

Upstream

PROFICIENCY C2



Teacher's Book

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Express Publishing

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Unit 1 – Getting the Message Across

Objectives

Vocabulary: means of communication; facial expressions; ways of speaking; the Internet

Reading: multiple choice; gapped text

Listening: listening for opinion, gist, detail, inference; multiple matching; sentence completion; multiple choice questions

Speaking: telephone conversation; asking for and promising discretion; introducing news; expressing surprise; speculating; evaluating; suggesting alternatives

Grammar: modal verbs

Phrasal verbs: *act; break*

Writing: expressing opinions in essays, letters and articles

- 1 Direct Ss to the title of the unit. Discuss what the title means – to get a message across means to make someone understand what you want to say. Elicit other phrases with a similar meaning *e.g. get the gist of something/make yourself understood /let someone know / spell something out / convey a meaning.*

Write the word **communicating** on the board. Briefly elicit from Ss what they consider makes someone a good communicator. Allow Ss two or three minutes to rank elements of communication, then ask one or more pairs to present their ideas. Encourage general discussion if Ss are interested in the topic.

Suggested Answer Key

I think developing an interesting exchange of ideas is the best example of good communication because that's when you really get to know someone. You've got to be able to get your message across, of course, and it helps if you can do it quickly and efficiently; that's where using language correctly is important. If you can't do that, people won't understand you, and you won't be able to express what you think and feel about something. I don't think it's so important to have time to think before you speak. It depends on the situation and on the person – some people think more slowly than others.

- 2 Ask Ss to identify means of communication shown in the pictures at the top of the page. Write them on the board. Elicit the advantages and disadvantages of using these. Allow Ss four or five minutes to make sentences about these ways of communicating. Ask individual Ss to read out their ideas.

Suggested Answer Key

- *I would use a fax if I needed to send some documents to someone or if I just needed to get a message to someone quickly and cheaply.*
- *I would use e-mail if I wanted to order a product through the Internet.*
- *I would choose to speak to someone face-to-face if I wanted to discuss something personal.*
- *I would use a mobile phone if I wanted to help in an emergency, or to send messages to my friends. It is quick and easy, but too expensive to use for long chats.*

- 3 Check that Ss understand prompts. Allow two or three minutes for Ss to match the sentences to the photographs and complete sentences.

Suggested Answer Key

- 1 E (*see example*)
- 2 A *I think writing letters is the most personal form of communication because you can take as much time as you need to express yourself.*
- 3 A *I believe letters can be very slow and they can take weeks to reach their destination.*
- 4 E *I believe that mobile phones are a very efficient way of communicating because you can be reached wherever you are.*
- 5 C *I think e-mail can be the most versatile because you can send sound or pictures.*
- 6 B *I think that faxes can be impersonal and you cannot always communicate meaningfully.*
- 7 A *I believe writing letters can be artistic because you can use customised paper and handwriting makes the message more personal.*
- 8 E *I think mobile phones can be limited because you can only send brief messages.*

- 4 a. Make sure Ss understand the meaning of *charity* and *stranded*. Allow them to work in pairs for three or four minutes to discuss the content of the reports. Monitor to check understanding of vocabulary and encourage speculation. Elicit speculations from Ss and write them on the board. Accept all suggestions at this stage, it does not matter if the Ss' answers are not correct, the purpose is to encourage speculation and build up confidence in spoken expression.

Suggested Answer Key

- 1 *I suppose it's about using the Internet to raise money for people whose houses were destroyed in an earthquake.*
 - 2 *It must be something to do with people using the Internet to get into other people's bank accounts ...*
 - 3 *It must be about something really old-fashioned that was useful to fishermen in a particular situation, such as their boat's engine breaking down.*
 - 4 *It's probably about the results of a survey on whether people prefer to communicate over the phone or by e-mail.*
- b. Explain that the news programmes cover the same stories as the headlines. Play the cassette and stop after each item. Ss check to see if their predictions were correct. Play cassette for a second time for Ss to fill in gaps in sentences. Elicit Ss' opinions of the usefulness of the different technologies in these situations.

