

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

JETSTREAM

A QUICK TOUR OF ALL FEATURES

LOOK
INSIDE

The brand new 6-level course for ADULT LEARNERS



JETSTREAM LET

YOU FIRST!

Boost 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 USE

Clear grammar with meaningful practice

MOTIVATING TOPICS

Interesting topics, thought-provoking photos and personalisation 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

EVERYDAY ENGLISH VIDEO

Lively, engaging videos for realistic practice including
dialogue karaoke at Beginner and Elementary

REVISION AND CONSOLIDATION

Review sections every two units

CROSS CULTURE

Short readings allow reflection and
discussion of cultural differences

STORIES

Practice in extensive reading
with four lively stories

EVERYTHING YOU NEED

Jane Revell,
Jeremy Harmer,
Mary Tomalin,
Amanda Maris and
Deborah Friedland



JEREMY HARMER

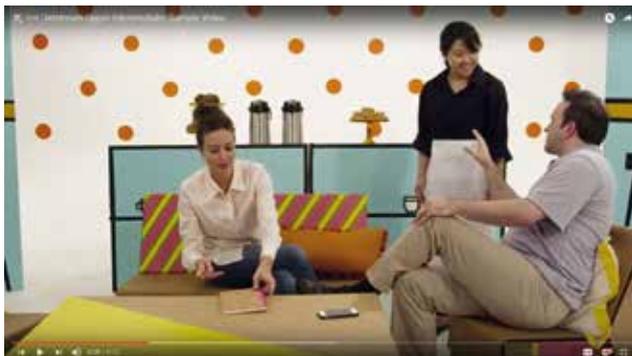


JANE REVELL

JETSTREAM is a 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 and which prepares students to use their English effectively in work and life.

- Interesting **contemporary topics** to get students talking
- **Balanced syllabus** to provide confidence
- **Everyday English video**, with dialogue karaoke at Beginner and Elementary for realistic speaking practice

- **Extra online content** for individual or class use
- **Workbook** with revision 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



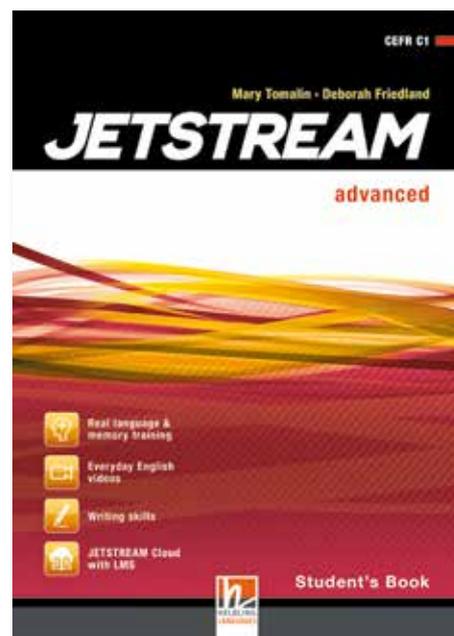
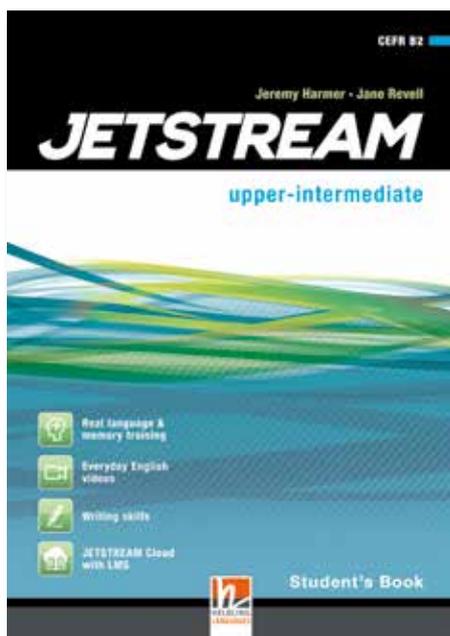
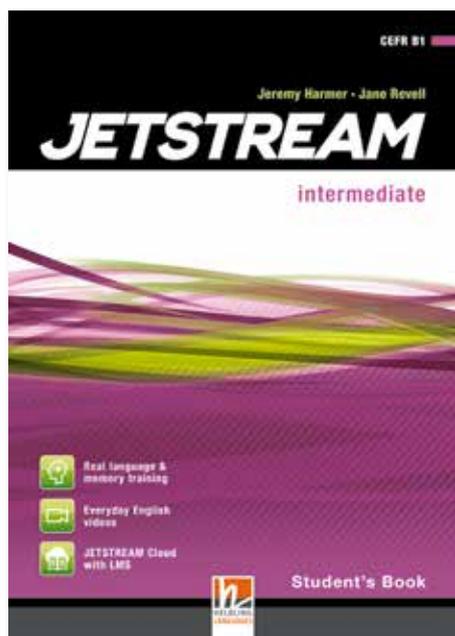
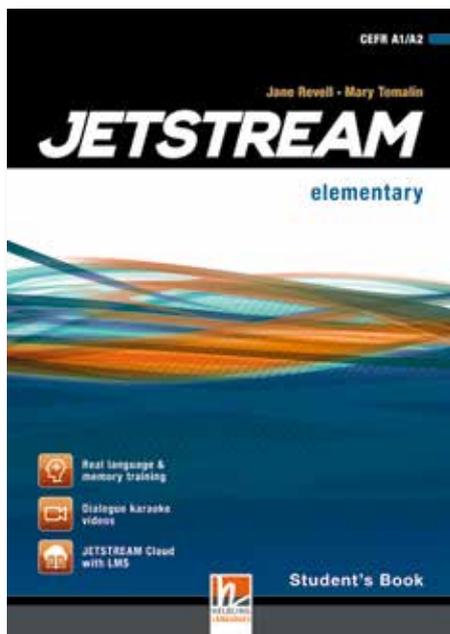
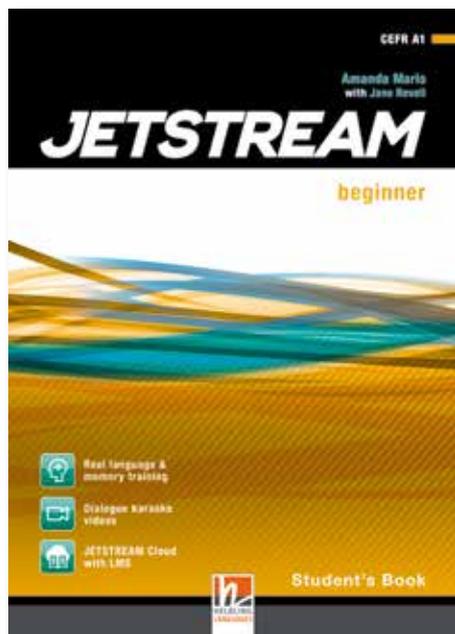
PLUS

