

Upstream

ELEMENTARY A2

A
Modular
Secondary Level
Course



Teacher's Book

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Express Publishing

Contents

For teachers' inspection ONLY

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Grammar	Listening	Speaking	Writing
present simple; present continuous; adverbs of frequency; present continuous (future meaning) – going to	• completing an advert • matching people to weekend activities • Pronunciation: word stress	discussing types of jobs; discussing daily routines; arranging a meeting; requesting; making suggestions	• a leaflet about jobs • descriptions of photographs • an email about what you are doing this summer • an article about a school in your country
past simple; wh-questions; used to	• completing information about a concert • matching people to rooms • Pronunciation: “e”	asking/giving personal information; talking about past experiences; talking about past habits	• a short biography • a history quiz • a poster about life in the past • a descriptive article about a visit to a museum
present perfect; present perfect vs past simple	• matching people to activities • multiple choice questions • Intonation: reacting to bad news	discussing your holiday to Mexico; reacting to bad news; catching up on news	• an Internet holiday advert • a cruise advert • a homepage about festivals • a letter from a holiday resort
comparatives/superlatives; the definite article (“the”); plurals	• note taking • matching people to activities • Pronunciation: homophones	asking/giving/refusing permission; expressing intonation; giving advice	• a weather forecast • a poster about geographical features in your country • a poster about a missing pet • a letter of advice
past continuous vs past simple; reflexive pronouns; mustn’t–can; past perfect; linkers	• note taking • predicting content • Pronunciation: /ʌ/	narrating past experiences; discussing a bad day; giving news & reacting	• diary entries • a leaflet • a news report • a story
conditionals type 0 & 1; must, mustn’t; need, needn’t; should, shouldn’t	• note taking • Intonation: conditional sentences	talking about health problems; asking for medicine	• a cartoon strip • rules • letters asking for & giving advice • an article making suggestions
countable – uncountable nouns; quantifiers; containers; going to vs will	• note taking • matching people to shops • Pronunciation: /-/ /t/; /s/ -/tʃ/	ordering food at a takeaway; making a shopping list; buying things	• a restaurant advert • a note • comments for a message board • a restaurant review
infinitive; -ing form; -ing/-ed participles	• matching people to sports • Pronunciation: stressed syllables	expressing agreement/disagreement (so–nor); talking about evenings out	• your own profile for a contest • a sports centre poster • reviews of performances • an email recommending a film
order of adjectives; the passive; question tags	• note taking • multiple choice • identifying mood • Intonation: question tags	describing objects; offering/accepting/refusing help	• an advertisement • fact files about inventions • a note • a for-and-against essay
reported speech (statements, questions, commands); relatives	• note taking • predicting content • Pronunciation: /h/	an interview about extraterrestrial creatures; exchanging opinions; narrating a story	• a short story • a cartoon strip • a summary • a story



Work day

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Reading

- 1  Read the title, the introduction and the questions in the text. What is the text about? Listen, read and check.
- 2 a. Read the text. What do these numbers refer to? • 15 • 350 • 10 • 12
b. Mark the statements **R** (right), **W** (wrong) or **DS** (doesn't say). Then, explain the words in bold.
 - 1 Daniel sometimes works indoors.
 - 2 Shark scientists usually get an excellent salary.
 - 3 Sharks eat other sea creatures.
 - 4 People often kill sharks for fun.
 - 5 Shark scientists can find a job easily.

teeth

Sink your
into this!

Sharks terrify most of us, but Daniel Weaver, shark scientist, swims with them for a living! We asked him some questions about his curious career.

So Daniel, what's it like to be a shark scientist?

Well, it's an extremely rewarding job. I often travel to faraway places like South Africa and Fiji to study sharks. We **attach tags** to them and follow them by **satellite**. Then, I analyse the **data** and discover new and amazing things about the sharks. It's very exciting! On the other hand, a shark scientist sometimes does boring desk work, such as writing reports. Also, shark scientists don't usually get paid a lot.

What qualities do you need to become a shark scientist?

Shark scientists need to be **intelligent** and **physically fit**. They enjoy working outdoors and they

have to be **calm** and **patient**. They also have to be quite **brave**!

So do you think it's a dangerous job?

