

Jane Revell • Mary Tomalin • Jeremy Harmer • Amanda Maris • Deborah Friedland

AMERICAN

JETSTREAM

**LOOK
INSIDE**

► **A QUICK TOUR OF ALL FEATURES**

The brand new 6-level course for **ADULT LEARNERS**



JETSTREAM LET

YOU FIRST!

Build students' confidence by encouraging them to use the language they already know

THINKING AND MEMORY

Encourage critical thinking and focus on memory training

GRAMMAR IN FOCUS

Clear grammar with meaningful practice

MOTIVATING TOPICS

Interesting topics, thought-provoking photos and personalization activities

SPEAKING

Opportunities for stimulating discussion

BEYOND THE CLASSROOM

Lots of extra activities to find out more about other aspects of a topic

YOUR ENGLISH FLOW

FOCUS ON VOCABULARY

Plenty of lexical practice
and consolidation throughout

LANGUAGE IN ACTION VIDEOS

Featuring engaging situations with familiar
characters in visually appealing settings

REVIEW AND CONSOLIDATION

Review sections every two units

CULTURE

Short readings that allow reflection
and discussion of cultural differences

STORIES

Practice in extensive reading
with enjoyable stories

EVERYTHING YOU NEED

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Jeremy Harmer,
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Amanda Maris and
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JEREMY HARMER



JANE REVELL

AMERICAN JETSTREAM:

our brand new digital age 6-level course for adult learners. Its carefully balanced pace and challenge offer a learning experience that is fun and motivating, preparing students to use their English effectively in work and life.

- Interesting **contemporary topics** to get students talking
- **Balanced syllabus** to provide confidence and set realistic expectations
- **Language in Action** pages highlighting visual literacy
- **Extra online content** for individual or classroom use
- **Workbook** with review and practice, progress checks, and writing skills development. Upper-intermediate and Advanced have writing skills development in the Student's Book.
- Comprehensive and extensive **support** for both newly-qualified and experienced teachers – in print and online



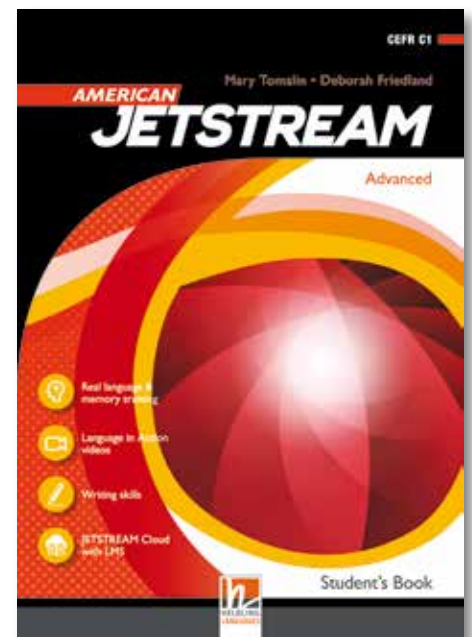
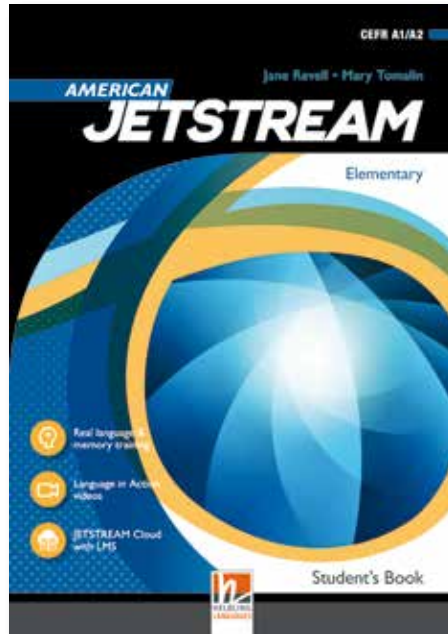
PLUS

Engaging video with dynamic situations for achievable skill building

CEFR & EXAMS

	AMERICAN JETSTREAM BEGINNER	AMERICAN JETSTREAM ELEMENTARY	AMERICAN JETSTREAM PRE-INTERMEDIATE	AMERICAN JETSTREAM INTERMEDIATE	AMERICAN JETSTREAM UPPER INTERMEDIATE	AMERICAN JETSTREAM ADVANCED
CEFR	A1	A1/A2	A2/B1	B1	B2	C1
EXAM	<ul style="list-style-type: none"> • Towards Cambridge English: Key (KET) • IELTS 	<ul style="list-style-type: none"> • Cambridge English: Key (KET) • TOEIC 	<ul style="list-style-type: none"> • Cambridge English: Key (KET) • TOEIC, TOEFL 	<ul style="list-style-type: none"> • Cambridge English: Preliminary (PET) • IELTS, TOEFL 	<ul style="list-style-type: none"> • Cambridge English: First (FCE) • IELTS, TOEFL 	<ul style="list-style-type: none"> • Towards Cambridge English: Advanced (CAE) • IELTS, TOEFL

FOR ADULT LEARNERS



9

What's the alternative?