Engaging video with dynamic situations for achievable skill building

CEFR & EXAMS

	JETSTREAM BEGINNER	JETSTREAM ELEMENTARY	JETSTREAM PRE-INTERMEDIATE	JETSTREAM INTERMEDIATE	JETSTREAM UPPER INTERMEDIATE	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



2

Family and home

CEFR LEVEL

CEFR A1

UNIT FOCUS

GRAMMAR: *have*; possessive 's; *there is / there are*
 VOCABULARY: family; rooms and furniture; places in town; large numbers
 FUNCTIONS: talking about your family; describing your home; talking about places; asking for directions

UNIT OBJECTIVES

Lesson 1 We have six children.



PERSONALISATION FROM THE START

You first! What do you think of this wedding?

VOCABULARY Family

1 Work in pairs. Talk about the photo.

- 1 Are you a *Star Wars* fan?
- 2 Who are the characters?

2 1.28 Listen and repeat.

aunt brother daughter father grandfather
 grandmother husband mother parents
 sister son uncle wife

3 Put the words in 2 in pairs. Which word isn't used?

- 1 grandmother / _____
- 2 uncle / _____
- 3 mother / _____
- 4 brother / _____
- 5 wife / _____
- 6 daughter / _____

4 GUESS This is Sally and Pete's wedding. Who are the family members in their wedding photo?

'Who's this?' 'I think it's Sally's mother.'
 'I agree. / No, I think it's her sister. Let's write 'Sally's sister'.'

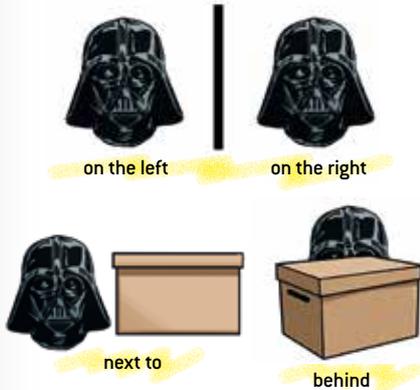
SIMILAR OR DIFFERENT TO YOUR LANGUAGE?

YOU FIRST!

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

5 1.29 Listen and circle the correct words. Check your ideas in 4.

I love this photo. It's my wedding photo, so Pete and I are now ¹husband / uncle and ²daughter / wife. My ³grandfather / mother is on the right, next to me. And just behind her is my ⁴sister / brother and her ⁵daughter / son – he's in black. And that's my ⁶aunt / father behind me – he's Darth Vader! Next to him, on the left, is my brother – he's a Stormtrooper!



6 Read the information. Complete the sentences below with the correct names.

Do you have a big family?	
Paul 	No, I don't have a big family. I'm an only child. But my aunt has two children and my uncle has three children.
Tan 	Yes, I do. My husband and I are both 36. We have three girls and three boys. My sister, Yi Ling, and her husband have nine children.

