

Letter to you, the teacher

Welcome to *American Jetstream*, a course designed to motivate and engage learners. We aim to provide you with material that is stimulating and relevant, so your students learn English easily and with real enjoyment.

We hope to give you everything you would expect, and more. We have aimed to balance the familiar and the new: to give you what you know works well and, at the same time, to introduce some unique features that will greatly enhance your students' learning experience.

Our approach in general

We believe that engaging content together with enjoyable and useful learning activities are the keys to successful learning.

We believe that students need to be exposed to the most useful vocabulary that they will need to speak and write English at this level. We pay special attention to the grammar of the language – without grammar, vocabulary is just words!

We believe in the importance of having students meet words and grammar in exciting and interesting situations – and in giving opportunities for students to practice this language so that they can be comfortable with it.

We also believe that teacher support is crucial – we know you're really busy. This Teacher's Guide provides clear lesson notes and a lot of other things as well (see Contents page 3). There is also a lot of support online in the form of extra material, practice tests, and so on.

You don't have to use all – or even any – of the Teacher's Guide, of course, but it's there if you need it, and it will help to give you lots of choices. We've put a lot of work into ensuring that *American Jetstream* is simple to use. And thought-provoking. And effective. And fun.

Enjoy!

Jane Revell and Mary Tomalin

American Jetstream

Elementary components

For the student:

Student's Book

The Student's Book contains 12 units of three double-page lessons, and a *Vocabulary PLUS* and a *Language in Action* section at the end of each unit.

It also contains the following:

- a two-page review unit after every two units
- four stories
- a comprehensive grammar reference section
- information-gap activities and extra material
- complete transcripts of the audio and video
- a pronunciation section covering the main vowel sounds
- an irregular verbs list

Workbook with audio

The Workbook contains 12 units of four pages – one page per SB lesson, and one page for *Vocabulary PLUS* and *Language in Action*.

It also contains the following:

- a Review quiz after every two units
- a *Check your progress* test after every two units
- one page of dedicated writing practice for each unit, giving students a structured writing development course

E-zone

The e-zone is an online resource for students and teachers containing:

- the video and/or audio for all *Language in Action* pages
- a Cloud book – an interactive version of the Student's Book including all video and audio
- Cyber homework – interactive activities covering grammar, vocabulary, reading, listening, and conversations. They are assigned by the teacher in a virtual classroom and have automatic feedback.
- MP3 audio files
- online training – pronunciation exercises, exam practice (Cambridge ESOL, TOEFL, IELTS, and TOEIC), and cyber homework in self-study mode (extra practice)
- CLIL projects

For more information on the e-zone, see page 11.

For the teacher:

Teacher's Guide with class audio CDs

The Teacher's Guide contains full teaching notes for each unit including all transcripts, answer keys, and useful background information, plus ideas for early finishers and mixed-ability suggestions.

Three class audio CDs contain all the listening material for the Student's Book.

The Teacher's Guide also contains the following extra material:

- one photocopiable game per unit
- one activity per unit
- readings and activities based on popular movies & music
- "technique banks" giving ideas in the following areas:
 - Using the video
 - Using stories
 - Using memory games
 - 20 easy games
 - Five fun techniques to use with a flagging class
 - Working with mixed-ability classes
 - Ensuring learner autonomy and using technology

Interactive book for whiteboards DVD-ROM E-zone

Full access to the students' area plus:

- the videos for the *Language in Action* pages
- MP3 audio files
- downloadable Teacher's Guide with answer keys
- HELBLING placement test
- Guide for new teachers
- Testbuilder containing 12 Unit tests covering Grammar, Vocabulary, Functions, and the Four skills and 6 Progress tests

American Jetstream approach

A summary

Motivation

Research shows that motivation is key to learning; to learn, students need to be interested! *American Jetstream* has been written to be highly motivating for students, and includes the following:

- interesting and relevant topics
- stimulating and often thought-provoking photos
- lots of personalization activities where students are encouraged to talk about themselves
- communicative activities that give students a real purpose for completing a task

- highly motivating activities throughout the Student's Book, and also a bank of photocopiable activities in the Teacher's Guide
- *Language in Action* pages at the end of every unit which provide immediately useful conversations practicing different functions, including short video clips or audio tracks
- plenty of games and game-like activities, and also a collection of 20 easy games and a bank of photocopiable games (one for each unit) at the back of the Teacher's Guide

Grammar

Grammar is an important element in *American Jetstream* and is approached in the following way:

- It is introduced gradually – each of the three main lessons in a unit usually has a grammar point, involving a step-by-step approach and practice so that it's easily absorbed.
- It is reviewed in the Review units after every two units.
- The grammar for a lesson is introduced in context. The grammar form is highlighted and students are given activities where they deduce the form and meaning.
- Activities are realistic and meaningful.
- A clear and straightforward Grammar Reference section at the end of the Student's Book explains each lesson's grammar.
- The *we don't say ... / we say ...* section at the end of each *Language in Action* page rounds off a unit by highlighting common grammatical mistakes in the language learned in the unit.
- The *Irregular Verbs* section provides an invaluable reference for students.

Vocabulary

It is increasingly acknowledged that vocabulary is just as important as or perhaps even more important than grammar when learning a language. *American Jetstream* has a high vocabulary input so that students can understand, speak, read, and write with ease. Stimulating and carefully selected images with motivating activities ensure that students absorb the vocabulary easily and get plenty of practice. Most of the three main lessons in *American Jetstream* have a vocabulary component. In addition:

- *Vocabulary PLUS* pages (one at the end of each unit) provide an opportunity for vocabulary enrichment.
- *Focus On* sections within the *Vocabulary PLUS* pages highlight and practice high-frequency words and phrases and their different uses and meanings.

- *Preposition Park* sections in the Review units focus on prepositions, often within an interesting text.
- Similar or different activities (S) get students comparing new words with words that are the same or different in their own language.

Reading

The main reading focus in *American Jetstream* is usually in Lesson 2, but there are often other, shorter reading texts elsewhere. There is a variety of high-interest text types – real-life stories, articles, quizzes, blogs, etc. When possible at this level, texts are based on real people, places, and events.

- The activities develop the students' ability to scan a text for its general meaning and guess meaning from context.
- Texts, whether in the form of human interest articles or fiction stories, are absorbing and memorable and a key way of learning and practicing language.
- Four two-page stories at the back of *American Jetstream* are an extra resource that provide practice in extensive reading, where students can read for meaning and pleasure without necessarily studying the text in detail. See page 195 for more ideas on how to use these stories.

Another section that provides very short, high-interest texts for additional reading comprehension relevant to the topic is the *Did you know?* feature.

The *Cross Culture* section in the Review units provides additional reading material. It offers interesting and practical information about aspects of different cultural norms and practices, which should lead to stimulating discussions.

Writing

Regular Writing sections in the Student's Book provide guided writing practice through a variety of activities that often involve pair or group work in preparation for the actual writing activity. Beyond these sections, there is a more comprehensive writing section at the end of the Workbook, which includes a full page of guided writing activities for each unit. In this writing development section, students cover the following areas:

- form-filling
- chatroom posts and social-media messages
- blogs
- profiles
- messages, notes, and invitations
- reviews
- e-mails
- anecdotes

Regular features in the writing section include tips on useful language, including linking words and other accuracy features, such as word order, punctuation, time expressions, paragraphing, etc. The Writing section also introduces the concept of format and tone, which many lower-level books don't cover until later. The *Check it* sections allow students to review and improve their work.

Listening

The main listening focus in *American Jetstream* is in Lesson 3 of each unit, but there are often shorter listening activities elsewhere within the units. The *Language in Action* pages with audio only (Units 2, 4, 6, 8, 10, and 12) provide further listening practice in the form of functional conversations. To train students in useful and relevant listening skills, the listening texts reflect a variety of real-life situations, including:

- conversations
- interviews
- talks
- reports
- radio shows

The transcripts of the listening texts can be found at the back of the Student's Book for students' reference and are also reproduced in the relevant activity notes in the Teacher's Guide. The *Language in Action* pages with video also contain the audio-only versions of the video (Units 1, 3, 5, 7, 9, and 11) and can be approached as listening exercises if the visual component is not available.

Speaking

For many learners of English, speaking is the most important language skill. For this reason, there are frequent speaking activities at all stages of a lesson in *American Jetstream*:

- At Elementary level, activities are carefully controlled so that students can express themselves freely without the fear of making a lot of mistakes.
- The photos, cartoons, listening, and reading texts all provide stimulating platforms for speaking activities.
- *You first!* at the start of some lessons uses a short question to get students engaged with the lesson topic immediately.
- The main Speaking section of each lesson generally has more involved activities than those that come earlier in the lesson.
- *Everybody up!* sections encourage students to stand up and move around the class, interacting with each other to find out information.
- The *Did you know?* sections in the main units, and the *Cross Culture* sections in the Review units also provide platforms for stimulating discussions.

- The photocopiable activities in the Teacher's Guide and the information-gap activities at the back of the Student's Book provide further communicative practice.

De-stress!

Apart from providing tiny practical texts to read, these sections appear in some of the *Language in Action* pages and on page 204 of the Teacher's Guide to help students unwind from time to time. Why? Because, quite simply, we don't learn well when we are stressed. We learn best when we are relaxed, and this is particularly important when you are producing new language. If a De-stress is a piece of advice, talk about it with students. If it's a physical exercise, get (or help) students to read it and then follow the instructions. Do it with them in the classroom if you can. Then you can repeat it again and again whenever it's useful.

Pronunciation

Short pronunciation activities throughout the Student's Book provide clear practice of some common areas, including:

- specific sounds
- word stress
- sentence stress
- simple intonation

In addition, students are encouraged to listen to and repeat the main vocabulary groups throughout the book. The Pronunciation section on page 156 of the Student's Book includes a phonemic chart for students' reference and fun practice of all the major vowel sounds in American English. Students should be encouraged to listen to these sounds repeatedly and to search online dictionaries for further pronunciation practice.

Stories

There are stories about real and fictional people throughout the course, but at the back of the Student's Book (SB pages 124–131) you will also find four slightly longer, completely new stories. These stories are a way of providing an opportunity for students to read more extensively and gain a sense of satisfaction from doing so.