CEFR
LEVEL

CEFR
A2/B1

UNIT
FOCUS

GRAMMAR: verbs + -ing; present simple and past simple passive; subject / object questions

VOCABULARY: the cost of living; farming; health

FUNCTIONS: managing a conversation

PERSONALIZATION
FROM THE START

UNIT
OBJECTIVES

Lesson 1 Living off the grid?

There are about 1.7 billion people who live "off the grid" worldwide. Living off the grid means that a home doesn't use electrical power from the national grid. A house that is completely off the grid doesn't use any public utilities, like electricity and gas, and it also has its own water supply.



John and Victoria Jungwirth started living off the grid more than 25 years ago when they moved to a very remote part of the US. They built their own home and raised a family there. Their solar panels give them all the electricity they need, and they grow their own food. Victoria works two days a week, and John works one week a month. They spend a lot of time working on their land, something they really enjoy doing. They're completely off the grid, and need very little money.

Margy and Wayne Lutz are a retired couple from the United States who now live in a "float cabin" on Powell Lake in western Canada. A boat gets them to and from their cabin home. They use different kinds of energy, including solar panels and a wind generator, and are completely off the grid. Margy grows some of their food in a floating vegetable garden next to the cabin.

These two couples don't regret living the "alternative life". But is living off the grid an answer to most people's money problems?

You first!

What is your biggest household expense?



★ Did you know?

- We only need about 0.3% of the world's land area for solar power to provide all our electricity needs.
- The Earth gets more energy from the sun in one hour than we use in the whole world in one year.

82

Unit 9

**MOTIVATING
TOPICS**

Motivation is key to learning! American JETSTREAM has been written to be highly motivating for students, and includes interesting perspectives on relevant topics, stimulating and thought-provoking images and lots of personalization activities.

VOCABULARY The cost of living

1. Ask and answer the questions. What do you think the words in bold mean?
 1. Do you pay **rent** or have a **mortgage**?
 2. How do you heat your home? Do you have **central heating**?
 3. What are your **electricity** and **gas bills** like? Are they **high** or quite **low**?
 4. Do you spend a lot of money on **groceries**?
 5. What is your biggest **living cost**?
2. **GUESS** Look at photos A–C on page 82. Talk about the homes and their owners using the words in bold in Exercise 1.

READING

3. Read the first paragraph of the article on page 82. What don't you use if you are "off the grid"?
4. Read the rest of the article about two couples who live off the grid. Match two of the houses on page 82 with the correct couple.
5. Work in pairs. Talk about three similarities and three differences between the two couples' lives. Then read and check your answers.
6. 3.2 Say these words and circle the letter that isn't pronounced. Then listen, check, and repeat.

business camera chocolate different February interesting mortgage scientist vegetable

PRONUNCIATION
PRACTICE

GRAMMAR

7. Look at this sentence. Underline the main verb and the verb that follows it. What is the ending of the second verb?
Cold weather means paying large heating bills.
8. Look at the table. Then find three verbs + *-ing* form in the article. Add them to the list of verbs in the box.
9. What other verbs do you know that are followed by the *-ing* form?

VERB + -ING FORM

After some verbs, we use the *-ing* form of another verb.

I can't **imagine living** off the grid.

We use verb + *-ing* form with these verbs:

like, begin, mean, suggest, imagine, stop, _____,

_____.

We spend *time* doing something: I **spent three hours cleaning** the house yesterday.

© PAGE 142

10. Work in pairs and complete the sentences. Choose from these verbs and phrases or use other verbs.

buy an apartment have a washing machine pay rent live in a mobile home watch TV work

1. To me, modern life means _____.
2. I spend _____ hours a week _____.
3. I don't regret _____.
4. Can you imagine _____?
5. I started _____ ago.
6. I'd like to stop _____.
7. Recently a friend of mine suggested _____ together.

SPEAKING

11. **THINK** Talk about the question in the last line of the article on page 82.
12. Work in pairs. Make notes on ways to reduce your living costs. Then work with another pair and compare your ideas. What changes will you make?

THINK AND GUESS
ACTIVITIES TO
ENCOURAGE CRITICAL
THINKING

Unit 9 83

THINKING
AND MEMORY

Encourage creative and critical thinking with THINK, GUESS and S – similar or different exercises. Focus throughout on memory training as a crucial component in adult learning. The more students exercise their memory in English, the more it will serve them in other aspects of their life.

9

Lesson 2 Kept in small places



chickens in cages
on a factory farm



a free-range
chicken farm

You first!

Do you ever eat chicken?
Is it organic?

VOCABULARY Farming

1. Complete the sentences with these words. Then talk about the questions.

farm farming feed fields keep produce traditional

- On a factory _____, they _____ thousands of chickens in very small cages. Why?
- Why is factory farming the main _____ method these days?
- Is the food healthy on factory farms? Do they _____ animals well?
- What's the big difference between factory farms and a _____ or free-range farm? Which type(s) of farm keeps animals in _____?
- Do traditional farms _____ as much meat as factory farms?