- _____ has six children.
- _____ 's uncle has three children.
- _____ has five cousins.
- _____ has nine nephews and nieces.

7 How many family words can you remember?



GRAMMAR 1

8 Read the information in 6 again and complete the table.

HAVE	
affirmative	
I / you / we / they	_____
he / she / it	_____
negative	
I / you / we / they	_____
he / she / it	doesn't have
questions and short answers	
Do I / you / we / they have ...?	
Yes, I do . / No, they don't .	
Does he / she / it have ...?	
Yes, he does . / No, she doesn't .	

© PAGE 133

9 1.30 Complete the conversations. Then listen and check.

- WOMAN** Paul, tell me about your family. Is it big?

PAUL No, I ¹_____ brothers and sisters. But I ²_____ five cousins.
- WOMAN** Tan, do you have a big family?

TAN Yes, I do. We ³_____ six children and my sister ⁴_____ nine!

GRAMMAR 2

POSSESSIVE 'S
my sister's son = the son of my sister (singular)
my brothers' names = the names of my brothers (plural)

© PAGE 133

10 Are these sentences true or false? Correct the false sentences.

- My nephew is my sister's son.
- My aunt is my grandfather's sister.
- My uncle is my mother's brother.
- My niece is my uncle's daughter.
- My cousin is my aunt's daughter or son.

SPEAKING

11 **THINK** Talk about the questions.

- What's a big family? Five children? Six children?
 - What's a small family?
- ‘I think a big family is five children or more.’

12 Ask and answer questions about your own families.

Unit 2 17

GRAMMAR/
VOCABULARY
SPOTS HELP
STUDENTS
WITH THE
ACTIVITY

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 She wears a uniform at work.



You first! Do you wear a uniform at work?

SPEAKING

1 Look at the photos and answer the questions.

- 1 What are they wearing?
- 2 What do you think they do?

What **does he / she do**? He's / She's a flight attendant.
What **do you / they do**? I'm a chef. / They're nurses.

2 Name some other jobs where people wear a uniform. What's the uniform like?

GRAMMAR 1

3 Read the sentences in the table and circle the correct words in rules 1 and 2 below.

PRESENT CONTINUOUS V PRESENT SIMPLE	
The nurse is wearing a uniform in the photo.	
Is she wearing a dress?	Yes, she is . / No, she isn't .
She wears a uniform at work. She doesn't wear a uniform at home.	

⊙ PAGE 140

- 1 We use the *present simple* / *present continuous* to describe a picture or to talk about what's happening now, at the moment, today.
- 2 We use the *present simple* / *present continuous* to talk about what happens in general and with words like *always*, *often*, *usually*, etc.

4 Circle the correct words to complete the sentences.

- 1 The chefs above *wear* / *are wearing* white hats. They *don't wear* / *aren't wearing* those hats at home.
- 2 The security officer *works* / *is working* late today. He *often works* / *is often working* all night.

- 3 The flight attendant *travels* / *is travelling* a lot in her job. At the moment, she *visits* / *is visiting* friends in San Francisco.
- 4 The nurse *often works* / *is often working* very long hours and she *doesn't make* / *isn't making* a lot of money. It's a hard job.

5 Complete the questions and answers with the correct form of the verbs in brackets.

- 1 A _____ you _____ (phone) someone?
B No, I _____.
- 2 A _____ someone _____ (phone) you?
B Yes, they _____.
- 3 A _____ you _____ (work) in a hotel?
B Yes, I _____.
- 4 A _____ (be) you a receptionist?
B Yes, I _____!

6 Work in small groups. Follow the instructions and guess the job. Use the questions in 5 to help you.

- One person thinks of a job and mimes a typical action.
- Other people in the group ask yes / no questions.
- You can only ask ten questions.



ESSENTIAL GRAMMAR

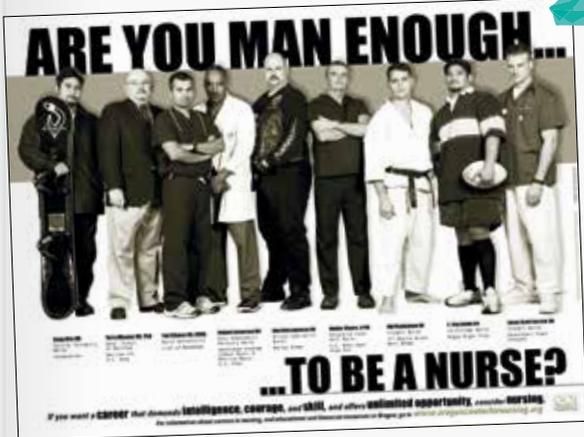
"Are you the cleaner?"

There are three million nurses in the USA. Only 6% of them are men, but the numbers are going up fast. Morris Baxter is studying to become a nurse at the moment.

'I'm the only black male in my class,' he says. 'Most nurses are white and female - it isn't always easy for me, but it's a wonderful job.'



