

AMERICAN

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

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Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

Welcome

Reading and listening

An exciting idea

1. a Look at the photos of the boy and the girl. What can you remember about them?



His/Her name's ...
They live in ...
She had her birthday party ...
He's scared of ...

b Compare your answers as a class.

2. Number the messages in the correct order.

- ☐ OK. The bowling alley it is. But don't be late.
- ☒ 1 Hey Connor! What are you doing? Are you busy?
- ☐ You do that all the time.
- ☐ The skating rink – that's miles away. Let's meet at the bowling alley. We can have a game of bowling, too.
- ☐ I can't now. I want to tell you face to face. Meet me at the skating rink in half an hour.
- ☐ I won't be. I'm leaving now.
- ☐ I like to relax. What can I say? Anyway, what do you want?
- ☐ I have something to tell you. I'm really excited.
- ☐ I'm not doing anything special. I'm just lying on the couch listening to music.
- ☐ Well, tell me then.

3. a W.01 Listen to Kylie and Connor. What does she want to tell him?

b W.02 Listen again. Complete the information in the pamphlet.

Brighton and Hove Junior Tennis Competition
First prize: £100

Brighton and Hove Sports Center
1. 15th to 2. July

Girls' singles Girls' doubles
Mixed doubles
Boys' singles Boys' doubles

Entry fee 3. £ per person. Last date to enter 4. July.

Call 5. on (014) 394-0993 to register.

Register now

Grammar and vocabulary

Present simple and present continuous

1. a Who says these sentences from the messages and the conversation on page 6? Write K (Kylie) or C (Connor).

1. ☒ I'm just lying on the couch listening to music.
2. ☐ Dan Edmonds always wins this competition.
3. ☐ What are you doing?
4. ☐ The tennis club opens tomorrow at 9 a.m.
5. ☐ I don't want him to beat me again.
6. ☐ I'm going shopping with my mom at ten.
7. ☐ I'm not doing anything special.
8. ☐ How much does it cost to enter?

b Match the sentences in 1a with the grammar descriptions.

- a ☒ present simple (x2)
- b ☐ present simple negative
- c ☐ present simple question
- d ☐ present continuous (x2)
- e ☐ present continuous negative
- f ☐ present continuous question

c Look at these pairs of sentences in 1a. Which sentence in each pair is about the future?

- a Sentences 1 and 6
- b Sentences 2 and 4

2. a Complete Kylie's email to her friend with the present simple or present continuous form of the verbs.

Hi Alex,
I ¹ am writing (write) to you with some big news – I've just registered for the tennis competition. Connor and I ² are playing (play) in the mixed doubles event. I'm so excited. Connor ³ is playing (play) really well so I ⁴ think (think) we have a good chance. What ⁵ are you doing (do) on the 15th? The competition ⁶ starts (start) on the 15th. What ⁷ are you doing (do) on that date? Please ⁸ don't say (not say) you're busy. Come and watch us. Anyway, I have to go. I ⁹ meet (meet) Connor at the club in an hour and the bus ¹⁰ leaves (leave) in ten minutes. Connor ¹¹ isn't coming (not like) it when I'm late!

Love, Kylie
P.S. Hope you're well. I know you have exams next week, but please tell me you ¹² aren't studying (not study) too much!

b Imagine you're Alex. Write a short reply to Kylie. Tell her:

- how excited you are for her.
- what you're doing on the 15th.
- what you're doing now.

Places

3. a Look at page 6. Find words for three places and label the photos.



b Discuss the questions.

How many other places in a town can you name?

Which of these places do you sometimes go to?

Which two are your favorite places and why?

Welcome unit

The Welcome Unit is designed to review target vocabulary and grammar from *Options* 1, 2, and 3, but the language covered will be largely familiar to students who have worked with other courses. Students are also reintroduced to Kylie and Connor, the characters who feature in the video story *The café* in Units 1, 3, 5, and 7.

Student's Book page 6

Reading and listening An exciting idea

Objectives: To reintroduce the students to Kylie and Connor; to preview target grammar and vocabulary in context

Materials: images and videos of Brighton, U.K.

Background notes

The popular seaside town of Brighton, which students may remember from *American Options* 3, is an hour by train from London. Many people live in Brighton and work in London. Students may remember the famous traditional pier and pavilion, as well as the modern i360 tower. Brighton is also home to the world's oldest aquarium, which opened in 1872. It is now part of the Sea Life group.

1. a Look at the photos of the boy and the girl. What can you remember about them?

Ask students to tell you what they can remember about the two teenagers. They look at the photos and the sentence starters, and talk in pairs. If students didn't do *American Options* 3, ask them to describe the photos.

b Compare your answers as a class.

Ask students to share their ideas. See how much your class can recall – prompt if necessary.

SUGGESTED ANSWERS: *His name is Connor. Her name is Kylie. They live in Brighton. Connor moved there last year. They met at the tennis club. They went to a sculpture park, had a walk in the countryside and went up the i360 tower. Connor's scared of heights.*

2. Number the messages in the correct order.

Students should recognize *bowling* and *skating* from earlier levels. Remind them that, in the U.K., distance is measured in *miles*, not *kilometers*.

Establish that Kylie and Connor have sent each other text messages. In pairs, students read and order them. Check answers as a class.

ANSWERS: *Reading down:* 9, 1, 3, 8, 7, 10, 4, 5, 2, 6

Extra activity

Students could guess what Kylie might want to tell Connor.

3. a W.01 Listen to Kylie and Connor. What does she want to tell him?

Focus on the question and then play the audio. Students listen and answer the question. Check answers as a class.

ANSWER: *There's a tennis competition that they can enter together.*

Audioscript p. 144

b W.02 Listen again. Complete the information in the pamphlet.

Use the pamphlet to check that students understand the tennis vocabulary (*singles, doubles, mixed doubles*) and the words *competition* and *register*.

Explain or elicit that they first need to think about what kind of information is missing. Make sure they understand that gap 5 will be a name. Play the audio for students to do the task. They then compare answers in pairs. Check answers as a class.

ANSWERS: 2. 20th, 3. £5, 4. 10th, 5. Emma

Extra activity

Students invent the conversation between Emma and Kylie when she calls to register for the competition.

Student's Book page 7

Grammar and vocabulary

Present simple and present continuous

Objectives: To review the present simple and present continuous tenses; to review words for places

1. a Who says these sentences from the messages and conversation on page 6? Write K (Kylie) or C (Connor).

Students use the information to do the exercise. Play the conversation again if necessary or provide the audioscript.

ANSWERS: 2. C, 3. K, 4. C, 5. C, 6. K, 7. C, 8. C

b Match the sentences in 1a with the grammar descriptions.