For this reason, they deliberately contain language that is slightly above students' level (linking in with Stephen Krashen's idea that we learn most from language that stretches us a little, but not too much). Students should find the stories challenging but engaging, and while they may need to check some of the vocabulary, they should be able to follow the storylines without a lot of extra assistance.

There are no activities accompanying the stories on the Student's Book page itself in order to leave you completely free as to how you approach the stories. However, if you'd like to apply some techniques, please refer to page 195.

Consolidation and review

Consolidation of recently acquired language and regular review are crucial to learning. After every two units there is a Review unit that goes over the key language in these units. Each Review unit contextualizes the language through reading and sometimes listening texts. There are also grammar exercises and writing and speaking activities. The Workbook provides further practice and testing of the language in a unit. In addition, after every two units in the Workbook, there is a *Review quiz*, which tests students using a general knowledge quiz. This is followed by a *Check your progress* test.

Online resources (available on e-zone)

HELBLING Placement Test

Designed to give students and teachers of English a quick way of assessing the approximate level of a student's knowledge of English grammar and usage.

Online training

Resources and interactive activities for individual student access. Includes:

- exam practice
- pronunciation
- all exercises from the Cyber homework in self-study mode.

Cloud Book

An interactive version of the Student's Book & Workbook, where students can access all audio and video content at one click or touch. Students can complete the activities, check their results, and add their own notes.

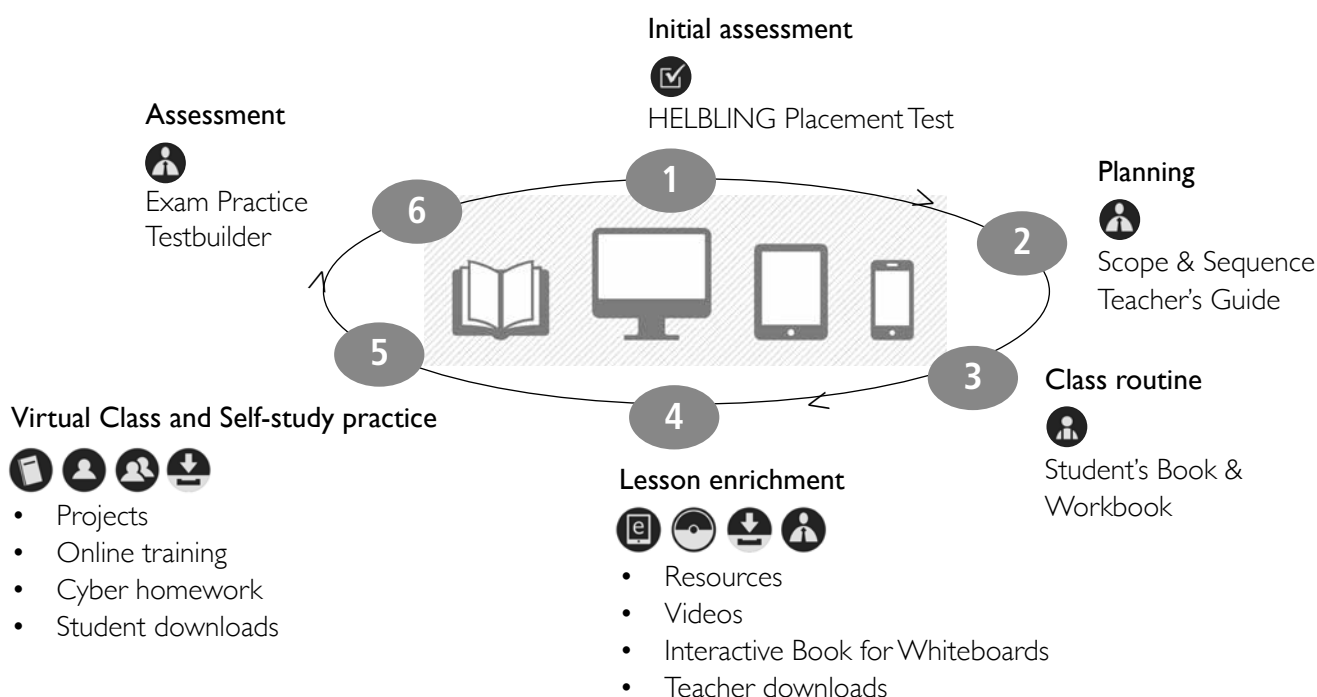
Cyber homework

Interactive activities assigned to students by their teacher within an online virtual classroom. Full results and feedback are automatically given as soon as the deadline fixed by the teacher has been reached.

Projects

Open-ended activities on both cultural and global themes where students can embed other resources, such as web links or files, and share them with the teacher and their class.

How to integrate LMS (a Learning Management System) into your teaching



Unit overview

3

Free time

CEFR
A1

UNIT
FOCUS

GRAMMAR: present simple: I / you / we / they; object pronouns; like / love / hate + noun / -ing form
VOCABULARY: music; free-time activities; days of the week
FUNCTIONS: talking about likes and dislikes; making suggestions; agreeing and disagreeing

Lesson 1 Do you like parties?



1. Do you like books?
a) Yes, I do.
b) They're OK.
c) No, I don't.
2. Do you enjoy parties?
a) No, I don't.
b) Yes, I like them.
c) I love parties!
3. Are you happy alone?
a) I'm very happy alone.
b) I'm OK alone.
c) No, I'm not.
4. Are you quiet?
a) Yes, I am.
b) Not really.
c) No, I'm not!
5. Are you happy in big groups of people?
a) No, I don't like big groups.
b) I'm OK in them.
c) I love big groups of people.
6. Do you like loud music?
a) No, I don't. I like soft music.
b) It's alright.
c) I love loud music.
7. Do you have a lot of friends?
a) No, I have just three really good friends.
b) Yes, I have quite a lot of friends.
c) I think so.

Are you an introvert or an EXTROVERT?

You first!
Which photo is more like you?



READING

1. Work in pairs and take the quiz. Then check your score on page 122.

GRAMMAR 1

2. Look at the quiz and complete the table.

PRESENT SIMPLE (1) STATEMENTS

affirmative

I / You / We / They _____ loud music.

negative

I / You / We / They _____ like big groups.

PRESENT SIMPLE (1) QUESTIONS

questions and short answers

_____ you like books? Yes, I _____ / No, I _____.

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3. Put the words in the correct order.

1. A like / do / my / you / family / ?

2. A parties / friends / my / love / .

3. A parents / friends / your / do / like / your / ?

B sister / but / like / I / your / husband / don't / I / your / like / .

B love / we / too / parties / .

B do. / yes, / they / my / they / friends / love / .

4. Write complete sentences about extroverts and introverts. Use the quiz in Exercise 1 to help you.

1. Extroverts / a lot of friends

Extroverts have a lot of friends.

2. They / loud music / and they / parties

3. They / books much

4. Introverts / loud music

5. They / a lot of friends / but they / good friends

26 Unit 3

You first!

You will find a *You first!* box at the beginning of most lessons where a larger image appears. This feature has a triple purpose. First, it aims to engage students and get them saying something immediately. Second, it allows students to use what they already know and boost their confidence. And third, it gives you, the teacher, an idea of what and how much they already know so that you can target your teaching much more effectively. And don't worry. If your students don't respond to the question, that tells you something, too. The topic is completely new to them, and you have even more to teach and explore with them!

Grammar boxes

Grammar boxes appear in each unit to highlight the appropriate grammar points. These often include tables, short exercises, and a page reference to further explanation in the back of the book. There is also a useful grammar reference at the back of the Student's Book. Each main grammar point from the grammar boxes throughout the book is further explained in this section.

VOCABULARY Music



5. 1.40 Complete the types of music. Then listen, check, and repeat.

1. _ _ck music
2. j_ _zz
3. p_ _ _ music
4. h_ _ _s_ _ music
5. _ _lk music
6. r_ _p
7. _l_ _ss_ c_ _l music
8. _ _ _ntry music

6. 1.41 Listen and match the music you hear with the types of music in Exercise 5.

7. 1.42 Listen and complete three party conversations.

1. A So tell me, what do you do?
B I'm a singer. I sing with a band.
A What kind of music do you play?
B _____
2. A Great song! I love it! Bruno Mars is my favorite singer.
B I like him, too. I like *Marry You*. But I prefer _____.
3. A Hi, Jane.
B What's your name again?
A I'm Matt—remember?
B Yes—sorry! What do you think of the band?
A I don't like them very much. They're so loud!
I'm into _____.



* **Did you know?** Bruno Mars's real name is Peter Gene Bayot Hernandez. He's from a large family—he's one of six children. There's a tattoo of his mother's name on his right shoulder.

8. Underline the question words in Exercise 7. Then complete the questions.

1. _____ do you do?
2. _____ kind of music do you like?
3. _____ do you think of folk music?
4. _____'s your favorite singer?

SPEAKING

9. Ask and answer the questions in Exercise 8.

10. Work in groups. Choose a playlist of eight songs for a party. Each group sings or says the first lines of a song. Other groups identify it and say if they like it.

It's rock music. The singer / band is ...

I like her / them a lot.

The song is ...

I love it.

GRAMMAR 2

11. Read the conversations in Exercise 7 again and complete the table.

OBJECT PRONOUNS	
subject	object
I	So, tell _____, what do you do?
you	I like you .
he	I like _____, too.
she	I don't like her .
it	Great song! I love _____!
we	They like us .
they	I don't like _____ very much.

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12. 1.43 Listen and write the words under the correct sound.

he him it me she sing sit we	
/ɪ/	/i:/
him	he

Unit 3 27

Did you know?

These are very short, interesting pieces of information related to the theme of the lesson. They can usually be done at any point in the lesson. The individual unit notes within this guide suggest ways of exploiting this section, but if students want to know more, they can be encouraged to search online.

2

Lesson 2 In the room there is ...



You first!
What furniture is in your room?

VOCABULARY Rooms and furniture

1. Look at the painting and circle the words of things you can see in Van Gogh's bedroom.

armchair bath bed bookcase chair stove cabinet desk door floor fridge mirror
picture shower sink couch table television toilet wall closet window

1.28 Listen and repeat the words in Exercise 1. Underline the schwa sound /ə/.

3. Make a list of the things in your own bedroom and compare with a partner.

4. 1.29 Think about the rooms in your house. What furniture is there? Write three things for each room, then listen and check.

bathroom bedroom dining room kitchen living room office

Are these statements about the painting true (T) or false (F)?