STIMULATING AND THOUGHT-PROVOKING TOPICS



Morris originally wanted to study law, but he changed his mind. He decided to become a nurse when his sister had a car accident two years ago. She was in hospital for a month and Morris visited her every day. He thought the nurses were wonderful.

'They didn't just help my sister,' he said, 'they helped me too. They sat and talked to me and they even made me meals. I hated hospitals in the past, but now I think they're fantastic. I often work long hours but do you know what? I feel at home. I really enjoy doing my job and I love caring for people.'

Does Morris ever have any problems? 'Well, it's hard work and it can be quite stressful, and sometimes people ask me: "Are you the cleaner?" But I love my job and I know I'm making a difference.'

READING

- 7 Take turns to describe a man from the advert above and guess which one it is.
- 8 **THINK** Talk about the questions.
 - 1 The men in the advert are all nurses. What else do you think they do?
 - 2 What is the purpose of the advert?
- 9 Read the article. What is the answer to the question in the title?
- 10 **Can you remember? Are these sentences true or false? Then read again and check your answers.**
 - 1 Nursing is a man's world.
 - 2 The numbers of male nurses are falling.
 - 3 Morris Baxter is a qualified nurse.
 - 4 He always wanted to be a nurse.
 - 5 Morris thought his sister's nurses were great.
 - 6 He works hard but he really enjoys it.

EXPLORE Find out which other jobs have low numbers of men / women.

ONLINE RESEARCH

GRAMMAR 2

STATE VERBS

Some verbs hardly ever occur in the continuous form, but only in the simple form. They are called state verbs because they describe states, not actions. Here are some examples: *believe, hate, hear, like, see, understand.*

© PAGE 140

- 11 Read the grammar box and find other state verbs in the article above.
- 12 **3.5** Complete the dialogues with the correct form of the verbs in brackets. Then listen and check.
 - 1 A _____ (believe) there's life on Mars?
B No, I _____ (think) that's impossible.
 - 2 A I _____ (not understand) the word *enough*.
What _____ (mean)?
B It _____ (mean) *sufficient*.
 - 3 A _____ (mind) if I sit here?
B No, that's fine.
 - 4 A _____ (prefer) orange or apple juice?
B I _____ (love) apple. I really _____ (not like) orange juice very much.
- 13 **EVERYBODY UP!** Find someone who:
 - is wearing red socks.
 - works in an office.
 - wears special clothes at work.
 - really enjoys their job.
 - believes in Father Christmas.
 - isn't wearing a watch.
 - doesn't like hospitals.
 - is studying at university.

STUDENTS INTERACT WITH EACH OTHER TO FIND OUT INFORMATION

Unit 9 83

MOTIVATING TOPICS

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

Lesson 3 I forgot my passport!



VOCABULARY Travel

- Look at the photos. What's the problem in each one?
- 3.30 Write the words under the correct way of travelling. Then listen, check and repeat.

airport baggage reclaim boarding card
check-in desk coach departure gate flat tyre
flight garage hand luggage parking ticket
petrol platform station traffic

by air	by train	by car
airport	coach	flat tyre

- Match the words with the pictures.

backpack passport suitcase ticket train



PLENTY OF USEFUL VOCABULARY

- THINK** Talk about the kind of travel problems you can have with the items in 3. Use these words to help you.

break down cancel forget get off get on
leave lose miss take

'A train can break down, or you can lose your ticket.'

LISTENING

- 3.31 You are going to hear five people talking about a travel problem they have had. Listen and number the pictures in 3 in the order of the conversations.
- Listen again. What problem did each person have?
- 3.32 **GUESS** What do you think happened next? Listen to the complete conversations and check your ideas.

FOCUS ON REAL, USEFUL LANGUAGE

SPEAKING

There are speaking activities at all stages of a lesson in 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.

GRAMMAR

- 8 Read the sentences in the grammar box, then circle the correct word to complete the rules below.

TOO AND ENOUGH

The woman's backpack was **too big** for hand luggage. It wasn't **small enough**.

◎ PAGE 142

- 1 Too goes before / after an adjective.
- 2 Enough goes before / after an adjective.



- 9 Complete the sentences with **too** or **enough** and the word in brackets.

- 1 My suitcase wasn't _____ for all my clothes. (big)
- 2 I'm _____ to go out tonight. (tired)
- 3 Ten minutes isn't _____ to get from the station to the airport. (long)
- 4 Twenty kilos is much _____ for hand luggage! (heavy)

SPEAKING

- 10 Answer the questions. For each question say when it happened and what you did.

Have you ever ...

- 1 forgotten your passport?
- 2 missed a flight?
- 3 lost your luggage?
- 4 had a parking fine?
- 5 run out of petrol?
- 6 had a flat tyre?

- 11 Ask another person the questions in 10.

