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Options

Teacher's Book

4

- **Student's Book Contents**
- **Comprehensive introduction**
- **Guided unit tour**
- **Clear lesson objectives**
- **Step-by-step teaching notes and answer keys**
- **Ideas for differentiation and extra activities**
- **Audio and video scripts**
- **Full digital resources on App and on e-zone**

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Student's Book Contents

Welcome

pp. 6–13

An exciting idea

Grammar: present simple and present continuous
Vocabulary: places

A healthy diet

Grammar: modal verbs of obligation
Vocabulary: food and drink

Vocabulary

Video presentation

Grammar

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Exam practice
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English sounds
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A sporting mystery **Grammar:** past simple and past continuous
Vocabulary: crime

The final **Grammar:** present perfect
Vocabulary: describing people

Skills	Listening and speaking	Reading	Writing	Learning skills
	Making suggestions and reacting to them	Who wants to live forever?	An online forum post making suggestions	► Learning for life Learning from mistakes Project
Culture Fiction: <i>The Boy Who Could Fly</i>				
	Motivating and supporting a friend	Reasons to love the Louvre	A leaflet to advertise an event	Learning to learn Learn how to concentrate better
Sustainable Development Goals ► Creative learning				Project
	Saying that you're impressed	The road to celebrating little victories	A story	► Learning for life Thinking outside the box Project
Culture Unusual celebrations				
	Explaining how to make something	So you want to be an inventor?	A competition entry	Learning to learn Learn how to improve your writing
Sustainable Development Goals ► Invent and innovate				Project
	A job interview	The world's coolest jobs	A report on a class survey	► Learning for life Making an agreement Project
Culture Fiction: <i>Father and Son</i>				
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Sustainable Development Goals ► Get connected!				Project
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Culture Planning, failing, succeeding				
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Sustainable Development Goals ► Fast fashion				Project



Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

1 Feeling fine

At the end of this unit ...
you know

- words to talk about health problems
- different types of phrasal verbs
- how to use phrasal verbs
- how to use the present perfect continuous

you can

- make suggestions to help people with their problems
- say whether you think a suggestion is a good idea
- understand an article about living for a long time
- write an online forum post making suggestions

Vocabulary Health problems

1a Listen to the words.

Work in pairs. How do you say these words in your language? Use a dictionary to help you.

Problems

I've got ...
the flu a cold an allergy
food poisoning a broken leg

Symptoms

I've got ...
a headache a sore throat
a rash a runny nose
a bruise a cough
a pain in my ...
a (high) temperature
I feel ...
sick dizzy

1b Label the photos with words or phrases from 1a.



c Choose one of the problems in 1a. Describe your symptoms. Can your partner guess your problem?

I've got a headache and I feel dizzy.

The café The remedy



1a Watch part 1 of the video.

1b Read the dialogue. Circle T (True) or F (False).

- Kylie is excited about their plans. T/F
- They made their plans two days ago. T/F
- Connor woke up this morning feeling bad. T/F
- Connor has had terrible headaches. T/F
- Other people have had the flu recently. T/F
- Kylie thinks he's definitely got a cold. T/F
- Connor is worried he might feel worse. T/F
- Kylie says her mum can help him get better. T/F

Kylie Are you ready for tomorrow? ¹ I can't wait.
Connor Um ... I'm afraid there's a bit of a problem.
Kylie What?
Connor I'm not sure I'm going to be able to make it.
Kylie ² You're joking. We've been planning this trip for months.
Connor I know. I feel terrible, Kylie.
Kylie And so you should.
Connor No, I mean I really feel terrible. I'm feeling ill. I haven't been feeling well since Thursday evening.
Kylie Really? So ³ what's the matter?
Connor Well, I've been getting these headaches for a while. I mean, they're not really bad, but they're really annoying.
Kylie So ⁴ what else? Have you been feeling dizzy at all?
Connor Well, I've got a runny nose, a bit of a sore throat and I feel dizzy when I stand up too quickly.
Kylie ⁵ Sounds to me like you might have got the flu.
Connor Well, that's what I thought.
Kylie Yes, it's been going around for a few weeks now.
Connor Oh dear.
Kylie Or it might just be a cold. Do you feel really ill?
Connor I'm not in bed, so I guess it's not too bad. But it could get worse.
Kylie Listen. I've got just the thing for you. Come back to my house and I'll get my mum to make her remedy for you. That will make you feel better.
Connor Really?
Kylie Yes, and tomorrow you'll be ready for our big day out.

c Watch part 2 of the video. Answer the questions.

1 What's in the remedy? Tick the boxes.

- ☒ ginger ☐ sugar ☐ apple
☐ honey ☐ lemon ☐ orange

2 How does Connor feel after the last activity? Tick the correct emoji.



Everyday English

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

- What's the problem?
- I'm really excited (about it).
- I hope you aren't being serious.
- Is there anything more?
- (From what I've heard) I think ...

b Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

- Are you going to see the new Marvel film?
- Of course I am. I can't wait.

c Act out your best dialogue.

WB p. 7

Vocabulary Trainer

15

Unit objectives

Vocabulary

- words to talk about health problems
- different types of phrasal verbs

Grammar

- how to use phrasal verbs
- how to use the present perfect continuous

Skills

- make suggestions to help with problems
- say whether you think a suggestion is a good idea
- understand an article about living for a long time
- write an online forum post making suggestions

Learning for life

- Learning from mistakes (and Project)

Culture

- Fiction: *The Boy Who Could Fly*

Student's Book page 14

Vocabulary Health problems

Objective: To introduce words related to health problems

Target language: *I've got: the flu, a cold, an allergy, food poisoning, a broken leg, a headache, a rash, a bruise, a pain in my ..., a (high) temperature, a sore throat, a runny nose, a cough; I feel: sick, dizzy*

Background note

Health can be a sensitive issue amongst students if they themselves, family members or friends are ill. Some personalised activities (including Extra activities suggested in these notes) may not be suitable for that reason.

Unit introduction

This unit is about health. Mental and physical health are important for all ages, but especially for teens as they are often under a lot of pressure. Ask students to make a list of things they can do to make them feel well, in control and healthy (e.g. *eat healthy food, do physical exercise regularly*). Encourage students to come up with a "Healthy Me" plan, including *what, when* and *how*. Check in with them regularly.

At the start of each unit, read through the "you know" and "you can" objectives in the Student's Book with the class. Focus on the key areas and elicit what students already know, allowing them to demonstrate their world knowledge about the topic.

1 a **1.01** Listen to the words. Work in pairs. How do you say these words in your language? Use a dictionary to help you.

Ask the students to watch and listen. Play the audio and mime to support the meaning where possible. In pairs, students then discuss suitable translations. Encourage them to use a dictionary if necessary. Agree on the correct translations as a class.

Draw students' attention to the two categories: *problems* and *symptoms*.

b Label the photos with words or phrases from **1a**.

Ask students to write the words underneath the correct photos. Check answers as a class.

ANSWERS: 2 *a cold*, 3 *a headache*, 4 *a temperature*, 5 *a bruise*

c Choose one of the problems in **1a**. Describe your symptoms. Can your partner guess your problem?

Students play a game. One of them says how they feel and the other says what might be the matter with them.

Teach/Elicit the phrases *What's the matter?* *What's up?*

Extra activity

In pairs, students tell their partner the last time they were off school and/or had to go to the doctor/hospital. They then write questions to ask their partner, e.g. *Describe what happened. How did you get sick? What were you doing when you broke your leg? How long were you off school?* Students ask and answer questions in pairs.

Student's Book page 15



The café The remedy

The café

As in *Options 3*, Units 1, 3, 5 and 7 of *Options 4* feature an episode of a video series in which students see two teenagers, Kylie and Connor, in different situations outside school. Part 1 of each episode is also presented in dialogue form on the Student's Book page, while Part 2 is presented as video only. The videoscripts for Part 2 are on TB pp. 155–156.

Each episode contextualises some of the vocabulary just taught and presents the *Everyday English* expressions from later in the lesson, while passively introducing the grammar point to be taught in the next lesson.

1 a Watch part 1 of the video.

Books closed. In pairs, students discuss what they remember about Kylie and Connor from the Welcome unit. Try to elicit the meaning of *remedy* and ask for examples.

Ask the students to watch and decide who needs a remedy. Play video part 1. Then check the answer. (Connor).

b Read the dialogue. Circle T (True) or F (False).

Books open. Ask students to read the sentences. In pairs, they decide if the sentences are true or false. Play the video again if necessary. Check answers as a class.

Ask students what they think will happen in the next part of the video.

Differentiation

For extra support, tell students there are four true and four false sentences.

For extra challenge, students correct the false sentences.

ANSWER: 1 T, 2 F, 3 F, 4 F, 5 T, 6 F, 7 T, 8 T

c Watch part 2 of the video. Answer the questions.

Focus on the ingredients and the emojis to explain the task. Play video part 2. Students tick the items, and then compare answers in pairs.

Elicit why Kylie says that her grandma can help (at the start of part 2, she says *It's an old recipe my mum learnt from her mum*).

ANSWERS: 1 *ginger, honey, lemon*; 2 C

Videoscript p. 155

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

Students cover the dialogue and try to remember the expressions. They uncover and match the answers.

Do some pronunciation practice with the expressions, especially focussing on stress and intonation.

ANSWERS: a 3, b 1, c 2, d 4, e 5

b Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

In pairs, students choose two expressions and create a two-line dialogue for each expression. They then rehearse it, focussing on the correct pronunciation.

c Act out your best dialogue.

Students then choose one of the dialogues to perform, either for the class, or for a small group.

Encourage students to reflect on their performance, thinking about what they did well and what they could do better next time.

Further practice:

- WB p. 7 (see TB pp. 165–166)
- Vocabulary Trainer (see Introduction, p. 15)

Grammar

Present perfect continuous

1a Match the sentence halves from the dialogue on page 15.

- 1 ☐ We've been planning this trip ...
 2 ☐ I haven't been feeling well ...
 3 ☐ I've been getting these headaches ...
 4 ☐ Have you been feeling dizzy ...
 5 ☐ It's been going around ...

- a since Thursday evening.
 b for a few weeks now.
 c for months.
 d for a while.
 e at all?

b Read the dialogue again and check.

2a 1.02 Listen and read.

Language box

- 1 I've been watching TV all day.
 2 Have you been waiting long?
 3 He's been talking for hours.
 4 She hasn't been doing her homework.
 5 They haven't been playing very well.

b Circle the correct options to complete the rules.

- We can use the present perfect continuous to talk about an action that started in the ¹present / past and is still happening now.
- To form the present perfect continuous, we use *has been / have been* and the ²infinitive / -ing form of the verb.
- If we want to say how long the action has been happening, we use *for / since* with a point of time and *for / since* with a period of time.

c Match the sentences in the Language box with the sentences below.

- a ☐ Mr Lewis is going to talk to her parents.
 b ☐ I don't think they'll win today.
 c ☐ I should turn it off and go for a walk.
 d ☐ It must be something important.
 e ☐ The nurse will be free soon.

3 What are these people's problems? Write present perfect continuous sentences using the phrases.

work on the computer
lie in the sun

listen to loud music
play tennis all day



1 He's been lying in the sun...



2 _____



3 _____



4 _____

4a Write three interesting things about yourself using the present perfect continuous. Two are true and one is false. For example:

I've been doing karate since I was ten.
 I've been playing the guitar for three years.
 I've been training lions for six months.

b Work in groups. Read out your sentences. Can you guess which sentences are made up?

I think that's true.

I think that's false.

Vocabulary and speaking

Phrasal verbs

1a Read the story quickly. What mistake did Mrs Davis make?



Mrs Davis wasn't feeling well. It started with a sneeze and then a runny nose. "I don't know what's ¹going on," she said. "I was feeling fine yesterday." "I think you're ²coming down with a cold," her husband said. "You probably ³picked it up from the grandchildren when they ⁴came over yesterday to ⁵drop off the cat. Why don't you ⁶lie down for a bit? I'll bring you a cup of tea."

The next morning, Mrs Davis was feeling worse, and she was finding it difficult to breathe. "I can't ⁷put up with this cold any more," she said, and she ⁸called the doctor up to make an appointment.

The doctor was very nice. She ⁹carried out some tests and took Mrs Davis's temperature. "I don't think it's a cold," she said. "I think it's an allergy. Have you got a pet?"

Mrs Davis told her they were ¹⁰looking after the cat for the grandchildren. "That's it," said the doctor. "I'm afraid you need to give back the cat." "I can't," said Mrs Davis. "They've ¹¹gone away for two weeks."

The doctor gave Mrs Davis a spray. "Use it twice a day," she said, "and make sure you spray right to the back of the mouth."

Two days later, Mrs Davis ¹²went back to the doctor's. She wasn't feeling better.

"Doesn't the spray help you?" the doctor asked. "I don't know," Mrs Davis replied. "Every time I try to open the cat's mouth, it bites me."

b Match the phrasal verbs in 1a with the words that could replace them in the story.