Answer Key

- | | |
|--------------------|--------------------|
| 1 public spirit | 3 distress call |
| 2 conducted online | 4 personal element |
- 5 Point out to Ss that both quotations use comparisons. Ask the Ss what is compared to what, and what comparative structure is used in each case. *e.g. first quotation:* means of communication compared to communicating *the more ... the less*
second quotation: good communication compared to black coffee *as ... as*
 Elicit ideas for paraphrase of first quotation from Ss and build up paraphrase on the board. Allow Ss three to five minutes to write a paraphrase of the second one in pairs, monitor and correct, then ask two or three Ss to read out their paraphrases.

• **Suggested paraphrases**

- *Our highly developed methods of communication, rather than helping to increase communication, actually make it more limited and less expressive.*
- *Having an interesting conversation gives you so many things to think about that your brain is too busy to let you rest, even after the conversation has finished.*

Elicit agreement and disagreement from Ss. Encourage Ss to justify their feelings. Try to feed in vocabulary to help them express themselves. Write words on the board as appropriate, e.g. spoken/ written communication; transmit; make contact with; participate in; interact with; socialise; carry on a conversation/discussion; articulate; verbalise; put sth into words; express/air your views/opinions; voice an opinion; exchange views; make sth known; break news. As an extension Ss could make up their own short 'quotes' on Communication using comparative structures.

Suggested Answer Key

Personally, I agree with both quotations. I think everyone would agree with the second one, we all know how much fun it can be to be with friends and talk about something interesting. We've all got different ideas and opinions, and someone else's view on something can stimulate you, and start you thinking in a different direction. I think the writer of the first quotation is making a good point, too. We have very advanced technology which allows us to communicate easily with anyone we want to, but it also means that we communicate in a very brief fashion. Most mobile phones are used for sending short text messages to friends and e-mails are often only a few lines and use an abbreviated form of language. We are not able to express our deeper attitudes and feelings in this way.

- 6 a. Write 'Morse telegraphy' on the board. Remind Ss of the news report they heard on the cassette. Ask Ss how much they know about Morse and how it works. Then elicit how the words and phrases given could be used in connection with Morse.

Suggested Answer Key

back-up plan – Morse code can be a back-up plan for communicating in emergencies if modern technology fails.

short and long tones – Morse code is made up of short and long tones which represent letters.

tedious procedure – Sending Morse is probably a tedious procedure, because it might take a long time.

dying art – Using Morse is probably considered a dying art nowadays because it is hardly ever used now.

distress calls – Morse is probably only used to send emergency messages, such as distress calls.

military services – The military services might still use Morse in some cases.

- b. Give Ss two or three minutes to think of questions. Elicit, and write them on the board.

Suggested Answer Key

Is it still used?

How does it work?

When was it first used?

- 7 Give Ss two minutes to find the answers to their questions in the text. Do not allow more time as it is important that Ss read for specific information only and do not become involved in searching for vocabulary at this stage.

Allow five minutes for Ss to read the text and find the topics of each paragraph. Monitor and help where necessary, but again encourage Ss to read for gist only. Ask individual students for topics and put them on the board. Ss discuss whether they are appropriate or not, giving reasons for their answers.

(Samuel Morse was born in 1791 and until the 1830's was a successful portrait painter. He became interested in electricity and the possibility of using it to send signals in 1832. The first demonstration of Morse telegraphy took place in 1837. The original Morse telegraph was an electric circuit consisting of a battery, a key and an electromagnet connected by a wire. When the key was depressed, the electrical circuit was completed and electricity travelled along the wire. A pencil was attached to the electromagnet and it made a mark on a paper tape whenever an electric current passed through it. The marks were either long or short, according to how long the key was held down for, which is why Morse created the code of dots and dashes corresponding to letters of the alphabet, which we know as Morse code.)