1. There's a mirror on the wall.
2. There isn't a computer.
3. There are two chairs.
4. There aren't two beds.
5. There's a couch in the room.
6. There aren't two armchairs.

6. Write questions about the picture on this page. Use the grammar box below. Then write the answers.

1. phone / Van Gogh's bedroom
2. closet / the room
3. things / the table
4. things / the chairs
5. paintings / the walls
6. a person / the bed

GRAMMAR

7. Look at the sentences in Exercise 5. Complete the table.

THERE IS / THERE ARE

affirmative

There is (There's) a table.

There _____ five pictures.

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negative

There _____ a television.

There aren't three chairs.

questions and short answers

_____ there a couch?

Yes, **there is.** / No, _____.

_____ there two doors?

Yes, _____ / No, _____.

Pronunciation

There are regular pronunciation activities throughout the Student's Book. At Elementary level, these focus mostly on simple, but often-heard sounds, and word and sentence stress. There is a small introduction to intonation, but it is not a key feature of this level. All the pronunciation activities are recorded so that students can hear the correct sounds or stress.

Memory games

This symbol represents your brain! Memory is a crucial component in learning anything, and it's like a muscle: the more you exercise it, the stronger it will be. These simple games ask students to remember a variety of things: vocabulary items, facts from an article, and so on. But you can play a lot more games than the ones suggested here (see page 196). And remember that the more you get students to exercise their memory in English, the more it will serve them in other aspects of their life as well.

1 Students live in these **containers**. They're small but they're very **comfortable** and they have **electricity** and the Internet. There isn't a bedroom. There's only one room, so the bed is in the living room. But there's a stove and even a shower.

3 This lighthouse is now a hotel but there are only three rooms. On the first floor, there's a bathroom, on the second floor, there's a bedroom, and on the top floor, there's a living room. There are windows all around and the **views** are fantastic! What's not to love? Well, there are eighty **steps** – so a big suitcase isn't a good idea.

Unusual houses

2 These houses have three floors. The **entrance** is on the first floor and on the second floor there's an **open-plan** living room and kitchen. On the third floor there are two bedrooms and a bathroom. Behind the house there's a **small** backyard.

4 This houseboat is very big inside! There are two bedrooms, a living room, a bathroom, and a kitchen with a stove and a fridge. But there are no cabinets! That's a problem if you have a lot of things!

READING

8. Before you read the article, look at the photos. Can you guess what's in each house?

9. Read the article and check your answers.

10. What do you think the words in bold mean?

11. Answer the questions. Sometimes there is more than one answer.

1. Which house has ...

a) a backyard?	b) only one floor?	c) a lot of windows?	d) two bedrooms?
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2. Which house doesn't have ...

a) a bedroom?	b) steps?	c) a kitchen?	d) cabinets?
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SPEAKING AND WRITING

THINK Talk about the questions.

1. Which is your favorite house? Why?
2. What is the connection between the photos from the article and the Van Gogh painting?

13. Work in pairs. **STUDENT A: Look at page 116** **STUDENT B: Look at page 117**

14. Now write an article about your home. Use photos or drawings to help you.

EXPLORE ONLINE Find out about unusual places to live in your country.

I have a small apartment in ...
There's ...
There are ...

Think

This is used to signal a creative or critical-thinking exercise. Students are asked to work something out for themselves, give an opinion, or use their creativity, rather than find an answer directly on the page. Encouraging students to think creatively means they increase their engagement with the material. With these sections – as indeed with many others – it's a good idea to give students a chance to look at the material and think about (or even write down) their ideas individually before they start talking to each other. Some students are quick thinkers and talkers, while others need more time, but it doesn't mean that they have less to offer.

Information gap

There is usually an information-gap activity in every second unit, marked by shaded boxes for Student A and Student B. In these, students need to get information from each other in order to complete a task. All the material students need to do the tasks is in the back of the Student's Book on pages 116–123.

7

Lesson 3 Are you a foodie?

You first!
What's your favorite restaurant?



LISTENING 1

2.31 Listen and complete the conversations with these phrases.

We can't afford it. You **are** a good cook. It looks interesting. I prefer simple food.

- A I love this chicken. It's so tasty—and different!
B I don't like it. _____ And this is a very expensive restaurant.
- A Let's go to a restaurant tonight. B _____ Let's cook a really nice meal here.
- A This restaurant looks good. Look at the menu. B Mm, yes, _____. OK, let's eat here.
- A This steak is delicious. _____, Ella. B Thanks, well, I'm a foodie. I love good food.

2. **THINK!** Look at the photos and answer the questions.

- Is the restaurant in photo A a good restaurant?
- Does the food in photos B and C look good?
- Is good food important to you? Are you a "foodie"?
- Do you often go to restaurants? If not, why?

3. 2.32 Listen and repeat these words: /ʊ/ good /u:/ food

4. 2.33 Write the correct symbol next to the word. Then listen, check, and repeat.

blue ___ book ___ cook ___ look ___ noodles ___ put ___ two ___ you ___

LISTENING 2

5. Listen to a conversation about top restaurants. Circle the words or phrases you expect to hear.

berries courses fantastic February good cooks grilled prawns lucky mouse strange

6. 2.34 Listen and check your answers in Exercise 5. Were your answers correct?

7. 2.35 Listen to the first part of the conversation again. Are these sentences true (T) or false (F)?

Correct the false sentences.

- ___ Clara is English.
- ___ Clara and her husband are both foodies.
- ___ Clara isn't a good cook.
- ___ They love eating out.
- ___ They have a lot of money.
- ___ They sometimes go to the world's top restaurants.

Listening

This symbol tells you that there is recorded material that goes with the activity. This can either be a full listening text, where there is no text on the page, or, as here, it might be listening to check answers or to hear the correct pronunciation of words or the correct stress on words or sentences. Full transcripts are available at the back of the Student's Book.

8. Look at the table and answer the questions.
- Does **once** mean one time or two times?
 - Does **twice** mean two times or three times?

9. Ask and answer the questions.

- How often do you ...
- go to a restaurant?
 - cook a special meal?
 - have friends for dinner?
 - go out to dinner with friends?

GRAMMAR

HOW OFTEN ...?

How often do you eat in a restaurant?

I eat in a restaurant maybe **three times a month**.

I eat in a cafeteria **once** or **twice a week**.

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LISTENING 3

10. 2.36 Listen to the second part of the conversation again. Circle the correct words or phrases.

Restaurant	Country	Dish
Mugaritz	Spain	chocolate ¹ <i>cake</i> / <i>ice cream</i>
Dinner by Heston Blumenthal	² <i>USA / UK</i>	roast ³ <i>fish</i> / <i>lamb</i>
El Celler de Can Roca	⁴ <i>Argentina / Spain</i>	grilled ⁵ <i>fish</i> / <i>prawns</i>
Noma	⁶ <i>Denmark / Germany</i>	berries and ⁷ <i>grilled / fried</i> vegetables



11. Imagine you are in a restaurant. Give your opinion of one of the dishes mentioned in Exercise 10.

What do you think of the chocolate cake?

It's fantastic!

How about the meat fruit?

It's strange, but very tasty! I love it!

SPEAKING

12. **EVERYBODY UP!** Find someone who:



13. Tell your partner about a really good meal in a restaurant. Use the questions to help you.



When was it? What was the name of the restaurant?
 Where was it? Who was with you?
 What did you have? Were the waiters friendly?
 Which was the best dish? Was it expensive?

Unit 7 67

Everybody up!

This is a *Find someone who ...* activity, a chance for students to move around the classroom and use specific language in a controlled way to get information from other students. This kind of short, intensive practice can be very lively and also rewarding if students succeed in completing the activity using the language resources available to them. It also allows them to interact with lots of different people. The act of physically getting up and moving around is also mentally refreshing; being physically active helps us learn. Students may naturally find that they engage in longer conversations than the activity requires. If time allows, this is good and enjoyable practice for them. However, it's a good idea to set a time limit for this activity.

5 Vocabulary PLUS

OPINION ADJECTIVES

1. Say the words and mark the stress. Which words do you know?

alright	strange	awful	dangerous	different	modern	difficult	horrible	
interesting	easy	safe	beautiful	similar	nice	traditional	ugly	boring
2. Listen, check, and repeat.
3. Put a (+) or a (-), or both if it depends, next to the adjectives in Exercise 1.
4. Find opposite words in Exercise 1. *awful* - *lovely*

MODIFIERS

- really very quite a little
- These words make an adjective stronger (+) or weaker (-).
5. Match the sentences with the pictures.
 - a) It isn't windy.
 - b) It's really windy.
 - c) It's a little windy.
 - d) It's very windy.
 - e) It's quite windy.
 - f) Don't go out! It isn't safe!
-
6. Change the words in *italics* so the sentences are true for you. Then compare your ideas with a partner.
 - 1. English adjectives are *very easy*.
 - 2. Golf is *a little boring*.
 - 3. It's *really windy* outside today.
 - 4. Skiing is *quite dangerous*.

SPORTS (2)

7. Can you remember the sports from page 47?
8. Write the missing vowels in these sports. Then listen and check.

1. _rch_ry	4. b_sk_tb_ll	7. h_rs_b_ck
2. f_sh_ng	5. d_rts	r_d_ng
3. p_ng p_ng	6. w_nds_rf_ng	8. sk_t_ng

FOCUS ON: play, do, go

We *play* basketball, we *do* archery, and we *go* fishing.

Write the correct verb for these sports.
Can you work out the rule?

swimming	judo	volleyball	gymnastics
ping pong	rugby	skiing	horseback riding

9. Match the sports in Exercise 8 with the pictures. Which sports are not Olympic sports?
-

Vocabulary PLUS

This page, which comes after the third lesson in every unit, provides an opportunity for vocabulary enrichment and consolidation. It's a flexible section and can be used in several ways. It can be done as a complete lesson. Alternatively, the unit-by-unit notes indicate points where a vocabulary set can be usefully explored in a lesson, or an exercise can be used as a filler if there is extra time during class, or if stronger students have finished an activity and need to work ahead.

Similar or different?