Write on the board *I'm lying on the sofa* and *Dan Edmonds always wins this competition*. Ask students what the verb tense is for each sentence, and ask them to make the sentences negative and interrogative.

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

Differentiation

For extra support, work with the whole class, looking at each tense in turn.

For extra challenge, students write another sentence for each grammar description.

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

c Look at these pairs of sentences in 1a. Which sentence in each pair is about the future?

Ask volunteers to read out sentences 1 and 6 from Exercise 1a. Elicit which sentence refers to the future. Do this again with sentences 2 and 4. Recap that the present simple for future is for timetabled events, e.g., shops opening, buses leaving.

ANSWERS: a. 6, b. 4

2. a Complete Kylie's email to her friend with the present simple or present continuous form of the verbs.

Ask students to quickly read the email to find out what it's about (Kylie's telling her friend that she and Connor are entering the competition).

Students do the exercise. Where a contraction is possible, they should use that. They check their answers in pairs. Then check answers as a class.

ANSWERS: 2. *are playing*, 3. *plays / 's playing*, 4. *think*, 5. *do ... think*, 6. *starts*, 7. *are ... doing*, 8. *don't say*, 9. *'m meeting*, 10. *leaves*, 11. *doesn't like*, 12. *aren't studying*

b Imagine you're Alex. Write a short reply to Kylie.

Students read the instructions and write a short reply (60–80 words). Draw students' attention to the verb tenses needed. As they finish, put students into pairs to check each other's work. They should focus on the content required, spelling and tenses.

3. a Look at page 6. Find words for three places and label the photos.

Students look at the photos and label them.

ANSWERS: 1. *bowling alley*, 2. *gym*, 3. *skating rink*

b Discuss the questions.

In pairs, students ask and answer the questions.

Extra activity

Divide the class into teams. Say a place in town. A student from each team writes the word on the board. Award a point for each correct spelling.

Further practice:

- WB p. 3 (see TB p. 165)

Listening and reading

A healthy diet

1. a W.03 Listen to a phone conversation between Kylie and Connor. What is Connor's "terrible" news?

- b W.04 Listen again. Answer the questions.

- Who is Olivia Watson?
- Why isn't Kylie worried about her?
- What is Kylie and Connor's "secret weapon"?
- Why do they need to meet in the café?

2. a Read the dialogue. What does Kylie ask Connor to get her?

Connor Hi Kylie, sorry I'm late.

Kylie Don't worry about it. I'm just getting a bite to eat. I didn't have time for lunch at home.

Connor What's that you're eating? A burger and chips? Come on, Kylie. That isn't healthy. We have to watch what we eat!

Kylie Are you being serious?

Connor Of course I'm being serious. From now on, I think we should only eat healthy food: salad, pasta, fish. No more chocolate and ice cream. And only drink water. No more fizzy drinks.

Kylie It's the Brighton and Hove tennis competition. It's not Wimbledon. You need to calm down, Connor. I have a very healthy diet, loads of vegetables and fruit, but sometimes I like a burger. What's the problem?

Connor I just think for the next three weeks we ought to be careful what we eat. That's if we really want to beat Dan and Olivia.

Kylie Of course I want to beat Dan and Olivia, but I don't think a burger and chips is going to get in the way of that. You mustn't get so stressed if you want to win. We need to keep calm.

Connor I am calm. I just think ...

Kylie We shouldn't worry about the unimportant things. We need to train, Connor. We need to practice. We must play tennis after school every day. And we need a plan. I watched Dan and Olivia playing yesterday afternoon and I think I know what their weaknesses are.

Connor What? What are they?

Kylie Go and get me a piece of cake and I'll tell you. You don't have to worry – we can beat them!

- b W.05 Read the dialogue again and listen. Circle T (True) or F (False).

- Kylie had a sandwich at home before she came to the café. T/F
- Connor isn't happy with what Kylie is eating. T/F
- Kylie agrees they should be careful what they eat. T/F
- Kylie doesn't like healthy food. T/F
- The competition is next week. T/F
- Kylie thinks Connor is too worried about the competition. T/F
- Kylie suggests they practice before school starts. T/F
- Kylie thinks she knows how to beat Dan and Olivia. T/F

- c Discuss the questions.

- Who do you think is right, Kylie or Connor? Why?
- How do you usually react before an important event?
- What things would you suggest to Connor to help him calm down?

Grammar and vocabulary

Modal verbs of obligation

1. a Complete the sentences with the verbs. Use the dialogue on page 8 to help you.

don't have to should must need shouldn't

- I think we should only eat healthy food.
- You must to calm down, Connor.
- We shouldn't worry about the unimportant things.
- We must play tennis after school every day.
- You mustn't get so stressed if you want to win.
- You must to worry – we can beat them!

- b Work in pairs. Answer the questions.

- Can we use *must* in sentence 1? What difference would it make?
- Can we use *should* in sentence 2? Why (not)?
- Can we use *don't have to* in sentence 5? Why (not)?
- Can we use *shouldn't* in sentence 5? What difference would it make?

2. Complete the tennis club rules with modal verbs. Sometimes more than one answer is possible.

CLUB RULES	
1.	You <u>must</u> pay before you play.
2.	You <u>must</u> arrive at the court five minutes early so you can warm up.
3.	You <u>mustn't</u> take food onto the court.
4.	You <u>mustn't</u> bring your own racket – we can lend you one.
5.	You <u>mustn't</u> stay on the court after your time has finished.
6.	You <u>must</u> be professional to play here, and ...
7.	You <u>must</u> have fun!

Welcome

Food and drink

3. a Look at the dialogue on page 8. Find the words for food and drink and complete the table.

Healthy food and drink	Unhealthy food and drink
salad	burger

- b Work in groups. Try to think of a food or a drink for every letter of the alphabet. How many letters can you do it for?

A apple, anchovies ...

- c Work in pairs. Imagine it's two weeks before the competition. Suggest a three-course lunch that Connor would like.

Starter	
Main course	
Dessert	
Drink	

- d Work in pairs. Imagine Connor and Kylie win the competition. Suggest a three-course meal for them to celebrate with.

Starter	
Main course	
Dessert	
Drink	

WB p. 4

Cyber Homework 1

9

Student's Book page 8

Listening and reading A healthy diet

Objective: To preview target grammar and vocabulary in context

Background note

Wimbledon is a grand slam tennis tournament that takes place in London in June.

1. a W.03 Listen to a phone conversation between Kylie and Connor. What is Connor's "terrible" news?

Tell students they are going to listen to a conversation between Kylie and Connor, and Connor has some bad news. Ask students what it might be.

Play the audio. Check answers as a class.

ANSWER: Dan Edmonds is playing with Olivia Watson in the mixed doubles at the tennis tournament. They're both very good tennis players. Connor is worried they can't beat them.

