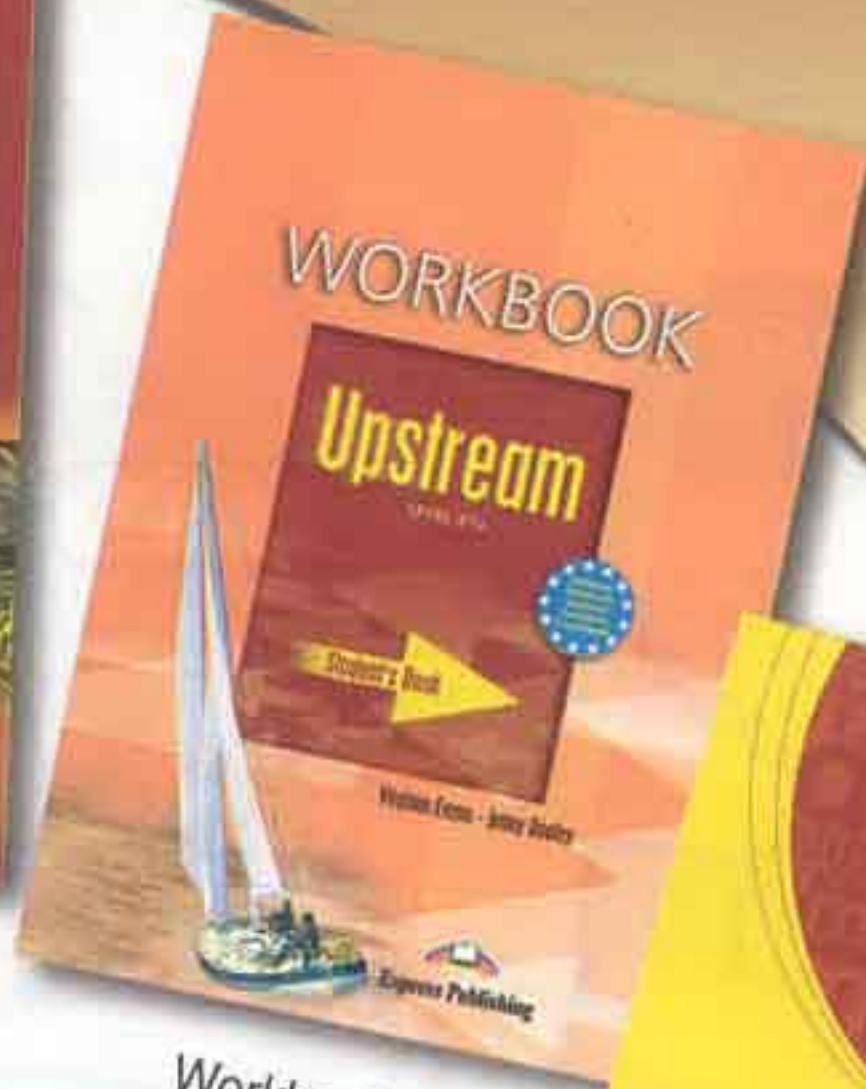
COMPONENTS



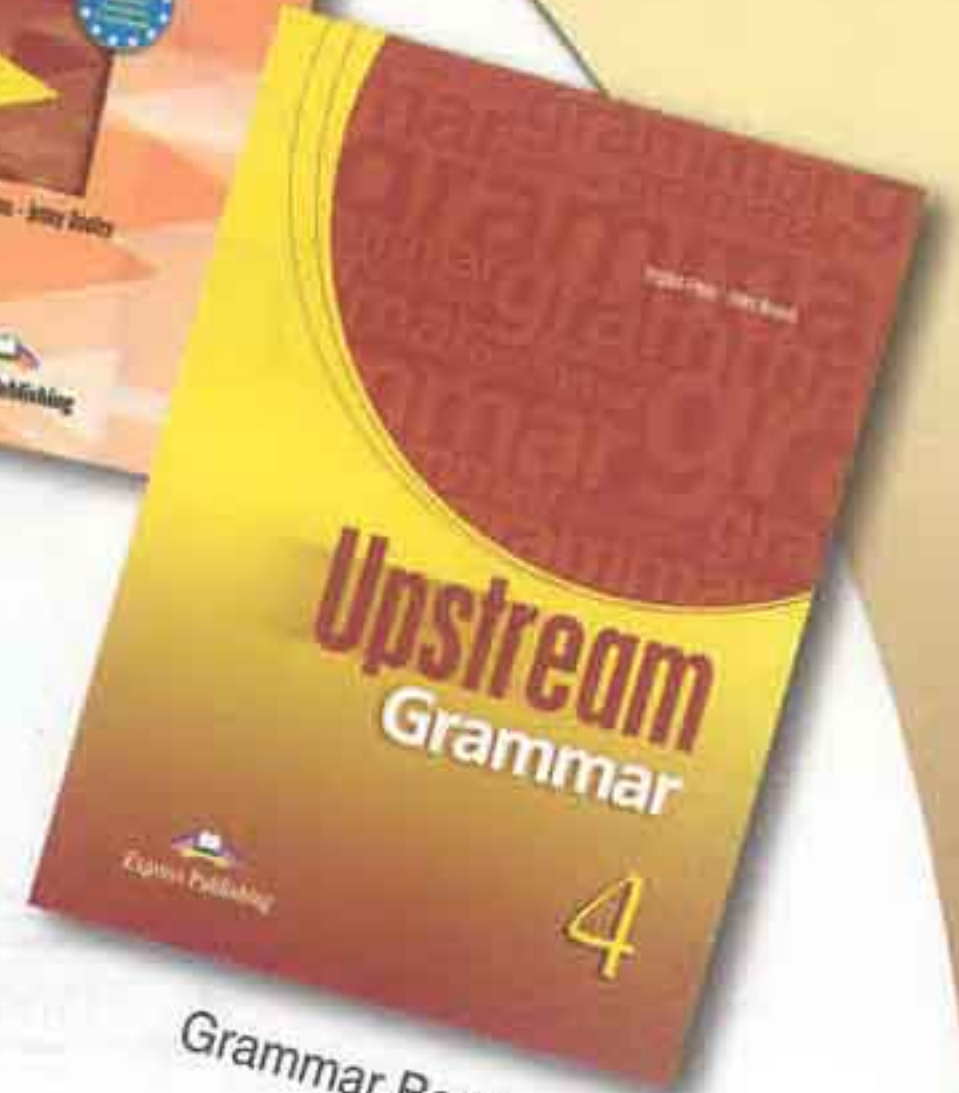
Student's Book



Teacher's Book



Workbook



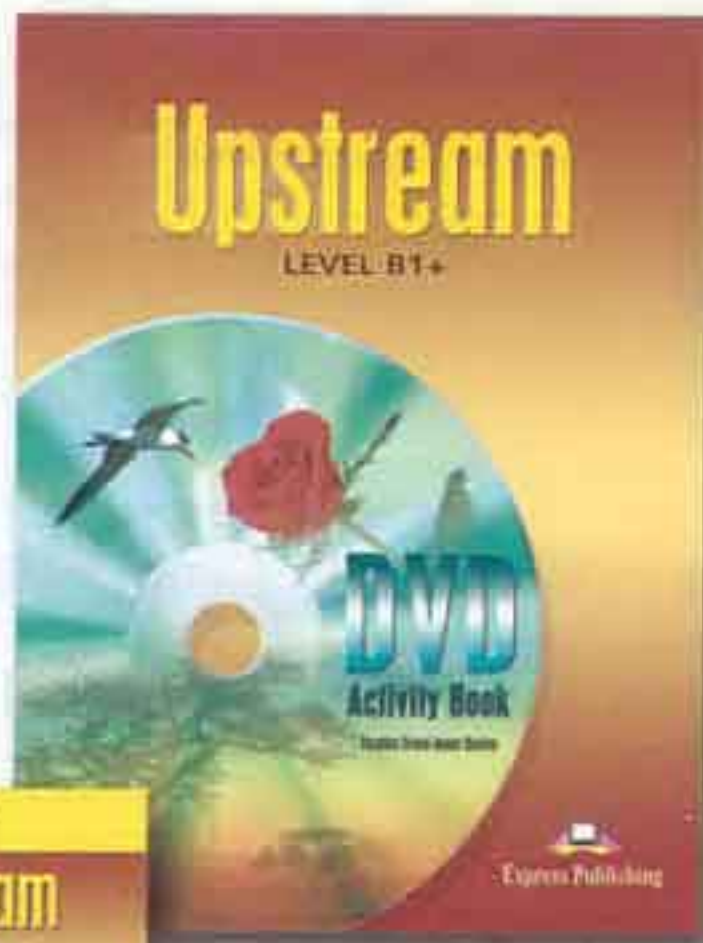
