

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 9 What's the alternative? page 82	LESSON 1 Living off the grid?	The cost of living	Verb + <i>-ing</i> form	Reading: Living off the grid 🔊 Silent letters	Talking about living off the grid and reducing living costs
	LESSON 2 Kept in small places	Farming	Present simple passive Past simple passive	Reading: The Animal as an Object	Talking about factory farming Writing your opinion on an online forum about factory farming
	LESSON 3 What is back pain?	Health	Subject / object questions with <i>who / what / which</i>	Listening 1: A talk about alternative medicine Listening 2: Interviews with people about health issues	Talking about your experiences of alternative medicine
	VOCABULARY PLUS	Health Useful expressions			
	LANGUAGE IN ACTION 🗣️	Managing a conversation 🔊 /N/			

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 10 The news and journalism page 90	LESSON 1 She had fallen through a window!	Verbs of movement	Past perfect <i>when</i> clauses with the past simple and past perfect	Reading: Two short news stories	Finding out information to complete a news story
	LESSON 2 He said / she said ...	Crime (1)	Reported speech (1) <i>say</i> and <i>tell</i>	Reading: Smash and Grab!	Writing a story about a robbery
	LESSON 3 What questions did he ask?	Personality	Reported speech (2) 🔊 Intonation with <i>wh-</i> and <i>yes / no</i> questions	Listening 1: A job interview Listening 2: A conversation about a job interview	Acting out an interview
	VOCABULARY PLUS	Verbs of movement Crime (2) Wordbuilder: Prefix <i>un-</i>	🔊 Syllable stress Focus on: <i>The news</i>		
	LANGUAGE IN ACTION 🗣️	Telling an anecdote			

REVIEW Units 9 & 10 page 98 **Cross Culture:** Table manners

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 11 Artists and writers page 100	LESSON 1 What it really takes	The arts	Zero and first conditional (R)	Reading: An article about Salvador Dalí Listening: A conversation about an exhibition 🔊 Intonation in conditional sentences	Talking about things that may happen
	LESSON 2 If I took one novel ...		Second conditional	Reading: A book blog	Discussing different types of books Writing a paragraph about a novel you enjoyed
	LESSON 3 A writer of purpose	Writing and novels	Purpose clauses	Listening 1: An interview about Gabriel García Márquez Listening 2: A talk about <i>One Hundred Years of Solitude</i>	Discussing a photo Talking about fantasy novels
	VOCABULARY PLUS	The arts Book types Useful expressions			
	LANGUAGE IN ACTION 🗣️	Expressing strong feelings 🔊 Adjective / noun stress			

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 12 Special occasions page 108	LESSON 1 Making it memorable	Weddings	Grammar review Verb + infinitive or <i>-ing</i> form	Reading: Our Fabulous Beach Wedding	Talking about a couple's wedding
	LESSON 2 Celebrations, past and present		<i>used to</i>	Reading: Two Spring Festivals	Talking about festivals around the world Writing a description of your favourite festival
	LESSON 3 Reliving an experience		Grammar review	Listening 1: A conversation about special places Listening 2: A conversation about an old friend 🔊 Liaison	Describing a special place Writing about a special person
	VOCABULARY PLUS	Adjectives describing feelings Useful expressions Focus on: <i>like</i>			
	LANGUAGE IN ACTION 🗣️	Making invitations and suggestions 🔊 Sentence stress for changing meaning			

REVIEW Units 11 & 12 page 116 **Cross Culture:** Wedding traditions

Pages 118 – 125 Information gap and extra material
Pages 126 – 133 Stories
Pages 134 – 144 Grammar reference

Pages 145 – 155 Transcripts
Pages 156 – 157 Pronunciation
Page 158 Irregular verbs

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 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

Pre-intermediate 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 famous works of art & 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 six 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 an activity

- 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 that 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.
- *Useful expressions* sections are usually within the *Vocabulary PLUS* pages; they highlight and practice common expressions used in different situations.

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 202 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:

- a personal profile
- a biography
- a résumé
- a blog post
- a vacation review
- instructions
- advice
- a presentation
- a complaint
- a magazine article
- a book review
- a summary

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 Pre-intermediate 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 211 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 exercise 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 126–133) 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 202.

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.

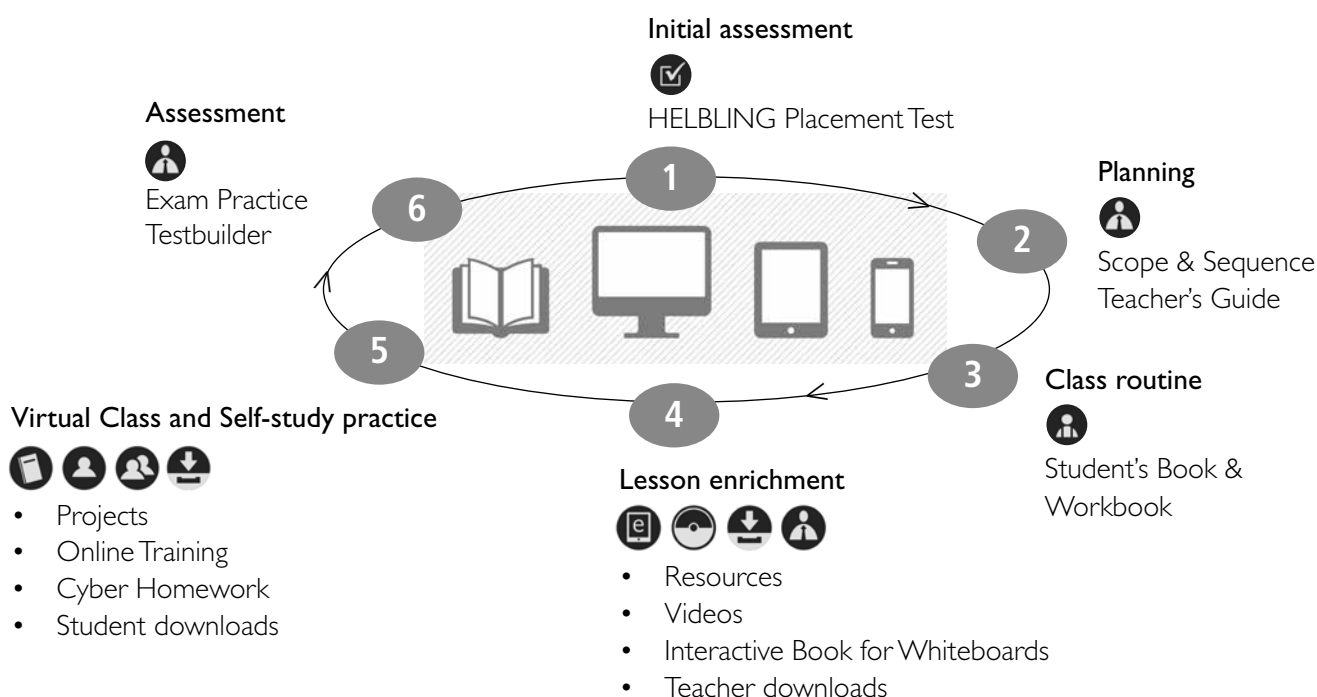
Cyber Homework

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 and share them with the teacher and their class.

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



Unit overview

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!

1

Ways of learning

CEFR A1/A2 **UNIT FOCUS** GRAMMAR: present continuous; present simple; adverbs of frequency; expressions + *-ing* form; reflexive pronouns
 VOCABULARY: *make / do*; multiple intelligences
 FUNCTIONS: expressing opinions; agreeing and disagreeing

Lesson 1 Are you a multi-tasker?



You first!
How many things can you do at the same time?

SPEAKING

1. Look at the picture and answer the questions.

1. How many different things is the woman thinking about at the same time? What are they?
2. Why do you think she has to be good at multi-tasking?

3. 1.8 The woman in the picture is doing six things in her head at the same time. Complete sentences 1–6 with these verbs. Then listen and check. Which activity is missing from the sentences?

do	have	eat	answer	pay	send	work on
----	------	-----	--------	-----	------	---------

1. She's _____ a math problem.
2. She _____ her cell phone.
3. She _____ a big idea.
4. She _____ a bill.
5. She _____ ice cream.
6. She _____ an e-mail.

GRAMMAR 1

PRESENT CONTINUOUS

We use the **present continuous** to describe a picture or talk about what _____ (happen) now or at the present moment.

© PAGE 135

VOCABULARY *make / do*

4. 1.9 Complete the table with these phrases. Then listen and check.

coffee	a decision	homework	a mistake	a noise
	a phone call	sports	Sudoku	a test
		yoga	dinner	

make	do
coffee	homework

10 Unit 1

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.

GRAMMAR 2

5. Complete the rule. Then answer the questions.

PRESENT SIMPLE

We use the **present simple** to talk about what _____ (happen) generally.
We use **adverbs of frequency** to say how often we do things
(*all the time, every day, always, often, usually, sometimes, hardly ever, never*).

© PAGE 134-135

1. Which of the things in Exercise 4 do you ...
a) do every day?
b) sometimes do?
c) never do?
2. Are you doing any of the things right now?

6. Write the correct form of the missing verbs in the correct place.

do go have listen to (x2) check read send use watch

1. I always the radio in the morning. I never TV.
2. Ruth often breakfast out. She to a different place every day.
3. Jack hardly ever the newspaper at breakfast.
He usually Sudoku.
4. I never my cell in the car but I sometimes music.
5. They usually text messages and their e-mails on their way to work.

