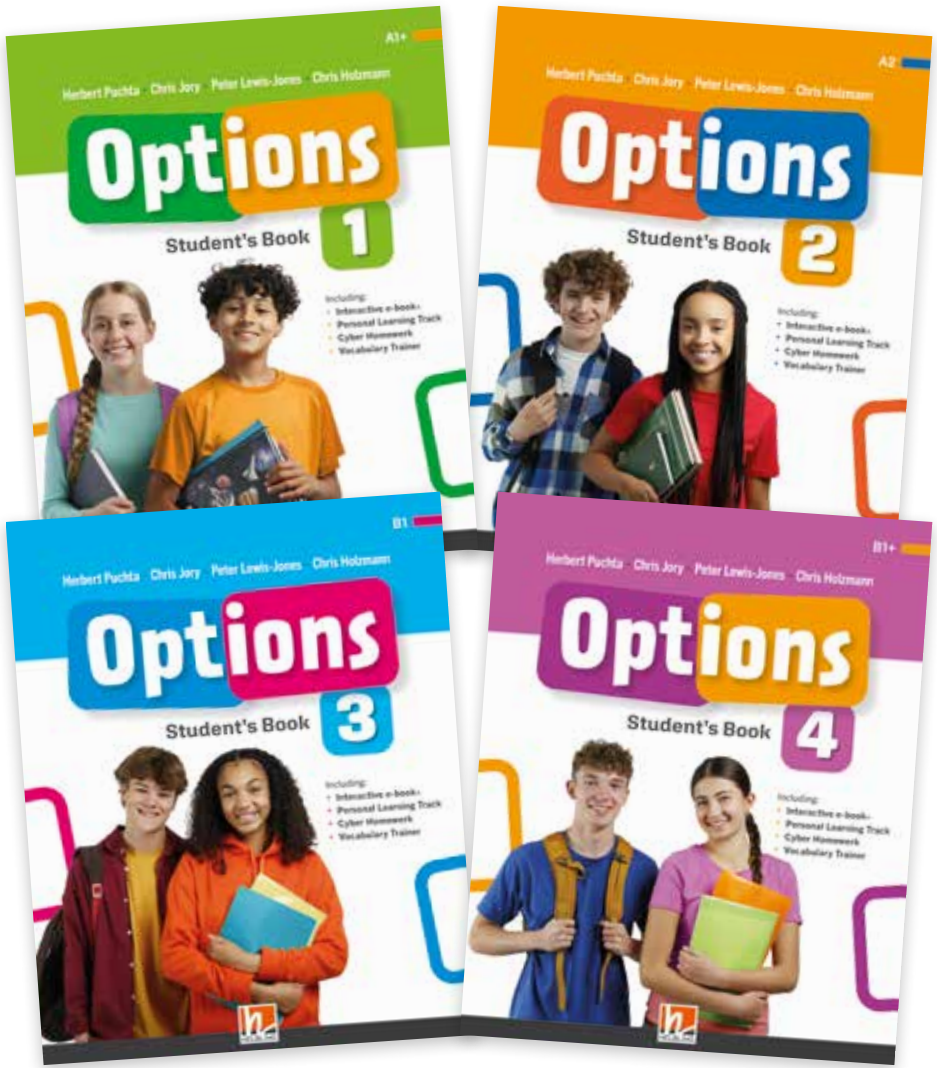


Options

Options for life **Options for learning**



The innovative and flexible secondary course for mixed-abilities

by **Herbert Puchta, Chris Jory, Peter Lewis-Jones and Chris Holzmann**



Options

Options for life **Options for learning**

Differentiation done properly

Options is a 4-level secondary series that helps all students to achieve their potential.

Options offers a **wide range of audio, video and digital media** for students to learn English in authentic contexts and offers innovative approaches for **differentiated learning** in, and beyond, the classroom.

Options provides a meaningful and effective solution for **mixed-ability classes**, allowing **differentiated skills development and practice**, and individualised online learning paths based on regular cycles of learning and assessment. The unique **Personal Learning Track** supports students in evaluating their language competence and allows them to individually build on it in a targeted manner.

“**Differentiating instruction is doing what’s fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn.**”

Tomlinson, C. A. (2014) The Differentiated Classroom: Responding to the Needs of All Learners, ASCD

Supporting students

Options supports students by providing:

- **A “CAN DO” learning culture** - the emphasis is on students showing what they can express in English and what they know. Students are supported to identify patterns of communication and develop critical thinking skills.
- **A teaching programme that emphasises interaction as well as human values** - a successful and respectful interaction with others is fundamental when learning a language, where the main goal is communication.
- **A balanced mix** of classroom activities and individual training. User-friendly digital tools support an optimal mix and allow plenty of flexibility for the teacher.
- **A wide range of both light-hearted and more serious topics and texts** - humour is an important element enabling students to absorb and use structures and idioms in a playful way.

Students meet **problem solving** in the form of communicative tasks and they are also encouraged to develop their creativity.

With specific tasks focused on **Learning for life** and **Learning to learn**, students acquire not just English, but learning strategies and techniques to stand them in good stead for lifelong autonomous learning.



Unit topic & Vocabulary

Two different types of videos (real-life stories or documentary-style) alternate on the opening pages to introduce the Unit and present **language in context**. Videos help contextualise core vocabulary and functional language, while introducing the first grammar point.

Learning objectives

Vocabulary practice

4 The price of fame

At the end of this unit ...

you know

- phrases to talk about becoming successful
- adjectives to describe people you admire
- how to use the present perfect with **for** and **since**
- how to use the present perfect with the past simple

you can

- talk about being famous
- describe people you admire
- give advice to a friend
- understand an article about a famous person
- write an email giving advice

Watching the world Being famous

1a Before you watch. Look at the photos. What is happening? What are the people's hopes? What are their fears?

b Watch the video. Answer the questions.

- How do people react when they see a famous person?
- What's the problem for sportspeople who don't win a medal at the Olympics?
- What happens at the Dolby Theatre in Los Angeles every year?
- What financial advantage does an Oscar winner have?
- What is the *Bafta* award?
- What do the girl and the boy say is good and not good about being famous?

2 Discuss the questions.

- Which famous person would you give an award to? Why?
 - I think ... is an actor who really deserves an Oscar for his/her role in ... What I like about him/her is ...
- Would you like to be famous? Why (not)?
 - It must be a pain to be famous because of the way it changes your life. For example, I'd hate to ...
 - It must be great to be famous because celebrities can afford anything they want. And they have a lot of privileges. Did you know, they can ...

50

Vocabulary and speaking

Becoming successful

1a Read the article quickly. What do you think "Up and coming" means?

Up and coming

Today we bring you two young stars, one from the glitz and glamour of the film industry, the other one from the world of tennis. Both have already achieved many of their ambitions, and the future will show how their careers will continue. But when you look at the successes they have already had, you can tell they will go a long way on the road to fame.

Keke Palmer has been on TV and in films since she was a child. She made a lot of money as one of the most successful child stars in the US. Since then, she has had a very successful career as an actor, a singer and a host of various talk shows, among them *Just Keke*. She has been a lead actor in a number of successful films and has won various prizes. We can expect a lot more from this wonderful actor.

