

Student's Book

UPBEAT 5

ม. 5

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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ผู้เรียบเรียง

Virginia Evans

Jenny Dooley

ผู้ตรวจ

ผศ.พรสวรรค์ สีป้อ

นางสุภาภรณ์ สีป้อเวสม์

Robert Cullen

บรรณาธิการ

นายธีระรัฐ ทองบุญมา

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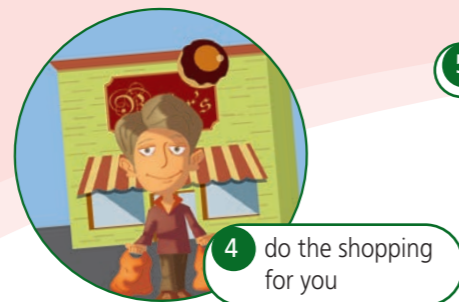
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I don't know about 1) **you**, but the way I feel about my neighbours **depends on** the time of year and even the time of day. I'll tell you why.

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



STUDY SKILLS

Completing a multiple choice cloze

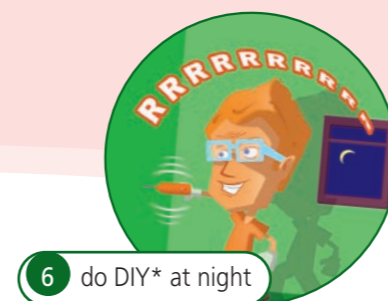
Read the whole text to get an idea about the topic and general meaning. Read again carefully. Read a complete sentence before deciding on your choice of answer. Once you finish, read the whole text again, with the answers, to see if it makes sense.

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.

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 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.



*DIY = 'do-it-yourself' (the activity of making, repairing or decorating things in the home yourself, instead of paying sb to do it)

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

8 let their children run wild

1a



9 drop litter in your garden

10 play loud music late at night

Everyday English (apologising)

4 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.*

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

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.

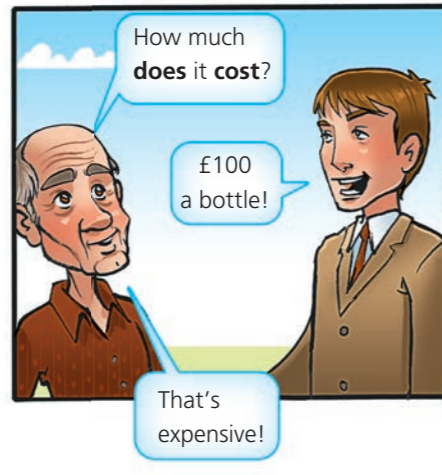
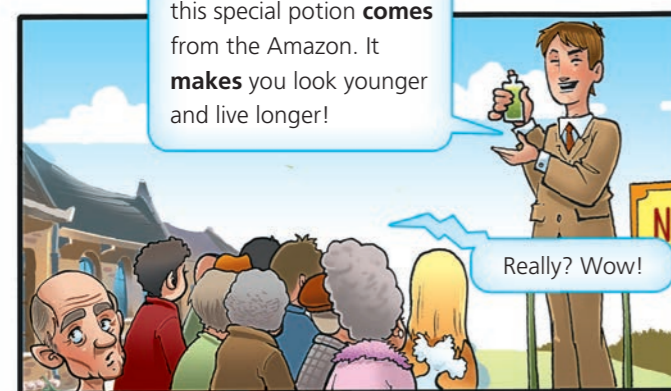
2 Think of your neighbours. How do the actions in the pictures make you feel: *angry? annoyed? embarrassed? thankful? grateful?*

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.



Present simple, Present continuous, Present perfect pp. 106-107

▶ 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) **have** 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.

FILM STARTS 9:00	TOUR STARTS 6:00	FLIGHT DEPARTS 8:45
MEET AT 8:00	LEAVE HOTEL 5:15	LEAVE FOR AIRPORT 6:00

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 p. 107

- 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.

