

AMERICAN

Options

Options for learning **Options for life**



The innovative and flexible course for teenagers in mixed-ability classes

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

Differentiation done properly

American Options is the new international American English course that helps all students achieve their potential.

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

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

Supporting students

American Options supports students by providing:

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

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

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

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

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



Unit topic & Vocabulary • Lesson 1 & 2

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

Learning objectives

Vocabulary practice

4 The price of fame

At the end of this unit ...

you know

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

you can

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

Vocabulary and speaking

Becoming successful

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

Up and coming

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

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

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

Watching the world Being famous

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

b Watch the video. Answer the questions.

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

2. Discuss the questions.

- Which famous person would you give an award to? Why?

I think ... is an actor who really deserves an Oscar for his / her role in ... What I like about him / her is ...
- Would you like to be famous? Why (not)?

It must be a pain to be famous because of the way it changes your life. For example, I'd hate to ...

It must be great to be famous because celebrities can afford anything they want. And they have a lot of privileges. Did you know, they can ...

Options

3. Choose A or B.

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

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

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

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

American Options Level 3, Unit 4

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

5 One world

At the end of this unit ...

you know

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

you can

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

The café

A walk in the countryside

1. a Watch Part 1 of the video.

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

Who ...

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

Kylie What are you doing this weekend? Have you got any plans?
 Connor Well, I'm pretty busy on Saturday. I'm having a haircut in the morning and then I'm going shopping with my mum in the afternoon. What about you?
 Kylie On Saturday? Well, I'm not going to get up early, I that's for sure. I'm going to have a lie-in. In the afternoon, I'm not sure. I might go to the football with my dad or maybe I'll just stay at home.
 Connor Hey, are you free on Sunday?
 Kylie I am. Shall we go out for the day?
 Connor Where to?
 Kylie What about Devil's Dyke? It's really nice there this time of the year. We could take a walk through the woods to the river.
 Connor Really? That sounds a bit boring.
 Kylie Have you ever been there? The view from the top is amazing.
 Connor Let's do something different. Let's go coastering.
 Kylie Coastering, what's that?
 Connor Basically it's all about having fun at the coast. You get to jump off cliffs, explore caves, swim in the sea – that sort of thing. I've always wanted to do it.
 Kylie That's not really my thing. I'm afraid.
 Connor Really?
 Kylie Yes, I'm not really very adventurous, and I worst of all, I hate getting wet.

Vocabulary
The natural world

1. a Match the words with the photos.

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

b Listen and check.

c Which of these places have you visited?

I've been to a cave.

I've never been to a canyon.

Everyday English

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

a	are you doing anything
b	I don't really like doing things like that
c	definitely
d	the very worst thing
e	things like that / for

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

A The game was terrible. We didn't score and we were out of sync.

B But worst of all, we paid too much for it.

c Act out your best dialogue.

Creative practice of Everyday English expressions from the video

American Options Level 3, Unit 5

Grammar & Vocabulary • Lesson 3 & 4

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

Language overview

Vocabulary: Contextualization, practice and personalization

A or B options for productive tasks in class

Grammar

Present perfect with for and since

- Read the sentences about Keke Palmer and Carlos Alcaraz. Find one true sentence. Correct the sentences that aren't true.
 - Keke Palmer has had a very successful career as an athlete.
 - She has been on TV for a long time.
 - She has been very successful, but she hasn't won any prizes.
 - Film critics have watched Carlos Alcaraz for many years.
 - He has dreamed of winning the Australian Open since he was a child.
 - Carlos has been successful for several months.
- Listen and read.

Language box

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

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

- We use the present perfect to talk about things that started in the ' and continue in the '.
- We use ' to talk about periods of time and ' to talk about the point in time when something started.

Vocabulary and speaking

Adjectives to describe people you admire

- Match the adjectives with the definitions.

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

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

Sounds right p. 110

 - Read and circle the correct adjectives.

b Listen and check.

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

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

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

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

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

Options

- Choose **A or B**.

A Discuss 1 below.

B Discuss 1, 2, and 3 below.

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

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

I really admire Marcus Rashford. He's a good soccer player, but he's also very modest.
 - Think of a friend or family member that you admire. Tell your partner about them.

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

I really admire my friend Marco. He's so smart!
 - Who do you admire more, the person in 1 or the person in 2? Why?

I admire my mom more because ...

