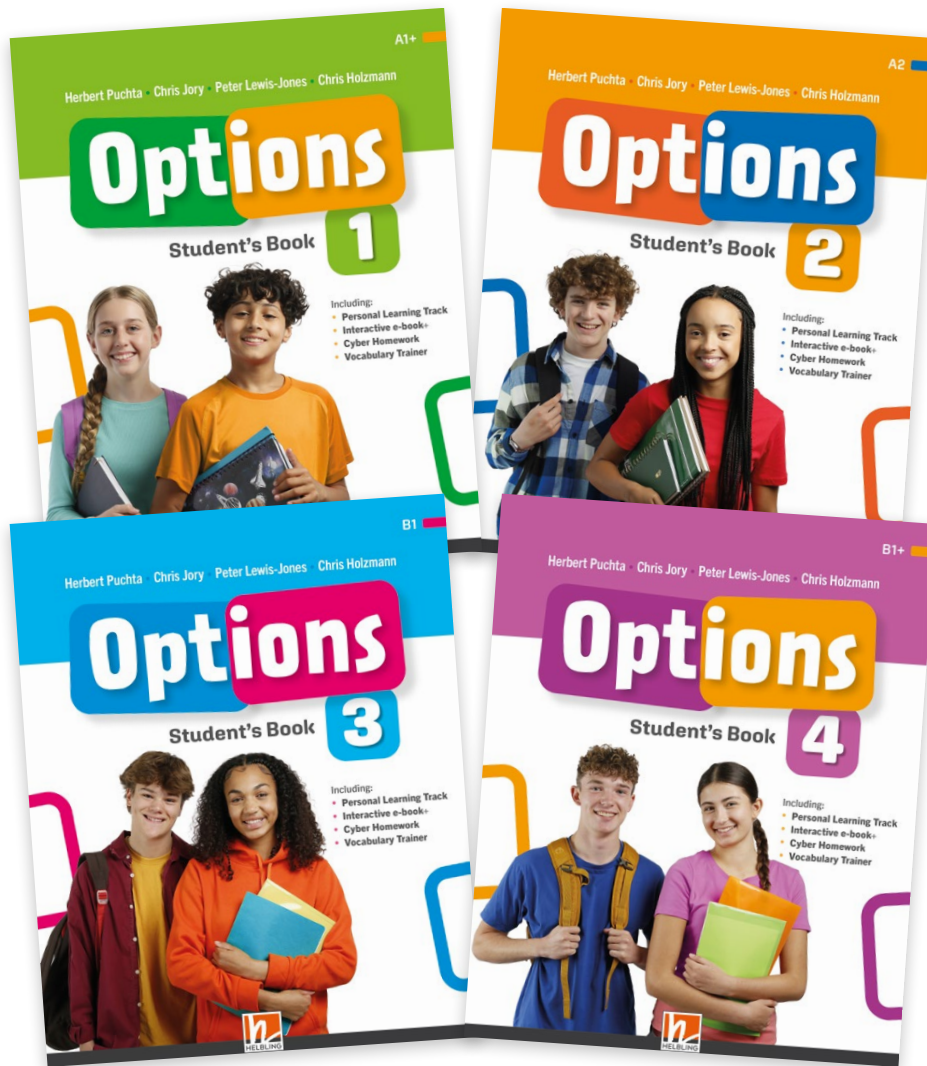


Options

Options for life **Options for learning**



The innovative and flexible secondary course
for mixed-ability classes
by **Herbert Puchta, Chris Jory,**
Peter Lewis-Jones and Chris Holzmann





Welcome to **OPTIONS** the brand-new international English course that helps all students to achieve their potential in unique ways.