This symbol often occurs where new vocabulary is introduced, and it suggests that you ask students which words are the same as or similar to words in their own language and which are very different. This feature of Accelerated (or Holistic) Learning (see page 22) aims to draw students' attention to the fact that they already know some words. It can also give them a basis for wordbuilding (e.g, the fact that words ending in *-ion* in English may also end in *-ion* in their language). Suddenly they know ten words, not just one, without much extra effort.

Focus On

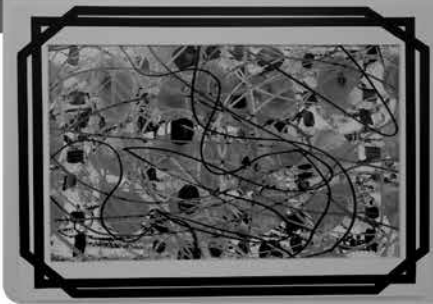
These short sections appear on many of the *Vocabulary PLUS* pages. They are dedicated practice of a word or phrases that have come up in the unit and involve exercises that take them a step further, showing students how they can be used in different ways. In Elementary, there are Focus On sections for *can*, *have*, *play*, *do and go*, *get good*, verbs to use with clothes, *go*, *look*, and *left*, etc.



Language in Action

5

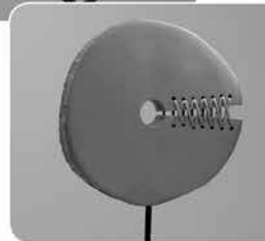
ASKING FOR AND GIVING OPINIONS



- Look at the works of art in the photos and discuss the questions.
 - Do you like them?
 - How are they similar? How are they different?
- 2.11 Watch or listen to people giving their opinion about them. Are the opinions positive (+), negative (-), or neutral (+/-)?

Speaker	Conversation 1		Conversation 2		Conversation 3	
	Luke	Kate	Dana	Logan	Luke	Kate
+						
-						
+/-						

- 2.11 Watch or listen again and complete the opinions.
 - I agree. It's full of life. And I _____ the colors.
 - It's a little _____, but I like it.
 - Well, it's _____.
 - I _____ like it. It's _____.
 - I think it's _____.
 - I disagree. I really hate it! I think the colors are _____.
- Now number the opinions in Exercise 3 in the order you hear them (1-6). Then watch or listen again and check.
- Act out the conversations in pairs.
- Find and underline a phrase for agreeing and a phrase for disagreeing in Exercise 3.
- Mark these opinions positive (+), negative (-), or neutral (+/-).



I don't know.	I think it's awful.	It's great!	I don't really like it.
I think it's nice.	It's horrible!	It's OK.	I don't like it.

- What do you think of the works of art? Which opinions in Exercise 7 are closest to yours?
- Take a picture of one of the works of art on this page to show a friend. Say why you like or don't like it.
- In groups of three, find an example of art that you all like and one that you don't like. Tell the class why.

<input checked="" type="checkbox"/> we don't say ...	Nicole Kidman is- born-in-Honolulu.	one thousand nine- hundred ninety-nine	Thank you- to help.	I like a lot skiing.
<input checked="" type="checkbox"/> we say ...	Nicole Kidman was born in Honolulu.	nineteen ninety- nine (1999)	Thank you for your help.	I like skiing a lot.

Unit 5 51

Language in Action

This section provides practice in the everyday functional language that students need when getting around in English and interacting with people, such as making requests, asking for directions, buying a ticket, and so on. Students are presented with a variety of different situations and given the vocabulary and opportunity for practice both in written and spoken form.

Video

American Jetstream presents all new video with corresponding exercises that exploit the language in the odd-numbered units. The videos feature the same characters in a variety of situations that facilitate the use of the language from the unit. They provide extra contextualization for the functional language. By seeing the same characters, we begin to learn about their personalities and how they react to a range of circumstances. See also *Using the video* on page 194.

We don't say ... / We say ...

This section appears in the Language in Action pages and focuses on common errors that students are likely to make. The ones selected are made by learners from a variety of different language backgrounds, but you can, of course, bring in your own examples from the particular language group you are working with. By drawing students' attention to the examples, and making it clear that these are common errors, the hope is that they will feel relieved that they are not the only ones and they can see how to avoid making that particular mistake.



B Haiti earthquake, 2010



A Mark and Julie Augustan with their children

An adopted child

Mark and Julie Augustan are American. They have four children, two boys and two girls: Carter is 16, Emma is 14, and Cana is nine. And who is the little boy on the right in the photo? That's Grady, age three. Grady is their adopted son—Mark and Julie aren't his real parents. He's from Haiti, a Caribbean island, and his parents are dead because of the Haiti earthquake in 2010. Now Grady has new parents, a brother, and two sisters.



C Angelina Jolie and Brad Pitt

FAMOUS PARENTS Many families with adopted children also have *biological* children. A biological child isn't adopted. Famous parents Brad Pitt and Angelina Jolie have a family of six children. There are three adopted children: Maddox, a boy from Cambodia, Zahara, a girl from Ethiopia, and Pax, a boy from Vietnam. Brad and Angelina say, "Our love for all our children is the same."

GUESS Look at the photos and talk about these questions.

- How old are the children in photo A?
 - Where is the little boy on the right of photo A from?
 - What is the connection between photo A and Brad Pitt and Angelina Jolie?
 - How many children do Brad and Angelina have?
2. Read the article and check your answers to Exercise 1.
3. Read the article again. Correct the sentences.
- Carter is on the table in the photo.
 - Grady has two brothers.
 - There are five children in the Augustan family.
 - Brad Pitt and Angelina Jolie have a small family.

4. Write sentences about these people. Use the possessive 's.

- Mark Augustan / Carter
Mark Augustan is Carter's father.
- Carter / Julie
- Maddox / Pax
- Zahara / Brad Pitt
- Julie / Mark

5. Complete the sentences with the correct form of *be* or *have*.

- Grady _____ two sisters and one brother.
- Pitt and Jolie _____ a child from China.
- Mark and Julie Augustan _____ from Haiti.
- There _____ four children in the Augustan family.
- There _____ one adopted child in the Augustan family.

Review units

Six review units provide practice of key language from the preceding two units, using a reading text as the main presentation. Beyond the reading and corresponding activities, they contain two additional sections: Preposition Park and Cross Culture.

Guess

Asking students to "guess" answers before reading or listening to information not only gets them to interact, but it also frees them up from having to know the "right" answer, which can sometimes inhibit their response. In addition, it prepares them for the text, giving them a valid reason for reading or listening to something and checking if they were right. For this reason, it's very important not to correct students who are guessing. Just say things like: *Hmm* or *That's interesting* or *Possibly*, etc. so they keep talking. Then let the text provide the answers.

6. Write questions for these answers.

1. Carter / British
Is Carter British?
No, he isn't. He's American.
2. Mark / Julie Augustan / UK
No, they aren't. They're from the US.
3. Brad Pitt and Angelina Jolie / big family
Yes, they do.
4. four children / the Augustan family
Yes, there are.
5. Haiti / Caribbean island
Yes, it is.
6. Emma and Cana / adopted
No, they aren't.

7. Listen to a conversation about adopted children and complete the table with information about Carmen and her family.

Nationality	
Number of rooms	
Job	
Number of children	
Adopted child's nationality	
Age of adopted child	

8. Write a description of Carmen and her family. Use the information in the table.

Carmen is from Argentina. She's a journalist. There are ...

PREPOSITION PARK

Look at the diagrams. Then choose the correct prepositions to complete the text.



- a) a woman at a bus stop
- b) a man in an art gallery
- c) a wallet under a chair

Aisha and her husband are ¹in / on a restaurant. Aisha's bag is ²at / on the table. "Where's my wallet? It isn't ³to / in my bag!" Aisha says. Then she says, "I know, it's ⁴at / in the car!" She asks her husband, "Can you go ⁵to / under the car? My wallet's there." "No," her husband says. "Your wallet's there. ⁶under / at the chair."

EXPLORE ONLINE Today, families can be all shapes and sizes. Find more examples of famous families and describe them.

Cross Culture STEREOTYPES



a. Look at the picture and read about cultural stereotypes. Which nationality does the picture show?



Here are some examples of cultural stereotypes:

- British people aren't very friendly.
- Japanese people are shy and quiet.
- Thai people are beautiful.
- Americans are very friendly.
- Chinese people are very intelligent.
- South Americans have warm personalities.
- Swedish people are all tall and blonde.

A cultural stereotype is the idea that different nationalities have different personalities. There are cultural stereotypes about physical appearance, too. Of course, cultural stereotypes are very general and there are always a lot of exceptions.

- b. Which examples of cultural stereotypes above are about physical appearance?
- c. Talk about the cultural stereotypes in the text. Do you think any of them are true?

Americans are very friendly.

I think that's true.

British people aren't very friendly.

That isn't true! British people are friendly.

- d. Do you know other cultural stereotypes? Are there stereotypes about people in your country? Are they true?

Cross Culture

Each of the Review units finishes with a Cross Culture section. This is often an opportunity to reflect on how people do things differently (or not!) in different parts of the world and how we can begin to be sensitive to these differences and act accordingly. There is usually a short reading text with an activity or questions, often leading to a discussion and a comparison with the students' own culture.

Preposition Park

This section appears in each review unit and provides a short text either practicing some of the prepositions from the previous units, enabling students to recycle them in a new way, or presenting new and useful prepositions.

Explore Online

This is an opportunity for students to go beyond the page and find out more about some aspect of the topic and encourages project work. Students are asked to do research online, make notes, and report back. They can work either alone or in pairs, depending on your classroom setup. You can approach it by letting students take the lead and do their own research, or you can work together as a whole class and have students suggest possible websites or search words.

A final word

The features new to *American Jetstream*, which occur throughout the units, are informed by some of the key principles of Holistic Learning (sometimes called Accelerated Learning*):

1. *We learn with our body as well as our mind: they are connected.* Hence the value we attach to bringing more physical activities into the classroom and paying attention to our students' physical well-being.
2. *Different learners prefer different kinds of input.* Some people learn more with their eyes, some more with their ears, and some more with their bodies and movement. We aim to provide a variety of activities to reflect these preferences.
3. *What we learn with emotion, we tend to remember best.* We hope to engage students' emotions through the use of stories, songs, and games – and making them laugh.
4. *Our memory is very powerful ... and we can make it work even better.* The reason for all the little memory training games is to give students practice in using their memory and aid their learning.
5. *People know a lot already – more than they think.* Good teaching and good material can help to make students aware of what they already know and boost their confidence.
6. *People are different.* Some people are more outgoing and naturally social, while others are more introspective and reflective. The former readily enjoy interacting with others while the latter often prefer to work on their own. The latter usually welcome time to think on their own, too, before being asked to participate in an activity. As teachers, we need to try to accommodate these differences and bring out the best in our students.

