

Upstream

UPPER INTERMEDIATE B2+



Teacher's Book

Bob Obee - Virginia Evans

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Contents

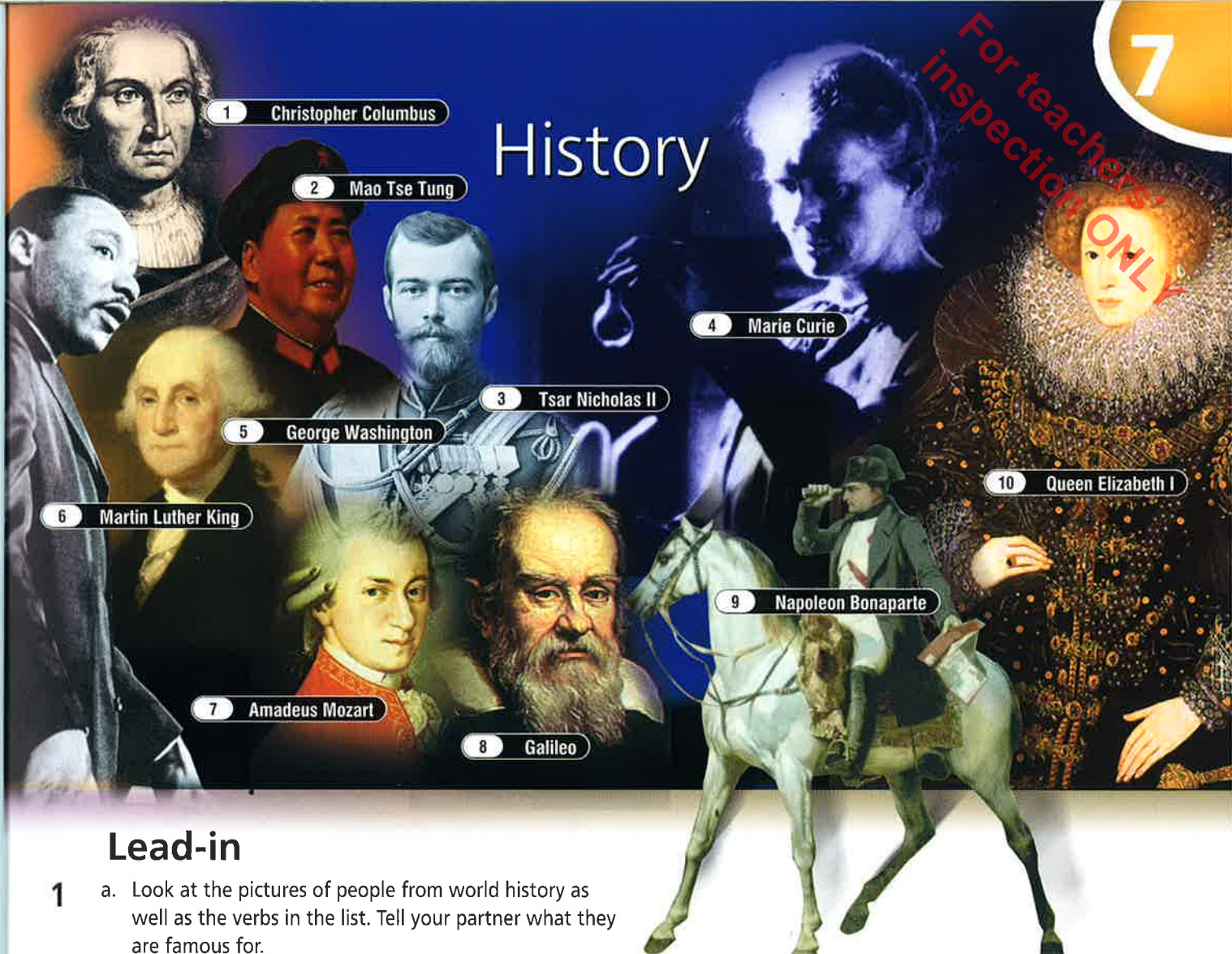
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Module 4

