

Upstream

LEVEL B1+



Teacher's Book

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Express Publishing

Contents

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	Topics	Vocabulary	Reading
Module 1 Our world	UNIT 1 Neighbours (pp. 6-15) • people's character & appearance	• everyday activities, chores • appearance • personality • relationship to others • phrasal verbs with <i>after</i> • forming adjectives from verbs & nouns	• Love your neighbour? • What does your bedroom say about you? • Culture Clip: <i>Do you really know the British?</i>
	UNIT 2 Call of the wild (pp. 16-25) • the environment	• animals • flora & fauna • social issues • natural habitats • phrasal verbs with <i>out</i> • forming nouns from verbs	• UK Wildlife – SOS! • How to make a wildlife pond • The Countryside Code – Advice for the Public • Curricular Cut (Science): <i>Pesticides</i>
	Self-Assessment Module 1 (pp. 26-27)	Eco-friends 1 – 3Rs: Reduce, Reuse, Recycle (p. 28)	
Module 2 Holidays & school days	UNIT 3 Take a break (pp. 30-39) • holidays	• travel & holidays • modes of transport • accommodation • holiday problems • ways of travelling • phrasal verbs with <i>off</i> • forming adjectives with negative meaning	• Wish you weren't here! • Grange Hotel • A holiday experience • Culture Clip: <i>Butlin's Holiday Camps</i>
	UNIT 4 Live & learn (pp. 40-49) • education	• polite behaviour • types of schools • school/college subjects • phrasal verbs with <i>down</i>	• Mind your Manners! • Short messages • Curricular Cut (Literature): <i>Pygmalion</i>
	Self-Assessment Module 2 (pp. 50-51)	Eco-friends 2 – Carnivorous plants (p. 52)	
Module 3 Let's have fun	UNIT 5 Weird & wonderful (pp. 54-63) • parts of the body • moods & feelings	• parts of the body • moods & feelings • body language • personal experiences • festivals • phrasal verbs with <i>over</i> • forming adjectives (-ful/-less)	• Mythical creatures • Speaking without saying a word • Halloween • Culture Clip: <i>The Ghost Hunt of York</i>
	UNIT 6 State-of-the-art (pp. 64-73) • entertainment • technology	• youth culture gadgets • films & TV • the Internet • phrasal verbs with <i>in</i>	• Dick Summers – Special Effects Supervisor • Using the remote control • Tokyo teens • Curricular Cut (Literature): <i>The War of the Worlds</i>
	Self-Assessment Module 3 (pp. 74-75)	Eco-friends 3 – Grow your own (p. 76)	
Module 4 Busy people	UNIT 7 All in a day's work (pp. 78-87) • employment • clothes	• occupations & employment/jobs • job skills & qualities • phrasal verbs with <i>through</i> • forming adjectives from verbs	• Cracking Career! • Personality types • Getting a job • Culture Clip: <i>The Ravenmaster</i>
	UNIT 8 Staying safe (pp. 88-97) • safety • emergencies • graffiti • safe surfing • bullying	• self defence • street crime • law breakers • phrasal verbs with <i>away</i>	• Self Defence • Watch out! • Cameras all around you • Curricular Cut (Citizenship): <i>Following the Rules</i>
	Self-Assessment Module 4 (pp. 98-99)	Eco-friends 4 – HydroLogical (p.100)	
Module 5 In action	UNIT 9 Forces of nature (pp. 102-111) • nature • weather • natural disasters	• animal sounds • weather • natural disasters • temperature • phrasal verbs with <i>up</i>	• Nature attacks! • Culture Clip: <i>Ice Art</i>
	UNIT 10 Festive time (pp. 112-121) • food • fitness & health	• sports & fitness • food • phrasal verbs with <i>on</i> • compound nouns	• Festive Food Calendar • Body Image • Healthy lifestyles • Curricular Cut (Biology): <i>Muscles</i>
	Self-Assessment Module 5 (pp. 122-123)	Eco-friends 5 – Sources of energy (p. 124)	
	Special Days: The Summer Solstice (pp. 126-127); Father's Day (pp.128-129); Song Sheets (pp. 130-134); Pairwork Activities (pp. 135-142); Grammar Reference (pp. 143-155); American English-British English Guide (p. 156);		