- ‘Have you ever missed a flight?’
 ‘Yes, I have. Just once.’
 ‘When did that happen?’
 ‘Oh, about two years ago.’
 ‘What did you do?’
 ‘I went home!’

- 12 3.33 Say these words and write them under the correct sound /aɪ/ or /ɪ/. Then listen and check.

arrive cliff climb cycle dive drive driven
 fine flight fly idea island light listen
 minute miss ride ridden ticket time trip

/aɪ/	/ɪ/
arrive	cliff

WRITING

- 13 3.34 Complete the conversation with the correct form of these verbs. Then listen and check.

be get get to get up go have
 leave look say show

JOAN So how was your trip?

FRANK It ¹_____ a disaster! We ²_____ really early and ³_____ the house at six. We ⁴_____ the airport bus at 6.30 so we ⁵_____ the airport by seven. We already ⁶_____ our boarding cards so we ⁷_____ straight to passport control. I ⁸_____ the woman my passport. She ⁹_____ at it for a long time, and then she ¹⁰_____, ‘I’m afraid your passport is out of date.’

JOAN Oh no! So what did you do?

FRANK I said goodbye and went home again!

- 14 Write a short story about a travel problem you have had. Use ideas from 10 and 13 to help you.

MOVIES

Match the films with the type of travel.

ship plane train bus

Murder on the Orient Express
 (UK, 1974, dir. Sidney Lumet)

Alive (USA / Canada, 1993, dir. Frank Marshall)

Speed (USA, 1994, dir. Jan de Bont)

Titanic (USA, 1997, dir. James Cameron)

In which films did Leonardo DiCaprio, Keanu Reeves and Ingrid Bergman appear? Check online.

MOVIES & MUSIC

MUSIC

Can you find two mistakes in the first line from this Johnny Nash song?

I can hear clearly now the train is gone.

Search online. What other things ‘are gone’ in the song? What is there instead?

Unit 11 103

← PRONUNCIATION PRACTICE

GUIDED WRITING PRACTICE

STUDENTS CAN USE THEIR ENGLISH IN A FUN AND LESS FORMAL WAY

BEYOND THE CLASSROOM

The *Explore* and *Movies and Music* features offer 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 section.

PARTS OF THE BODY (1)

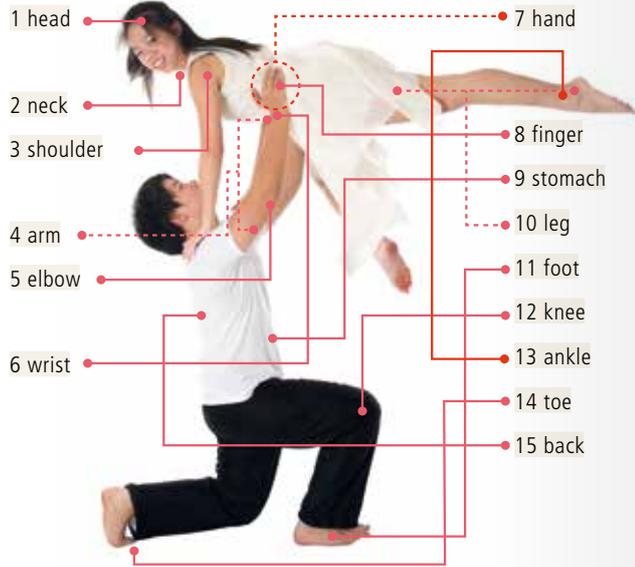
1 Look at the photo on the right. Which words do you know? Which words are new?

‘I know *head, leg, ... wrist* is new for me.’

2 2.49 Listen and repeat the words.

3 Take turns to give each other instructions.

‘Put your hand on your head. Now put your left hand on your right elbow.’



VERBS OF MOVEMENT

4 Look at the pictures and complete the instructions with these verbs.

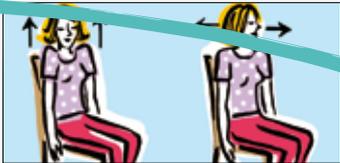
bend (x2) move raise touch (x3) turn



1 ¹ _____ your arms above your head and look up. Now ² _____ your toes. You can ³ _____ your knees a little!



2 ⁴ _____ your left knee with your right elbow. Don't ⁵ _____ your back! Now ⁶ _____ your right knee with your left elbow.



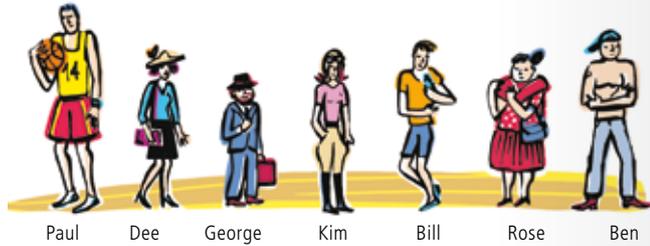
3 ⁷ _____ your shoulders up and down.
⁸ _____ your head from left to right – slowly.