Module 5

	Topics	Vocabulary	Reading
UNIT 7 History (pp. 121-136)	history; historical figures	means/peace and conflict; taking control; idioms/fixed phrases related to history; phrasal verbs; prepositions	- 'History Lessons' (multiple choice) - 'Amelia, Where are you?' (matching headings to paragraphs)
UNIT 8 Learning Lessons (pp. 137-152)	education	education systems; places in a school; types of school; exams and qualifications; idioms/fixed phrases related to education; phrasal verbs; prepositions	- 'The Cyber School' (gapped text) - Extract from <i>Tom Brown's Schooldays</i> (multiple choice)
Self-Assessment Module 4 (pp. 153-156)			
UNIT 9 Planet Issues (pp. 159-174)	environmental issues	green issues; environmental problems; phrasal verbs/idioms & fixed phrases related to the environment; prepositions	- 'The Antarctic: Key to Planet Earth' (gapped text) - 'Save our Seeds' (multiple choice)
UNIT 10 The Cycle of Life (pp. 175-190)	health; eating habits; stages in life	healthy lifestyle; healthy eating; food & drinks; phrasal verbs & idioms related to health; accidents & injuries; prepositions	- 'Living for a Century' (multiple choice) - Extract from <i>Little Women</i> (gapped text)
Self-Assessment Module 5 (pp. 191-194)			
Grammar Reference Section (pp. GR12-GR18) Irregular Verbs (p. IV1) Appendices (pp. A1-A8) Further Practice Section (pp. FPs1-FPs17) Suggested Answers Section (pp. SAs8-SAs11) Tapescripts (pp. Ts14-Ts23) Word List (pp. WL4-WL5)			

Grammar	Listening	Speaking	Writing
past forms; past modals; word formation: verb suffixes	T/F statements; multiple choice; note taking	asking for confirmation; responding positively/negatively; expressing uncertainty; narrating personal experiences	- narratives (2)
the passive; the causative; word formation: -ing/-ed endings	matching speakers to statements; multiple choice	congratulating; consoling; expressing and justifying opinions; agreeing/disagreeing; giving opposing views; reacting	- stating opinions (letters, articles, compositions)
future forms; conditionals; mixed conditionals; wishes; word formation: prefixes	multiple choice; note taking	asking indirect questions; expressing ignorance/uncertainty; expressing concern; introducing a topic; asking about feelings; expressing fear/anxiety/hope/negative feelings; expressing frustration	- reviews
relative clauses; clauses of concession/purpose; question tags	multiple matching; multiple choice	giving advice; rejecting/accepting advice	- revision & extension



Lead-in

- 1 a. Look at the pictures of people from world history as well as the verbs in the list. Tell your partner what they are famous for.
- fight • compose • elect • invent • reign • discover
 - campaign • conquer • rule • claim • assassinate
- Christopher Columbus is famous for discovering America.*
- b. Use verbs from the list above, as well as the useful language, to ask and answer, as in the example.

Asking for confirmation

- Wasn't it ... who ...?
- It was ... who ..., wasn't it?
- ... was the one who ..., wasn't he?
- ..., didn't he?

Responding positively

- Yes, that's right.
- Yes, I think it/he was/did.

Responding with uncertainty

- Oh, I'm not sure.
- Oh, it/he might have been.
- Oh, I can't remember.

Responding negatively

- I've no idea.
- I haven't a clue.
- I couldn't tell you.
- No way! It was ... who ...
- Not at all! That was ... (name).
- No, it wasn't.

A: Wasn't it Galileo who first claimed that the earth moved around the sun?

B: Yes, that's right.

- 2 a. You are going to listen to three people talking about different historical figures. Listen and write who they are. What helped you guess?

Speaker 1 Cleopatra

Speaker 2 Hitler

Speaker 3 Ghandi

- b. Think about a historical figure and talk about them to your class. The class guess who the person is. Talk about:

- when and where they lived
- what they did / are known for
- how they died
- any other important information

- c. In your opinion, which present-day figure(s) will eventually become part of history on account of their exceptional contribution? Give reasons.

- 3 Paraphrase the following quotations. Do you agree or disagree? Why (not)? Discuss.

The history of mankind is its character. (Goethe)

The only thing we learn from history is that we learn nothing from history. (Hegel)

For teachers' inspection ONLY

- 1 a. Look at the quotation at the beginning of the text. What do you think it means? Discuss.
- b. How is the quotation related to the title of the article? What do you think the text is going to be about? Read the first and the last paragraph and try to guess. Skim the text to see if your guesses were correct.
- c. In pairs, guess if the following sentences are *T* (true) or *F* (false). Read quickly and check.
- America was granted independence on 4th July, 1776. F (lines 12-18)
 - Columbus wasn't the first European to come to America. T (lines 29-35)
 - Columbus' voyages were of great importance to Europe. T (lines 53-56)

- 2 Now, read the text carefully and, for questions 1-7, choose the correct answer A, B, C or D. Underline the parts of the text which helped you decide.
- America was not actually free from British rule until
 - July 1776.
 - November 1782.
 - February 1783.
 - September 1783.
 - One thing that is definitely true is that
 - Christopher Columbus didn't know he had found a new land.
 - the Native Americans had always been in America.
 - the Vikings were the first to discover America.
 - Amerigo Vespucci was the first explorer to travel to America.
 - People believe things that are not true because historical facts
 - are always from unreliable sources.
 - are written down.
 - are not complicated.
 - are not simple.