Grammar	Listening	Speaking	Writing
- present tenses <i>already, just, yet, (n)ever</i> - stative verbs	- identifying people - relation to others	- requesting help - making & accepting apologies - describing people - introducing oneself & others - social expressions - expressing admiration	- a paragraph about a neighbour of yours - a paragraph about your friend - an informal letter giving news - an article about stereotypes related to your country
- modals I (<i>must, have to, should, ought to, mustn't</i>) <i>will - going to</i> - time words - future tenses	- importance of trees - forests	- making suggestions - agreeing & disagreeing - expressing interest	- an article about wildlife habitats in your country - a letter to a friend about your plans to help the environment - a letter asking for information
- past tenses <i>used to - would</i> - adverbs of time & movement	- announcements - holiday problems - guided tours	- describing pictures - booking a guided tour - asking for information - expressing dissatisfaction	- an article about your worst holiday experience - a letter to a friend of yours from a holiday hotel - a paragraph about your holiday habits when you were younger - a story (1st-person narrative)
- reported speech (statements, questions, commands) <i>say - tell</i>, reporting verbs	- telephone etiquette - ICT courses	- making polite requests - telephone etiquette - describing pictures	- Dos & Don'ts when dining out - an e-mail about school life - a for-&-against essay
- comparatives & superlatives - defining & non-defining relative clauses	The Day of the Dead	- inviting & accepting or refusing an invitation - making decisions - exclamations	- an article about a mythical creature - an e-mail describing a dream - a paragraph describing a festival - a story (3rd-person narrative) - an advert for a town walk
- quantifiers - articles - adverbs - reflexive pronouns - question tags - echo tags	- film review - Internet safety	- expressing viewpoints - asking about a problem/offering help - recommending a film/game etc - computer problems	- a review of a film - instructions on how to send a text message - a questionnaire - a letter to a friend, reviewing a music CD
- conditionals - wishes - clauses of purpose	- guessing jobs - expressing regrets - preparing for interview	- talking about ambitions - agreeing/disagreeing with opinions - expressing regrets - describing pictures	- an article interviewing a person - an e-mail about a dream job - an e-mail expressing regret - a letter of application
- the passive - causative form - clauses of result <i>each - every - either - neither</i>	- tips for staying safe - reporting emergencies	- discussing safety - giving an eye-witness account - warning others - expressing annoyance & calming sb down	- Dos & Don'ts on how to defend yourself - a leaflet about safety - an article providing solutions to problems
- modals II: possibility, probability, certainty (<i>may - might - must - can't - could</i>) - making deductions/assumptions	- factfile - precautions for avalanche - extreme weather conditions	- expressing possibility - making assumptions/deductions - describing pictures	- a factfile about an insect - an e-mail about a natural disaster - an e-mail invitation to a festival - an article about a winter event
- infinitive/-ing form - prepositions of place	- a sports survey - gym membership	- asking for/giving directions - avoiding direct answers - expressing facts	- a calendar for festivals - an e-mail giving advice - a survey report

1a Neighbours

For teachers' inspection ONLY



1 water your plants when you're away



2 watch your house when you're away



3 feed your pet



Love your neighbour?

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

Lead-in

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

A good neighbour waters your plants when you are away.

- 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

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



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.

- 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.

Neighbours

Objectives: learning about being a good neighbour; apologising

Reading: a text about how to be a good neighbour (multiple choice)

Skills – scanning

reading for detailed comprehension

Speaking: a dialogue between two neighbours

Vocabulary: everyday activities/chores

Writing: a short article about a neighbour

1 **Focus** ▶ Presenting vocabulary

Write this on the board: **bad – neighbour – good**
Elicit from Ss what a good/bad neighbour does and write it on the board. Ask Ss to look at the pictures and check if they show any of their ideas. Ss complete the task individually. Select individual Ss to present their answers to the class.

Answer Key

- 2 A good neighbour watches your house when you're away.
- 3 A good neighbour feeds your pet.
- 4 A good neighbour does the shopping for you.
- 5 A good neighbour babysits your kids.
- 6 A bad neighbour does DIY at night.
- 7 A bad neighbour lets their dog bark all day/night.
- 8 A bad neighbour lets their children run wild.
- 9 A bad neighbour drops litter in your garden.
- 10 A bad neighbour plays loud music late at night.

2 **Focus** ▶ Describing feelings

Read through the adjectives and use miming to elicit/explain any new vocabulary. Ss work in pairs to talk about how neighbours' actions make them feel. Monitor the activity. Check Ss' answers. Select pairs to present their discussions to the class.

Answer Key

- A: I feel very thankful when my neighbour waters my plants and watches my house when I'm away.
B: Me too. I'm also grateful when my neighbour feeds my pet and does my shopping for me. etc

3 a. **Focus** ▶ Predicting the content of a text

Direct Ss' attention to the title and the pictures in the text. Elicit/Explain what the title means (e.g. *It is originally from the Bible but the question mark at the end shows that this may not always be possible*) and elicit what they think the text is about. Allow Ss time to read through the text to check their answers.

Answer Key

The text is about the relationship the writer has with his/her neighbours and what they do that pleases or bothers him/her.

b. **Focus** ▶ Listening for specific information

Present the Study Skills box.

Allow Ss 5-7 minutes to read the text and choose the correct answer for each gap. Ask them to follow the steps explained in the Study Skills. Ss compare answers with a partner. Play the recording for Ss to check their answers.