Audioscript p. 144

- b W.04 Listen again. Answer the questions.

Students read the questions. Pre-teach *secret weapon* (something that the other team don't know about that is very powerful). Play the audio again and students write down their answers. They check answers in pairs. Then check answers as a class.

ANSWERS: 1. She won the girls' competition last year.
2. Kylie beat her a week ago. 3. It's themselves.
4. To plan how they are going to win.

2. a Read the dialogue. What does Kylie ask Connor to get her?

The story now moves to the café. Ask students to quickly read the conversation, reminding them that they don't need to understand everything. Students read the dialogue and answer the question.

ANSWER: A piece of cake

- b W.05 Read the dialogue again and listen. Circle T (True) or F (False).

Read the sentences together with the students. Individually, they read the dialogue again and listen. Then they do the exercise and compare answers in pairs. Check answers as a class.

Differentiation

For extra support, highlight the parts of the dialogue where students can find the answers.

For extra challenge, students correct the false sentences.

ANSWERS: 2. T, 3. F, 4. F, 5. F, 6. T, 7. F, 8. T

- c Discuss the questions.

In small groups, students answer the questions. Check answers as a class, inviting a spokesperson to report the group's thoughts.

Student's Book page 9

Grammar and vocabulary

Modal verbs of obligation

Objectives: To review modal verbs of obligation; to review words for food and drink

1. a Complete the sentences with the verbs. Use the dialogue on page 8 to help you.

Quickly review modal verbs (meaning and form), using example sentences such as:

You **should** practice every day.

You **shouldn't** eat lots of junk food.

Encourage students to figure out the answers before checking in the dialogue.

ANSWERS: 2. *need*, 3. *shouldn't*, 4. *must*, 5. *shouldn't*, 6. *don't have*

b Work in pairs. Answer the questions.

In pairs, students do the exercise.

ANSWERS: 1. *Yes – obligation*, 2. *No, because of “to,”*
3. *No – grammatically it fits, but not for meaning*,
4. *Yes – advice rather than obligation*

Extra activity

Ask students to write their own sentences using these different modals. In pairs, they ask and answer, e.g.,
Could I use “must” here? Why (not)?

2. Complete the tennis club rules with modal verbs. Sometimes more than one answer is possible.

With books closed, elicit from students some rules that a sports club might have. Encourage students to use modals.

Ask students to open their books. They read the club rules and complete them. Check answers, encouraging students to explain the difference between the choices.

ANSWERS: 1. *must / need to*, 2. *should*, 3. *shouldn't*,
4. *don't have to*, 5. *shouldn't*, 6. *don't have to*, 7. *should*

Extra activity

Play “Tic-tac-toe.” Prepare a numbered list of nine modal forms (affirmative and negative). Draw a 3x3 grid on the board and write a number in each square. Divide the class into two teams (X's and O's). X's choose a number. You say the modal and they have to say a correct sentence with that modal. If they get it right, draw an X in their chosen space in the grid. Continue with the O's team. The objective is to get three in a row in any direction.

3. a Look at the dialogue on page 8. Find the words for food and drink and complete the table.

With books closed, elicit the food mentioned in the dialogue.

Ask students to open their books and complete the table.

ANSWERS: *Healthy food and drink: pasta, fish, water, vegetables, fruit*

Unhealthy food and drink: chips, chocolate, ice cream, fizzy drinks (sodas), cake

b Work in groups. Try to think of a food or a drink for every letter of the alphabet. How many letters can you do it for?

Learning for life icons

Exercises 3b and c introduce the first of a series of eight icons representing life skills, presented on Student's Book page 3. Students who have used previous levels of *American Options* will be familiar with these. Whether your students are new to the series or not, discuss the icons and encourage students to identify them when they appear in future lessons.

In groups, one student writes out the alphabet in a vertical list. Set a timer (5 minutes). They write a food / drink item next to as many letters as possible. If time allows, they can add more items for a particular letter. For feedback, ask the group with the fewest words to give theirs first. Others then add to the list.

c Work in pairs. Imagine it's two weeks before the competition. Suggest a three-course lunch that Connor would like.

Students work in pairs to think of healthy food Connor would like.

d Work in pairs. Imagine Connor and Kylie win the competition. Suggest a three-course meal for them to celebrate with.

Students work in pairs to think of food Connor and Kylie would enjoy to celebrate their win (probably some unhealthy as well as healthy food).

Cyber Homework

This lesson includes the first Cyber Homework assignment (see Introduction, p. 13).

Further practice:

- WB p. 4 (see TB p. 165)
- Cyber Homework 1

Reading and listening

A sporting mystery

1. a Read the story quickly. Who was Pickles and how did he become a hero in the U.K.?

When the World Cup was stolen

In March 1966, England was getting ready to host the World Cup. The famous Jules Rimet Trophy arrived a few months before the competition started and was put on display for the public to admire. Two days later, on March 20th, while the security guard was taking a break, someone walked in and took the trophy. The theft was very embarrassing for the Football Association as the story soon made the news all over the world.

A ransom note asking for £15,000 was received, and the Football Association agreed to pay. But when a man named Edward Bletchley came to get the money, the police arrested him. Bletchley had a history of pickpocketing and burglary, but he didn't have the trophy and denied knowing where it was.

A week later, a man named Dave Corbett was walking his dog Pickles when Pickles stopped and started sniffing under a car. Mr. Corbett looked under the car and saw a package wrapped in newspaper. While he was opening the package, he saw some gold metal with the words Brazil, Uruguay, and Germany written on it. It was the missing World Cup! Mr. Corbett and Pickles became heroes and were invited to the final to watch England win the trophy for the very first time. Edward Bletchley was sent to prison for two years for his crime.



The recovered trophy



Dave Corbett with Pickles

- b Read the story again. Number the events in the order they happened.

- | | |
|--|--|
| ☐ The police arrest Bletchley. | ☐ A ransom note arrives. |
| ☐ The trophy is found. | ☐ Mr. Corbett is walking his dog. |
| ☐ The trophy is stolen. | ☐ The trophy arrives in the U.K. |
| ☐ A security guard leaves the room. | ☐ England win the World Cup. |



10

2. a **W.06** Kylie and Connor are at the tennis club. Listen to their conversation. Why is Connor late?

- b **W.07** Listen again. Answer the questions.

- How did Connor get to the tennis club?
- Where did he put down his bag and racket?
- Where did he go after that?
- Who did he see coming out of the café?
- Why does Kylie tell him to be careful?
- What does she suggest that they do?

- c **Discuss.** What do you think happened to Connor's racket?

- d **W.08** Listen to the rest of the conversation and check.

Grammar and vocabulary

Past simple and past continuous

1. a Match the sentence halves.