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

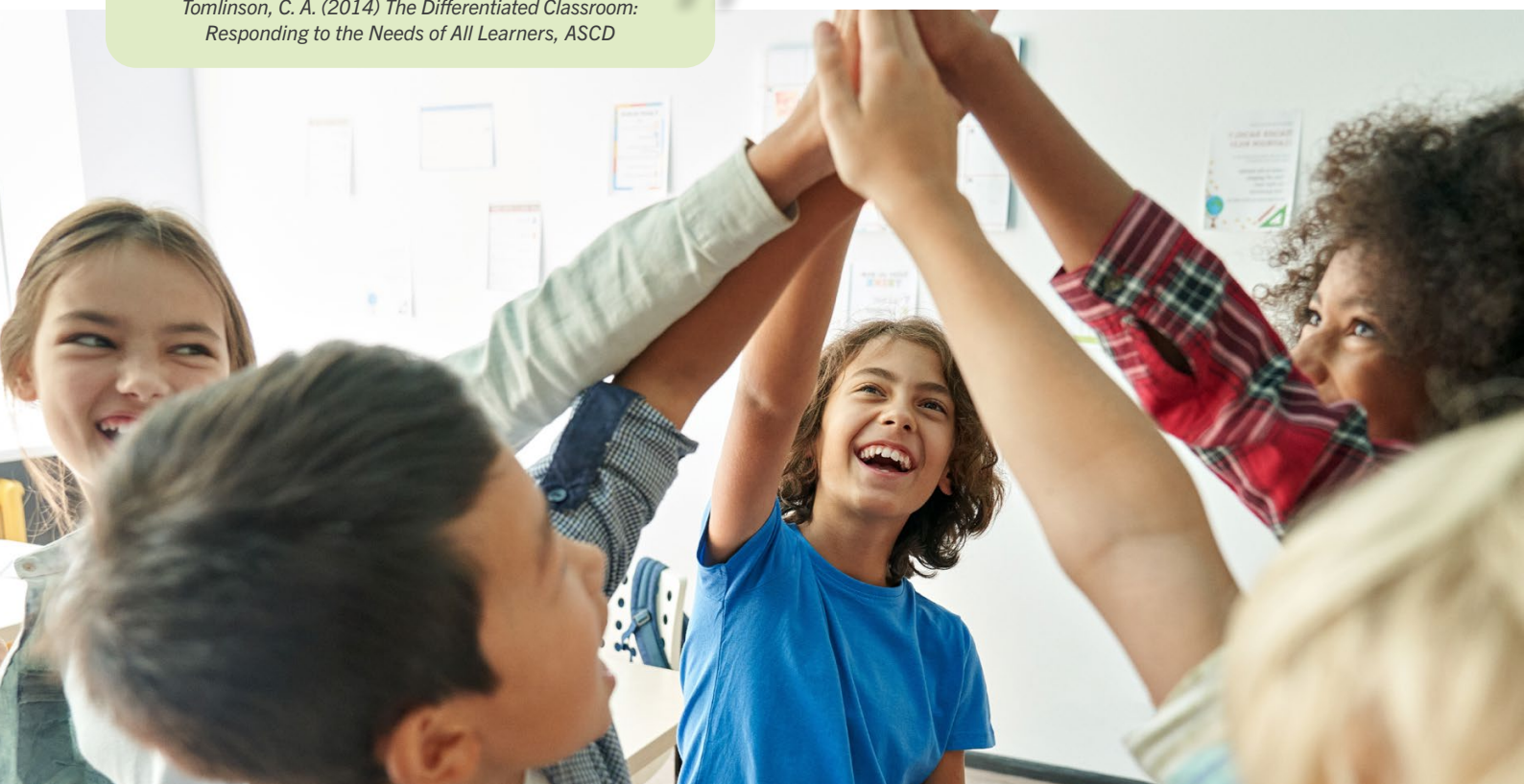
Supporting students

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 • Lesson 1 & 2

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 *Ballon d'Or* 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 ...

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 ...

Options Level 3, Unit 4

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 looking after the 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 Listen and check.

c Which of these places have you visited?

I've been to a cave.

I've never been to a canyon.

The café A walk in the countryside

1a Watch part 1 of the video.

b Read the dialogue. Answer the questions with K (Kyllie) 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?

Kyllie: 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?
Kyllie: 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, face you free on Sunday?
Kyllie: I am. Shall we go out for the day?
Connor: Where to?
Kyllie: 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.
Kyllie: Have you ever been there? The view from the top is amazing.
Connor: Let's do something different. Let's go coastering.
Kyllie: Coastering, 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.
Kyllie: That's not really my thing. I'm afraid.
Connor: Really?
Kyllie: Yes, I'm not really very adventurous, and worst of all, I hate getting wet.

c Watch part 2 of the video. Put the activities in the order you see them.

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 <input type="checkbox"/> the very worst thing
e <input type="checkbox"/> things like that / for

b Work in pairs. Choose 2 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.

