

Upstream

ELEMENTARY A2



Student's Book

Virginia Evans-Jenny Dooley



Express Publishing

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Grammar

Listening

Speaking

Writing

present simple; present continuous; adverbs of frequency; present continuous (future meaning) – going to	<ul style="list-style-type: none"> • completing an advert • matching people to weekend activities • Pronunciation: word stress 	discussing types of jobs; discussing daily routines; arranging a meeting; requesting; making suggestions	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • completing information about a concert • matching people to rooms • Pronunciation: “e” 	asking/giving personal information; talking about past experiences; talking about past habits	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • an Internet holiday advert • a cruise advert • a homepage about festivals • a letter from a holiday resort
comparatives/superlatives; the definite article (“the”); plurals	<ul style="list-style-type: none"> • note taking • matching people to activities • Pronunciation: homophones 	asking/giving/refusing permission; expressing intonation; giving advice	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • note taking • predicting content • Pronunciation: /ʌ/ 	narrating past experiences; discussing a bad day; giving news & reacting	<ul style="list-style-type: none"> • diary entries • a leaflet • a news report • a story
conditionals type 0 & 1; must, mustn’t; need, needn’t; should, shouldn’t	<ul style="list-style-type: none"> • note taking • Intonation: conditional sentences 	talking about health problems; asking for medicine	<ul style="list-style-type: none"> • a cartoon strip • rules • letters asking for & giving advice • an article making suggestions
countable – uncountable nouns; quantifiers; containers; going to vs will	<ul style="list-style-type: none"> • note taking • matching people to shops • Pronunciation: /ɪ-/i:/; /s-/tʃ/ 	ordering food at a takeaway; making a shopping list; buying things	<ul style="list-style-type: none"> • a restaurant advert • a note • comments for a message board • a restaurant review
infinitive; -ing form; -ing/-ed participles	<ul style="list-style-type: none"> • matching people to sports • Pronunciation: stressed syllables 	expressing agreement/disagreement (so–nor); talking about evenings out	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • note taking • multiple choice • identifying mood • Intonation: question tags 	describing objects; offering/accepting/refusing help	<ul style="list-style-type: none"> • an advertisement • fact files about inventions • a note • a for-and-against essay
reported speech (statements, questions, commands); relatives	<ul style="list-style-type: none"> • note taking • predicting content • Pronunciation: /h/ 	an interview about extraterrestrial creatures; exchanging opinions; narrating a story	<ul style="list-style-type: none"> • a short story • a cartoon strip • a summary • a story

Moments in life

Module 1 (Units 1 & 2)

▶ Look at Module 1

- Find the page numbers for pictures 1-5.

▶ Find the unit and page number(s) for

- a biography
- a job advertisement
- a song
- diary entries
- a history quiz
- an email

In this Module you will ...

▶ listen, read and talk about ...

- jobs & personal qualities
- daily & free-time activities
- famous people of the past & their achievements
- nationalities
- feelings
- houses & furniture

▶ learn how to ...

- describe people's jobs
- talk about your daily routine
- make & respond to requests
- ask for/give personal information
- make/respond to suggestions
- talk about past experiences

▶ practise ...

- present simple & adverbs of frequency
- present continuous
- present continuous (future meaning) & *going to*
- past simple
- *used to*

▶ do a project about ...

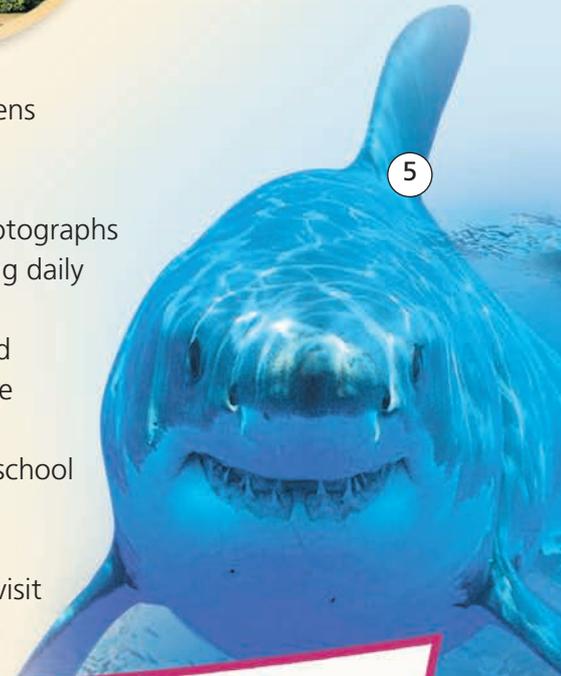
- jobs in your country
- a history quiz



- life in the past
- Tudor kings & queens

▶ write ...