5 2.50 Listen and check your answers. Then listen again and do the exercises.

PHYSICAL DESCRIPTIONS

6 Match the people with these words.

medium-height overweight short slim tall thin well-built



7 2.51 Say something about each person in 6. Then listen, check and repeat.

‘Paul is tall.’

8 Take turns to give each other instructions using the adjectives in 6.

‘Draw a tall, thin woman.’

FOCUS ON: good

Match the sentences with the meanings.

- | | |
|-------------------------------|------------------------------|
| 1 Very good, Lucas! | a) I'm happy. |
| 2 It's a very good film. | b) I'm nice to other people. |
| 3 I feel good. | c) Enjoy yourself. |
| 4 I'm good at tennis. | d) It's excellent. |
| 5 Have a good time! | e) It's healthy. |
| 6 I'm a good person. | f) It's probably very nice. |
| 7 It's good for you. | g) You did it well. |
| 8 This restaurant looks good. | h) I can do it well. |



ORDERING FOOD IN A RESTAURANT

- 1 Read the menu on the right. Try to guess the meaning of new words from the context.
- 2 Ask and answer the questions.
 - 1 Which main course is vegetarian?
 - 2 Which dishes contain meat?
 - 3 What ingredient does a dessert usually have?
- 3 Who says these things in a restaurant? Write W (waiter) or C (customer).
 - 1 Can I have the bill, please?
 - 2 Can we have some water?
 - 3 Sparkling or still?
 - 4 Come this way, please.
 - 5 We have a reservation for half past eight.
 - 6 Can we have the menu, please?
 - 7 Are you ready to order?
 - 8 Can you pass the salt?
- 4 2.40 Watch or listen to the first part of a conversation. Tick the sentences in 3 that you hear.
- 5 2.41 Watch or listen to the second part of the conversation. What does each person order? Write L (Laura) or J (Jack) next to the dishes they order on the menu.



BILL'S BISTRO

STARTERS

Prawn salad



Onion soup with garlic bread
Roast peppers with tomatoes

MAIN COURSES

Steak and chips



Fish of the day – fried with rice and salad
Roast beef with roast potatoes and vegetables*
Pasta with roast vegetables

DESSERTS

Lemon cheesecake



Chocolate cake
Ice cream with berries
Cheese and biscuits
Two courses £16.50
Three courses £21.00

*Vegetables: carrots, green beans, courgettes

- 6 Act out the conversation in pairs or with the karaoke video.
- 7 Complete the sentences from the conversation. Then watch or listen again and check.

MAKING REQUESTS AND OFFERING	
want	
I want the prawn salad, please.	
I _____ want a main course.	
_____ want any vegetables?	
would like	
I'd like the roast peppers, please.	
We _____ some carrots and courgettes.	
_____ like a starter?	
Can I / we have ...?	
_____ the onion soup?	

- 8 Look at the sentences in 7. What's the difference between *want* and *would like*?

- 9 Complete the conversation with the correct form of *would like*.

WAITER 1 _____ a starter?

MAN Yes, please. 2 _____ the prawn salad.

And for the main course, 3 _____ the roast beef.

WAITER What 4 _____ for dessert?

MAN 5 _____ the ice cream, please.

- 10 Work in groups of three.

STUDENT A: You are a waiter in a restaurant. Check B's reservation and take the order.

STUDENT B: Say you have a reservation. Choose your food and order. Ask for the bill.

STUDENT C: You are vegetarian. Choose your food and order. Order a dessert.

we don't say ...

we say ...

There's a bread.

There's **some** bread.

There aren't many foods.

There **isn't much** food.

I like the chicken, please.

I'd like the chicken, please.

FOCUS ON COMMON ERRORS

PRACTISE EVERYDAY FUNCTIONAL LANGUAGE

DIALOGUE KARAOKE VIDEOS

Dialogue karaoke videos (in Beginner and Elementary) provide exciting practice in the everyday language that students need to get around in English and interact with people. Students act out the conversations with the karaoke video, where they take the role of one of the speakers.

REGULAR
REVISION AND
CONSOLIDATION

HIGH-INTEREST
REAL-LIFE
STORIES

The Driver



THERE ARE half a million lorry drivers in the UK. Only 2% of them are women, but the numbers are going up. Aiko is 30 years old, and she loves driving lorries.

When she was a child, Aiko wanted to be a ballet dancer, but when she was 16, she hurt her back very badly and her dancing career ended.

WATCHING. She started to work in a supermarket and often stood near the back door, where the lorries arrived. She watched the lorries come and go every day and thought: 'I'd like to try that.' So she did. It cost a lot of money to learn to drive a lorry, but it was worth it. Now she says that she

makes more money than her school friends who went to university.

SINGING OUT LOUD. So why does Aiko like driving lorries so much? Well, she says she loves driving. She turns up the music and sings really loudly. She loves musicals and enjoys singing along to her *Mamma Mia* album. She has to leave early in

the morning – at 6.15 – and she drives all day. She says she feels lonely sometimes, but she sees lots of different places and she has time to think. It's brilliant!