- a ☐ have a rest on
b ☐ the bed
c ☐ getting/catching
d ☐ phoned
e ☐ taking care of
f ☐ happening
g ☐ returned
h ☐ left
i ☐ leave
j ☐ did
k ☐ live with /
l ☐ tolerate
m ☐ got/caught
n ☐ visited

c 1.03 Listen and check.

2 Use four of the phrasal verbs in the story to complete the mini-dialogues. You may have to change the form of the verb.

1 A Why can't you come to the cinema tonight?

B Because I've got to _____ my little brother.

2 A Was your science lesson fun?

B Yes, we _____ a really cool experiment.

3 A Is Jessica still staying with you?

B No, she _____ home yesterday.

4 A You don't look very well. Are you OK?

B No, I think I'm _____ something.

Sounds right p. 110

Options

3 Choose A or B.

A Work in pairs. Choose four of the phrasal verbs in the story and write a two-line dialogue for each one.

Work with another pair. Read your dialogues, but leave out the phrasal verbs. Can the other pair guess them?

B Work in pairs. Choose four of the phrasal verbs and use them in a short sketch. Perform your sketch for another pair.

Student's Book page 16

Grammar Present perfect continuous

Objective: To present and practise the present perfect continuous tense

Materials: pictures of people doing things (for Extra activity)

1a Match the sentence halves from the dialogue on page 15.

With books closed, students retell the video story. Ask *When did they start planning? Have they been doing a lot of planning? What is emphasised: "the trip" or the planning?*

Ask students to open their books and match the sentence halves.

b Read the dialogue again and check.

Students check their answers in the dialogue.

ANSWERS: 1 c, 2 a, 3 d, 4 e, 5 b

2a 1.02 Listen and read.

Play the audio for students to follow in the Language box in their books. Drill the sentences yourself or with the audio.

b Circle the correct options to complete the rules.

Students complete the exercise and compare in pairs.

Check answers as a class.

ANSWERS: 1 past, 2 -ing, 3 since, 4 for

Grammar bank and Grammar rap

The Grammar bank on Student's Book pp. 112–127 provides grammar rules, tables and further practice. You may like to use the rules and tables to supplement the rule-finding approach in the unit and/or the students can use it for revision. The practice activities are suitable for students working on their own, e.g. for homework. For reduced pages and answers, see TB pp. 136–143.

One page of the Grammar bank in each unit features a Grammar rap. These (usually) two-part video animations first present the new forms, sometimes in short sentences, and then in extended examples in a narrative context. You can use these in class and students can also access them via the HELBLING Media App.

c Match the sentences in the Language box with the sentences below.

Ask students to look at the sentences and tell them that they are examples of the rules in the Language box. Look at the first sentence together. Then, in pairs, students write the rule numbers next to the sentences. Check answers as a class.

ANSWERS: a 4, b 5, c 1, d 3, e 2

Extra activity

Find some pictures online of people doing things. Number them and ask students to study them for a minute. Turn them over and say something about a picture, using the present perfect continuous, and students have to say the number. They can then play this in small groups.

3 What are these people's problems? Write present perfect continuous sentences using the phrases.

Students look at the pictures. They use the phrases to complete the sentences.

ANSWERS: 2 *She's been working on the computer.*

3 *He's been playing tennis all day.*

4 *He's been listening to loud music.*

4 a Write three interesting things about yourself using the present perfect continuous. Two are true and one is false.

Individually, students write their own sentences.

b Work in groups. Read out your sentences. Can you guess which sentences are made up?

Put students into small groups to listen and say which the false sentences are. As a plenary feedback, students share the best "lies".

Further practice:

- Grammar bank and Grammar rap SB p. 112 (see TB p. 136)
- WB p. 8 (see TB p. 166)
- Cyber Homework 3

Student's Book page 17

Vocabulary and speaking Phrasal verbs

Objective: To present phrasal verbs

Target language: *call up, carry out, come down with, come over, drop off, go away, go back, go on, lie down, look after, pick up, put up with*

1 a Read the story quickly. What mistake did Mrs Davis make?

Pre-teach allergy symptoms and solutions, e.g. *sneeze, runny nose, spray*. Students quickly read the story and answer the question.

ANSWER: *She was spraying the cat's mouth not her own.*

b Match the phrasal verbs in 1a with the words that could replace them in the story.

Ask students to find the underlined phrases in the text. Then ask them to find one that means *getting/catching* (come down with). Students complete the exercise in pairs. Check answers as a class.

c 1.03 Listen and check.

ANSWERS: *b 2, c 8, d 10, e 1, f 3, g 12, h 11, i 5, j 9, k 7, l 4*

2 Use four of the phrasal verbs in the story to complete the mini-dialogues. You may have to change the form of the verb.

Students do the exercise in pairs. Check answers as a class.

Differentiation

For extra support, provide the first letter of the phrasal verbs that students need for each sentence.

For extra challenge, students create two sentences for their partner to complete.

ANSWERS: 1 *look after*, 2 *carried out*, 3 *went back*, 4 *coming down with*

Sounds right p. 110 (TB p. 134)

The Sounds right pronunciation activity focuses on saying phrasal verbs.

3 Options Choose A or B.

Options A and B tasks

These A and B tasks provide practical solutions for differentiation in the classroom (see Introduction, p. 12).

You may prefer the whole class to do one of the options, or to assign options to individual students, or to allow the students to choose.

A Work in pairs. Choose four of the phrasal verbs in the story and write a two-line dialogue for each one. Work with another pair. Read your dialogues, but leave out the phrasal verbs. Can the other pair guess them?

In pairs, students write four short dialogues with a phrasal verb in each. Then working with another pair, they take turns to read out their dialogues, saying "mm mm" for the other pair to supply the missing phrasal verbs.

B Work in pairs. Choose four of the phrasal verbs and use them in a short sketch.

Perform your sketch for another pair.

In pairs, students write a sketch with four of the phrasal verbs. If they need help with ideas, you could suggest looking after a dog, having a day off school, going to the doctor or baby-sitting. Put pairs together to perform their sketches for each other.

Further practice:

- WB p. 9 (see TB p. 166)

Grammar

Phrasal verbs

1a Complete the sentences with the object of the phrasal verb in the correct position.

- a a cold I think you're coming ¹ _____ down
with ² _____.
- b it You probably picked ¹ _____ up
from the grandchildren.
² _____
- c the cat They were looking ¹ _____ after
² _____.

b Read the story on page 17 again and check.

2a 1.04 Listen and read.

Language box

- 1 I can't put up with this noise.
2 I'm going to lie down. I'm tired.
3 He's looking after his cat for a week.
4 He called me up in the middle of the night.

b Complete the rules with the phrasal verbs.

look after lie down put up with call up

- There are different types of phrasal verbs, and it's important to know where we can put the object of a sentence with each type.
- Some phrasal verbs are intransitive. This means they don't take an object. With these phrasal verbs, the word order isn't a problem. An example of this is *I called up my mum. OR I called my mum up.* If a phrasal verb can be split, some dictionaries enter it like this: *call somebody <-> up*. But if we use a pronoun, it must come between the two parts of the phrasal verb. *I called her up. NOT I called up her.*
- Some transitive phrasal verbs can't be split. An example of this is *I looked after the baby. NOT I looked the baby after.*
- Some phrasal verbs have three parts. The object must always come after the third part of the phrasal verb. An example of this is *I put up with this noise.*

c Match the sentences in the Language box with the photos.



3a Look at the dictionary definitions of these phrasal verbs. Which phrasal verb can be split?

- 1 **look up** phrasal verb
look something <-> up
to look for information in a book or by using a computer
- 2 **come across** phrasal verb
come across
to find by chance

b Tick all the sentences that are correct.

- 1 ☐ Why don't you look up the word in a dictionary?
2 ☐ Why don't you look the word up in a dictionary?
3 ☐ Why don't you look it up in a dictionary?
4 ☐ Why don't you look up it in a dictionary?
5 ☐ I came across the photo in an old book.
6 ☐ I came the photo across in an old book.
7 ☐ I came across it in an old book.
8 ☐ I came it across in an old book.
- 4 Discuss the questions.
- 1 What do you find more difficult to put up with – loud music or people talking loudly on the phone?
2 In what situations do you usually look up information online?
3 What do you prefer – to write a message to someone or call them up? Why?

Skills Reading

1a Read the article quickly. What was the idea of the research project? Is the story true?

Who wants to live forever?



Today is Jim's birthday. He's 200. He's sitting in his favourite armchair and thinking back on his life. He was born in 1950 and he worked for a chemical company until he was 70, when he ¹ retired. Then he finally had time for his favourite things: taking long walks during the day and reading in the evenings. He also had a lot more time to think. He decided that he liked living. One day he had his great idea. Why not become the world's oldest man? He knew that his body wouldn't ² last forever, even if he lived a very healthy life. But he would do all he could to help it.

When he was 90, he was doing really well. But he realised that fitness, a healthy ³ diet and meeting people weren't

enough. It was at this time that he found a research project online. The researchers were looking for older people who wanted to live as long as possible. Jim ⁴ signed up. There were lots of tests, especially blood tests. The doctors did some work on stem cells. They explained to Jim that these cells could ⁵ replace the ⁶ damaged cells in his body. They also explained that humans have stem cells that can repair and even regrow parts of the body.

He made good progress and before he knew it, he was already 120. He now found himself working with the next generation of scientists. When he was about 150, most of the original research team was dead, but Jim was still ⁷ hanging on.

Luckily, new experiments to create mechanical body parts showed good results. First, doctors replaced an arm, then later both legs. Then they replaced some ⁸ organs like his liver and his lungs. They put little pumps into his body to help the blood flow around better. All of this worked beautifully, and Jim got older and older.

So today he is 200. A group of doctors came to see him in the afternoon. They forgot to bring him a present, but they did carry out some important blood tests.

Jim is thinking about his wife and children, even his grandchildren, all long gone now, of course. And he is asking himself: was it worth it to grow so old?

Options Basic text Enriched text

b 1.05 Read the article again and listen.

How many of these tasks can you do?

- 1 Jim worked until he was 75. T / F
2 When he retired, he had a lot of time to think. T / F
3 Jim wanted to be the world's oldest man. T / F
4 When he was 90, he joined a _____.
5 The doctors carried out a lot of _____ on Jim.
6 Most of the original researchers were dead by the time Jim _____.
7 What do stem cells do?
8 How did doctors help his blood flow?
9 What does the story say about the doctors' attitude towards Jim when he was 200?

2 Match the underlined words in the story with their meanings.

- a ☐ the food and drink you usually have
b ☐ stopped working because of old age
c ☐ joined the group
d ☐ continue to exist
e ☐ body parts that perform an important job
f ☐ not working properly
g ☐ managing to stay alive
h ☐ change with new ones

3 Discuss the questions.

- 1 What would be the advantages of living for such a long time?
2 What would be the disadvantages of living for such a long time?
3 Do you think it will ever be possible for someone to live to 200? Why (not)?

WB p. 11 19

Student's Book page 18

Grammar Phrasal verbs

Objective: To present different types of phrasal verbs

1a Complete the sentences with the object of the phrasal verb in the correct position.

Write the three gapped sentences on the board. Tell students that *a cold* needs to go into the first sentence. Ask students where it goes. Explain that the position of the object varies with different phrasal verbs. Students write the objects in the correct places.

b Read the story on page 17 again and check.

Students reread the story and find the answers.

ANSWERS: a 3, b 1, c 2

2a 1.04 Listen and read.

Check that the students understand the grammatical terms *subject*, *object*, *transitive*, *intransitive* and *pronoun*.

Play the audio and students listen. Elicit the following: sentence 2 is *intransitive* (there's no object), sentences 1, 2 and 4 are *transitive* (they have objects), *me* (in sentence 4) is a *pronoun*. Ask students to notice the position of the pronoun. Elicit that phrasal verbs have two or three parts.

Extra activity

Write/Display the five grammar terms and sentences on the board for students to match.

subject intransitive verb object pronoun object transitive verb

- 1 I looked after the cat for three weeks.
2 I came across it in the dictionary.
3 I'm going to lie down.
4 Can you turn on the TV, please?
5 I called up the doctor and made an appointment.
(1 object, 2 object pronoun, 3 intransitive verb, 4 transitive verb, 5 subject)

b Complete the rules with the phrasal verbs.

Students do the exercise in pairs. Check answers as a class.

ANSWERS: 1 lie down, 2 call up, 3 look after, 4 put up with

c Match the sentences in the Language box with the photos.

Ask students to do the exercise. If your students are finding it tricky, do this together.

ANSWERS: *A I'm going to lie down. B He's looking after their cat for a week. C I can't put up with this noise. D He called me up in the middle of the night.*

3 a Look at the dictionary definitions of these phrasal verbs. Which phrasal verb can be split?

Tell students that information about verbs (whether they are transitive / can be split) can be found in a good dictionary. If necessary, recap with students that some phrasal verbs can be split and others can't. Students look at the dictionary extract and answer the question.