- descriptions of photographs of your family doing daily activities
- an email to a friend about what you are doing this summer
- an article about a school in your country
- a short biography
- an article about a visit to a museum



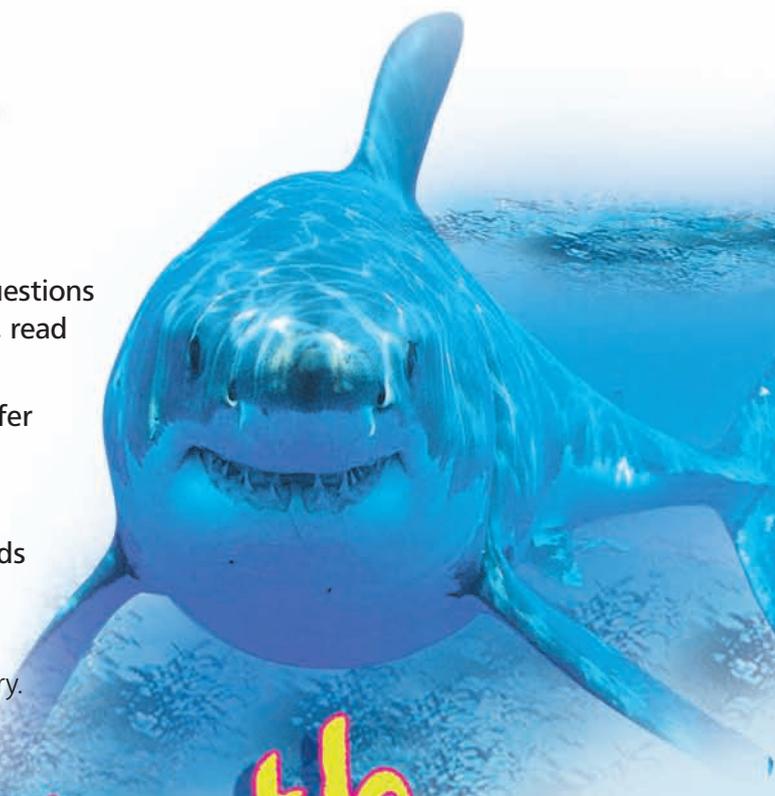
Culture Clip: School of the Air

Literature Corner: Charlie & the Chocolate Factory
(The Oompa-Loompa Song)

Across the Curriculum: (History) Life in Tudor Times

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.



Sink your teeth 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!

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 .

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

Permanent 3 -time position.

Available from September or 4 .

For an application form and further details call

5 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

Free time

Do you ... ?

- read newspapers/magazines/books
- go to the zoo
- listen to music
- play sports
- meet friends
- watch DVDs
- go jogging

Chores

Do you ... ?

- 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



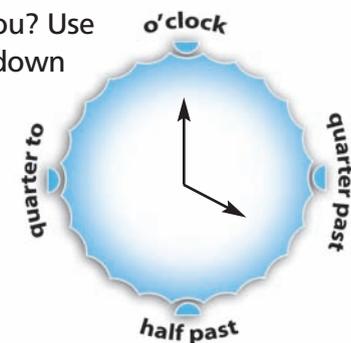
- 1 Which of the activities above do you *rarely/often/sometimes/usually/always* do? Which do you do *every day/morning/afternoon*? *once/twice a week*? *at weekends*?

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

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

- 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

- 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!

5 Complete the dialogue. For spaces 1-5, choose the correct sentences (A-H). Listen and check.

Laura: Hi, Sally – it's Laura!

Sally: 1)

Laura: Well, things are really busy but I'm fine. Listen, I'd love to catch up. Are you free tonight?

Sally: 2)

Laura: Erm ... no, Friday's no good for me. I always play tennis then.

Sally: 3)

Laura: Me too ... Hey, what are you doing now?

Sally: 4)

Laura: Are you kidding? Me too!

Sally: 5)

Laura: Great! See you in ten minutes at the Circus Café!

A Erm ... Well, I don't want to go to bed late. I get up really early on weekdays. What about Friday evening?

B I don't think so. Are you free on Monday?

C Never mind. We can meet some other time.

D I'm just doing a bit of shopping in town.

E I'm doing my homework.

F Well, let's meet now then!

G Laura! Long time no see! How are you?

H Oh, what a shame! I'd love to see you.

Speaking

6 Work in pairs. Call your friend to find out how he/she is and arrange to meet. Use the sentences in Ex. 4 to act out your dialogue.

Exploring Grammar

► **Present Simple vs Present Continuous**

Grammar Reference

7 Which tense expresses: *a habit/routine? actions happening now/temporary situations?* Find examples in the dialogue.

- 1 She goes to work by car every weekday.
- 2 He's cooking pasta now.
- 3 He's living with Ann until he finds a flat.

8 Choose one picture from those on p. 8. Describe it to your partner. Make one mistake. Your partner corrects it.

It's 7:00 in the morning. They are having lunch. They look happy, etc

9 Listen and underline the correct sound. Ask and answer.

- 1 Bob: water plants/vacuum carpet
- 2 Mary: play tennis/play the guitar
- 3 Susan: cut the grass/ride a motorbike
- 4 Tim & Ann: listen to music/watch TV

A: Is Bob watering the plants?

B: No, he isn't. He's vacuuming the carpet.

10 Use the following to make sentences: **now, every, on Mondays, at the moment, on Sunday evenings, usually, never.**



Imagine a crazy zoo. What are the animals doing? Play in teams.

Team A S1: The zebras are talking on the phone.