*The roots of Accelerated Learning go back to the Bulgarian educator, Georgi Lozanov, who developed something called "Suggestopaedia" in the early 60s. By helping learners feel comfortable, relaxed, and confident, they were able to absorb and remember more information more quickly. That's it in a nutshell!

Nice to meet you pp 6–7

UNIT FOCUS

GRAMMAR: the imperative
VOCABULARY: the alphabet; numbers; personal information; classroom language

Aims

The focus of this introductory unit is to give students the opportunity to get to know each other and feel relaxed about speaking English in the classroom. The focus is on creating a positive and comfortable atmosphere and helping students reduce possible anxiety about speaking.

You first!

There are *You first!* boxes at the beginning of many lessons in the Student's Book. They have three goals: first, to engage students and get them saying something immediately, second, to allow students to use what they already know and boost their confidence, and third, to give you an idea of what and how much they already know so you can target your teaching more effectively. Students can say as much or as little as they want.

For this one, start by introducing yourself to the whole class. Say: *I'm ... / My name's ...* Then introduce yourself to one or two individual students. Model shaking hands. Emphasize warm, positive intonation, making eye contact, smiling, and nodding.

Introductions

1. 1.2 Play the audio and ask students to repeat the short conversation all together and then individually. Emphasize warm, positive intonation.

TRANSCRIPT

- **FENG** Hi, I'm Feng.
- **LEILA** My name's Leila. Nice to meet you.

Ask students to stand up and move around the classroom. Walk among them and join in the activity. Tell students to try and remember the names for the next activity.

TIP: You may want to introduce a strategy for signaling the end of walk-around activities. Sometimes these activities can be a little noisy, so it's a good idea to have a signal that everybody recognizes and to avoid having to raise your voice. Ideas could include:

- switching the lights on and off.
- raising your hand – everybody who sees you raises their hand and stops talking.
- ringing a small bell.

2. This symbol shows that this is a memory game – the first of many in the book. Memory is an important part of learning, and the more we exercise our memory by playing these kinds of games, the better it will be. Practice the language with the class and check understanding of *my* and *your*. Tell students to remain standing. This time, they should move around the class and try to remember everybody's name. Focus on the example exchange in the book.

The alphabet

3. 1.3 Ask students to call out each letter in turn. Focus on their pronunciation. This will help students to complete Exercise 4.

- **TRANSCRIPT AND ANSWERS**
- **A B C D E F G H I J K L M N O P Q R S T U V W**
- **X Y Z**

TIP: Some letters are pronounced differently in different languages. For example, "a" can be pronounced /æ/ and "b" can be pronounced /beɪ/. You may want to use this kind of contrastive approach to help students improve their pronunciation.

4. 1.4 Say the first letter in each line, emphasizing the vowel sound in each case. Students can work in pairs to complete the lists. Encourage them to say the letters aloud as they work. Then play the audio to check the answers and repeat the letters again.

- **TRANSCRIPT AND ANSWERS**
- 1 A, H, J, K
- 2 B, C, D, E, G, P, T, V
- 3 F, L, M, N, S, X, Z
- 4 I, Y
- 5 Q, U

5. 1.5 Play the audio once through. Then play it again, pausing to allow time for students to write. Play it several times if necessary. Practice the conversation as a class. Divide the class into two groups. Each group says one part. Then they switch roles.

- **TRANSCRIPT AND ANSWERS**
- **WOMAN** Hello, what's your name?
- **STUDENT** Javi Montejano.
- **WOMAN** How do you spell that?
- **STUDENT** J-A-V-I, Javi. M-O-N-T-E-J-A-N-O, Montejano.
- **WOMAN** Thanks. OK, you're in the Elementary class.

6. Students can stand up and walk around to do this activity. Monitor students and make notes of any errors with pronunciation. Give feedback by writing the problem letters on the board and practicing them again.

EXTRA IDEA Dictate the spelling of four or five names. They can be names of students in the class, names of famous actors or athletes, or random first names that include problem letters. Invite volunteers to write the answers on the board.

Numbers

7. 1.6 Ask the whole class to read out the numbers. Then ask individuals. Play the audio and repeat each number as a class and then choose individuals to repeat each one.

MA Wherever you see this icon (**MA**) in the teacher's notes, you will find an idea for using the activity with a mixed-ability class. Here, as an extra challenge, ask higher-level students to say the numbers from ten to zero very quickly.

- **TRANSCRIPT AND ANSWERS**
- ten, nine, eight, **seven**, six, **five**, four, **three**, two, **one**, zero

8. 1.7 Point out the way we read phone numbers aloud. Point out that 0 is sometimes pronounced *oh*, not *zero* when giving phone numbers. Play the audio twice. Then invite volunteers to write their answers on the board. Practice the numbers all together and individually. Then ask students to write the phone numbers as words.

- **TRANSCRIPT AND ANSWERS**
- 1. zero one one three four seven two zero six five one four zero
- 2. four one five three nine nine six five two seven

EXTRA IDEA Dictate four or five phone numbers. Make sure you include a variety of numbers and some double numbers. Check the answers by asking students to read them aloud or write them on the board.

9. 1.8 Ask the whole class to read the numbers aloud. Then ask individuals. Play the audio and repeat each number as a class and then choose individuals to repeat each one.

MA As an extra challenge, ask higher-level students to say the numbers from twenty to zero very quickly.

ANSWERS

16 sixteen, 17 seventeen, 18 eighteen, 19 nineteen, 50 fifty, 60 sixty

- **TRANSCRIPT**
- eleven, twelve, thirteen, fourteen, fifteen, sixteen,
- seventeen, eighteen, nineteen, twenty, twenty-one,
- twenty-two, thirty, forty, fifty, sixty

EXTRA IDEA Write the following number series on the board and put students in pairs to complete the numbers in each series. The answers are in parentheses – don't write them on the board! Invite students to write the answers on the board and ask them to explain their answers. They probably won't have the language, so help them with this using plus, minus signs, etc.

- 5, 7, 9, 11, __, __, __ (+2: 13, 15, 17, 19)
- 2, 4, 8, 16, __, __ (double the number: 32, 64)
- 47, 41, 37, 31, __, __, __ (prime numbers backwards: 29, 23, 19)
- 14, 18, 23, 29, 36, __, __, __ (+4, +5, +6, etc: 44, 53, 63)
- 69, 65, 61, 57, __, __, __ (-4 each time: 53, 49, 45)
- 12, 21, 30, 39, __, __, __ (+9 each time: 48, 57, 66)

Personal information

10. 1.9 Tell students to cover Exercise 11 while they do this exercise. Play the audio and allow time for students to compare answers. Play the audio again if necessary. Write the answers on the board.

ANSWERS

First name: Li
Last name: Lee
Cell phone number: (202) 545-7761

- **TRANSCRIPT**
- **MAN** What's your first name?
- **WOMAN** Li. That's L-I.
- **MAN** And what's your last name?
- **WOMAN** Lee. That's L-E-E.
- **MAN** Oh, Li Lee! What's your cell number?
- **WOMAN** It's (202) 545-7761.

CULTURE NOTE In some cultures, the last name is first and the first name is second. This may be confusing and can cause misunderstandings. Make sure that students understand that when someone says *first name*, it means given name, and *last name* means family name or surname.

11. Allow time for students to work individually or in pairs. Play the audio again to check the answers, then write the answers on the board. Practice the conversation as a class. Divide the class into two groups. Each group says one part. Then they switch roles.

ANSWERS

- 1 What's your first name?
- 2 What's your last name?
- 3 What's your cell phone number?

12. Allow time for students to work in pairs. Then call for volunteers to present their conversations to the class.

TIP: To encourage students to get to know each other, ask one student in each pair to sit with another partner. Repeat as many times as appropriate so that students have the opportunity to work with different partners.

Classroom language

13. This part of the lesson focuses on language that students will need to understand your instructions. You may want to add other instructions that you frequently use, e.g. *Stand up. Walk around. Make groups of three. Swap books with your partner. Switch roles.* etc. Focus on the use of the imperative for giving instructions. Refer to the grammar reference on SB page 132 for more information about this structure. Go through it with them. Elicit / Show students that *don't = do not*.

ANSWERS

- 1 f, 2 d, 3 e, 4 b, 5 a, 6 c

EXTRA IDEAS Say four or five instructions and have students act out the response, e.g., *stand up, sit down, open your books*, etc. Then have students repeat the activity in pairs.

Write these instructions on the board. Put students in pairs and ask individual students to read the instructions aloud and follow them. Then in their pairs, students take turns to follow the instructions.


- 1 Ask your partner a question.
- 2 Repeat the answer.
- 3 Write the answer in your notebook.
- 4 Circle the answer.
- 5 Check the answer. Ask, "Is this right?"

14. Ask students to look at the pictures and work out the instructions.

MA For an extra challenge, ask students to cover the instructions in Exercise 13 and try to remember the words.

ANSWERS

- A 2, B 5, C 6, D 4, E 1, F 3

15.  1.10 Check understanding of any new language before allowing time for students to circle the correct words. Then play the audio. Check answers, then practice each line with the class.

ANSWERS

- 1 Excuse 2 Sit down 3 look 4 say that again 5 look

TRANSCRIPT

- JAVI Excuse me, is this the Elementary class?
- TEACHER Yes, it is, come in. Sit down. What's your name?
- JAVI Javi.
- TEACHER Say hello to Javi, everyone.
- CLASS Hi Javi.
- TEACHER OK, everyone, look at page 21, please.
- JAVI Sorry, I don't understand. Can you say that again?
- TEACHER Of course! Yes, look at page 21, please.

1

Who are you?