- ☐ In March 1966, England ...
- ☐ While the security guard was taking a break, ...
- ☐ Dave Corbett was walking his dog Pickles ...
- ☐ The police arrested Edward Bletchley ...
- ☐ While he was opening the package, ...
- ☐ Mr. Corbett looked under the car and ...

- someone walked in and took the trophy.
- when he came to get the money.
- when Pickles started sniffing under a car.
- he saw some gold metal with words on it.
- saw a package wrapped in newspaper.
- was getting ready to host the World Cup.

- b Which sentence(s) in 1a contain ...

- only the past simple?
- only the past continuous?
- both the past simple and the past continuous?

- c Look at the groups of sentences in 1b. Write 1, 2, or 3.

- The sentence in group _____ sets the scene for the story.
- The sentences in group _____ describe two past actions, one of which follows the other.
- The sentences in group _____ describe one past action which interrupts the other.

2. a Complete the text with the past simple or past continuous form of the verbs.

At 5 p.m. I ¹ _____ (do) my homework. I ² _____ (finish) my homework at 6 p.m. and then I ³ _____ (go) into the kitchen. While we ⁴ _____ (eat) our dinner, the doorbell ⁵ _____ (ring). It was my friend Marcos from school. I ⁶ _____ (invite) him in and he ⁷ _____ (share) dessert with us. We ⁸ _____ (play) a video game when my phone ⁹ _____ (ring). It was Grandma. While I ¹⁰ _____ (talk) to Grandma, Marcos ¹¹ _____ (leave) – it was a very long conversation! At about 10 p.m., I ¹² _____ (go) to bed.

- b Complete the sentences about what you were doing at these times yesterday. Use the past continuous.

- At 8 a.m., _____
At 12:30 p.m., _____
At 4 p.m., _____
At 7 p.m., _____
At 9:30 p.m., _____

- c **Take turns to say your sentences.**

Ask your partner more questions.

- At 7 p.m. yesterday, I was eating dinner.
What did you have for dessert?
We had strawberry cheesecake.

Crime

3. a Look at the story on page 10. Find three words for types of crime.

- b What crimes are these people describing?
- cybercrime shoplifting speeding
antisocial behavior identity theft

- "We're taking your computer with us as evidence."
- "This isn't your passport. We'd like you to come into the office and answer some questions."
- "Excuse me, could I check your bag? I have reason to believe there are some things in there that you haven't paid for."
- "We can't sleep because of the noise coming from your party. We're calling the police!"
- "The reason I stopped you is because you were driving at more than 150 km/h."



11

Student's Book page 10

Reading and listening A sporting mystery

Objective: To preview target grammar and vocabulary in context

1. a Read the story quickly. Who was Pickles and how did he become a hero in the U.K.?

Ask students to look at the photos and the headline. Ask them to guess what the story is about. Students quickly read the article and answer the questions.

ANSWERS: Pickles was a dog and he found the missing World Cup.

- b Read the story again. Number the events in the order they happened.

Check that students understand the following words: *host (an event), trophy, theft, ransom note, sniff, package*.

Students read the article and do the exercise. Students check answers in pairs. Then check answers as a class.

ANSWERS: Reading down: 5, 7, 3, 2; 4, 6, 1, 8

Extra activity

Put students into small groups. They act out a part of the story. The audience has to guess which part it is.

2. a **W.06** Kylie and Connor are at the tennis club.

Listen to their conversation. Why is Connor late?

Recap with students the story so far. Tell students they are going to listen to a conversation between Kylie and Connor at the tennis club. They listen and answer the question. Play the audio. Check answers as a class.

ANSWER: Connor thinks someone has stolen his racket and he was looking for it.

Audioscript p. 144

- b **W.07** Listen again. Answer the questions.

Students read the questions. Then play the audio and students write down their answers. They compare their answers in pairs. Check answers as a class.

Differentiation

For extra support, provide students with the audioscript.

For extra challenge, ask students to write two more questions about the dialogue for a partner to answer.

ANSWERS: 1. His mom took him. 2. He put them down by the door. 3. He went to the café to buy some water. 4. He saw Dan Edmonds coming out of the café. 5. Because it's very serious to accuse someone of theft. 6. They should go and have another look for the racket.

Note

Both *racket* and *racquet* are correct.

c **Discuss. What do you think happened to Connor's racket?**

In pairs, students answer the question. Encourage them to come up with some good theories!

d **W.08 Listen to the rest of the conversation and check.**

Before playing the audio, elicit what Kylie had suggested at the end of the previous dialogue (that they should go and have another look). Tell students that they are now going to find out what happened. Play the audio and students tell you what happened. Ask them how they think Connor feels (embarrassed / silly).

ANSWER: *He left his racket in his mom's car.*

Audioscript p. 145

Extra activity

Provide students with the audioscript for them to act out the dialogue. Alternatively (or in addition), they could create a new version of the script with what they know.

Student's Book page 11

Grammar and vocabulary Past simple and past continuous

Objectives: To review the past simple and past continuous tenses; to review crime words

1. a Match the sentence halves.

Ask students what happened while the security guard was taking a break. Elicit *While the security guard was taking a break, someone walked in.* Elicit the tenses, and their meaning and form.

Ask students to read the sentence halves and to do the exercise individually. Encourage students to write out the whole sentence as they need it for exercise 1b. Then they compare their ideas in pairs. Check answers as a class.

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

b Which sentence(s) in 1a contain these tenses?

Students look at the sentences and identify the tense names. Students work individually. Check answers as a class.

ANSWERS: 1. Sentences 4 and 6, 2. Sentence 1, 3. Sentences 2, 3, and 5

c Look at the groups of sentences in 1b. Write 1, 2, or 3.

Students read the definitions for each group and complete them with the numbers from exercise 1b. Students work individually. Check answers as a class. Draw a timeline on the board if necessary to illustrate the two past tenses.

ANSWERS: a. 2, b. 1, c. 3

2. a Complete the text with the past simple or past continuous form of the verbs.

Ask students to read the text quickly and then to complete it with the correct form of the verbs. Students work individually, check their ideas in pairs and then check answers as a class.

ANSWERS: 1. *was doing*, 2. *finished*, 3. *went*, 4. *were eating*, 5. *rang*, 6. *invited*, 7. *shared*, 8. *were playing*, 9. *rang*, 10. *was talking*, 11. *left*, 12. *went*

b Complete the sentences about what you were doing at these times yesterday. Use the past continuous.

Students complete the sentences so that they are true for them.

c **Take turns to say your sentences. Ask your partner more questions.**

Put students into pairs. They say their sentence and then their partner asks more questions using the past simple. Do a couple of examples first. After about five minutes, swap pairs. You could swap pairs several times, so that students have the opportunity to speak to different classmates.