Everyday English

► **Requests**

11 In pairs, use the table below to make exchanges. Use phrases from **Chores** p. 8.

Making Requests	Responding
• Can you please ...?	• Yes, of course.
• Could you ...?	• Sorry, I can't. I'm ...
• Would you mind (verb + -ing) ...?	• No problem. I'm ...
	• I'm afraid not. I'm ...

A: Can you please take out the rubbish?

B: Yes, of course.



12 **Portfolio:** Find pictures of you/your family doing some activities. Write a short description of each. Write: • *who they are* • *where they are* • *what they are doing* • *how often they do the activity*

Vocabulary

► Weekend activities



going camping



relaxing at home



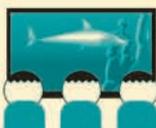
going swimming



cooking for friends



renting DVDs



going to the cinema



visiting relatives



eating out



having a barbecue



going dancing

Study skills

Categorising vocabulary

Sorting new words into different categories can help you remember them better.

- 1 In pairs, sort the activities into the categories below. Think of more free-time activities to add.

indoors

renting DVDs

outdoors

Reading

- 2 a. Look at the title of the quiz. What does it mean? Which of the following adjectives best describe **a party animal/a home bird**?

- outgoing • sociable • quiet • popular
- shy • friendly

- b. What type of person are you? Do the quiz to find out. Explain the words in bold.

Quiz ?

Are You a Party Animal or a Home Bird?

- 1 A classmate is having a party on Saturday. What are you going to do?
 - A You're going to stay in. There's a great film on TV!
 - B You're going to go, but you're not crazy about the idea.
 - C You're **definitely** going to go. You can't wait!
- 2 You're going to a **wedding reception** and you don't know many people. How do you feel?
 - A Horrible. You really don't want to go.
 - B A bit nervous, but you're going to try to be sociable.
 - C Great! You love meeting new people!
- 3 Your parents are going away this weekend. What are you going to do?
 - A You're going to rent DVDs and relax at home.
 - B A few close friends are coming over and you're having a barbecue in the garden.
 - C You're going dancing with friends.
- 4 Your friend calls to invite you out for coffee but you're **comfortable** on the sofa and a little bit tired. What are you going to do?
 - A You're not moving. You really don't want to go out!
 - B You're going to invite your friend over. You can have a coffee at home!
 - C You're going! The night is young.

Your Score

Mostly As: Just because you like staying in, it doesn't mean you can't have **company**. Share your sofa with friends some time or go out for a **cosy** meal!

Mostly Bs: You are friendly and popular, but sometimes you just want to stay at home. Good for you! You don't always have to go out to have a good time!

Mostly Cs: You're the **life and soul of the party** and everyone's best friend. Just be careful not to tire yourself out. Why not relax at home once in a while or invite friends over to your house?

Exploring Grammar

► Present Continuous – going to

Grammar Reference

- 3 Look at the verb forms in the sentences below. Which one describes: **a fixed arrangement?** **an intention/plan?** Find examples of each use in the quiz.

I'm saving money because I'm going to buy a new car next year.

I've got the train tickets. We're leaving at 10 o'clock on Monday morning.

- 4 Fiona has made some notes about next week. In pairs, ask and answer questions, as in the example.

A: Is Fiona playing tennis with Paul on Monday at 6 pm?

B: No, she isn't. She's playing tennis with Paul at 7 pm.



- 5 Tell your partner your fixed arrangements and plans for **next weekend**, **in the summer**, **next month**.

I'm visiting some relatives next weekend.

I'm going to spend the summer in England.

Everyday English

► Making suggestions

- 6 Use phrases from the box to complete the exchanges. Listen and check.

Making suggestions	Responding
<ul style="list-style-type: none"> Why don't we ...? What about ... +ing? Would you like to ...? Let's ... Shall we ...? 	<ul style="list-style-type: none"> That's a good idea. Sure, I'd love to! Why not?
	<ul style="list-style-type: none"> Sorry, I can't. I'm afraid I can't. I'd love to but ...

- 1 A: Why don't we go to the cinema?
B: I'd to.
- 2 A: having a picnic?
B: I'd rather not.

Speaking

- 7 **Portfolio:** Use the prompts below to act out dialogues similar to the ones in Ex. 6. Record yourselves.

- suggest watching a DVD
- your brother suggests going out to eat/turn down his suggestion/explain you are tired/suggest cooking at home

Listening

- 8 Listen and match the people to what they are doing this weekend.

People	Activities
1 Simon	A visiting relatives
2 Andrew	B going on a picnic
3 Chloe	C cooking for friends
4 Helen	D relaxing at home
5 Danny	E having a barbecue
	F going to the cinema
	G going camping

Writing

- 9 **Portfolio:** What are your fixed arrangements for next week? Write sentences, then tell the class.

On Monday, I'm going out with my friends.

Getting Started

- How often do you send emails? To whom? Why?

Let's look closer

- Read the rubric.

- This is part of an email from Samantha to her friend, Grace.

Well, that's my news! How about you? Write and tell me what you're doing this summer! Are you just relaxing or have you got a job?

What is Grace doing this summer? Read the first paragraph to find out.

- Read the email and match the paragraphs (1-4) to the descriptions (A-D). Then, explain the words in bold.

