

# Upstream

LEVEL B1+



**Student's Book**

Virginia Evans - Jenny Dooley



**Express Publishing**

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<ul style="list-style-type: none"> <li>reported speech (statements, questions, commands)</li> <li><i>say - tell</i>, reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>telephone etiquette</li> <li>ICT courses</li> </ul>	<ul style="list-style-type: none"> <li>making polite requests</li> <li>telephone etiquette</li> <li>describing pictures</li> </ul>	<ul style="list-style-type: none"> <li>Dos &amp; Don'ts when dining out</li> <li>an e-mail about school life</li> <li>a for-&amp;-against essay</li> </ul>
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<ul style="list-style-type: none"> <li>quantifiers</li> <li>articles</li> <li>adverbs</li> <li>reflexive pronouns</li> <li>question tags</li> <li>echo tags</li> </ul>	<ul style="list-style-type: none"> <li>film review</li> <li>Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>expressing viewpoints</li> <li>asking about a problem/offering help</li> <li>recommending a film/game etc</li> <li>computer problems</li> </ul>	<ul style="list-style-type: none"> <li>a review of a film</li> <li>instructions on how to send a text message</li> <li>a questionnaire</li> <li>a letter to a friend, reviewing a music CD</li> </ul>
<ul style="list-style-type: none"> <li>conditionals</li> <li>wishes</li> <li>clauses of purpose</li> </ul>	<ul style="list-style-type: none"> <li>guessing jobs</li> <li>expressing regrets</li> <li>preparing for interview</li> </ul>	<ul style="list-style-type: none"> <li>talking about ambitions</li> <li>agreeing/disagreeing with opinions</li> <li>expressing regrets</li> <li>describing pictures</li> </ul>	<ul style="list-style-type: none"> <li>an article interviewing a person</li> <li>an e-mail about a dream job</li> <li>an e-mail expressing regret</li> <li>a letter of application</li> </ul>
<ul style="list-style-type: none"> <li>the passive</li> <li>causative form</li> <li>clauses of result</li> <li><i>each - every - either - neither</i></li> </ul>	<ul style="list-style-type: none"> <li>tips for staying safe</li> <li>reporting emergencies</li> </ul>	<ul style="list-style-type: none"> <li>discussing safety</li> <li>giving an eye-witness account</li> <li>warning others</li> <li>expressing annoyance &amp; calming sb down</li> </ul>	<ul style="list-style-type: none"> <li>Dos &amp; Don'ts on how to defend yourself</li> <li>a leaflet about safety</li> <li>an article providing solutions to problems</li> </ul>
<ul style="list-style-type: none"> <li>modals II: possibility, probability, certainty (<i>may - might - must - can't - could</i>)</li> <li>making deductions/assumptions</li> </ul>	<ul style="list-style-type: none"> <li>factfile</li> <li>precautions for avalanche</li> <li>extreme weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>expressing possibility</li> <li>making assumptions/deductions</li> <li>describing pictures</li> </ul>	<ul style="list-style-type: none"> <li>a factfile about an insect</li> <li>an e-mail about a natural disaster</li> <li>an e-mail invitation to a festival</li> <li>an article about a winter event</li> </ul>
<ul style="list-style-type: none"> <li>infinitive/-ing form</li> <li>prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>a sports survey</li> <li>gym membership</li> </ul>	<ul style="list-style-type: none"> <li>asking for/giving directions</li> <li>avoiding direct answers</li> <li>expressing facts</li> </ul>	<ul style="list-style-type: none"> <li>a calendar for festivals</li> <li>an e-mail giving advice</li> <li>a survey report</li> </ul>
Irregular Verbs (p. 157); Word List (pp. 158-166)			



# Our world

## Module 1

### Units 1-2



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

#### ► Practise ...

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

#### ► Write ...

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

#### ► Look at Module 1

Find the page numbers for pictures 1-5.