History Lessons

"History is the version of past events that people have decided to agree upon."

Napoleon Bonaparte



Think of three historical figures. What do you know about them? Where did you get your information from? The chances are that you either read it somewhere or someone who read it somewhere told you about it. Did you ever think about who wrote down these facts? How can you be sure that they are true? The thing is, many historical "truths" are historical myths.

Let's take some examples. In America, 4th July is

Independence Day, the most important holiday in the American calendar, which the Americans celebrate with parades and fireworks. It was on 4th July, 1776 that Congress **approved** the Declaration of Independence. It was a good start. However, the **struggle** continued for another seven years after this, with some of the most **brutal** fighting in the whole war, as King George III **was not willing to grant** America total independence, which was the only arrangement that the American **leaders** would accept. So, the fighting continued. The first **draft** of a **Treaty** of Peace was signed in November 1782, and in February 1783 the King officially announced that the war would soon be over. This led to the signing of the Treaty of Paris on 3rd September that same year.

Think about the discovery of America. What's the first name that comes to mind? More than likely it's Christopher Columbus. Was America really discovered by him? He had set out to reach Asia, and that's where he thought he was when he came to America. But there were many people there before him. The first ones were certainly the Native Americans, thousands of years before 1492. Where had they come from? Even the Vikings had made a number of expeditions, with Leif Eriksson landing there in around 1000 AD. Perhaps Amerigo Vespucci was the discoverer of America. After all, unlike Columbus before him, he was the first

Reading (pp. 122-123)

- 1 a. Read out the quotation and elicit answers from various Ss around the class.

Suggested Answer Key

I think that the quotation means there are always several versions of how things happen, depending on who is telling the story. In order to have a definite version of events to write in history books, people have had to find a compromise between the different versions.

- b. Read out the questions and elicit answers from various Ss. Ss read the first and last paragraphs of the article and say what they think the text is about. Allow Ss some time to skim the text and check their answers.

Suggested Answer Key

The quotation is linked to the title of the text because both are about history.

I think that the text is going to be about how versions of events, which we read in history books, are not always accurate.

- c. Explain the task and read out the sentences. Ss complete the task in pairs, then scan the text to find the information. Check Ss' answers.

Answer Key (See overprinted answers)

- 2 Explain the task and allow Ss some time to read the questions and the text and complete the task. Check Ss' answers and elicit evidence from the text for each one.

Answer Key (See overprinted answers)

- | | | |
|---------------|---------------|---------------|
| 1 lines 23-24 | 4 lines 52-56 | 6 lines 63-65 |
| 2 lines 28-29 | 5 lines 58-62 | 7 whole text |
| 3 lines 41-43 | | |

- 3 Explain the task and allow Ss some time to read the text again and complete the task. Check Ss' answers.

Answer Key

- 1776 – Congress approved the Declaration of Independence
- 1782 – the first draft of a Treaty of Peace was signed
- 1783 – the King officially announced that the war would be over soon, and the Treaty of Paris was later signed
- 1492 – Christopher Columbus arrived in America
- 1000 AD – Leif Eriksson landed in America
- 3rd September – the Treaty of Paris was signed
- 15th century – Columbus' voyages opened up large-scale commerce between Europe and America

- 4 a. Ss work in pairs and complete the task using their dictionaries, if necessary. Check Ss' answers.

Answer Key

the chances are: very likely

the thing is: in fact

was not willing to: did not want to

comes to mind: occurs to you

give him any credit at all: acknowledge his contribution

"cut and dried": straightforward

a grain of truth: some truth

take it with a pinch of salt: have a critical attitude

- b. Ss work in pairs and complete the task using their dictionaries, if necessary. Check Ss' answers.

Suggested Answer Key

version: one form of sth

Independence: (of a country) having its own government; not being ruled by another country

approved: formally agreed to

struggle: a long and difficult attempt to achieve sth

brutal: cruel, violent

grant: allow sth/sb to have

leaders: the people in control

draft: an early version of a document

Treaty: a written agreement between countries in which they agree to do a particular thing

accurate: precise, exact

presumably: very likely

actual: real

voyages: journeys on a ship

conquered: defeated and ruled by other people

objective: based purely on facts rather than opinion

biased: one-sided, prejudiced

conqueror: a person who takes complete control of a country

era: a period of history

subjective: based on personal opinions and feelings rather than facts

- 5 Read out the quotation and explain the task. Allow Ss some time to complete the task, then ask individual Ss to report back to the class.

