



The new **BEST SHOTS** **HAK/HUM**

MÜHLBÖCK
KLAMMER
GOLDER
GOTTINGER
PARGFRIEDER

Europäischer
Referenzrahmen

A2

B1

1



INTRODUCTION

How does this book work?

This book consists of eleven units, each a separate set of tasks with its own theme. The activities will give you the chance to practise your **speaking, writing, reading** and **listening skills**. Working on these skills will effectively improve your English and you will find them useful in your future professional life.

There is a wide variety of tasks and text types, e.g., role plays, mini-scenarios, discussion questions, mini-dialogues; writing a review, a text message, an argumentative text, an adventure story, a creative story, a social media post; listening and reading tasks for general practice such as note taking, fill-in-the-gap exercises, answering questions, etc.

In addition, each unit includes tasks that help you familiarise yourself with **text types** and **test formats**. These tasks are noted in the page margins.

- Speaking – **Individual long turn, Interaction**
- Writing – **Informal email, Formal email, Blog entry, Blog comment, Leaflet**
- Reading – **Multiple choice, Multiple matching, Short answers, True / False**
- Listening – **Multiple choice, Multiple matching, Short answers**

How can I successfully cope with the tasks in this book?

Don't worry, you have lots of resources at your fingertips.

- **VocabBoosters** and **LanguageBoxes** strengthen your speaking and writing skills.
- The **Language in use** sections help you improve your grammar.
- **Phrases** for discussion & interaction and giving a presentation are provided in the appendix.
- The **Writing reference** includes guidelines, phrases and sample texts for the text types required.
- A core feature of the *The New Best Shots* for effective studying is the inclusion of **Study corner** questions and **Key vocabulary** at the end of each unit, covering the relevant topic areas. This structure allows you to practise the essentials and apply topic-related vocabulary.
- Last but not least, you can look up challenging words and phrases from all eleven units in the **Vocabulary reference**, which is arranged in alphabetical order.

Put simply: the more you practise, the more you will improve. So, try to do all the activities in English – if you like, declare English the language of the classroom – and speak English with everyone: your classmates as well as your teacher.

The **Self-assessment checklists** after units 6 and 11 will help you to find out more about the individual progress you have made.

- ☺ If most of your ticks are in the first column, you have done a great job so far. You are on the right track. Congratulations!
- ☺ If most of your ticks are in the second column, you have done a good job. However, there is some room for improvement. So keep up the good work!
- ☹ If most of your ticks are in the third column, go back to the individual tasks and have a detailed look at them again. Ask your teacher for help. You need to work hard, but you will manage!

But what about making mistakes?

The most important thing is successfully communicating your ideas to somebody else. As long as your mistake doesn't hinder this, it isn't worth worrying too much about. On the other hand, your mistakes can provide you with useful information – they tell you what you still need to learn and give you a path to follow. There are activities in this book that help you to learn from the language you produce.

Look around you, at your family and friends: practically everyone needs to be able to speak English these days, for their jobs, travelling, or just for socialising.

Why “Best Shots”?

There is a saying in English “to give something your best shot”, meaning to try as hard as possible to succeed, using all the resources you have. This represents the main idea behind this book. These activities can help you to do your absolute best in English language learning. So, go for it!

What are you waiting for? Go give this language your best shot!

Unit 1 Hi, my name is ...	
Speaking	Speaking about yourself (A2) Talking about your family (A2) Giving a presentation about yourself (A2 – <i>Individual long turn</i>) Speaking about character traits (A2) Talking about your friends (A2) Talking about young entrepreneurs (A2)
Writing	Writing a description of a friend (A2) Writing a description about yourself (A2)
Reading	Reading a text about a person's best friend (A2 – <i>Short answers</i>) Reading a text about young entrepreneurs (A2 – <i>Multiple matching</i>)
Listening	Listening to teenagers talking about their lives (A2 – <i>Short Answers</i>) Listening to job interviews of teenagers (A2)
Language in use	Forming questions (A2) Types of words and parts of a sentence (A2)
Vocabulary	Introducing yourself • Style and looks • Character traits • My best mate
Unit 2 In and out of class: Routines and free time	
Speaking	Presenting your daily routine in a voice message (A2) Speaking about different school systems (A2/B1) Speaking about your daily school and weekend routine (A2/B1) Speaking about school life and an improved weekend routine (B1 – <i>Interaction</i>) Giving a presentation about school life in a country of your choice (A2/B1 – <i>Individual long turn</i>)
Writing	Writing an <i>informal email</i> about your new daily routine (A2/B1) Writing an invitation via text message (A2)
Reading	Reading an article about balancing school and free time (B1 – <i>True/False</i>)
Listening	Listening to a radio show on different daily routines (A2/B1) Listening to a podcast about school life in different countries (B1 – <i>Short answers</i>)
Language in use	Adverbs of frequency and time (A2) Present tense simple (A2) Present tense continuous (A2)
Vocabulary	Daily routine • Informal email phrases • School life in different countries • Balancing school and free time
Unit 3 Smiling back	
Speaking	Speaking about activities from the recent past (A2) Speaking about uncomfortable moments and how to resolve them (A2/B1) Giving a presentation about a famous person's life journey (A2/B1 – <i>Individual long turn</i>) Speaking about special moments in your life (A2/B1 – <i>Interaction</i>)
Writing	Writing a creative story about a holiday trip (A2/B1) Writing a <i>blog entry</i> about a special moment in your life (A2/B1)
Reading	Reading an article about overcoming obstacles (B1 – <i>Multiple matching</i>) Reading a blog entry about a theme park trip (A2/B1)
Listening	Listening to students speak about embarrassing moments (B1)
Language in use	Past tense simple (A2) Past tense continuous (A2) Pronouns and possessive adjectives (A2)
Vocabulary	Overcoming obstacles • Special moments in life • Theme park trip