Only 2% of them
are women

READING

1 Look at the photo and answer the questions.

- 1 What is the woman doing?
- 2 What do you think she does?

2 Read the article and check your answers. Then answer these questions.

- 1 Why did Aiko choose her job?
- 2 What does she enjoy about it?

3 Are these sentences true or false? Correct the false sentences.

- 1 About 250,000 lorry drivers in the UK are women.
- 2 Aiko always wanted to be a lorry driver.
- 3 It was very expensive to learn to drive a lorry.
- 4 Aiko's school friends make less money than she does.
- 5 Aiko loves silence when she's driving.
- 6 She has to get up very early.

4 ? Cover the text. What does it say about these things? Then read and check your answers.

- | | |
|-----------------|------------------------------|
| 1 Aiko's back | 4 musicals |
| 2 a supermarket | 5 her <i>Mamma Mia</i> album |
| 3 driving | 6 6.15 |

GRAMMAR AND WRITING

5 Complete the sentences with the correct form of these verbs.

be not be drive have not leave
listen make sing not want

- 1 Aiko loves _____ lorries.
- 2 When she _____ a child, she _____ to be a lorry driver.
- 3 She _____ an accident when she was 16.
- 4 It _____ cheap to learn to drive a lorry, but now she _____ a lot of money.
- 5 When she's driving, Aiko _____ to music and she _____ loudly.
- 6 She _____ at 5.15 in the morning.

6 What do you think? Write sentences comparing the jobs.

- 1 ballet dancers / lorry drivers (well-paid)
Lorry drivers are better paid than ballet dancers.
- 2 nurses / doctors (work long hours)
- 3 factory workers / CEOs (have a stressful life)
- 4 scientists / artists (creative)
- 5 office workers / teachers (have an interesting life)
- 6 chefs / flight attendants (wear silly hats)

FOCUS ON PREPOSITIONS AND THEIR USE

7 Write about you. Answer these questions.

- 1 What do you do?
- 2 What are you doing right now?
- 3 What does your husband / wife / partner / friend do?
- 4 What do you think he / she is doing right now?

PREPOSITION PARK

Complete the text with these prepositions or no preposition.

at for in on to

Another *point of view*

Steve didn't go ¹ _____ university. He left school ² _____ 16 and went ³ _____ work. He did several jobs and then, when he was 21, he decided to learn to drive a lorry.

He was a lorry driver ⁴ _____ only three weeks! He hated it. He didn't like driving ⁵ _____ difficult roads and ⁶ _____ bad weather. And he hated driving ⁷ _____ night. He was bored and lonely.

He missed working ⁸ _____ his computer. He wanted to go ⁹ _____ home to his flat, his TV and his bath.

LISTENING AND SPEAKING

8 Look at the photo and answer the questions.

- 1 What is Ben wearing?
- 2 Does he look smart or scruffy?
- 3 What do you think he is going to do?



9  3.24 Listen and find out.

10  3.25 Guess the answer to Kate's final question, then listen and check.

11 Act out the interview.

a  3.26 Complete the advice with the missing colours. Then listen and check.

Cultural diversity: fitting in



- 1 In Rio de Janeiro, Brazil, on New Year's Eve, people often wear _____ to celebrate.
- 2 For a wedding or birthday in Thailand, you shouldn't wear _____ or even _____ and _____ because it's unlucky, but you can wear any other colour.
- 3 In Malaysia, you shouldn't wear _____ because it is the colour of the royal family.
- 4 You should wear something _____ for a celebration in China, because _____ is the colour of happiness for the Chinese.
- 5 In Western cultures, a woman often wears a _____ dress when she gets married, so don't wear a _____ dress when you go to someone's wedding!
- 6 In many Asian countries such as China, Vietnam, Korea and India, when someone dies, people wear _____, but in Iran people wear _____.
- 7 In Russia you shouldn't wear bright or light colours for business meetings; you should wear _____ or dark _____.

b Work in pairs and discuss the questions.

- 1 What colours have a special significance in your country or culture?
- 2 Are some colours luckier or unluckier than others?
- 3 What colours should / shouldn't you wear to a party, wedding, funeral or other special occasion?
- 4 Should you wear special colours for business meetings?