Well, sharks have up to 15 **rows** of sharp teeth, extremely strong **jaws** and excellent **senses**. They also swim very fast! However, sharks rarely attack humans. There are over 350 species of sharks in the world and only about 10 are dangerous to us. In fact, dogs kill more people every year than sharks do! Humans kill over 12 million sharks a year for food and sport!

How do you become a shark scientist?

A shark scientist usually studies **Marine Science** or **Zoology** at university. It's also good to get some work experience in an **aquarium**. It's not an easy job, but sharks are beautiful, fascinating creatures. In my opinion, I have the best job in the world!

Work day

Objectives: learning about a variety of jobs, job-related personal qualities & attributes of different kinds of work; reviewing the use of present simple for routines & permanent states

Reading: an interview with a shark scientist

Skills – scanning

reading for detailed comprehension

Speaking: presenting a summary of the text

Vocabulary: adjectives and qualities associated with different jobs

Grammar: review of the present simple

Listening: a job advertisement (gap-filling)

Skill – listening for specific information

Writing: a careers leaflet about various jobs

Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the word from the context before using their dictionaries to check their guesses.

Suggested Answer Key

attach tags (phr): put a special marker or label on sth

satellite (n): an object in space that collects information

data (n): information

intelligent (adj): clever

physically fit (phr): with a healthy, well exercised body

calm (adj): relaxed, not likely to panic

patient (adj): sympathetic & understanding

brave (adj): courageous

rows (n): lines

jaws (n): bones in the mouth that teeth are attached to

senses (n): sight/smell/hearing etc

marine science (n): the study of sea creatures

aquarium (n): building or tank where fish & underwater creatures are kept

1 **Focus** Predicting the content of a text

Direct Ss' attention to the picture and the title of the text. Elicit what Ss know about sharks (e.g. *they only attack when they are hungry, great white sharks are the most dangerous, etc*).

Allow Ss time to read the introduction and the questions in the text and elicit what they think the text is about. Then, play the recording while Ss read and listen to the text to check their answers.

Answer Key

The text is an interview with someone called Daniel Weaver, about his job as a shark scientist.

2 a. **Focus** Scanning for specific information

Instruct Ss to find the numbers by scanning the text, then to note down what they refer to. Check Ss' answers by eliciting answers from Ss around the class.

Answer Key

15: the number of rows of teeth a shark has

350: the number of species of sharks in the world

10: the number of shark species that are dangerous to humans

12: the millions of sharks we kill per year for food and sport

b. **Focus** Reading for specific information

Read out the statements and elicit/explain any unknown words. Explain the task and remind Ss that for statements they think are 'right' or 'wrong' they must be able to justify their answers. Allow Ss time to complete the task and compare their answers with a partner. Elicit answers around the class. Check Ss' answers.

Answer Key

1 R: ... does boring desk work

2 W: ... don't usually get paid a lot

3 DS: (mentions sharks killing humans but nothing about what they eat)

4 R: ... humans kill ... sharks ... for sport

5 DS: (information is about the job itself, not finding work)

3 **Focus ►** Summarising a text

Remind Ss that a summary is a short version of a text, containing the important points. Tell Ss to underline key words/phrases in the text. Ss complete the task in pairs. Monitor the task, helping where necessary. Check Ss' answers. Select pairs to present their summaries to the class.

Suggested Answer Key

Shark scientists have an exciting and rewarding job. They travel to faraway places to study sharks. However, they also have to do boring deskwork. A shark scientist has to be intelligent, physically fit and brave, because sharks can be dangerous. They need to study Marine Science or Zoology, and should also work in an aquarium to gain some experience.

4 **Focus ►** Adjectives associated with different jobs

Read out the list of adjectives and explain any unknown words. Ss complete the task individually, then tell their partner their answers. Monitor the activity, then check Ss' answers. Select individual Ss to present their answers to the class. Remind them they must justify their opinions.

Suggested Answer Key

*shark scientist: interesting / exciting / dangerous / rewarding
doctor: stressful / difficult / demanding / tiring / rewarding
teacher: interesting / stressful / demanding / tiring / rewarding
detective: exciting / dangerous / demanding / tiring
porter: boring / tiring*

I think a doctor's job is stressful because people's lives are in their hands.