ANSWER: 1

b Tick all the sentences that are correct.

Referring to the dictionary extract, students do the exercise in pairs. Check answers as a class.

Differentiation

For extra support, write each word from the two sentences onto individual pieces of paper. Then students can move the words to work out which positions are correct.

For extra challenge, ask students to write a sentence with another phrasal verb (e.g. *carry out / take care of / go away*), putting the object into different positions. They give their sentences to another student to decide which are correct.

ANSWERS: *Students tick 1, 2, 3, 5 and 7.*

4 Discuss the questions.

In pairs, students discuss the questions. Encourage them to use the phrasal verbs carefully and correctly. They swap pairs several times.

Further practice:

- Grammar bank SB p. 113 (see TB p. 136)
- WB p. 10 (see TB p. 166)

Student's Book page 19

Reading

Objective: To develop reading skills

Basic and Enriched texts

There are three versions of the Student's Book and Workbook reading texts, all with audio support: the Standard text in the Student's Book and Workbook and the Basic and Enriched versions (see Introduction, p. 11). The tasks on the Student's Book and Workbook pages are designed to work with all three versions.

1 a Read the article quickly. What was the idea of the research project? Is the story true?

Ask students to look at the photo and invite a student to describe what they can see. Then ask students to read the title and, in pairs, they come up with two ideas they think will be mentioned in the article. Check answers as a class and then tell students that the article is about a research project. Ask them to read the article and to answer the two questions. Ensure students read quickly. Check answers as a class.

ANSWERS: *To find out how to help people live for as long as possible. Not true.*

b 1.05 Read the article again and listen. How many of these tasks can you do?

Students read questions 1–9. Encourage them to highlight the key words in each question. Play the relevant audio here for students to complete the task. Students work individually and then compare answers in pairs, before checking answers as a class.

How many of these tasks can you do?

These graded tasks feature in all the reading lessons (see Introduction, p. 12).

ANSWERS: *1 F, 2 T, 3 T, 4 research project, 5 (blood) tests, 6 was 150 (years old), 7 They replace damaged cells. 8 They put little pumps into his body. 9 Possible answer: They see him as an experiment rather than a person.*

2 Match the underlined words in the story with their meanings.

Students do the exercise individually and then check ideas in pairs. Check answers as a class.

Differentiation

For extra support, choose four words and definitions for students to match.

For extra challenge, ask students to make their own sentences with the underlined words.

ANSWERS: *a 3, b 1, c 4, d 2, e 8, f 6, g 7, h 5*

3 Discuss the questions.

Students read the questions and think about how they are going to answer them. In pairs, students share their ideas. Students swap partners and share their answers with another student. Repeat this about three times so that students have a great opportunity to practise this language.

Further practice:

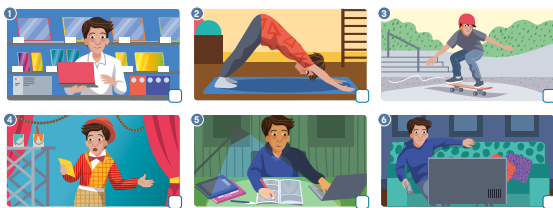
- WB p. 11 (see TB p. 166)
- Cyber Homework 4

Skills Listening and speaking

Making suggestions and reacting to them

1a 1.06 Listen to Amy and Tarek talking about Tarek's school play. What's he finding difficult?

b Why is Tarek so busy? Tick the pictures of the things he does.



c 1.07 Listen again. Make a list of Amy's suggestions. In pairs, decide which you think are best.

2 Look at the phrases from Amy and Tarek's conversation. Write them in the correct place in the table.

You should cut down on ... That sounds like a good idea.
That's easy to say, but ... I'm not so keen on ...
That makes sense. It might be a good idea to ...

Making suggestions	
I always find it useful to ...	
How about ...ing?	
Why not ...	
Accepting suggestions	
I'll give it a go.	
Disagreeing with suggestions	
No way!	

Options

3 Choose A or B.

A Your friend finds it difficult to hand in homework on time. Make suggestions to which he/she reacts. Use the phrases from 2 and role-play the conversation.

Why not try to finish it the day before you need to hand it in?

Good idea, I'll give it a go.

B Make a list of things in your life that cause you stress. Choose some of the things from your list and tell your partner. Listen to his/her advice and react. Use the phrases from 2.

Getting to school on time is really stressful.

How about getting up 15 minutes earlier?

I tried. But I was still late!

Skills Writing

An online forum post making suggestions

1a Read Oliver's post. What's his problem? Think of two suggestions to help him.

Check with ...
Caroline

Dear Caroline,
I'm writing to you because I'm having problems with my sleep. I go to bed fairly late, usually around 11 p.m. I have no problem falling asleep, but after two or three hours, I wake up. I get up and sit in front of my computer and play a short game. I know this probably doesn't sound like a great idea, but it actually helps me. After about half an hour, I go back to bed and then I sleep the rest of the night without waking. In the morning, I never want to get up, and I'm always tired. I know that I've got a problem, but I don't want to talk to my parents about it, because they would take away my computer. What can I do?
Thanks,
Oliver

b Read Caroline's reply. How do her suggestions compare with yours?

Caroline

Hi Oliver,
Thank you for your post. First of all, let me say that you're not the only person who's trying to solve a problem using a bad idea. And switching on computers or mobile phones to fight sleeplessness is exactly that – a bad idea. Here's what I suggest: How about going to bed earlier? You might say that's a no-go, but why not give it a go for a week? Maybe this will solve your problem fairly quickly. It might also be a good idea to put your laptop and mobile phone in another room to make it more difficult to get them when you wake up. Finally, I would turn off all electronic devices at least one hour before you go to sleep. I'm guessing you won't be so keen on this idea, but again: give it a go.
Best wishes and good luck!

2 Answer the questions.

- How does Caroline start her reply?
- How does she finish it?
- What does she say to make Oliver feel better?

3 Read Caroline's reply again. Underline the phrases she uses to make suggestions in one colour. In another colour, underline the phrases that show she thinks Oliver might not like her suggestion.

Options

4 Choose A or B.

A Read this post. Write a reply making suggestions about what Paulo could do (120–140 words).

I'm really worried that I haven't got enough time to study for my next chemistry exam. There are so many pages in the book and I haven't even done half of them. The exam is in three days. Paulo

B Read this post. Write a reply making suggestions about what Ellie could do (140–180 words). Think about how she might react to some of the suggestions.

I'm a really good football player. And now everybody expects me to win the upcoming tournament against three other teams. Everybody expects me to score a couple of goals in each match. I know I'm good and I know my team supports me well, but I'm really worried that I can't live up to their expectations. I simply can't train harder. Ellie

Student's Book page 20

Listening and speaking

Making suggestions and reacting to them

Objective: To develop listening and speaking skills

1a 1.06 Listen to Amy and Tarek talking about Tarek's school play. What's he finding difficult?

Find out whether any students have been in a school play. Did they find it stressful? What sorts of things did they find hard? Ensure that you elicit *learning lines*. Tell students they are going to listen to a dialogue between Amy and Tarek. Play the audio and students answer the question.

ANSWER: Learning his lines

Audioscript p. 145

b Why is Tarek so busy? Tick the pictures of the things he does.

Play the audio again, if necessary, and students do the exercise. Check answers as a class.

ANSWERS: Students tick 1, 3 and 5.

c 1.07 Listen again. Make a list of Amy's suggestions.

In pairs, decide which you think are best.

Play the audio again and students note down Amy's ideas. Check answers as a class.

Differentiation

For extra support, give students the audioscript for them to highlight Amy's suggestions.

For further challenge, pause the audio before each of Amy's suggestions and elicit ideas. Encourage students to remember the sense. Then continue playing the audio to remind them of the exact wording.

ANSWERS: Go through the lines in his head before going to sleep, Relax in a comfortable chair with a cup of hot chocolate, Cut down on activities, Decide what's really important, Stop skateboarding, Cut down on helping his uncle in his shop

2 Look at the phrases from Amy and Tarek's conversation. Write them in the correct place in the table.

Do this exercise on the board with the whole class. As you do, work on pronunciation, encouraging students to listen and repeat several times. Students then copy the answers into their exercise books.

ANSWERS: Making suggestions: You should cut down on ... It might be a good idea to ...

Accepting suggestions: That makes sense. That sounds like a good idea.

Disagreeing with suggestions: That's easy to say, but ... I'm not so keen on ...

Extra activity

Give out the audioscript cut up into the individual lines that each character says. Students re-order the dialogue and then compare with another pair.

3 Options Choose A or B.

A Your friend finds it difficult to hand in homework on time. Make suggestions to which he/she reacts. Use the phrases from 2 and role-play the conversation.

Students prepare their conversation, thinking of some reasons. Ensure that there is a clear pattern, e.g. *make suggestion – accept suggestion – make suggestion – disagree with suggestion*. For extra support, you could write the pattern on the board for students to follow.

B Make a list of things in your life that cause you stress. Choose some of the things from your list and tell your partner. Listen to his/her advice and react. Use the phrases from 2.

Allow students enough time to think and prepare what they are going to say. If they don't want to talk about themselves, they could be "asking for a friend". For extra support, you could write a suggested pattern on the board for students to follow, e.g. *say the problem – make a suggestion – disagree – make another suggestion – disagree – make another suggestion – accept*.

Further practice:

- WB p. 12 (see TB pp. 166–167)
- Vocabulary Trainer
- Dialogue Karaoke (see Introduction, p. 14)

Student's Book page 21

Writing An online forum post making suggestions

Objective: To develop writing skills: an online forum post

1 a Read Oliver's post. What's his problem? Think of two suggestions to help him.

Ask students if they ever read Agony Aunt columns online or in a magazine. It's a place they can write to with problems and the Agony Aunt gives some advice. Elicit from students some problems that people might write in with, e.g. *can't get to sleep, oversleep through the alarm, difficulty with studying*. Here the Agony Aunt is Caroline. Students quickly read Oliver's post. They identify the problem and, in pairs, think of two pieces of advice for him.

ANSWER: His problem is getting a good night's sleep.

b Read Caroline's reply. How do her suggestions compare with yours?

Students read the reply and answer the question.

ANSWERS: Caroline suggests: *going to bed earlier, putting laptop and mobile phone in a different room, turning off all devices an hour before going to bed*

2 Answer the questions.

Ask students to read her answer again more slowly and carefully. They answer the questions.

ANSWERS: 1 *Hi Oliver*, 2 *Best wishes and good luck!*
3 *you're not the only person*

3 Read Caroline's reply again. Underline the phrases she uses to make suggestions in one colour. In another colour, underline the phrases that show she thinks Oliver might not like her suggestion.

Choose two colours and students do the exercise. Check answers as a class.

ANSWERS: Suggestions: *How about ...ing ...? Why not give it a go? It might also be a good idea to ... I would ...*
Oliver might not like her suggestion: *You might say that's a no-go, but ..., I'm guessing you won't be so keen on this idea, but ...*

4 Options Choose A or B.

As this is the first writing task, it's worth spending time going over the language that students should use. Monitor actively, paying attention to the language of making suggestions. Draw students' attention to the word count. Allow students sufficient time to do the task, including proofreading another student's work.

A Read this post. Write a reply making suggestions about what Paulo could do (120–140 words).

This task requires more limited output, as students are only required to make suggestions and they have clear models for this.

B Read this post. Write a reply making suggestions about what Ellie could do (140–180 words). Think about how she might react to some of the suggestions.

This task is more challenging as it requires students to think about how the reader might react. Encourage them to bring in any other English they know. Be prepared to provide any new vocabulary which they need.

Further practice:

- WB p. 13 (see TB p. 167)
- Cyber Homework 5

Learning for life

Learning from mistakes

- 1a Imagine there's a talent show at your school. What are you going to do?



- b Watch the video. How much of her act did Ruby do?

- c Watch the video again. Answer the questions.

- How much was the prize for the talent show?
- Why did Ruby's mum and dad suggest doing jokes?
- How did she find her jokes?
- How many schoolchildren watched the show?
- How many acts were there in the show?
- Who won the talent show?

- 2a Match the people in the talent show with the mistakes.

magician _____ comedian _____
singer _____ dancer _____

- No one laughed at any of my jokes.
- I forgot the words to the song.
- I dropped my cards all over the floor.
- I fell over halfway through the song.

- b What mistakes did Ruby make?

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

Top tips for learning from mistakes

- Take responsibility for your mistakes.
 - Analyse your mistakes.
 - See your mistakes as an opportunity to improve.
 - Ask for help.
 - Don't make the same mistake again.
- a Don't always see mistakes as a bad thing. See how they can help you to do things better.
b Next time, show that you've learnt from your mistake by doing things differently.
c That's what friends are for. You don't need to do it all on your own.
d Think about where you went wrong and why.
e Admit that you were wrong. If you don't do this, you'll never make things better.

- b Think about the people in 2a again. Discuss the questions.

- Why do you think they made the mistakes?
- What should they do to make sure they don't make the same mistake again?