7. Rewrite the sentences in Exercise 6 so they are true for you. Compare with a partner.

READING

8. Read the extract from an article. Do you agree with Dave Crenshaw?

Is multi-tasking a myth?

Many employers say they like **employees** who are good at multi-tasking. But in his recent time management **bestseller**, *The Myth of Multi-tasking: How "Doing it All" Gets Nothing Done*, Dave Crenshaw says that people can't do two things at once. It's impossible. A person only has one brain. If you're doing one thing, you can't do something else at the same time. Multi-tasking doesn't exist. What we're doing is "switch-tasking". We move very quickly between two or more **tasks**, and pay little attention to each of them in turn. Crenshaw says that if we do this for a long time—as many people do—it's very bad for us. It can make us stressed and unhappy and **inefficient** at our job.

9. Match the words in bold in the extract with the correct meaning in Exercise 8.

1. activities
2. a story that isn't true
3. not working well
4. a book that lots of people buy
5. people who work for someone

10. Read the extract again and choose the best answers.

1. Many employers
a) are good at multi-tasking.
b) think multi-tasking is a good thing.
c) agree with Dave Crenshaw's ideas.
2. Dave Crenshaw says
a) we can only do two things at once.
b) some people are better at multi-tasking than others.
c) multi-tasking isn't possible.
3. "Switch-tasking" means
a) moving quickly from one activity to the next.
b) spending a long time on each activity.
c) doing several things at the same time.
4. In the long-term, switch-tasking
a) is very good for us.
b) can lead to stress.
c) can make us happy.

11. Circle the items in the grammar box that are true for you. Compare with a partner.

12. In groups of four, you have four minutes to make a list of four things that you all really like doing and four that you all hate doing.

13. Compare your list with other groups. What are the most / least popular activities?

GRAMMAR 3

EXPRESSIONS + -ING FORM

✓	X	XX
good at multi-tasking	not good at sitting still	bad at reading maps
like / love taking photos	don't like drawing	hate doing Sudoku
enjoy solving problems	doesn't like singing	hopeless at making things

© PAGE 136

Unit 1 11

Grammar boxes

Grammar boxes appear in each unit to highlight the appropriate grammar points. These often include tables, short exercises, and page references to further explanation in the back of the book. Each main grammar point from the grammar boxes throughout the book is further explained in this section.


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.


3


Lesson 2 Getting the story right

You first! Do you watch a lot of crime drama?



A





VOCABULARY

Professions

1. **Look at the photos and these words and answer the questions.**

actor businessman cameraman criminal detective director editor journalist
 lawyer photographer police officer producer soldier writer

1. Which word doesn't refer to a job?
2. Which words are connected with crime? Why?
3. Which people are in each photo?
4. Which people work together?
5. Which photo doesn't show a real crime scene?

2. **Circle the schwa /ə/ sound(s) in the words in Exercise 1. Then listen and check.**

30 Unit 3

Pronunciation

There are regular pronunciation activities throughout the Student's Book. At Pre-intermediate 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.

A scriptwriter's life

It's 6:30 on Monday morning and 32-year-old scriptwriter Renata Gonzalez is sitting at her desk, drinking a cup of strong coffee and working on her script. She and three other scriptwriters are writing a crime drama for a production company; Renata is writing Episodes 2 and 6. In the first two months of the project, Renata did a lot of research and talked to police officers, detectives, lawyers—and criminals, too! She has already written one version of Episode 2 and the editors liked it, but they've asked for a lot of changes.

Renata has to send the new script to her editor by Tuesday afternoon, at the latest. She's feeling stressed because she isn't sure the script is going to be ready by then. Renata lives in San Francisco and the production company is in Los Angeles, so on Thursday evening, Renata is flying to LA. She's staying in a hotel, and the next morning, at nine, the producers, editors, and writers are having a big meeting. They're going to discuss the stories for the next three episodes. Then in the afternoon, at three, Renata is meeting her editor, Marilyn, and they're going to look at the changes to Episode 2. Renata isn't at all sure about some of the changes and wants to discuss them with Marilyn.

There is a lot of competition in the scriptwriting world and the editors aren't happy with one of the other scriptwriters' episodes. Last night someone told Renata that the producers are going to ask her to rewrite it—they think she's the most creative person on the writing team. The problem is that the scriptwriter, Tony, is a good friend of hers. "What am I going to tell him?" Renata asks herself. She has no idea ...

🧠 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 205). 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.

READING

3. Which of these words do you expect to find in an article about a scriptwriter's life?

change cliff competition creative crime drama criminal do research editor episode
forest island project rewrite version

4. Read the article on page 30. Were your answers to Exercise 3 correct?

5. Read the article again. Find answers to these questions as quickly as you can.

1. What is Renata doing right now?
2. When did Renata do a lot of research?
3. What version of Episode 2 is Renata writing now? Why?
4. When must Renata send her new script to her editor?
5. What is happening on Friday?
6. Why are the producers going to ask Renata to rewrite Tony's episode?
7. What is Renata's problem?



6. Talk about the questions.

1. Would you like to be a scriptwriter?
2. What do you think Renata should do about her problem with Tony?

GRAMMAR

PRESENT CONTINUOUS FOR FUTURE USE

I'm **having** lunch with a colleague tomorrow.
When **are** you **flying** to LA? – On Thursday evening.

© PAGE 138

7. Underline sentences in the article on page 30 that refer to the future and name the tenses.

9. 🧠 Ask and answer questions about Renata's arrangements for the week. Agree on the answers and write her schedule. Then read the article again and check your answers.

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

is traveling by train next week.

is staying in a hotel soon.

isn't having a meeting tomorrow afternoon.

isn't working on the weekend.

is working very early tomorrow.

WRITING

11. Complete the e-mail with one or two words in each gap. Sometimes the first letters of a word are given to help you.

12. Reply to Jerry's e-mail. Thank him and answer his questions.

- You can't meet him or Mike on the dates he suggests.

- Explain why and say sorry.

- Suggest new arrangements.



Unit 3 31

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.

8

Lesson 3 And now some practical advice ...



VOCABULARY

1. 2.39 Match the words with the things in the picture. Which of these words is the odd one out? Then listen, check, and repeat.

cable remote control keyboard laptop flash drive microphone
mouse plug projector screen slide vase

2. Which four items in Exercise 1 are the most essential when you're giving a presentation?

LISTENING 1

3. 2.40 You are going to hear an expert talking about some things to consider when you're preparing a presentation. Work with a partner to complete the tips. Then listen to check your ideas.

1. Think of your presentation as a story with a _____.
2. People remember beginnings and endings, so make _____.
3. Don't talk all the time. Let your audience _____. Ask _____.
4. Don't use too many _____. They will make your audience _____.
5. Don't write too much on one slide—people won't _____.
6. Use a font like Helvetica or Arial which is easy to _____, and use a _____ size.
7. Pictures are sometimes more powerful than words, so use them, but make them _____.
8. In fact, a basic principle of any presentation is KISS, which means: Keep _____.

SPEAKING

4. Talk about the questions.
1. Do you agree with all the suggestions the expert makes? Do you follow them yourself?
 2. What do you think is the most useful piece of advice she gives?
5. Work in pairs and read some more advice for giving presentations.
STUDENT A: Look at page 120. STUDENT B: Look at page 123.

76 Unit 8

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 activities, 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 118 – 123.

GRAMMAR

6. Complete the grammar box with *hers, his, mine, ours, yours* and *theirs*.

POSSESSIVE PRONOUNS; WHOSE			
It's my wallet.	It's ¹ <u>mine</u> .	It's our projector.	It's ⁵ _____.
They're your glasses.	They're ² _____.	It's your remote control.	It's ⁶ _____.
It's her laptop.	It's ³ _____.	They aren't their flash drives.	They aren't ⁷ _____.
It isn't his laptop.	It isn't ⁴ _____.		

© PAGE 141

7. Work in groups. Take out things from your bags, wallets, and pockets. Ask and answer questions about them.

Whose glasses are these?


They're yours!

LISTENING 2

8. **THINK** Talk about the questions.

Many people use a technique called "visualization" to help them perform well.

1. What is visualization? 2. What kinds of things can you use it for?

9.  2.41 Listen to an interview with sports psychologist, Bill Baxter. What answers does he give to the questions in Exercise 8?



10. What does Bill say about these things?

1. practice 2. preparation



11. Listen again and choose the best answers.

According to Bill Baxter ...


- | | |
|--|--|
| 1. If you have a challenge in your life, it helps to ... | 2. Visualization techniques are useful for ... |
| a) imagine yourself being successful. | a) winning an athletics competition. |
| b) prepare as well as you can. | b) giving a performance of any kind. |
| c) practice visualization techniques frequently. | c) passing a test or an exam. |
| d) do all of the above. | d) all of the above. |

12.  Complete the sentences in your own words. Then listen again. Are your words the same as Bill Baxter's?

- | | |
|--|-----------------------------------|
| 1. Visualization is _____. | 4. It isn't enough just to _____. |
| 2. Great athletes imagine that _____. | 5. You need to _____. |
| 3. You can use this technique for _____. | |

13.  2.42  Say these words and mark the stress. Listen, check, and repeat.

advance athlete challenge concert difference event exam magic
pleasure practice prepare secret simple success technique

14.  Make sentences incorporating two (or more) of the words in Exercise 13.

SPEAKING

15. **THINK** Talk about the questions.