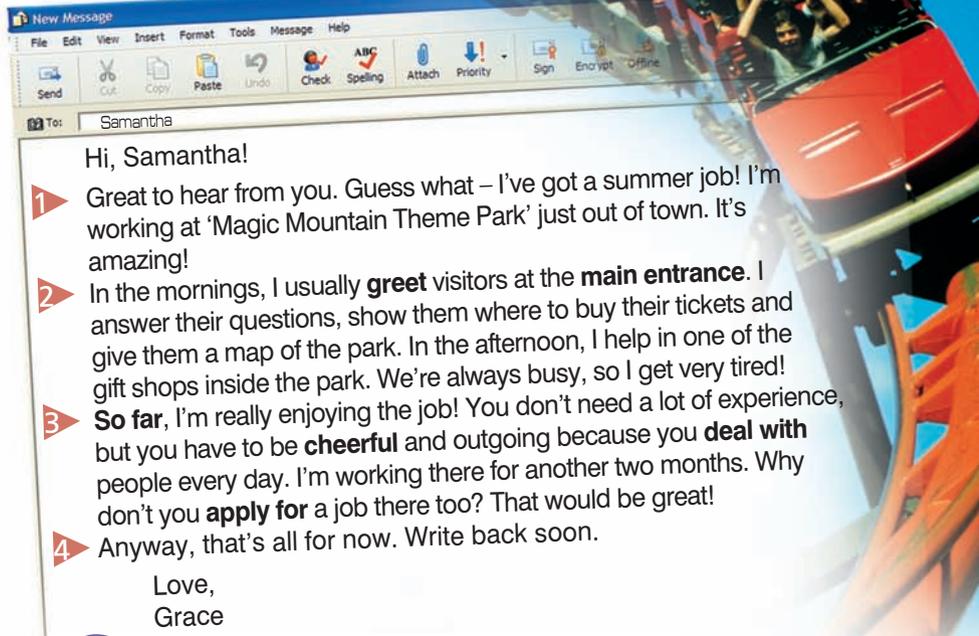
- A closing remarks/ask friend to write back
- B opening remarks/reason for writing
- C job description
- D job qualities/other comments

Opening/Closing remarks

- Mark the sentences **O** (opening remarks) or **C** (closing remarks).

- How are things?
- See you soon.
- Have to go now.
- It's been ages, hasn't it?

Which opening/closing remarks does Grace use?



Study skills

Brainstorming

Before you start writing, brainstorm for ideas. Write down everything that comes to mind. This will help you decide what you are going to write about.

Writing (an email to a friend)

- Read the rubric.

So what are you doing this summer? Are you on holiday or doing something else? Write back soon.

- Portfolio:** Use the plan below to organise your ideas into paragraphs. Write your email (50-100 words).

Plan

Paragraph 1

greetings, where you are, what you are doing

Paragraph 2

your daily routine

Paragraph 3

your feelings, invite friend to join you

Paragraph 4

ask friend to write back

COMEDY ZONE

What are you doing?

But you can't write.

I'm writing a letter to my sister.

So what? She can't read!

Listening

- 1 a. Look at the pictures. What do you think the School of the Air is?
- b. In one minute, list as many words as possible related to school. Listen to the text and tick the words on your list that you hear.



Reading

- 2 Read the text and complete the sentences. Use up to three words.
 - 1 Students in Australia attend the School of the Air because their families live far
 - 2 The children of this school have their lessons over
 - 3 The children belong to a class, but they study
 - 4 Each lesson lasts
 - 5 Students send their homework
 - 6 The teacher usually meets the students

Speaking

- 3 Close your books and say six things you remember about the School of the Air.

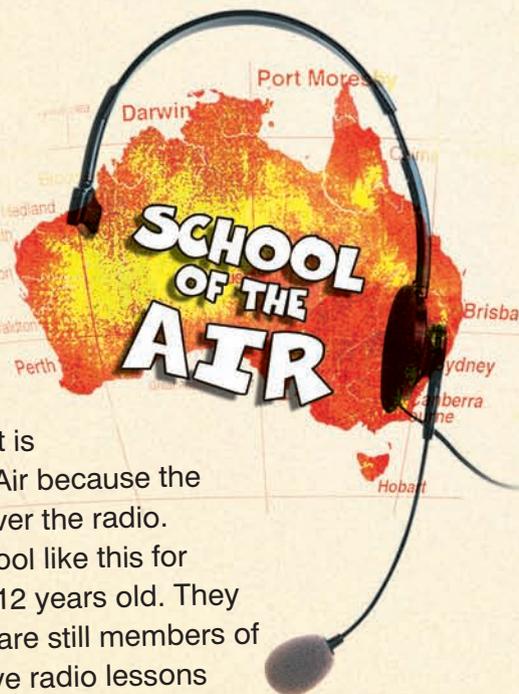
In Australia, many families live a long way from a town, so the nearest school is often very far away.

For this reason, many children attend a very different kind of school. It is called the School of the Air because the students have lessons over the radio.

Most areas have a school like this for children between 4 and 12 years old. They study at home, but they are still members of a class. The children have radio lessons with their class three times a week. Each lesson is about 30 minutes. Students also have a 10-minute private lesson with their teacher once a week.