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

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

#### ► Listen, read and talk about ...

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

#### ► Learn how to ...

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

**Culture Clip:** Do you really know the British?

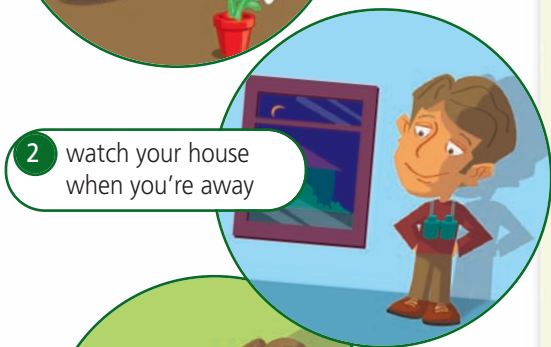
**Curricular Cut (Science):** Pesticides

**Eco-friends:** 3Rs

# 1a Neighbours



1 water your plants when you're away



2 watch your house when you're away



3 feed your pet

## Lead-in

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

*A good neighbour waters your plants when you are away.*

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

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

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

## Reading & Listening

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



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

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



4 do the shopping for you

5 babysit your kids



## STUDY SKILLS

### Completing a multiple choice cloze

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

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



8 let their children run wild

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

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

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



6 do DIY at night

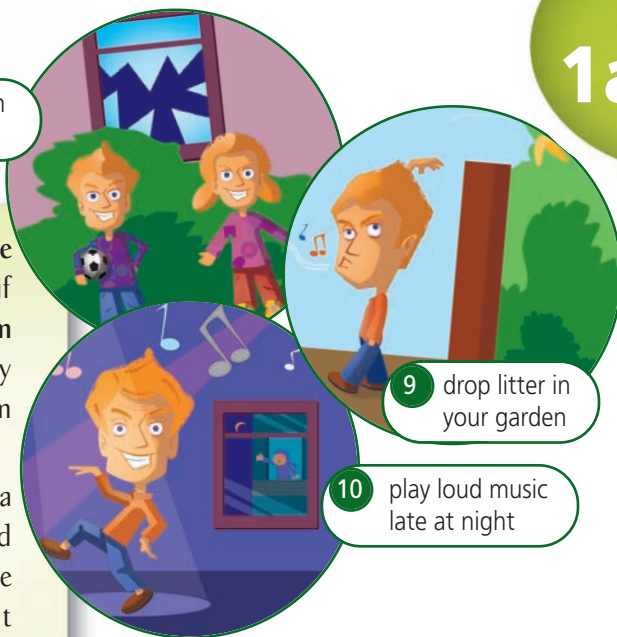


7 let their dog bark all day/night

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



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 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 ☐ a scatterbrain

2 ☐ a lazybones

3 ☐ a chatterbox

4 ☐ a nosey parker

5 ☐ a killjoy

6 ☐ a smart Alec

7 ☐ a silly billy

8 ☐ a high flier

9 ☐ a workaholic

10 ☐ a troublemaker

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

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

A: My brother John is a chatterbox.

B: Why do you say that?

A: Because he can't stop talking.

► Reading

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

## WHAT DOES YOUR BEDROOM SAY ABOUT YOU?

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



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

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

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

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

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

A: What is John like?

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

## Word formation (adjectives from verbs & nouns)

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

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



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

## Chores

### ► Speaking

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

• do the washing-up	• mop the floor
• tidy your room	• set the table
• clear the table	• feed the pet
• polish the furniture/the floors	• take out the rubbish
• change the sheets	• vacuum the carpets
• clean the bathroom	• dust the furniture
• clean walls/windows/ the over/ the bathroom	• put away clothes
	• clean out the fridge
• every day/morning/week/month/etc	
• once/twice/three times a day/week/month/etc	
• daily/weekly/monthly	

A: How often do you do the washing-up?

B: Once or twice a week. And you?

A: I don't. My mum does it.

## Everyday English

### ► Requesting help

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

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

A: Do you mind setting the table?

B: I'm sorry, but I must vacuum the carpets.

## Phrasal verbs

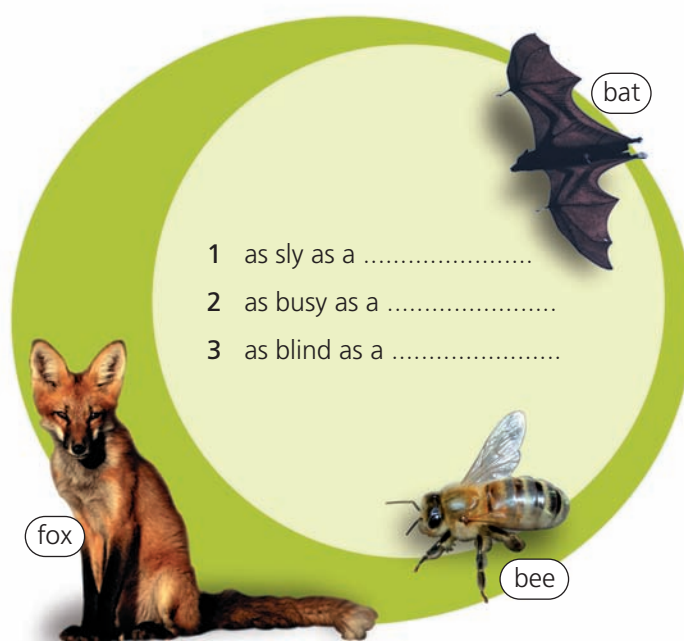
- 6 Complete the sentences with the correct verb form. Choose a phrasal verb and draw a picture of it.