UNIT
FOCUS**GRAMMAR:** *be* present tense; possessive adjectives**VOCABULARY:** countries and nationalities; jobs; common objects**FUNCTIONS:** introducing yourself and other people; asking about language; making requests

Lesson 1

I'm from Brazil pp8–9

Aims

The focus of this lesson is to practice the verb *be* in the affirmative form, to learn names for countries and nationalities, and to practice introducing yourself and other people.

Note: It will be useful to have a map of the world on a wall or a computer during this lesson.

You first!

If possible, point to a world map on the wall or projected on your screen or whiteboard. Point to various countries and ask students to name them. Invite volunteers to come to the board and point to their country saying, *I'm from ...* Ask five or six individual students the question. Ask a student to ask you, too.

VOCABULARY

Countries and nationalities

- S** When you see this icon with a vocabulary exercise, it means that you should ask students which words are the same or similar to words in their own language – and also, which are very different. See detailed notes in the Introduction, page 18.

Check that students understand the word *continent*. Allow time for individual work. Elicit from students that Turkey is in Europe and in Asia. Ask students which words for countries are very similar in their own language and which are very different. Do not check answers at this point.
- A** 1.11 Play the audio, then ask students to repeat the countries as a class and individually. Notice any names that cause special problems and practice them again.

ANSWERS

1 South America 2 Europe 3 Asia 4 Asia 5 Africa
6 North America 7 North America 8 Europe
(although large parts of Russia are also in Asia as it is such a big country) 9 Europe 10 Europe (it is in both Europe and Asia)

TRANSCRIPT

- Europe: the UK, Spain, Turkey, Russia
 - North America: Mexico, the US
 - Asia: Thailand, China
 - Africa: South Africa
 - South America: Brazil
- Model the example dialogue with one or two students. Ask one or two students to ask you questions as well. Then ask students to practice in pairs. Notice any problem words and practice them again.
 - This exercise reviews the use of correct pronouns (*he, she, or they*) and the correct form of the verb *be*. Review these points before starting the exercise if you feel students may have problems with them. Tell students to look at the photos and the world map, then complete the sentences.

ANSWERS

- They're from Mexico.
 - He's from Brazil.
 - They're from the UK.
 - She's from South Africa.
 - She's from Spain.
 - She's from Turkey.
 - They're from China.
 - He's from Russia.
- A** 1.12 Tell students to look at the photos again and the list of nationalities. Point out that there are two nationalities they don't need to use. Check the answers and correct any problems with pronunciation. Play the audio and practice the pronunciation again. Pay attention to stress patterns in each word, e.g., *Brazilian* and *Chinese*.

TRANSCRIPT AND ANSWERS

- Photo 1 They're Mexican.
- Photo 2 He's Brazilian.
- Photo 3 They're British.
- Photo 4 She's South African.
- Photo 5 She's Spanish.
- Photo 6 She's Turkish.
- Photo 7 They're Chinese.
- Photo 8 He's Russian.

TIP: To demonstrate the meaning of stressed syllables, ask students to identify how many syllables are in each word. Demonstrate the stress pattern by beating the rhythm with your hands (tapping or clapping them together lightly) or writing the words on the board with small bubbles above each unstressed syllable and a larger bubble above the stressed one, e.g.:

○ ○ ○
Mexican. Stressed syllables are louder and have more force or energy.

GRAMMAR *be* affirmative

6. Tell students to look at the grammar table. Explain the difference between full and contraction short forms. (Contractions are used in speech and in informal writing.) Write the answers on the board.

ANSWERS

I am (I'm)
 you are (you're)
 he / she / it is (he's / **she's** / **it's**)
 we / you / they are (we're / **you're** / **they're**)

Refer to the grammar reference on SB page 132, now or at the end of the lesson.

EXTRA IDEAS Practice pronunciation by contrasting each pair of forms, e.g., *I am* / *I'm*, *we are* / *we're*, etc. Say one of each pair and ask students to raise their hand – their left hand if it is a short form, their right hand if it is the full form.

7. Write all the subject pronouns on the board if necessary. Do the first sentence together with the class as an example. After students have completed the task individually, write the answers on the board.

ANSWERS

- This **is** Neymar. He **is** / 's from Brazil.
- This **is** Salma Hayek. **She is** / 's from Mexico.
- This is Penélope Cruz and Javier Bardem.
They are / 're from Spain.
- I **am** / 'm from Turkey. It **is** / 's in Europe and Asia!

8. Ask if students know any of the famous people in the photos and what they know about them.

MA For an extra challenge, ask students to cover Exercise 7 and remember the sentences about each picture.

ANSWERS

A2, B3, C4, D1

9. 🗣️ You may want to organize this as a team competition. Set a time limit of three minutes for students to write as many countries as they can. Award points for correct spelling and extra points for the nationality associated with each country.

SPEAKING

10. 🗣️ 1.13 Ask students to look at the photo. Ask: *Where are they? Where are they from? What are their names?* Ask students to read the conversation silently and try to predict the missing words; not the actual words, but what type of word it is, i.e., a nationality or a number. Play the audio and check their predictions. If appropriate, play the audio again and pause after each line so that students can repeat in order to focus on intonation and pronunciation. Then ask students to practice the conversation in pairs.

ANSWERS

1 Spanish 2 Spanish 3 Chinese 4 (415) 668-7680
 5 (650) 310-5546

TRANSCRIPT

- **EDUARDO** Hi, I'm Eduardo. What's your name?
- **LIN** My name's Lin. Nice to meet you. What nationality are you?
- **EDUARDO** I'm Spanish.
- **LIN** You're Spanish! Really? I'm Chinese.
- **EDUARDO** Let's get a coffee.
- **LIN** Sure! ... After class?
- **EDUARDO** Can I have your cell number?
- **LIN** Yes, it's (415) 668-7680. What's your number?
- **EDUARDO** (650) 310-5546.
- **LIN** Thanks! Bye! See you soon!

11. Monitor pairs as they practice the conversation, making a note of any common problems with grammar, pronunciation, or intonation.

12. Encourage students to stand up and move around the classroom as they do this activity.

Lesson 2

Are they actors? pp10–11


Aims

The focus of this lesson is to practice the verb *be* in the negative and also questions and answers with *be*, learn names for jobs, make guesses / suppositions, and practice predicting and guessing meaning from context.

You first!


Ask students about their jobs and write all the job names on the board in random order. Afterwards, point to each job and see if everybody can remember whose job it was.


VOCABULARY Jobs

1.  1.14 Check the comprehension of the words. Ask: *Where is a doctor's place of work? What is a scientist's job?* Use drawings, mime, and translation if necessary to explain meaning. Play the audio and pause for students to repeat. Check any difficult points of pronunciation (e.g., silent "c" in *scientist*) and word stress (e.g., *engineer*, *journalist*). Point out the difference between *a* and *an* (*a* for words beginning with consonants and *an* for words beginning with vowels). Refer to the grammar reference on SB page 132, now or at the end of the lesson.

TRANSCRIPT

- 1 a doctor
- 2 a scientist
- 3 an engineer
- 4 an office worker
- 5 a teacher
- 6 a factory worker
- 7 a journalist
- 8 an actor

2.  Explain that the similar / different strategy can help students work out the meaning of new words. You may want to give some other examples from the students' own languages, or some international words such as *television* or *Internet*.

3.  1.15 Ask students to look at the photos and make one or two guesses about the people's jobs. Then ask students to read the example conversations and say who they refer to. Then play the audio and ask students to repeat. Teach / Elicit *maybe*.

TRANSCRIPT

- 1 **WOMAN** Maybe they're dancers.
MAN I don't know. I think they're teachers.
- 2 **WOMAN** Maybe he's an engineer.
MAN I'm not sure. I think he's a factory worker.
4. **GUESS** When you see **GUESS** in front of an instruction, it means students can talk about what they think the answers to something are, but they don't have to know the right answers. For more information about these exercises, see the Introduction, page 20. Ask students to work in pairs and try to agree on the job for each person. They should make a list of their guesses in their notebooks. Ask students to cover Exercise 5 and don't give any answers away at this stage!
5. Ask students to read the sentences silently and match them with the photos. Write the answers on the board. Check that students understand *boyfriend*, *married*, *Indian* and the negative meaning of *isn't* and *aren't*.

6. Allow a few minutes of quiet time for students to write two sentences about their own jobs. Ask volunteers to read out their sentences. Ask other students to correct them if appropriate.

GRAMMAR 1 be negative

7. Contrast the full and short forms in the table and practice the pronunciation of each form. Point out the alternative negative form: *He's not / He isn't*.

ANSWERS

I am not / I'm not (American).
He / She / It is not / **isn't** (Turkish).
We / You / They are not / **aren't** (Chinese).

Refer to the grammar reference on SB page 132, now or at the end of the lesson and go through it with them.

8. Read the example sentence together and practice the language with the class. Refer students back to Exercise 5 to find the answers.

ANSWERS

- 1 She isn't a teacher. She's a scientist.
- 2 They aren't engineers. They're teachers.
- 3 He isn't a journalist. He's an engineer.
- 4 He isn't Spanish. He's Chinese.
- 5 They aren't Brazilian. They're British.

EXTRA IDEA

Refer back to the students' jobs that you wrote on the board in *You first!* Make false sentences about some students so that students can correct you using the *be* negative form. Then ask students to make some false sentences about each other, e.g., *He's Turkish. He's 25 years old. (He isn't Turkish, he's Spanish. He isn't 25 years old, he's 24 years old.)*

READING

9. **THINK** When you see **THINK** in front of an instruction, it means students should think about ideas before they start doing an exercise. Students could also think on their own for one minute, then talk to a partner about their ideas. In this case, students look at the photos on the page and the title of the review and think about what the connection is. For more information about these exercises, see the Introduction, page 15.

CULTURE NOTE

Talent shows now exist in more than 58 countries around the world, so it's likely many students will have heard of shows like *The World Has Talent*. In monolingual classes, students could discuss the shows in their native languages as a lead-in. Ask: *What does "talent" mean?* Give an example of a famous person with a talent, e.g., *Jennifer Lawrence*. Ask students to say what talent they have, e.g., *She's a great actor*.

Check comprehension of the words in the box by asking for examples of famous actors, dancers, etc.