- How do we form the present perfect continuous?
- How do we use *for/since*?
- 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 2019.

Stative verbs pp. 106-107

- 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.

- a Linda **looks** unhappy. (*is*)

b Linda **is looking** for her necklace. (*searching for*)
- a Tina's silk scarf **feels** very soft.

b Tina **is feeling** unwell today.
- a Tom **has** his own flat.

b Tom **is having** a shower now.

- a I think *Fast and Furious 9* is fantastic.

b I'm **thinking** of watching *Fast and Furious 9*.
- 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 continuous**.

- A: *Have you seen* (you/see) Mary recently?

B: No, (not/talk) to her since last month.
- A: Why (you/taste) the milk?

B: It (smell) strange. I think it (go off).
- A: Where (you/go)?

B: Shopping. (you/want) anything?
- A: You (look) tired.

B: Yes. I (work) since 9 o'clock this morning.
- A: Where (Tony/live)?

B: In London – but at the moment he (stay) in Bahrain.
- 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.

- I hate doing the washing-up.
I don't *like doing* the washing-up.
- Take out the rubbish, please.
Could you rubbish?
- She dusts the furniture every two weeks.
She dusts the furniture month.
- It's a week since I last tidied my room.
I my room for a week.
- 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 Use the phrases to talk about your family.

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?

Introducing ourselves/others

- 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. We work together at Smith's. Bob, this is Jane, my next-door neighbour.

Jane: , 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. Jane, this is my boss, Mr Smith.

Mr Smith: .

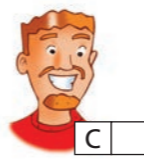
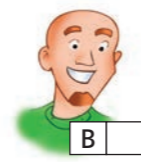
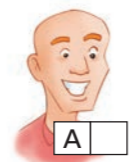
Jane: Pleased to meet you.

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

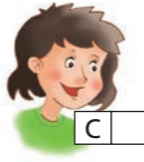
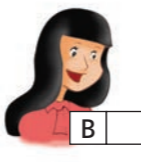
Listening

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

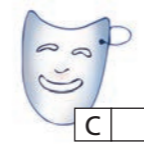
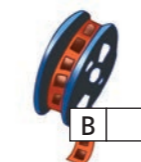
- 1 Which one is David?



- 2 Which one is Kim?



- 3 What is Ann going to do on her birthday?



Social expressions

- 6 Match the exchanges. Listen and check.

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



STUDYSKILLS

Improving pronunciation

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

Expressing admiration

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

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

- 8 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 emails to your friends? How often? What do you write to each other about? Ask and answer in pairs.

Let's look closer

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

Dear Penny,

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.

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

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!

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

Love,
Anna

- 3 Read the email 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.



STUDYSKILLS

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 an email 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 an email answering your friend's questions (100-120 words).

- 6 **Portfolio:** Answer the questions in the plan, then write your email (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 email?

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?

FUN Time





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 Look at the title of the text and the headings on p. 13. 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 true (T) or false (F). 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.

Listening

- 5 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.

- 6 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 wildlife conservation 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.

