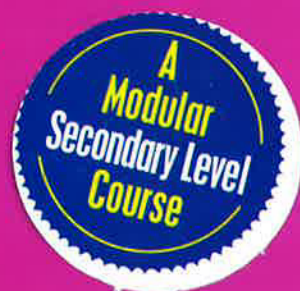


# Upstream

PRE-INTERMEDIATE B1



**Teacher's Book**

Virginia Evans - Jenny Dooley



**Express Publishing**

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For teachers' inspection ONLY

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| Grammar                                                                                                                                            | Listening                                                                                                                                                                           | Speaking                                                                                                                                                                                                             | Writing                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| present simple/continuous; stative verbs; adverbs of frequency; question words<br>Phrasal verbs: <i>GET</i>                                        | <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- multiple matching (missing sentences)</li> </ul>                                                                | describing fictional characters; making choices; socialising; describing people<br><i>intonation – expressing surprise &amp; concern</i>                                                                             | - a letter giving advice<br><i>Portfolio: description of a hero/villain; classified ad; e-mail to a friend</i>                                               |
| comparatives and superlatives; -ing/infinitive forms; specific/general preferences<br>Phrasal verbs: <i>PUT</i>                                    | <ul style="list-style-type: none"> <li>- listening for detailed meaning</li> <li>- multiple matching (missing sentences)</li> </ul>                                                 | introducing oneself; expressing likes/dislikes; asking for/giving directions; talking about jobs; expressing preferences; (role-play) a job interview; describing pictures<br><i>intonation – stressed syllables</i> | - a letter of application<br><i>Portfolio: article about where you live; description of neighbourhood; questions for a quiz</i>                              |
| present perfect simple/continuous; clauses of purpose<br>Phrasal verbs: <i>RUN</i>                                                                 | <ul style="list-style-type: none"> <li>- completing missing information</li> <li>- multiple choice</li> </ul>                                                                       | improving one's town/city; a short talk from notes; describing pictures; reacting to news; acting out a dialogue; (role-play) at Customs                                                                             | - notes<br><i>Portfolio: poster about the environment; article about a zoo; letter to a friend</i>                                                           |
| present/past participles; past simple/continuous; linkers; the definite/indefinite article; used to/would<br>Phrasal verbs: <i>COME</i>            | <ul style="list-style-type: none"> <li>- multiple matching</li> <li>- listening for specific information</li> <li>- completing missing information</li> </ul>                       | narrating experiences; expressing feelings; checking in; complaining/apologising; giving travel information; expressing disapproval; describing pictures<br><i>intonation – expressing annoyance</i>                 | - a story<br><i>Portfolio: holiday advertisement; weather forecast; factfile about your country</i>                                                          |
| modal verbs; making assumptions/requests; too/enough; order of adjectives<br>Phrasal verbs: <i>LOOK</i>                                            | <ul style="list-style-type: none"> <li>- listening for specific information</li> <li>- listening for gist</li> <li>- multiple choice</li> <li>- multiple matching</li> </ul>        | asking about prices; calming down; describing objects; offering/accepting gifts; asking for/buying things; (role-play) salesperson/customer<br><i>intonation – losing patience</i>                                   | - a report assessing good & bad points<br><i>Portfolio: description of the best place to shop; page for a clothes catalogue; poster of school/work rules</i> |
| future forms; future continuous; question tags<br><br>Phrasal verbs: <i>BREAK</i>                                                                  | <ul style="list-style-type: none"> <li>- listening for gist</li> <li>- listening for specific information</li> <li>- intonation</li> </ul>                                          | a short talk from notes; describing celebrations & customs; making arrangements; inviting; congratulating & thanking<br><i>intonation in question tags</i>                                                           | - postcard<br><i>Portfolio: article about a traditional wedding; greetings cards; e-mail to a friend</i>                                                     |
| countables/uncountables; quantifiers; indefinite pronouns; past perfect simple/continuous<br>Phrasal verbs: <i>GIVE</i>                            | <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- listening for specific information</li> <li>- multiple matching</li> <li>- to take notes</li> </ul>             | discussing food preferences/tastes; (role-play) eating out/ordering a meal; comparing table manners; describing pictures;<br><i>intonation – stressed syllables</i>                                                  | - a story<br><i>Portfolio: description of an unusual restaurant; recipe for a local dish; shopping list</i>                                                  |
| the passive; <i>with/by</i> ; conditionals: type 0, 1; <i>if/unless</i> ; linkers (result, addition, contrast, etc)<br>Phrasal verbs: <i>BRING</i> | <ul style="list-style-type: none"> <li>- listening for detailed meaning</li> <li>- multiple choice</li> <li>- multiple matching</li> <li>- listening for specific sounds</li> </ul> | discussing sports; negotiating; describing pictures; expressing opinions; asking about/describing health; sympathising – giving advice; acting out dialogues<br><i>intonation – hesitating</i>                       | - a pros and cons essay<br><i>Portfolio: postcard to a friend; short communicative message; sports quiz</i>                                                  |
| conditionals: type 2, 3; wishes; relative clauses; <i>so/neither</i><br>Phrasal verbs: <i>TURN</i>                                                 | <ul style="list-style-type: none"> <li>- listening for detailed meaning</li> <li>- multiple matching</li> <li>- completing missing information</li> </ul>                           | discussing entertainment; suggesting/(dis)agreeing; talking about a book/TV programmes; (role-play) booking tickets; expressing preferences; describing paintings; acting out dialogues                              | - an informal letter reviewing a film<br><i>Portfolio: review for a school event; TV guide; interview with a graffiti artist</i>                             |
| clauses of concession; <i>all/most/some/none</i> ; reported speech; indirect questions; causative form;<br>Phrasal verbs: <i>TAKE</i>              | <ul style="list-style-type: none"> <li>- multiple matching</li> <li>- to fill in gaps</li> <li>- listening for detailed meaning</li> </ul>                                          | discussing technology; short talk from notes; conducting a survey; talking about pros & cons; describing pictures; (role-play) requesting action/giving an account of an event<br><i>intonation in questions</i>     | - a letter of complaint<br><i>Portfolio: article about teenagers in your country; text message to a friend; questions for a science quiz</i>                 |