10. Allow a few minutes for silent reading, then check students' ideas from Exercise 9. (The connection is that the people in the photos are in a talent show.) Check that students understand the word *review* by asking: *Who wrote this article? Is it a description or an opinion? Why do people read this type of article?* (You might need to use the students' native language at this stage to help students.) Ask some general comprehension questions, e.g., *Where are the people from? What kind of talents do they have?* Elicit possible explanations of the words in bold.

ANSWERS

program = something you watch on television
show = another word for program
professional = relating to your work or career
other = different person or thing
different = not the same
judges = people who decide the winner of a competition

TIP: Encourage students to guess the meaning of the words in bold, and after guessing they can consult their dictionaries. Explain that it is better to guess first using the context because the dictionary may provide many different meanings that are unrelated to the context.

11. 🗣️ Students can work individually or in pairs. Go through the list of people and make sure students can remember who they are. Ask students to tell the class their answers.
MA Students who need extra support may want to keep the text uncovered and simply circle or underline the information relating to each person.

SUGGESTED ANSWERS

- 1 the people on the show – they are from a lot of different countries, some are professional singers and musicians, some are good, some are bad, some are young, some are old
- 2 Pati – she is a singer and a salsa dancer, she's from Switzerland, she's 80 years old
- 3 May – she is a judge on the show, she's from Thailand, she's a singer
- 4 Vicente – he is a judge on the show, he's from Chile, he's an actor
- 5 Alison – she is a judge on the show, she's from Canada, she's a songwriter
- 6 Bruno – he is a judge on the show, he's from Italy, he's a scientist

12. 🗣️ 1.16 Ask students to read the conversation and predict the missing words. Check that students understand *nice place*.
13. Then play the audio. Write the answers on the board. If appropriate, play the audio again and pause for students to repeat the missing words. Emphasize pronunciation and intonation. Then ask students to practice the conversation in pairs.

ANSWERS

1 is 2 are you 3 'm not 4 'm 5 's 6 are you 7 's
8 'm 9 'm

TRANSCRIPT

- **BRUNO** Hello and welcome to *The World Has Talent!*
- **NICO** Thank you very much.
- **BRUNO** What is your name?
- **NICO** Nico. Nico Pereira.
- **BRUNO** And are you from Portugal, Nico?
- **NICO** No, I'm not. I'm from Spain. From Jerez.
- **BRUNO** Oh! I know it. It's a nice place. How old are you, Nico?
- **NICO** I'm 28.
- **BRUNO** And what's your job?
- **NICO** I'm an office worker. But I'm also an opera singer!
- **BRUNO** Great!

GRAMMAR 2 *be* questions and short answers

Point out the word order in *be* questions. Ask: *Which word is first? Which is second?* You may want to refer students to the different types of questions (*wh-* versus *yes / no* questions) depending on the level of your class. Point out that short forms are not used in the affirmative short answers.

ANSWERS

Are you (a teacher)? Yes, I am. / No, I'm not.
Is he / she / it (Spanish)? Yes, he is. / No, he isn't.
Are they (Thai)? Yes, they are. / No, they aren't.

Refer to the grammar reference on SB page 132, now or at the end of the lesson and go through it with them.

14. Allow time for students to work individually. Then compare answers in pairs. Ask volunteers to write the answers on the board.

ANSWERS

1 Is 2 Are 3 Are 4 Are 5 Is 6 Is

15. Encourage students to use short answers where possible, then monitor pairs as they ask and answer the questions, making a note of any common problems with grammar. Give students praise and corrective feedback at the end of the task.

ANSWERS

- 1 Yes, it is.
- 2 Some people are young and some people are old.
- 3 Some people are good and some people are bad.
- 4 No, they aren't. May is Thai, Vicente is Chilean, and Alison is Canadian.
- 5 No, he isn't. He's from Chile.
- 6 Yes, she is.

EXTRA IDEA Ask everybody in the class to write down one talent that they have (real or imaginary), e.g., *I'm a singer*. Ask students to form groups of four or five and to each do a short act, e.g., sing a song, do a dance, play a real or imaginary instrument, do a magic trick, perform with an animal (dog, horse, elephant!). If you tell students they don't have to perform their act well, they can choose to do it really badly – it will help them to be less self-conscious and it will also be a lot of fun. Choose two people in each group to be judges and interview the performers, using the conversation in Exercise 13 as an example. They can role-play the conversation several times, switching roles each time. Ask one or two groups to present their conversation to the class. When everybody in each group has performed their act, the judges choose their favorite act: *I like ... best*.

Lesson 3

What's in her bag? pp12–13

Aims

The focus of this lesson is to practice possessive adjectives, learn names for common objects, ask about and identify objects, practice listening for numbers, letters and names of places, and practice useful language when in an airport.


Warm-up

Ask: *What's your favorite possession?* Give some examples of your own. You could also ask students to guess what things are in your bag or purse. Ask students to work with a partner and name all the objects in their bag today. Ask students to look at the pictures and try to name as many objects as they can. Ask: *What's the woman's job?* (security officer).

Note: The objects the security officer is holding in the pictures are deliberately not obvious so it makes her question a genuine one. Ask students to speculate about what the things could be.



Picture A: Matches? A camera? Cake? **Picture B:** Chocolate? Big pens? (Dynamite?!) Also review *I don't know*.

VOCABULARY Common objects (1)

1.  Ask students which names for objects are very similar in their own language and which are very different. Check the pronunciation of the words as you check the answers.



ANSWERS

- 1 a bag 2 a cell phone 3 a pen 4 a ticket 5 an apple
6 a key/keys 7 a passport 8 a suitcase 9 a toothbrush
10 a camera 11 a watch 12 a book/books
13 an umbrella

2.   1.17 Play the audio and ask students to notice the three different ways to pronounce the plural "s" ending. Don't check answers at this stage.


TRANSCRIPT

- books, suitcases, toothbrushes, umbrellas, cameras,
- tickets, apples

3.   1.18 Allow time for students to predict which category each plural word is in. Then play the audio to check their answers. Write the answers in a table on the board. Play the audio again, pausing for students to repeat each word.

TRANSCRIPT AND ANSWERS

- /s/ books, passports, tickets
- /z/ apples, bags, cameras, keys, cell phones, pens, umbrellas
- /ɪz/ suitcases, toothbrushes, watches

4.  The sooner students recycle newly learned words, the more likely they are to remember them. Ask students to close their books and either say the words to a partner, or write them in their notebooks.
5. Demonstrate the difference between *this*, *that*, *these*, and *those* by placing objects near or far away from you. Invite a volunteer to come up to the front of the class and practice using the same objects to ask *What's this?* and *What's that?* Practice the different pronunciation of *this* and *these*. Refer to the grammar reference on SB page 132, now or at the end of the lesson and go through it with them.

EXTRA IDEA Ask students to choose one object and draw a picture of it on a small piece of paper. Pass a paper bag around the class and ask everybody to put their "objects" in it. Gather students around a table and take turns pulling out an "object" and ask: *What's this / What are these?* If they are correct, they can keep the object.

LISTENING 1

6. 1.19 Refer to any famous brand names that are in the classroom or amongst students' possessions. Ask about famous brands of computers, clothes, watches, shoes, etc. Hold something up and ask, *What's this? What's the brand?* Discuss the names shown and then play the audio to check students' answers.

ANSWERS

pen, watch, apple, cell phone

TRANSCRIPT AND ANSWERS

- 1 **MAN** Mont Blanc is famous for pens.
- WOMAN** Yes, and it's also famous for watches.
- 2 **MAN** Rolex is famous for watches.
- 3 **WOMAN** Apple is famous for computers, iPads, and cell phones.

- * **Did you know?** There are short *Did you know?* sections throughout the Student's Book. They are very short high-interest reading texts to give extra information on the lesson topic. They can usually be done at any point in a lesson. Ask students to look at the picture and ask *Where are the people?* (At an airport.). Ask students to read the text and ask comprehension questions, e.g., *What's the busiest airport in the world?* Check that students understand *busiest*, *passenger*. You don't need to teach superlative adjectives at this stage, just the meaning of the word.

7. 1.20 Tell students they're going to hear two conversations that take place in an airport. Then tell students to read through the conversations briefly and see if they can remember the missing words – it doesn't matter if they're wrong. Ask some general comprehension questions such as: *Which conversation is between strangers / with an airport official / about a mistake?* Play the audio again as students write their answers. If necessary, play the audio a third time and pause after each line to check the answers. Students can practice the conversations in pairs. Encourage students to use appropriate intonation and stress.

ANSWERS

1 my suitcase 2 Your suitcase 3 my suitcase 4 my
5 your bag 6 their bag 7 your bag 8 our bag

TRANSCRIPT

- 1 **WOMAN** Excuse me? I think that's my suitcase!
- MAN** Your suitcase? No, it isn't. It's my suitcase!
- WOMAN** No, look! That's my name – Jemima Jackson-Jones!
- MAN** Oh. You're right. I'm so sorry.
- WOMAN** That's alright.

- 2 **SECURITY OFFICER** Excuse me? Is this your bag?
- GIRL** No, it isn't. Ask those people.
Maybe it's their bag.
- SECURITY OFFICER** Excuse me! Is this your bag?
- MAN/WOMAN** Oh, yes. It's our bag. Thank you.
- SECURITY OFFICER** Please keep it with you.
- MAN** OK. Sorry.

GRAMMAR Possessive adjectives

8. Demonstrate the meaning of all the possessive adjectives by pointing to objects around you and on students' desks. Then ask students to point to objects around the room and ask other students to say whose they are, e.g., *That's Ali's book. It's his book.* Then ask students to look at Exercise 7 again and read out the sentences with possessive adjectives. (Note that students learn apostrophe 's for possession in Unit 2. Some students will know it, of course.) Ask students to complete the grammar table.

ANSWERS

Singular

my It's my book. They're my books.
your It's your suitcase. **They're your suitcases.**
his It's his book. **They're his books.**
her It's her ticket. **They're her tickets.**

Plural

our It's our bag. They're our bags.
your It's your key. **They're your keys.**
their It's their ticket. **They're their tickets.**

Refer to the grammar reference on SB page 132, now or at the end of the lesson and go through it with them.

9. Model conversation 1 in Exercise 7 with a student, using different objects. Then ask students to practice in pairs. Monitor pairs as they work, making a note of any common problems with grammar, pronunciation, or intonation. Encourage students to be (over) dramatic and have fun with the conversation.