2. Complete the statements with these words and figures.

small antibiotics three 300 40,000

- The average shed on a chicken factory farm contains _____ chickens.
- In factory farming, an animal is kept in a very _____ space.
- Many fish farms have _____ fish in one cubic meter (or 35 cubic feet).
- Two out of every _____ farm animals in the world are now kept on factory farms.
- Nearly 80% of all _____ in America are used in factory farms.

3. Talk about your reactions to the statements in 2.

GRAMMAR 1

PRESENT SIMPLE PASSIVE

be + past participle

	object
active	They keep chickens in very small cages.
	subject
passive	Chickens are kept in very small cages.

© PAGE 142

4. Look at the table, then find and underline three examples of the present simple passive in Exercise 2.

5. Are these statements about the passive true or false?

- We use the passive when the agent (the person or thing that does the action) isn't important or when we don't know who or what the agent is.
- In the passive, the object of the active sentence becomes the subject of the passive sentence.

6. Work in pairs. Take turns to name an animal. Your partner must say where it is found.

THE ANIMAL AS AN OBJECT



How do you feel when you look at a picture of a typical factory farm for chickens? Thousands of chickens are kept in very small cages. They are fed in them, and they live and die in them. The average shed on a chicken factory farm contains 40,000 chickens. The factory farming of cows is a little better as they are sometimes kept outside and the animals are **cleaned**, but they're still kept in very small **spaces** for most of their lives.

Other animals are farmed, too. For instance, the number of fish farms is growing all the time. Many of these have 300 fish in one cubic meter (or about 35 cubic feet) – fish

can get terrible **diseases** in these **conditions**. It's interesting that fish farming is a very old farming **method** – it was used in China about 2,500 years ago. The Romans also kept fish in **ponds** for eating, but not in huge numbers like today!

Not so long ago, all chickens and cows were kept on family farms and chickens were kept mainly for their eggs, not their meat. Until quite recently, people only ate chicken **on special occasions**, or on Sundays. Chickens weren't given special food – they found food on the farm. This is still the situation in a lot of **developing countries**, of course, and today, free-range farmers all

over the world keep farm animals in open, free conditions. But the fact is that two out of every three farm animals in the world are now kept on factory farms.

Factory farming is **cruel**. Animals are **treated** as objects, not living creatures that need space to move. And it isn't only the terrible cruelty that is a problem; this type of farming also creates a lot of **pollution**. But we all know why factory farming is used: it's a lot cheaper than traditional and free-range farming methods. And cheap food means we can feed ourselves and our families with more meat, more fish, and more protein.

STIMULATING
AND THOUGHT-
PROVOKING
TOPICS

READING

7. Read the article above about factory farming. What do the words in bold mean? Which fact from Exercise 2 isn't in the article?
8. Read the article again and answer the questions.
 1. What happens to chickens in factory farms?
 2. What happens when a lot of fish are kept in very small areas?
 3. Why were chickens kept on traditional farms?
 4. How are animals kept on free-range farms?
 5. What two problems does the article say there are with factory farming?
 6. Why does the article say people buy factory-farmed food?

GRAMMAR 2

9. Complete the second sentence in the table.

PAST SIMPLE PASSIVE

active	Until quite recently, people only ate chicken on special occasions.
passive	Until quite recently, chicken _____ only eaten on special occasions.

© PAGE 142

10. Rewrite the sentences in the passive.

1. They only started factory farming about 60 years ago.
2. For hundreds of years, people ate fish on Fridays.
3. Not so long ago, people kept chickens for their eggs.
4. They didn't give chickens special food.
5. People didn't treat chickens badly in the past.

WRITING

GUIDED
WRITING
PRACTICE

11. **THINK** Talk about the questions.
 1. Would you change your eating habits after reading the article? Why? / Why not?
 2. What can we do to improve the conditions of animals on factory farms?
12. Imagine that you take part in an online chat about factory farming. Are you for or against it? Write a paragraph giving your opinion and the reasons for your opinion.

I'm ... factory farming for these reasons.
Firstly, ... Secondly, ... Thirdly, ...

 **EXPLORE ONLINE** Find out if there are any free-range farms in your area.

ONLINE
RESEARCH

Unit 9 85

BEYOND THE CLASSROOM

The Explore feature offers an opportunity for students to go beyond the page and find out more about some aspect of the topic. They do the research online, make notes, and report back. There is a natural mixed-ability element to this activity. For schools that would like to integrate mobile devices into the classroom, these activities are an ideal opportunity to do so.

9

Lesson 3 What is back pain?

You first!

Have you ever had acupuncture? Did it help?

a) ☐ osteopathy



b) ☐ acupuncture



c) ☐ conventional medicine



d) ☐ homeopathy



VOCABULARY Health

LOTS OF
USEFUL
VOCABULARY

1. 3.3 Look at the photos and complete the descriptions of four different types of medicine. Then listen and check.

1. In _____, needles are placed in the body. It started in Ancient China.
2. _____ is a health system that works with the bones and muscles.
3. In _____, a patient is given tiny amounts of natural substances.
4. _____ uses science to treat illness.