Options Level 3, Unit 5

Grammar & Vocabulary • Lesson 3 & 4

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 sportsperson.
- 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 Listen and read.

Language box

- Have you scored lots of goals since you joined the team?
- She **hasn't played since** she broke her hand three months ago.
- They **worked hard** for many years.
- He's **dreamt of becoming** a professional basketball player since he was small.
- I've **loved football since** I watched the 2018 World Cup.
- 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 past and continue in the present.
- We use the present perfect to talk about periods of time and to talk about the point in time when something started.

c Complete with 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.*
- No, I haven't. Only two.
- Have you been interested in football for a long time?
Yes, I have.
- What does he want to do after he leaves school?
B
- How long have you known Mr Williams?
B
- 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.

- for: a long time / three months / ...
- since: your childhood / ...

4a 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 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

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

Sounds right p. 110

2a Read and circle the correct adjectives.

b Listen and check.

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

"The actor Tom Hanks is very **ambitious** / **modest** - he has been in more than 50 films and has won two Oscars ... but he says only four of his films are 'good'."

"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!"

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

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

52 Grammar bank p. 118 WB p. 32 Cyber Homework 12

WB p. 33 53

Options Level 3, Unit 4

Grammar & Vocabulary • Lesson 5

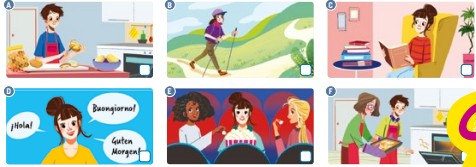
Grammar bank with grammar rules and practice

Grammar

Present perfect vs past simple

1a Listen to the podcast. Who do you like the most, Bella or Max? Why?

b Listen again. Number the pictures in the order you hear them.



2a Listen and read.

- Which of the sentences **only** tell you what happened?
- Which of the sentences **also** tell you when the action happened?

Language box

- I've read six books.
- I read two books in English last week.
- Have you read any books?
- We went for a walk on Saturday morning.
- I haven't learnt any languages.
- She's taught me how to make lasagne.
- I made lasagne yesterday.
- I didn't go to the cinema last night.

b Circle the correct options to complete the rules.

- We use the present perfect / past simple when we talk about past events and a) we don't say exactly when they happened or b) the period of time isn't finished.
- We use the present perfect / past simple when we talk about past events and the period of time is finished.
- We often use time expressions like these with the past simple: yesterday, last night/Tuesday/week/year, two weeks / a year ago.

3 Complete the sentences with the present perfect or past simple form of the verbs.

- My brother is very hard-working. He (do) four hours of maths homework yesterday!
- I've been to Spain, but I _____ (not) Italy. Maybe next year!
- My sister _____ (leave) home last year. She's studying at university in Bologna now.
- Amelia _____ (not climb) that mountain before.
- A _____ you _____ (see) the new Johnson film?

B Dwayne Johnson? The Rock? Yes, I _____ (see) his new film last week.

4 Tell your partner about this week.

- I've done my biology homework. I did it on Monday. It was easy.
- I've played played football for five years.

GRAMMAR RAP

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



AND NOW CLAP CLAP CLAP FOR THE GRAMMAR RAP. AND TODAY IT'S...

Grammar bank Unit 4

Present perfect with *for* and *since*

We can use the present perfect to talk about a situation that started in the past and continues in the present. In these present perfect sentences, we say when the situation started, or how long the situation continued.

I study English. → I've studied English since junior school. I live in Rome. → I've lived in Rome for ten years.

In affirmative sentences, we usually use verbs like be, have, know, live, like, love, study, want, work.

We use *for* to say how long something has continued. I've played tennis for five years. She hasn't ridden her bicycle for three weeks.

We often use the time expressions for ages and for a long time. We use *since* to say when something started. We can use a particular point in time, or an event in the past simple.

It hasn't rained since March / Monday / 2 o'clock. I've known her since I was 5 / since we met at kindergarten.

To form the present perfect, we use *has/have* + past participle. Many past participles are irregular.

I, you, we, they	he, she, it
They've lived here for four years.	He's lived here for four years.
We haven't lived here since 2021.	She hasn't lived here since June.
Has he lived here for a long time?	Yes, he has. / No, he hasn't.
How long has she lived here?	Since last summer.