Project

- 4 Think of a mistake you've made recently. Read the questions and make notes.

- What mistake did you make?
- What have you learnt from it? How can you avoid making the same mistake again?

Work in groups. Use your notes to tell the others about your mistake and listen to their advice. Present the results of your discussions to the class.

Last week I forgot to pick up my little sister from school.

Review

Vocabulary

- 1 Circle the correct words.

- Please don't ask me to talk. I've got a sore throat / runny nose.
- Ben can't walk. He's got a broken leg / bruise.
- I had a high temperature / an allergy when I had the flu.
- My mum's got a big bruise / cough on her arm.
- I ate too much and now I feel sick / dizzy.
- Please can you pass me a tissue. I've got a runny nose / headache.
- My dad can't eat bread because he's got a food allergy / rash.
- I feel really sick. I think I've got food poisoning / a broken arm.

- 2 Complete the phrasal verbs in the dialogue with the verb forms.



lying drop come going goes coming

- Dad You don't look very happy, Katie. What's ¹ _____ on?
Katie Tom just called me up. You don't need to ² _____ me off at his house later.
Dad Why not? Aren't you going to see him before he ³ _____ away on holiday?
Katie Well, that's not happening now. He's ⁴ _____ down with the flu.
Dad Oh, I hope he gets better soon. Don't worry, Katie. Grandma is ⁵ _____ over this afternoon, so you'll see her.
Katie OK, cool! What about Grandma?
Dad He's got a headache, so he's ⁶ _____ down and resting at the moment. He might feel better later.
Katie Oh, why is everyone ill these days?

Go back to page 14. With a partner, check what you know / can do.

Grammar

- 3 Circle the correct words.

- Layla has / have been playing the piano since she was 7.
- Can we stop for something to eat? We / We've been travelling for hours!
- You look great! Have you / You have been eating more healthily since I last saw you?
- I've got a broken leg so I haven't be / been doing any exercise for a few weeks now.
- Noah has got the flu. He haven't / hasn't been going to school this week.
- Has Mario been looking / look after the cat today?

- 4 Complete the mini-dialogues with the present perfect continuous form of the verbs.

watch play paint not study

- A You look tired, Amy.
B Mum and I _____ my bedroom all day, and we haven't finished it!
- A Where's James?
B He _____ football in the park since 5 o'clock.
- A Your grades have gone down, Zoe.
B I'm sorry, Dad. I _____ much.
- A I've got a headache, Mum.
B Of course you have, Oli. You _____ TV all afternoon!

- 5 Correct the underlined mistakes in the sentences.

- I came some family photos across in the attic last week.
I came across some family photos in the attic last week.
- Yesterday, Marta called up me to chat about her holiday.

- 3 Can you drop off me at school later?

- 4 I forgot the milk. I have to go to the shop back.

Student's Book page 22

Learning for life Learning from mistakes

Objective: To develop an awareness of how we can learn from our mistakes (critical thinking skills)

Project: Analysing a mistake and giving advice

Learning for life

These pages, in Units 1, 3, 5 and 7, focus on different aspects of lifelong learning, categorised by the Learning for life icons. The topics are introduced through vlogs (with animation) by two young people: Ruby (Units 1 and 5) and Luke (Units 3 and 7).

Focus on the page title and elicit that, as in *Options* 3, what will be discussed in these lessons will be transferable to every aspect of life, not just language learning. Use the photo to explain that the characters in this level are different. In this unit, they will meet Ruby.

1 a Imagine there's a talent show at your school. What are you going to do?

Pre-teach *talent show*. Ask students what talents they have and what they would/could do. If they are short of ideas, it may help to think about a relevant TV show.

As this lesson focuses on life skills, use the opportunity to point out that people have different talents (and interests).

It is important to stress that a talent show involves entertaining and performing, but that other people may be talented in ways that don't involve standing up in front of people, such as drawing, listening or analysing information.

b Watch the video. How much of her act did Ruby do?

Play the video. Students discuss their answers.

ANSWER: 50% (*half of it*)

Videoscript p. 157

c Watch the video again. Answer the questions.

Play the video again for students to answer the questions.

They compare in pairs. Check answers as a class.

ANSWERS: 1 £50, 2 *Because she can be funny*, 3 *On the internet*, 4 200, 5 10, 6 *Jimmy Green*

2 a Match the people in the talent show with the mistakes.

Establish with the class that the four words are different acts that might appear in a talent show. Elicit from students the sorts of mistakes that different acts might make. Encourage them to use English as much as possible and help them with any words that they don't know.

Focus on the speech bubbles and make sure everyone understands that these aren't things that necessarily happened in the video; they are just examples of what can go wrong. Students do the matching exercise in pairs. Check answers as a class.

Differentiation

For extra support, work with the whole class, first drilling the pronunciation of the four acts.

For extra challenge, ask students in pairs to use an online dictionary to check the pronunciation and word stress of *magician* and *comedian*. Remind them that they can use the list of English sounds on page 134 to help them understand the symbols. Students practise in pairs and put up their hands when they are ready to say the words for the class.

ANSWERS: *magician 3, comedian 1, singer 2, dancer 4*

b What mistakes did Ruby make?

Students note down Ruby's three mistakes. Ask students how they think Ruby feels about Jimmy Green.

ANSWERS: *1 asking her brother, 2 not practising the jokes, 3 going last in the show*

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

Students now reflect on making mistakes in general. They do the matching exercise in pairs. Check answers as a class.

ANSWERS: *1 e, 2 d, 3 a, 4 c, 5 b*

b Think about the people in 2a again. Discuss the questions.

In small groups, students answer the questions. Compare ideas from different groups.

Project

4 Think of a mistake you've made recently. Read the questions and make notes.

In small groups, students answer the questions.

Work in groups. Use your notes to tell the others about your mistake and listen to their advice. Present the results of your discussions to the class.

Students then share their mistakes and listen for advice, using the language learnt for suggestions.

Student's Book page 23

Review

Objective: To review the unit content and carry out self-assessment

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 14 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1 Circle the correct words.

ANSWERS: *1 sore throat, 2 broken leg, 3 a high temperature, 4 bruise, 5 sick, 6 runny nose, 7 allergy, 8 food poisoning*

2 Complete the phrasal verbs in the dialogue with the verb forms.

ANSWERS: *1 going, 2 drop, 3 goes, 4 come, 5 coming, 6 lying*

Grammar

3 Circle the correct words

ANSWERS: *1 has, 2 We've, 3 Have you, 4 been, 5 hasn't, 6 looking*

4 Complete the mini-dialogues with the present perfect continuous form of the verbs.

ANSWERS: *1 have been painting, 2 has been playing, 3 haven't been studying, 4 have been watching*

5 Correct the underlined mistakes in the sentences.

ANSWERS: *2 called me up, 3 drop me off, 4 go back to the shop*

Extra activity

Divide the class into two teams. One student from each team comes out to the board. Give a definition of a word from the unit. The first student to write it correctly wins a point for their team.

Further practice:

- Personal Learning Track (see Introduction, pp. 13–14)

Testbuilder

Unit 1 test (see Introduction, p. 19).

Culture

Fiction: *The Boy Who Could Fly*

1a Read the introduction to the book and look at the cover. Does it sound interesting to you? Why (not)?

Nobody knew where Michael came from. Sarah and George Broad, who owned a small shop, found him on the doorstep of their house one morning. He was in a basket, with a bag of new clothes and some baby food. Sarah guessed he was about nine months old. Later she found a piece of paper in the bag. The name Michael was written on it.

b Read the passage from the book quickly. Tick the reason(s) why Michael cried in the hospital.

a ☐ The doctors treated him badly.

b ☐ He wasn't allowed to see his parents.

c ☐ He felt lonely.

d ☐ His body hurt.

Key words
specialist
feathers
x-ray
wings
skin
flight

c **1.08** Read the passage again and listen. Put the events in the order they happened.

- ☐ The doctor finds that Michael is growing extra bones.
- ☐ Michael has to stay in hospital for more tests.
- ☐ Michael's shoulder and back start hurting.
- ☐ Michael is taken to a second hospital.
- ☐ Michael sees the local doctor.
- ☐ Michael wakes up in pain.
- ☐ Michael sees a doctor at the hospital.

d Match the underlined words in the passage with their meanings.

- ☐ "photos" that can see inside the body
- ☐ what covers your body
- ☐ one of the parts inside your body that give it structure
- ☐ the parts of your body above your arms
- ☐ did medical tests
- ☐ a vehicle that takes people to hospital
- ☐ very surprised/upset
- ☐ a doctor who is an expert on one part of the body

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25

25

Student's Book pages 24–25

Culture Fiction: *The Boy Who Could Fly*

Objective: To develop students' reading skills by introducing them to readers

Key words: *specialist, x-ray, skin, feathers, wings, flight*

Materials: a variety of readers (optional)

Culture

The Culture pages focus on aspects of life in other countries and cultures, encouraging students to be curious and respectful global citizens. These (and the Sustainable Development Goals with CLIL) sections after the Review page are optional material that you can plan to use as time allows. Students will not miss core vocabulary or grammar from the syllabus if you decide not to use them.

If your students have used earlier levels of *Options*, elicit topics that they have studied on these pages, e.g. lifestyles and the environment. If not, explain the purpose of these sections. In this level, Units 1 and 5 are dedicated to the use of fiction as a pathway into unlocking culture. Discuss with students the value of reading a variety of types of literature to learn about culture. Encourage them to read for pleasure, and to broaden their experience of language and culture.

1a Read the introduction to the book and look at the cover. Does it sound interesting to you? Why (not)? Ask students to look at the cover and the title. What do they think the story is about? Pre-teach *own* and *doorstep*. Invite students to read the introduction and to answer the question.

Note

For the Culture pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions. The two Culture texts based on readers (Units 1 and 5) have audio support to introduce students to the idea of audio books.

b Read the passage from the book quickly. Tick the reason(s) why Michael cried in the hospital.

Pre-teach any words that your students may need. Students read the passage and tick the correct sentences.

ANSWERS: *Students tick c and d.*

c 1.08 Read the passage again and listen. Put the events in the order they happened.

This is a close reading exercise. Allow students time to read. Play the audio. Check answers as a class.

Differentiation

For extra support, work with the whole class to identify the first and last events. To help them develop reading strategies, point out that the sentences use different words, for example:

Sentence c uses *hurting*, but the text uses *pains*.

Sentence d uses *second*, but the text uses *another*.

For extra challenge, students cover the text and discuss the ordering task in pairs, using memory and logic. They then check with the text.

ANSWERS: 1 c, 2 e, 3 g, 4 a, 5 f, 6 b, 7 d

d Match the underlined words in the passage with their meanings.

Students do the vocabulary work. Then ask them what they think happens next.

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

2 a 1.09 Listen to what happens next. Why do you think Sara and George were laughing and crying at the same time at the end of the passage?

Play the audio. Students check their ideas and answer the question.

ANSWER: *They were laughing because it was amazing, and crying because Michael was very different.*

Audioscript p. 146

b 1.10 Listen again. Answer the questions.

Play the audio again and students note down their answers. Check answers as a class and ask students whether they enjoyed the story.

ANSWERS: 1 *After six months in hospital, feathers started to grow on his bones.* 2 *Mr Smith taught Michael about flying.* 3 *He explained the history of flight, taught him about animals that fly, drew models and diagrams, watched films and did experiments.* 4 *He did exercises in the gym.* 5 *He flew for the first time.* 6 *Mr Smith knew all about flying, but he couldn't fly himself.* 7 *He knew that he was perhaps the only boy in the world who could fly.* 8 *Michael wanted George and Sarah to wait outside because he wanted to show them he could fly.*

c Discuss the questions.

In pairs, or small groups, students discuss the questions. You could also assign one question to each group. Then groups with the same question can compare their answers before checking answers as a class.

Extra activity

You could follow up by choosing *The Boy Who Could Fly* as a class reader. Playing sections of the audiobook for the students to listen and follow is a useful settling activity at the start of a lesson as well as giving them additional exposure to English.

3 a Look at the superpowers. For each one, discuss what would be good about having this ability and what problems it might cause.

In pairs, students look at the superpowers and answer the questions. Encourage them to write down the advantages and disadvantages of each. Students compare their ideas.

b Choose one of the superpowers in 3a and use it as an idea for a story.

Students invent a title and synopsis of what happens in their story. Those who enjoy drawing could also create the cover and some illustrations.

c Write an introduction to your story (60–80 words) like the one in 1a. Remember, it should make your reader want to read on.

Individually, students write an introduction for the story that they invented. Draw their attention to the important idea that the reader should want to read on. Discuss the technique of story hooks and introduce these ideas:

A curious action: *He was holding the entire house in his left hand.*

A moment of confusion: *Everyone was terrified. The pen was moving, but no one was moving it.*

Something shocking about to happen: *As I looked at my friend, I knew exactly what she was thinking. I also knew she wasn't going to say it.*

Extra activity

In pairs, students swap their story introductions. They read their partner's introduction and write one or more questions that they would like to ask. This will demonstrate whether the story hook has been successful. Explain however that their partner may not have thought of the answer yet.