2. Check the meaning of the words in **bold**. Then ask and answer the questions.

1. How often do you get **colds** or **the flu**? What's the difference between them? Do you **feel sick** with a cold or **have a temperature**?
2. What do you do if you **get a headache**? Do you take **painkillers**?
3. Have you ever had a **serious illness**? How were you treated? Were you given **pills**?
4. Do you always use **conventional medicine** and **go to the doctor** if you're sick? Or do you sometimes use **alternative medicine**?

LISTENING 1

LISTENING
THAT
CONNECTS
TO THE REAL
WORLD

3. 3.4 Listen to the first part of a talk about alternative medicine. Number the types of medicine in the order they are mentioned.
4. 3.5 Listen to the whole talk. Are these statements true (T) or false (F)? Then listen again and check your answers.
 1. Half of people in developed countries use some kind of alternative medicine.
 2. Conventional medicine isn't always a successful treatment for back problems.
 3. Only a small number of people don't believe in alternative medicine.
 4. People can get better just because they believe a treatment will be successful (the placebo effect).
 5. A lot of people in developed countries only use alternative medicine for serious medical conditions.
 6. People think that conventional medicine is always safe.

YOU FIRST!

Build students' confidence by involving them and allowing them to use the language they already know. Helps the teacher target the teaching more effectively too!

LISTENING 2

6. 3.6 Listen and circle the correct answers.

- Elif is visiting *a conventional doctor / an osteopath*.
- Her health problem is *back pain / a high temperature*.
- Michael is visiting *an acupuncturist / a homeopath*.
- He often gets *bad colds / headaches*.
- Paula is visiting *a conventional doctor / an acupuncturist*.
- She has *a bad earache / the flu*.

7. Listen again and answer the questions.

Conversation 1

- How long has Elif had back pain?
- What kind of movements are difficult for her?

Conversation 2

- How often does Michael get headaches?
- What does he say about painkillers?

Conversation 3

- What are Paula's symptoms?
- What is the doctor's advice?

GRAMMAR

8. Complete the sentences in the table. Then answer the questions below.

SUBJECT / OBJECT QUESTIONS WITH WHO / WHAT / WHICH

A	Who has back pain?	Elif has back pain.	B	What does Elif have?	She has back pain .
	Which doctor visited Elif yesterday?	Dr. Hammond _____.		Who _____ Dr. Hammond visit?	She _____.

- In A, is the answer in bold the subject or object of the sentence? What about in B?
- How are the questions different in A and B?

© PAGE 142

9. Ask and answer subject / object questions about the people in 7. Use these verbs to help you.

get go to have see take visit

SPEAKING

10. Work in small groups. Talk about the experiences you, your family, and friends have had with alternative medicine.

11. Follow the instructions.

- Choose a medical condition and make some notes about the problems.
bad headaches for two months / doctor says not serious / take painkillers, but don't help much
- Work in small groups. Describe your problem to the group and ask for advice.
- What is the majority opinion for each condition? Choose someone in your group to tell the class.

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

has never used
alternative medicine.

has used
alternative medicine
more than once.

uses alternative
medicine for conditions
that aren't serious.

has used
alternative medicine,
but doesn't use
it any more.

doesn't believe in
alternative medicine.

has spent a lot
of money on alternative
medicine.

STUDENTS
INTERACT
WITH EACH
OTHER TO
FIND OUT
INFORMATION

Unit 9 87

SPEAKING

There are speaking activities at all stages of a lesson in American JETSTREAM. They range from carefully controlled activities in Elementary to listening and reading texts that offer opportunities for more open and stimulating discussion in higher levels.

9

Vocabulary PLUS

HEALTH



1. A What's the matter? Are you feeling OK?
B I have a _____!



2. A Are you OK?
B No. My _____ is terrible.



3. A What's wrong?
B I have a really bad _____!



4. A I have a terrible _____!
B Take it easy!



5. A What's the problem?
B I have a _____.



6. A What's up?
B My arm _____.

IMAGES TO FACILITATE VISUAL LITERACY

MEMORY TRAINING

1. 3.7 Complete the conversations above with these words. Then listen and check.

backache earache headache hurts stomachache toothache

2. Look at the pictures only and act out the conversations.

3. Match the verbs in A with words and phrases from B. You can use each word more than once.

A feel have get go to see take visit

B better a cold a / the doctor flu sick an illness medicine a painkiller / painkillers a pill a temperature well

4. Complete this conversation at a drugstore using words and phrases from Exercise 3. More than one answer may be possible.

Woman:

Hi, I don't ¹ _____ very ² _____. I have ³ _____ and also a high ⁴ _____.

Can you recommend something to take?

Pharmacist:

Yes, these ⁵ _____ will help. If you don't ⁶ _____ in the next few days, you should ⁷ _____.

USEFUL EXPRESSIONS

5. 3.8 Put these phrases in order to make a conversation. Then listen and check.

a) ☐ I What's the matter? b) ☐ How do you mean? c) ☐ I'm not very well. d) ☐ I'll do that.
e) ☐ I have a stomachache. I feel sick. f) ☐ You should take it easy. Go to bed.

6. Take turns to act out this situation.

A Ask what the problem is.
Ask more questions.
"How long have you had it?"
Give some simple advice.

I think you should see a doctor.

B Reply.
Reply.
Reply.

No, I think I'll just take a painkiller and go to bed for a while.