American Options Level 3, Unit 4

Grammar & Vocabulary • Lesson 5

Grammar bank with grammar rules and practice

Grammar

Present perfect vs past simple

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

b Listen again. Number the pictures in the order you hear them.
- Listen and read.
 - Which of the sentences **only** tell you what happened?
 - Which of the sentences **also** tell you when the action happened?

Language box

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

b Circle the correct options to complete the rules.

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

Grammar bank Unit 4

Present perfect with for and since

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

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

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

PAST → **NOW**

I have had my bike since my birthday (last month).

We use **for** to say how long something has continued.

I've played tennis for five years.
She hasn't ridden her bicycle for three weeks.

We often use the time expressions for ages and for a long time.

We use **since** to say when something started.

We can use a particular point in time, or an event in the past simple.

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

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

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

Irregular verbs list p. 135

Choose the correct words.

Since 1999
since last Monday
since two years
since November 12th
since a long time
since I was in elementary school

American Options Level 3 - Unit 4



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



Listening and speaking • Lesson 6

Supporting differentiated skills in the classroom

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

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

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

Options

3. Choose **A** or **B**.

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

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

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

Carlos Alcaraz has won He has ...

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

Skills Listening and speaking

Giving advice



1. a **4.07** Listen to the podcast. What's the podcaster trying to do?

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

b **4.08** Listen again. Number the advice in the order you hear it.

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

c Match the sentence halves.

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

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

Options

2. Imagine your friend wants to achieve the things below.

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



Choose **A** or **B**.

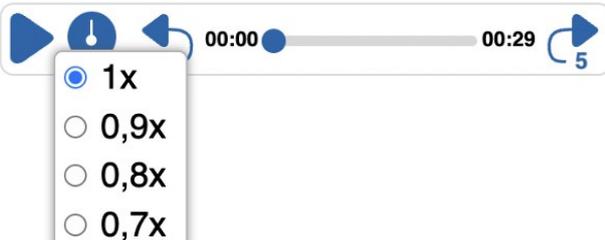
A What advice can you give your friend?

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

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

I really want to learn the guitar.

Well, make sure you ...



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

Reading and writing • Lesson 7

Supporting differentiated skills in the classroom

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

Standard text

Skills Reading

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

MO SALAH world class on and off the field

Most sports fans know that Mo Salah is one of the world's greatest soccer players. He loves the game and is famous for often smiling while he's playing. He has shown his talent in hundreds of top soccer games, and he has scored a lot of goals. His fans' **advice** **has** because he's one of the fastest players, too. Not everybody knows what Mo Salah is like **off the field**, but on the internet, you can find all kinds of stories about what a kind, humble, and generous person he is. He has, for example, forgiven a man who **labeled** his father, and he helped the man find a job. And here's a story about how Mo Salah cared for an 11-year-old fan of his in Liverpool. The boy, Louis Fowler, was waiting outside Liverpool training ground, with his brother, Isaac. When they saw Salah coming out of the training ground in his car, Louis started running fast, hoping he could keep up with his idol and that Salah would wave back at him. Louis was only looking at the car and he didn't see a lamppost right in front of him. The boy **knocked himself out** and fell to the ground with a broken nose. Salah saw the accident, stopped, and drove back to help the boy. He **hugged the brothers** and said he was sorry for the accident. People from the **neighborhood** couldn't believe their eyes and took photos of the boys together with their hero. Later, the boys' stepfather thanked Salah on **social media**. He said: "Thank you for coming back to check on my boys after Louis KO'd himself! He loves you so much and the pain went away **instantly** when you came to give them a hug. You are a top man and a true gent!" Louis was taken to the hospital, where they took care of his nose. He was soon OK again, but he will never forget what happened to him that day.

Options Basic text

b 14.09 Read the article again and listen. How many of these tasks can you do?

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

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

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

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

b Compare your questions with a partner.

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

56 WB p. 36

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

Options Basic text

4

Reading MO SALAH world class on and off the field

Most sports fans know that Mo Salah is a great soccer player. His fans **adore him**. He's a kind person. **Off the field**, for example, he helped a man who **labeled** his father to find a job.

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

2 He's sorry about the accident.

3 He **hugged the brothers**.

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

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

6 I never forget what happened to me that day.

7 Louis was only looking at the car and he didn't see a lamppost right in front of him.

8 Louis was taken to the hospital, where they took care of his nose. He was soon OK again, but he will never forget what happened to him that day.