Answer Key (See overprinted answers)

In groups, Ss explain the words in bold by giving a definition, synonym, etc. Have Ss mime or draw the meaning of the words. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses. Monitor the activity. Select individual Ss to explain the words.

Answer Key

depends on (phr): used to mean that the first of two things will be affected by the second

keen (adj): enthusiastic

digging (gerund): making holes in soil, rubbish, rubble, etc

bulbs (n): large, round roots that grow into flowers or vegetables

grow (v): get bigger

give him the benefit of the doubt (exp): used when you're not sure someone is guilty, so you act as if they are innocent

does me a favour (phr): does something nice or good for sb

seeds (n): what you plant to grow into flowers, vegetables, etc

chases them away (phr): runs after to make something or someone go away

patch (n): small area of land where crops are grown

keeps an eye on things (phr): watches, looks out for

chatting cheerfully (phr): talking happily

drives me crazy (phr): makes me angry/irritated

clear away (phr): pick up and throw/put away

keep on good terms (phr): stay friendly

get along (phr v): have a good relationship

Extension: Ask Ss to identify the part of speech each word/phrase is.

Study Tip: Ask Ss to start a vocabulary section in their notebooks. Ss write any unfamiliar words/phrases, together with a short definition/synonym and an example or drawing. Ss list the words/phrases alphabetically. This helps them revise new vocabulary.

4 **Focus ►** Acting out a dialogue

Write on the board: **place, time, people, relation, theme**
Elicit from Ss where the dialogue takes place, when, who between, what their relation is and what the dialogue is about. This will help Ss visualise the scene and prepare their dialogue. Elicit from Ss that they have to use the information in para 3 in the text to prepare their dialogues. Ss work in pairs. Monitor the task, helping where necessary. Check Ss' answers. Select pairs to present their dialogues to the class.

Suggested Answer Key

- A: Good afternoon, Ms James. Do you think I could have a word with you, please?
B: Of course, Ms Rogers. Is there something the matter?
A: Well, yes, there is actually. It's about your children.
B: Oh, really. What seems to be the problem?
A: It's just that they and their friends sit on my wall all the time and make an awful lot of noise.
B: Oh dear!
A: Yes, and that's not all. They also leave all kinds of rubbish behind. They are lovely children, but something must be done.
B: Yes, of course. I'll talk to them about it this evening.
A: Thanks so much, Ms James.

5 **Focus ►** Apologising

Elicit how someone can be a bad neighbour (*play music loud at night, drop litter in your garden etc*). Go through the useful language table, then ask two Ss to read out the example. Ss work in pairs. Monitor the activity. Select pairs to present their exchanges to the class.

Suggested Answer Key

- A: Mr Roberts, I'd like to apologise to you. I know that our dog, Jeff, was barking all night. I hope he didn't keep you awake.
B: Don't worry about it. It's the first time it has ever happened.

6 **Focus ►** Revising new vocabulary

Ss look at pp. 6-7 for 2-3 minutes and revise any new lexis. Ss close their books and discuss with a partner as explained in the introduction (Round up).

(Ss' own answers)

Focus ► Writing a short paragraph about a neighbour

Ss read the rubric. Check comprehension of the task by asking Ss: What are you going to write? (*a short paragraph*) What will it be about? (*a neighbour*) What do you have to write about? Brainstorm ideas under the headings given. Check their notes before they start writing. Select Ss to read out their paragraphs. Check Ss' answers.

Suggested Answer Key

The man that lives next door to us is called Mr Smith. He has been our neighbour for many years and I really think he is a nice person. He always waters our plants and feeds our pet when we are away. However, sometimes, Mr Smith lets his dog bark all night. This drives me crazy because I can't get to sleep, but generally Mr Smith is a good neighbour. I think I am very lucky to live beside him!

8 let their children run wild

actually seen him do it, 5) ...**B**... 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) ...**D**... sometimes I love him and at other times I hate him.

Then there's my other neighbour 7) ...**A**... the street. She's a lovely lady who waters my plants when I'm away and generally keeps an eye on things 8) ...**B**... 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) ...**D**..., 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) ...**B**... 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

- | | | | |
|-------------------|----------------|------------------|------------------------|
| 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.



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

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 **e** a scatterbrain

2 **f** a lazybones

3 **h** a chatterbox

4 **a** a nosey parker

5 **g** a killjoy

6 **j** a smart alec

7 **i** a silly billy

8 **b** a high flier

9 **c** a workaholic

10 **d** 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?

- What is the first thing someone notices when they walk into your bedroom?
A the posters B the furniture
C the mess
- What do you keep in your drawers?
A souvenirs and knick-knacks
B neatly organised essential items
C magazines and sweet wrappers
- 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.
- What do you usually head straight for when you go into your room?
A my CD player B my desk C my bed
- 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
- 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**

