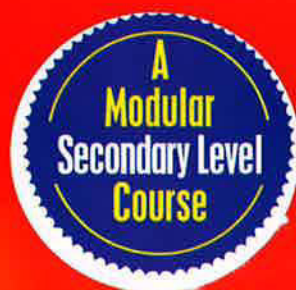


Upstream

ADVANCED C1



Teacher's Book

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Express Publishing

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Unit 1 – Something to Shout About

Objectives

Vocabulary: success and achievements; special occasions; celebrations; career qualities; feelings

Reading: multiple matching; multiple choice

Listening: listening for gist and detail; blank filling; multiple matching

Speaking: asking for/giving advice; giving an opinion; expressing uncertainty; giving and responding to news; comparing and contrasting; speculating

English in Use: multiple cloze; error correction; gap fill; register transfer

Grammar: gerunds and infinitives; dependent prepositions

Phrasal verbs: *carry; wear*

Writing: formal and informal letters

Lead in (p. 7)

- 1 a. Direct Ss to the title of the unit. Discuss the meaning. 'Something to shout about' – *when you've done something special, or have something to celebrate*. Elicit other phrases to express happiness or how the people might be feeling – *on top of the world/on cloud nine/ecstatic/proud/overwhelmed, etc.*

Ask Ss to look at the pictures and say why the people might be happy.

Suggested Answer Key

- A *he's won a prize*
 B *he's made a breakthrough*
 C *they've had a baby*
 D *they're celebrating an anniversary/they've been married a long time.*

Elicit other possible causes for celebration. *Passing a driving test/passing an exam/getting married/getting a job, etc.*

- b. Direct Ss to the task and ask them to discuss the aspects in pairs. Allow 2 or 3 minutes. Allow longer if the conversation seems animated. Get feedback from one or more pairs and encourage general discussion if Ss seem interested.

Suggested Answer Key

- A: *For many people success is really important. It makes them feel special and improves their confidence. A lot of people like others to look up to them. For some people it's enough just to know they've achieved what they are able to do and they don't let everyone know what they've done. But most people like to get recognition for hard work or special talents. Happiness is certainly not automatic. People think that if you're successful you'll be happy, but this isn't always true.*
- B: *Sometimes if you're successful it's like a drug and you want more and more success so that it takes over your life. For other people there is a fear that they might not be able to live up to their success or even lose what they've gained so their lives are completely centred on achieving more and more. In more obvious cases, celebrities have the problem of loss of privacy and people who have made lots*

of money might have the problem of people continually asking them for handouts.

- 2 a. Tell Ss they are going to listen to three people talking about what they think are the secrets of success. Put the three people on the board in this order: neurosurgeon – business executive – actor. Check they understand the meaning of 'neurosurgeon'. Elicit from Ss what they think these people might say about the secrets of success and list ideas on the board.

Let Ss listen once to identify the speakers and see if they have predicted correctly. Tell Ss they will have to listen for specific words to complete the sentences in the exercise. Advise them to look at the words that come before and after the gaps and to consider the grammar of the sentence. Tell them that this is a task they will have to do in the Listening paper.

Ask Ss to give synonyms for

block out (q. 2) = *try not to listen to / filter out*

channel your efforts (q. 3) = *direct your energy*

becomes second nature (q. 5) = *becomes automatic*

Let Ss listen again and give them 1 to 2 minutes after listening to fill in the blanks in the exercise.

Answer Key

- 1 *believe in yourself*
 2 *negative thoughts*
 3 *sidetracked/distracted*
 4 *Remind yourself of your target*
 5 *focused and positive*
 6 *disciplined*
 7 *underestimate yourself*

Ask Ss what else they can remember from what the three people said about the secrets of success and list them on the board.

Optional activity. Photocopy tapescript and ask them to find collocations for: **obstacles** (to face) – **to knock** (your confidence) – **incompatible** (with) – **get** (side-tracked/nowhere, etc). Ask them to suggest other situations when these collocations could be used.

- b. Tell Ss they are going to decide which three elements from Ex. 2a they think are the most important. Remind Ss to use a variety of linking devices to support their choices, e.g. *so that, however, in order to, rather than*, etc. Allow Ss 2 or 3 minutes to perform the task in pairs. Ask 2 or 3 pairs to provide feedback.

Suggested Answer Key

Firstly, blocking out negative thoughts is vital. Otherwise you'll lose confidence and never succeed.

Then, channelling your efforts in the right direction will help you to avoid losing focus and will encourage you to be positive.