American Options 3 Student's Book © Helbling Languages BASIC TEXT

American Options Level 3 - Unit 4

Skills Writing

An email giving advice

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

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

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

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

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

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

Options

4. Choose A or B.

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

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

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

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

WB p. 37 Cyber Homework 14 57

Options Enriched text

4

Reading MO SALAH world class on and off the field

Most sports fans know that Mo Salah is one of the greatest soccer players in the whole world. He loves the beautiful game, and is famous for often smiling while he's playing. He has shown his incredible talent many times in his hundreds of top soccer games, and he has scored a lot of spectacular goals. His fans **adore him** because he's one of the fastest players in the game, too. Not everybody knows what Mo Salah is like **off the field**, but if you go on the internet, you can find all kinds of extraordinary stories about what a kind, humble, and generous person he is. He has, for example, forgiven a man who **labeled** his father and he helped the man find a job. And here's a story about how Mo Salah cared for an 11-year-old fan of his in Liverpool. One day, the boy, Louis Fowler, was waiting outside Liverpool's training ground, along with his brother, Isaac. When they saw Salah coming out of the training ground in his car, Louis started running fast, hoping he could keep up with his idol and that Salah would wave back at him. Louis was only looking at the car and he didn't notice a lamppost right in front of him. The boy **knocked himself out** and fell to the ground with a broken nose. Salah saw what had happened, so he stopped his car, turned around and drove back to help the boy. He **hugged the brothers** and said he was extremely sorry for the accident. People from the **neighborhood** couldn't believe their eyes when they saw the boys together with their hero. Later, the boys' stepfather thanked Salah on **social media**. He said: "Thank you for coming back to check on my boys after Louis KO'd himself! He loves you so much and the pain went away **instantly** when you came to give them a hug. You are a top man and a true gent!" Louis was taken to a nearby hospital by ambulance, where they took care of his nose. He was soon OK again, but he will never forget what happened to him that day.

American Options 3 Student's Book © Helbling Languages ENRICHED TEXT

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

Basic and Enriched texts can be accessed through e-book+ and the Helbling Media App.

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

American Options Level 3 - Unit 4

Learning skills • Lesson 8

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

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

Strategies for language learning and good study habits

Skills for lifelong learning beyond the classroom

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

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

Project work fosters a range of learning for life skills.

Learning for learn

Phone and music while you study

1. Mark what's true for YOU.

A When I do work for school ...

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

C When I'm at home ...

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

When listen to music while studying ...

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

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

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

c Read Part 2. Which of these things (1-3) are you already doing? How will you change your behavior? Of course, there are times when using a smartphone can be important while studying. Which of these things do you do? What other uses can you think of?

I use the Vocabulary Trainer on my phone. It works perfectly.

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

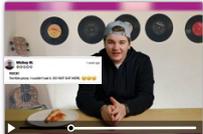
I sometimes need my phone to search for information when I do a project.

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

Learning for life

Posting reviews on social media

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



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

c Watch the video again. Answer the questions.

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

d Match the words with the definitions.

1. a review a to say what you think about something
2. fake b a bad review
3. to comment c an opinion about a place, an event, etc.
4. negative feedback d not real

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

1. "What a wonderful book. One of the best romantic novels I know. Buy it! Read it!"
a a reader b the author c we can't be sure
2. "Stay at our hotel in Amherst. We offer you three nights for the price of two. Contact Amherst Star Hotel."
a the hotel owner b a guest c we can't be sure

Top tips for posting reviews on social media

1 Use respectful language. Don't say anything that
2 A person who calls people bad names or uses bad language
3 Don't write in CAPS. When people see that,
4 Don't post photos showing other people.
5 Be careful when posting photos of yourself, and
6 Don't post your real name, your address, your
a on a social media site can get banned from it.
b they think you're SHOUTING AT THEM.
c be careful about what you write. Once a photo or a post is uploaded, it's there for the world to see.
d phone number or other personal information.
e you wouldn't say to a person face to face.
f You have no right to do so without their permission.

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



Project

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

American Options Level 3 - Unit 4

American Options Level 3 - Unit 4

Review

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

Exam practice

Dedicated exam practice pages are accompanied by further online activities on HELBLING e-zone.

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

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

Review

Vocabulary

1. Match the sentence halves.

1. At the age of 17, he won a ...
2. The actor Emma Stone is very ...
3. My dad says if you work ...
4. When she was a child, she dreamed ...
5. I want to start a business and make ...
6. You can make your ...
7. He achieved his ...
8. Not everyone who has a lot of ...