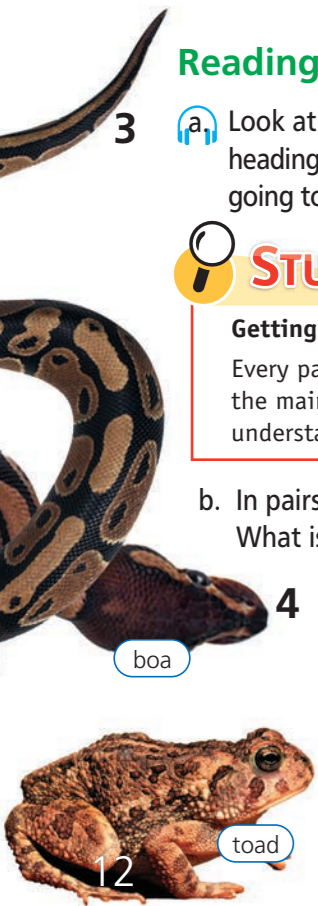
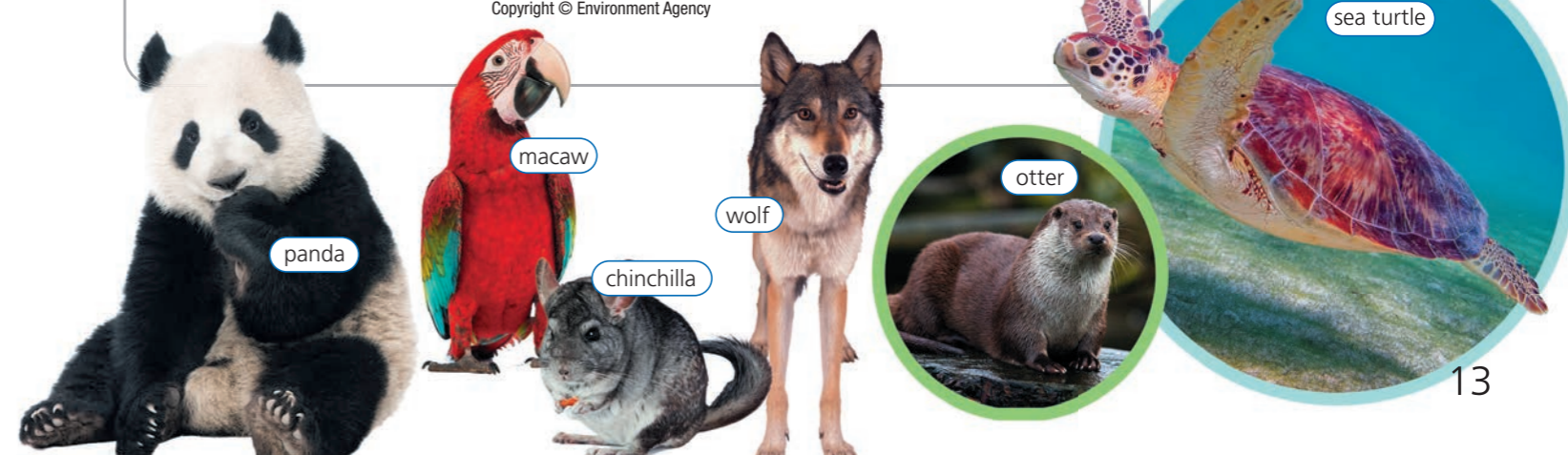
The main reason why some types of plants and animals are becoming **endangered species** is that their habitats are lost or have changed. Animals like **moths**, birds and **bats** have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are **no longer** suitable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

- 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



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.*

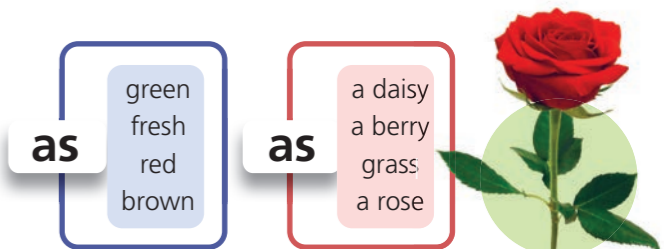
Prepositional phrases

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

- A lot of animals are **at/in** risk of extinction.
- We must *protect* habitats **of/from** disappearing.
- You can help *save* animals **of/from** extinction.
- Chinchillas are **at/in** danger of extinction.
- '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?



- Jane has got a lovely suntan – she's
- I went to bed late last night, but I feel this morning.
- When he started working for the company, he was, but now he is much more experienced.
- 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.