3. a Look at the story on page 10. Find three words for types of crime.

Ask students to write down as many different words for crime as they know. Write the words on the board. If the three on page 10 are not there, ask students to find them. Elicit the target language words.

ANSWERS: *theft, pickpocketing, burglary*

b What crimes are these people describing?

In pairs, students read the definitions and complete them with the correct crime words. Check answers as a class. Ask students which crime they think is the most / least serious, and to say why.

ANSWERS: 1. *cybercrime*, 2. *identify theft*, 3. *shoplifting*, 4. *antisocial behavior*, 5. *speeding*

Extra activity

Students find a crime on a news app. They retell the story in English and the other students have to guess the type of crime.

Further practice:

- WB p. 5 (see TB p. 165)

Listening and reading

The final

1. a Kylie and Connor are in the final of the tennis competition. Look at the photo. How do you think they're feeling?

b W.09 Listen and check.

c W.10 Listen again. Answer the questions.

- When did Kylie last check her rackets?
- Who are their opponents?
- How many extra rackets has Kylie got?
- When did Kylie last eat a burger?
- How long have they been there?
- What trophy did Kylie win two years ago?
- What do they get if they win the final?
- How many trophies has Connor won?

2. a Read the news report. Complete the scores.

	Set 1	Set 2	Set 3
McKay/Swanson	4	6	
Watson/Edmonds	6		

Exciting final sees new mixed doubles champions despite seagull delay



After nearly two hours of exciting tennis, Kylie McKay and Connor Swanson won the mixed doubles championship in the final match of the Brighton and Hove Junior Tennis

Competition. Their opponents, Dan Edmonds and Olivia Watson, came into the match as favorites, having won the boys' and girls' singles titles, but the duo of McKay and Swanson were more than ready for them. Although McKay and Swanson lost the first set 4-6, they remained positive and took the second set 6-2. Before the third and final set could begin, there was a five-minute delay when an unwelcome seagull arrived and refused to leave the court. Each time the funny bird was chased away it returned and landed somewhere different. Eventually it flew away and the players returned to the court.

The final set was a lot easier for McKay and Swanson, and they soon had three match points. They lost the first two, but remained patient and calm to win the final set 6-2 easily and the match. From the smiles on their faces as they lifted the trophy up, the pair were clearly very happy with the victory. What next for these talented players - Wimbledon?

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

- The game lasted for 130 minutes.
- Kylie and Connor were favorites to win.
- Dan and Olivia won the singles titles.
- The game had to stop for five minutes.
- The seagull was scared of the people watching the match.
- Kylie and Connor nearly lost the last set.

T / F
T / F
T / F
T / F
T / F
T / F



Grammar and vocabulary

Present perfect

1. a Remember Kylie and Connor's conversation from 1b on page 12. Complete the sentences with *for* or *since*.

- We've been here _____ two hours now.
- I've been nervous _____ we arrived.
- We've trained for this _____ three weeks.
- I haven't eaten a burger _____ June!

b Look at these time expressions. Write F (for) or S (since).

- 2020
- a few minutes
- 5 o'clock
- yesterday
- ten years
- my birthday
- days
- a long time

c Circle the correct verb forms.

- A Have / Did you ever won / win a trophy before?
B Yes, I have won / won the girls' singles trophy two years ago.
- A Have / Did you check / checked your rackets since we got here?
B Yes, I checked / have checked them ten minutes ago.

d Ask and answer the questions. If your partner says "yes," find out more.

- win / sports competition?
- watch / tennis match?
- meet / famous athlete?
- lose / important game?



Describing people

2. a Look at the news report on page 12 again. Underline the adjectives that we can use to describe people.

b Complete the sentences with five adjectives from 2a.

- He's a very _____ person. We always laugh a lot when we're with him.
- Ruby is very _____. She never seems to get stressed out by anything.
- I would like to be more _____ with my little brother, but he's so annoying.
- He's a fantastic artist. He plays the guitar and the piano, too. He's very _____.
- My sister is such a _____ person. She never lets anything get her down.

c Write sentences about two people you know using two of these adjectives. Use the examples in 2b as model sentences.

friendly sensible shy polite honest funny
helpful sensitive clever rude

- _____
- _____

d Read your sentences from 2c, but don't say the adjective. Can your partner guess the missing word?

My sister is very She always makes me laugh.



WB p. 6

Cyber Homework 2

13

Student's Book page 12

Listening and reading The final

Objective: To preview target grammar and vocabulary in context

1. a Kylie and Connor are in the final of the tennis competition. Look at the photo. How do you think they're feeling?

Recap the story so far. As a class, students look at the photo at the top of the page and discuss how they think Kylie and Connor are feeling.

b W.09 Listen and check.

Play the audio. Students check their ideas. You may like to ask volunteers to share with the class things that they do when they're nervous. Use the opportunity to establish the classroom as a "safe" place for sharing emotions and the importance of being supportive.

ANSWER: The friends are nervous.

Audioscript p. 145

c W.10 Listen again. Answer the questions.

Students read the questions. Play the audio and students answer the questions individually. Then they check in pairs. Check answers as a class. Play the audio more than once if necessary.

ANSWERS: 1. 10 minutes ago, 2. Two, 3. Two hours, 4. £100, 5. Dan Edmonds and Olivia Watson, 6. in June, 7. Girls' singles, 8. Zero

2. a Read the news report. Complete the scores.

Focus on the score box above the news report and ask *Who won the first set?* Establish from this how much students understand about scoring in tennis. Invite someone to explain, or explain yourself if necessary, that mixed doubles has three sets. Essentially, a set is won by the first pair to win six games. (The students may also know that more games are played until there is a two-game difference, e.g., 7-5.) Ask students to read the headline and then to scan the news report to find the scores of the tennis match.

ANSWERS: Set 2: 6-2, Set 3: 6-2

Extra activity

Students read the headline and imagine what the story is about. Students could go online to find out about other animals that have stopped sporting events. They report back to the class and vote on the funniest.

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

Students read the sentences. They read the news report again and decide whether the sentences are true or false.

Students work individually and then compare their answers in pairs. Check answers as a class.

Differentiation

For extra support, work with the whole class, identifying parts of the text and eliciting reasons to support the answers. This will help you to understand the reasoning abilities of different students in the class.

For extra challenge, students work in pairs inventing another funny reason why a match was paused. They write a new headline and a paragraph describing what happened, starting with *Before the third set and final set*.

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

Student's Book page 13

Grammar and vocabulary Present perfect

Objectives: To review the present perfect tense; to review adjectives for describing people

1. a Remember Kylie and Connor's conversation from 1b on page 12. Complete the sentences with *for* or *since*.

Ask students what they've done today and elicit some present perfect sentences.