- | | |
|--|--|
| 1. What do you think about Bill Baxter's ideas? | 3. If so, in what situation did they help? |
| 2. Have you ever used these kinds of techniques? | 4. If you've never used them before, would you try them now? |

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

- | | | |
|-------------------------------|---------------------------------|--------------------------------|
| enjoys giving presentations. | has never given a presentation. | uses visualization techniques. |
| would like to run a marathon. | can remember what KISS means. | |

Unit 8 77

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.


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.


5

Vocabulary PLUS


USEFUL THINGS




1. _____
2. _____




3. _____
4. _____





5. _____
6. _____




7. _____
8. _____









1. 2.10 Match the words with the pictures. Then listen and check.

adaptor jewelry makeup phone charger pillow shampoo shower gel towel

2. Which of these items can't you take in your carry-on baggage?

bottle of water cash cell phone comb corkscrew credit card dictionary driver's license glasses
 guidebook hairdryer iron knife laptop lighter matches passport pocketknife
 scissors sunglasses tablet toothbrush umbrella

3. Which things in Exercise 1 and 2 do / don't you take when you go on a trip? Make a list.

4. Add five more things to your list.

5. Mark each item on your list essential (✓✓), nice to have (✓) or can do without it (X). Compare your list with other people.

I have to take my passport. (✓✓) I like to take my umbrella. (✓) I don't have to take a towel. (X)

USEFUL EXPRESSIONS

6. Find these expressions in the article on page 48. What do they mean?

CHERYL fit in It's a pain to ... It's worth it!
 just in case. No way!

ARUN Absolutely! at both ends get it wrong
 tons of save time

7. Have a short conversation using the expressions in Exercise 6 and items from Exercises 1 and 2.

WORDBUILDER Negative prefixes: *im-*, *in-*, *un-*

a Write the negative forms of these words under the correct heading.

	im-	in-	un-
correct	impossible	inefficient	unnecessary
expensive			
efficient			
formal			
friendly			
happy			
important			
likely			
necessary			
patient			
polite			
popular			
possible			
practical			
tidy			
usual			
visible			

b Circle five adjectives in the list above—positive or negative—that describe you. Compare with a partner.

FOCUS ON: get

Replace **get** in each sentence with one of these words. Are the sentences true (T) or false (F)?

become buy catch obtain receive travel

1. Jet lag is when your body clock **gets** confused.
2. You can **get** information about cheap flights online.
3. People **get** malaria from a crocodile bite.
4. You can normally **get** clothes at the airport.
5. You can **get** from London to Paris on a bike.
6. You can **get** up-to-date travel news on your phone.

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Unit 5

Useful Expressions

Useful expressions sections are located in some of the *Vocabulary PLUS* pages; they highlight and practice common expressions used in different situations. They often encourage students to practice new words and phrases in specific environments.

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 Pre-intermediate, there are Focus on sections for *can*, *have*, *play*, *do and go*, *get*, *good*, verbs to use with clothes, *go*, *look*, and *left*, etc.

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.

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 201).

Language in Action


This section provides practice in the everyday functional language that students need when getting around using 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 situations and given the vocabulary and opportunity for practice both in written and spoken form.




Language in Action





DESCRIBING AN OBJECT • SPECULATING

5





You first! Have you ever lost your luggage? What happened? Did you get it back?



1. **GUESS** Look at the photo. What do you think happened to Luke’s bag?
2.  2.11  Luke is talking to the attendant at Lost Luggage. Watch or listen to the first half of the video. Then answer the questions.
 1. What is the first thing the attendant asks about Luke?
 - a) his flight number b) his bag c) his name
 2. Luke’s home is ...
 - a) Charlotte b) London c) New York
 3. Luke wants his bag sent to ...
 - a) his office b) his home c) his neighbor’s
3. Look at the bags in the picture. Describe them. Which bag is most like yours? Which one do you think is Luke’s?
4.  2.11  Now watch or listen to the second half of the video. Which bag is Luke’s? Did you guess correctly?
5. Read the phrase below. What order are the adjectives in? Number them 1–4.

two beautiful, small, green suitcases

 - a) color b) size c) opinion d) number
6. Put the phrases in the correct order.

1. a / blue / beautiful / backpack	3. wheelchair / wonderful / one / white
2. ugly / big / one hundred / purses	4. expensive / suitcases / silver / small / six
7. Work in pairs. Describe the other bags in Exercise 3.
8.  2.11  Watch or listen again to the last part of the video. What is Luke’s last question? Does he get the answer he wants?
9. Work in pairs. Talk about what you think happened to Luke’s bag. Write down two or three possible stories. Start with:

It might be ... _____

It could be ... _____

It’s possible that ... _____

⊗ we don’t say ...	✔ we say ...
Do you like to work on a cruise ship?	Would you like to work on a cruise ship?
We must be at the airport by 10:00.	We must be at the airport by 10:00.
Probably it will rain.	It will probably rain.
You shouldn’t to eat too much.	You shouldn’t eat too much.

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We don’t say ... / we say ...

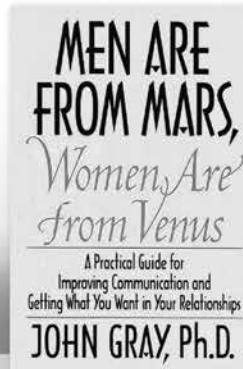
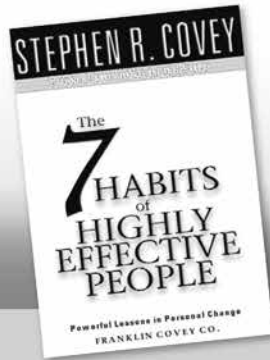
This section appears in the Language in Action pages and focuses on common errors that students are likely to make. The ones selected are made by learners from a variety of language backgrounds, but you can, of course, bring in your own examples from the particular language group you are working with. 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.

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.

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.



Feel the Fear and Do It Anyway by psychologist Susan Jeffers first appeared in 1987. It is a self-help book that has sold 15 million copies in over 100 countries.

The basic message of the book is that fear is natural: nobody is completely fearless; everybody is afraid of doing something new. But, if there are things that you want to do in your life, you should just do them. Doing scary things is good for us and helps us grow. Here are some common fears: telling somebody how you really feel about something; going on vacation somewhere on your own; leaving a job you hate; speaking in public; going bungee jumping. If doing something frightens you, do it! If you do something you are afraid of doing, it will really help your confidence and your life in general.

Jeffers says that one big reason for fear is a negative belief that we can't do a certain thing. Because of this powerful belief, we never even try to do that thing. **In fact**, we don't do many of the things we would like to do. We are afraid of failing, and so we give up before we begin. But if we can break that negative belief for just one thing, a lot of other things become possible. If we can believe something is possible, everything changes.

* **Did you know?** A lot of publishers rejected Jeffers' book and she couldn't find anyone to publish it for many years. But she didn't give up and, in the end, she succeeded. She felt the fear and did it anyway!

1. Talk about the famous books above.

1. They are all "self-help" books. What exactly is a self-help book?
2. What do you think the books are about?
3. Have you ever read any of these—or any other—self-help books? Did they help?

2. What's another famous self-help book? Find and read a description of it. What is the key message?

3. Work in pairs. Answer the questions.

1. How old is Jeffers' book now?
2. What does she think everybody is afraid of?
3. What should we do if we're afraid of doing something?
4. How many specific fears are mentioned in the description? What are they?
5. Why are we often afraid, according to Jeffers?
6. What happens if we manage to fight our fear in one area?

4. Work in small groups. Talk about the questions.

1. What do you think of Jeffers' ideas?
2. Do you think self-help books are useful or a waste of time? Why do you think so?

5. Invent a good title for a self-help book. It can be serious or funny. Write a short description of your book. Use the expressions in bold to help you.

My self-help book title is ...

6. Cover the description on page 80. Complete the sentences, then look back and check.

- _____ is afraid of doing _____ new.
- _____ is completely fearless.
- Telling _____ how you really feel about _____ can be scary.
- Maybe you don't like going on vacation _____ on your own?
- If we can believe _____ is possible, _____ changes!

7. Circle the correct words.

Reality games shows on TV have become ¹ *much / very* more popular in recent years, and many of them, like *Survivor* and *13: Fear is Real*, are about dealing with danger. But are these "reality" shows ² *as / so* real ³ *as / that* they say they are? Or are they actually a lot ⁴ *more / most* dramatic than reality? Producers often choose the ⁵ *more / most* attractive and interesting people to be on the show. Then scriptwriters help them ⁶ *to say / saying* the right things. And finally, editors cut ⁷ *many / much* of the "real" bits out of the show.

PREPOSITION PARK

Complete the text with the correct prepositions.

for (x2) in of (x3) through until

I'm A Celebrity, Get Me Out Of Here is a reality TV show. A group ¹ _____ well-known people live ² _____ the jungle. ³ _____ several weeks. Every week, the viewers decide which person must leave. The person who stays ⁴ _____ the end is the winner.

To win food and little luxuries, the celebrities must pass certain tests. Sometimes they have to eat something really horrible: spiders, live insects, or parts ⁵ _____ a crocodile, and sometimes they have to do a physical task, like walking ⁶ _____ a tunnel full ⁷ _____ rats.

It certainly doesn't look like much fun! So why do they do it? Well, partly for the publicity, of course, and also to raise money ⁸ _____ charity. But many also do it because of the challenge. They feel the fear and do it anyway!

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.

Cross Culture ATTITUDES TOWARDS TIME



- a. Read the text below. Is your country more like A or B?



People have very different attitudes towards time in countries around the world.