Finally, reminding yourself of your target in different ways can really help.

Ask Ss if there is **one** single piece of advice they think stands out as the most important.

- 3 Tell Ss to imagine they are a particular person e.g. 'Imagine you are a fitness instructor' and ask them what qualities they would have to have to do this job. Brainstorm these and list on the board. Tell them they will be matching job qualities with particular jobs and giving their reasons. Take them through the list of qualities, explaining any difficulties e.g. *foresight – the ability to think ahead to consider potential problems; diplomacy – the ability to deal with different people tactfully*. Look at the example with them and indicate that Ss are to give extended answers. Ask Ss to work in pairs to match qualities with jobs from the box and to give reasons. The stronger, faster Ss can think of extra jobs of their own. Allow enough time for the weakest Ss to have constructed at least two reasons. Encourage Ss to alternate their sentence structure, e.g. 'Lawyers need to be ...'; 'Diplomacy is needed by ...'. Monitor, correct and encourage. Elicit feedback from several pairs.

Suggested Answer Key

- A: ... A footballer, on the other hand, needs physical strength and stamina to be able to keep up with the pace of the game.
 B: Team spirit is obviously a must for him as he doesn't act alone and success depends on the whole team playing together.
 A: Imagination is vital for an art director as he is always dealing with art and artists in some way or another.
 B: It is also the most important quality a novelist must have as without it there would be no stories or fantasy worlds.
 A: Foresight and diplomacy are definitely part of a politician's make-up as he has to deal with a wide range of different types of people and consider future obstacles and changes.
 B: The business executive must also possess these abilities for the same reasons but obviously in a different work environment. He must be able to see the consequences of his decisions and look ahead to changing economic situations.
 A: A teacher cannot work without having intellect as he or she needs to be able to teach others and maintain respect.
 B: This is also important for lawyers and doctors who must command respect in the community.
 A: Many careers need people who are quick thinking. A firefighter in particular needs this quality as he has to make quick decisions which can save lives.
 B: The footballer has to think on his feet as well. And teachers. Students can ask them all sorts of difficult questions!
 A: Determination is a quality which all people need if they really want to do their jobs efficiently and be successful at what they choose to do.
 B: I agree. If you haven't got determination, you won't get anywhere.

- 4 Tell Ss that here are two different quotations about success. Elicit paraphrases of the first quotation from the Ss and build up the paraphrase on the board. Allow Ss 2 to 3 minutes to write a paraphrase of the second one in pairs. Monitor and correct and ask two or three pairs to read out their paraphrases.

Suggested Answer Key

People who are successful often become so because they are busy concentrating on what they should be doing and achieve success for this reason rather than taking their minds off their work to actively seek others' approval, in this way not working as successfully as they might do.

This quotation can, I think, be interpreted in two ways. Firstly it says that the road to success is not easy and successful people have always had to deal with failure at some stage in their careers.

Failure can also contribute to success by making people stronger, better at what they do and more determined. Secondly it can mean that for every person going up the ladder there is always another person coming down.

Elicit agreement or disagreement from Ss and encourage them to justify their opinions and maybe contribute some examples from their own personal experience. Feed in vocabulary which might help e.g. *rewarded/get to the top/having a face that fits/the right place at the right time/ mindset/by dint of/stepping into someone's shoes/rejection*, etc.

Suggested Answer Key

Personally, I think there is some truth in both statements but I must admit I don't fully agree with either. The first statement should be true. People who work hard should be rewarded for their work and achievements. However, in real life it is often those who shout about what they do and make a big show of it that get noticed and promoted or whatever. I also think that success sometimes just depends on being in the right place at the right time or even knowing the right people and having a face that fits. If you're determined to get somewhere and have the mindset that wants to get ahead, you will.

Regarding the second quotation, I think it's true that we all learn from our mistakes and even people who have made it to the top with apparent ease have often had to work hard on the way up and had to deal with all sorts of rejection. If we interpret it in the second way, I agree that to reach the top you often have to be hard and not think about other people and who you might be stepping on. However, I don't think that this is always true and there are many gentle, considerate people who make it to the top by dint of hard work and talent. It depends on the career.

Reading (pp. 8-9)

- 1 a. Explain that Ss will read about what people think they need for success. Most of the people are involved in sport. Write 'How to be a Winner' on the board and remind Ss of the secrets of success they heard on the recording. Ask which they think apply to sports winners and list on board. Allow about a minute for Ss to do the task in pairs. Elicit answers.

Suggested Answer Key

According to the introduction, talent is only a very small part of what it takes to achieve success.