Optional extra activity: Ss research another invention from the last century which is either no longer used very much now, or is not used at all, and present it to the class in the next lesson.

Answer Key – paragraph topics:

Paragraph 1: Modern technology backed up by older technology.

Paragraph 2: What Morse code is.

Paragraph 3: Times when Morse can be essential.

Paragraph 4: The use of Morse code at sea.

Paragraph 5: Morse and the railways.

Paragraph 6: Why the military services use Morse code.

Paragraph 7: Amateur users.

Paragraph 8: How unlikely it is that Morse will disappear.

- 8 Direct Ss to strategy box. Go through it with them. Follow the procedure for question 1 with the Ss. e.g. Ss find relevant section of text: line 6 'The world could... plan...' Ss paraphrase to make sure meaning is clear to them, then select correct answer. Go through the next two or three questions in this way. Ss complete remaining questions alone. Give feedback to the whole class. Ss should be encouraged to justify their answers from the text. It is important, too, to discuss incorrect answers, making sure Ss understand why they are wrong.

Answer Key

1 A (lines 7-9) 5 C (lines 59-60)

2 C (line 17-18) 6 D (lines 70-71)

3 D (lines 24-27) 7 D (lines 82-83)

4 B (lines 45-47)

- 9 a. Point out to the Ss the importance of recording vocabulary. Allow Ss four or five minutes to read the text again and underline words associated with communication. Elicit meanings. Ss work in pairs to make sentences. T should monitor.

Optional Extension: use the verbs as a basis for word formation – *people/things* and *abstract ideas*. e.g. interpret – interpreter – interpretation.

Answer Key

connect (line 2)

broke down (line 6)

silent (line 7)

language (line 10)

transmitted (line 15)
 telegrapher (line 15)
 transmission (line 19)
 receive (line 18)
 telegraphy (line 22)
 calls for help (line 26)
 radio operator (line 27)
 transmitter (line 39)
 telegraph (line 47)
 relay orders (line 52)
 communications systems (line 58)
 broadcasting (line 60)
 voice messages (line 61)
 interpreted (line 62)
 get through (line 66)
 get on the air (lines 73-74)
 chat (line 74)
 conversation (line 81)
 wired (line 83)

- The switchboard operator **connected** me to Mr Hyde's office.
- All communication between them has **broken down**.
- The message was **transmitted** using a two-way radio.
- I have **received** at least ten phone calls today.
- His behaviour could be **interpreted** as rudeness or as shyness.
- I've been trying to **get through** to that number all morning, but it's impossible.
- Once he **gets on the air** he never stops talking, but in everyday life he hardly says a word.
- It's good to meet old friends and **chat** over a cup of coffee.
- Mike couldn't get there, so **wired** his best wishes for Beth and Tom's wedding.

- b. Ask Ss to explain the words in bold from context. Stress the importance of learning to guess approximate meanings from the context in order to be able to read fast and accurately in the exam. Allow Ss to use their dictionaries only after having tried to guess meaning from context. Ss write sentences in pairs. Ask different pairs to read out their sentences, pointing out that a different context can alter the meaning of a word in some cases e.g. distorted *sound* and distorted *opinion*. Ss work in pairs to find synonyms for highlighted words. Write them on the board.

Extension activity: Divide Ss into two teams. Give them five minutes to find antonyms for as many words as they can. Each team then challenges the other to give an antonym or near antonym for a particular word. If the second team cannot find a suitable antonym, they have the right to challenge the first team to give their answer. The teacher is the judge. The team with the most correct answers wins.

Answer Key

quaint anachronism – an old fashioned thing that is interesting in a charming way
legacy – something affected by a past situation or action
relay – send
prudence – the quality of showing care and thought for the future.
distorted – a transmission which has had its form or content changed by interference.
come out on top – prevail, win
clatter of sounds – continuous, rattling sounds
receded from public view – gradually seen or discussed less.