The school provides the radio, books, videos and other resources. The children send their work to the teacher once a week. The teachers prepare the lessons and the children's parents help them to do their work at home. Teachers and students also communicate by phone, fax and email and the teacher visits children at home at least once a year.

The School of the Air may sound like a strange idea. For the isolated students of Australia it's the only way to learn.



Writing (an article)

- 4 **Portfolio:** Find information about a school in your country that is different from typical schools and write a short description of it for your school magazine. Write:
 - how the school is different from other schools
 - how many days a week/hours a day students attend
 - what subjects they study

The Master



Ludwig van Beethoven was born in 1770 in Bonn, Germany. He was the eldest of three boys. His father and grandfather were musicians.

Ludwig started learning the violin and piano **at a very early age**. In 1783 he published his first composition. He was only 13. In 1787 he travelled to Vienna to study under Mozart, but returned to Bonn because his mother was dying. After her death he moved to Vienna. He never returned to his hometown. In 1795 he gave his first public performance as a pianist. It was a success. In the late 1790s, Beethoven began to **lose his hearing** and by 1819 he was **completely** deaf. It was during this period that he wrote some of his most famous

compositions like *Moonlight* (1801), *Eroica* (1804), *Pastoral* (1808) and *Emperor* (1809). After he became deaf, he continued to **compose** great music which was joyful and optimistic. In his later years, he was lonely and depressed and didn't write much.

Although he **fell in love** several times, he never married. Beethoven died on March 26, 1827 in Vienna after he caught pneumonia. More than 10,000 people came to his funeral.

Beethoven was the first composer who used music to express **deep feelings** and ideas, such as his belief in **freedom** and **heroism**. Even today he is, for many people, the greatest composer ever.

Listening & Reading

- 1 Listen to three pieces of music by Beethoven. What images come to mind? How do you think Beethoven felt when he wrote each of them? Choose from the following.
 - calm • lonely • pessimistic • cheerful
 - depressed • angry • sad • confused
 - joyful • optimistic • upset • excited
 - heroic
- 2
 - a. Think of three questions you would like to ask about Beethoven. Listen and read. Can you answer them now?
 - b. Read again and complete the sentences. Then, explain the words in bold.
 - 1 Beethoven brothers.
 - 2 He could play
 - 3 He was only 13 when
 - 4 It wasn't until 1819 that he

- 5 He never or had children.
- 6 He strongly believed

Speaking

- 3 Say three things you remember about Beethoven.

Vocabulary

► Famous people & nationalities

- 4 a. Look at the pictures. Who was:
 - an astronaut? • a writer? • a scientist?
 - a politician? • a painter? • an actress?
 - a singer? • an explorer?

Can you think of other famous people in these categories?
- b. What nationality was each person?

Christopher Columbus was Italian.



Christopher Columbus
Genoa, Italy
(1451-1506)



Yuri Gagarin
Smolensk, Russia USSR
(1934-1968)



Virginia Woolf
London, UK
(1882-1941)



Pablo Picasso
Malaga, Spain
(1881-1973)



Audrey Hepburn
Brussels, Belgium
(1929-1993)



Abraham Lincoln
Hardin County, Kentucky, USA
(1809-1865)



Thomas Edison
Milan, Ohio, USA
(1847-1931)

- 1 be *was* 2 start 3 publish 4 travel 5 return
6 give 7 begin 8 write 9 become 10 continue
11 fall 12 marry 13 die 14 catch 15 come

b. Read the theory. Find examples in the text. Which is in the negative form?

We use the past simple for:

- an action which happened at a specific time in the past
- actions which are related to people no longer alive.

7 Use the dates to tell your partner about Beethoven.

1770	1783	1787	1795	1801	1804
A: Beethoven was born in 1770.				1809	1819
B: In 1783 he...				1827	

Pronunciation ("e" pronounced or silent)

8 Listen and underline the words where the letter "e" is pronounced. Listen and repeat.
liked, wanted, hated, walked, looked, moved

Listening

9 Listen and complete the poster.

WINTER CONCERT

On 5th at pm
Forest Road, Loughborough
The Loughborough Orchestra performs
Beethoven's Piano Concerto No.
and Sibelius's Symphony No. 3.
Conductor: Peter
Soloist: Tom



Everyday English

▶ **Asking for/Giving personal information**

5 In pairs, ask and answer questions about these famous people, as in the example.



Ella Fitzgerald
Newport News, Virginia, USA
(1917-1996)

- A: Who was Ella Fitzgerald?
B: She was a famous singer.
A: Where was she born?
B: In Newport News, USA.
A: When was she born?
B: She was born in 1917.
A: When did she die?
B: She died in 1996.

Exploring Grammar

▶ **Past simple (regular & irregular verbs)**



6 a. Find the past simple form of verbs 1-15 from the text. Which are regular/irregular? How is the past simple formed?

Writing (a biography)

10 **Portfolio:** Write a short biography about a famous person in your country. Write:

- date and place of birth
- important events
- personal life
- famous works
- beliefs
- date and place of death

2b

Reliving the past



Vocabulary

► Medieval battles

Study skills

Using a dictionary

When you look up a word in a dictionary, you can see if it is a verb, a noun, an adjective etc by looking at the symbols next to the word (N, V, ADJ etc).