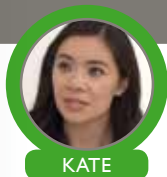
HIGH-FREQUENCY WORDS AND PHRASES HIGHLIGHTED AND PRACTICED



Language in Action

9

MANAGING A CONVERSATION



KATE



LUKE



1. **GUESS** Look at the pictures. How do you think they're connected? What do you think Kate and Luke are going to talk about?

2. **3.9** Watch or listen to the first half of the video. Then answer the questions.

- Did you guess the topic of the conversation?
- How much is the bill?
- Why is it so high?
- What two things does Kate suggest to fix the problem?

3. The following phrases all help to manage a conversation. Which phrases do Kate and Luke use to introduce a topic (I), change topic (C), or continue with a topic (CW)?

It's that time ...

We do, but ...

Yeah, but I have to say ...

But in the meantime ...

Oh, you know ...

4. **3.9** Watch or listen to the second half of the video. Notice how Kate and Luke come to a solution without getting angry. Put 1–5 next to the correct question.

What's the problem?

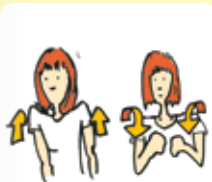
What do they both agree on?

What are some solutions?

- They can eat well but spend less.
- Parties are important.
- They can look for cheaper options.
- The store down the street does a good job.
- They are spending too much money on food.

5. Work in pairs and act out this conversation.

Student A	Student B
Introduce the topic of your energy bill and how high it is.	Continue the conversation about the energy bill.
Change the topic to how much money you spend on food and why.	Continue the conversation and provide a solution.
Agree with the solution and suggest one more.	Choose one of the solutions.



De-stress!

Stress often causes tension in our shoulders. Raise and release your shoulders a few times then do some shoulder circles in both directions.

we don't say ...

~~I can't imagine do that~~

~~What do they use for?~~

~~What happen to you?~~

~~The head hurts to me.~~

~~Fish eats itself on Saturdays.~~

we say ...

I can't **imagine** doing that.

What **are** they **used** for?

What's the matter?

My head hurts.

Fish is **eaten** on Saturdays.

FOCUS
ON COMMON
ERRORS

Unit 9 89

LANGUAGE IN
ACTION VIDEOS

Lively video featuring engaging situations with familiar characters in visually appealing settings. Students are exposed to everyday language that they can practice on their own with the accompanying audio.

9 & 10 REVIEW

e-ZONE ▶ LISTENING IELTS READING KEY part 5 WRITING TOEIC SPEAKING TOEFL PRACTICE PAPERS KEY TOEIC TOEFL

Superfoods



salmon

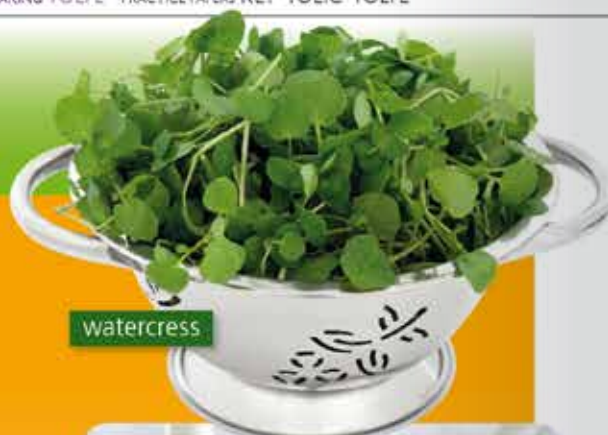
Every month, it seems, a new food is discovered that will make you "super" healthy! Here are four of them:

Quinoa is a grain that was first grown in South America and was eaten as long ago as 2000 BC. It's a "complete protein"—in other words, like meat, it has all the protein you need.

Apparently, **watercress**, which is full of vitamins and minerals, is the most nutritious vegetable there is. As the name suggests, it's grown in or near water and is found all over the world. It's possible that it can fight cancer.

Scientists found that the Kuna Indians in the San Blas Islands, who drank more than five cups of **cocoa** a day, had much less heart disease and cancer than other people. When the Indians moved to big cities their health got worse. Interestingly, they had stopped drinking cocoa. But more research is needed before scientists can say that cocoa is definitely good for the heart.

And finally, there really is evidence that **oily fish**, like salmon, may prevent heart disease, and the advice is to eat it at least once a week. It is also thought that fish oils may help prevent an eye disease in older people.



watercress



quinoa



cocoa

- Before you read the article, discuss the photos. Answer the questions with a partner.

Which of these food items ...

- may help prevent an eye disease in older people?
- do Kuna Indians have a lot of?
- may fight cancer?
- is grown in South America?

- Read the article and check your answers.

- Try and remember one or two facts about each superfood. Don't look at the article! Then read and check your answers. Which fact surprised you?

- Complete the sentences with the present simple passive or past simple passive of the verb in parentheses.

- Quinoa _____ (know) as a complete protein.
- Oils that are good for the heart _____ (find) in fish such as salmon.
- Chocolate _____ (eat) all over the world.
- Some interesting research _____ (do) on quinoa last year.
- Kuna Indians _____ (study) for their diet in the 1990s.