Grammar

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

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

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

1. Jack has lived here _____ three years.
2. I've been at my school _____ 2022.
3. We haven't been to the movies _____ a long time.
4. I've known my friend _____ five years.
5. Lola hasn't eaten anything _____ 3 o'clock.

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

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

Options Now go to your Personal Learning Track

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

American Options Level 3 - Unit 4

Exam practice 1

Reading Part 1

1. Read the texts. Circle the correct options.

1. Terry's T-shirt Shop Special offer!

This week only!

Buy three T-shirts and get one free!

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

2. Tom:

To: Sara

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

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

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

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

4. Young People's Art Competition

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

1st prize: \$150 2nd prize: \$100 3rd prize: \$50

Entries only from people who are 16 or under.

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

5. Coffee machine out of order.

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

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

American Options Level 3 - Unit 4

Sustainable Development Goals, CLIL, and Culture

After each review, *American Options* offers two extra pages, that highlight important human values that play a major role in the development of young people: environmentally conscious behavior, tolerance toward other cultures and nationalities, empathy for others, and many more.

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

CLIL links to other curriculum subjects.

SUSTAINABLE DEVELOPMENT GOALS

Women in STEM



1. a Before you watch, discuss the questions.

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

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

c What does STEM mean?

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

1. Only _____% of British girls aged 16–18 study physics.
2. Only _____% of British girls aged 16–18 study computer science.
3. Only _____% of math students at British universities are female.
4. Only _____% of engineering students at British universities are female.
5. Only _____% of students with a STEM qualification from British universities are female.
6. Only _____% of science researchers are female.
7. Only _____% of people in STEM jobs are female.



Reading

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

b Complete the sentences with one word.

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

Project

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

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

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

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

CLIL: Science

Two famous women scientists

Sophia Jex-Blake: medicine



Sophia Jex-Blake was born in England in 1840. As a young woman, she decided that she wanted to go to university. English universities started accepting female students in 1868, but Sophia was interested in the only subject that they were not allowed to study – medicine. Sophia decided to try a Scottish university instead. She and six other women fought to be accepted as medical students at the University of Edinburgh – and won. The “Edinburgh Seven” studied medicine at the university but they were not allowed to work in hospitals or to have a degree at the end of their studies. In 1877 Sophia qualified as a doctor in Switzerland instead. Sophia worked as a doctor and opened Schools of Medicine for Women in both London and Edinburgh so that other women could learn how to do the same. She was one of the first women in the world to become a doctor, and she inspired others to follow her.

Nancy Roman: astronomy



Nancy Roman was born in the U.S. in 1925. She loved looking at the night sky, and when she was 11, she organized an astronomy club for her friends. Soon after, she decided that she wanted to become an astronomer. Nancy studied astronomy at university, and in 1959, she got a job at NASA – the U.S.'s space program. She became the first woman to have an important position there. At NASA, Nancy helped to develop the Hubble Space Telescope, which went into space in 1990 and still sends back images to Earth. Hubble has taken images of our nearest planets and also some of the furthest stars in the universe. Its discoveries of new moons and black holes have changed the way we think about space, and they have also helped us to measure the age of the universe itself. NASA has now developed a new space telescope that will be able to see a hundred times further than Hubble. They have called it the Roman Space Telescope, after Nancy.

American Options Level 3 - Unit 4

Each unit offers a Project that supports students in fostering a range of learning-for-life skills.

The Culture pages offer additional optional material that prompts curiosity and respect for other cultures.

Culture Teenagers around the world

Key words: dream job culture chill outdoors local festival forever

1. a Read the texts quickly and look at the photos. Which of the three places seems the most interesting to visit?

THIS WEEK: Ireland, New Zealand, and Canada

Ireland



Hi! I'm Orla and I'm 13. I'm from Galway, which is in the west of Ireland. It's a small city. I live with my parents and my brother, Patrick, in an old farmhouse near the River Corrib. I'm quite good at school and I like most of my subjects – and my teachers. My favorite subject is art, and I also paint a lot at home. When I go out, I usually go to the skatepark in the city. I love spending time with my friends. I've got friends from school and from skateboarding. At the moment, my dream job is to become a tourist guide. Galway was a European Capital of Culture in 2020, and I loved seeing so many tourists here.