Suggested Answer Key

The writer means that history is always written from the writer's personal point of view, so any version of events will be slightly biased. For example, he writes:

- Did you ever think about who wrote down these facts? How can you be sure that they are true? (lines 5-7)
- many historical "truths" are historical myths (lines 7-8)
- The writing of history depends not only on the "side" the writer is on, but also on the culture and attitudes of the era it is written in. (lines 63-65)

- when you read history, take it with a pinch of salt (lines 66-67) I agree with the writer because I think it is impossible for people to write objectively about events, as everyone has their own point of view about things that happen.

- 6 Read out the questions. Ss complete the task in pairs. Ask individual pairs to report back to the class.

Suggested Answer Key

- A: I enjoy reading history because I like to know what happened in the past. What about you?
B: Well, I am not really interested in past events, as I don't think they have any relevance to what is happening in the world today.
A: Oh, no, I have to disagree with you there. World events today are often directly connected to what has happened in the past, so it is important to read and learn about history.
B: Hmm. Maybe you're right. I suppose knowing what happened in the past does give you a better insight into some things, like politics.
A: Exactly, and it can also help us, as a society, to learn from our mistakes.
- A: I love reading about the Aztecs, as I think they had a fascinating history. Their lifestyles and culture were very interesting.
B: Yes, I see what you mean, but I much prefer to read about the history of my own country, particularly events in medieval times, as life was very dangerous and exciting then.

- 4 Columbus is credited with the discovery of America because
- A the fact that he travelled there is true.
 - B this historical myth happens to be completely true.
 - ☒ C his voyage there had important consequences for 15th-century Europe.
 - D he wrote the history of New World explorations.
- 5 If native people had written the history of the New World, then history would have been
- A accurate. C objective.
 - B complete. ☒ D different.
- 6 What the writer means by "that is not the whole story" (lines 62-63) is that
- A history should always be written by the losers.
 - ☒ B the writing of history depends on many factors.
 - C the history of the discovery of the New World was never finished.
 - D history should not be written by the winners.
- 7 What might be a suitable alternative title for this text?
- A There's no history, only biography.

- ☒ B History is deception.
- C History: lies, lies, lies!
- D The pen is mightier than the sword.

3 What happened on these dates?

- 1776 • 1782 • 1783 • 1492 • 1000 AD
- 3rd September • 15th century

➔ Vocabulary practice

- 4 a. Replace the highlighted parts of the text with words and phrases from the list below.
- straightforward • occurs to you • in fact
 - tend to • have a critical attitude
 - did not want to • acknowledge his contribution
 - some truth • very likely
- b. Explain the words in bold.

➔ Text analysis

- 5 "History is always subjective." Explain, in your own words, what the writer means. Give examples from the text to support your answer. Do you agree with the writer?

➔ Discussion

- 6 In pairs, discuss the following questions.
- Do you like reading history? Why (not)? Do you think it is important to know what happened in the past? Why (not)?
 - Is there a country or civilisation whose history you find particularly interesting, exciting and rewarding to read? Discuss, in pairs, and give some examples.

fifteenth-century explorer to realise where he was, or rather, where he definitely wasn't. So, maybe the word "re-discover" is more **accurate** when it comes to Columbus, if history is to **give him any credit at all**.

Everyone believes such historical "facts" because, like you, they got them from what they thought was a reliable source. But, how can such things be written down in the first place? One of the reasons must be that history is seldom **"cut and dried"**. The events are often complicated and messy. The achieving of American independence was a lengthy affair. **Presumably**, 4th July was chosen as the date to celebrate because it was seen as more significant than the date of the **actual** end of the war. Another reason is that such myths always contain **a grain of truth**. Columbus was not the first person to travel to America, but he was the first fifteenth-century explorer to go there. His "re-discovery" was, from a historical point of view, extremely significant for Europe, since his **voyages** opened up large-scale commerce between Europe and America.

History has traditionally been written by the winners. If the **conquered** indigenous peoples had written the history of the discovery of the New World, it would most probably have been very different, but not necessarily **objective**: the point of view of the conquered can be just as **biased** as the point of view of the **conqueror**. But, that is not the whole story. The writing of history depends not only on the "side" the writer is on, but also on the culture and attitudes of the **era** it is written in.

History is always **subjective**. So, remember: when you read history, **take it with a pinch of salt**.