# 1a Heroes and Villains

## Lead-in

- 1 a. Which of the characters in the pictures are heroes/heroines and which are villains?
- b. Who has got ...
  - curly brown hair Frodo Baggins
  - pointed ears Peter Pan
  - a long white beard Saruman
  - a black moustache Capt Hook
  - a magic mirror the Wicked Queen
  - a sharp metal hook instead of a hand Capt Hook
  - a magic staff Saruman
  - a broad-brimmed hat Capt Hook
  - shiny black hair and rosy cheeks Snow White

Frodo Baggins has got curly brown hair.

## Listening

- 2 a. In pairs, decide which of these adjectives best describe each character in the pictures.
 

|                                                                                                                        |                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| mischievous & daring <i>Peter Pan</i><br>cunning &<br>dangerous <i>Captain Hook</i><br>kind & caring <i>Snow White</i> | vain & cold-hearted <i>the Wicked Queen</i><br>polite & considerate <i>Snow White</i><br>evil & greedy <i>Saruman</i><br>brave & honest <i>Frodo Baggins</i> |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
- A: *Who do you think is mischievous and daring?*  
 B: *I'd say Peter Pan.*

- b. Listen and check. Which extra character is described?

## Reading

- 3 Look at the pictures and the title of the article. What does the title mean?



Frodo Baggins

Saruman

## Characters Larger than life

In any book, cartoon or film we all love to see the heroes defeat the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

Saruman, from *The Lord of the Rings*, is an all-time favourite villain, the type of villain I like. He is a tall wizard with a long white beard and cold dark eyes. He wears a long white robe and carries a magic staff. Once he was a good wizard but the power of a magic ring has made him evil and greedy and now he wants to rule the world. Only Frodo, the small ring bearer, can stop him.

Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His mission is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf a wise wizard, protects them and shows them the way.

Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the

Lost Boys, have a dangerous enemy called Captain Hook.

With his black moustache, cruel laugh and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broad-brimmed hat and fine clothes. He lives with a band of pirates on his ship, the *Jolly Roger*, making plans to kidnap the Lost Boys and capture the boy he hates.