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Unit 4 Free time action	
Speaking	Speaking about your favourite pastime (A2/B1 – <i>Individual long turn</i>) Speaking about the positive aspects of having a hobby (A2/B1) Giving a presentation about your favourite hobby (A2/B1 – <i>Individual long turn</i>) Speaking about spending your free time (A2/B1 – <i>Interaction</i>) Speaking about becoming more active (A2/B1 – <i>Interaction</i>) Giving a presentation about popular activities in Austria (A2/B1 – <i>Individual long turn</i>) Speaking about spending your free time (A2/B1 – <i>Individual long turn</i>)
Writing	Writing a blog comment about Austria's level of activity and youth clubs (A2/B1)
Reading	Reading an article about an alarming trend (B1 – <i>True/False</i>) Reading an article about activity levels worldwide (B1 – <i>True/False</i>)
Listening	Listening to an interview about unusual hobbies (A2/B1 – <i>Multiple matching</i>)
Language in use	Present perfect tense simple (A2) Numbers (A2)
Vocabulary	Spending my time • My favourite pastime • Extreme sport or a social problem? • Couch potatoes
Unit 5 New horizons	
Speaking	Booking a holiday trip (A2/B1) Speaking about the perfect holiday experience (B1 – <i>Individual long turn</i>) Speaking about the ultimate travel package (B1 – <i>Interaction</i>) Giving a presentation about the perfect travel package (B1 – <i>Individual long turn</i>)
Writing	Writing an adventure story (A2/B1) Writing an online review (A2/B1) Writing a leaflet to promote going on a sports week in Austria (B1)
Reading	Reading an article about the benefits of travelling (B1 – <i>Multiple choice</i>)
Listening	Listening to two teenagers sharing their awesome adventures (B1 – <i>Multiple choice</i>)
Language in use	Adjective – adverb (A2/B1) Comparative and superlative (A2/B1)
Vocabulary	Different types of tourism • Awesome adventures • Benefits of travelling as a teen • The ultimate travel package
Unit 6 Exploring tomorrow	
Speaking	Speaking about schools of the future (B1) Speaking about having restrictions in life (B1) Presenting a business idea (B1) Applying for a job (B1) Giving a presentation about future worries, private and professional life (B1 – <i>Individual long turn</i>) Discussing your vision for the world in 2100 (B1 – <i>Interaction</i>)
Writing	Filling out an online application form (A2/B1) Writing a blog entry about your life in ten years' time (A2/B1)
Reading	Reading an article about education in the 22 nd century (A2/B1)
Listening	Listening to a radio show about the world in 2100 (B1 – <i>Multiple matching</i>) Listening to a job-interview (A2/B1)
Language in use	Expressing future: <i>will</i> future, <i>going-to</i> future, present tense continuous with future reference (A2)
Vocabulary	Future aims, dreams, and concerns • Education in the future • The world in 2100 • Revolutionise the future market