5. 3.18 Listen to interviews with four people. How many of them eat superfoods? Why?
6. Complete the sentences with the past simple or past perfect form of the verbs in parentheses. Then listen again and check your answers.
- When I _____ a vegan, I _____ sick with a stomach condition. (become / be)
 - Then I _____ a vegan, and I _____ better. (become / get)
 - I have a friend who _____ very badly for a while because she _____ with her boyfriend. (eat / break up)
 - I _____ eating junk food after I _____ my job. (start / lose)
 - When I _____ her last week, she _____ a new diet. (see / start)
7. Work in pairs. Take turns to ask and answer two types of questions about the interviews beginning with *Who* or *What*.

Who became a vegan?

What did Catherine become?

8. Work in pairs. Interview two or three people. Ask them if they eat superfoods and find out about them and their diet.
9. Write your interview as a report. Give some information about each person.

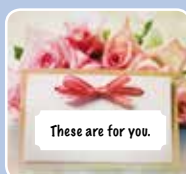
We interviewed two people: Pedro and May.

Pedro works as a ... He tries to eat very healthily. He said that ...

PREPOSITION PARK

Look at the different uses of the preposition *for*.

- These are *for* you.
- We walked *for* two hours.
- I went to the store *for* some food.
- I bought a dress *for* only \$15!



Write the correct use of *for* (a–d) from above in 1–6.

Yesterday, I went shopping ¹ _____ about three hours. I bought a present ² _____ my boyfriend – I found a great coat ³ _____ only \$40. We had planned to go out ⁴ _____ dinner that evening, but on the way there, I realized I'd forgotten his present, so I went back home ⁵ _____ it. I got to the restaurant an hour late! When I arrived, he had some flowers ⁶ _____ me – I felt terrible!

FOCUS ON
PREPOSITIONS
AND THEIR USE

Cross Culture TABLE MANNERS



- a. Look at the photo and answer the question below. Then read and check your answers in the article.

What do you know about table manners in these countries?

- Germany
- India
- China
- Egypt



Table manners can be very different in different countries.

In the West, silverware is used at meals. But in India, Pakistan, and in Arab and African cultures, food is often eaten with the hands. It's important to wash your hands before the meal, of course. And people often don't use their left hand because it is considered unclean.

In some countries, like India and Japan, you are expected to eat all the rice on your plate to show you have enjoyed your meal. But in Cambodia, Jordan, Egypt, and China, you should leave a little food on your plate. If you don't, it suggests that you haven't had enough to eat.

Even in the West, there are different rules about using silverware. For example, in Germany, you don't usually take food in your hands; it's always eaten with a knife and fork, so when you eat a hamburger, you should use a knife and fork, a custom that Americans think is very strange! And Germans don't usually use their knife to cut boiled potatoes. Instead, they use the side of their fork.

- b. Work in pairs. Decide on Student B's nationality. He / She must have different table manners from your own.

STUDENT A: You have a guest in your home of a different nationality to your own. Explain your country's customs at the table to them.

STUDENT B: Listen with interest and say how your eating customs are different.

CROSS-CULTURAL
INTERFACE

Units 9 & 10 | REVIEW 99

CULTURE

A regular feature offering an opportunity to reflect on and discuss cultural differences and similarities worldwide. There is usually a short reading text with a task, often leading to a discussion and a comparison with the students' own culture.

A second chance

THIRTY-FIVE YEARS EARLIER, when Jane was in school in the US, her dream was to become a Spanish teacher. She studied hard and got the grades she needed to go to college, but then she decided to take a break before starting her degree. She went to Chile and spent the first five months working as a volunteer teacher in the beautiful Elqui Valley. She helped Chilean teachers teach English to children. There she met Monica, a Chilean student from Santiago, and they soon became good friends. They returned to Santiago together, and Jane stayed at Monica's apartment, where she lived with her parents.

On the second day there, Jane and Monica were waiting outside the apartment for the elevator when the doors suddenly opened, and a young man carrying supermarket bags rushed out and bumped into Jane. His bags crashed to the ground, and all of his groceries fell out. Jane bent down to help him pick up his things and their eyes met. Time stopped for both of them: love at first sight, if you believe in such a thing.

The young man smiled, apologized, thanked her for her help, and walked quickly down the hallway.

"Wow! Who was that?" Jane asked Monica. "He's gorgeous! And I think he liked me."

"Oh, that's our new neighbor, Felipe," Monica said. "Yeah, he's really good-looking and he's really nice, too."

Early the next morning, Jane left the apartment to go to a meeting with the other volunteers. She always walked very fast. She was walking around the street corner when Felipe suddenly appeared from the other direction, and bumped into her.

"Oh, I'm so sorry!" he said. "Wow, that's the second time now! We must stop meeting like this." They both laughed.

"My name's Felipe. It's really nice to see you again."

"Hi, my name's Jane."