Not all villains are men. The Wicked Queen in *Snow White* is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, "Mirror, mirror on the wall, who is the fairest of them all?" The answer always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she dresses up as an old woman and gives Snow White a poisoned apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and eventually see good win over evil. I also can't help feeling for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.

## Objectives

**Reading:** • four-option multiple choice (article)  
• matching (job advertisements) • multiple choice cloze (article) • True/False (literary extract)

**Vocabulary:** character and appearance adjectives; compound nouns describing appearance

*skills – explaining words from context; remembering new words with their opposites; asking for, giving and justifying advice*

**Grammar:** prepositions with descriptive adjectives; present simple & continuous; adverbs of frequency; question words

*phrasal verb – get*

**Listening:** • matching; multiple choice

*skills – listening for confirmation; listening to match people to their activities; listening for specific information*

**Speaking:** • simulated situation (talking about a leader's qualities) • extended turn (describing a fictional character) • general conversation (talking about people Ss know; describing cartoon characters; interviewing a partner about his/her lifestyle; making choices) • role play – socialising

**Intonation:** expressing surprise/concern

**Writing:** • sentence transformations • a letter of advice

*Portfolio – a short paragraph describing a hero(ine) or villain; an advertisement; an e-mail*

1 a. **Focus** ► introducing the theme of the unit

Look at the title of the unit. Elicit what the words **hero**, **heroine** (a leading character who is good) and **villain** (a leading character who is bad) mean by referring Ss to the pictures. Ss decide which characters are villains and which are heroes/heroines. Ss can also say which films/stories these characters are from.

**Answer Key**

**Frodo Baggins** – from 'The Lord of the Rings' - hero

**Saruman** – from 'The Lord of the Rings' - villain

**Captain Hook** – from 'Hook'/'Peter Pan' - villain

**Peter Pan** – from 'Hook'/'Peter Pan' - hero

**The Wicked Queen** – from 'Snow White and the Seven Dwarfs' - villain

**Snow White** – from 'Snow White and the Seven Dwarfs' - heroine

b. **Focus** ► vocabulary describing appearance

Ask Ss to look at the pictures again. Read out the phrases one at a time and elicit/explain any unknown words. Ask Ss to match the descriptions to the characters.  
e.g. Who's got curly brown hair?

**Answer Key** (See overprinted answers)

2 a. **Focus** ► adjectives describing character

Read out the list of adjectives and elicit/explain the meaning of each one by giving synonyms, opposites or examples, e.g.

**mischievous** – naughty, playful

**daring** – brave

Ss work in pairs and decide which adjectives best describe each character.

**Answer Key** (See overprinted answers)

**Suggested Answer Key**

A: Who do you think is cunning and dangerous?

B: I'd say Captain Hook is cunning and dangerous.

A: Who do you think is kind and caring?

B: I'd say Snow White is kind and caring.

A: Who do you think is vain and cold-hearted?

B: I'd say the Wicked Queen is vain and cold-hearted.

A: Who do you think is polite and considerate?

B: I'd say Snow White is polite and considerate.

A: Who do you think is evil and greedy?

B: I'd say Saruman is evil and greedy.

A: Who do you think is brave and honest?

B: I'd say Frodo Baggins is brave and honest.

b. Explain that Ss are going to listen to a TV presenter talking about this week's films. Explain the task, then play the cassette/CD, twice if necessary.

**Answer Key**

The extra character is Superman. He is polite and considerate.

3 **Focus** ► prediction about the text

Read out the title and elicit Ss' ideas about what it means.

**Suggested Answer Key**

I would say that 'Larger than Life' means that the hero's/heroine's characteristics are rather exaggerated. For example, the evil villains in films and books are more evil than real life villains.

4 **Focus** ► reading for specific information

Explain the task. Present Study Skills tip. Tell Ss they need to follow this advice to complete the task successfully. Allow Ss time to read the text silently. Do question 1 with Ss. Ask a student to read out the question, stressing the key words. Elicit that this is a general question about the text. Ss in pairs read out options A-D, underline and stress key words. Help Ss rephrase the meaning of the options. Allow Ss time to refer back to the text, underline and choose their answer. Ask a pair of Ss to report back to class, justifying their answer with examples from the text. Elicit feedback from the rest of the class and help Ss decide on the correct answer. Explain that they should follow the same procedure for the rest of the questions.