- Ann ..... after her mum. She looks and behaves just like her. (**resemble**)
- The policeman ..... after the thief and caught him. (**pursue**)
- My dad ..... after my baby brother when Mum's at work. (**take care of**)

## Animal similes

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



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

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

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



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

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

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

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

Really? Wow!

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

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

How much **does it cost**?

£100 a bottle!

That's expensive!

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

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

### Present simple, present continuous, present perfect

Grammar Reference

#### ► Reading & Listening

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

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

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

What tense is used in each case?

#### ► Speaking

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

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

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

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

B: Once a week.

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



A: What time does the film start?

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

## Already/Just/Yet/Ever/Never

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

*I've already had lunch.*

*I haven't done my homework yet.*

*I've just had a coffee.*

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

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

A: *Have you ever played the trumpet?*

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

- b. Tell the class about your partner.

*John has never driven a car.*

## Present perfect continuous

Grammar Reference

- 6 Read the sentences and answer the questions.

*She has been working for him for a long time.*

*She has been working for him since 1992.*

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

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

- study • work • play • live

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

## Stative verbs

Grammar Reference

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

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

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

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

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

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

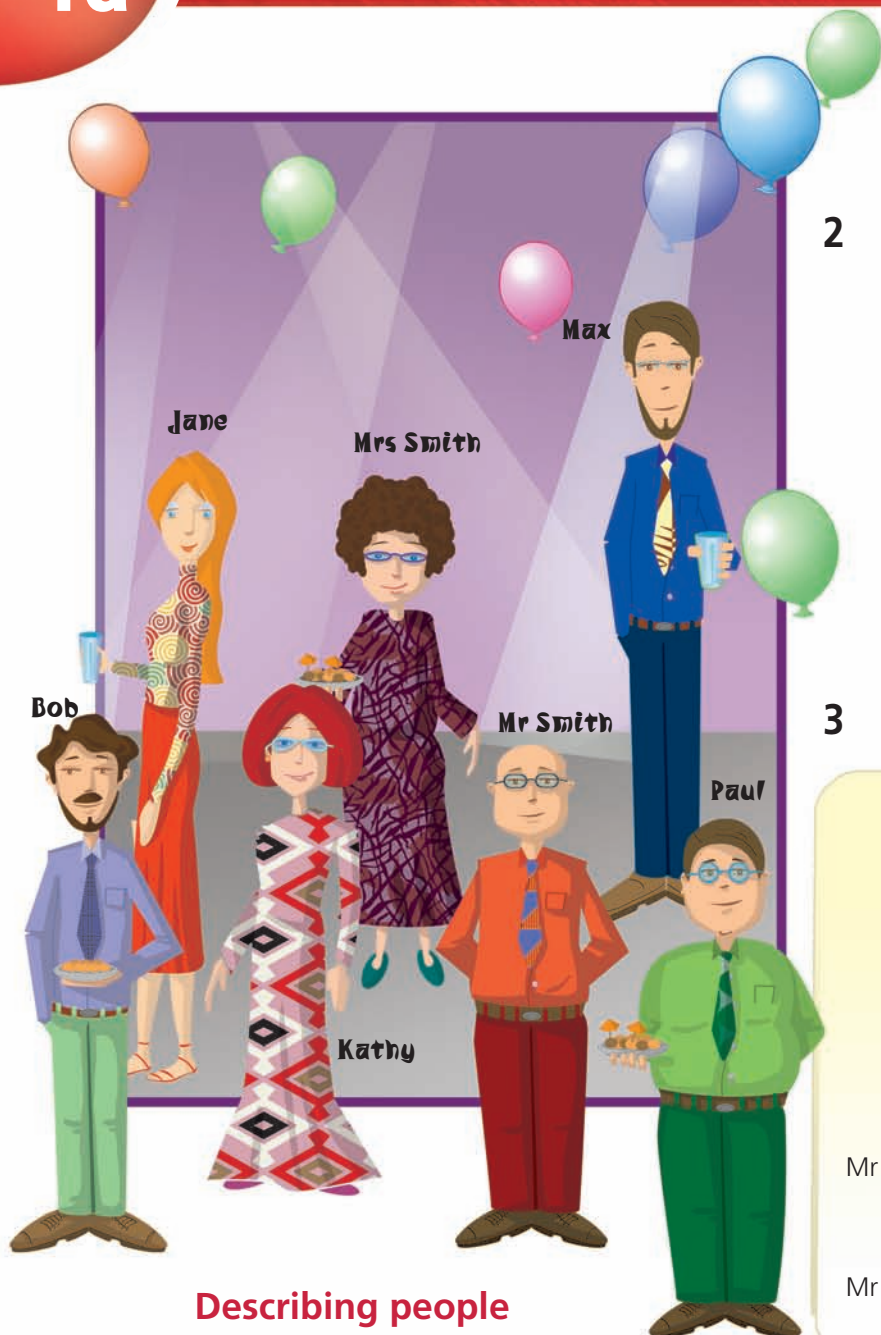
## Sentence transformations

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

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

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





## Describing people

### ► Speaking

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

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

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

## Introducing ourselves/others

### ► Reading

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

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

Jane: Hi, Max! This is a great party, isn't it?  
Max: Hello there! Yes, it is. **a** We work together at Smith's. Bob, this is Jane, my next-door neighbour.  
Jane: **b**, Bob.  
Bob: Nice to meet you too, Jane.  