New Zealand



Hi! My name is Jacob, and I'm 13. I'm from Wellington in New Zealand. It's in the south of the North Island. Wellington is famous because parts of *The Lord of the Rings* were filmed near here. I live just outside Wellington. I'm happy about that because I don't really like big cities. Like most kids, I go to school, chill with friends in the park, play online games, or go on social media. I also spend a lot of my time outdoors playing rugby. I play for a local team and I train four times a week. My best friend Benji is in the club, too. His father is a famous Moon rugby player. One day, I'd really love to go to Wales for a year and play rugby there. My uncle lives in Cardiff and he says they've got a great team there.



b Read the texts again. Answer the questions.

1. What does Orla do in her free time?
2. What are her ambitions for the future?
3. Why does Jacob like where he lives?
4. What would he like to do in the future?
5. What does Madison do to help her parents?
6. How is music important in her life?

2. a 4/7.13 Listen to the interview with Dr Melanie Griffin, a researcher. What are the three questions that all teenagers have to deal with?

b 4/7.14 Listen again. Circle the correct answers.

1. Dr. Griffin thinks that teenagers mainly want to make things better ...
 - a for the environment.
 - b for everyone.
 - c for themselves.
2. Dr. Griffin believes that ...
 - a teenagers from 20 years ago aren't at all different from teenagers today.
 - b teenagers from 20 years ago are different from teenagers today.
 - c teenagers have always been the same.
3. Dr. Griffin thinks that ...
 - a technology has made a huge difference.
 - b teenagers aren't communicating with each other.
 - c teenagers use too much social media.
4. Research showed that ...
 - a two-thirds of teenagers used Facebook.
 - b only 50% of teenagers went on YouTube.
 - c two-thirds of teenagers used TikTok.
5. The most important thing for teenagers is ...
 - a having social media.
 - b having good friends.
 - c being in good health.

3. Discuss. How important are these things for you?

- social media • friendship • real-life socializing

4. Write about yourself or a good friend. Use the texts in 3a as a model. Write about:

- who you are and where you live.
- what you do.
- what your hopes for the future are.

American Options Level 3 - Unit 4

Video options

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

▶ Animated stories



▶ Watching the world



▶ The café



▶ Learning for life



▶ Sustainable Development Goals



▶ Grammar raps



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

Digital options

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

It is accessible on our user-friendly learning platform HELBLING e-zone or via the Helbling Media App.

e-book+

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

The screenshot displays a digital textbook page for 'Options 3'. The left sidebar shows a table of contents with sections like '1A: The simple life', '1B: Inventing the modern world', and '1C: Moved by music'. The main content area is divided into 'Grammar' (Present perfect vs past simple) and 'Listening and speaking' (Giving advice). The 'Grammar' section includes exercises like 'Listen to the podcast' and 'Complete the sentences with the present perfect or past simple form of the verbs'. The 'Listening and speaking' section features a video of a woman giving advice and a 'Dialogue Karaoke' activity with a 'Record' button.

Cyber Homework

Regular online skills, vocabulary, and grammar practice

The screenshot shows the 'Cyber Homework' section for 'Unit 1A'. It includes a 'Materials' tab, a 'Students' list, and a 'Teachers' list. A 'Preferences' section is also visible. The main content area displays 'OPTIONS 3' and 'Cyber Homework' with a description: 'Cyber Homework provides interactive activities which can be assigned by teachers. Each homework task consists of a set of specific interactive exercises to complete in about 10 to 20 minutes. Teachers set an initial deadline for completion and students can redo an exercise until this deadline expires. Results and feedback are given automatically as soon as the deadline fixed by the teacher has expired.' There is an 'Assign' button and an 'Overview' link.

The screenshot shows the 'Dialogue Karaoke' interface. It features a dialogue box with two speakers: 'A: Have you got a pet?' and 'B: Yes, a shark.' Below the dialogue, there are 'Record' buttons for 'Record speaker A' and 'Record speaker B'. The interface also includes a 'Listen to the dialogue' button and a 'Record' button.

Dialogue Karaoke
Helping students learn and practice vocabulary and chunks of language, including pronunciation, at their own pace

Vocabulary Trainer

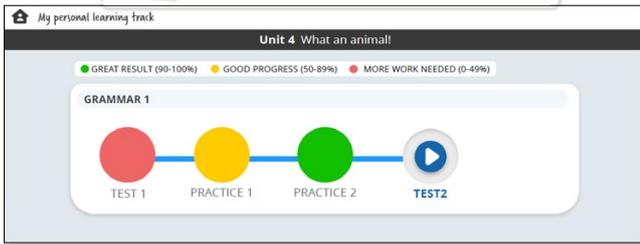
To reinforce key lexis so that students learn core vocabulary from each unit

The screenshot shows the 'UNIT 1: Vocabulary Trainer' interface. It features three activity options: 'A Check what you know. Say the word in English.', 'B Choose the correct word.', and 'C Write the missing word.' Each option has a 'Reset' or 'Continue' button.