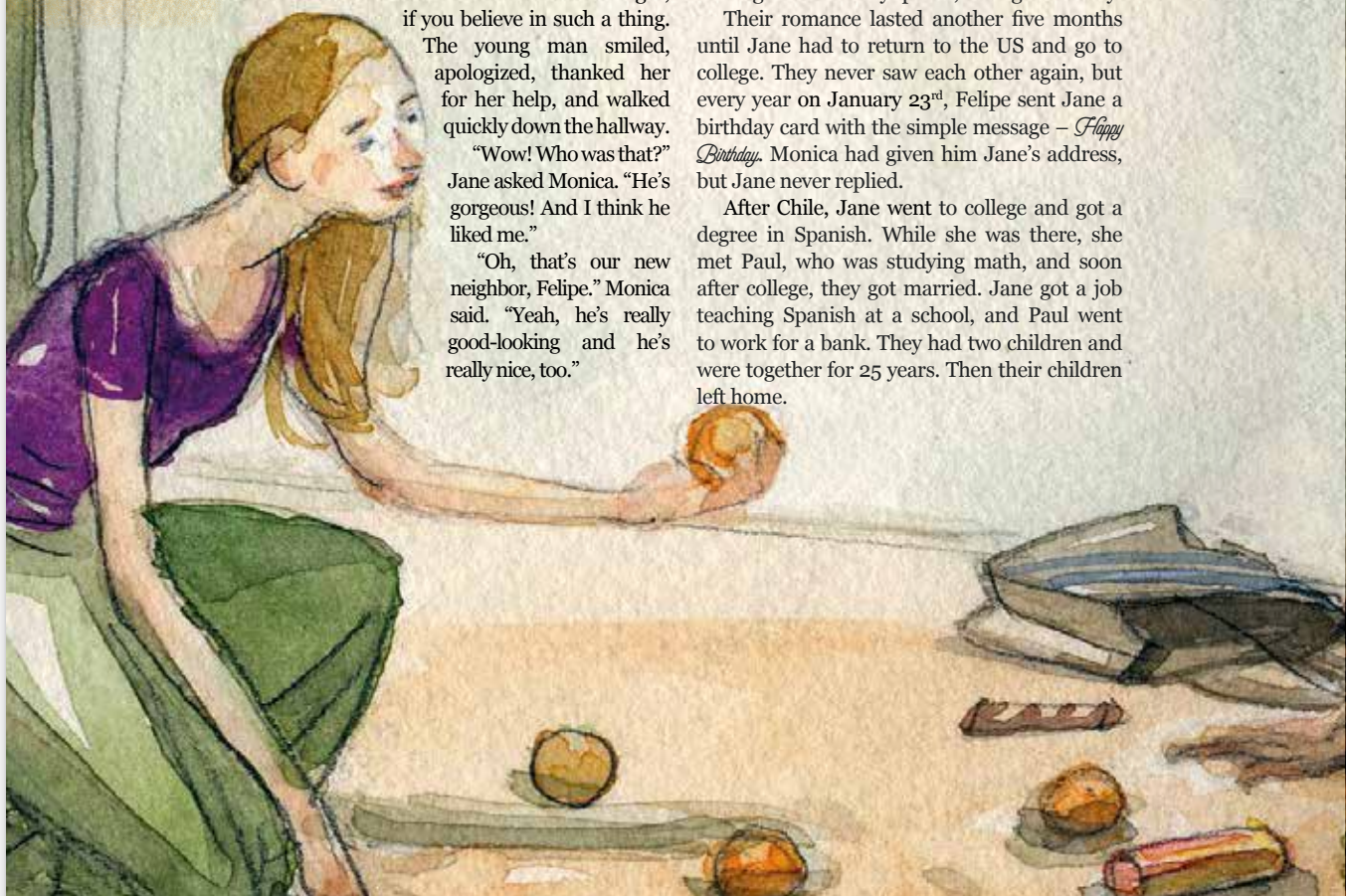
"Would you like to go have coffee with me?" Felipe asked her.

"Sure!" she replied. Jane never got to her meeting. They sat in the coffee shop all morning, talking, laughing, and having a really great time together.

It didn't take long before they started dating. They were really happy. On January 23rd it was Jane's birthday, and they decided to go to the beach together to celebrate. They went by bus to Viña del Mar, about 120 kilometers from Santiago. It was a very special, unforgettable day.

Their romance lasted another five months until Jane had to return to the US and go to college. They never saw each other again, but every year on January 23rd, Felipe sent Jane a birthday card with the simple message – *Happy Birthday*. Monica had given him Jane's address, but Jane never replied.

After Chile, Jane went to college and got a degree in Spanish. While she was there, she met Paul, who was studying math, and soon after college, they got married. Jane got a job teaching Spanish at a school, and Paul went to work for a bank. They had two children and were together for 25 years. Then their children left home.



STORIES

Four lively and enjoyable new stories per level (in Elementary, Pre-intermediate, Intermediate) written specifically for American JETSTREAM provide practice in extensive reading, where students can read for meaning and pleasure without necessarily studying the text in detail.

Paul always seemed to be quite content with the life they had, but Jane always felt there was something missing in her life, and she wasn't happy. She and Paul did not have much in common; Paul was very methodical and liked everything to be organized and neat and tidy; Jane was very messy. She loved books, and she used to keep them all after she had read them. She filled all the shelves in the house with her books, and she also started to pile her books on the stairs. Finally, she took the car out of the garage, parked it in front of the house and filled up the garage with even more books.