Note

Clarify for students, if necessary, that we can use a time expression with the present perfect while the period of time is still current, e.g., *today, this morning / afternoon / week / month*, etc.

Ask students to recall the conversation that Kylie and Connor had just before they went on to play. (Replay the audio if necessary.) Students read and complete the sentences with *for* or *since*. Students work in pairs. As you check answers, establish when we use *for* (a period of time) and when we use *since* (a point in time).

ANSWERS: 1. *for*, 2. *since*, 3. *for*, 4. *since*

b Look at these time expressions. Write F (for) or S (since).

Students read the time expressions and decide whether we use *for* or *since* with them. Students work in pairs. Check answers as a class.

ANSWERS: 1. S, 2. F, 3. S, 4. S, 5. F, 6. S, 7. F, 8. F

Extra activity

Students write their own present perfect sentences using the time expressions in Exercise 1b.

c Circle the correct verb forms.

Students read the sentences and choose the correct forms. Elicit from students why the other form is incorrect in each sentence.

ANSWERS: 1. A won, B won, 2. A Have ... checked, B checked

d Ask and answer the questions. If your partner says "yes," find out more.

Put students into pairs, and they ask and answer the questions. Elicit that the questions will be in the present perfect, with follow-up questions in the past simple.

Alternative activity

Prepare this activity as a mingle activity so that students can get up out of their seats. You could include some different questions if your students are not sporty.

2. a Look at the news report on page 12 again. Underline the adjectives that we can use to describe people.

With books closed, ask students to give you some adjectives to describe people. For example, ask them how they would describe Kylie and Connor.

Ask students to open their books and search the news report for adjectives that can be used to describe people. Some are more "borderline" than others, but are possible in a suitable context. Point out that they may not be describing people in the text. Students work in pairs.

ANSWERS: *exciting, positive, unwelcome, funny, patient, calm, happy, talented*

b Complete the sentences with five adjectives from 2a.

Individually, students do the exercise. They compare their answers in pairs. Check answers as a class.

ANSWERS: 1. *funny*, 2. *calm*, 3. *patient*, 4. *talented*, 5. *positive*

c Write sentences about two people you know using two of these adjectives. Use the examples in 2b as model sentences.

Students write sentences. As in Exercise 2b, they should say why. Students work individually.

d Read your sentences from 2c, but don't say the adjective. Can your partner guess the missing word?

Students share their sentences without saying the adjective. Their partner has to guess.

Further practice:

- WB p. 6 (see TB p. 165)
- Cyber Homework 2

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

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.

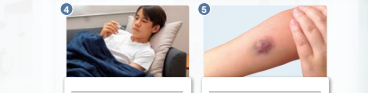
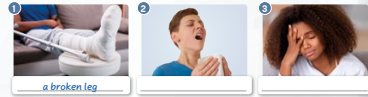
Problems

I have ...
the flu a cold an allergy
food poisoning a broken leg

Symptoms

I have ...
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

b 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 have a headache and I feel dizzy.

The café The remedy



1. a Watch Part 1 of the video.

*AmE = mom

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

1. Kylie is excited about their plans. T / F
2. They made their plans two days ago. T / F
3. Connor woke up this morning feeling bad. T / F
4. Connor has had terrible headaches. T / F
5. Other people have had the flu recently. T / F
6. Kylie thinks he definitely has a cold. T / F
7. Connor is worried he might feel worse. T / F
8. Kylie says her mum* can help him get better. T / F

Kylie Are you ready for tomorrow? 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 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 what's the matter?

Connor Well, I've been getting these headaches for a while.

Kylie So 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 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? Mark the boxes.



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



Everyday English

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

- a What's the problem?
- b I'm really excited (about it).
- c I hope you aren't being serious.
- d Is there anything more?
- e (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.

A Are you going to see the new Marvel movie?

B 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 have: 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 for students if they themselves, family members, or friends are sick. Some personalized 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, 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 out of school?* Students ask and answer questions in pairs.

Student's Book page 15

 The café **The remedy**

The café

As in *American Options* 3, Units 1, 3, 5, and 7 of *American 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 contextualizes 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 mark 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 focusing 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, focusing 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

1. a 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.

2. a 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.

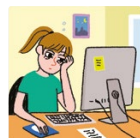
- We can use the present perfect continuous to talk about an action that started in the 'present' / past and is still happening now.
- To form the present perfect continuous, we use *has been / have been* and the 'infinitive' / -ing form of the verb.
- If we want to say how long the action has been happening, 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 listen to loud music
lie in the sun play tennis all day



1. He's been lying in the sun.

2. _____



3. _____

4. _____

4. a 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

1. a 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 'going on,'" she said. "I was feeling fine yesterday." "I think you're 'coming down with' a cold," her husband said. "You probably 'picked it up' from the grandchildren when they 'came over' yesterday to 'drop off' the cat. Why don't you 'lie 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 'put up with' this cold anymore," she said, and she 'called' the doctor 'up' to make an appointment. The doctor was very nice. She 'carried 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. Do you have a pet?"

Mrs. Davis told her they were 'looking 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 'gone 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 'went 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 1.a with the words that could replace them in the story.

- | | |
|---|---|
| a ☐ rest on the bed | g ☐ returned |
| b ☐ getting / catching | h ☐ left |
| c ☐ phoned | i ☐ leave |
| d ☐ taking care of | j ☐ did |
| e ☐ happening | k ☐ live with / tolerate |
| f ☐ got / caught | l ☐ 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 movies tonight?
B Because I have to _____ my little brother.
2. A Was your science class 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 practice the present perfect continuous

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

1. a 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 emphasized: "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

2. a 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 studying. 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)

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 Mark 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 mark 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 practice this language.

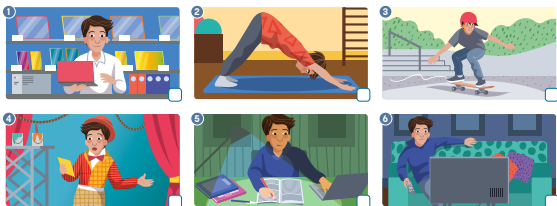
Further practice:

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

Skills Listening and speaking

Making suggestions and reacting to them

1. a 1.06 Listen to Amy and Tarek talking about Tarek's school play. What's he finding difficult?
b Why is Tarek so busy? Mark 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 sure I like ...
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 try.

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 try.

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.

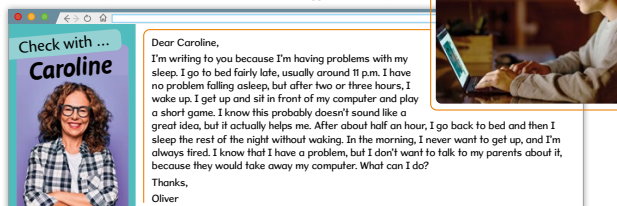
How about getting up 15 minutes earlier?