Carlos Alcaraz has had a very successful start to his career as a tennis player. Sports journalists have watched him closely for many years. They have said he has a lot of talent and could become the next Rafael Nadal. Alcaraz has won various singles titles, including the US Open and Wimbledon. "It's something I've dreamt of ever since I was a kid," the young player said in an interview after his US Open win. Carlos has built an incredible career at a young age, and the tennis world is curious to see what his next successes will be.

b Read the article again. Make notes about what the two people have in common, and what's different about them. Compare your notes in class.

2a Match the halves to make phrases. Use the article in 1a to help you.

1 <input type="checkbox"/> make	a successful
2 <input type="checkbox"/> be	b a lot of talent
3 <input type="checkbox"/> win	c hard
4 <input type="checkbox"/> have	d come true
5 <input type="checkbox"/> achieve	e a lot of money
6 <input type="checkbox"/> dream	f an ambition
7 <input type="checkbox"/> make a dream	g an award or a prize
8 <input type="checkbox"/> work	h of becoming a star

b Circle the correct verbs.

My sister Kate has 'dreamt / made of becoming a star since she was a child. I think she 'has / wins a lot of talent. She is a great singer and a fantastic dancer. In many ways, she has already 'been / achieved her ambition. She certainly hasn't 'made / worked a lot of money, but she has 'been / had very successful. She has 'made / won several prizes since her 14th birthday, and she has 'worked / achieved hard for many years to 'have / make her dream come true.

Options

3 Choose A or B.

A Talk about a successful person and their achievements using phrases from 2a.

B Use the internet to find out what other successes Keke Palmer and Carlos Alcaraz have had.

We've found out that Keke Palmer has starred in ... She has won ...

Carlos Alcaraz has won ... He has ...

WB p. 31 51

A regular **Choose A or B** feature offers students differentiated options for productive tasks in class – so that the level of challenge is always appropriate.

5 One world

At the end of this unit ...

you know

- words to describe the natural world
- words to talk about environmental issues
- how to use the present continuous, **going to**, **will**, **might** and **may** to talk about plans
- how to use the first conditional

you can

- talk about plans
- talk about environmental problems and solutions
- make suggestions
- agree and disagree
- understand an article about environment
- write a description of a place

Vocabulary

The natural world

1a Match the words with the photos.

<input type="checkbox"/> cave	<input type="checkbox"/> canyon	<input type="checkbox"/> cliffs	<input type="checkbox"/> rainforest	<input type="checkbox"/> volcano
<input type="checkbox"/> woods	<input type="checkbox"/> desert	<input type="checkbox"/> waterfall	<input type="checkbox"/> glacier	<input type="checkbox"/> coast

b 4/5/1 Listen and check.

c Which of these places have you visited?

I've been to a cave.

I've never been to a canyon.

62

The café A walk in the countryside

1a Watch part 1 of the video.

b Read the dialogue. Answer the questions with K (Kylie) or C (Connor).

Who ...

- is playing tennis on Saturday?
- is going to the shops on Saturday?
- is going to do nothing on Saturday morning?
- is not sure what to do on Saturday afternoon?
- suggests going out for the day on Sunday?
- is very keen on the countryside?
- wants to do something adventurous on Sunday?
- doesn't like getting wet?

Kylie What are you doing this weekend? Have you got any plans?

Connor Well, I'm pretty busy on Saturday. I'm playing tennis in the morning and then I'm going shopping with Mum in the afternoon. What about you?

Kylie On Saturday? Well, I'm not going to get up early, "that's for sure". I'm going to have a lie-in. In the afternoon, I'm not sure. I might go to the football with Dad or maybe I'll just stay at home.

Connor Hey, ²are you free on Sunday?

Kylie I am. Shall we go out for the day?

Connor Where to?

Kylie What about Devil's Dyke? It's really nice there at this time of the year. We could take a walk through the woods to the waterfall.

Connor Really? That sounds a bit boring.

Kylie Have you ever been there? The view from the top is amazing.

Connor Let's do something different. Let's go coasteering.

Kylie Coasteering, what's that?

Connor Basically it's all about having fun at the coast. You get to jump off cliffs into the water, explore caves, swim in the sea – "that sort of thing". I've always wanted to do it.

Kylie *That's not really my thing. I'm afraid.

Connor Really?

Connor Yes, I'm not really very adventurous, and "worst of all", I hate getting wet.

2a Match the underlined expressions in the dialogue with their meanings.

a <input type="checkbox"/> are you doing anything	like that
b <input type="checkbox"/> I don't really like doing things	like that
c <input type="checkbox"/> definitely	d the very worst thing
d <input type="checkbox"/> the very worst thing	e things like that / for
e <input type="checkbox"/> things like that / for	

b Work in pairs. Choose two expressions and write a dialogue for each one.

A The game was terrible! We didn't score and we lost.

B But worst of all, we paid!

c Act out your best dialogue.

WB p. 39 63

Creative practice of Everyday English expressions from the video

Grammar & Vocabulary

Grammar and Vocabulary are first presented and practised in the Student's Book, with more practice in the Workbook and online with Cyber Homework. The Grammar bank gives clear explanations and further practice for use at home or in extra lessons.

Language overview

Vocabulary: Contextualisation, practice and personalisation

A or B options for productive tasks in class

Grammar

Present perfect with for and since

1 Read the sentences about Keke Palmer and Carlos Alcaraz. Find one true sentence. Correct the sentences that aren't true.

- Keke Palmer has had a very successful career as a sports person.
- She has been on TV for a long time.
- She has been very successful, but she hasn't won any prizes.
- Film critics have watched Carlos Alcaraz for many years.
- He has dreamt of winning the Australian Open since he was a child.
- Carlos has been successful for several months.

2a **4:01** Listen and read.

Language box

a Have you scored lots of goals since you joined the team?
 b She **hasn't played** since she broke her hand three months ago.
 c They **ve worked** hard for many years.
 d He's dreamt of becoming a professional basketball player since he was small.
 e I've loved football since I watched the 2018 World Cup.
 f He's been my PE teacher for two years.

b Complete the rules with **for**, **since**, **present or past**.

- We use the present perfect to talk about things that started in the 1 _____ and continue in the 2 _____.
- We use 3 _____ to talk about periods of time and 4 _____ to talk about the point in time when something started.

Vocabulary and speaking

Adjectives to describe people you admire

1 Match the adjectives with the definitions.

<input type="checkbox"/> optimistic	<input type="checkbox"/> ambitious	<input type="checkbox"/> rich
<input type="checkbox"/> brilliant	<input type="checkbox"/> hard-working	<input type="checkbox"/> modest
<input type="checkbox"/> popular	<input type="checkbox"/> creative	<input type="checkbox"/> smart
<input type="checkbox"/> kind		

- wants to be very successful
- is very clever or intelligent
- is extremely good at something
- has a lot of money
- is nice to other people
- always does a lot of work
- expects good things to happen
- has lots of new ideas
- doesn't talk a lot about her own achievements
- has lots of friends

2a Read and circle the correct adjectives.

b **4:02** Listen and check.

1 The singer Rihanna is very **optimistic** / **rich** – she has earned more than \$1 billion!

2 Tennis stars Venus and Serena Williams are really **creative** / **hard-working** – when they were 8 years old, they practised tennis at 6 o'clock... in the morning... before school!

3 The actor Leonardo DiCaprio is very **optimistic** / **kind** – he gave \$35,000 to create a computer centre at the library in his home town.