2 The arts

At the end of this unit ...

you know

- ☐ words to talk about films and film-making
- ☐ phrases to talk about creative activities
- ☐ how to use the present, past and future passive
- ☐ how to use *have something done* and reflexive pronouns

you can

- ☐ talk about films and creative activities
- ☐ motivate and support a friend
- ☐ respond to ideas and suggestions
- ☐ understand a webpage about an art museum
- ☐ write a leaflet to advertise an event

Watching the world World of film

1a Before you watch.

Look at the photos. Who are the people? Where are they? What are they doing?

b Watch the video. Circle T (True) or F (False).

- 1 In the US, the average teenager spends three hours a week watching films or videos. T / F
- 2 In Latin America, 17% of teens watch videos on YouTube. T / F
- 3 A moving film was shown to the public for the first time in Paris. T / F
- 4 The first films had no sound. T / F
- 5 More films are made in Bollywood than in Hollywood. T / F
- 6 People say the highest paid Bollywood star is paid \$12 million per year. T / F

2 Discuss the questions.

1 What sorts of films or videos do you watch? When and where do you usually watch them?

I often watch videos about ... on my phone. And I sometimes watch ...

2 What was the last film you saw at the cinema? What did you like or not like about it?

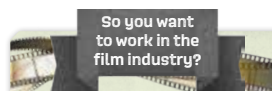
I went to the cinema with my brother last weekend. We saw ...

Vocabulary and speaking

Films and film-making

1a Read the article quickly. Circle the best summary.

- a How a film is made b The life of a film director



There are lots of jobs to choose from! A big film can have a crew of 600 people – and an amazing 2,984 crew members were needed to make *Avatar*! A crew includes the cast – in other words, the actors – and many other roles. But what do they all do?

A big film can cost millions. One of the most expensive ever, *Pirates of the Caribbean: On Stranger Tides*, cost \$379 million! The money is provided by a film producer.

The film director is in charge of the filming – he or she tells everyone (including the actors and camera crew) what to do. Before filming, the lead actors are chosen. This is done at auditions. Actors are asked to read and act out parts of the script and the director chooses the best ones.

Then there are rehearsals, when scenes are practised by the actors. Changes to the script are made by the scriptwriter and costumes are made by the costume designers.

Sometimes films are made "on location" – for example, *Avatar* was filmed in Hawaii and parts of the *Harry Potter* films were made in Oxford – but often the filming is done in a studio, where a film set is created to look like the real world. A film also needs music. Film music is called a soundtrack, and is written by a composer.

Lead actors are paid millions – for example, how much was Tom Cruise paid to star in *Top Gun: Maverick*? He wasn't paid \$1 million or even \$10 million. He was paid \$100 million! When all the work is finished, the director and producer must hope that the film will be watched by millions of people – if not, a lot of money will be lost.

b Read the article again. Circle the correct answers.

- 1 Almost 600 / 3,000 people worked on *Avatar*.
- 2 The director / producer tells the actors what to do.
- 3 The actors are chosen at auditions / rehearsals.
- 4 *Avatar* / *Harry Potter* was filmed in Hawaii.

2a Match the words with the definitions. Use the article to help you.

- | | | |
|--|--------------------------------------|-------------------------------------|
| ☐ film producer | ☐ cast | ☐ script |
| ☐ film director | ☐ camera crew | ☐ soundtrack |
| ☐ lead actor | ☐ audition | ☐ costume |
| ☐ composer | ☐ rehearsal | ☐ studio |

- 1 clothes worn by actors in a film
- 2 an interview or test for a role as an actor
- 3 the star of a film
- 4 the music in a film
- 5 a place where films are made or produced
- 6 all the actors in a film
- 7 a practice for actors before filming
- 8 a person who writes music
- 9 a person responsible for the money that is needed to make a film
- 10 people whose job is to operate a camera for making films
- 11 the text that actors say in a film
- 12 a person in charge of a film who tells the actors what to do

b Listen and check.

c Circle the correct words.

- 1 Costume designers / Actors do auditions and the director chooses the best ones.
- 2 The soundtrack is written by a composer / film producer.
- 3 The script is what the actors say / wear in a film.
- 4 Some scenes are filmed in a studio / cast.
- 5 The camera crew / cast do the filming.
- 6 The actors / costumes in that film were amazing! They looked just like the clothes that people wore in the 1800s.

Options

3 Choose A or B.

A Talk about a film that you like. What do you like about it?

B Tell each other how a film is made and who does what.

So, first, the money is provided by the producer.

Yes, and the actors are chosen by the director.

WB p. 15

Vocabulary Trainer

27

Unit objectives

Vocabulary

- words to talk about films and film-making
- phrases to talk about creative activities

Grammar

- how to use the present, past and future passive
- how to use *have something done* and reflexive pronouns

Skills

- talk about films and creative activities
- motivate and support a friend
- respond to ideas and suggestions
- understand a webpage about an art museum
- write a leaflet to advertise an event

Learning for life

- How to concentrate better

Sustainable Development Goals

- Creative learning (and Project)

Student's Book page 26

Watching the world World of film

Objective: To introduce the unit topic through a video

Unit introduction

This unit is about the arts. It looks at films, then creativity, and paintings and sculptures. Ask students to make a list of everything they consider to be *art*. In pairs, students talk about how important creative activities are. They could perhaps add one to their Unit 1 "Healthy Me" plan (see TB p. 38).

Watching the world

As in *Options* 3, Units 2, 4, 6 and 8 of *Options* 4 feature a documentary-style video to present the unit topic.

The videoscripts are on TB pp. 159–160.

Discuss the unit objectives with the class, allowing students to demonstrate what they already know in English and their world knowledge about the topic.

1 a Before you watch.

With books closed, ask students to write down as many different genres of film as possible. If you have access to a streaming service on which you can select English as the choice of language, you could open it for students to check their ideas.

Ask students to open their books. They look at the photos and describe them. Encourage them to relate the photos to the film-making process. They could put them in a possible order.

b Watch the video. Circle T (True) or F (False).

Students read the sentences. Encourage them to predict whether they think they are true or false. Play the video. In pairs, students check their answers. Check answers as a class.

ANSWERS: 1 F, 2 F, 3 T, 4 T, 5 T, 6 F

2 Discuss the questions.

Students do the task in pairs. Monitor actively and note down any examples of good language use or language that you could later use for a correction activity. The students swap pairs and repeat the activity with another person. They could do this several times as this provides them with the opportunity to improve. Then ask students to get into small groups to compare their ideas. Check ideas as a class, asking one student in each group to summarise their group's opinions.

Extra activity

Students find out about a Bollywood star, or an aspect of the Bollywood industry.

Student's Book page 27**Vocabulary and speaking****Films and film-making**

Objective: To present and practise vocabulary and speaking skills connected to film-making

Target language: *audition, camera, cast, composer, costume, crew, film director, film producer, lead actor, rehearsal, script, soundtrack, studio*

1 a Read the article quickly. Circle the best summary.

With books closed, tell students they are going to read an article entitled *So you want to work in the film industry?* In pairs, they make a note of words and ideas they think will be in the text. Ask students to open their books and check their ideas.

Then they look at the question and decide which is the best summary.

ANSWER: a

b Read the article again. Circle the correct answers.

Students read the sentences. They read the article and do the exercise.

Differentiation

For extra support, help students to identify key words in the sentences that will help them find the relevant paragraph for each question.

For extra challenge, students write two more sentences with options for a partner to circle.

ANSWERS: 1 3,000, 2 director, 3 auditions, 4 Avatar

2 a Match the words with the definitions. Use the article to help you.

With books closed, ask students what you call the person who writes the music for a film (composer). Go through all the words in this way.

Ask students to open their books. They do the exercise individually.

b 2.01 Listen and check.

Play the audio for students to check their answers. Drill the pronunciation of the words yourself or use the audio.

ANSWERS: 1 costume, 2 audition, 3 lead actor, 4 soundtrack, 5 studio, 6 cast, 7 rehearsal, 8 composer, 9 film producer, 10 camera crew, 11 script, 12 film director

c Circle the correct words.

Students read the sentences in pairs and do the exercise. Check answers as a class.

ANSWERS: 1 Actors, 2 composer, 3 say, 4 studio, 5 camera crew, 6 costumes

3 Options Choose A or B.

Allow students 5 minutes to think carefully and to note down words they might want to use. Allow them about 10 minutes for the activity, ensuring that students take turns to speak.

A Talk about a film that you like. What do you like about it?

Ask students to think about a film they enjoyed and what they liked about it. Encourage them to use the words in Exercise 2a.

B Tell each other how a film is made and who does what.

Students might need to reread the article. They could also add other words from film credits they have seen, e.g. *grip, gaffer*.

Further practice:

- WB p. 15 (see TB p. 167)
- Vocabulary Trainer

Grammar

Past, present and future passive

1a Match the sentence halves.

- 1 ☐ An amazing 2,984 crew members ...
 2 ☐ The money to make the film ...
 3 ☐ Changes to the script are made ...
 4 ☐ How much was Tom Cruise paid ...
 5 ☐ He wasn't paid ...
 6 ☐ If a film isn't successful, ...
- a is provided by a film producer.
 b a lot of money will be lost.
 c \$1 million. He was paid \$100 million!
 d were needed to make *Avatar*.
 e by the scriptwriter.
 f to star in *Top Gun: Maverick*?

b Read the article on page 27 again and check.

2a 2.02 Listen and read.

Language box

- 1 Usually the script is **written** before the actors are chosen.
 2 The actors **aren't chosen** by the costume designer.
 3 My favourite soundtrack **was written** by an Italian composer, Ennio Morricone.
 4 This film **wasn't made** in Hollywood. It was filmed in Rome.
 5 Her next film **won't be made** on location. It will be created in a studio.
 6 How much will he **be paid** for his next film?

b Choose the correct options to complete the rules.

- We use the passive to focus on 'the person who does the action / the object of the verb. We do this when the person who does the action isn't known or isn't important.
- To form the passive, we use the correct form of *be* with the 'past simple / past participle' of the verb.

3 Complete the text with the verb forms.

is divided are made are located won't be allowed
 was built will be sent were opened



Cinecittà Studios and Cinecittà World

Cinecittà Studios are the biggest film studios in Europe. They ¹ _____ near the city of Rome. They ² _____ in 1937. Many films ³ _____ there every year – more than 3,000 films since 1937.

Cinecittà World is a film theme park, 25 km from Cinecittà Studios. The theme park ⁴ _____ into seven areas, including Spaceland, Aqua World and Adventure Land. Why not visit this summer? If you buy your tickets online, the tickets ⁵ _____ to you by email. You can even go to Cinecittà World with your pet dog, but it ⁶ _____ into the restaurant.

4 Change the sentences so they're true for you. Tell your partner.

- 1 My shoes were made in Brazil.
 2 For my birthday this year, I was given a pair of socks and a bicycle.
 3 My dinner this evening will be made by my dad.
 4 My favourite book was written by J. K. Rowling.
 5 I won't be woken up by my alarm clock tomorrow morning. My mum will wake me up instead.

My shoes weren't made in Brazil.
 I think they were made in China.

Vocabulary and speaking

Creative activities



1a Match the phrases with the photos.

- ☐ play in an orchestra 1 design a video game
☐ sing in a choir 2 make an animation
☐ perform on stage 3 direct a film
☐ compose a piece of music 4 organise an exhibition
☐ create a website 5 write a novel or a play

b 2.03 Listen and check.

Sounds right p. 110

2 Complete the table with the activities in 1a.

Then tell a partner. How similar are you?

Things you've done	
Things you'd like to do	
Things you aren't interested in	

Options

3 Choose A or B.

A Discuss 1 below.

B Discuss 1, 2 and 3 below.

- 1 Which three things in 1a do you think are the most difficult? Which three things do you think are the easiest?

I think learning a musical instrument is very difficult – for me, anyway!

Making a video is very easy. Just get your phone and ...

- 2 Do you know people who have done / can do the things in 1a?

My mum's friend designs video games. She works for a gaming company.

- 3 What other creative activities do you like?

Student's Book page 28

Grammar Past, present and future passive

Objective: To present and practise the past, present and future passive

1a Match the sentences halves.

Elicit the meaning of *crew members* and *scriptwriter* building on the unit vocabulary.

Books closed. Ask students if they can remember how many crew members were involved in *Avatar*. Write the answer on the board: *2,984 were needed in Avatar*. Ask students what the verb form is (past passive) and how to say this in the active voice (*Avatar needed 2,984 crew members*). Elicit when we use the passive (when we aren't interested in who did the action, or the action is the most important part of the sentence).

Ask students to open their books. Ask them to underline the passive part of each sentence as they complete the exercise.

b Read the article on page 27 again and check.

In pairs, students read again to find the answers. Check answers as a class.

ANSWERS: 1 d, 2 a, 3 e, 4 f, 5 c, 6 b

2a 2.02 Listen and read.