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



Writing

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 pp. 107-108

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) *should* 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*)

- There is a meeting on elephant **conservation** next week. (conserve)
- We've got a huge of paintings by this artist. (collect)
- You can ask questions at the of the programme. (conclude)
- The zoo announced that there will be a in staff because of financial difficulties. (reduce)
- Recycling helps control environmental (pollute)

will/be going to p. 108

- 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.*
- Look at those dark clouds! It's **going to** rain.
 - I'm **going to** join Greenpeace this year.
 - I think he **will** succeed.
- 7 a. Peter's class have made some decisions to help the environment. Ask and answer.
- join an environmental group (✓)
 - make a pond at school (✓)
 - go on a school trip to the countryside (X)
 - take part in a clean-up campaign (✓)
 - buy wildlife posters (X)
 - 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 pp. 108-109

- 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?*
- This time next week I'll **be travelling** to Spain.
 - This time next week I'll **have finished** my project.
 - I'll **be seeing** Ann tonight.
- b. Put the verbs in brackets into the correct tense.
- A: How long have you been in this club?
B: By the end of June I **will have been** (be) with them for a year.
 - A: Aren't you meeting Bob?
B: By the time we get there, he (leave).
 - A: When's your science test?
B: This time tomorrow I (sit) it.
 - 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 pp. 108-109

- 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.
- Can I see Ann before she **leaves** (leave)?
 - We (wait) until you're ready.
 - She (meet) Dave before she goes home.
 - What will he do after he (finish) school?
 - 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.
- Without breeding programmes, many animal species may disappear.
Without breeding programmes, many animal species **may die** out.
 - Why don't we take the children to the zoo?
We the children to the zoo.
 - My intention is to help the environment.
I'm help the environment.
 - It's against the law to drop litter in the street.
You litter in the street.
 - 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 email to your friend about what you are going to do to help protect the environment.

► Intonation

- 1 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.

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

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

- 3 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 (+ infinitive)? 	<ul style="list-style-type: none"> • OK. Why not? • That's a(n) excellent/good idea! • Good thinking. • (What a) good/great idea!



STUDYSKILLS

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 a answer again carefully when you listen for the second time.

► Listening

- 4 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.
- Why does David think forests are important?

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

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

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

<input type="checkbox"/>	a	is used for paper.
<input type="checkbox"/>	b	is burned as fuel.
<input type="checkbox"/>	c	is cut down for timber.
 - What harms forests the most?

<input type="checkbox"/>	a	forest fires
<input type="checkbox"/>	b	human actions
<input type="checkbox"/>	c	climate change
 - What does David say we can do to save forests?

<input type="checkbox"/>	a	plant trees and recycle paper
<input type="checkbox"/>	b	buy less recycled paper
<input type="checkbox"/>	c	choose wood products from trees you grow yourself
- 5 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?

Nature

Walk

in Ashton Memorial Park
all ages welcome

Saturday 3rd SEPTEMBER

For more information and an entry form, email:
John Baxter,
baxter.j@yahoo.com

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 email with the phrases (a-f). What is each paragraph about? How does this email differ from the one on p. 11?

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?

4 Thank you in advance for your help.

6) to hearing from you.

Yours sincerely,
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 ...

- What time does it start?
 - How much does it cost?
 - Do I need any special equipment?
 - How long does the nature walk last?
- c. Find all the questions in the email. Which ones are direct, and which are indirect?

Your turn

- 4 **Portfolio:** Read the rubric, answer the questions, then write your email (100-150 words).
- You saw this poster on your school noticeboard and you would like some more information. Write an email using the notes you made.

VOLUNTEERS NEEDED!

Are you free the first weekend in September?

Are you interested in protecting the local wildlife?

If so, contact: Brian Jones,
jones_brian@gmail.com

What time and for how long?

Where exactly?

What exactly will we do?

Do I need special clothes/equipment?

Plan

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

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

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

Conclusion
 (Para 4) What are your closing remarks?
 Yours sincerely + (your full name)