4 Vicky López is a very **popular** / **modest** Spanish football player – she has almost 100,000 followers on Instagram.

1 wants to be very successful

2 is very clever or intelligent

3 is extremely good at something

4 has a lot of money

5 is nice to other people

6 always does a lot of work

7 expects good things to happen

8 has lots of new ideas

9 doesn't talk a lot about her own achievements

10 has lots of friends

2a **4:02** Listen and check.

3 Choose A or B.

A Discuss 1 below.

B Discuss 1, 2 and 3 below.

1 Think of a famous person that you admire. Why do you admire them? Tell your partner.

I admire Emma Watson. She's a brilliant actor and she's also an environmental activist.

I really admire Marcus Rashford. He's a good footballer, but he's also very modest.

2 Think of a friend or family member that you admire. Tell your partner about them.

I admire my mum. She's very kind and hard-working. And she's always optimistic. She's great!

I really admire my friend Marco. He's so smart!

3 Who do you admire more, the person in 1 or the person in 2? Why?

I admire my mum more because...

3 Complete the sentences in the Language box.

- I'm surprised they've become so successful.
- Well, I'm not. They've worked hard for many years.

2 A _____
 B No, I haven't. Only two.

3 A Have you been interested in football for a long time?
 B Yes, I have. _____

4 A What does he want to do after he leaves school?
 B _____

5 A How long have you known Mr Williams?
 B _____

6 A Does Sarah still play in your team?
 B _____

3 Complete the sentences with **for** or **since**. Then write the time expressions in the box below.

- It hasn't rained at all _____ three months.
- I haven't spoken to Jane _____ weeks.
- Have they returned to London _____ 2022?
- Have you eaten anything _____ 5 o'clock?
- He's been away _____ more than two hours.
- She hasn't called me back _____ yesterday.

4 a Change the sentences so they're true for you.

- I've lived in the same house for more than six years.
- I've known my friend Sam for a year.
- I've dreamt of becoming a singer since I was ten.
- I've been a fan of FC Barcelona since 2022.

b **4:03** Use these phrases with **for** or **since**. Make as many true sentences about you as you can.

have a phone study English
 be in my English class today play football
 know my classmates

GRAMMAR RAP

Grammar raps: rhythm, rhyme and animation help learners to retain important grammar structures in their long-term memory, while having fun!

Grammar bank Unit 2

Past continuous

We use the **past continuous** to talk about:

- what people were doing at a certain time in the past.
- an action that wasn't finished.

A: I saw you in town yesterday. Where were you going?
 B: I was going to the dentist.
 – an action that continued for some time.
 I was cooking all day.

We often use the past continuous to set the scene at the beginning of a story.

The sky was getting dark, and it was starting to rain. Two men...

To form the past continuous, we use the past tense of the auxiliary verb be and -ing.

Affirmative			
I / He / She / It	was		walking.
We / You / They	were		walking.
Negative			
I / He / She / It	wasn't		walking.
We / You / They	weren't		walking.
Questions			
Where	was	I / he / she / it	going?
	were	we / you / they	
Was	I / he / she / it		walking?
Were	we / you / they		walking?
Short answers			
Yes,	I / he / she / it	was.	
	we / you / they	were.	
No,	I / he / she / it	wasn't.	
	we / you / they	weren't.	

1 **GRAMMAR RAP** Watch the video and rap part 1.

I was walking. They were playing.
 You were talking. We were saying.
 She was phoning. We were walking to school!
 He was moaning.

2 Complete the sentences with the past continuous form of the verbs.

- At 8 o'clock, I _____ (walk) to school.
- You _____ (play) really well just now.
- It was a beautiful morning. The sun _____ (shine) and the birds _____ (sing).
- Bea _____ (not listen) to the radio. She _____ (read) a book.
- I saw Ted and Sam. They _____ (play) football. They _____ (not do) homework.
- Why _____ Ava _____ (talk) to Max?

3 **GRAMMAR RAP** Watch the video and rap part 2.

We were camping, having fun.
 Mum, Dad, Jack, Rose – everyone.
 Dad was cooking eggs for tea.
 Only four – none for me.
 Mum was looking for some wood.
 The wood was wet – that's no good.
 Jack and Rose were playing about.
 They didn't hear me shout – "Look out!"
 A cat was running right their way.
 I think if only wanted to play.
 It knocked Jack over – he fell down.
 Jack was lying there on the ground.
 Rose was shouting. Jack was crying.
 Mum ran over – was he dying?
 Of course he wasn't, he was fine.
 Jack's like this all the time.
 I was filming on my phone.
 Something to watch when we get home.
 Yes, we were camping – having fun.
 That is all – my rap is done.

4 Read part 2 of the rap again. Write questions and answers in the past continuous.

- they / camp?
 Were they camping?
 Yes, they were.
- Rose and Jack / cook?

- Mum / look for / some wood?

Listening and speaking

Supporting differentiated skills in the classroom

Every group of students is a mixed-ability group. **Differentiated teaching** means taking individual differences and needs seriously, and helping students to develop their learning potential to the maximum. This section offers topic-based listening and speaking skills development, with differentiated speaking tasks.

The Teacher's Book offers full support with a wealth of notes and tips.

Choose A or B tasks occur several times in each unit, enabling the differentiation of sub-competences in the areas of **speaking** and **writing**.

Options

3 Choose A or B.

- A** Talk about a successful person and their achievements using phrases from 2a.
- B** Use the internet to find out what other successes Keke Palmer and Carlos Alcaraz have had.

We've found out that Keke Palmer has starred in ... She has won ...

Carlos Alcaraz has won ... He has ...

Task A is less challenging and offers more scaffolding. **Task B** requires more varied language, greater imagination and interaction.

Skills Listening and speaking

Giving advice



1a 4.06 Listen to the podcast. What's the presenter trying to do?

- a help people to be successful
b be funny and make people laugh

1b 4.07 Listen again. Number the advice in the order you hear it.

- a You can always improve.
b Give yourself a clear goal.
c It's fine to change your mind and try something else.
d Mistakes aren't a bad thing.
e It's important to be optimistic.

c Match the sentence halves.

- 1 Make sure ...
2 Don't worry ...
3 Why not ...
4 How about ...
5 You could ...
- a try something else instead?
b learning the piano?
c talk to a friend or family member.
d you know what you want to achieve.
e about making mistakes.

d Do you agree with the advice in 1b? Why (not)?

4

Options

2 Imagine your friend wants to achieve the things below.

- do well at school
- learn to play the guitar
- build a successful career
- become a good basketball player
- be happy



Choose A or B.

A What advice can you give your friend?

*You should study every day.
Why don't you study with someone else?*

B You meet your friend to give him/her advice. Role-play the conversation.

I really want to learn the guitar.

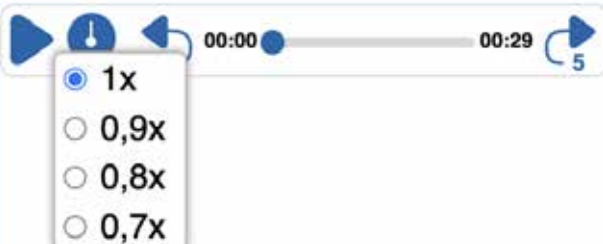
Well, make sure you ...