Max: Oh! I don't believe it! There's our boss and his wife standing over there.  
Bob: Oh no! He's coming over. I'll see you later.  
Mr Smith: Good evening, Max.  
Max: Hello. **c** Jane, this is my boss, Mr Smith.  
Mr Smith: **d**.  
Jane: Pleased to meet you.

Read again. What are the relationships between these people?

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

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



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

## Relationships

### ► Listening

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

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

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

A: Who's Sarah?

B: She's my best friend.

A: What does she look like?

B: She is tall and slim, with long black hair and green eyes.

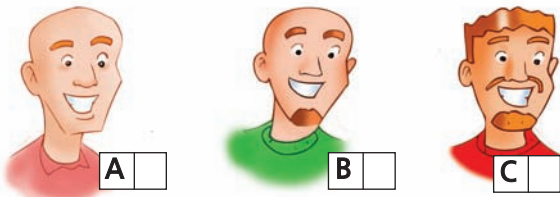
A: What is she like?

B: She's funny, friendly and talkative.

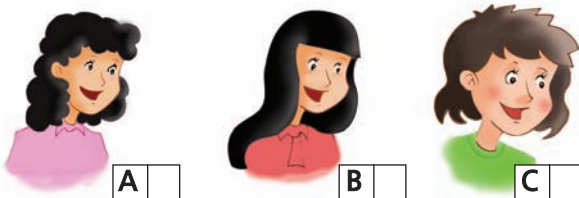
### ► Listening

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

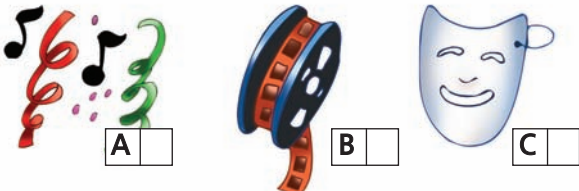
- 1 Which one is David?



- 2 Which one is Kim?



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



## Social expressions

- 7 Match the exchanges. Listen and check.

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

## STUDY SKILLS

### Improving pronunciation

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

## Expressing admiration

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

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

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



A: Where do you think the picture was taken?

B: It was probably taken ...

A: What can you see in the picture?

B: I can see ...

A: What are the people doing?

B: They seem to be ...

A: Do you get on with your neighbours? etc

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

## Getting started

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

## Looking closer

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

Dear Penny,

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

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

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

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

Love,

Anna

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

## Opening/Closing remarks

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

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

## STUDY SKILLS

### Understanding rubrics

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

### Your turn

- 5 Read the rubric and underline the key words. What information do they give you?
  - You have recently moved to another town.
  - This is part of a letter you received from a friend.

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

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

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

## Plan

Dear + (your friend's first name)

### Introduction

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

### Main Body

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

### Conclusion

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



Why are you late, Stan?

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





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

## Do you really know the British?



Bob

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



John

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

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



Ann



Lucy

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

### ► Reading & Listening

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

### ► Speaking

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