Irregular verbs list p. 135

- correct words.
- in 1999
 - last Monday
 - two years
 - on 12th November
 - for a long time
 - I was at primary school

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

- My sister has been a professional tennis player _____ 2023.
- Josh hasn't played any video games _____ three weeks.
- We haven't been on holiday _____ ages.
- They haven't seen Eliza _____ lunchtime.
- A How long have you known her?
B I've known her _____ two years.

3 Put the words in the correct order to make sentences.

- rained / for / hasn't / it / months
- away / She's / two / been / for / weeks
- haven't / anything / breakfast / since / I / eaten
- got / We / ages / played / for / haven't
- known / 2022 / I've / Lola / since

4 Complete the sentences with the present perfect form of the verbs and *for* or *since*.

- Alba's mum _____ (be) a police officer _____ five years.
- Our uncles _____ (work) very hard _____ they started their restaurant last year.
- They _____ (not win) any matches _____ weeks.
- Charlie _____ (not practise) the piano _____ Saturday.
- A _____ she _____ (have) that phone _____ a long time?
B No, she _____ you _____ (live) in Berlin?
B I _____ (live) in Berlin _____ two months.



54 Grammar bank and GRAMMAR RAP p. 119 WB p. 34

Options Level 3 - Unit 4

Options Level 3, Unit 4

Listening and speaking • Lesson 6

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.

4

Skills Listening and speaking


Giving advice



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 ...



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

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

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

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

c Match the sentence halves.

- Make sure ...
- Don't worry ...
- Why not ...
- How about ...
- You could ...

- try something else instead?
- learning the piano?
- talk to a friend or family member.
- you know what you want to achieve.
- about making mistakes.

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

WB p. 35 Cyber Homework 13 55

Options Level 3, Unit 4

00:00 00:29 5

1x

0,9x

0,8x

0,7x

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 • Lesson 7

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 **lashed** 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 training outside Liverpool 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 gent!" 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

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

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

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

- 1 love him / find him funny
- 2 when he isn't playing / when he goes jogging in a field
- 3 said bad things about / took money from
- 4 fell unconscious / started to bleed
- 5 smiled at the brothers / put his arms around the brothers
- 6 next village / area in the town
- 7 TV / websites where people share information, photos, etc.
- 8 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

4

Reading MO SALAH world class on and off the field

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 small boy **lashed** his father to find a job.

One day, Louis Fowler, an 11-year-old fan in Liverpool was waiting with his brother Isaac for Mo Salah to finish his football practice.

He **knocked himself out** and fell with a broken nose.

He **hugged the brothers**.

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

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

Thank you for coming back to check on my boys after the accident! 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 Student's Book 3 © Helbling Languages BASIC TEXT

Options Level 3 - Unit 4

Skills Writing

An email giving advice

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

Hi Felipe,
How are you? I'm fine, but I have a problem: I don't know what to study at high school. You know I really want to be an influencer. It has always been my dream. But what can I study at school to help me to do that?
Thanks!
Carla

Hi Carla,
Thanks for your email. It's always great to hear from you!
So, I'm writing to answer your question about being an influencer. Here's my advice:
Firstly, I'm not surprised you asked me about this. We've talked a lot about influencers that we like. But I don't think you should try to build a career as an influencer. There are lots of different types of influencers - from food and fitness to fashion. Why don't you concentrate on getting really good at one of your hobbies or interests first and then you never know, people might want to hear about it! Don't worry about being successful. Just enjoy it.
And another thing - you should work hard at school! Make sure you have the opportunity to study at university. How about sports science, for example? I know how much you like sports. You could do something like that at university. But keep an open mind. It's too early to decide on a career.
I hope that helps! Write again soon!
Bye for now!
Felipe

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

- a gives advice
- b says something friendly
- c says goodbye
- d says thanks for writing
- e asks for a reply
- f 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).

- 1 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?
- 2 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

4

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 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 **lashed** his father and he helped the man find a job to do.

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. 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 notice a lamppost right in front of him. The boy **knocked himself out** and fell to 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 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 gent!" Louis was taken to a hospital to be treated by ambulance, where they looked after his nose. He was soon OK again, but he will never forget what happened to him that day.

Options Student's Book 3 © Helbling 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.

Texts can be accessed via the e-book+, the **Helbling Media App** or as photocopyables in the **Teacher's Book**.

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**.

Options Level 3 - Unit 4

Learning skills • Lesson 8

Students need 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

- Tick what's true for YOU.
 - 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 do 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?