Elicit answers to the second question and add them to the list on the board.

Suggested Answer Key

determination/stamina/hard work/luck/good health

- b. Inform Ss that the words and expressions appear in the article they are about to read. Check the basic meaning of each.

Allow Ss to discuss possible contexts in pairs and elicit feedback. Then give them three or four minutes to scan the text to check their ideas. Ss should not be given too long at this stage as it is important for them to practise scanning and not to read in detail. Elicit feedback.

- 2 **Strategy box.** Go through the strategy box with Ss and explain clearly what they have to do in these sections of the exam. Point out that it is not necessary to understand every word to be able to answer the questions. Follow the first stage in the box. Students read the whole article quickly to get a general idea. Give a time limit of around 4 minutes. Then read through the questions together. Now read the first section together and see if any of the questions are answered here (*second question: She benefited from failing*). Then allow Ss to continue the questions. As this is the first unit, Ss may work in pairs and divide the questions between them. Allow 5 to 10 minutes for Ss to find the answers and discuss them with their partner. Alternatively, the exercise could be completed at home. Conduct feedback and ask Ss to underline relevant parts of the article.

Answer Key

- 1 C when I matured from a little girl to a woman ...
- 2 A I have learned a lot from my own disappointments ...
- 3 I I misjudged my race and ...
- 4 B Then one of the specialists said there was no reason why ...
- 5 C My coach encouraged me to keep going ...
- 6 H Imagine you are experiencing success ...
- 7 C mark off mini goals on the way ...
- 8 F Just by writing down your goals for the day ...
- 9 B I was diagnosed as a diabetic ...
- 10 D don't get side-tracked ...
- 11 I Push yourself beyond your limits ...
- 12 E try making a few decisions based on your gut instinct ...
- 13 F without being organised.
- 14 G it helps to repeat words such as ...

For Ss who have not done this type of exercise before, spend time in the classroom explaining how the answers relate back to the questions.

- 3 a. Remind Ss of the importance of recording new vocab in context. Allow Ss to reread the text to look at the items in context and match them to the meanings. Elicit feedback, asking several Ss for answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 g | 3 e | 5 d | 7 f |
| 2 c | 4 b | 6 a | |

- b. Ask Ss to look at the highlighted words and phrases in context. Direct them to the first one and ask for the usual meaning of 'claw' (the nail of an animal's foot). Then ask Ss to suggest what 'claw my way back' might mean. Allow Ss 2 to 3 minutes to do the task, before checking answers.

Suggested Answer Key

claw my way back – get back with difficulty
 keep plugging away – keep trying
 matured – developed, grew
 put things into perspective – decide on priorities
 side-tracked – distracted from your goal
 tackling – dealing with
 boost – increase
 discipline – a particular area of study
 external – not directly related to your thoughts
 barriers – self-imposed limits

- 4 Again, ask Ss to look at the phrases in context. Elicit suggestions and check answers.

Suggested Answer Key

I lost it completely – I was not in control (point out here the colloquial usage of 'to lose it', meaning to go mad, get angry, get very upset, etc)
hurdles block your path to success – obstacles get in the way of your achieving your objectives
inch your way towards it – move gradually in that direction
world peace is not riding on you succeeding – your failure is not going to have earth-shattering consequences; it's only a sport
being on top of my diary – being organised and keeping to a routine where I can fit everything in
a voice inside your head tells you that you can't do something – you have an overwhelming feeling of inadequacy; you feel sure that you will fail; you are filled with self-doubt; etc
become second nature – develop into an automatic/instinctive response

- 5 a. Remind Ss that they discussed the keys to success in Ex. 1 (and a list was made on the board). Ask Ss to write down individual lists and compare with their partner. Allow 2 to 3 minutes for Ss to do the task and elicit answers from individual Ss. Encourage Ss to link their points (e.g. *Firstly, ... Then, ... Next, ... Finally, etc*).

Students' own answers

- b. Allow 2 to 3 minutes for 'free discussion' in pairs before asking for one or two contributions to be retold in front of the class.