- Nowadays, when everybody uses computers, a typewriter seems like a **quaint anachronism**.
- The custom of building villages high on a hill away from the sea is a **legacy** of the days when attacks from pirates were common.
- Mr Keele **relays** instructions to his staff through his secretary.
- His natural **prudence** led him to avoid taking risks.
- The trick mirrors in amusement arcades **distort** your reflection.
- Whether or not he is in the right, he always manages to **come out on top** in any argument.
- Judging by the **clatter of sounds** coming from the kitchen, dinner must be on the way.
- Celebrities rarely manage to completely **recede from public view**.

Suggested synonyms

silent – noiseless
 tedious – boring, dull
 skilled – expert
 basic – fundamental
 went off – failed
 reliable – dependable
 distinctive – clearly recognisable
 routinely – regularly, normally
 shut down – closed
 break down – collapse
 virtually – almost, practically
 take over – conquer
 flexible – adaptable

- 10 Ask students to complete task in pairs. Check answers and elicit why one choice is better than the other.

Answer Key

- | | | |
|-----------------|-------------|----------|
| 1 groped around | 3 dying art | 5 call |
| 2 tedious | 4 adrift at | 6 pecked |

- 11 Go through strategy points with Ss. Point out that they will be required to answer questions like these in Paper 3 of the Proficiency exam. Ask Ss to find and underline the sections of the text for each question. Do questions 1 and 2 with the students. Elicit paraphrases of the quoted lines and write the answers on the board. Remind Ss that they must use their own words. Allow Ss four to five minutes to complete Questions 3 and 4 in pairs. Monitor their work. Ask two or three Ss to read out their answers.

Answer Key

- 1 Even though in the last 150 years newer and more sophisticated ways of doing things have been invented, Morse is still used.
- 2 Sending a message in Morse code.
- 3 They value Morse as a means of communication for important matters.
- 4 Morse signals do not need as much energy to send as a spoken signal and unlike speech, even if the signal is not clear, Morse can still be understood.

- 12 Brainstorm with Ss. Ask them how we communicate our feelings when we are face to face with someone. Elicit **body language**, **voice** and **facial expression**. Write these headings on the board and ask Ss to think of as many words and phrases as they can to go under the headings e.g. *gesture, shrug, nod, snap, murmur, smile, glare* etc. Go through the words, eliciting meanings by example or demonstration.

Add the words used in the task. Ss work in pairs and match verbs to pictures. Check Ss' answers. Allow sufficient time for Ss to make sentences. Monitor and check.

Answer Key

- | | | |
|---------|---------|-----------|
| A glare | C wince | E frown |
| B smirk | D beam | F grimace |

- B The woman in photograph B is smirking. She may be playing a joke on someone.
 C The boy in photograph C is wincing. He's probably listening to some music he thinks is terrible.
 D The woman in photograph D is beaming. She may have had some really good news.
 E The woman in photograph E is frowning. She could be having problems with her computer.
 F The man in photograph F is grimacing. He may be in pain or feeling hot and uncomfortable.

- 13 a. Explain to Ss what a collocation is (a group of words that would naturally be placed together by a native speaker) and give some common examples e.g. *deeply regret, heavy rain*. Explain that awareness of collocation is very important at Proficiency level and will be tested in the exam. Stress the importance of recording vocabulary not just as single words, but including other information, such as: positive or negative connotation, usual context e.g. used for people but not for things, dependent preposition, other words with which it can collocate. Check that Ss understand meanings of verbs. Allow two to three minutes for Ss to match verbs to adverbs.

Optional: Extend the task to verbs from ex. 12. Elicit possible adverbs to go with verbs. Ask Ss to make quick sentences round the class.

Answer Key

retort angrily/abruptly
cheer enthusiastically
smile diplomatically/gently
instruct firmly/gently
comfort gently
shrug indifferently/angrily

- b. Use either verb-adverb collocations from ex. 12 and 13, or only from 13 depending on whether the optional activity is done or not. Model the beginning of the story with Ss.

e.g. S1: *As example*

T: *"Is anybody actually listening to me," he asked his audience.*

S2: *At the back of the room some young executives shrugged indifferently.*

Ss work in small groups to complete task. Monitor their work and help where necessary.