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?

b Watch the video. What kind of comments did Mickey M write?

c Watch the video again. Answer the questions.

- Does Jamie eat pizza every day?
- Where did Jamie find the reviews?
- Who wrote that Luigi's pizza was the worst pizza ever?
- What were the comments like on Mickey's Place?
- Why did Mickey leave all these negative comments?

d Match the words with the definitions.

<input type="checkbox"/> a review	a to say what you think about something
<input type="checkbox"/> fake	b a bad review
<input type="checkbox"/> to comment	c an opinion about a place, an event, etc.
<input type="checkbox"/> negative feedback	d not real

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.

- "What a wonderful book. One of the best romantic novels I know. Buy it! Read it!"
a a reader b the author c we can't be sure
- "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

Options Level 3, Unit 4

Options Level 3, Unit 3

Review

A Review page at the end of each Unit. The unique online *Personal Learning Track* on HELBLING e-zone 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 on HELBLING e-zone.

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.

- At the age of 17, he won a ...
- The actor Emma Stone is very ...
- My dad says if you work ...
- When she was a child, she dreamt ...
- I want to start a business and make ...
- You can make your ...
- He achieved his ...
- 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.

- Someone who is sm_ _rt is clever.
- Someone who is m_b_ _t_ _s wants to be successful.
- Someone who is m_d_ _t_ _t doesn't talk a lot about their own achievements.
- Someone who is p_ _t_ _st_ _c expects good things to happen.
- Someone who is cr_ _t_ _t_ _v_ _t_ _t has lots of new ideas.
- Someone who is p_ _p_ _t_ _r has lots of friends.
- Someone who is h_ _rd_ _w_ _rk_ _ng does a lot of work.
- 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
----	------	------	---------	------

- Max _____ a pet spider for two years.
- Alexis is hungry. She _____ anything since breakfast!
- Ben and Jess _____ in that house for more than ten years.
- I _____ Alexander for about six months.
- How long _____ you _____ at your school?

4 Complete the sentences with for or since.

- Jack has lived here _____ three years.
- I've been at my school _____ 2022.
- We haven't been to the cinema _____ a long time.
- I've known my friend _____ five years.
- 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
 (be) successful since she was a teenager and she _____ of albums all over the world. 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 could make her dreams come true. I _____ (love) Taylor Swift since the first time I _____ (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.

Options Level 3, Unit 4

Exam practice 1

81 Preliminary for Students

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 team 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.

Options Level 3

Sustainable Development Goals, CLIL and Culture


After each unit, Options offers **two extra pages**, which 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



1 a Before you watch, discuss the questions.

- What subject do you think the students in the photo are learning?
- Do you study this subject at school?
- Is it a popular subject? Does everyone enjoy learning it?

b Watch the video. What difference between boys and girls at school are Jack and Mia talking about?

c What does **STEM** mean?

d Watch the video again. Complete the sentences with the percentages.

- Only _____% of British girls aged 16–18 study physics.
- Only _____% of British girls aged 16–18 study computer science.
- Only _____% of maths students at British universities are female.
- Only _____% of engineering students at British universities are female.
- Only _____% of students with a STEM qualification from British universities are female.
- Only _____% of science researchers are female.
- Only _____% of people in STEM jobs are female.


60

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

CLIL: Science

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 1868, 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.

Options Basic text Enriched text **61**

Options Level 3, Unit 4

Each unit offers a **project** supporting students to foster 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

1 a Read the text. Look at photos 1–6. Which photo doesn't 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 about 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. Camden Market is also a good place to find 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.

Options Basic text Enriched text **58**

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 goulash? They are flat pieces of bread with cheese, meat or vegetables inside. You can then enjoy a baklava for dessert. Baklava has delicious nuts and honey in them.



Options Basic text Enriched text **59**


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 ...

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



3 a 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.