- A. In countries like Australia or Germany, people tend to value organization and planning; schedules are very important and people think a lot about the future. Punctuality is essential in all business and social meetings.
- B. In other countries, like Brazil or Thailand, people often value people and relationships more than schedules and punctuality. People are more interested in the present moment, in what's happening right now. They are extremely relaxed about time. It's normal to be ten or fifteen minutes late to business or social meetings, or even longer.

But of course, in every country, some people are a lot more organized than others, or more punctual. Things are never black and white.

- b. Read the situations and talk about what to do when you meet people for business.

- You are from Australia and you are visiting Brazil.
- You are from Thailand and you are visiting Germany.

EXPLORE ONLINE

Find out about three other countries which are more like A and three which are more like B in Exercise a.

Units 7 & 8 | REVIEW 81

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.

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.

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 out-going 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!

Getting to know you

UNIT FOCUS

GRAMMAR: questions; *be; have*; present simple; present continuous; *want / need*

VOCABULARY: personal information; the alphabet; physical activities; work and life; musical instruments

FUNCTIONS: introducing yourself and other people; asking personal questions; talking about objectives

Lesson 1

Who are you? pp6–7

Aims

The focus of this first lesson in the introductory unit is to give students the opportunity to find out more about each other.

Warm-up

Ask students to look at the main photo. Get them to guess who the people are. Ask: *Do they know each other, or are they meeting for the first time?* Then get students to think of things we say when we meet someone new. Elicit their answers and write them on the board.

1. 1.2 Play the audio and ask students to listen. Repeat the conversation all together; then individually. Using the phrases you wrote on the board in the warm-up, elicit and highlight features of informal greetings such as choice of vocabulary (*Hi*), contractions (*I'm Firat, My name's Olga*), and subject ellipsis (*(It's) Good to meet you, (It's) Nice to meet you, too*).

Encourage students to walk around the room and say hello to other people. Encourage them to use the correct phrases. If extra support is needed in a multinational class, review the alphabet and spelling to help students with each others' names.

TRANSCRIPT

FIRAT Hi! I'm Firat.

OLGA Hello! My name's Olga.

FIRAT Good to meet you.

OLGA Nice to meet you, too.

2. 1.3 Put students in pairs to read the conversation and try to guess the missing words. Then play the audio and pause it so students can complete the conversation. Ask students to tell you the questions and write them on the board. Then repeat them and get students to say them quickly to practice natural pronunciation and connected speech: *What's your name?* /wɒtsjəneɪm/ *How do you spell that?* /haʊdʒəspeldæt/ *Where are you from?* /weɪjəfrɒm/.

ANSWERS

1 Are you 2 your name 3 do you spell

4 do you spell 5 are you from

TRANSCRIPT

TEACHER Hello! Are you here for the pre-intermediate English course?

CARLA Yes, I am.

TEACHER What's your name?

CARLA Carla Valenzuela.

TEACHER How do you spell that?

CARLA C-A-R ...

TEACHER No, sorry. I meant, how do you spell your last name?

CARLA Oh, sorry –V-A-L-E-N-Z-U-E-L-A.

TEACHER Ah. OK. And where are you from?

CARLA I'm from La Paz.

TEACHER In Bolivia?

CARLA No, in Mexico!

TEACHER Oh! There's a La Paz in Mexico?

CARLA Yes, in Baja California.

3. 1.4 Write the letters on the board and ask students to say them. If they make mistakes, try to elicit self-correction. Then play the audio so they can check their pronunciation. There may be some sounds that they find difficult to make, so encourage them to notice the shape of your mouth, then practice themselves. You may need to play the audio a few times to get the correct pronunciation for each letter.

Note: These letters have been selected as ones students frequently have problems with, but it may be a good idea to recap all the other letters of the alphabet, too.

TRANSCRIPT

a, e, i, o, u, w, y, g, j

4. Go through the conversation in Exercise 2 again with the whole class. Play the audio again if necessary. Put students in pairs to repeat the conversation using their own personal information. Monitor pairs as they practice, making a note of any common problems with grammar, pronunciation, or intonation. In particular, check they pronounce the letters in their name correctly. When they've finished, ask them to find a different partner and repeat the conversation. They should do this three times in total.

EXTRA IDEA

You could also get students to write down an alias, with a new name and country. Then tell them that they're at a party and meeting lots of new people. Put some background music on and have them

walk around the room chatting with each other. Check afterwards and find out who had the funniest new identity.

VOCABULARY

- Go through the words first to check comprehension and pronunciation. Students complete the table individually or in pairs. Ask them to match the words and categories and find the odd one out. Remind students that they should always ask if they don't understand something. If they don't know any of the words in this list, tell them to ask a partner to explain the meaning.

ANSWERS

Physical activities: Pilates, running, swimming, volleyball
 Work and life: retired, student, teacher, unemployed
 Musical instruments: drums, keyboard, saxophone, violin
 The word that doesn't fit is *snake*.

EXTRA IDEA To do the activity in a slightly different way, vary learning styles, and generate more vocabulary, put three posters up around the class – one for each heading in the table. Then ask students to walk around the room and add a different idea under each heading. Get them to explain any new words to each other and check together afterwards.

- Ask students to work in pairs to complete the phrases. Check answers with the class, then ask pairs to work out the rules for using *do*, *go*, and *play*. Elicit answers from the class:
 - Do* is used with individual, non-team sports, or sports without a ball (*do aerobics, do yoga*).
 - Go* is used with activities and sports that end in *-ing* (*go skiing, go swimming*).
 - Play* is used with activities and team sports and also sports that need a ball (*play soccer, play basketball*).
 Point out that we use *the* after *play* with instruments (*play the piano, play the guitar*).

ANSWERS

1 Pilates 2 running, swimming 3 volleyball
 4 drums, keyboard, saxophone, violin

- Check understanding of each word in the box, then check students understand the rules for using each verb. Then ask them to make verb – noun collocations with the new list of words.


ANSWERS

1 *do karate*
 2 *go horseback riding, sailing, skiing*
 3 *play sports, golf*
 4 *play the banjo, flute*

- There are a few 3x3x3 exercises throughout the book. They get students to find a set number of things in a set time (not always three things – it could be more). You may want to make these activities into a team competition. For this activity, write *We all go / do / play / play the* on the board and ask students to discuss activities and hobbies that they all have in common. Encourage conversation and elicit questions they could ask each other, e.g., *What do you like doing in your free time? What are your hobbies?* Point out that they all have to agree on the things in their list.

EXTRA IDEA You could also introduce and practice ways of showing surprise and agreeing, e.g., *Really? Me too!* Encourage students to ask follow-up questions to show interest and continue the conversations.

GRAMMAR Questions

- Complete the first two sentences as examples with the class and ask students to explain their choices. See if they can explain when we use *be* and *do*. Write the two questions and answers on the board so students notice that when the statement contains a form of *be* (*I'm from Salzburg*), we use *be* and invert the subject and verb in the question form (*Where are you from?*). When the statement contains a verb other than *be* (*I live in Málaga*), we use *do* in the question (*Where do you live now?*). Point out that in spoken English, we often shorten answers by not repeating the verb or words that are already understood in context (*In Málaga*). Explain that there's one question with two possible answers (question 3). Don't check answers yet.
-  1.5 Ask students to work in pairs, then play the audio for them to check their answers.

ANSWERS

1 are (b) 2 do (g) 3 do (d / h) 4 do (f)
 5 Do (e) 6 Are; do (a) 7 Do (c) 8 are (i)

TRANSCRIPT

- A Where are you from?
 B I'm from Cuba.
- A Where do you live now?
 B Here in Miami.
- A What do you do?
 B I'm a social worker.*
- A Where do you work?
 B In a children's hospital.
- A Do you do any sports or physical activities?
 B Yes, I do zumba!
- A Are you married or do you have children?
 B No, I'm on my own right now.
- A Do you play a musical instrument?
 B I play the trumpet, but not very well.
- A How old are you?
 B That's not important, is it?

* Only this option is recorded on the audio, although *I'm not working at the moment. I'm unemployed* is also a valid response.

TIP: Listening activities are individual activities, so it's often helpful to get students to compare their answers together after listening. This provides the opportunity for them to share their ideas and answers, help each other and correct mistakes, and increases interaction, speaking, and co-operative learning.

SPEAKING

11. Ask students to read the questions in Exercise 9 again and think of their own answers. Encourage them to think of extra information they'd like to add. Point out the note below Exercise 10 and remind students to ask if they don't know the word for something.

TIP: Always allow a little time for students to think individually before talking to each other. It's very important for them as part of their intrapersonal intelligence.

12. Put students in pairs to ask each other five of the questions from Exercise 9. Giving students the choice encourages them to think about which questions might be relevant to their partner. Students could also ask extra questions and give more information about themselves to keep the conversation going. Remind them to listen carefully and remember as many details as possible, as they will need this information in Exercise 13.

MA It might be helpful for weaker students to make notes on their answers if it helps them feel more secure. (The **MA** symbol in these notes indicates different ways of working with mixed-ability classes.)

13. Ask students to introduce their partner to someone else. Go through the Remember box below the photo. Remind students to think carefully about the following:
 - short forms in spoken English: *I'm a teacher. He's a waiter. He isn't studying French. She doesn't work in an office.*
 - third person singular *s*: *He works in a café.*
 - irregular verb *have*: *She has a great job.*If necessary, go through the notes on *be* present simple and *have* present simple in the grammar reference on SB page 134. To increase interaction and speaking, get students to walk around the room and speak to as many different students as possible. Monitor pairs as they work, making a note of any common problems with grammar, pronunciation, or intonation.