WB p. 35

Cyber Homework 13

55



A **digital audio player** allows students to **listen at different speeds**: the speed of audio recordings can be reduced to 90%, 80%, or 70% so that the students feel comfortable and can increase the speed gradually when they feel ready.

Reading and writing

Supporting differentiated skills in the classroom

In order for differentiated learning to be effective, it's important that it happens both inside and outside the classroom, and that it takes place regularly. The main reading text in each unit is available in three versions – **STANDARD**, **BASIC** and **ENRICHED**. Either the teacher or the student may choose the most appropriate version: it may be best initially for the teacher to decide which one is best for each student, but gradually students should be involved in the decision-making process.

Standard text

Skills Reading

1a Read the article quickly. Why was the boy bleeding from his nose?

MO SALAH world class on and off the field

Most sport fans know that Mo Salah is one of the world's greatest footballers. He loves the game, and is famous for often smiling while he's playing. He has shown his talent in hundreds of top football games, and he has scored lots of goals. His fans **adore him** because he's one of the fastest players too.

Not everybody knows what Mo Salah is like **off the field**, but on the internet you can find all kinds of stories about what a kind, humble and generous person he is. He has, for example, forgiven a man who **robbed** his father and he helped the man find a job.

And here's a story about how Mo Salah cared for an 11-year-old fan of his in Liverpool. The boy, Louis Fowler, was waiting outside Liverpool's training ground together with his brother Isaac. When they saw Salah coming out of the training ground in his car, Louis started running fast, hoping he could keep up with his idol and that Salah would wave back at him. Louis was only looking at the car and he didn't see a lamppost right in front of him. The boy **knocked himself out** and fell to the ground with a broken nose.

Salah saw the accident, stopped and drove back to help the boy. He **hugged the brothers** and said he was sorry for the accident. People from the **neighbourhood** couldn't believe their eyes and took photos of the boys together with their hero. Later, the boys' stepfather thanked Salah on **social media**. He said: "Thank you for coming back to check on my boys after Louis KO'd himself! He loves you so much and the pain went away **instantly** when you came to give them a hug. You are a top man and a true gem!"

Louis was taken to a hospital, where they looked after his nose. He was soon OK again, but he will never forget what happened to him that day.

Options Basic text Enriched text

b **4/408** Read the article again and listen. How many of these tasks can you do?

- Mo Salah is a top footballer and a very nice person too. T/F
- The story is about the time when Mo Salah was 11. T/F
- Louis ran after the footballer's car and had an accident. T/F
- When Mo Salah noticed that, he ... T/F
- People who saw what was going on ...
- The boys' stepfather ...
- Why did people find it difficult to believe what they saw?
- What reason did Louis' stepfather give for the boy to be OK again soon after the accident?
- Why will Louis never forget what happened on that day?

2 Look at the underlined words in the article. Circle the correct meanings.

- love him / find him funny
- when he isn't playing / when he goes jogging in a field
- said bad things about / took money from
- fell unconscious / started to bleed
- smiled at the brothers / put his arms around the brothers
- next village / area in the town
- TV / websites where people share information, photos, etc.
- on the same day / the next moment

3a Imagine you're going to interview Louis and his brother, Isaac. Write two questions to ask each of them.

b Compare your questions with a partner.

c Work in groups of three. Role-play an interview with the brothers for the local news channel. One student is Louis, one student is Isaac and one student is the interviewer.

56 WB p.36

The **BASIC** texts are one CEFR level below the **STANDARD** texts: further support is also given, including graphic stories.

Options Basic text

Reading MO SALAH world class on and off the field

1 Most sport fans know that Mo Salah is a great footballer. His fans **adore him**. He's a kind person **off the field**, too. For example, he helped a man who **robbed** his father to find a job.

2 Louis **knocked himself out** and fell with a broken nose.

3 He **hugged the brothers**.

4 People from the **neighbourhood** couldn't believe it and took photos of the boys together with Salah.

5 Later, the boys' stepfather thanked Salah on **social media**.

6 Thank you for coming back to check on my boys after the accident! He loves you so much and the pain went away **instantly** when you came to give them a hug. You are a top man and a true gem!

7 I never forget what happened to him that day.

56 p.36 Options Student's Book 3 © Helsing Languages BASIC TEXT

Skills Writing

An email giving advice

1 Read the emails. What does Carla want to do? Does Felipe think it's a good idea?

2 Number the items in the order they appear in Felipe's email.

- gives advice
- says something friendly
- says goodbye
- says thanks for writing
- asks for a reply
- says why he's writing

3 Read Felipe's email again. **Underline** the phrases he uses to give advice.

Options

4 **Choose A or B.**

A Read the requests for advice below. What advice could you give these people? Write a reply to one of the people, giving them your advice (100–120 words).

B Help! I need some advice with a problem! I have two best friends. I really like both of them. I want us all to do things together. But they hate each other. What can I do?

C Can you help me with an important decision? I want to have time this summer to relax, but my mum's friend has asked me to help in his photography studio during the school holidays. He'll pay me some pocket money, and the experience will be useful, but I want to spend the summer with my friends. What should I do?

B

Think of another problem a friend could have. What advice could you give them? Write an email giving your advice (140–160 words).

57 WB p.37 Cyber Homework 14

Options Enriched text

Reading MO SALAH world class on and off the field

Most sport fans know that Mo Salah is one of the greatest footballers in the world and he loves the football game, and is famous for often smiling while he is playing. He has shown his incredible talent many times in hundreds of top football matches, and he has scored lots of spectacular goals. His fans **adore him** because he's one of the fastest players on the team too.

Not everybody knows what Mo Salah is like **off the field**, but if you go on the internet, you can find all kinds of extraordinary stories about what a kind, humble and generous person he is. He has, for example, forgiven a man who **robbed** his father and he helped the man find employment after the event.

In addition, here's a story about how Mo Salah cared for an 11-year-old fan of his in Liverpool. One day, the boy, Louis Fowler, was waiting outside Liverpool's training ground, together with his brother Isaac. They had seen the training ground and hoped to catch sight of their favourite player. When they saw Salah coming past, the car, Louis started running fast, hoping he could keep up with his idol and that Salah would wave back at him. Louis was only looking at the car and he didn't see a lamppost right in front of him. The boy **knocked himself out** and fell onto the ground with a broken nose. Neighbours took the two boys back on the street where they live and their stepfather called for an ambulance.

In the meantime, Salah saw what had happened, so he stopped his car, turned around and drove back to help the boy. He **hugged the brothers** and said he was extremely sorry for the accident. People from the **neighbourhood** couldn't believe their eyes when they recognised Salah, and took photos of the boys together with their hero. Later, the boys' stepfather thanked Salah on **social media**. He said: "Thank you for coming back to check on my boys after Louis KO'd himself! He loves you so much and the pain went away **instantly** when you came to give them a hug. You are a top man and a true gem!"

Louis was taken to a nearby hospital by ambulance, where they looked after his nose. The soon recovered, but he will never forget what happened to him that day.

56 p.36 Options Student's Book 3 © Helsing Languages ENRICHED TEXT

The **ENRICHED** texts are one CEFR level above the **STANDARD** texts - **Options** includes a wide range of more challenging reading texts for ambitious students/fast finishers.