When the annual birthday card came from Felipe, she looked at it carefully and thought, "I wonder where Felipe is now." She remembered her time with him in Chile and realized that had been the happiest time of her life. She decided to try and find him, so she started to look for him online. She browsed all the usual social and professional networking sites, but found nothing. Felipe's name was very common in Chile, but Jane was determined to find him. "I won't give up searching," she told herself.

Then she discovered a special site for finding people. She put all the information about Felipe she could remember – his full name, parents' names, date of birth, address, phone number, hobbies, and interests. She had always kept the birthday cards he sent and the envelopes. The stamps showed where Felipe had sent them from. There were a few different places.

For several weeks, nothing happened. Then a message came. Someone had found him! He was living in Concepcion in Chile.

There was a photo of him. It was definitely him. "Oh, he's changed so much," thought Jane. "But he looks even more interesting now!" Felipe had a profile on a social

media network, so Jane sent him a message – "Hi!" Seconds later a reply came "Hi! That was a very short message after all these years!"

They immediately started to send each other messages, e-mails, and even long letters. It seemed just like when they first met, and they got along really well. Like Jane, Felipe had got married and had children. Now he was divorced and on his own.

Several months after this first contact, Jane decided to go to Chile. She told Paul that she and Felipe planned to stay together there and that she didn't intend to come back to the US. The birthday cards from Felipe every year had always annoyed Paul, but now he didn't seem to care anymore; their relationship was basically over, and they both accepted this.

Jane flew from London to São Paulo in Brazil. She had to get a connection there to Santiago. She arrived at 6:05 a.m. Her flight to Santiago was at 9:05 a.m.

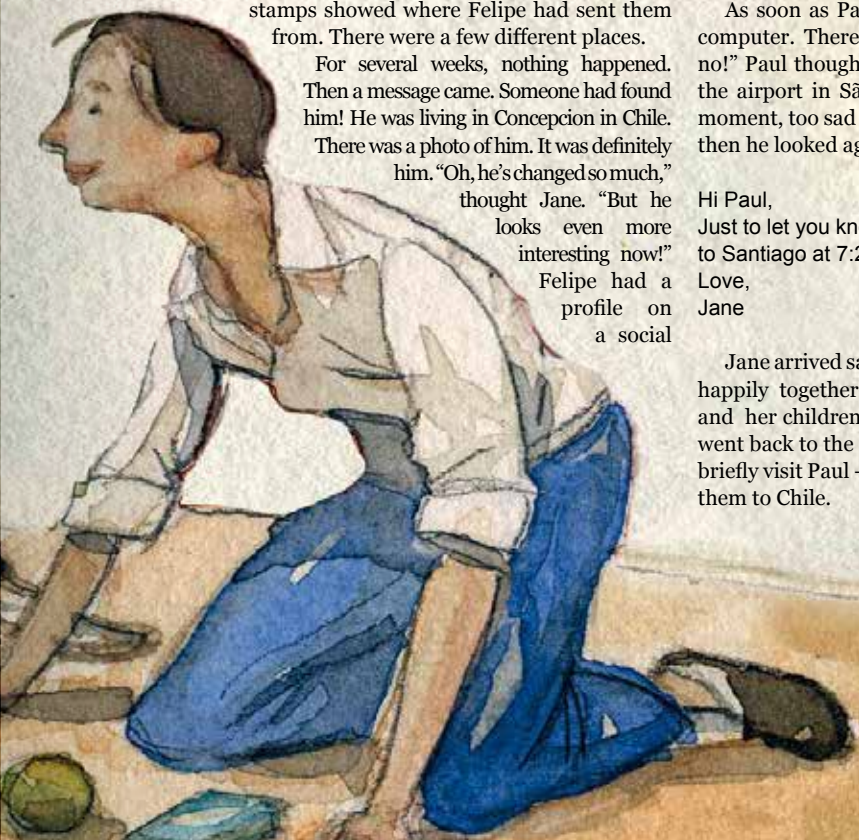
Later the same day, in the US, Paul was on the treadmill at the gym, watching the news on the TV in front of him. A new caption suddenly appeared: Breaking news: Flight from São Paulo to Santiago crashes over the Andes killing all passengers and crew.

He couldn't believe his eyes. He stopped walking and waited for more details. It was soon confirmed. The 9:05 flight had crashed. Jane was dead! Paul was devastated.

As soon as Paul got home, he switched on his computer. There was an e-mail from Jane. "Oh, no!" Paul thought. "She must have sent this from the airport in São Paulo." He turned away for a moment, too sad to read the e-mail right away, but then he looked again. It was a very short message:

Hi Paul,
Just to let you know that there was an earlier flight to Santiago at 7:25, and I managed to get on it!
Love,
Jane

Jane arrived safely in Chile. She and Felipe lived happily together in a big house in Concepcion, and her children came to visit her often. She only went back to the US once, a few years later, just to briefly visit Paul – and to get all her books and ship them to Chile.



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ISBN: 978-3-99045-460-2



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