EXTRA IDEA Ask students to look at the sentences in the Remember box and make questions for each one using *be* and *do*.

WRITING

14. Write a short paragraph about yourself as a model and read it together. Then get students to write their own paragraphs and include the ideas and information from Exercise 11.

EXTRA IDEA As a follow-up, tell students not to write their name in their paragraphs. Collect the paragraphs and mix them up, then redistribute them to different students. Ask them to read the paragraphs and try to guess who wrote them. Take the paragraphs home, select one fact about each student and make a *Find someone who ...* worksheet. In the next lesson, hand out one worksheet to each student. Then ask them to walk around the room asking be and do questions and try to find the correct person for each fact. To increase speaking and interaction, explain that they can only speak to one person at a time – and make sure they don't all group together!

Lesson 2

Why are you learning English?

pp 8–9

Aims

The focus of this second lesson in the introductory unit is to make students think about their reasons for learning English, to introduce helpful learning strategies, and to provide some useful classroom language for asking questions and clarifying information.

Warm-up

Introduce the lesson by asking students which languages are the most popular around the world.

SPEAKING

1. Go through the verbs and nouns in A and B and check comprehension of *news articles*. Ask students to make collocations using words from each box, then check answers as a class.

ANSWERS

get a job, go on vacation, meet people, pass an exam, read news articles, speak English, watch movies

EXTRA IDEA You could do the activity as a game.

Put students into small teams and explain you're going to say a word and they have to think of a verb that goes before it. Then say one of the nouns in B. The first team to give the correct answer gets a point. The team with the most points at the end wins.

2. Tell students to work in pairs and think of as many words as they can that go with the verbs in A. Elicit ideas from pairs and write good collocations on the board.

SUGGESTED ANSWERS

get: a present, a promotion, a new car

go on: a journey, a trip, an excursion, an adventure

meet: friends, a politician, a celebrity

pass: a driving test, the salt

read: a book, a magazine, an essay

speak: a foreign language, Arabic, Spanish

watch: TV, a soccer game


TIP: Students do not always copy new vocabulary from the board, so it's best to actually tell them to write new words down. This should help develop good learning habits in class and gradually increase their vocabulary.

3. Put students in groups to study the photos. Elicit ideas for how each one involves English and write them on the board. Point out the use of the present continuous to talk about what's happening in photos.

SUGGESTED ANSWERS

- A The woman is listening to her mp3 player. She might be listening to a song in English.
- B The girl is visiting London. She might be speaking English to find her way around and order food.
- C The woman is being interviewed. She might be answering questions in English.
- D The people are in a meeting, or they might be having an interview. It could be in English.
- E The man is taking an exam. It might be an English exam.

LISTENING

4. Ask students to close their books and work in groups. Write *Reasons to learn English* on the board and ask them to think of as many reasons as they can. Invite students to write their reasons on the board. Then tell them to open their books and check the replies to see how many were the same. Elicit possible questions for the answers, e.g., *Why are you learning / studying English?* or *Why is English important to you? Why do you need English?*
5.  1.6 Play the audio. Ask students to listen and mark the responses they hear. Do the first one with the class as an example and elicit the answer. Play the audio again for students to check their answers.

ANSWERS

Speaker 1: 1 Speaker 2: 8 Speaker 3: 6
Speaker 4: 5 Speaker 5: 4 Speaker 6: 9

TRANSCRIPT

- 1 A Why do you need English?
B I need it for my work. I'm an air-traffic controller.
- 2 A Why do you need English?

- B I don't really need it at all. I just enjoy meeting new people.
- 3 A What about you?
B I want a better job. I hate my current job.
- 4 A Why do you need English?
B I need it to go on vacation. I'm going to Canada next year.
- 5 A And you?
B I need to pass an English exam – next month!
- 6 A Why do you need English?
B Because everybody needs to speak English. It's the number one world language.

6. Play the audio again, and tell students to listen, this time making a note of any extra information they hear (note that it's always in the second sentence). You might need to pause after each speaker for students to make notes. Play the audio a final time, without pausing, for students to check their answers.

ANSWERS

Speaker 1: He's an air-traffic controller.

Speaker 2: No extra information

Speaker 3: He hates his current job.

Speaker 4: She's going to Canada next year.

Speaker 5: He has an English exam next month.

Speaker 6: English is the number-one world language.

SPEAKING

7. Ask students to think of their own personal reasons for learning English and how the language may help them in future. You could also get them to think about what they like or dislike, find easy or difficult about learning a language. This is all useful information for you to use in your lessons. This is quite challenging, but it's very important to get students thinking about their objectives at this stage.


MA Add other reasons allows stronger students to branch out and be more creative.

8. Tell students to walk around the room and ask each other their reasons for learning English to see if they have the same goals or objectives. Write useful language on the board to help them talk about similarities and differences, e.g., *both of us / neither of us*. Go through the Remember note about *need* and *want*. Encourage students to use the phrases to help them express their ideas. Refer to the grammar reference on SB page 134 now or at the end of the lesson and go through it with students. Monitor pairs as they practice, making a note of any common problems with grammar, pronunciation, or intonation.

LEARNING STRATEGIES

9. Ask students if they know what a *strategy* is. Teach / Elicit the difference between *strategies* and *skills*.

(A *strategy* is a deliberate, planned, conscious activity that helps us do things. These turn into unconscious and automatic *skills* over time.) Allow time for students to read the information about personal goals individually and write their reasons for learning English. Ask them to discuss with a partner how effective they think this strategy is and also encourage them to share any other strategies and ideas they have for learning English.

10. Say each incorrect sentence or question in the *We don't say* column and elicit ideas for the correct version from students. Look at the cartoon and ask students to explain why the teacher says what she does. Then look at the six situations in Exercise 10 and ask students to work in pairs and think of things to say in each one. Teach / Elicit the phrases *get someone's attention* and *get around someone*. Don't check the answers yet.
11.  1.7 Play the audio for students to check their answers and repeat the phrases out loud. This should help students remember it more easily and express themselves more in English (rather than their first language).

TRANSCRIPT

- 1 If you don't know how to spell something, you can say: *How do you spell that?* or *Could you spell that, please?*
- 2 If you didn't understand what someone said, you can say: *Could you say that again, please?*
- 3 If you want to get someone's attention, you can say: *Excuse me*. For example, *Excuse me. Where's the bus stop?*
- 4 If you want to get past someone, you can say: *Excuse me!* or *Sorry!*
- 5 If you step on someone's foot, you can say: *Sorry!* Or *I'm so sorry!*, or perhaps *Are you OK?*
- 6 If your teacher is speaking too fast, like this (*bla bla bla bla bla*), you can say: *Could you speak more slowly, please?* Or *Could you slow down, please?*

EXTRA IDEA To review the vocabulary from Exercise 5 on page 7, write the following anagrams on the board and tell students to rearrange the letters to find the activities and musical instruments. (The answers are given in parentheses – don't write those on the board!)

- 1 UMDRS (drums)
- 2 DARBOYEK (keyboard)
- 3 ATSPELI (Pilates)
- 4 NINUNRG (running)
- 5 SAPEXONOH (saxophone)
- 6 IMMWGNIS (swimming)
- 7 LIVOIN (violin)
- 8 LALBLOLEVY (volleyball)

1

Ways of learning

UNIT FOCUS

GRAMMAR: present continuous; present simple; adverbs of frequency; expressions + *-ing* form; reflexive pronouns
VOCABULARY: *make / do*; multiple intelligences
FUNCTIONS: expressing opinions; agreeing and disagreeing

Lesson 1

Are you a multi-tasker? pp10–11

Aims

The focus of this lesson is to review the present continuous and present simple and also to look at the use of the *-ing* form with various expressions for talking about likes and dislikes. Students also learn about multi-tasking.

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 how much they already know so that you can target your teaching much more effectively. Students can say as much or as little as they want. For this one, put students in pairs to talk about how many things they think they can do at the same time. Ask: *Do you do other things when you're learning at home? Do you work and listen to music, or maybe watch TV and surf the internet at the same time?* (media multi-tasking).

SPEAKING

- Write the word *multi-tasking* on the board and ask students if they know what it means. Then tell them to look at the picture and discuss the questions. Students don't need to get the answers right at this point, as they'll find out more in Exercise 3, but encourage lots of discussion about possible answers. Monitor pairs as they work, helping with any necessary vocabulary.

SUGGESTED ANSWERS

- See Transcript 1.8.
- Because it's difficult for busy working people to find time to do everything they need to. / The pace of life in the 21st century means people have to balance lots of different jobs / relationships / free time.


GRAMMAR 1 Present continuous

- To introduce the rule, write some sentences on the board and also include adverbs such as *now* or *at the moment* to help students understand the grammar, e.g., *We're learning English at the moment.* Ask: *When is this happening? Is it the past, present, or future?*

ANSWER

is happening

Refer to the grammar reference on SB page 135 now or at the end of the lesson and go through it with students.

-  1.8 Go through the verbs in the box. Find out how many students used these verbs in their answers to Exercise 1. Then allow time for them to work individually to complete the sentences. Play the audio for students to check their answers. Ask one or two students to say which activity was missing.


ANSWERS

1 doing 2 's answering 3 's working
 4 's paying 5 's eating 6 's sending
 Missing activity: *have*

TRANSCRIPT

- The woman in the picture is doing six things in her head at the same time.
- 1 She's doing a math problem.
- 2 She's answering her cell phone.
- 3 She's working on a big idea.
- 4 She's paying a bill.
- 5 She's eating an ice cream.
- 6 She's sending an e-mail.