EXTRA IDEA

Direct students to the photos of the people on SB page 10. Get students to ask and answer questions about their jobs, e.g., *What are their jobs? She's a ... and he's a ...*. You could then put students in pairs to write some questions and answers.

LISTENING 2

10. 1.21 Check comprehension of the column headings in the table. Check that students know the pronunciation of these place names and ask which countries they are in. Point to them on a map if available. Play the audio a couple of times, pausing if necessary. Draw the table on the board and invite students to write the answers.

ANSWERS

- 30
- BA456
- 15
- 007
- 367
- 60

TRANSCRIPT

- Emirates flight EK983 to Dubai is now boarding at Gate 45.
- Air France flight AF261 to Buenos Aires, please go to Gate 30.
- British Airways flight BA456 to Acapulco. Last call at Gate 15.
- Thai Airways flight TG007 to Bangkok. Please go immediately to Gate 22.
- Aeroflot flight SU367 to St. Petersburg is now boarding at Gate 60.

SPEAKING

11. **EVERYBODY UP!** When you see **EVERYBODY UP!** in front of an instruction, it means that this is a chance for students to move around the classroom and use the language they have learned. This kind of short intensive practice can be very lively and also very rewarding if students succeed in completing the task using the language resources available to them. Ask students to write down the flight number and destination they have chosen – but don't show it to anybody. Practice the question with the whole class a couple of times before they get up and do it on their own. You can use some different examples to practice, e.g., *Are you on flight NZ054 to New York City? Are you on flight CA789 to Beijing?* Tell students that whenever they find someone on the same flight they should shout out: *Yes! (Dubai / New York City, etc).* Do a tally at the end. Which is the most popular destination?

TIP: Walk-around activities are a good way to “eavesdrop” on conversations without being too obtrusive. Take a notebook with you and write down both good and incorrect phrases. At the end, you can write correct and incorrect phrases on the board and ask students to identify the incorrect ones and correct them.


Vocabulary PLUS p14

This page provides an opportunity for vocabulary enrichment. It's a flexible section and can be used in several ways. It can be done as a complete lesson or alternatively, there are notes at appropriate points in the unit where a vocabulary set can be usefully applied and practiced.

You could also practice a vocabulary set when you have time to spare or give a Vocabulary PLUS activity to stronger students when they have finished a task ahead of other students. In this unit, we suggest you do the whole of this page after Lesson 3.

Note: If possible, bring in pictures of flags and a world map.

Common objects (2)

-  1.22 Use objects around the room and in your bag to elicit the words. Then play the audio so that students can practice the pronunciation of each word. Ask students to notice the stress pattern in the two-syllable words (stress on the first syllable) and mark it on the words.


TRANSCRIPT AND ANSWERS

- 1 glasses 2 credit card 3 comb 4 cell phone 5 tissues
 - 6 tablet 7 wallet 8 notebook 9 coins
- Ask students to work in pairs. They can name all the things in their pockets or in their bag.

EXTRA IDEA

Ask students to switch partners and guess what is in their new partner's bag or pocket. Three correct guesses and they win.

Colors


- Ask: *How many colors do you know?* Then allow time for students to complete their answers. Don't check the answers yet.
-  1.23 Ask students to say the colors and spell the words out. Write the answers on the board. Play the audio for students to check their answers, then play it again, pausing for students to repeat each word.

ANSWERS

- red 2 blue 3 green 4 yellow 5 black 6 white
- 7 brown 8 pink 9 orange 10 gray 11 purple

EXTRA IDEA

Hold up different objects of various colors and ask students to name the colors. Name different colors and ask students to name everything of that color in the room.

-  Go through the instructions with the students and make sure they understand what they have to do. Reassure them that it's fine not to remember all the objects or colors! What's important is doing these mental exercises – they will help their memory improve. Practice the questions and elicit more examples of questions. Then put students in pairs to do the activity.

Nationalities

- Review the countries and nationalities already studied in this unit. Ask for the country for each nationality (*Egypt, Greece, India, Wales*). Ask where these countries are and point to them on a world map. You may want to teach the words *stripes, cross, symbol, circle, and dragon*.

ANSWERS

The blue and white flag is Greek.

The red, white, and green flag is Welsh.

The orange, white, and green flag is Indian.

The red, black, and white flag is Egyptian.

- Ask students to describe their flag in pairs or to write the description in their notebooks:

My flag ...

EXTRA IDEAS Distribute pictures of flags, one to each student. Ask each student to write a description, then collect the flags and put them on the wall. Collect the descriptions and redistribute them. Ask students to find the flag on the wall that matches their description.

Play a flag game – which you may need to research yourself in advance. Either give students names of countries and they tell you the colors in the flag or give them a color or colors and they must name countries that have that color in their flag. This is a good game for both colors and countries.

Language in Action p15



Language in Action provides practice in the everyday functions that students need when getting around in English and interacting with people. The main conversation has a video that provides extra contextualization and is fun to watch. See page 194 for suggestions on exploiting the video. If you don't have the video or prefer not to use it, then just play the audio.

Asking about language; making requests

- Give students time to study the art on the side of the page. Check comprehension of the phrase *practice makes perfect*.
- Allow time for students to read the sentences and predict the missing words. Write the answers on the board.

ANSWERS

1 help 2 say 3 explain 4 ask

-  1.24  Decide whether you are going to use the video (online) or simply play the audio (you may not have the video or the necessary video equipment). Play the first half of the audio or the video. Then play it again, pausing for students to repeat each line. Check answers as a class. Although students haven't studied *can* yet (the main focus on *can* for ability is in Unit 8), introduce them to it as part of a phrase they can use to make a request, but don't go into detail. It's a good idea to practice the correct, unstressed pronunciation of *can* /kən/ with them. You could do the *Focus on* section at this stage if you want to.

TRANSCRIPT

LOGAN Dana, can you help me, please?

DANA Sure, Logan.

LOGAN How do you say "nice to meet you" in Spanish?

DANA *Mucho gusto*.

LOGAN Sorry. Can you say that again? More slowly?

DANA *Mucho gusto*. Nice to meet you.

LOGAN Great. Thanks!

DANA Can I ask you a question about English now, Logan?

LOGAN Sure.

DANA Can you explain this? We say "a" doctor but "an" office worker. Why?

LOGAN Well, "o" is a vowel, right? We say "an" with vowels.

DANA Oh, of course! Now I get it. Thanks, Logan.

LOGAN No problem.

DANA What's wrong, Logan?

LOGAN This project for Spanish class.

DANA Yeah? Do you want help?

LOGAN Sure! I have these scripts in English. And the Spanish translation.

DANA Oh! Fun!

LOGAN Yeah. Want to practice?

DANA Sure.

LOGAN OK. Ready? I'm the waiter. You're the customer. Let's practice in English first. Then we can do the Spanish translation.

DANA OK.

LOGAN Good evening.

DANA Good evening. Can I have the menu, please?

LOGAN Yes, here you are.

DANA Thank you.

LOGAN OK, great! Now we're at a hotel. This time I'm the customer. And you're the receptionist.

DANA OK!

LOGAN Good afternoon. My name is Logan Humphreys.

DANA Ah, good afternoon! You're in room 27, Mr. Humphreys.

LOGAN Thanks. Can I have the key, please?

DANA Yes, here you are.

- LOGAN Thanks very much.
- LOGAN And then the next morning ...
- DANA Good morning.
- LOGAN Hi. Can I have the bill, please?
- DANA Yes, here you are.
- LOGAN OK. Now in Spanish ...
- DANA *Hola?*

ANSWERS

- 1 Logan
- 2 Logan
- 3 Dana
- 4 Dana



4. Read the questions aloud together and then play the video for the students again. Have them work together in pairs to answer the questions. Ask for participants to share their answers with the whole class.

ANSWERS

- 1 How do you say "nice to meet you"?
- 2 *Mucho gusto.*
- 3 We say "a" doctor but "an" office worker. Why?
- 4 "O" is a vowel. We say "an" with vowels.
- 5 He has a project for Spanish class.
- 6 He asks to practice the scripts in English and in Spanish.

5. Review with the class the names of class subjects, e.g., *math, science, English, history*. Tell the students to work in pairs and practice different ways of asking for help. Demonstrate with one student a possible scenario, e.g., *Can you help me with this? It's for science class. Can you explain this math problem? Can I ask you a question about Spanish history?*

Tell students to work in pairs and ask about the meaning of other words on this page.

6.  1.24  Play the second half of the audio or the video. Ask students to work individually and answer the questions. Then discuss the answer together out loud.

ANSWERS

- 1 customer
- 2 the waiter
- 3 the key
- 4 a bill

7. Play or watch the second half of the video again, pausing as often as needed to allow students time to write down the conversation of their choosing. Students then act out the conversations. Encourage students to exaggerate their roles, as Dana and Logan do in the video.

8. Direct students to the top of the page and discuss the meaning of the phrase: *Practice makes perfect*. Ask students to imagine Dana and Logan's opinion of the statement: do they agree or disagree? Ask them to discuss with a partner whether or not they find the statement true for themselves.

FOCUS ON: *can*

This section focuses on common and useful language items. Make requests, e.g., *Can you stand up, Juan?* and get students to do what you ask them. Ask students to write the questions with *Can ...?* from Exercise 2 and write them on the board. Underline *can* + pronoun and explain that we use *can* to make requests. Read through the first part of the *Focus on* box with students. Check that students understand *menu* and *bill* and ask them to match the phrases to make sentences. Tell them that they can match each item 1–3 with more than one ending. Ask individual students to write the answers on the board and practice the language with the whole class and individually. Then ask students to make more requests, e.g., *Can you write your name here? Thanks!* Put them in pairs or small groups to do this.

ANSWERS

- 1 a/c 2 b 3 a/c

we don't say ... / we say ...

This section focuses on common errors that students of many different language backgrounds are likely to make. By drawing students' attention to them, and making it very clear that these are errors, you can help students avoid such mistakes. Check students understand the heading and explain that the section focuses on common mistakes in the unit. Give some examples of mistakes. Then ask students to cover the green *we say ...* side and see if they can correct the mistakes themselves before they look and check.

This section focuses on the following errors:

- omission of article
- omission of subject
- omission of auxiliary verb in questions