I tried. But I was still late!

Skills Writing

An online forum post making suggestions

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



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

Hi Oliver,

Thank you for your post. First of all, let me say that you're not the only person with this problem, and you're also not the only person who's trying to solve a problem using a bad idea. And switching on computers or 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 try for a week? Maybe this will solve your problem fairly quickly. It might also be a good idea to put your laptop and 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 like this idea, but again: give it a try. Best wishes and good luck!

Caroline

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 color. In another color, 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 don't have 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 soccer 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 game. I know I'm good and I know my team supports me, 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

1. a 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? Mark 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 mark 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 write 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 store

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 sure I like ...

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 advice columns online or in a magazine. It's a place they can write to with problems and the advice columnist gives some advice. Elicit from students some problems that people might write in with, e.g., *can't get to sleep, sleep through the alarm, difficulty with studying*. Here the advice columnist 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 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 with / trying to solve this problem*

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

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

ANSWERS: *Suggestions: How about ...ing ...? Why not give it a try? 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 like 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.

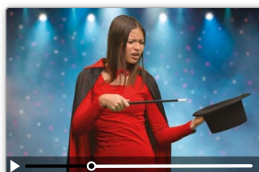
Further practice:

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

Learning for life

Learning from mistakes

1. a 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 mom 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?

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

magician _____ comedian _____
singer _____ dancer _____

1 No one laughed at any of my jokes.

2 I forgot the words to the song.

3 I dropped my cards all over the floor.

4 I fell over halfway through the song.

- b What mistakes did Ruby make?

3. a 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.
- Analyze 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 learned 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 learned 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

1

Vocabulary

1. Circle the correct words.

- Please don't ask me to talk. I have a sore throat / runny nose.
- Ben can't walk. He has a broken leg / bruise.
- I had a high temperature / an allergy when I had the flu.
- My mom has 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 have a runny nose / headache.
- My dad can't eat bread because he has a food allergy / rash.
- I feel really sick. I think I have 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 vacation?
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 Grandpa?
Dad He has a headache, so he's ⁶ down and resting right now. He might feel better later.
Katie Oh, why is everyone sick these days?

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 have a broken leg so I haven't be / been exercising for a few weeks now.
- Noah has the flu. He haven't / hasn't been going to school this week.
- Has Mario been taking / take care of 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 Mom and I _____ my bedroom all day, and we haven't finished it!
- A Where's James?
B He _____ soccer in the park since 5 o'clock.
- A Your grades have gone down, Zoe.
B I'm sorry, Dad. I _____ much.
- A I have a headache, Mom.
B Of course you do, 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 vacation.

- Can you drop off me at school later?

- I forgot the milk. I have to go to the store back.

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

Options Now go to your Personal Learning Track

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: Analyzing a mistake and giving advice

Learning for life

These pages, in Units 1, 3, 5, and 7, focus on different aspects of lifelong learning, categorized 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 *American 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 analyzing 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 practice 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

c What mistakes did Ruby make?

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

ANSWERS: 1. *asking her brother*, 2. *not practicing 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 learned 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 store*

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*

Key words
 specialist x-ray skin
 feathers wings flight

1. a 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 store, 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. Mark 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.

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

b 1.10 Listen again. Answer the questions.

- What happened to Michael after six months in the hospital?
- What did Mr. Smith teach Michael?
- How did he teach him?
- What did Michael do with Pete?
- What happened to Michael after nine months in the hospital?
- Why did Michael feel sorry for Mr. Smith?
- Why did Michael realize he was special?
- Why did Michael want Sarah and George to wait outside for him?

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 the 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 the hospital
- ☐ very surprised / upset
- ☐ a doctor who is an expert on one part of the body

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

- super strength
- super speed
- invisibility (when other people can't see you)
- the ability to read other people's minds

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

- a title
- a brief description of what happens

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

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 *American 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.

1. a 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. Mark the reason(s) why Michael cried in the hospital.

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

ANSWERS: Students mark 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 write down their answers. Check answers as a class and ask students whether they enjoyed the story.

ANSWERS: 1. After six months in the 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 movies, and did experiments. 4. He 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.

c 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 more.

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 movies 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 movies and creative activities
- ☐ motivate and support a friend
- ☐ respond to ideas and suggestions
- ☐ understand a webpage about an art museum
- ☐ make a poster to advertise an event

Vocabulary and speaking

Movies and film-making

1. a Read the article quickly. Circle the best summary.
a How a movie is made b The life of a movie director

So you want to work in the movie industry?

There are lots of jobs to choose from! A big movie 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 movie 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 movie producer. The movie 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 practiced by the actors. Changes to the script are made by the scriptwriter and costumes are made by the costume designers. Sometimes movies are made “on location” – for example, *Avatar* was filmed in Hawaii and parts of the *Harry Potter* movies were made in Oxford – but often the filming is done in a studio, where a movie set is created to look like the real world. A movie also needs music. Movie 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 movie 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.

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

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

☐ movie producer	☐ cast	☐ script
☐ movie director	☐ camera crew	☐ soundtrack
☐ lead actor	☐ audition	☐ costume
☐ composer	☐ rehearsal	☐ studio

- clothes worn by actors in a movie
- an interview or test for a role as an actor
- the star of a movie
- the music in a movie
- a place where movies are made or produced
- all the actors in a movie
- a practice for actors before filming
- a person who writes music
- a person responsible for the money that is needed to make a movie
- people whose job is to operate a camera for making movies
- the text that actors say in a movie
- a person in charge of a movie who tells the actors what to do

- b **2.01** Listen and check.

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

Options

3. Choose A or B.
- A Talk about a movie that you like. What do you like about it?
- B Tell each other how a movie is made and who does what.

So, first, the money is provided by the producer. Yes, and the actors are chosen by the director.

Watching the world World of movies

1. a 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).

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

2. Discuss the questions.

1. What sorts of movies 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 movie you saw at the movie theater? What did you like or not like about it?

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

Unit objectives

Vocabulary

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

Learning for life

- How to concentrate better

Sustainable Development Goals

- Creative learning (and Project)

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

Student's Book page 26

Watching the world World of movies

Objective: To introduce the unit topic through a video

Unit introduction

This unit is about the arts. It looks at movies, 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 *American Options* 3, Units 2, 4, 6, and 8 of *American Options* 4 feature a documentary-style video to present the unit topic. The videoscripts are on TB pp. 159–160.

1. a Before you watch.