I think a teacher's job is rewarding because they see their students improving.

I think a detective's job is exciting because they sometimes face danger.

I think a porter's job is boring because they just carry bags all day. etc

5 **Focus ►** Pronunciation – word stress

Read the first two items aloud and elicit which syllables are stressed. Play the recording. Ss listen and complete the task. Check Ss' answers and explain any unknown words.

Answer Key (See overprinted answers)6 **Focus ►** Qualities associated with different jobs

Read out the list of qualities and elicit/explain any unknown words. Ss complete the task individually, then compare answers with a partner. Monitor the activity and check Ss' answers. Select individual Ss to present their answers to the class, giving reasons for their choices.

Suggested Answer Key

A waiter needs to be physically fit and polite to customers.

A lawyer needs to be intelligent, calm and skilful.

A bus driver needs to be calm and polite to the passengers.

A security guard needs to be brave, physically fit and reliable.

A shop assistant needs to be friendly and polite to customers.

A writer needs to be intelligent, creative and imaginative.

A hairdresser needs to be imaginative, polite and friendly.

A bodyguard needs to be brave, physically fit and skilful.

A mechanic needs to be patient and skilful.

A nurse needs to be friendly, patient and caring.

A journalist needs to be intelligent and creative.

A pilot needs to be intelligent, physically fit and skilful.

A secretary needs to be reliable, skilful and polite.

A receptionist needs to be friendly, patient and polite.

A firefighter needs to be brave and calm.

A graphic designer needs to be creative, imaginative and skilful.

A teacher needs to be intelligent and patient with students.

7 **Focus ►** Phrases related to jobs

Read through the phrases and elicit/explain any unknown words. Elicit a job associated with each phrase.

e.g. T: Who travels a lot? S1: a pilot etc

Ss work in pairs. Monitor the activity, then select pairs to present their facts while the rest of the Ss guess the job.

Suggested Answer Key

A: They usually work long hours. They don't get paid much. They wear a uniform.

B: Are they security guards?

A: Yes, they are. etc

8 a. **Focus ►** Present simple for routines/habits and permanent states

Write on the board: 1) *I get up at 8:30 every morning.* 2) *I live in London.* Ask Ss what tense is used in each sentence (present simple), which sentence describes a routine/habit (1) and which describes a permanent state (2). Elicit examples to check that Ss comprehend the difference (e.g. *I tidy my room every day – routine/habit; I work in a bank – permanent state; etc*). Allow Ss time to read through the text and underline the examples of the present simple.

Answer Key

routines/habits: *swims / often travel / attach tags / follow them / analyse the data / discover new ... things / does boring desk work / don't usually get paid / rarely attack / humans kill sharks / usually studies*

permanent states: *terrify / they enjoy / sharks have / they ... swim / are dangerous / there are over 350*

b. Allow Ss time to complete the task in pairs. Monitor the activity. Check Ss' answers.

Suggested Answer Key

A: Do they analyse information from satellites?

B: Yes, they do.

A: Do they get paid a lot?

B: No, they don't. etc

9 **Focus ►** Listening for specific information

Allow Ss time to read the job advert. Elicit/Explain any unknown words, then ask Ss to predict what type of information is missing (e.g. *place names, numbers, etc*). Play the recording. Ss listen and fill in the gaps. Check Ss' answers.

Answer Key (See overprinted answers)10 **Focus ►** Writing a leaflet providing information

Ask Ss to read the rubric and underline the key words. Elicit/Explain what a leaflet is, and ask Ss to describe leaflets they have seen/read. Draw an outline on the board and elicit what their leaflet should include (e.g. *a heading or brief introduction, five jobs with pictures or drawings and a short explanation for each*). Remind Ss to include words and phrases from Exs. 4, 5 & 6. Assign the task for HW. Remind Ss they can get information from job advertisements, schools career counsellors, the Internet, etc. Ss present their leaflets in the next lesson. Display them on the classroom walls.

Speaking

- 3 Make notes under the questions in the text. Use them to give a summary of the text.

Vocabulary

Jobs

- 4 Which of the adjectives below can describe the job of a *shark scientist, doctor, teacher, detective, porter*? Tell the class. Give reasons.