Play the audio for students to follow in their books. Drill the sentences yourself or with the audio.

b Choose the correct options to complete the rules.

Books closed. Write sentences 1–4 from Exercise 2a on the board. Elicit the tense of *be* (past or present) for each one. Ask what part of the verb is the same for both (the past participle). Write sentences 5 and 6 on the board. Elicit the tense (future) and the form (*will/won't + be + past participle*).

Ask students to open their books and do the exercise.

ANSWERS: 1 the object of the verb, 2 past participle

3 Complete the text with the verb forms.

First, ask students to read and find out what Cinecittà Studios and Cinecittà World are (film studios and a theme park in Italy). Students complete the exercise. Check answers as a class.

Differentiation

For extra support, ask students to first identify the verb tense of each option. Then they read the text and try to identify which tense is needed.

For extra challenge, ask students to find a sentence in the text which could be written in the active (*They opened ...*).

ANSWERS: 1 are located, 2 were opened, 3 are made, 4 was built, 5 is divided, 6 will be sent, 7 won't be allowed

Extra activity

Ask students to write a similar paragraph about film studios in their country.

4 Change the sentences so they're true for you. Tell your partner.

Write the first sentence on the board. Ask students to stand up if it's true for them. Ask students what information needs to be changed to make it true (either *shoes* or *Brazil*). Show students how to add *I think* if they aren't sure.

Individually, students read the sentences and think what they need to change to make the sentences true for them. In pairs, students tell their partner.

Ask a few students to share some sentences with the class.

Differentiation

For extra support, underline the information in two sentences that needs changing.

For extra challenge, students write two more sentences for their partner to change to make true for themselves.

Further practice:

- Grammar bank and Grammar rap SB p. 114 (see TB p. 137)
- WB p. 16 (see TB p. 167)
- Cyber Homework 6

Student's Book page 29

Vocabulary and speaking Creative activities

Objective: To present and practise words for creative activities

Target language: *compose a piece of music, create a website, design a video game, direct a film, make an animation, organise an exhibition, perform on stage, play in an orchestra, sing in a choir, write a novel or a play*

1 a Match the phrases with the photos.

With books closed, write *Creativity* on the board. Ask students what it is and what creative activities they do (e.g. creating videos for social media, taking photos).

Depending on your class, you could talk with them about the importance of doing creative things: Why is it important? What does it involve?

Ask students to open their books and to match the phrases with the photos. Check in pairs.

Extra activity

In groups of 3 or 4, students create a *tableau vivant* (a static "picture" with models in position) for each of the phrases. You could also ask them to choose four that they especially like. Then say each phrase and students get into their positions.

2.03 Listen and check.

Play the audio for students to check. Check answers as a class. Drill the pronunciation, paying particular attention to the stress.

ANSWERS: 2 sing in a choir, 3 organise an exhibition, 4 play in an orchestra, 5 compose a piece of music, 6 perform on stage, 7 write a novel or a play, 8 create a website, 9 direct a film, 10 make an animation

Sounds right p. 110 (TB p. 134)

The Sounds right pronunciation activity focuses on saying the /ɔ:/ sound (*or*).

2 Complete the table with the activities in 1a. Then tell a partner. How similar are you?

Ask students to look at the table. You could give some examples about yourself. Ask a couple of students to share something they've done / would like to do / are not interested in.

3 Options Choose A or B.

A Discuss 1 below.

Ask students to read the two questions in part 1 carefully. If they have no experience of any of the activities, remind them that it's about what they think. How do they imagine it would be? Encourage them to think why these things might be easy or hard. Allow enough time for students to think about what they are going to say.

B Discuss 1, 2 and 3 below.

Students read all the questions. Allow them enough time to think about what they are going to say and how they're going to say it. Perhaps set a timer for each part, and students could swap partners for parts 2 and 3 if you think it appropriate.

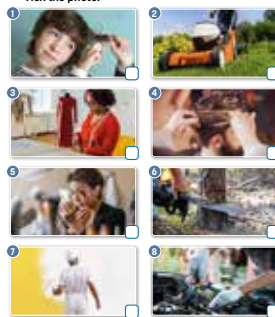
Further practice:

- WB p. 17 (see TB p. 167)

Grammar

have something done; reflexive pronouns

- 1 2.04 Listen to a film director's assistant talking about her job. Which thing doesn't she mention? Tick the photo.



- 2a 2.05 Read and listen to sentences 1–5. Circle the correct meanings.

Language box

- 1 My son is having his hair cut.
a He's cutting his own hair.
b Someone is cutting his hair for him.
- 2 Last time, he cut his hair himself.
a He cut his own hair.
b Someone cut his hair for him.
- 3 The actors have their make-up done.
a The actors do their own make-up.
b Someone does the make-up for the actors.
- 4 One actor likes to do her make-up herself.
a The actor does her own make-up.
b Someone does the make-up for the actor.
- 5 I had the walls painted.
a I painted the walls.
b Someone painted the walls for me.

- b Read the rules. Complete the example sentences.

- We use *have something done* (have + object + past participle) to say that someone does something for us – usually when we pay them to do it.
He ¹ has his hair cut once a month. (present simple)
They ² had their car fixed yesterday. (past simple)
I ³ will have my eyes checked next week. ("will" future)
- We can use reflexive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves*) to emphasise that we do something without the help of another person. For example:
I always make breakfast ⁴ myself.
We usually cut the grass ⁵ ourselves.
They never fix the car ⁶ themselves.

- 3 Complete the answers using *have something done* or a reflexive pronoun.

- 1 Did you clean the windows yourself?
No, I had the windows cleaned.
- 2 Did she have the washing machine fixed?
No, she _____.
- 3 Will you decorate the living room yourselves?
No, we _____.
- 4 Are you having your bike repaired?
No, I _____.
- 5 Are they cutting the grass themselves?
No, they _____.
- 6 Did he have a cake made for your birthday?
No, he _____.

- 4 Tell a partner about:

- things that you and your family usually do yourselves.
- things that you have done for you (by someone else).

I usually fix my bike myself.

My mum usually buys food at the supermarket after work. But yesterday she had it delivered to the house – she was too busy!

Skills Listening and speaking

Motivating and supporting a friend

- 1a 2.06 Listen to the conversation. How does Sara feel? Why?

- b 2.07 Listen again. Circle T (True) or F (False).
- Sara finds playing the piano difficult. T / F
 - Sara doesn't enjoy listening to music. T / F
 - Jon wanted to learn a musical instrument last year. T / F
 - Jon's parents didn't allow him to play basketball. T / F
 - Jon says Sara should talk to her mum. T / F
 - Jon says Sara is very good at drawing. T / F
 - Sara shows Jon a picture of a cat. T / F

- c Who does each of these things? Write Sara or Jon.

- _____ asks what's wrong.
- _____ describes problems.
- _____ tries to motivate and support.
- _____ responds to support.

- d 2.08 Listen again and check.

- 2a Read the useful phrases. Complete them with the words.

difficult worried give up
keep nice brilliant

Asking someone what's wrong

What's ¹ _____?

What's the matter?

Describing problems

I'm not very good at (singing).

I find (maths lessons) very ² _____.

I'm just a bit ³ _____ about (the test).

Motivating and supporting

You're ⁴ _____ at (drawing).

You've really improved.

⁵ _____ up the good work.

Don't ⁶ _____ up. You can do it!

Responding to support

It's so ⁷ _____ of you to say that.

Thanks, I really appreciate it.

- b 2.09 Listen and check. Then practise saying the phrases with a partner.



Options

- 3 Choose A or B.

- A Role-play the conversation between Jon and Sara – as much as you can remember. Use the phrases in 2a to help you.

You look a bit sad. What's up?

Well, I'm just a bit worried about...

- B Student A: Think of a hobby or activity that you find difficult. What do you find difficult about it? Tell your partner.
Student B: Suggest ideas to your partner. Try to motivate and support him/her. Use the phrases in 2a to help you.

I'm not very good at...

I find... very difficult...

You shouldn't give up.

You can do it!



Student's Book page 30

Grammar

have something done; reflexive pronouns

Objective: To present and practise *have something done* and reflexive pronouns

- 1 2.04 Listen to a film director's assistant talking about her job. Which thing doesn't she mention? Tick the photo.

Ask students to look at photos 1 and 4 and to tell you what is different about them.

Elicit what is happening in each photo. Encourage students to suggest known nouns and verbs, e.g. *cut the grass*, and then help them turn it into a sentence by giving them the first words, e.g. *Someone's cutting*.

Tell students they are going to listen to a film director's assistant talking about her job. Elicit some things students think she will talk about. Then tell them that she doesn't mention one of the photos. Students listen. Play the audio twice if necessary.

ANSWER: Photo 6

Audioscript p. 146

- 2a 2.05 Read and listen to sentences 1–5. Circle the correct meanings.

Ask students to read the sentences and tell you what words tell us if the person is doing it themselves, or if someone else is doing it. Elicit *himself, herself* and *own*. Ask students to read the sentences and to decide which meaning is correct: a or b. Students work individually and then compare in pairs. Check answers as a class.

ANSWERS: 1 b, 2 a, 3 b, 4 a, 5 b

- b Read the rules. Complete the example sentences.

Ask students to give you a sentence in which the person didn't do the action themselves, e.g. *The actors have their make-up done*. Elicit the form *have something + past participle*.

Students read the rules and do the exercise. You may prefer to do questions 2 and 3 first (as the tense is given) and check these answers as a class. Then check that students know all the reflexive pronouns of all the subjects before they complete 4–6. Check answers as a class.

ANSWERS: 2 *had*, 3 *will have*, 4 *myself*, 5 *ourselves*, 6 *themselves*

Extra activity

Ask students to write true sentences about themselves or their family.

3 Complete the answers using *have something done* or a reflexive pronoun.

Do the exercise orally first by asking the questions and eliciting the answers.

Then ask students to write the answers. Check answers as a class.

ANSWERS: 2 fixed the washing machine herself,
3 we'll have the living room decorated,
4 I'm repairing my bike myself, 5 're having the grass cut,
6 made the cake himself

4 Tell a partner.

In pairs, students talk about the two different topics. Encourage them to read the examples.

Further practice:

- Grammar bank SB p. 115 (see TB p. 137)
- WB p. 18 (see TB p. 167)

Student's Book page 31

Listening and speaking

Motivating and supporting a friend

Objective: To present and practise language for motivating and supporting a friend

1 a 2.06 Listen to the conversation. How does Sara feel? Why?

Ask students to look at the photo. Talk about it together, saying what the girl is doing and why, and imagining what happened just before the photo was taken, as well as what happens next.

Tell students that they're going to listen to Sara talking to a friend, Jon. Students listen and answer the questions.

ANSWERS: She feels sad because she doesn't like her music lessons. She doesn't think she's very good.

Audioscript p. 147

b 2.07 Listen again. Circle T (True) or F (False).

Pre-teach *critical*, *give up*, *brilliant*, *improve*, and any other words that might prevent your students from completing the task.

Ask students to read the sentences. Play the audio again and students do the exercise. They check answers in pairs, and then check answers as a class.

Differentiation

For extra support, supply students with the audioscript.

For extra challenge, ask students to correct the false sentences.

ANSWERS: 1 T, 2 F, 3 F, 4 F, 5 T, 6 T, 7 F

c Who does each of these things?

Write *Sara* or *Jon*.

Go through the sentences orally. Ask *Who* asks "What's wrong?"? In pairs, students try to remember as they complete the exercise.

d 2.08 Listen again and check.

Play the audio again and students check their answers.

ANSWERS: 1 Jon, 2 Sara, 3 Jon, 4 Sara

2 a Read the useful phrases. Complete them with the words.

In pairs, students complete the exercise.

Check answers by asking students to tell you *How can we ask someone what's wrong?* Write the sentences on the board. Ask students if they can add any other sentences to the functions.

b 2.09 Listen and check. Then practise saying the phrases with a partner.

Students check their answers. Then either play the audio or say the phrases yourself to help students practise them.

ANSWERS: 1 up, 2 difficult, 3 worried, 4 brilliant, 5 Keep, 6 give, 7 nice

3 Options Choose A or B.

A Role-play the conversation between Jon and Sara – as much as you can remember. Use the phrases in 2a to help you.

Make sure everyone understands the activity before putting students into pairs. You could provide the audioscript, but reassure them they don't need to remember everything. Students do the role play and then swap roles.

B Student A: Think of a hobby or activity that you find difficult. What do you find difficult about it? Tell your partner.

Student B: Suggest ideas to your partner. Try to motivate and support him/her. Use the phrases in 2a to help you.

Give students some time to think about what they are going to say. Help with some ideas if necessary. Students do the role play using the language from the lesson. Then they swap roles.

Talk with the class about the importance of motivating and supporting friends and family.

Further practice:

- WB p. 19 (see TB p. 168)
- Cyber Homework 7
- Vocabulary Trainer
- Dialogue Karaoke

Skills Reading

1a Read the text quickly. Where do you think it's from?