With books closed, ask students to write down as many different genres of movies 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 write 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 summarize 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

Movies and film-making

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

Target language: *audition, camera, cast, composer, costume, crew, movie director, movie 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 movie 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 movie (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. *movie producer*, 10. *camera crew*, 11. *script*, 12. *movie 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 write 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 movie that you like. What do you like about it?**

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

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

Students might need to reread the article. They could also add other words from movie 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

1. a Match the sentence halves.

1. ☐ An amazing 2,984 crew members ...
 2. ☐ The money to make the movie ...
 3. ☐ Changes to the script are made ...
 4. ☐ How much was Tom Cruise paid ...
 5. ☐ He wasn't paid ...
 6. ☐ If a movie isn't successful, ...
- a is provided by a movie 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.

2. a 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 favorite soundtrack **was written** by an Italian composer, Ennio Morricone.
4. This movie **wasn't made** in Hollywood. It was **filmed** in Rome.
5. Her next movie **won't be made** on location. It **will be created** in a studio.
6. How much **will he be paid** for his next movie?

b Choose the correct options to complete the rules.

- We use the passive to focus on ¹the 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 ²be with the ³past 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 movie studios in Europe. They ¹ near the city of Rome. They ² in 1937. Many movies ³ there every year – more than 3,000 movies since 1937. Cinecittà World is a movie theme park, 25 km from Cinecittà Studios. The theme park ⁴ in 2014. It's open all year, except in February, and it ⁵ into seven areas, including Spaceland, Aqua World, and Adventure Land. Why not visit this summer? If you buy your tickets online, the tickets ⁶ to you by email. You can even go to Cinecittà World with your pet dog, but it ⁷ 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 favorite book was written by J. K. Rowling.
5. I won't be woken up by my alarm clock tomorrow morning. My mom will wake me up instead.

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

Vocabulary and speaking

Creative activities



1. a Match the phrases with the photos.

- | | |
|---|--|
| ☐ play in an orchestra | ☐ 1 design a video game |
| ☐ sing in a choir | ☐ make an animation |
| ☐ perform on stage | ☐ direct a movie |
| ☐ compose a piece of music | ☐ organize an exhibition |
| ☐ create a website | ☐ 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 mom'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 practice the past, present, and future passive

1. a 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

2. a 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 (movie 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 practice words for creative activities

Target language: *compose a piece of music, create a website, design a video game, direct a movie, make an animation, organize 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.

b 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. *organize 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 movie*, 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 movie director's assistant talking about her job. Which thing doesn't she mention? Mark the photo.



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

Language box

- My son is **having** his hair cut.
 - He's cutting his own hair.
 - Someone is cutting his hair for him.
- Last time, he **cut** his hair **himself**.
 - He cut his own hair.
 - Someone cut his hair for him.
- The actors **have** their make-up **done**.
 - The actors do their own make-up.
 - Someone does the make-up for the actors.
- One actor likes to **do** her make-up **herself**.
 - The actor does her own make-up.
 - Someone does the make-up for the actor.
- I **had** the walls **painted**.
 - I painted the walls.
 - 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.
- You can change the form of *have*. For example:
He ¹ has his hair cut once a month. (present simple)
They ² fixed their car yesterday. (past simple)
I ³ will check my eyes next week. ("will" future)
- We can use reflexive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) to emphasize 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.

- Did you clean the windows yourself?
No, I had the windows cleaned.
- Did she have the washing machine fixed?
No, she fixed it herself.
- Will you decorate the living room yourselves?
No, we will have it decorated.
- Are you having your bike repaired?
No, I will fix it myself.
- Are they cutting the grass themselves?
No, they are having it cut.
- Did he have a cake made for your birthday?
No, he made it himself.

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 mom 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

1. a 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 mom. 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.

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

difficult worried give up
keep nice amazing

Asking someone what's wrong

What's ¹ _____?

What's the matter?

Describing problems

I'm not very good at (singing).

I find (math class) very ² _____.

I'm just a little 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 practice 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 little sad. What's up?

Well, I'm just a little 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 practice *have something done* and reflexive pronouns

1. 2.04 Listen to a movie director's assistant talking about her job. Which thing doesn't she mention? Mark 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 movie 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

2. a 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 practice 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*, *amazing*, *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 practice saying the phrases with a partner.

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

ANSWERS: 1. *up*, 2. *difficult*, 3. *worried*, 4. *amazing*,
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

1. a 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 comes into their heads is the Louvre. Located in ¹the 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 ²originally 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 ³the 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 meters. 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 ⁴admired 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 ⁵valuable armor were given to the museum in 1922. The armor 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 ⁶decades 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 ⁷main 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 armor 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 center 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

3. a What are the most interesting things you learned 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 poster to advertise an event

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

2. Find these things in the poster. 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 poster again. Mark 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?

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

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

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.

1. a 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 center 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 learned 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 poster to advertise an event

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

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

Ask students to look at the poster and to answer the questions. Check answers as a class, encouraging students to justify why they think / don't think the poster 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 poster. 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 poster 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 poster again. Mark 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 mark 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 make their own poster. Then they read another pair's poster to suggest improvements. These could be aspects of language or also about the design (layout, images, colors). 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 labeling 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. Mark 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

3. a 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 learned in this lesson?



What the experts say about concentration

5 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 organized. Remove objects that might distract you – your phone, books you don't need for study, etc.

6 Become a list person. Checklists are great – they help you not to forget important tasks, and checking 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.

7 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.

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

9 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

2

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 have an (dionuati) for a part in the school play.
3. Let's have one more (rearhelas) to practice before the performance.
4. The (stac) of that movie is fantastic. All the actors are amazing.
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 (suotndcka) of the movie *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 practice 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 movie at my drama club. I can't wait!
- 5 My music teacher says I have a beautiful 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* movie?

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 _____ (this laptop / repair) right now because it isn't working.
4. We always _____ (pizzas / deliver) to our house for dinner on Fridays!
5. My mom _____ (her teeth / clean) at the dentist 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. Mark 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

3. a 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 *American 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 learned in this lesson?**

Students discuss the question in small groups. Nominate a spokesperson from each group to summarize 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 video on the topic of movies 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 learned.. 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 videos together and show the class.

As a shorter alternative, students could video "vox pop" interviews asking a partner about their favorite movie 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



1. a 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 _____, f _____ and m _____.
2. creative industries: d _____, a _____, f _____, p _____, t _____ and t _____.
3. general skills: c _____, t _____, w _____, c _____ and p _____.

Reading

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?

b Read the article on page 37. What do the two organizations 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

3. a 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 degrees 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?



Key words: perform workshop audience audition graphics studio

CLIL: Art, drama, and music

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 theater 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 theater classes, so the students only pay what they can – or nothing at all. In addition, students can study for a degree in performing arts. And when they are 19, they can join the organization 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 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

37

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.

1. a 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 cell 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 write 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 practice 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 organizations 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 organizations 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, movie 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.