CROSS CULTURAL INTERFACE

REVIEW Units 9 & 10 97

GRACE DARLING

~ A TRUE STORY ~

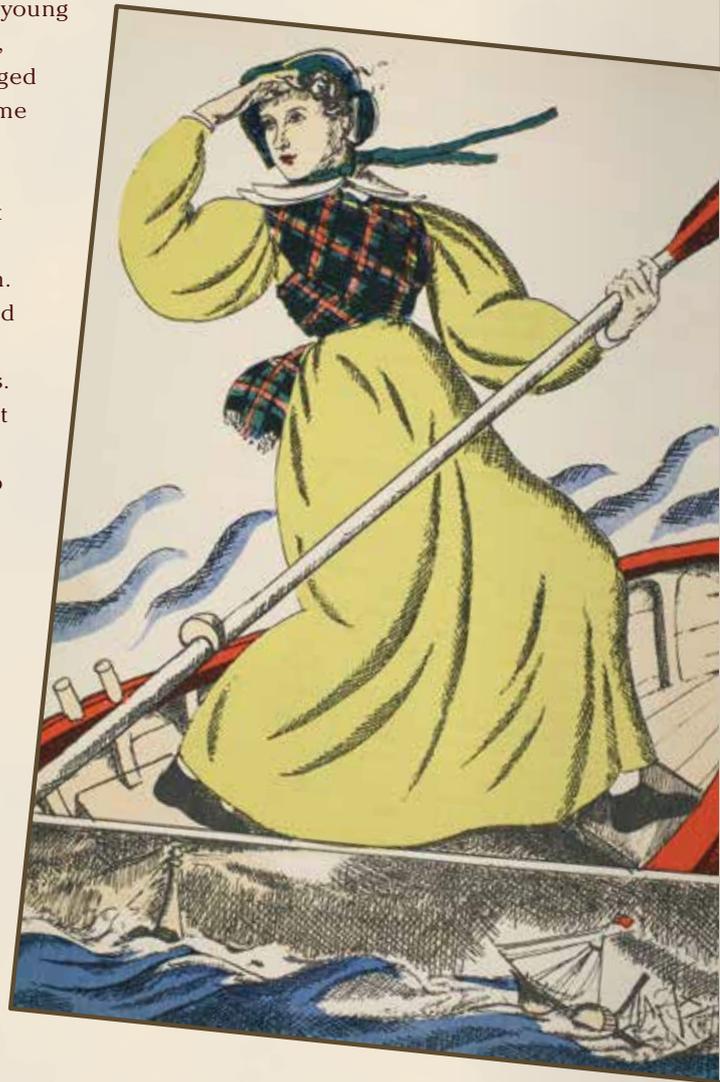
GRACE DARLING was born on 24th November 1815 in Northumberland in north- east England. Her father, William, was the lighthouse keeper on Brownsman Island, and the lighthouse was her home. There was just one room on each floor of the tall, round lighthouse. Her bedroom had round walls and she loved living there.

Every night, Grace's father lit the lantern at the top of the lighthouse. This was very important for sailors at sea. Grace always enjoyed helping her father. She loved the sea and understood it. She often thought about the sailors out at sea.

Grace was a happy, ordinary young woman. Then one stormy night, when she was 23, her life changed completely. It was never the same again.

After dinner on the night of 7th September 1838, she heard the sound of a storm. Soon it got very loud. Grace and her father went to the top of the lighthouse to look for ships. They watched and watched, but they saw nothing all night. So at 6 am Grace decided to go to bed. Just one more look with my telescope, she thought. And then she saw a ship on the rocks near the lighthouse. It was difficult to see because the waves were huge. Then suddenly she saw people. They were in the water and on the rocks. She ran to tell her father.

'Father, we must rescue them,' she said. It was a terrible storm, but she wasn't



afraid. Grace and her father ran quickly to their tiny boat, and rowed out to sea. When they got near the ship they saw that there were a lot of men and women in the water. They shouted, 'Help! Help!' with their arms in the air. Grace and her father pulled people into the boat. The wind was really strong and the waves were huge.

It was very dangerous and difficult to pull the people into the small boat.

But they succeeded and rowed back to the lighthouse.

Then they returned to help more people. They saved nine people – four passengers and five sailors. These people were very lucky.

But this was not the end of Grace's story. Newspapers heard about the rescue. Soon the story of the rescue was in newspapers all over Britain – and then the world! They all described the terrible storm and Grace's bravery.

People were suddenly interested in Grace and they wanted to know everything about her. Visitors went to the lighthouse to see this very special young woman, to meet her, to try to touch her, to ask for a piece of her hair. Artists went there to paint her. People wrote hundreds of letters to her and sent her presents and money. The nineteen-year-old Queen of England sent her £50. Grace became a celebrity.

People wrote poems and songs about her. They made thousands of souvenirs – postcards, cups, glasses, model boats, cheap figures and portraits. Grace was a celebrity and people wanted to have a souvenir of her.

Grace hated being famous. Why was she a celebrity? She didn't understand it. Maybe it was because she was a young woman. Maybe it was because of her courage. She didn't know. She was a warm and friendly woman, but she was also very quiet. She just wanted to return to her life at the lighthouse with her family.

Fame wasn't good for Grace and she became very ill – she had tuberculosis. On the evening of 20th October 1842, Grace died in her father's arms. She was 26 years old. Around her neck there was a small chain with a locket. It was her most precious present. Inside it there were nine hairs, one from each of the people she helped to save.



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