**Answer Key** (See overprinted answers)

Ss make a list of the highlighted words in the vocabulary section of their notebooks and work in pairs to find their meanings. Alternatively, this exercise lends itself well to dictionary work. Ask Ss to look at the first highlighted word, **defeat**. Elicit/Explain what part of speech it is (v). Ask Ss to predict its meaning from the context. Now ask Ss to look the word up in their dictionaries and check their answers. Ss report back to the class. Then in pairs, Ss look up the next word, **all-time**. Walk around, monitoring the task and helping Ss where necessary. Explain that hyphenated words or compound nouns (e.g. *ring bearer*) are not usually found together in a dictionary and that Ss may have to look up each word individually.

**Suggested Answer Key**

**defeat** (v): beat

**all-time** (adj): best/worst/etc ever

**once** (adv): at a certain time in the past

**power** (n): strong force

**rule** (v): govern, reign, control

**ring bearer** (n phr): someone who carries a ring

**mission** (n): a special task that needs to be completed

**wise** (adj): knowledgeable, sb who has experience and knowledge about a wide number of things

**wizard** (n): a man who has magic powers

**cruel** (adj): nasty, evil, wanting to hurt

**laugh** (n): the noise we make when we are happy/amused

**band** (n): group

**kidnap** (v): take a person away illegally by force, usually in order to demand money in exchange for releasing them

**capture** (v): take someone as a prisoner

**fairest** (adj): the most beautiful (woman)

**dress up** (phr v): put on different clothes to disguise oneself

**poisoned** (pp): containing a deadly substance

**eventually** (adv): gradually, in the end

**good win over evil** (phr): the heroes win the battle against the villains

**can't help** (exp): can't stop myself from

**feel for** (phr v): be sympathetic towards what someone is suffering

5 **Focus** ► summarising a text

Tell Ss that as they listen and read, they should underline key elements (*characters, who/what they are, what they want, what they do or what must be done*) that will help them summarise the stories. Play the cassette/CD. Ss listen and underline the parts of the text they think are important.

Alternatively, Ss can draw concept maps as they listen. Concept maps are an excellent way to remember key elements and summarise.

Ss brainstorm in pairs for an alternative title. Explain a title must be short and eye-catching.

**Suggested Answer Key**

*Good Guys & Bad Guys*

*All-time Favourite Heroes and Villains*

(Ss' own answers)

6 **Focus** ► speaking from notes

Make notes on the board in the form of the model below, but put a question mark next to Name. Use your notes to present your favourite TV hero(ine)/ villain. Use a timer and challenge the Ss to guess the answers.

**Suggested Answer Key**

**Name:** Clark Kent/Superman – hero

**Appeared:** in a comic strip, films and TV series

**Character:** brave, caring

**Appearance:** handsome, tall, strong, dark hair

**Story:** is sent to Earth from Krypton as a child.

Grows up to discover he has special powers. He uses these powers to fight evil.

Now ask Ss to make their own notes and invite individual Ss to come up to the board and make their own presentations.

(Ss' own answers)

**Writing**

Go through the example in the S's Book. Ss orally adapt their notes from Ex. 6 to fit the model. Walk around the class monitoring the activity and offering feedback. Alternatively, assign the task as HW.

**Suggested Answer Key**

Clark Kent from Superman is my favourite hero. He is a handsome young man, tall with dark hair. He is brave but also caring.

He is just over a year old when his father discovers that Krypton is no longer a safe planet and sends him to Earth. Jonathan and Martha Kent find him and adopt him.

As he grows up, Clark Kent discovers his super powers so his parents tell him the truth about his past. He moves to Metropolis and works for The Daily Planet as a journalist. He leads a double life as he is Superman, too, saving people from danger and fighting evil.

## STUDY SKILLS

### Reading effectively

Read the text once quickly. This will help you understand what type it is, the author's purpose and its general content. Read the questions and the answers. Read the text again carefully and find the part of the text each question refers to. The information may be phrased in different words.