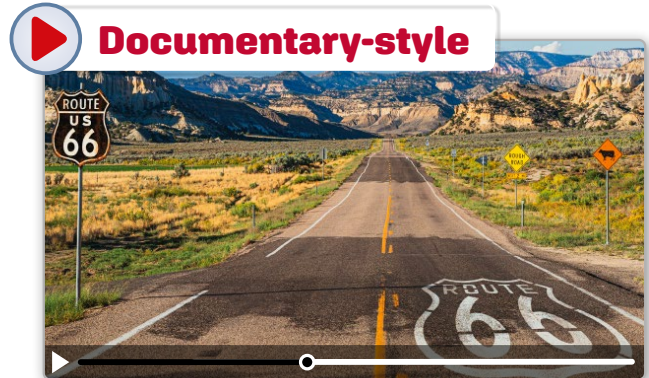
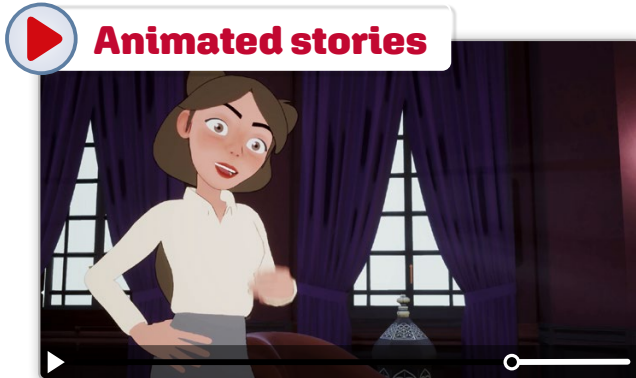
- I always visit a _____ when I go to London. My favourite is in Camden Town.
- Let's go to the comic _____ over there. It's opposite that clothes shop.
- Can I have a new _____ for my bedroom, please?
- New bikes are expensive, so I'm getting a _____ one, but it's new for me!
- Do you use lots of _____ 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.

Options Level 2, Unit 4

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>		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

The screenshot displays the 'Options 3' digital book interface. On the left is a navigation menu with sections like 'STUDENT'S BOOK', '1A: The simple life', '1B: Inventing the modern world', '1C: Moved by music', '1: 101 THINGS TO DO IN ENGLISH', '2A: Are you eating plastic?', '2B: More than just words', '2C: Exercise myths & misconceptions', '2: 101 THINGS TO DO IN ENGLISH', 'Review 1 & 2', '3A: Delicious or disgusting?', '3B: A different kind of education', '3C: Changing language', '3: 101 THINGS TO DO IN ENGLISH', '4A: The history of waste', and '4B: Identity'. The main content area is divided into 'Grammar' and 'Vocabulary and speaking' sections. The Grammar section includes exercises on 'Present perfect vs past simple' with listening tasks and a 'Language box' explaining the difference between the two tenses. The Vocabulary and speaking section features 'Adjectives to describe people you admire' with a matching exercise and a 'Sounds right or not?' activity with audio clips and images of celebrities like Rihanna and Tom Hanks.

Cyber Homework

Regular online skills, vocabulary and grammar practice

The screenshot shows the 'HELBLING eZONE' Cyber Homework interface. At the top, there are navigation tabs for 'HOME', 'COURSES', 'STUDENT LISTS', 'MATERIALS', and 'MESSAGES'. Below this, the user is logged in as 'BUPS-CXNZ' and is viewing 'Class 1A' with sub-tabs for 'Materials', 'Students', 'Teachers', and 'Preferences'. The main content area is titled 'OPTIONS 3' and 'Cyber Homework'. It explains that the homework provides interactive activities that can be assigned by teachers, with each task consisting of specific exercises to be completed in 10 to 20 minutes. It also notes that results and feedback are given automatically as soon as the deadline expires. At the bottom, there is a 'Unit 1A' section with an 'Assign' button and an 'Overview' link.

The screenshot shows the 'Dialogue Karaoke' interface. It features a 'Listen to the dialogue' section with a play button and a 'Record' button. Below this, there are two recording slots for 'Speaker A' and 'Speaker B'. The dialogue text is displayed in a chat-like format: 'A: Have you got a pet?', 'B: Yes, a shark.', 'A: Wow! That's an unusual pet.', 'B: I know.' There are 'Record' buttons next to each line of dialogue.