- interesting • exciting • dangerous
- stressful • boring • relaxing • difficult
- demanding • tiring • rewarding

I think a shark scientist's job is interesting because they travel to faraway places.

Pronunciation (word stress)

- 5 Listen and underline the stressed syllables. Listen again and repeat.

- bank clerk • waiter • lawyer • bus driver
- security guard • shop assistant • writer
- hairdresser • bodyguard • mechanic • nurse
- journalist • pilot • secretary • receptionist
- firefighter • graphic designer • teacher

- 6 Which qualities are necessary for each job?

- intelligent • brave • physically fit • calm
- reliable • friendly • patient • polite
- creative • imaginative • skilful • caring

A bank clerk needs to be reliable, polite and patient.

- 7 Use the phrases below to tell your partner three facts about one of the jobs in Ex. 5. Your partner has to guess the job.

TRAVEL A LOT work part-time
GET GOOD SALARIES WORK OUTDOORS
work shifts
use a computer
work indoors work long hours
work 9 to 5 wear a uniform
start early in the morning work with their hands

- A: They usually work 9 to 5. They use a computer. They don't work outdoors.
B: Are they secretaries?
A: Yes, they are.

Exploring Grammar

Present Simple

Grammar Reference

- 8 a. Which tense do we use to express *routines/habits – permanent states*? Find examples in the text.

- b. In pairs, ask and answer questions about the text.

A: Does a shark scientist travel a lot?

B: Yes, he/she does.

Listening

- 9 Look at the job advert and predict what kind of answer you expect for each gap (1-5). Listen and fill in the gaps.

Science teacher

Hollingsworth Secondary School,

Colchester, 0 Essex

Qualified teacher required to teach science to pupils from year 7 to 1 11/eleven

The school is well-known for its motivated pupils, highly-qualified staff and excellent 2 facilities

Permanent 3 full-time position.

Available from September or 4 January

For an application form and further details call

5 01621 129458.

Writing (a leaflet)

- 10 Portfolio: Imagine you are producing a leaflet to help local students choose a career. Write a short description of five jobs. Add pictures and titles. Present your leaflet to the class.

Firefighters work shifts. Their job is dangerous and difficult and they don't get good salaries. However, it is a rewarding job as they save people's lives. They have to be physically fit, calm and brave.

1b

Round the clock

Vocabulary

Daily activities

Routines

Do you ... ?

- get up early on weekdays
- have (a big) breakfast/lunch/dinner
- catch the bus to school/work
- go to bed late
- do homework
- work out in the gym



Chores

Do you ... ?

- read newspapers/magazines/books
- go to the zoo
- listen to music
- play sports
- meet friends
- watch DVDs
- go jogging
- vacuum the floor
- make the beds
- mow the lawn
- walk the dog
- take out the rubbish
- iron the clothes
- do the shopping
- do the washing-up
- dust the furniture

- 1 Which of the activities above do you *rarely/often/sometimes/usually/always* do? Which do you do *every day/morning/afternoon? once/twice a week? at weekends?*

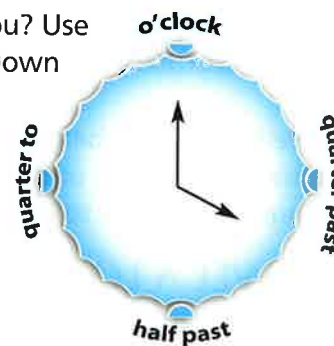
I always get up early on weekdays. I catch the bus to school every morning. I meet my friends once a week.

- 3 What is a typical day for you? Use the time phrases to write down your daily routine. In pairs, compare your lists.

A: What time do you get up?

B: At 7 o'clock. And you?

A: Well, I get up at half past seven. etc



Listening & Reading

- 2 Listen to the sound and say four things you normally do after you hear it. Compare your answers with your partner's.

- 4 Listen and repeat. The sentences are from a dialogue between two friends. What do you think the dialogue is about?

- Long time no see! • I'd love to catch up. • Never mind.
- Are you free tonight? • What about Friday evening?
- Friday's no good for me. • Oh, what a shame!
- What are you doing now? • Are you kidding?
- Let's meet now then!