Language Focus (pp. 10-13)

- 1 Tell Ss that you are going to talk about celebrations. Write the word 'celebrations' on the board. Ask Ss for examples of celebrations and write them on the board. For example, *birthday, name-day, anniversary*, etc. Then tell them to do exercise a in pairs.

a. Answer Key

- | | |
|--------------|-----------------|
| A birth | E anniversary |
| B wedding | F graduation |
| C promotion | G house-warming |
| D retirement | H engagement |

b. Students' own answers

- 2 Tell Ss that they are going to hear two people talking about a celebration, and that they should make brief notes to help them answer the two questions. Play the recording once, and let Ss compare notes, then play it again.

a. Suggested Answer Key

The special occasion is the girl's grandparents' golden wedding anniversary. It was one of the best celebrations she had ever attended/ she really enjoyed herself/ she had a great time.

b. Suggested Answer Key

The best celebration I have ever attended was my best friend's house-warming party. She had just bought a small flat in town, and all her friends came to help her celebrate. There must have been about thirty or forty people there, so it was a tight squeeze! We didn't have a sit-down meal because there were too many people, but there were lots of snacks and dips

and salad things. One friend brought his guitar and played music, and different people sang songs. It went on until about two or three in the morning. We had a great time!

3. Students work together to choose the appropriate answer.

Answer Key

- 1 resolution, decision, objective
- 2 victory, breakthrough, achievement
- 3 ethics, values, rights
- 4 inspiration, obsession, ambition
- 5 prosperity, fortune, luxury

4. a. Write 'career success' on the board. Ask Ss for some ideas about what makes a person successful in their career, and write them on the board. Then allow 1 or 2 minutes for Ss to do the task, dealing with any problems as they come up.

Students' own answers

- b. Allow 2 or 3 minutes for Ss to talk in pairs before asking several pairs to report to the class.

Suggested Answer Key

A: If you are in a profession which involves dealing with people, a positive image can make them like you and trust you.

B: I know what you mean. I've also ticked 'popularity' because if you are popular in the workplace, colleagues are glad to help you or work with you.

A: Yes, quite. I had a bit of difficulty choosing between 'relevant experience' and 'qualifications', but in the end I ticked the former.

B: I didn't tick either. I went for 'influential acquaintances', 'supportive family' and 'well-rounded education' in the first category.

A: Hmm. Why do you think a supportive family is so important?

B: Well, I think that if you've got support and encouragement at home, and a happy family life in general, you tend to work more efficiently.

A: I see. Anyway, what about the second category? ...

- c. Allow 3 or 4 minutes for Ss to scan the text. Check Ss' answers.

Suggested Answer Key

Qualities Steve Jobs had:

- determination / ambition / self-motivation (he dropped out of college to ...)
- experience of other cultures (... go to India and experience Buddhism.)
- foresight / powers of intuition (Jobs understood that computers ...)
- financial backing (he managed to obtain finance ...)
- charisma (... a brilliantly choreographed demonstration he gave himself.)
- resilience (In 1986, Jobs bought Pixar ...)
- natural talent (quickly engineered an award-winning campaign ...)

Qualities Steve Jobs didn't have:

- attractive appearance (... he had long, unkempt hair ...)

- d. Allow 3 to 4 minutes for Ss to discuss their qualities. Monitor and deal with any problems.

5. Allow 2 to 3 minutes. Check Ss' answers.

Answer Key

- | | | |
|-----------|---------|-------------|
| 1 back | 3 right | 5 caught |
| 2 purpose | 4 apply | 6 condition |

6. Remind Ss of the collocation work they did in the reading passage on pp. 8-9. Explain that adjectives can collocate with nouns, e.g. 'heavy traffic', adverbs can collocate with verbs and/or adjectives, e.g. 'deeply offended', etc. Here they are going to look at collocations with several common verbs. These verbs are often confused. Explain that even the wrong preposition or article can alter the meaning of a collocation.

Put the main verbs on the board and brainstorm collocations Ss might already know.

Give an example 'to earn one's living' (we cannot say 'to earn the living' although we can say 'to earn a living') meaning to get enough money to live on.

Ss work together to fill in the correct verb and then to use the correct collocations in the sentences.

- a. **Answer Key**

Get	Gain	Win	Earn	
✓	✓	✓		control of a situation
✓	✓	✓	✓	promotion
		✓	✓	the title
✓	✓	✓	✓	sb's respect
✓	✓	✓	✓	a reputation
	✓	✓	✓	the right to do/have sth
✓	✓			experience
✓			✓	a salary
			✓	one's living
✓	✓			the advantage

- b. 1 gained/got the advantage
2 gain/get experience
3 earned his/a living
4 gets a salary
5 gained/earned a reputation

7. a. Explain the meaning of 'fixed phrases' and 'idioms'. (Groups of words without a necessarily transparent meaning.) Ss may know the meaning of individual words but not the overall meaning when they are put together in a particular way. e.g. *You've really got to pull your socks up!* Ask for other examples from Ss. In pairs, Ss do the matching exercise, and then they fill in the appropriate phrase in the sentences given in Ex. 7b.