- 4 Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.
- What is the writer's main purpose in writing the text?
    - to describe how heroes catch villains
    - to describe some well-known heroes and villains (lines 8, 26)
    - to tell some well-known cartoon stories
    - to tell some well-known fairy tales
  - What does the writer say about Saruman?
    - He was not always evil. (lines 12-15)
    - He is the writer's favourite character.
    - Frodo wants to destroy him.
    - He has lost a valuable ring.
  - Which of the statements is true of Captain Hook?
    - He works on his own.
    - He has a partner called Jolly Roger.
    - He has a black beard.
    - He takes care of his appearance. (lines 35-36)
  - What is the writer's opinion of villains?
    - They are more important than the heroes.
    - He likes them more than the heroes.
    - He is happy to see them lose. (lines 53-55)
    - They are just as important as the heroes.
- 5 Listen and read. Say a few words about the stories and suggest another title for the text.

### Speaking

- 6 Tell the class about your favourite film or TV hero(ine)/villain. Talk about:
- the character's name
  - where he/she appears
  - character
  - appearance
  - what happens in the story

### Writing

**Portfolio:** Use your answers from Ex. 6 to write a short paragraph for a teen magazine about your favourite hero/heroine or villain. Use the second and third paragraphs of the text as a model. Start like this:

... , from ... , is my favourite ... . He/She's ....

Captain Hook

Peter Pan

The Wicked Queen

Snow White

## Character

## ▶ Reading

- 1 a. What type of texts are A and B?  
What do you think they are about?
- b. Read the texts. Which advert:
- wants actors to advertise something?
  - asks people to apply by post?
  - only wants three people?
  - wants only male actors?
- c. Underline the character adjectives in the adverts. Use them to answer the questions.

What do we call a person who ...

- has good manners?
- likes to hurt or upset people?
- shows understanding of other people's needs?
- is very proud of their looks?
- expects good things to happen?
- cares only about himself/herself?
- doesn't get upset or angry?
- gives more than is usual?

## STUDY SKILLS

Remembering New Words:  
Opposites

Learn words in pairs of opposites. This will help you remember them more easily.

- 2 Match the adjectives to their opposites. What prefixes do we use to form negative adjectives?

|           |     |             |
|-----------|-----|-------------|
| polite    | dis | dishonest   |
| patient   | im  | impolite    |
| honest    | im  | impatient   |
| sensitive | in  | insensitive |
| friendly  | un  | unfriendly  |
| caring    | un  | unselfish   |
| selfish   | un  | uncaring    |

## Actors wanted for new film 'Bad Guys'.

Location: Brooklyn Audition date: 14th September



Send pictures and CVs to:

Michael Glover,  
Chimera Filmworks  
Inc. PO Box 304,  
Brooklyn, New York

## Characters:

- ☆ **Sean** - 25-30, dark complexion, tall, medium build, good looking, cruel and greedy.
- ☆ **Stacy** - 30-36, pale complexion, medium height, slim, average looks, vain and selfish.
- ☆ **Laura** - 26-32, fair complexion, short, average build, pretty, optimistic, caring, sensitive and honest.

B

CASTING CALL  
FOR TV COMMERCIAL

Location: Creative Edge Studios, Los Angeles Seeking: Three male actors

- **Jack**: handsome, blond hair, blue eyes, aged 18-23; friendly, patient, polite, generous, easy-going.
- **Buddy**: good-looking, dark curly hair, moustache, in early twenties; friendly, generous, easy-going.
- **Delivery Guy**: tall, strong build, in late twenties; impatient, bossy, rude.

Also seeking: male and female extras, aged 16-18.

Actual shooting date is Sunday, 28th September.

Please call Dawn Reed with any questions 703-478-0880

## ▶ Speaking

- 3 In pairs, use character adjectives to talk about people you know.

A: Have you met our new neighbour?

B: No, I haven't. What's he like?

A: He's very friendly and polite!

## Appearance

- 4 Which words in the adverts (A & B) describe appearance/height/build?
- 5 Circle the odd words out. Justify your answers.

1 crooked, straight, almond-shaped, long **nose**

2 bright, blonde, green, dark **eyes**

3 well-built, spiky, curly, wavy, short **hair**

4 round, shoulder-length, oval, pretty **face**

- 1 The odd word out is 'almond-shaped' because this describes somebody's eyes.