- a a history book b a tourist information website

Reasons to love the Louvre

Ask anyone the name of a famous art gallery or museum, and there's a good chance the first one that ¹comes into their heads is the Louvre. Located in ²the heart of Paris, it's the most visited art museum in the world. Around 15,000 people are welcomed through its doors every day!

The Louvre is now the biggest museum in the world, but it was ³originally built as a fortress. The building work was started in 1190, and in 1202 the fortress was completed. Then, after the French Revolution, the fortress was turned into a museum, and in 1793 it was opened to ⁴the public. At that time, only 537 paintings were included in the museum's collection.

Since then, it has continued to grow. These days, it covers 60,600 square metres. It needs to be big, because 480,000 pieces of art are contained in it!

One of the most famous paintings in the Louvre is the *Mona Lisa*. It's ⁵admired by the millions of people who come to the museum every year. You probably know that around a hundred years ago, the *Mona Lisa* was stolen (and then returned). But did you know about a more recent theft? Two pieces of extremely ⁶valuable armour were given to the museum in 1922. The armour was incredibly old. It was made in Milan between 1560 and 1580. It was stolen from the museum in 1983, and was finally discovered and given back almost four ⁷decades later, in 2021.

The Louvre isn't just known for its works of art. The building itself is famous too. Most of it is made of stone, but perhaps the best-known view of the Louvre is the glass pyramid that covers the ⁸main entrance. This glass pyramid was designed by a Chinese-American architect, I. M. Pei, and it was completed in 1988.

One more fact before we finish. Did you know that there are actually two Louvres? In 2016, a second Louvre museum was opened in Abu Dhabi. It cost over \$100 million to build and it's visited by one million visitors per year. Not bad – but the Louvre in Paris gets about ten times as many!

Options Basic text Enriched text

b 2.10 Read the text again and listen. How many of these tasks can you do?

- The Louvre is visited by 15,000 people every week. T / F
- No museum in the world is bigger than the Louvre. T / F
- In 1793, there were more than 600 paintings in the Louvre. T / F
- The Louvre needs to be bigger now because ...
- The *Mona Lisa* was stolen around ...
- The two pieces of stolen armour were returned after around ...
- How is the pyramid at the Louvre different from the rest of the building?
- In which cities can you find a Louvre museum?
- How many people visit the Louvre in Paris every year?

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

- they think of / they want to go to
- the most important part of / the centre of
- in the beginning / interestingly
- all people / some people
- photographed / respected
- beautiful / expensive
- periods of ten years / periods of ten days
- smallest / largest, most important

3a What are the most interesting things you learnt about the Louvre from this text? What else would you like to know about it?

I didn't know the Louvre was originally built as a fortress ...

Yes, that was interesting. And I'd like to know ...

b After class, go online and find the answers to your questions.

Skills Writing

A leaflet to advertise an event

1 Read the leaflet. What's the writer's main objective? How successful do you think the leaflet is?

Risselburgh College annual art exhibition
The BIGGEST art event of the year – more than 300 works of art!

FREE ENTRY
Everyone is welcome!

- Come and meet the artists!
You'll be amazed to hear the fascinating ideas behind the students' art!
- Buy something nice!
If you want, you can take something beautiful home with you!
- See all types of art – painting, drawing, photography, film and sculpture!
You're sure to find something you like!
- Enjoy free coffee and delicious cake!
We promise you won't go home hungry!

When: 10.00 a.m. – 6.00 p.m.
Friday 30th May to Sunday 1st June

Where: Main Hall,
College Road, Risselburgh

All the art is created by Risselburgh College students
come and support your local college!

For more information call: 01632 2424700
email: risscollart5892@mmet.com

2 Find these things in the leaflet. Number them in the order they appear.

- details about where and when the event is happening
- a headline to catch people's attention
- how you can find out more information
- a final "call to action" – asking people to do something
- what people can see or do at the event, and what's great about these things
- the name of the event

3 Read the leaflet again. Tick the phrases it uses to encourage people to come.

- ☐ You'll be amazed to ...
- ☐ If you want, you can ...
- ☐ It's possible that ...
- ☐ You're sure to ...
- ☐ To be honest, you'll ...
- ☐ We promise you ...

Options

4 Choose A or B.

A Do 1 below.

B Do 1 and 2 below.

1 Work in pairs. Plan an exciting event that you can invite people to. Think about these things:

- What type of event is it?
- What can people see and do there?
- What's great about it?
- Where and when will it take place?

Write a leaflet to advertise your event. Use the points in 2 and the phrases in 3 to help you.

2 Show your leaflet to another pair. What do they like about it? Can they suggest improvements? Would they like to come to your event?

WB p. 21 Cyber Homework 8 33

Student's Book page 32

Reading Reasons to love the Louvre

Objective: To develop reading skills**Materials:** photo of a famous art gallery in your country (for Extra activity)

Extra activity

Show a photo of a famous art gallery in your country. Ask students what they know about it.

1a Read the text quickly. Where do you think it's from?

Students look at the photo in their book. Ask *Which famous art gallery is it? Where is it?* Tell them that they are going to read a text about it and they have to decide where they think they might see this information. Look at the two options and elicit the sort of information and language that each has, e.g.

a history book: historical facts (when it was built, who built it, why), dates, formal language

a tourist information website: information that will make you want to go there, how to get there, best time to go there, informal language, directly addresses the reader

ANSWER: b

b 2.10 Read the text again and listen. How many of these tasks can you do?

Students read questions 1–9. Encourage them to highlight the key words in each question. Students work individually and then compare answers in pairs, before checking answers as a class.

ANSWERS: 1 F (15,000 every day, not week), 2 T, 3 F, 4 it has 480,000 pieces of art, 5 a hundred years ago, 6 four decades / 40 years, 7 It's made of glass. 8 Abu Dhabi and Paris, 9 10 million

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

Students find the words in the text and then choose the correct meaning. They work in pairs. Check answers as a class.

ANSWERS: 1 they think of, 2 the centre of, 3 in the beginning, 4 all people, 5 respected, 6 expensive, 7 periods of ten years, 8 largest, most important

3 a **What are the most interesting things you learnt about the Louvre from this text? What else would you like to know about it?**

Ask students to close their books and to work in pairs. They share their most interesting fact from the text. Ask students *Have you already visited the Louvre? Did you enjoy it? Or would you like to visit it?* Ask them to work in pairs to think of more questions they have. These could be about the price, or other artworks that are in the Louvre.

b **After class, go online and find the answers to your questions.**

Set this as homework for students to do after class. In the next class, ask students to share information they found. After they have all had a chance to say what they discovered, ask the class *What was surprising?*

Extra activity

Students could research the visitor numbers for the most popular places for tourists in their country. You could ask them to find the top 3, 5 or 10, for example. Ask them to note the websites where they found the information. Pool the information and if they have found different figures, discuss the importance of evaluating sources when they research online.

Further practice:

- WB p. 20 (see TB p. 168)

Student's Book page 33

Writing **A leaflet to advertise an event**

Objective: To develop writing skills: a leaflet to advertise an event

1 **Read the leaflet. What's the writer's main objective? How successful do you think the leaflet is?**

Ask students to look at the leaflet and to answer the questions. Check answers as a class, encouraging students to justify why they think / don't think the leaflet is a successful piece of writing.

Then ask students whether they've ever been to an art exhibition. Ask if they would like to go to this one and encourage them to give reasons.

ANSWERS: *To advertise an event (annual art exhibition)*

2 **Find these things in the leaflet. Number them in the order they appear.**

Students read the topics and number them accordingly. Check answers as a class. Ask students what the "call to action" is (come and support your local college). Ask them why a "call to action" is important (so that people know what they need to do next).

Differentiation

For extra support, number each paragraph in the text. Ask students to match the paragraphs with features a–f.

For extra challenge, ask students to write an additional line for the leaflet about the minimum or maximum price of the artwork, or information about where the money is going to (e.g. a charity or the school art department).

ANSWERS: 1 f, 2 b, 3 e, 4 a, 5 d, 6 c

3 **Read the leaflet again. Tick the phrases it uses to encourage people to come.**

Students read and do the exercise. Encourage them to copy the phrases into their notebooks.

ANSWERS: *Students tick 1, 2, 4 and 6.*

4 **Options** Choose **A** or **B**.

Encourage all students to try to use some of the grammar and the vocabulary of the unit. To help, you could brainstorm some events on the board with the whole class first.

A **Do 1 below.**

Allow students plenty of time to read what they need to do. You might like to provide them with a template so that they include all the information required.

Encourage them to look at the example in Exercise 1 and to use phrases from Exercise 3.

B **Do 1 and 2 below.**

Students write their own leaflet. Then they read another pair's leaflet to suggest improvements. These could be aspects of language or also about the design (layout, images, colours). They then say whether or not they would like to go to the event and give their reasons.

Extra activity

You could consider pairing up with an art teacher at your school. The students could then put on an art exhibition labelling the exhibits in English.

Further practice:

- WB p. 21 (see TB p. 168)
- Cyber Homework 8



Learning to learn

Learn how to concentrate better

1 Tick what's true for YOU.

1 For me, concentrating ...

- ☐ is really easy.
- ☐ is sometimes easy, and sometimes difficult.
- ☐ is always a real challenge.

2 The place where I do my homework ...

- ☐ is different from the place where I relax.
- ☐ is the same as the place where I relax.
- ☐ isn't always the same place.

3 When I do my work ...

- ☐ I work for as long as it takes.
- ☐ I work for fixed periods of time with short breaks in between.
- ☐ I often start working, but after a short time I end up doing something else.

2 Read the paragraph. Circle T (True) or F (False).

People of different ages have different attention spans – in other words, the time we can fully concentrate on a task without being distracted. The average attention span for a 14-year-old is between 28 and 42 minutes. But studies have shown that we can focus a lot longer when we find our work enjoyable, or when we know it's important for our future lives. And we can train ourselves to concentrate better and longer.

- 1 A 14-year-old can never concentrate for longer than 42 minutes. T / F
- 2 It's possible to improve your concentration if you know how. T / F

3a Read "What the experts say". Which things are you already doing?

- b Decide which two tips you'll try first. Compare your choices. Give your reasons.
- 4 Discuss. What are the most useful things you've learnt in this lesson?



What the experts say about concentration

1 Know the difference between relaxation and work. Most people can focus best when they have a place that's only for work. Studying while lying on your bed might seem tempting, but it'll make it more difficult for you to fully concentrate. Make sure your study space is clean and tidy. Remove objects that might distract you – your phone, books you don't need for study, etc.

2 Become a list person. Checklists are great – they help you not to forget important tasks, and ticking off things on your list (because you've done them!) makes you feel good. Think about the order you do your tasks in too. Let's say you have three tasks that you want to do, and three that you have to do. Some people do all their want-to-do tasks first, but that isn't a good idea. Start with one want-to-do task, then do all the have-to-do ones, and finish with the rest of the want-to-do tasks.

3 Breaks are important. Use a routine of work phases (say half an hour each), with breaks of 10–15 minutes in between. If you can, get some fresh air during your breaks. But if you can't get outside, psychologists have found that looking at beautiful pictures of landscapes and gardens helps us to relax too.

4 Use a planner. Planning your time is important. Note down the dates of your tests, homework, etc. in your planner.

5 And last but not least – try this breathing technique. Breathe in deeply and slowly – hold your breath for five seconds – breathe out slowly – hold for five seconds – breathe in deeply – do this breathing cycle 10 to 20 times. It'll help you to get rid of stress and to focus on your work.

Review

Vocabulary

1 Put the letters in the correct order to complete the sentences.

- 1 Mozart was an amazing classical music (rescomop). He created over 600 music pieces.
- 2 Tomorrow, I've got an (dionuati) for a part in the school play.
- 3 Let's have one more (rearhelas) to practise before the performance.
- 4 The (stac) of that film is fantastic. All the actors are brilliant.
- 5 I'd like to be a (tisewrcritpr). I enjoy writing dialogues between characters.
- 6 For the performance, the dancers were wearing beautiful (socutems).
- 7 The camera crew are already at the (utsiod) to start filming the show.
- 8 When I was younger, I loved the (sutndrcka) of the film Aladdin. I knew all the songs!

2 Complete what the students say with the verbs.

design write sing play direct

- 1 I've been learning to play the violin for a year. I want to practise hard so I can in my school orchestra next year.
- 2 I'm good at creating stories. My friends love them! They say that one day I might a novel and become a famous author.
- 3 I'm learning computer programming and I'm into video games. I'd like to video games in the future.
- 4 I'm really excited! I'm going to a short film at my drama club. I can't wait!
- 5 My music teacher says I've got a lovely voice and that I should in the school choir. I'm going to think about it.

Grammar

3 Circle the correct verb forms.

- 1 I don't think cars will be driven / were driven by people in the future.
- 2 The *Four Seasons* is composed / was composed by Antonio Vivaldi in the 18th century.
- 3 These days, paper was made / is made from wood and recycled paper products.
- 4 The London Eye wasn't opened / won't be opened to the public until 1999.
- 5 The show isn't filmed / won't be filmed in the studio next weekend.
- 6 Were / Are these costumes wear / worn by the actors in the last *Spiderman* film?