1 Look up the following words in a dictionary. Which are: *nouns?* *verbs?* *both?* Which are names of weapons? Use them to describe the picture.

- horses • ride • wear • flag
- army • soldier • knight • hold
- sword • battle • axe • shield
- armour • helmet • attack
- fight • spear

Listening

2 a. Listen and repeat.

- How was your weekend?
- Well, nothing special.
- Oh, I had a great time!
- I watched a re-enactment of the battle!
- You're kidding!
- What was it like?
- Oh, you've got to see it!
- Didn't you know that?

b. The sentences in Ex. 2a are from the dialogue in Ex. 3. What do you think the dialogue is about? How do you think it is related to the picture? Listen, read and check.

Reading

3 a. Read and complete the facts about the Battle of Hastings.

Danny: Hi, John. How was your weekend?

John: Well, nothing special. I just relaxed at home. What about you?

Danny: Oh, I had a great time!

John: Really? Where did you go?

Danny: I went to Hastings – you know, where the famous Battle of Hastings took place in 1066.

John: Oh, yes – that's the only date I remember from my History class! So what did you do there?

Danny: I watched a re-enactment of the battle!

John: You're kidding! What was it like?

Danny: Oh, you've got to see it! It was amazing! The two armies put up a real fight! You know, knights in medieval armour, with swords, spears, axes ...

John: Wow! Did you take any photos of them?

Danny: Oh, I took loads of photos! We also spoke to some of the soldiers.

John: So, who won the battle?

Danny: The Normans, of course! Didn't you know that?

John: I told you. History wasn't my favourite subject!

The Battle of Hastings

Where: Hastings, Sussex, southeast coast of England

When: 14th October, 1)

What happened: The 2) fought against the Saxons and took control of England.

Special events: An annual re-enactment of the 3), and a festival including music, art, sports and exhibitions.

- b. Use the information in the box to tell the class about the battle.

The Battle of Hastings took place in Sussex.

Exploring Grammar

▶ Past simple/wh-questions

- 4 Look at the examples. Which question asks about the subject/object of the sentence? How is each question formed? Find examples in the quiz below.

	subject	verb	object
Who did you call?	I	called	Mary.
Who called Mary?	John	called	Mary.

GAME

Play in two teams. Toss a coin to move (heads: 1 square – tails: 2 squares). Pairs from each team take turns to ask and answer using the past simple, but only your teacher must hear you. If you make a mistake with the past simple or give a wrong answer, move one square back.

Everyday English

▶ Talking about a past experience

- 5 Use the language below to make short exchanges, as in the example.

Asking	Responding
<ul style="list-style-type: none"> How was your (weekend/summer/holiday etc)? How did you spend (your weekend etc)? What did you do (at the weekend/during summer etc)? 	<ul style="list-style-type: none"> It was great/fantastic/amazing/boring etc. I had a great time. Nothing special. I went/visited/saw/met etc.

A: *How was your weekend?*

B: *Oh, it was fantastic! I went to the seaside with friends. What about you? What did you do?*

A: *Nothing special. I stayed at home.*

Speaking

- 6 **Portfolio:** Imagine you attended a celebration of a historic event or any other event in your country. Use the phrases in Ex. 2a. Act out a dialogue similar to the one in Ex. 3. Think about: **where, when, what happened, events that took place.** Record your dialogues.

Writing *(a history quiz)*

- 7 In pairs, do some research and make your own history quiz. Exchange your quiz with another pair.

START

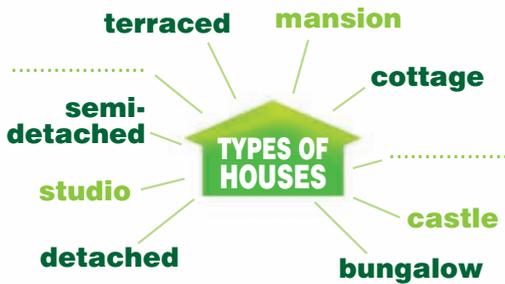
<p>1 Who (win) the battle of Waterloo in 1815?</p> <p>a Napoleon Bonaparte b The Duke of Wellington</p>	<p>2 When World War II (begin)?</p> <p>a 1939 b 1914</p>	<p>3 Which English queen (rule) from 1837 to 1901?</p> <p>a Elizabeth b Victoria</p>	<p>4 Who (be) the first president of the United States (1789 – 1797)?</p> <p>a George Washington b Abraham Lincoln</p>
<p>8 In what year America (gain) its independence?</p> <p>a 1492 b 1776</p>	<p>7 How many years the Vietnam War (last)?</p> <p>a 21 years b 10 years</p>	<p>6 In which city the Russians (build) a wall in 1961?</p> <p>a Berlin b Munich</p>	<p>5 Where the US forces (drop) the first atomic bomb on 6th August, 1945?</p> <p>a Hiroshima b Nagasaki</p>
<p>9 How President JF Kennedy (die)?</p> <p>a He (have) a car accident. b Somebody (shoot) him.</p>	<p>10 Which European country Julius Caesar (invade) in 55 BC?</p> <p>a Switzerland b Britain</p>	<p>11 Which country Adolf Hitler (come) from?</p> <p>a Austria b Germany</p>	<p>12 Who (conquer) most of the known world from 336 BC to 323 BC?</p> <p>a Attila the Hun b Alexander the Great</p>

FINISH

Vocabulary

► Houses

- 1 Add two more words to the spidergram. What type of house do you live in?