Dialogue Karaoke

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

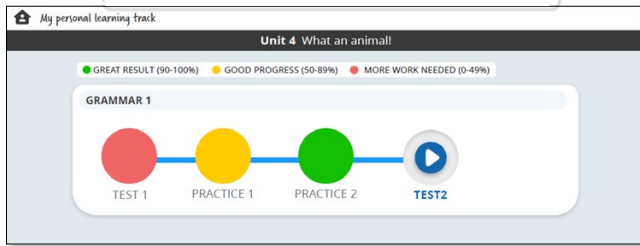
Vocabulary Trainer

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

The screenshot shows the 'UNIT 1: Vocabulary Trainer' interface. It has three main sections: 'A Check what you know. Say the word in English.' with a 'Reset' button; 'B Choose the correct word.' with a 'Reset' button; and 'C Write the missing word.' with a 'Continue' button. Below these, there is a sentence completion exercise: 'Our _____ work in an office.' with a dropdown menu showing a question mark '?'.

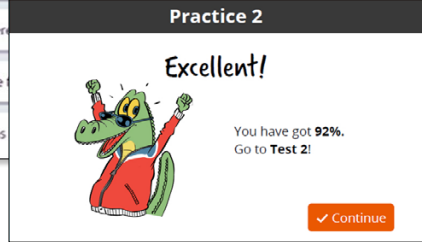
ALL DIGITAL
RESOURCES ARE
AVAILABLE FREE
VIA THE ACCESS
CODE IN THE BOOK

Options Personal Learning Track

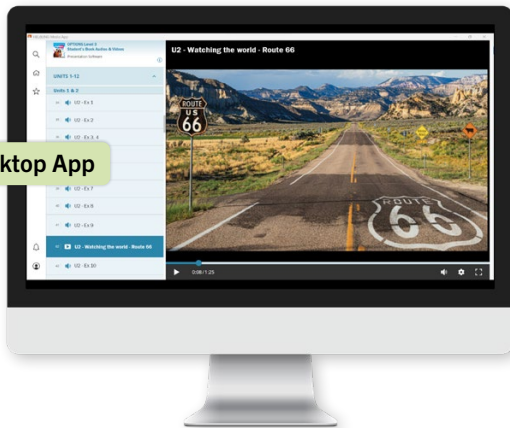


Personal Learning Track

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

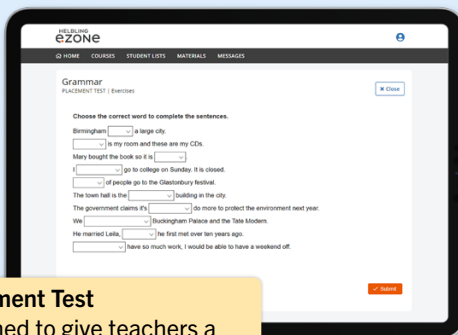


Helbling Media App

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:

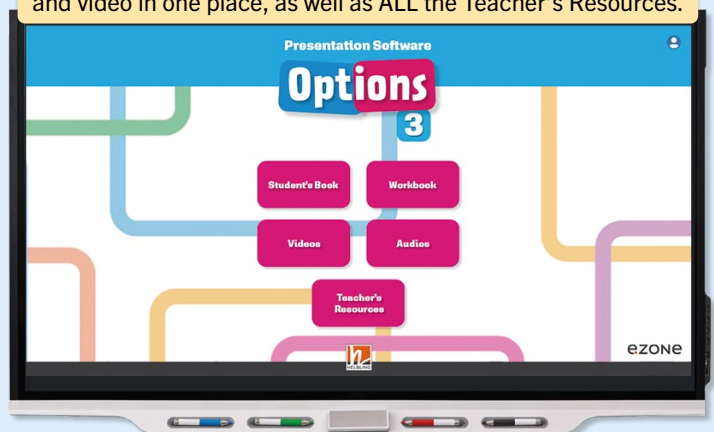


Placement Test

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

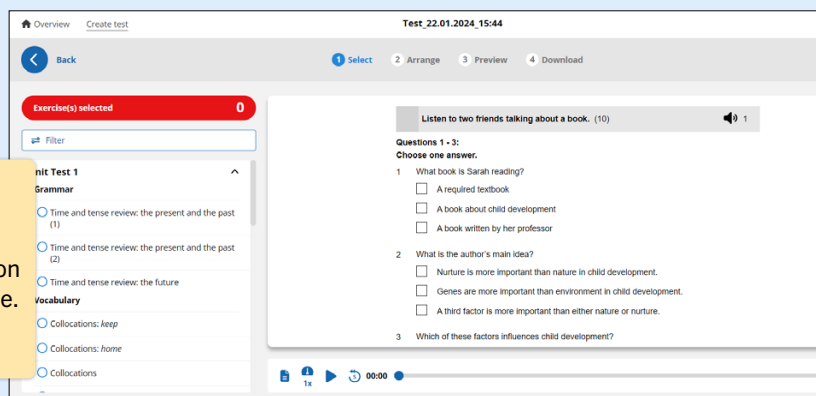
Presentation Software (IWB)

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.