Suggested Answer Key

Paul Smith had been briefing his colleagues for about five minutes, when he paused abruptly.

"Is anybody actually listening to me?" he asked his audience.

At the back of the room, some young executives shrugged indifferently.

"Is there any point in this? You all seem to be completely uninterested," he said.

George Clayton, sitting in the front row, stood up. "You're not telling us what we want to hear, Paul."

Paul didn't like this one bit. "What you want to hear, Mr Clayton, is classified information," he retorted angrily. "I have been firmly instructed not to discuss it in this meeting."

Clayton smiled diplomatically. "You're right, Paul, you're right. I apologise. Please continue." Paul had a very strong feeling that something was going on behind his back. Clayton knew something he didn't. Later that day, Clayton's friends cheered enthusiastically when he entered the restaurant. "Well done, Clayton. You finally got rid of him."

In the meantime, Paul Smith was sitting at home with his wife. "Don't worry. You'll find another job soon," she comforted him gently.

- 14 a. Check Ss understanding of base words. Allow Ss two to three minutes to complete task. Check meanings of collocations.

Answer Key

- | | |
|--------------|----------------|
| a language | e speech |
| b report | f information |
| c discussion | g conversation |
| d words | |

- b. Ss complete task in pairs.

Answer Key

- 1 rousing speech
- 2 animated discussion
- 3 intellectual conversation
- 4 colloquial language
- 5 kind words
- 6 damaging report
- 7 confidential information

- 15 A Ask Ss to look at title and elicit type of text – *instructions for installing a cordless phone (a portable phone with no wires attached)*. Ask Ss if they have ever used a cordless phone or mobile and how they work.

Word field: elicit words to do with parts of a phone and using a phone e.g. *receiver, keypad, display, dial, call, hang-up, put through* etc. Ss do exercise in pairs. Allow four to five minutes. Check answers.

Answer Key

The first text is about cordless telephones and you could read it in a book of instructions for setting up the phone. The second text is about the unpleasant behaviour of someone's boss and you could read it in a story.

- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 C | 5 C | 7 B | 9 B |
| 2 D | 4 A | 6 D | 8 C | 10 C |

- B Ss look at title. Elicit that text is a description. Review descriptive vocabulary taught previously. Ss read first line of text. Elicit whether positive or negative description ('fear' means it is negative). Elicit negative descriptive vocabulary. Ss do exercise in pairs as reinforcement.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 A | 2 C | 3 A | 4 B | 5 D |
|-----|-----|-----|-----|-----|

- 16 Remind Ss of collocation and that some words may be appropriate in one context but not in another. Ss do the exercise in pairs, using a dictionary. Check answers.

Extension: Hand out set of words with related meanings and ask students to work in pairs to find the different ways in which they can be used.

e.g. *diminish/decrease* – *response/answer* – *shout/howl* – *moan/groan* – *pester/persuade* – *intervene/interfere* – *insist/persist* etc

Answer Key

- 1 scream, shriek
- 2 subtleties, nuances
- 3 absorb, comprehend
- 4 straightforward, minimalist
- 5 verbose, long-winded
- 6 mumbled, muttered
- 7 expression, tone
- 8 clear, striking

- 17 Set for homework and check in class.

a. Answer Key

- | | | |
|---------|---------|---------|
| 1 about | 5 about | 9 about |
| 2 on | 6 on | 10 on |
| 3 about | 7 on | |
| 4 on | 8 on | |

Suggested Answer Key

- 1 We spent half an hour arguing about the best way to solve the problem.
- 2 Debbie is intent on getting into University.
- 3 I hate people who boast about their achievements.
- 4 He was invited to Cork University last term to lecture on politics.
- 5 Jane's father lectured her about her bad manners.
- 6 I acted on your advice and took out travel insurance.
- 7 They've been experimenting on the effects of certain drugs on the nerves.
- 8 I insist on coming with you.
- 9 Bill is really excited about going camping.
- 10 Mr Brown has not commented on the decision.