Answer Key

- | | | | | |
|-----|-----|-----|-----|------|
| 1 h | 3 e | 5 b | 7 g | 9 f |
| 2 a | 4 c | 6 i | 8 j | 10 d |

- b. **Answer Key**

- | | |
|----------------------|---------------|
| 2 On second thoughts | 4 on target |
| 3 on her own | 5 on a budget |

- 8 Refer Ss to the reference section at the back of the book. Remind Ss of the importance of phrasal verbs. Advise them to learn them in context rather than lists and to select those they learn for active production rather than passive knowledge. Ask Ss whether they are more likely to find phrasal verbs (multi-word verbs) in speech or writing (*in speech*). Tell Ss that there is usually a formal single verb equivalent. Give an example. *Put up with* = *tolerate*. Ask for examples from them.

Brainstorm particles we can use with 'carry' and 'wear'. Put on the board. Elicit any formal equivalents.

Direct Ss to the exercise and ask them to complete individually. Check Ss' answers.

Answer Key

- 1 wore down (= reduced)
- 2 carries out (= executes)
- 3 carried on (= continued)
- 4 carry them out (= accomplish)
- 5 carried over (= spread)
- 6 wore off (= subsided)
- 7 wore on (= passed)
- 8 wore out (= destroyed through use)
- 9 carried off (= won unexpectedly)
- 10 wear away (= dissolve) (also wear out/wear through)

Ss should learn phrasal verbs for homework and select 6 to write sentences for.

- 9 a. Write the sentence 'He's got the world at his feet' on the board and ask Ss to suggest what it might mean. Point out that idioms often convey a 'picture' which explains the meaning. Ss do Ex. a in pairs. Ask Ss if they have similar idioms in their language, pointing out the importance of using them correctly.

Answer Key

- | | | | | |
|-----|-----|-----|-----|------|
| 2 a | 4 h | 6 b | 8 e | 10 g |
| 3 c | 5 i | 7 j | 9 f | |

b. Answer Key

- 2 worked his fingers to the bone
- 3 keeping up with the Joneses
- 4 be on top of things
- 5 worked her way up to the top

- 10 a. Ask for suggestions for the jumbled words. Then point out how 'I'm pleased to inform you' and 'I regret to inform you' can be used to give good and bad news respectively.

Answer Key

pleased, regret

b. Students' own answers

- 11 a. Tell Ss they are going to hear four people responding to either good news or bad news. Play the recording once, and Ss match the topics with the extracts. Check their answers and ask them what helped them decide.

Answer Key

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

- b. Play the cassette/CD again, and Ss tick the phrases that they hear.

Answer Key

Giving News

- I'm afraid I've got some bad news.
- You can't imagine what happened then!
- I have wonderful news for you.
- I'm pleased to inform you that ...

Responding to Good News

- You can't be serious!
- Who'd have ever thought!
- I can't believe this!
- Wow! That's fantastic.
- Congratulations!
- You're joking!
- That's incredible!
- That's very good news, indeed!

Responding to Bad News

- Oh, no!
- Oh, what a pity!

c. Answer Key

Formal

- I regret to inform you that ...
- I have wonderful news for you!
- I'm pleased to inform you that ...
- I don't like to be the bearer of bad news, but ...
- That's very good news, indeed!

Informal

- I can't believe this!
- Oh, my. That's a shame!
- I'm afraid I've got some bad news.
- You'll never guess ...
- I hate to tell you this, but ...
- You're never going to believe this, but ...
- You can't imagine what happened then!
- There's a bit of a problem.
- You can't be serious!
- Who'd have ever thought!
- Wow! That's fantastic!
- Congratulations!
- You're joking!
- That's incredible!
- Oh no!
- That's terrible/awful/horrible!
- Oh, what a pity.

d. Students' own answers

Listening & Speaking (pp. 14-15)

- 1 a. Ask Ss to remember a particular moment in their lives when they were very happy. Tell them that they are going to tell their partner about this time, using the questions in the book as a guide. Select individual Ss to do the task in front of the class.

Suggested Answer Key

A really special moment for me was when I went on holiday to Paris for the first time when I was 11 years old. I went with my parents and we stayed at a really fantastic hotel near the Arc de Triomphe. I remember standing on the balcony of our hotel room just looking at the lights over Paris. It was raining a little but it was just so beautiful – I shall never forget that moment.