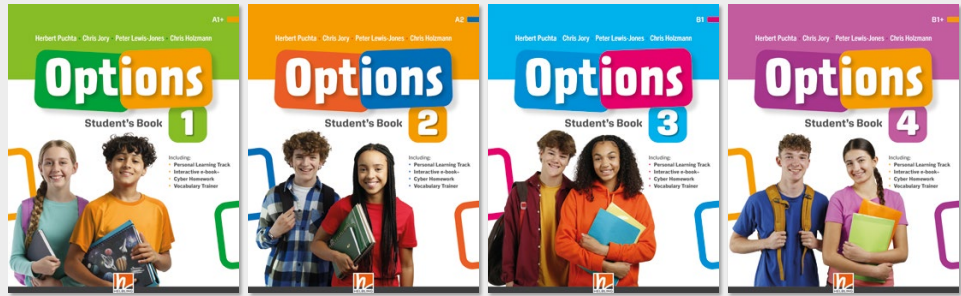
Student's Book

ON eZONE

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

ON HELBLING MEDIA APP

- Audio
- Video
- Basic/Enriched reading texts



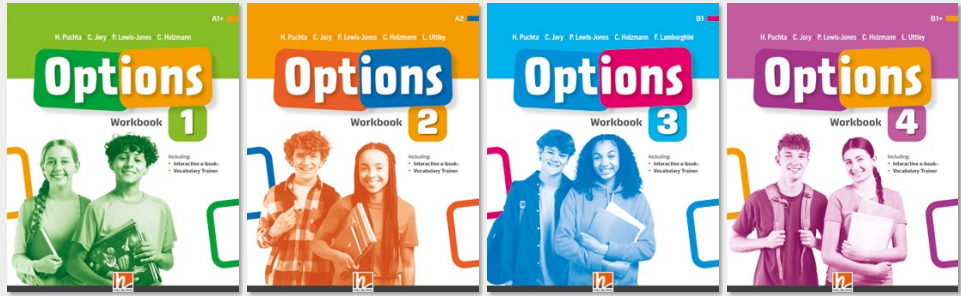
Workbook

ON eZONE

- Interactive e-book+
- Vocabulary Trainer

ON HELBLING MEDIA APP

- Audio
- Basic/Enriched reading texts



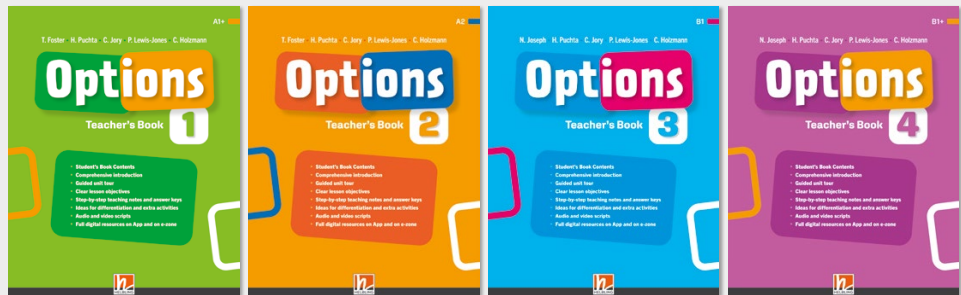
Teacher's Book

ON eZONE

- 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
OPTIONS • SPLIT EDITION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book/Workbook A + app + e-zone	978-3-7114-0364-3	978-3-7114-0366-7	978-3-7114-0368-1	978-3-7114-0370-4
Student's Book/Workbook B + app + e-zone	978-3-7114-0365-0	978-3-7114-0367-4	978-3-7114-0369-8	978-3-7114-0371-1
Teacher's Book A + app + e-zone	978-3-7114-0372-8	978-3-7114-0374-2	978-3-7114-0376-6	978-3-7114-0378-0
Teacher's Book B + app + e-zone	978-3-7114-0373-5	978-3-7114-0375-9	978-3-7114-0377-3	978-3-7114-0379-7



helbling.com/english