The screenshot shows a multiple-choice question: 'Our _____ work in an office.' Below the question, there are two input fields: one with a question mark and another with a question mark.

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

AMERICAN
Options Personal Learning Track



Personal Learning Track

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



Desktop App



Mobile App



Helbling Media App

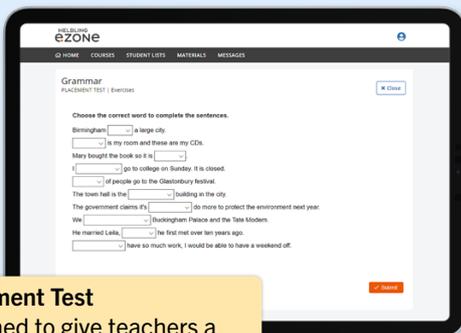
The app allows students and teachers to access all audio and video quickly and easily. Teachers can also access the e-book+ for class presentation in the HELBLING Media App.

For the teacher

Teachers can access ALL the students' material, PLUS:

Presentation Software (IWB)

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



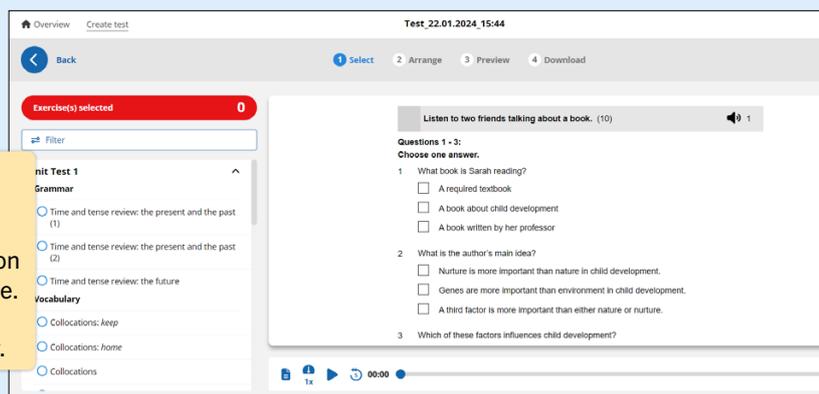
Placement Test

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



Testbuilder + Test Audio

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



Student's Book

ON e.ZONE

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

ON HELBLING MEDIA APP

- Audio
- Video
- Basic / Enriched reading texts



Workbook

ON e.ZONE

- Interactive e-book+
- Vocabulary Trainer

ON HELBLING MEDIA APP

- Audio
- Basic / Enriched reading texts



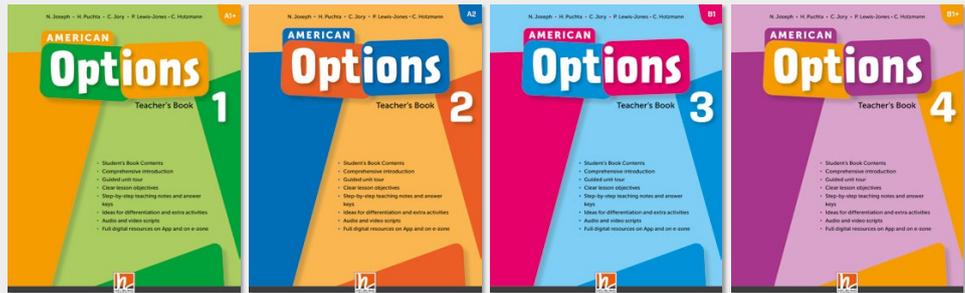
Teacher's Book

ON e.ZONE

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

ON HELBLING MEDIA APP

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



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

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AMERICAN OPTIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book + app + e-zone	978-3-7114-0523-4	978-3-7114-0524-1	978-3-7114-0525-8	978-3-7114-0526-5
Workbook + app + e-zone	978-3-7114-0527-2	978-3-7114-0528-9	978-3-7114-0529-6	978-3-7114-0530-2
Teacher's Book + app + e-zone	978-3-7114-0531-9	978-3-7114-0532-6	978-3-7114-0533-3	978-3-7114-0534-0



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