Choose A or B
Different writing tasks enable the differentiated development of sub-competences. Detailed teaching notes and support are provided in the accompanying Teacher's Book.

Learning skills

Students meet problem-solving in the form of communicative tasks. They are also encouraged to develop their creativity and critical thinking, as well as collaboration with others.

With specific training in **Learning for life** and **Learning to learn**, students acquire not just English, but learning strategies and techniques to stand them in good stead for lifelong autonomous learning.

Strategies for language learning and good study habits

Skills for lifelong learning beyond the classroom

Learning for life vlogs from a teenage perspective engage students with the topic.

Specially-designed critical thinking tasks help students to deliberate, discuss and debate.

Project work fosters a range of learning for life skills.

Learning to learn

Phone and music while you study

1 Tick what's true for YOU.

When I do work for school ...

I listen to music.
 I often get messages on my phone.
 I have my phone turned off.

When I'm at home ...

I hardly ever turn my phone off.
 I usually turn my phone off when I don't want to be disturbed.
 I hardly ever turn my phone off, but I leave it in another room while I study.

When I listen to music while studying ...

I achieve better results.
 I achieve worse results.
 I achieve the same results as when I work without music.

2a Read Part 1 of 'What the experts say'. Mark each of the three findings with S (surprising for me), D (difficult to believe) and E (exactly what I expected).

b Compare your responses from 2a and talk about your reasons.

c Read Part 2. Which of these things (1-3) are you already doing? How will you change your behaviour?

3 Of course, there are times when using a smartphone can be important while studying. Which of these things do you do? What other uses can you think of?

I use the Vocabulary Trainer on my phone. It works brilliantly!

When I have to write a text, I occasionally look up words in an online dictionary.

I sometimes read my phone to search for information when I do a project.

4 Discuss. What are the most useful things you've learnt in this lesson?

Learning for life

Posting reviews on social media

1a Look at the photo. Read the comment somebody left on the website of Jamie's favourite pizza place. How do you think Jamie feels? And how does he react?

What the experts say about phone and music

Scientists gave teenagers a thinking task that required a lot of concentration. Half of the people had their phones on their desk during the task. The other half had no phone and a notepad in front of them. This is what the experiment showed:

The teenagers without a phone performed 20% better.

The results for the teens with a phone's desk were equally bad when the phone was even their own phone, or when the phone was turned off.

Studies into using music show that instrumental music is slightly less distracting than songs. But studying or doing homework in a quiet place brings the best results: better! And it makes no difference whether you like or hate the music you listen to.

Part 2

This is important for your future - be sure you learn better that way!

1 It's quite simple - learning requires concentration and deep thinking. If you use your phone before starting your schoolwork you'll clearly do better.

2 It's best if you put your phone in flight mode on your desk. It should be out of this might be difficult for you at first, but for a week or two, you'll be surprised!

3 And as for as music goes, enjoy it - but while doing homework or studying. Find places for that.

2 Work in pairs. Who do you think wrote the social media comments below? Say why you think so. More than one answer may be correct.

1 "What a wonderful book. One of the best romantic novels I know. Buy it! Read it!"

2 "Stay at our hotel in Amherst. We offer you three nights for the price of two. Contact Amherst Star Hotel."

a the hotel owner b a guest c we can't be sure

3 Work in pairs. Match the sentence halves. Which of these things are you good at already? Which do you want to improve?

Top tips for posting reviews on social media

1 Use respectful language. Don't say anything that

2 A person who calls people bad names or uses bad language

3 Don't write in CAPS. When people see that,

4 Don't post photos showing other people.

5 Be careful when posting photos of yourself, and

6 Don't post your real name, your address, your phone number or other personal information.

a on a social media site can get banned from it.
b they think you're shouting at THEM.
c be careful about what you write. Once a photo or a post is uploaded, it's there for the world to see.
e you wouldn't say to a person face to face.
f You have no right to do so without their permission.

4 Read the comments people left on the website of a funfair. Compare them with the tips in 3. Are they good comments? Say why (not).

Project

Work in groups. A new shopping centre has just opened. Write a social media review, including four positive and four negative comments. Use the tips in 3 to help you. Then make a video review with the same information, and show it to the class.

Review

A Review page at the end of each Unit. The unique online *Personal Learning Track* supports students in evaluating their language competence and individually building on it in a targeted manner.

Exam practice

Dedicated exam practice pages with further online activities.

The *Personal Learning Track* offers a wealth of personalised practice: at the end of each unit, a progress test directs the students to relevant practice, so they spend time practising what they need most.

Students go back to the beginning of the unit and reflect on what they know and can do now.

Review

Vocabulary

1 Match the sentence halves.

1 At the age of 17, he won a ...

2 The actor Emma Stone is very ...

3 My dad says if you work ...

4 When she was a child, she dreamt ...

5 I want to start a business and make ...

6 You can make your ...

7 He achieved his ...

8 Not everyone who has a lot of ...

a of becoming a star.
b dreams come true if you believe in yourself.
c a lot of money.
d ambition before he was 30.
e successful.
f talent becomes rich and famous.
g major tennis tournament.
h hard, you will do well at school.

2 Complete the adjectives with vowels.

1 Someone who is sm_ _rt_ _ is clever.

2 Someone who is m_b_ _t_ _ wants to be successful.

3 Someone who is m_ _d_ _t_ _ doesn't talk a lot about their own achievements.

4 Someone who is p_ _t_ _st_ _c expects good things to happen.

5 Someone who is cr_ _t_ _v_ _ has lots of new ideas.

6 Someone who is p_ _p_ _r_ _ has lots of friends.

7 Someone who is h_ _rd_ _rk_ _ng does a lot of work.

8 Someone who is br_ _ll_ _nt is extremely good at something.

Grammar

3 Complete the sentences with the present perfect form of the verbs.

be have live not eat know

1 Max _____ a pet spider for two years.

2 Alice's hungry. She _____ anything since breakfast.

3 Ben and Jess _____ in that house for more than ten years.

4 I _____ Alexander for about six months.

5 How long _____ you _____ at your school?

6 a of becoming a star.
b dreams come true if you believe in yourself.
c a lot of money.
d ambition before he was 30.
e successful.
f talent becomes rich and famous.
g major tennis tournament.
h hard, you will do well at school.

4 Complete the sentences with *for* or *since*.

1 Jack has lived here _____ three years.

2 I've been at my school _____ 2022.

3 We haven't been to the cinema _____ a long time.

4 I've known my friend _____ five years.

5 Lola hasn't eaten anything _____ 3 o'clock.

5 Complete the text with the past simple or present perfect form of the verbs.

Taylor Swift 1 (be) successful since she was a teenager and she _____ (sell) millions of albums all over the world. She _____ (learn) the guitar when she was 12, and at the age of 14, she and her family _____ (move) to Hendersonville near Nashville so she _____ (love) Taylor Swift since the first time. _____ (hear) her on the radio. I think she's so popular because she _____ (write) so many amazing songs that describe how young people feel. In 2019, Taylor Swift _____ (win) the music award Artist of the Decade.

Go back to page 50. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track. 59

Exam practice 1

Reading Part 1

1 Read the texts. Circle the correct options.

1 Terry's T-shirt Shop Special offer!

This week only!

Buy three T-shirts and get one free!

From: Tom
To: Sara

I've got a dentist appointment on Tuesday at 12.30 so I won't be able to meet you in the library to work on our project. Can we meet in the library on Wednesday instead?