- 2 Match the opposites. Which adjectives best describe your house?

- | | |
|--------------|---------------|
| 1 modern | a expensive |
| 2 cheap | b spacious |
| 3 small | c decorated |
| 4 attractive | d traditional |
| 5 plain | e ugly |

- 3 List the words under the headings. Use them to talk about your house.

ROOMS	Features: Indoor/Outdoor	Furniture/ Appliances/Other
--------------	------------------------------------	--

- attic • living room • kitchen
- garden • rug • floor • fence
- pillows • windows • porch
- balcony • cushions • hall
- fireplace • brick walls • lamp
- bedroom • dining room
- four-poster beds • cupboard
- chest of drawers • carpet
- wardrobe • mirror • fridge
- cooker • towels • shower
- staircase • garage • chimney

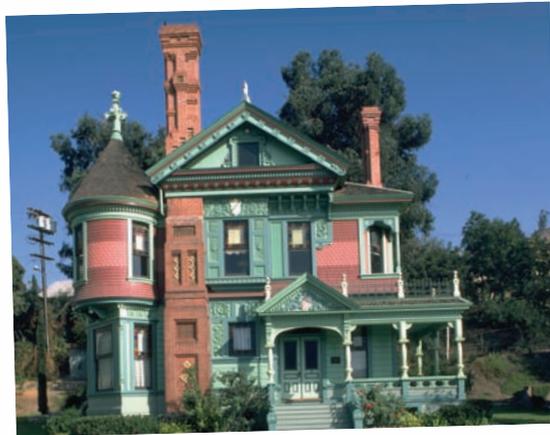
Reading

- 4 a. Look at the headings and the pictures. What are the texts about? Which country are these houses in?

- b. In pairs, make a list of ten words related to *houses* you expect to read in the texts. Read and check.

Victorian houses

The early Victorians liked large houses with plenty of decoration. Later in the Victorian period, houses were simple and plain. Wealthy people used to live 1) large detached houses with lots of rooms and expensive furniture. Servants used to live 2) the top floor of the house



or the attic. The exterior of the house 3) a work of art with a steep tiled roof, tall chimney pots and large bay windows 4) stained glass. Sometimes, they had a front porch and steps up to the front door. Working people used to live in terraced brick houses with a simple exterior. Those houses were small, with two to four rooms. 5) was no electricity, no water and no toilet.

Elizabethan houses

Elizabethan manor houses often had an E-shape to show respect for 6) queen. They had brick walls with strong wooden frames. The houses were



spacious and comfortable with a large hall, a dining room and 7) bedrooms. The furniture

was big and elaborate and four-poster beds were very popular. Many people used to have servants. 8) used to live in rooms in the attic.

5  Choose the correct word to complete the gaps. Listen and check. Explain the words in bold.

- 0 A but **B** and C too
- 1 A in B at C into
- 2 A on B in C at
- 3 A were B had C was
- 4 A with B for C and
- 5 A It B There C This
- 6 A some B a C the
- 7 A each B the C several
- 8 A They B The C These

Speaking

6 Underline the words in the texts related to houses. Put them under the headings below, then use them to describe the houses in the pictures to the class.

- exterior • interior • special features

Exploring Grammar

► Used to vs past simple



7 Look at the examples below. Which talk(s) about:

- a past state or habit that doesn't happen any more?
- an action/event that happened at a specific time in the past?

People **used to travel/travelled** by coach then. (*but now they don't - they use cars*)
 They **didn't use to have/didn't have** running water or electricity. (*but now they do*)
 BUT
 John **went** to the 'Victorian Experience' museum last weekend. (*NOT: John used to go...*)

Find examples of past states/habits in the texts.

8 Use the prompts to make sentences about life 100 years ago. Use **used to/didn't use to**.

- 1 children play in the streets/not watch TV
- 2 people write letters/not send emails
- 3 people travel by ship/not travel by plane
- 4 poor people not do any sport/work long hours

5 people read a lot/not go to cinema

Children used to play in the streets. They didn't use to watch TV.

9 Work in pairs. Use these ideas as well as your own to find out what your partner used to do when he/she was six.

- fight with other children
- do a lot of sport • watch a lot of TV
- play in the street • go to bed early
- help in the kitchen

A: *Did you use to fight with other children when you were six?*

B: *No, I didn't. Did you ...*

10 Bring some old family photos to class. Show them to your classmates and say how your grandparents were different.

Study skills

Listening to identify key information

Read the list. Think of words related to each item. While listening, focus on words related to those in the list. This will help you do the task.

Listening

11  Listen to the conversation and match the people to where they are.

People

- 1 Paul
- 2 Erica
- 3 Claire
- 4 Martin
- 5 Greg

Rooms

- A bedroom
- B living room
- C kitchen
- D garden
- E bathroom
- F dining room
- G garage
- H attic

Writing

12 **Portfolio:** How did people use to live in your country 100 years ago? Find pictures and write a short description of each. Write about: **clothes, facilities, work, entertainment, transport**. Present your poster to the class.

