

Upstream

LEVEL B1+



Student's Book

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- stative verbs

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- relation to others

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- describing people
- introducing oneself & others
- relation to others

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- expressing contrast

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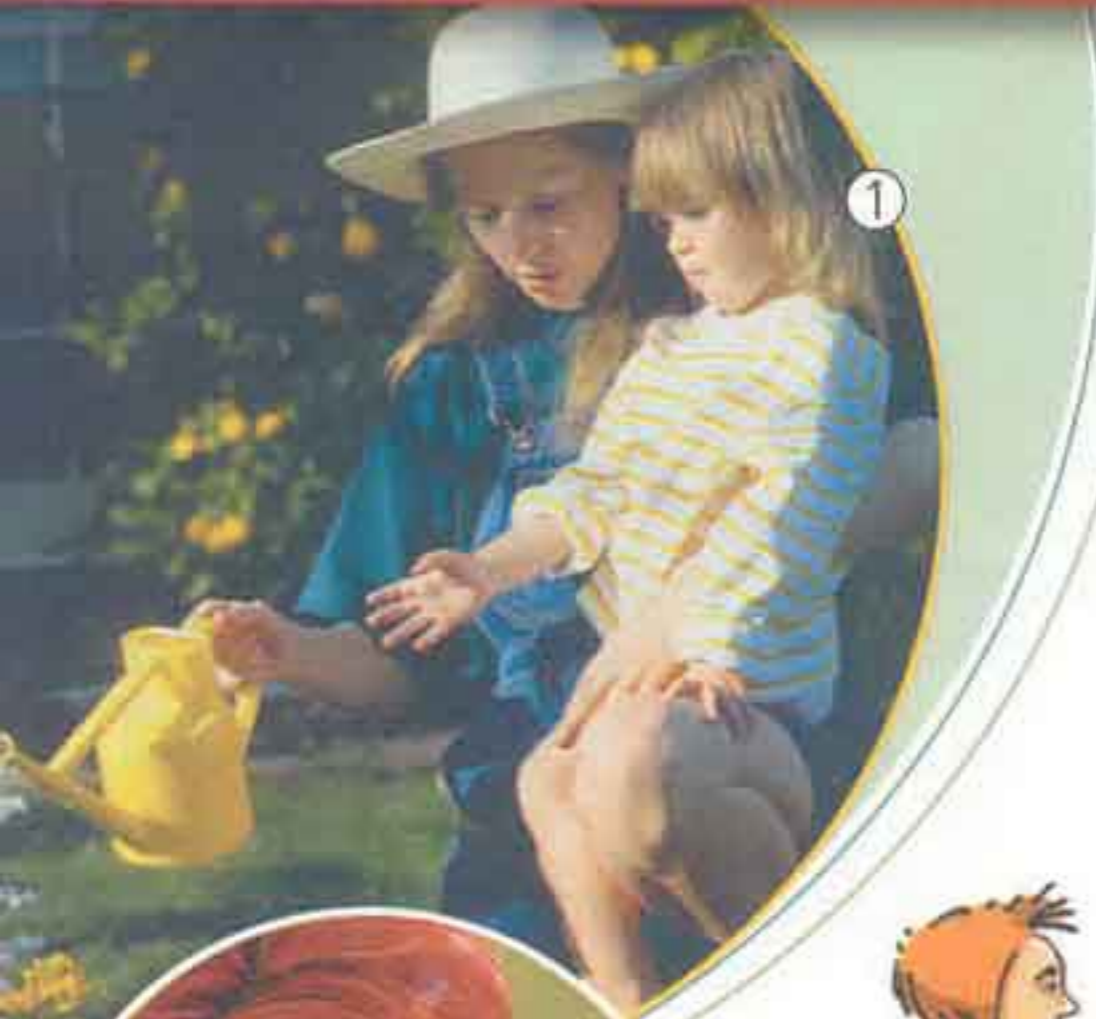
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- introduce yourselves
- describe people
- socialise
- be eco-friendly
- make suggestions & agreements
- express interest

► Practise ...

- present tenses
- stative verbs
- modal verbs (*must, have to, should/ought to, mustn't*)
- the future
- idioms related to the body, 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 text about a TV family in your country
- a short article about wildlife habitats in your country
- a short leaflet on how to become eco-friendly
- a short letter to a friend about what you are going to do to help protect the environment
- a transactional letter

► 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 town map
- a leaflet giving instructions
- 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
- request help

Culture Clips: American TV families

Curricular Cuts (Science): Pesticides

Eco-friends: Carbon Dioxide

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

- 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

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

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.

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.

8 let their children run wild



9 drop litter in your garden

10 play loud music late at 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 about a neighbour of yours. Write:

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



6 do DIY at night

7 let their dog bark all day/night



- | | | | | |
|----|----------------|-----------|-----------|-----------------|
| 1 | A me | B you | C us | D them |
| 2 | A accidentally | B luckily | C badly | D unfortunately |
| 3 | A ahead | B behind | C around | D forward |
| 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 know everything

- 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 your 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 your wardrobe
 C you're wearing it
- 4 What do you usually head straight for when you go into your room?
 A your CD player B your desk C your bed
- 5 What do you do if your mum tells you your room is messy?
 A tell her to stay out of your room
 B tidy up
 C hide everything under your bed
- 6 What is the last thing you do before you go to bed?
 A write in your diary
 B put out what you need for the next day
 C listen to your favourite CD

Mostly As: You are **creative** and **thoughtful**. You like to express yourself either 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 (forming adjectives)

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

We can form adjectives by using the following endings:
 -ful, -ic, -ive, -ible, -ious, -less, -ish, -y



- 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

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

Daily	<ul style="list-style-type: none"> do the washing-up tidy your room clear the table 	<ul style="list-style-type: none"> mop the floor set the table feed the pet
Weekly	<ul style="list-style-type: none"> polish the furniture/the floors change the sheets clean the bathroom take out the rubbish 	<ul style="list-style-type: none"> vacuum the carpets dust the furniture put away clothes
Monthly	<ul style="list-style-type: none"> clean walls/windows/the oven 	<ul style="list-style-type: none"> clean out the fridge
<ul style="list-style-type: none"> every day/morning/week/month/etc once/twice/three times a day/week/month/etc 		

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
<ul style="list-style-type: none"> Can/Could you (please) ...? Do you mind (+ -ing) ...? Do you think you could ...? 	<ul style="list-style-type: none"> Sure. No problem! Sure. That's fine. 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. Write:

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

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

Really? Wow!

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

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

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

**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?

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.

PERFORMANCE STARTS 9:00 MEET AT 8:00

TOUR STARTS 6:00 LEAVE HOTEL 5:15

FLIGHT DEPARTS 8:45 LEAVE FOR AIRPORT 6:00

A: *What time does the film start?*

B: *It starts at 8:30, so we are meeting at 8:15.*