You were not at home when we tried to deliver your package at 10.30 a.m. Please contact us at this number: 450381 to arrange another time for delivery.

Young People's Art Competition

Paint a picture of something which represents your town or city.

1st prize: £100 2nd prize: £50 3rd prize: £25

Entries only from people who are 16 or under.

Coffee machine out of order.

If you would like a hot drink, please go to the canteen on the second floor, where coffee and tea are served all day.

Exam tip First, read the text and think about the situation. Then read the three options. Compare each option with the text and choose the best one. If you aren't sure which one is correct, try eliminating the options you feel are incorrect first.

A T-shirts are free for one week.
B When you buy a T-shirt, you get one free.
C You can get four T-shirts for the same price as three.

A Tom wants to see the dentist on Wednesday.
B Tom wants to change a plan that has already been made.
C Tom and Sara usually meet in the library on Tuesday.

A The package wasn't delivered.
B The delivery company will ring to arrange another time.
C The package was delivered at 10.30 a.m.

A Only people who are 16 are allowed to enter the competition.
B There is no maximum age limit for this competition.
C People who are under a certain age can enter the competition.

A You can get tea from the coffee machine.
B You can't get coffee from the coffee machine.
C The coffee machine is on the 2nd floor.

128

Sustainable Development Goals, CLIL and Culture

The topics in *Options* highlight important human values that play a major role in the development of young people: environmentally-conscious behaviour, tolerance towards other cultures and nationalities, empathy for others, and many more.

Students explore the United Nations Sustainable Development Goals, through entertaining 'morning newscast-style' videos.

CLIL links to other curriculum subjects.

Sustainable Development Goals

Women in STEM

Reading

2a Read the profiles of two scientists on page 61. What were they famous for?

b Complete the sentences with one word.

- Sophia Jex-Blake wanted to study _____ at university.
- Universities in _____ didn't let women study this subject.
- She studied at Edinburgh University, but never received a _____ from there.
- She helped other women learn how to become _____.
- Nancy Roman wanted to be a scientist since she was a _____.
- She was the first female scientist to have a top job at _____.
- Her most famous achievement is her work on a _____.
- NASA have given Nancy's _____ to an important new invention.

Project

3a Work in groups. Choose two women scientists from your own country to research. Choose scientists from different time periods.

- Use the internet to research the scientists that you have chosen. Make notes to answer these questions:
 - Which area of science did they work in?
 - What jobs have they had?
 - What are their biggest achievements?
 - Is it unusual to be a woman in their area of science?
 - Can you find any quotations from their about science?
- Create written profiles of the scientists and find photos to go with them.
- Display your final profiles to the class.

b Read everyone's profiles. Which scientists are the most interesting? Why?

CLIL: Science

Key words: physics, engineering, researcher, medicine, astronomer, astronomy, telescope, black hole, universe

Two famous women scientists


Sophia Jex-Blake: medicine



Sophia Jex-Blake was born in England in 1840. As a young woman, she decided that she wanted to go to university. English universities started accepting female students in 1866, but Sophia was interested in the only subject that they were not allowed to study – medicine. Sophia decided to try a Scottish university instead. She and six other women fought to be accepted as medical students at the University of Edinburgh – and won. The "Edinburgh Seven" studied medicine at the university but they were not allowed to work in hospitals or to have a degree at the end of their studies. In 1877 Sophia qualified as a doctor in Switzerland instead.

Sophia worked as a doctor and opened Schools of Medicine for Women in both London and Edinburgh so that other women could learn how to do the same. She was one of the first women in the world to become a doctor, and she inspired others to follow her.

Nancy Roman: astronomy



Nancy Roman was born in the USA in 1925. She loved looking at the night sky, and when she was 11 she organised an astronomy club for her friends. Soon after, she decided that she wanted to become an astronomer. Nancy studied astronomy at university, and in 1959 she got a job at NASA – the USA's space programme. She became the first woman to have an important position there.

At NASA, Nancy helped to develop the Hubble Space Telescope, which went into space in 1990 and still sends back images to Earth. Hubble has taken images of our nearest planets, and also some of the furthest stars in the universe. Its discoveries of new moons and black holes have changed the way we think about space, and they have also helped us to measure the age of the universe itself.

NASA have now developed a new space telescope that will be able to see a hundred times further than Hubble. They have called it the Roman Space Telescope, after Nancy.

Project work fosters a range of learning for life skills.


The Culture pages offer additional optional material prompting curiosity and respect towards other cultures.





Culture

Markets around the world

Key words: market stall, jewellery, carpet, vintage clothes, spices, second-hand

1a Read the text. Look at photos 1–6. Which photo doesn't fit the text mention?



Two different markets

Do you know any markets in your town? What are they famous for? There are thousands of markets around the world and each one is special. Take a look at the leaflets for two different markets below.

London the United Kingdom

CAMDEN MARKET

This amazing market is in Camden Town, in London. What can you buy here? Almost everything! There are shops and stalls that sell clothes, jewellery, musical instruments, second-hand books and many other things. Vintage clothes – these are clothes from the past that people like wearing today. Are you hungry, but you don't want to leave the market? You don't need to go to a restaurant because there are lots of food stalls and cafes here. They sell tasty street food from all over the world.

ISTANBUL, TÜRKİYE

The Grand Bazaar

The Grand Bazaar is huge! It's on 66 streets and has got more than 4,000 shops and stalls. The bazaar is a very important shopping place in Turkey. It's very old too – they began to build it around the year 1455! So, what are you looking for? You can find almost anything at the Grand Bazaar – from traditional objects and carpets to modern clothes and jewellery. Do you like cooking? Then this also is the place to come and buy your spices. You can have fantastic Turkish food at the Grand Bazaar too. Why don't you try some *gözleme*? They are flat pieces of bread with cheese, meat or vegetables inside. You can then enjoy a *balava* for dessert. *Baklava* has delicious nuts and honey in them.

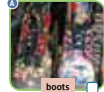

b Read the text again. Write CM (Camden Market) or GB (Grand Bazaar).

- There are 66 streets of shops and stalls here. _____
- It's more than 550 years old. _____
- You can buy clothes from the past here. _____
- You can try food from around the world here. _____
- It's a good place to get spices. _____

c Which of these markets would you like to visit? Why? Which three things would you like to buy there?

I'd like to visit ... because ... I'd like to buy ...

2a Listen. What do the people want to buy? Number the photos.


3a Match the Key word with the definitions.

- This small shop is open at the front. There are lots of them at markets. _____
- This is a big place. People buy and sell things there. Not all the stalls are permanent. _____
- An object is ... when someone had it before you. _____
- They aren't new and they've got a style from the past. _____
- They come from plants and they make your food tasty. _____
- You usually wear this on your neck, hands and ears. _____
- People use this to cover, or put on, the floor. _____

b Listen and check.