VOCABULARY *make / do*

-  1.9 Check understanding and pronunciation of difficult words, e.g., *decision* (stress on the second syllable), *Sudoku* (/su:ɪ'dʌʊkʊ/). Students then work in pairs to make phrases with *make* or *do*. Play the audio for students to check their answers.

TRANSCRIPT AND ANSWERS

- make*: coffee, a decision, a mistake, a noise, a phone call, dinner
- do*: homework, sports, Sudoku, a test, yoga

GRAMMAR 2 Present simple

- To introduce the rule for when to use the present simple, write some sentences on the board. Include adverbs such as *every day* or *often* to help students understand the grammar, e.g., *I walk to school every day* or *I often play video games.* Ask: *When is this? Is it the past, present, or future? Does it happen one time or many times?* Ask students to complete the rule. Go through

the things in Exercise 4 again, then put students in pairs to discuss the questions. Monitor pairs as they work, making sure they use the correct tense: present simple or present continuous.

ANSWER

happens

Refer to the grammar reference on SB pages 134 – 135 now or at the end of the lesson and go through it with students.

6. Do the first sentence together with the class as an example. After students have completed the task individually, write the answers on the board.

MA Suggest that stronger students do this without looking at the verbs in the box.

ANSWERS

- 1 I always **listen to** the radio in the morning. I never **watch** TV.
 - 2 Ruth often **has** breakfast out. She **goes** to a different place every day.
 - 3 Jack hardly ever **reads** at the newspaper at breakfast. He usually **does** Sudoku.
 - 4 I never **use** my cell in the car but I sometimes **listen to** music.
 - 5 They usually **send** text messages and **check / read** their e-mails on their way to work.
7. Students work on their own to rewrite the sentences in Exercise 6. To help them compare answers with a partner, elicit what questions they could ask to get these sentences as answers, e.g., *I always listen to the radio in the morning – Do you listen to the radio in the morning?* Students then ask and answer the questions together. Encourage them to use different adverbs to describe how often they do things.

READING

8. To introduce the topic, ask students to discuss whether they think it's possible to do more than one thing well at the same time, and what the advantages and disadvantages of multi-tasking are. Tell them to read the extract quickly to see if their ideas are true.
9. Ask students to read the extract again and match the words in bold with the definitions. Check answers as a class.

ANSWERS

1 tasks 2 myth 3 inefficient
4 bestseller 5 employees

EXTRA IDEA Review the meaning of the words by getting students to write extra sentences in context.

10. Tell students to read the extract again and choose the best answers to summarize the main ideas in the article.

ANSWERS

1 b 2 c 3 a 4 b

EXTRA IDEA Ask: *Are you good at multitasking? Do you sometimes do two or more things at the same time? If so, what things?* Tell students to discuss the questions with a partner.

GRAMMAR 3 Expressions + -ing form

11. Ask students to look at the expressions and activities in the grammar box and to think about the things that are true for them. Encourage them to think of extra things they could say about the activity, or reasons why they like or don't like it. Model the activity so they can clearly see what to do, e.g., *I'm not good at multi-tasking because everything takes longer and I often forget something important. I prefer to focus on one thing at a time.* Refer to the grammar reference on SB page 136 now or at the end of the lesson and go through it with students.

EXTRA IDEA You could do some review work on modifiers at this stage to help students with their comparisons. Write on the board: *very, a little, really.* Ask students to number the words from 1 (least) to 4 (most). Then tell students to get up and ask other students, e.g., *What are you really good at? What things aren't you very good at?*

SPEAKING

12. Note that this is similar to the 3x3x3 exercise students did earlier, only this time they have four things to think about. In this activity, students work in groups of four to discuss the things they all like and hate doing. Remind them that they only have four minutes to make their list, so they need to work quite quickly. This helps to focus their minds on the activity. It should be short and lively!
- Note:** You need to make it clear that students have to reach unanimity: if only two out of four like or don't like doing something, then that doesn't count and they need to go on searching.
13. Tell students to work with other groups and compare their lists. Get feedback from the groups to find out the most popular and least popular activities.

EXTRA IDEA As a follow-up, ask students to rank the activities from most popular to least popular. To see if students can multi-task, put them in groups of four. Ask them to choose a person from the group. Get one student to sit on the person's right-hand side. This student will ask lots of questions about likes and dislikes, e.g., *Do you like drawing? Are you good at singing?* Another student sits on the left and asks quick questions at

the same time about math, e.g., *What's two times two? What's four plus six?* Help students with vocabulary before the game. The other student in the group sits in front and makes movements and gestures. The person has to answer all the questions and copy the movements of the student in front of them at the same time. After one minute, stop the game and swap roles. Get feedback afterwards. Ask: *What questions did you prefer? Was it hard to do everything at the same time?*

Lesson 2

How do you learn best?

pp12–13


Aims

The focus of this lesson is to discover different ways of learning and to write a multiple intelligences profile.

Warm-up


Write the following quote on the board and ask students to discuss it with a partner to see if they agree or disagree. Ask them to give reasons for their answers. "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." (Albert Einstein)

VOCABULARY Multiple intelligences

- GUESS** When you see **GUESS** in front of an instruction, it means students can talk about what they think the answers are, but they don't have to know the right answers. For more information about these exercises, see the Introduction, page 19. Tell students to cover the text on SB page 12 and just look at the pictures. Tell them to discuss what they think each picture means. Accept any answers at this stage, but explain that they'll learn more through the lesson.
-  1.10 Ask students to focus on the photos again. As many of the words will be unknown, tell students to match any that they know first, then work together to match the others, discussing their ideas. Explain that examples of some of these intelligences will be given later in the lesson (in the text in Exercise 5). Play the audio for students to check their answers.

TRANSCRIPT AND ANSWERS

- A linguistic
- B mathematical
- C visual
- D social
- E musical
- F physical
- G personal
- H naturalist

-  When you see this icon with a vocabulary exercise, it means that you should ask students which words are the same as or similar to words in their own language – and also which are very different. See detailed notes in the Introduction, page 14. Go through the words in Exercise 2 with the class and get feedback about each one.
- Go through the instructions with the class. Explain how the scoring system for the quiz works. Encourage students to guess any new words from the context. Put students in pairs to ask each other questions 1 – 8 on SB page 12. Encourage them to make notes as they work so that they can report back to the class. Tell them that it's a good idea to proceed section by section rather than have one student ask all 32 questions, then swap! Ask students to find one similarity and one difference between their and their partner's answers. If they have the same answers for each question, tell them to work with other people until they find one difference. Once students have completed the quiz with a partner, ask them to report their findings to the class. It's a good idea to keep a note of students' answers on the board, as this will be useful when students write their profile in Exercise 9. Help them with vocabulary and grammar as necessary, in particular the use of *both* and the switch from first to third person.
- Read the two statements first. Then ask students to work with a partner and discuss if the ideas are true or false. Get class feedback and quickly check their ideas, but don't give the answers yet.
- Students read the text quickly to check their ideas from Exercise 5. Then ask them to read it again, this time more slowly. Ask individual students: *Are your ideas and opinions the same as Gardner's multiple intelligences theory?*

ANSWERS

1 false 2 true

TIP: Try to set short time limits so that students read quickly for gist and don't worry too much about unknown words. You could do Exercises 1 – 4 on Subjects in Vocabulary PLUS at this point.


- THINK** When you see **THINK** in front of an instruction, it means students should think about ideas before they start. They could also think on their own for one minute, then talk to a partner about their ideas. For more information about these exercises, see page 17.

ANSWERS

- It goes back to 1983.
- Physical intelligence (good at sports, athletics), mathematical intelligence (good with numbers),

linguistic intelligence (good with words) visual intelligence (good at drawing), naturalist intelligence (good with animals), musical intelligence (be a fantastic singer), social intelligence (good at connecting with other people)

- 3 Students' own answers.
- 4 Students' own answers

8.  1.11 Write the /ɔɪ/ sound on the board and elicit the correct pronunciation. Practice the sound and get students to repeat it together. Go through the words in the box. Say each word out loud and ask students to discuss in groups which word they think has the different sound. Play the audio for students to check their answers. Then play it again, pausing for them to repeat each word.

ANSWER

Work does not have the /ɔɪ/ sound.

- TRANSCRIPT
- all, board, call, drawing, false, forty, four, law, more, sports,
- talk, thought, walk, work

EXTRA IDEA Ask students to write a short story (about 100 – 150 words) and include as many of the words from the list in Exercise 8 as they can. Then ask them to erase the words and leave a gap instead. Students read their stories to each other. Every time they come to a gap, their partner has to guess what the word is from context.

WRITING

9. After students have done the quiz and looked at the results, ask them to write their own short profile.

TIP: It'll be useful for you as a teacher to have an idea of where students' strengths and weaknesses lie so that you can help them more effectively. In this book, we deliberately aim to embrace all these intelligences.

10. Ask students to do the same quiz at home with someone they know. It could be someone in their family or a friend.
11. Go through the example profile with the class. Make sure students understand what they have to do. Get students to write a short profile about the person they chose in Exercise 10 and present it to the group in the next class.

EXPLORE ONLINE

The Explore Online exercises give students the opportunity to go beyond the page and find out more about some aspect of the topic. They should do the research online, make notes and report back, working either alone or in pairs.

