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DOWNLOAD pdf Ss are introduced to Upstream as a new idea. It is defined, and the. Students are required to complete each page of a book. They study the most helpful features, and then build a model that will be used as a foundation for later activities. They start by sketching basic components on cardboard. The components are then built up using modelling clay. Through. upstream advanced c1 students book pdf 26 upstream advanced c1 students book pdf 26 Teacher's Book for Students (Student's). Teacher's Book. ISBN 0-8-269443-7 1. Introduction. New materials for the CAE course Upstream. This unit covers the language of conversation and workplace communication. It starts with a presentation about Upstream, which includes examples of conversations at work and at school. The activities are intended to introduce students to the idea of Upstream and show them how Upstream might fit into. Unit 12 - Units 12a - 12i describe practical aspects of Upstream including a class model, a sequence of activities, and a sequence of words. The first unit in a sequence describes a feature of the Upstream course as a whole. Unit 12 - Units 12a - 12i describe practical aspects of Upstream including a class model, a sequence of activities, and a sequence of words. The first unit in a sequence describes a feature of the Upstream course as a whole. . . You might start by drawing a picture of the model shown below to get your students' attention. Do not use chalk or marker pens. For best results, use a ruler and waterproof pen. . You may find it helpful to discuss and explain the following terminology: source-sink model, simple chain of action, internal and external messages, control messages. The messages will take their form from the model. They are usually short, often less than a sentence, and normally convey an idea or give information about. This lesson is based on experience in a classroom in which teachers worked with students to explore the underlying assumptions and meaning of a student's English in the context of his or her class and the school community. The lesson is designed to give teachers the knowledge to build relationships with and to engage students in their own learning. (See pages 13-17.) The teacher is the central focus of the lesson. Individual students and their involvement in learning are secondary. (See pages 2d92ce491b