4 Complete the sentences with the words and the correct form of have something done.

- 1 I usually have my haircut (my hair / cut) every two months.
- 2 Did you (that dress / make) for you? It fits you perfectly.
- 3 My dad (his laptop / repair) at the moment because it isn't working.
- 4 We always (pizzas / deliver) to our house for dinner on Fridays!
- 5 My mum (her teeth / clean) at the dentist's every six months.

5 Complete the email with the correct reflexive pronouns.

Hi Ana,
Guess what! My class and I are finally ready to perform in the school musical on Saturday!
We've been working hard to prepare the musical and we've done it all! I'm very proud because I wrote the script! Then my friends Tiago and Benji designed some of the costumes. They look amazing. And do you remember my friend Vera? She composed most of the songs! I'd love you to come on Saturday, so you can see it!
Matt

Go back to page 26. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track

35

Student's Book page 34

Learning to learn

Learn how to concentrate better

Objective: To learn tips for ways to improve concentration

Learning to learn

These pages, in Units 2, 4, 6 and 8, present strategies and techniques for language learning. The lessons encourage students to think about what works for them.

1 Tick what's true for YOU.

On the board, write *Concentration*. Ask students to make as many words as they can from it, e.g. *net*, *train*. Set a timer. Check ideas.

Differentiation

When students have been asked to compile a list, it is motivating to ask weaker students/pairs to suggest answers first and then ask others in class to add their ideas. You may want to invite students to write answers on the board for a change in class dynamic. Alternatively, encouraging everyone to listen carefully in order not to repeat an answer – with the rest of the class listening to check – is highly effective.

Ask students what *concentration* means. Help them to express this, for example giving a sentence starter *If/When you*. You can also ask them to give examples of the opposite of concentrating.

Students then open their books and do the quiz.

2 Read the paragraph. Circle T (True) or F (False).

Ask students how long they can concentrate for, and how long they think a 14-year-old can (if your students are older / younger than 14). Elicit that this is their *attention span*. Students read the paragraph and check their ideas. Then they read the questions and find the answers in the text.

ANSWERS: 1 F, 2 T

3a Read "What the experts say". Which things are you already doing?

Tell students that they are going to read some tips about how to concentrate better. Give them a couple of minutes to talk in pairs about what the text might mention. As they start reading the text, encourage them to make notes about what they are already doing. Students then read the text and prepare their answer. Allow time for class discussion so that a good number of students can contribute their ideas.

b **Decide which two tips you'll try first. Compare your choices. Give your reasons.**

Students now think about the tips and, in pairs, they choose two that they want to try. Encourage them to say why. If students have used other levels of *Options*, they will have had regular opportunities to think about what helps them study and will have been encouraged to try different techniques. Encourage them to think about what they do differently now compared with three years ago.

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

Students discuss the question in small groups. Nominate a spokesperson from each group to summarise the group's thoughts to the class.

Extra activity

Divide the class into five groups and assign each group one of the ideas 1–5 from the text. Students create an A4-size poster for the classroom or the school library. They write the heading in decorative handwriting (or design it on a computer) and add pictures and/or speech bubbles with key ideas from the text. Encourage them to vary the language from the text, for example asking a question rather than giving an instruction, such as:

Make sure your study space is clean and tidy.

> Is your desk tidy?

Student's Book page 35

Review

Objective: To review the unit content and carry out self-assessment

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 26 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1 **Put the letters in the correct order to complete the sentences.**

ANSWERS: 1 *composer*, 2 *audition*, 3 *rehearsal*, 4 *cast*, 5 *scriptwriter*, 6 *costumes*, 7 *studio*, 8 *soundtrack*

2 **Complete what the students say with the verbs.**

ANSWERS: 1 *play*, 2 *write*, 3 *design*, 4 *direct*, 5 *sing*

Grammar

3 **Circle the correct verb forms.**

ANSWERS: 1 *will be driven*, 2 *was composed*, 3 *is made*, 4 *wasn't opened*, 5 *won't be filmed*, 6 *Were / worn*

4 **Complete the sentences with the words and the correct form of *have something done*.**

ANSWERS: 2 *have that dress made*, 3 *is having his laptop repaired*, 4 *have pizzas delivered*, 5 *has her teeth cleaned*

5 **Complete the email with the correct reflexive pronouns.**

ANSWERS: 1 *ourselves*, 2 *myself*, 3 *themselves*, 4 *herself*

Extra activity

To round off the unit, students could work in groups to prepare a short film on the topic of films and film-making. You could set (differentiated) targets of what to include such as examples of the grammar, new words from the unit and facts that they have learnt. You may like to show the *Watching the world* video again from Student's Book p. 26 to motivate them and give ideas. You could also give out the videoscript (see p. 159). Encourage them to think about how to present the information in a fun way.

For tips on students making videos, see p. 71.

You could edit their final films together and show the class.

As a shorter alternative, students could video "vox pop" interviews asking a partner about their favourite film using at least three new words from the unit.

Further practice:

- **Personal Learning Track**

Testbuilder

Unit 2 test and Progress test 1 (see Introduction, p. 19).

Creative learning



1a Before you watch, discuss the questions.

- 1 Can you think of ten creative activities in one minute? Write a list.
- 2 What other creative activities can you learn at a class or a club?
- 3 Do you enjoy activities like this? Why (not)?

b Watch the video. In Mia and Jack's opinion, how can a creative hobby be useful for your future?

c Watch the video again. Answer the questions.

- 1 What creative hobby does Jack have?
- 2 What creative abilities does Mia have?
- 3 What percentage of the world's economy comes from creative industries?
- 4 What do Jack and Mia decide to do at the end of the video?

d Complete the words.

- The video mentions these
- 1 creative activities: a _____, d _____, d _____ and m _____.
 - 2 creative industries: d _____, a _____, f _____, p _____, f _____ and t _____.
 - 3 general skills: c _____, t _____, w _____, c _____ t _____ and p _____ s _____.

Reading

2a Look at the photos on page 37. What do you have to do in your country if you want to study art after you finish school?

b Read the article on page 37. What do the two organisations have in common?

c Answer the questions.

- 1 How old are the students at Angel Shed?
- 2 How much do their students pay for classes?
- 3 How can people over the age of 19 be involved with Angel Shed?
- 4 What can Free Arts NYC offer to young children?
- 5 Why do they offer to take students to art galleries?
- 6 What do the adult volunteers on the Teen Arts Program do?

Project

3a Work in groups. Use the internet to research a creative job.

b Follow the instructions and write a presentation.

- 1 Make a list of all the creative jobs that you can think of.
- 2 Choose one job that you would like to research. Find out if you need any formal qualifications for this job, and how long you need to study or train for it.
- 3 Think of some important "soft skills" that you might need for this job.
- 4 Write a short presentation based on your research. Give your presentation to the class.

c Watch every group's presentation. Whose did you like best? Why? What could you do differently with your own presentation?



BLOG

ARTS FOR EVERYONE

Angel Shed, London

Angel Shed is a performing arts charity in London. Children and young people from the ages of 7–19 come after school and in the evenings for classes and workshops in drama, dance and music. Their instructors all work professionally in the performing arts, and the students regularly perform shows in front of audiences. There are lots of theatre groups that do this, but Angel Shed is different. There are no auditions to get in, and people of all abilities and backgrounds are welcome at their workshops. Angel Shed understands that lots of young people can't afford theatre classes, so the students only pay what they can – or nothing at all. In addition, students can study for a qualification in performing arts. And when they are 19, they can join the organisation as volunteer instructors. Some of Angel Shed's students have been there for many years! Angel Shed wants all young people, not just those from richer families, to enjoy the benefits of performing arts: confidence, team work and the opportunity to build a career.

Free Arts NYC, New York

Free Arts NYC is a charity in New York. It supports children and young people who are interested in or talented in art, but who don't have the money for classes. The charity offers free art days for elementary schools in the poorer areas of the city. It provides free art materials and encourages the children to be creative. Free Arts NYC also offers visits to the city's art studios and galleries. This can inspire young people who might feel that these places are not for people like them. In addition, their Teen Arts Program supports poorer teenagers who want to study or work in art or graphics. Students who are good at art are matched with a volunteer who helps them to prepare a selection of their work and to apply to colleges. The charity also works with creative businesses to offer work experience to students and help them to reach their dreams.



Options Basic text Enriched text

Student's Book pages 36–37

Teen talk Creative learning

Objective: To find out about SDG 4:

Quality education

Project: a presentation about a creative job

CLIL link: Art, drama and music

Key words: perform, workshop, audience, audition, graphics, studio

Sustainable Development Goals with CLIL

Each of these sections focuses on one of the United Nations 17 Sustainable Development Goals (SDGs), with a clear link to a curriculum subject. The goal is introduced through a video presented by two young people, Jack and Mia, in an entertaining and accessible way, before the issue is explored in more depth in the reading text.

Like the Culture sections, these are optional materials that you can plan to use as time allows. Students will not miss core vocabulary or grammar from the syllabus if you decide not to use them.

This spread introduces students to the following target of Goal 4:

4.4: *By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship*

The video introduces students to the importance of taking part in creative activities such as art, drama, dance and music. It explains how a creative hobby can be both a possible basis for a career in a creative industry and also a good way to learn other general skills that can boost employability. The reading text looks at two charitable schemes, one in London and one in New York, that offer help and training to disadvantaged young people wanting to follow a career in the arts.

1a Before you watch, discuss the questions.

Focus on the photo of the boy taking a photo. Does anyone in the class enjoy this hobby? This boy's camera may be quite expensive. Make sure the students understand that using a mobile phone for this hobby is equally valid and point out that this boy probably started with his phone.

In small groups, students answer the questions. Ask a spokesperson to share the main points of each group's discussion with the class.

b **Watch the video. In Mia and Jack's opinion, how can a creative hobby be useful for your future?**

You may like to pre-teach or check that students understand *industries, career, employ and employer*. Students read the question. Ask them to predict what Mia and Jack will say. Play the video. Students answer the question.

ANSWERS: *Creative activities can help you in your future career. You can develop creative skills which might help you get a job in a creative industry. You can also develop "soft skills".*

Videoscript p. 161

c **Watch the video again. Answer the questions.**

Ask students to read the questions. Play the video. Students note down their answers. Check answers as a class.

ANSWERS: 1 *drawing*, 2 *She can dance, sing and play the guitar*. 3 *six percent*, 4 *They decide to practise their creative skills*.

d Complete the words.

Point out to the class that all these words were used in the video. Students complete the words.

Explain that *The arts* include all artistic or creative activities, whereas *art* usually refers to painting, drawing and sculpture.

Differentiation

For extra support, play the video again and pause it after each relevant word for students to write it in the correct place.

For extra challenge, ask students to remember the other phrase for general skills ("soft skills") and to work in pairs to add others to this list.

ANSWERS: 1 *art, dance, drama, music*, 2 *design, advertising, fashion, photography, film, television*, 3 *confidence, team work, creative thinking, problem solving*

Reading

Note

For the Sustainable Development Goal pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

2 a Look at the photos on page 37. What do you have to do in your country if you want to study art after you finish school?

To lead into the reading text, discuss: *How/Where can students study art or the performing arts after they leave school? How might it be difficult for young people from poorer backgrounds to take part in the arts?*

Students then look at the photos and answer the question.

b Read the article on page 37. What do the two organisations have in common?

Check that students understand the meaning of *professionally, background, workshop, afford, charity and inspire*.

Ask students to read the texts quickly and to answer the question.

ANSWER: *They are both charities and work with young people who might not have the money to study the arts.*

c Answer the questions.

Ask students to read the questions. They read the text and find the answers. Students work individually and then check their answers in pairs.

ANSWERS: 1 *They are 7–19 years old.*

2 *They pay what they can, or nothing at all.*

3 *They can become volunteer instructors.*

4 *They have free art days.*

5 *It wants to inspire young people who might feel that these places are not for them.*

6 *The adult volunteers help students who want to apply to colleges.*

Extra activity

Discuss with the class: *Would you like to work in the arts? Are careers in the arts easy or difficult to get into in this country? Why are charitable organisations like the ones in the text important? Why do people want to work in the arts?*

Project

3 a Work in groups. Use the internet to research a creative job.

To lead into the project, set a time limit of 5 minutes and brainstorm creative jobs as a whole class, writing them on the board (e.g. *writer, film director, make-up artist, graphic designer*).

b Follow the instructions and write a presentation.

Ask students to read the instructions carefully. Put students into groups according to interests to prepare their presentation. Give a time limit for their presentation and a guideline for the number of words. Encourage them to find at least one image. Give them time to rehearse.

c Watch every group's presentation. Whose did you like best? Why? What could you do differently with your own presentation?

As students watch each other's presentations, encourage them to think about the questions. Discuss the presentations in a supportive way afterwards.