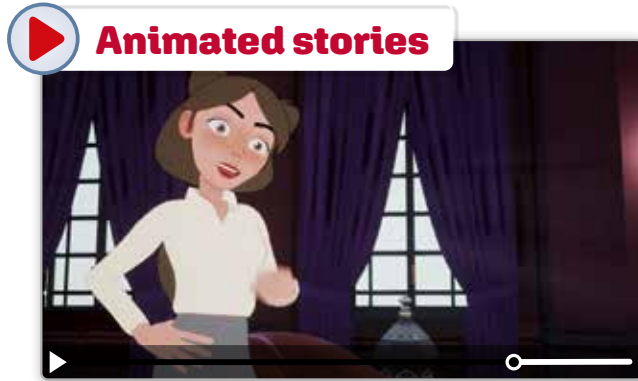
c Complete each sentence with a Key word.

- I always visit a _____ when I go to London. My favourite is in Camden Town.
- Let's go to the comic _____ over there. It's opposite that clothes shop.
- Can I have a new _____ for my bedroom, please?
- New bikes are expensive, so I'm getting a _____ one, but it's new for me!
- Do you use lots of _____ when you cook?
- I don't like wearing a _____ around my neck.
- My sister likes to wear _____ from the 1980s and 1990s.

d Write a new sentence with each Key word.

Video options

Options offers a wide range of video material of diverse genres, for students to learn English in authentic contexts. From animated stories to real-life documentaries and grammar gaps - *Options* offers a huge range of engaging and entertaining multi-media content.



Options 1	Animated story <i>The Secret Spring</i>	Real-life stories <i>The After School Club</i>	Vlogs <i>Learning for life</i>	Morning newscast-style <i>Sustainable Development Goals</i>	Grammar raps
Options 2	Animated story <i>The Secret Spring</i>	Real-life stories <i>The After School Club</i>			
Options 3	Documentary-style <i>Watching the World</i>	Real-life stories <i>The Café</i>			
Options 4	Documentary-style <i>Watching the World</i>	Real-life stories <i>The Café</i>			

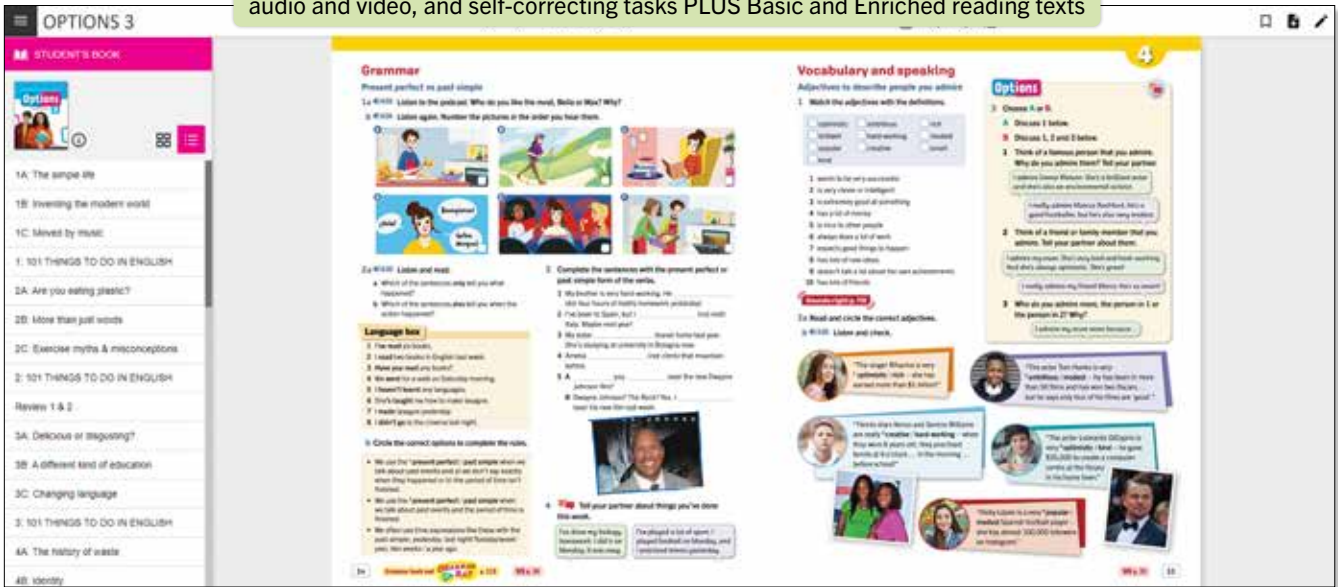
Digital options

A wealth of digital material to accompany the Student's Book and Workbook offers innovative approaches for differentiated learning in, and beyond, the classroom.

Accessible on our user-friendly learning platform **HELBLING e-zone** or via the **Helbling Media App**.

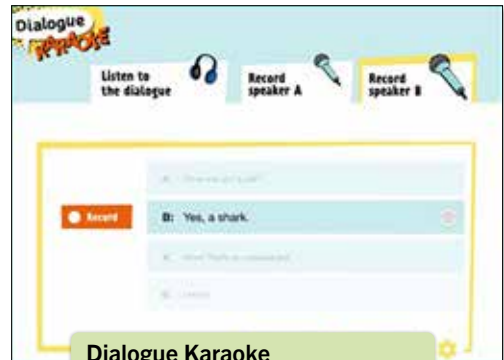
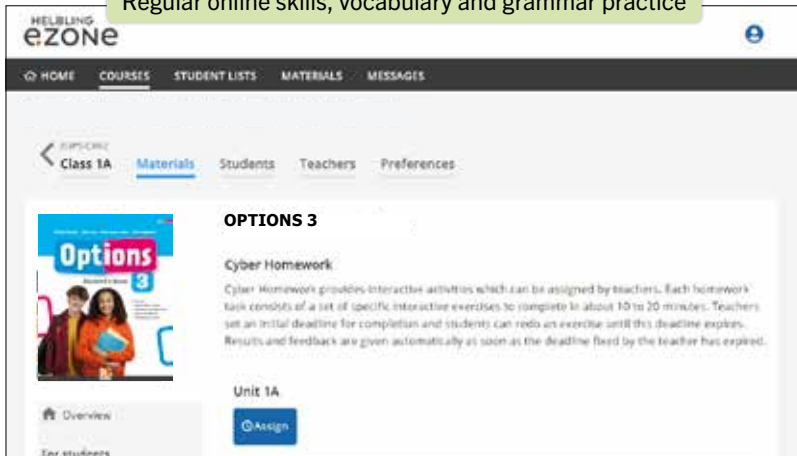
e-book+

The interactive version of the Student's Book and Workbook, with embedded audio and video, and self-correcting tasks PLUS Basic and Enriched reading texts



Cyber Homework

Regular online skills, vocabulary and grammar practice

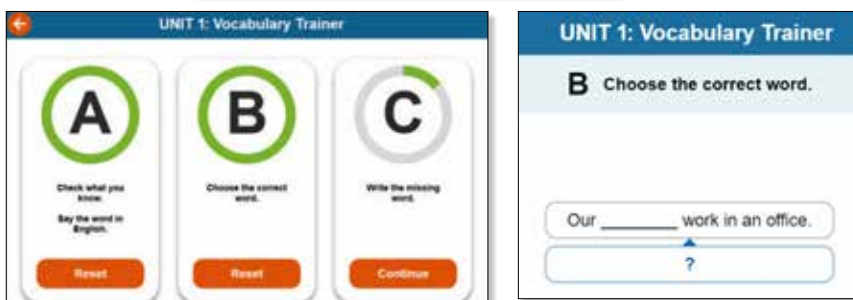


Dialogue Karaoke

Helping students to learn and practise vocabulary and chunks of language, including pronunciation, at their own pace