b. Answer Key

- | | | |
|--------|--------|--------|
| 1 for | 4 for | 7 from |
| 2 for | 5 from | 8 for |
| 3 from | 6 for | |

Suggested Answer Key

- 1 They spoke in whispers for fear of waking the baby.
- 2 I'm only doing this for your sake.
- 3 I go to the theatre from time to time.
- 4 John's staying with his uncle for the time being.
- 5 Helen played the sonata from memory.
- 6 I take it for granted that you will be here tomorrow.
- 7 From now on, we'll be working in the annexe.
- 8 Peter will be late, for sure

c. Answer Key

- | | | |
|------|------|------|
| 1 on | 4 in | 7 in |
| 2 on | 5 in | 8 on |
| 3 on | 6 on | |

Suggested Answer Key

- 1 There is a kitchen and rest area on the premises.
- 2 My sister is a nurse and is often on duty at night.
- 3 She spent her summer holiday on a small island in the Pacific.

- 4 The economy has been in recession for the last six months.
- 5 He risked his life in the name of freedom and equality for all.
- 6 Janet is on leave this week – she'll be back on Monday.
- 7 The remark was made in jest, so don't take it too seriously.
- 8 When the dustmen went on strike the army was called in to collect the rubbish.

- 18 Explain to Ss that knowledge of idioms and fixed phrases is important at Proficiency level and will be tested in Papers 1 and 3 of the exam. Explain that it is often possible to work out the general meaning by looking at the parts of an idiom. Remind Ss of the theme of the unit and point out that all these idioms are connected with communicating. Direct Ss to the example: *paint a pretty picture* – paint and picture collocate. Elicit meaning by asking what a picture does (= describe sth pleasant). Elicit the meaning of mince (= cut into very small pieces). Ask Ss to find an appropriate match and elicit the meaning: cut your speech into small pieces i.e. be indirect (point out that it is usually used in the negative to mean 'speak directly or forcefully', especially about something unpleasant). Ss continue in this way. Check answers and elicit meanings.

Answer Key

- | | |
|----------------------------|----------------------|
| • mince my words | making small talk |
| a man of few words | hold my tongue |
| by word of mouth | the talk of the town |
| speak your mind | talk is cheap |
| let you in on a secret | |
| • 2 let you in on a secret | 7 a man of few words |
| 3 mince my words | 8 making small talk |
| 4 talk is cheap | 9 speak your mind |
| 5 hold my tongue | 10 by word of mouth |
| 6 the talk of the town | |

- 19 a. Ss work in pairs and use dictionaries to complete exercise. Encourage them to write down other idioms they find using the key words from the exercise e.g. *take something as read*, *catch your breath*, *drop a hint* etc. Discuss these with the class after checking answers.

Answer Key

- 1 *read between the lines* (find implied meanings in what someone says or writes)
- 2 *catch up with her news* (find out how she has been and what she's been doing)
- 3 *drop me a line* (send me a letter)
- 4 *on the tip of her tongue* (be very close to remembering a word/name)
- 5 *bad news travels fast* (bad news circulates quickly)

- b. Ss do exercise. Ask some Ss to read out their answers. **Alternatively** write all the idioms on sets of cards. Divide the Ss into groups of four and give each group a set of idiom cards placed face down. Ss take turns to pick up a card and make a sentence using the idiom on the card within a fixed time (e.g. one minute), after which the card is passed to the next S. The first group to finish wins.
Or: Picture Idioms: Divide the class into two teams. Each team should write five idioms (using those learnt in the class) onto five separate pieces of paper. Make sure that each team uses different idioms. Team A should then give one piece of paper to one S from Team B. Without letting any of his/her team see what is written on the paper, and without speaking, he or she should draw the idea on the board. His or her teammates have