You may want to set this up in the classroom by suggesting possible websites or just by eliciting suggestions for words and phrases to type into the search engine. For this activity, students should type "multiple intelligence quiz" into their browser and make notes about what they find. They then report back in the next session.

Lesson 3

Count on your memory pp 14–15


Aims

The focus of this lesson is to introduce reflexive pronouns and to learn about helpful strategies for remembering things.

You first!


Ask individual students the question: *How good is your memory?* Encourage lots of discussion and feedback. To help them, ask: *What important things do you sometimes forget? How do you remember new vocabulary in English?*

LISTENING 1

1. To introduce the extract, ask students to look at the photos and guess how they're connected. Help them with vocabulary if necessary, e.g., (*playing*) cards, joker. Elicit feedback from students and check their predictions. Welcome any inventive suggestions.
2.  1.12 Tell students you're going to play a recording about a memory champion. Teach / Elicit what a *champion* is. Play the audio while students listen and fill in the missing numbers. As numbers can be difficult for students to pick up, play the audio again, pausing after each section. Then play it again all the way through for students to check their answers.

ANSWERS

1 eight / 8 2 fifty-two / 52 3 fifty-four / 54
4 three / 3 5 2,916

- TRANSCRIPT
 - An amazing memory for numbers!
 - Dominic O'Brien has a really amazing memory, and he's won the World Memory Championships eight times.
 - There are 52 cards in a deck of playing cards (without the jokers), and Dominic can memorize 54 decks in one hour. That's almost three thousand playing cards!
 - He looks at each card just once, puts it away and then says all the cards in order. There are 2,916 cards in total – if he uses the jokers.
3.  1.13 Put students in groups to think of ways that Dominic manages to remember so many things. Tell them to read and try to complete the sentences, then

get feedback from the groups. Play the audio for them to check if their predictions were correct. Play the audio again and ask them to complete Dominic's three-step strategy.

ANSWERS

- 1 interesting mental pictures
- 2 pictures [to] something personal in his life
- 3 in a special place in a "house" in his mind
[He] practices again and again and again.
[He believes] he can remember enormous quantities of information.

TRANSCRIPT


To remember information, O'Brien does three things: he changes information into interesting mental pictures; he connects the pictures to something personal in his life; and he puts each item of information in a special place in a "house" in his mind, so he can find it again easily. And – something very important – he practices again and again and again. But perhaps his biggest secret is that he believes he can remember enormous quantities of information.

He knows it is possible because he knows our brain is incredibly powerful. The title of his latest book says it all. It's called *You Can Have An Amazing Memory*. He thinks everyone can improve their memory – at any age. In fact, he thinks we can remember better as we get older. But we have to believe we can. And we have to practice.

EXTRA IDEA

Put about ten different objects around the room and give students time to look around and try to memorize where they are. Then get them to close their eyes and try to remember the location of each thing. The student who remembers the most things wins the game.

LISTENING 2


4.  1.14 Tell students they're going to play a memory game. Ask them to listen to the 20 words on the audio. Tell them not to write anything while they're listening to the list. Explain that they'll then hear some instructions, which they should follow. Play the audio once, all the way through. Students then write down as many words as they can remember in any order.

TRANSCRIPT

instrument exam vacation intelligent crocodile
crossword doctor memory math map whistle
journal vacation photo banana
And the last five ... unemployed team party sport
secretary
And that's the end of the list!
Now write down as many of the words as you can remember.
You can write them in any order you like.

5. Tell students to work in pairs and go through their lists to find the words they both managed to remember. Tell them to discuss why they think they remembered those particular words rather than others. Elicit feedback from the class.

EXTRA IDEA Write each word in order on the board – getting students to spell it – and ask for a show of hands to find out how many people in the class remembered that word. Write that number next to the word and repeat the process for the whole list. Find out which words many / not many students remembered and ask for suggestions why. They'll find out more in the next exercise.

6.  1.15 Go through the sentences with students. Tell them to work in pairs to decide whether the statements are true or false. Play the audio for students to check their ideas.

TIP: Explain that reading through information before students listen gives them a clearer idea of what they're listening for.

EXTRA IDEA As a follow-up, ask students to choose the statements they agree or disagree with and to give their reasons.

ANSWERS

1 false 2 false 3 true 4 true 5 true

TRANSCRIPT

Research shows that most people remember the beginning and ends of things, but not the middle. We often remember words at the beginning of a list because we're awake and interested and paying attention. And we remember them at the end because we tell ourselves it's going to finish soon and we relax. Research also shows that repetition helps us remember things. We remember things better if we hear them more than once. How many of you remembered the word *vacation*? The person said it twice. To help you remember a word in English, make sure you say it to yourself – or write it – several times. We also remember words or pieces of information which are unusual or silly – like the word *crocodile* or *banana*. We sit up and pay attention. These kinds of words surprise us or make us laugh, so they stay in our long-term memory. It's easier to remember things which are important for us personally. If I have an exam next week, I am likely to remember the word *exam*. If I have an appointment at the doctor's this afternoon then I am probably going to remember the word *doctor*. And finally, we remember things we have learned recently – like the word *whistle*, which was in the Multiple Intelligences Quiz. That's why it's important to go over new words as soon as possible after learning them. That way they can't escape!

EXPLORE ONLINE

Tell students to search online for Dominic O'Brien to find out more about memory strategies. The Peak Performance Training website has a great video of him.

GRAMMAR Reflexive pronouns

7. Focus on the grammar box and read out the sentence (*To help **you** remember a word, say it to **yourself** several times*). Point out *you* at the beginning of the sentence and *yourself* later in the sentence. Teach / Elicit that we use reflexive pronouns to talk about an action where the subject (here: *you*) is the same as the object (here: *yourself*). Allow time for students to work individually to complete the sentences. They can refer back to the grammar box if necessary.

ANSWERS

1 yourself; myself 2 himself
3 herself 4 ourselves


Refer to the grammar reference on SB page 136 now or at the end of the lesson and go through it with students.

SPEAKING

8. Ask: *How can you improve your memory?* Elicit ideas from around the class, then tell students to read the text quickly and underline the information that gives them the answer.

ANSWERS

... you need to use your brain cells ...
you need to exercise it regularly

9.  This symbol shows that this is a memory game – the first of many in the book. Memory is an important part of learning anything, and the more we exercise our memory by playing these kinds of games, the better it will be. Students cover the text and try to remember and summarize what it says. Tell them to check together afterwards to find out who can remember it in the most detail.

EXTRA IDEA Do a dictagloss with the text. Tell students you will read the text and they should just listen. Dictate the text at a natural pace; don't slow down or repeat anything. Then read the text again. This time students should take notes. Tell them to work with a partner to try to reconstruct the text from their notes. Alternatively, they can walk around the room speaking to different people until they've completed the text. They'll probably try to copy each other or group together; but don't let them do that, as it reduces the amount of speaking. Remind them that they can only speak to one person at a time and they can't copy!

TIP: A dictagloss is a classroom dictation activity where learners have to reconstruct a text by listening and writing down key words. They then use these words as a basis for reconstructing the text. It helps students practice listening, writing, and speaking, and is a useful collaborative learning tool.

10. **THINK** This task asks students to develop their ideas. Ask students to work in small groups of three or four and make a quick list of ways to improve their memory. Encourage them to share their own strategies.
11. Go through the list of memory tips and check comprehension of any difficult vocabulary, e.g., *vitamins, plenty, last but not least, recycle*. Tell students to connect the sentence halves and then check how many memory tips they had on the list they made in Exercise 10. Get feedback from the class on some of the ideas and find out which ones they like best.


ANSWERS

1 h 2 d 3 e 4 g 5 f 6 a/b 7 b/a 8 c

12. Explain that the suggestions here match five of the tips in Exercise 11. Put students in pairs to try to match them up and encourage them to try some of the tips. Ask them to summarize what they learned in the lesson and go through everything they've learned at the end of each day. You should also include a quick review of new vocabulary and grammar at the beginning of the next lesson.

ANSWERS

1 Tip 3e 2 Tip 4g 3 Tip 1h 4 Tip 2d 5 Tip 8c

13. **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've 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. Tell students to write down tips 4, 5, 6, and 7, then walk around the room and find out who uses those tips.
14.  Explain that for this memory game, you'll read out some instructions which students have to follow. Say: *Work in pairs. Student A: tell your partner seven things you like doing. Student B: listen carefully – without taking notes. When student A has finished, tell them as many of the seven things as you can remember. Then you swap over.* Go through the example with the class, explaining that students have to give the full list of things their partner likes doing. Monitor pairs as they work, making a note of any common problems with grammar, pronunciation, or intonation.

Vocabulary PLUS p16

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 this book where a vocabulary set can be usefully learned 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've finished an activity ahead of other students.

SUBJECTS

1. 🗣️ Write *smuci* on the board and tell students that they have to unscramble the letters to find the word. Elicit answers from the class. Then put them in pairs to complete the anagrams. You could make this into a team game or class race to make it more competitive. After students have found the words, tell them to match each word with the correct picture. Don't check the answers yet, as they'll listen to the words in the next exercise. Ask students which names for subjects are very similar in their own language and which are very different.
2. 🎧 1.16 Play the audio for students to check their answers. Then play it again for students to repeat each word. Check their pronunciation of difficult words, e.g., *math*, *psychology* (silent p: /**sai'kolədʒi**/), *geography*. (Note that there's work on the /**dʒ**/ sound in Exercise 4.) Then ask students to work individually to add two more subjects. If they don't know any, it doesn't matter, but they should be able to get other languages, e.g., *French*, *Spanish*, and they may know *science*, *physics*, *chemistry*, *biology*. If not, help them with new vocabulary.