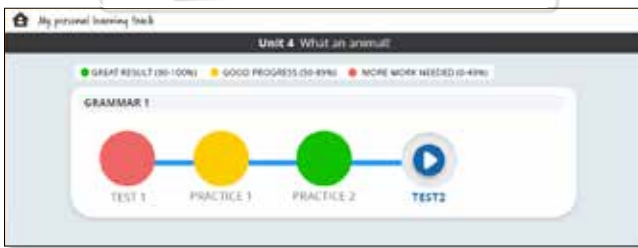
Vocabulary Trainer

To reinforce key lexis, so students learn core vocabulary from each unit



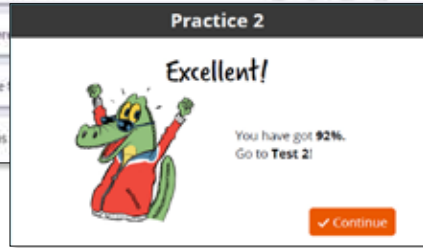
ALL DIGITAL
RESOURCES ARE
AVAILABLE FREE
VIA THE ACCESS
CODE IN THE BOOK

Options Personal Learning Track



Personal Learning Track

Personalised practice appropriate for each student's needs. At the end of each unit, a progress test directs students to the practice they need.



Desktop App



Mobile App

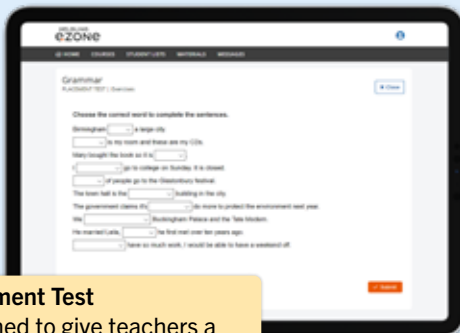


Helbling Media App

The App allows students and teachers to access all audio and video quickly and easily. Teachers can also access the e-book+ for class presentation in the HELBLING Media App.

For the teacher

Teachers can access ALL the students' material, PLUS:

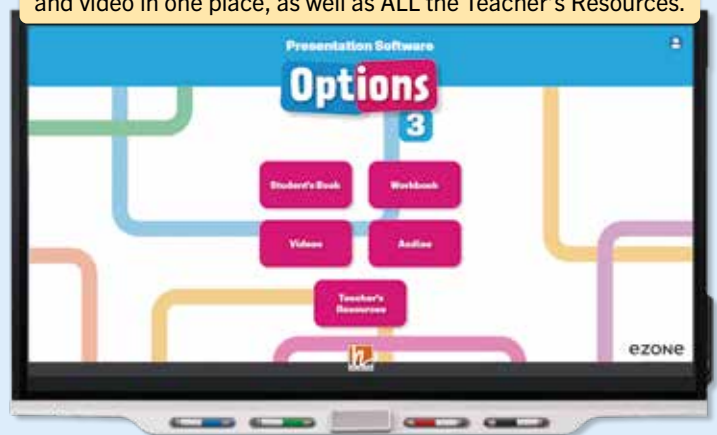


Placement Test

Designed to give teachers a quick way of assessing each student's approximate current level, as well as editable unit tests to check progress

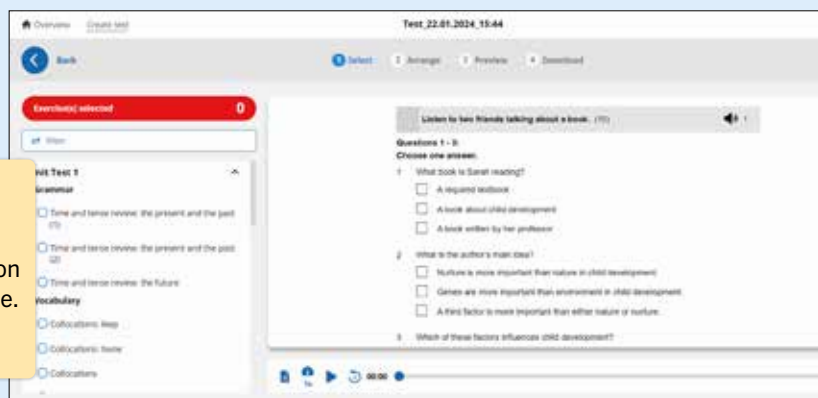
Presentation Software (IWB)

Includes interactive Student Book and Workbook and all audio and video in one place, as well as ALL the Teacher's Resources.



Testbuilder + Test Audio

A database of questions, allowing teachers the flexibility to choose what language and skills to focus on and how many questions to include. It also offers progress tests after every two units and end-of-year.



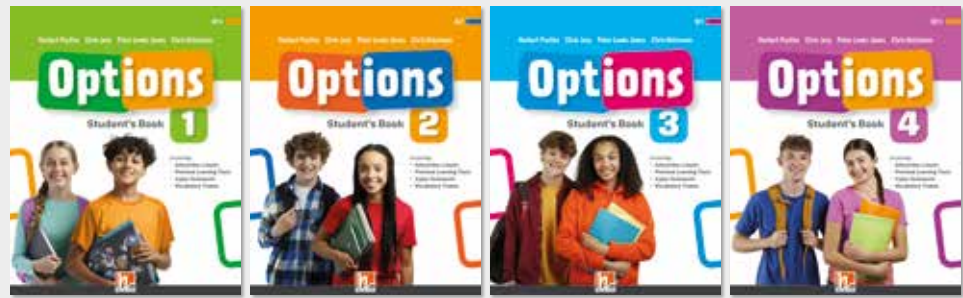
Student's Book

ON e.ZONE

- Interactive e-book+
- Dialogue Karaoke
- Personal Learning Track
- Cyber Homework
- Exam Practice

ON HELBLING MEDIA APP

- Audio
- Video
- Basic/Enriched reading texts



Workbook

ON e.ZONE

- Interactive e-book+
- Vocabulary Trainer

ON HELBLING MEDIA APP

- Audio
- Basic/Enriched reading texts



Teacher's Book

ON e.ZONE

- Presentation Software (IWB)
 - e-book+ for class presentation
 - All audio and video
 - Teacher's Resources
- Testbuilder + Test Audio
- Placement Test

ON HELBLING MEDIA APP

- Audio
- Video
- Basic/Enriched reading texts
- e-book+ for class presentation (offline for Windows/macOS)



Level	CEFR	Cambridge English Exams
Options 1	A1+	Towards A2 Key for Schools
Options 2	A2	A2 Key for Schools
Options 3	B1	B1 Preliminary for Schools
Options 4	B1+	Towards B2 First

ALL DIGITAL RESOURCES ARE AVAILABLE FREE VIA THE ACCESS CODE IN THE BOOK

OPTIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book + app + e-zone	978-3-7114-0202-8	978-3-7114-0203-5	978-3-7114-0204-2	978-3-7114-0205-9
Workbook + app + e-zone	978-3-7114-0206-6	978-3-7114-0207-3	978-3-7114-0208-0	978-3-7114-0209-7
Teacher's Book + app + e-zone	978-3-7114-0210-3	978-3-7114-0211-0	978-3-7114-0212-7	978-3-7114-0213-4



helbling.com/english