Grammar Book



Student's CD



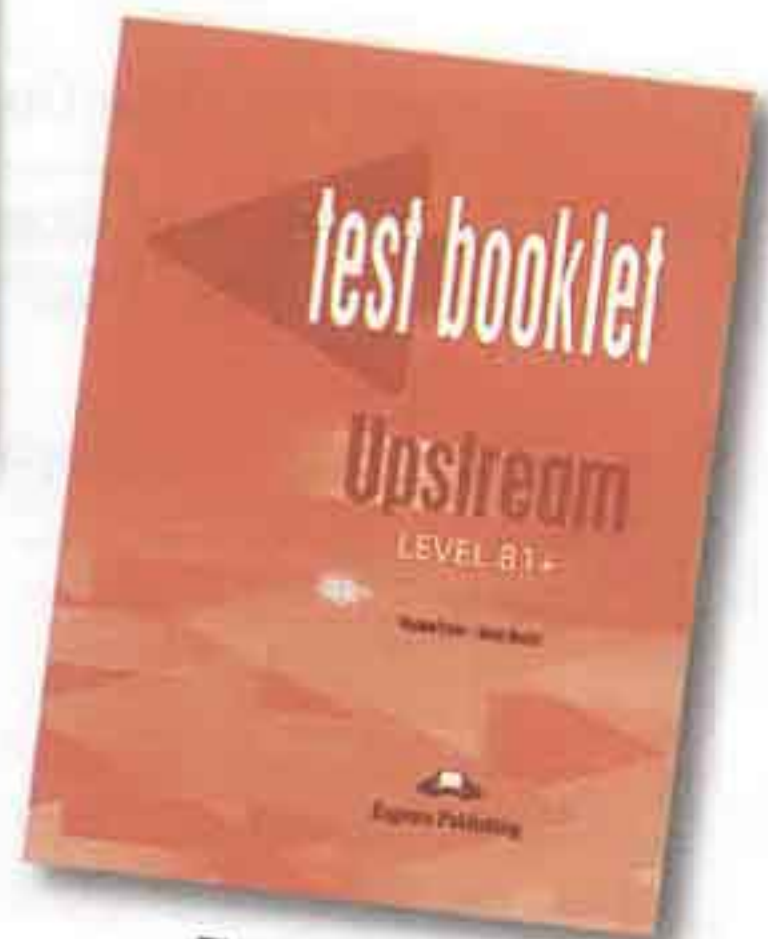
Class CDs



DVD Activity Book



DVD



Test Booklet



Express Publishing