ANSWERS

1b 2g 3e 4a 5i 6h 7c 8j 9f 10d

TRANSCRIPT

- 1 music
- 2 math
- 3 history
- 4 sports
- 5 psychology
- 6 geography
- 7 English
- 8 law
- 9 art
- 10 engineering

3. Put students in pairs to talk about their favorite and least favorite subjects at school. You could also get them to make a class survey to find out which were the most popular subjects and why.

4. 🎧 1.17 Write the sound /**dʒ**/ on the board and ask students to repeat it. If they find it difficult, show

them how to make the sound. Tell them to make a /d/ sound and then move their tongue back slightly to make a /ʒ/. Then get them to combine the two sounds. Ask one or two pairs to read the dialogue, then ask pairs to underline the /**dʒ**/ sounds. Ask: *What do you notice about the spelling of the /**dʒ**/ sound?* (It can be either *g* or *j*. Both sounds have *e* or *i* after them to make a soft rather than a hard sound.) Play the audio for students to listen and check, then play it again for them to repeat.

TRANSCRIPT AND ANSWERS

- A Which subjects are you going to study, George? Geography, engineering, or languages?
- B Oh, languages, Julia. German and Japanese!

UNCOUNTABLE NOUNS

5. Write an incorrect sentence on the board, e.g., *I don't know what to do. Can you give me some advices?* Ask students if they can find the mistake (*some advice*, not *advices*). Quickly review the difference between countable and uncountable nouns. (We can count countable nouns, and plural countable nouns have *s* at the end, e.g., *cookie(s)*, *cake(s)*, *girl(s)*. We can't count uncountable nouns and they have no plural form, e.g., *coffee*, *milk*, *cheese*.) Students work in pairs to find one countable noun in the list of words.

ANSWER

idea

EXTRA IDEA

Put students into small teams to play a countable and uncountable nouns game. Tell them you're going to dictate a list of things. They have to shout out *countable* or *uncountable*. The first team to shout out the correct answer gets a point and the team with the most points wins.

6. 🎧 1.18 Ask students to complete the sentences with the correct quantifiers and match them to form conversations. Play the audio for students to check their answers.

TRANSCRIPT AND ANSWERS

- 1 A Oh no! There's **a lot of** traffic!
- B Do you want **some** advice? Let's walk!
- 2 A Have you had **any** news?
- B No, we haven't had **any** information at all.
- 3 A There's too **much** stuff in this room.
- B Yes, let's sell **some** furniture.
- 4 A Did you do **any** homework?
- B A little. But I did **some** housework!

WORDBUILDER Verbs and nouns

Elicit the five vowels from students and write them on the board. Do the first item with the class as an example. To make it competitive, get students to race against their

partners to see who can complete all 12 words first. Students compare answers with a partner; then check answers as a class.

ANSWERS

1 answer 2 help 3 need 4 reply 5 work
6 sound 7 dance 8 exercise 9 drink 10 call
11 question 12 test
The noun forms are all the same as the verbs.

EXTRA IDEA Write the following list of verbs on the board. Ask students if they know the nouns for these verbs (the answers are given in parentheses). Point out that in this list, all the noun forms are different. *live (life), meet (meeting), think (thought), solve (solution), choose (choice), decide (decision)*

FOCUS ON: up and down

- a. Students complete the sentences individually, then check together. Try to concept-check to make sure they know what the phrasal verbs mean. *Look up* and *take up* may be difficult, so encourage students to guess the meaning through context and think of synonyms (*look up* = try to find a piece of information by looking in a book or on the Internet; *take up* = start a new activity or hobby).

ANSWERS

1 up 2 down 3 up 4 down

- b. To encourage learner interaction and speaking, put students in pairs and split the vocabulary between them. Tell them to look each verb up quickly; they should try to find all their words before their partner. Then tell them to explain the meaning of their verbs to their partner. Students work in their pairs to think of two things you can do with each verb. Elicit feedback from pairs, then check ideas around the class.

SUGGESTED ANSWERS

You can cool down after exercise. / You can let a cake cool down after you take it out of the oven.
You can cut up a piece of material to make a dress. / You can cut up paper to make small cards.
You can give up sweets. / You can give up your seat on a bus.
You can heat up food. / You can heat up metal.
You can pick up a pencil. / You can pick up a friend at the airport.
You can put down your book. / You can put down a heavy suitcase.
You can put up a tent. / You can put up a poster on your wall.
You can turn down an invitation. / You can turn down a job offer.
You can turn up at a party. / You can turn up late.

Language in Action p17

Expressing opinions, agreeing and disagreeing

This page 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 201 for suggestions on exploiting the video.) If you don't have the video or prefer not to use it, then just play the audio.

Warm-up



Write *best food / worst food* on the board and tell students about the things you like and dislike to model the activity. Include adjectives such as *delicious, amazing, disgusting, and horrible* to encourage them to describe things. Ask students to tell each other about their favorite food and also things they don't like. Get class feedback afterwards.

1. **GUESS** Ask students to guess what the photos are. Allow time for students to discuss their ideas for each picture and explain their reasons. Check comprehension of the adjectives in the word box. Then tell them to guess which adjectives are used for each photo.

EXTRA IDEA Tell students that a survey in 2014 found that these were people's top-ten favorite smells:

- 1 cut grass
- 2 aftershave
- 3 a clean house
- 4 fresh bread
- 5 Sunday roast
- 6 fresh flowers
- 7 clean sheets
- 8 shampoo
- 9 sausages cooking in a pan
- 10 leather

Ask students to walk around and find the top-ten favorite smells in the class, then ask for feedback. Did everybody agree?

2.  1.19  Decide whether you're going to use the video or simply play the audio (you may not have the video or the necessary video equipment). Play the video or audio and ask students to listen or watch and identify the things that the people agree and disagree on. Ask: *What tells us they agree / disagree?*



ANSWERS

Sculpture: Agree - Logan and Dana both like it.
Hairstyle: Disagree - Logan likes it. Dana doesn't like it.
Hat: Disagree - Logan doesn't like it. Dana likes it.
Boots: Agree - Both Logan and Dana don't like them.

TRANSCRIPT



- LOGAN What do you think of this sculpture?
DANA I think it's absolutely amazing!

- LOGAN Yeah, me, too. Um ... what is it exactly?
- DANA Ha! I have no idea!
- DANA I really don't like that hairstyle.
- LOGAN Actually, I think it's pretty cool.
- DANA Really? I think it's kind of weird.
- LOGAN Do you? Hmm ... I like it a lot.
- LOGAN Wow, that hat's dramatic!
- DANA Actually, I think it's really fun.
- LOGAN Fun, maybe ... for the theater!
- DANA Come on. I disagree. It's stylish!
- DANA What do you think of those boots?
- LOGAN They're incredibly ugly!
- DANA Absolutely! And they look really uncomfortable.
- LOGAN I agree.
- DANA I can't imagine wearing them.
- LOGAN Me neither!

3.  1.19  Play the video or audio for them to check their answers from Exercise 1.

ANSWERS

hat (dramatic, stylish)
 hairstyle (cool, weird)
 boots (ugly, uncomfortable)
 sculpture (amazing)

4.  1.19  Allow students time to decide which expressions are used to agree and which to disagree. Then play the video or audio again for them to check their answers. Tell them to write down the phrase that isn't used in the conversations, then check answers as a class.

ANSWERS

Agree: I agree. Me too. Me neither. Absolutely!
Disagree: I disagree. I don't think so. Actually, I think ... Really? No, you're wrong.
I don't think so and *No, you're wrong* don't occur in the conversations.

5. Draw a scale from strongest to weakest on the board. Ask students to look at the modifiers and try to put them in order. After they've finished, ask them to come to the board and write them on the scale.

ANSWERS

3 really 2 pretty 5 incredibly
 6 absolutely 1 a little 4 very

6. To introduce the activity, write the words *good* and *bad* on the board, then tell students that sometimes these words aren't enough to explain how we feel about things, so we use other, stronger adjectives. Write on the board:
Guess what! I passed my exams! – Good.
I broke my leg playing soccer. – That's bad.

Try to elicit different responses from students using the extreme adjectives given. Then get them to write *P* or *N* next to the adjectives. Ask students which words are very similar in their own language and which are very different.

ANSWERS

awful N
 beautiful P
 disgusting N
 fantastic P
 gorgeous P
 horrible N
 nasty N
 terrible N
 terrific P
 wonderful P

7. Ask students to look at the photos again and discuss each thing with a partner. Encourage them to use the adjectives from Exercise 6 and phrases of agreement and disagreement in their conversations. Monitor pairs as they work, making a note of any common problems with grammar, pronunciation, or intonation.
8. Ask students to look back at the expressions in Exercise 4 and find the words that express opinions or show ideas. Then ask them to discuss their ideas about their items or pictures together.

De-stress!

These exercises do two things. First, they provide very short practical texts. Second, and more importantly, they're there to help students unwind from time to time. You'll find a simple de-stress activity in five units throughout the Student's Book. They are not necessarily physical activities, but rather activities that are easy to do in the classroom, or else a piece of advice which you can discuss with students by asking them simple questions. For more detailed information about the De-stress! section, see the Introduction, page 10.

Ask: Do you know anything about aromatherapy and the effects that different essential oils have? If so, what do you know? Have you ever used any of them?

Note: Tell students to be careful to use just a few drops of lavender oil on their pillow, as using too much can have the opposite effect.