Getting Started

- 1 When was the last time you went to a museum? Which of the following did you see?
- bronze statues • steam engines • old buildings
 - silver plates • ancient coins/vases • historical costumes
 - antique furniture • models of buildings, ships or vehicles
 - gold rings • old-fashioned shops • oil paintings
 - silver jewellery • colourful tapestries

Let's look closer

- 2 Underline the key words in the rubric. Answer the questions.

You went on a school visit to a museum last week. Now, your teacher has asked you to write a short article for your school magazine describing the visit.

- 1 What are you going to write?
- 2 What tenses will you use?
- 3 What phrases related to museums can you think of?



BEAMISH

OPEN AIR MUSEUM

by Steve Miller

- 1 Last week's class visit took us to Durham, in the North of England. It also took us back two hundred years into the past.
- 2 Beamish covers 125 hectares and has two amazing 'little worlds' from the past – a market town, railway station, farm and coal-mining village, all from 1913, and a manor house and railway from 1825. Visitors can explore each area, watching people acting out the typical daily life of the time. The people's clothes, vehicles, buildings and furniture are all from the period.
- 3 First we walked around the town, with its old-fashioned shops, offices and houses. The friendly museum staff, wearing historical costumes, were happy to answer our questions. We had a quick lunch at the picnic site, then we went on a genuine 1910 tram to beautiful Pockerley Manor. The experience was fascinating, as we had the chance to see what it was like to live in those times.
- 4 We had a wonderful time at Beamish. It's a great place for a day out and I'm not surprised it won the title of Britain's Best Museum in 2005.

- 3 What is each paragraph about?
- when/where • what you did/saw • feelings • description

Study skills

Using descriptive language

When narrating an experience, use lots of adjectives. They make your writing more interesting to the reader.

- 4 What adjectives does the writer use to describe what he saw at the museum?
 - 5 Use the adjectives in the list to replace the words in bold.
 - spectacular • ancient
 - awful • friendly
- 1 The view was **good**.
 - 2 The staff were very **nice**.
 - 3 There were a lot of **old** buildings there.
 - 4 The weather was **bad**.

 **Writing** (an article about a visit to a museum)

- 6 Think of your last visit to a museum. Make notes under the headings in the plan. Use them to tell the class about your visit.

Plan

Introduction (Para 1)

when/where you went

Main Body (Paras 2-3)

◆ *what the place is like*

◆ *what you did there*

Conclusion (Para 4)

your feelings/comments

- 7 Use your answers in Ex. 6 to write an article for the school magazine.

COMEDY ZONE

I want to know why your History mark is so bad.

It's not my fault. The teacher asks me about things which happened before I was born.



CHARLIE & THE CHOCOLATE FACTORY



Reading & Listening

- 1 Look at the picture. Describe the people. Who are they? Read the text below and find out.

Roald Dahl (1916 - 1990) was born in Wales in the UK. He started his writing career as an author of short stories for adults. Then, in 1961, he wrote a story called *James and the Giant Peach* for his own children. It became a best seller. Several other best sellers followed, including *Charlie and the Chocolate Factory*. The book is about a strange man, Mr Wonka, and his mysterious chocolate factory, where he makes amazing, magical sweets. His workers are Oompa-Loompas – doll-sized people with long hair, who love dancing and making up songs.

- 2 Read the first four lines of the song and look at the picture. What is “the set” (line 2)? What problem might parents have if they “take the set away”? What do you think the Oompa-Loompas will suggest? Read quickly and check.
- 3 a. Read the song and choose the correct word for each gap. Listen and check.
- b. Match the highlighted words to their meanings: *put in, messed, happy, continue*.
- 4 a. Look at the words in bold. Who or what is the writer referring to?
- b. Why do you think Dahl wrote this song?

The Oompa-Loompa SONG

“All right!” you’ll cry. “All right!” you’ll say,
 “But if we take the set away,
 What shall **0** *we* do to entertain
 Our darling children? Please explain!”
 We’ll answer **1** by asking you,
 “What used the darling **ones** to **2**?
 How used they keep themselves **contented**,
3 this monster was invented?”
 Have you forgotten? Don’t you **4**?
 We’ll say it very loud and slow:
THEY USED TO READ! They’d **READ** and **READ**,
 And **READ** and **READ**, and then **proceed**
 To **READ** and **READ** and **READ** some more.
 Books **cluttered** up the nursery floor!
 And in the bedroom, by the bed,
 More books were waiting to be read!
 Oh, books, what books **they** used to know,
 Those children living long **5**!
 So please, oh please, we beg, we pray,
 Go throw your TV set away,
 And in **its** place you can **install**
 A lovely bookshelf on the wall!

- | | | |
|---------------|----------|---------|
| 0 A we | B us | C our |
| 1 A the | B these | C this |
| 2 A have | B do | C be |
| 3 A After | B Before | C While |
| 4 A know | B knew | C knows |
| 5 A before | B until | C ago |

Speaking

- 5 **Portfolio:** Take the roles of an Oompa-Loompa and a parent. Use the song to act out your dialogue. Record yourselves.