Self-assessment checklist Units 1–6

Unit 7 Wanna be a YouTube star?	
Speaking	Speaking about YouTube facts (A2/B1) Speaking about the personal use and popularity of YouTube (A2/B1 – Interaction) Speaking about popular YouTubers (A2/B1) Giving a presentation about your favourite YouTuber (A2/B1 – Individual long turn) Making up arguments (A2/B1) Speaking about the pros and cons of being a teenage YouTube star (A2/B1) Making an interview with a famous YouTube star (A2/B1)
Writing	Writing an argumentative text about being a YouTube star (A2/B1) Making an Instagram post (A2/B1)
Reading	Reading a blog entry about a girl who quit doing YouTube videos (A2/B1 – Multiple choice)
Listening	Listening to a vlog on how to become a successful YouTuber (A2/B1 – Multiple matching) Listening to an interview with a YouTuber (A2/B1 – Short answers)
Language in use	Passive constructions (A2/B1) Important collocations: to have, to make, to do (A2)
Vocabulary	Talking about YouTube • The cons of YouTube • How to become a successful YouTuber • Life as a YouTuber
Unit 8 Obey the rules?	
Speaking	Speaking about rules in your life (A2/B1) Speaking about the relationship between teenagers and parents (A2/B1 – Interaction) Talking about the pros and cons of compulsory internships (A2/B1) Discussing the importance of rules at work (A2/B1 – Interaction) Giving a presentation about how to behave at internships (B1 – Individual long turn)
Writing	Writing a blog comment about advice for interns (B1)
Reading	Reading a text about compulsory internships (A2/B1) Reading an article about the dos and don'ts for a successful summer internship (A2/B1 – True/False)
Listening	Listening to a vlog about going the extra mile to get what you want (A2/B1 – Short answers) Listening to an interview with an expert about rules in the workplace (A2/B1 – Multiple choice)
Lang. in use	Modal verbs (have to/do not have to/should/should not/be allowed to) (A2/B1)
Vocabulary	A world of rules • Going the extra mile • Rules and regulations at work • Compulsory internships • Getting ready for your internship • Dos and don'ts at work
Unit 9 The way I live	
Speaking	Speaking about the way you live (A2/B1) Speaking about different types of houses (A2/B1) Discussing the pros and cons of tiny houses (A2/B1) Giving a presentation about the concept of tiny houses (A2/B1 – Individual long turn) Speaking about living in a van (A2/B1) Discussing the pros and cons of van life (A2/B1) Giving a presentation about alternative housing options (A2/B1 – Individual long turn)
Writing	Writing a blog entry about your dream house (A2/B1) Writing a formal email about terrible neighbours (A2/B1)
Reading	Reading an article about the tiny house movement (A2/B1 – Short answers) Reading a blog entry about a person's dream house (A2/B1)
Listening	Listening to three conversations between real estate agents and their clients (A2/B1 – Short answers) Listening to people who share their experiences with van life (A2/B1 Multiple matching)
Lang. in use	Relative clauses (who/which/where/when/why) (A2)
Vocabulary	The way you live • At a real estate showing • The simple life • Van life

CONTENTS

Unit 10 Keep calm and go shopping	
Speaking	Speaking about shopping preferences (A2/B1) Discussing about how to spend money for your class (A2/B1 – <i>Interaction</i>) Making shopping dialogues (A2/B1) Speaking about what to wear for specific events (A2/B1) Speaking about personal fashion preferences (A2/B1 – <i>Interaction</i>) Giving a presentation on upcycling (A2/B1 – <i>Individual long turn</i>) Talking about the pros and cons of online shopping (A2/B1) Giving a presentation on shopping trends (A2/B1 – <i>Individual long turn</i>)
Writing	Writing a text message about a shopping trip (A2) Writing a review about a restaurant visit (A2/B1)
Reading	Reading an article about how to dress for success (A2/B1 – <i>Multiple choice</i>) Reading a review about a visit to a restaurant (A2/B1)
Listening	Listening to a vlog about different shopping trends (A2/B1 – <i>Multiple matching</i>) Listening to people ordering at restaurants (A2/B1)
Language in use	Describing quantities (<i>much – many – a lot of; some – any</i>) (A2) <i>so – such</i> (A2)
Vocabulary	At the shop • Going shopping • Dress for success • Shopping trends • A restaurant review
Unit 11 A digital life	
Speaking	Speaking about how digital your life is (A2/B1) Talking about how you communicate (A2/B1) Giving a presentation about means of communication and digital tools (A2/B1 – <i>Individual long turn</i>) Giving a presentation about the history of a technological device (A2/B1 – <i>Individual long turn</i>) Talking about digital schoolbooks (A2/B1) Speaking about the pros and cons of digital and printed schoolbooks (A2/B1) Discussing the pros and cons of Artificial Intelligence (AI) (A2/B1) Talking about the importance of technology for older people (A2/B1) Discussing a workshop for elderly people (B1 – <i>Interaction</i>)
Writing	Writing a <i>blog entry</i> about the future of schoolbooks (A2/B1) Writing an <i>informal email</i> about Artificial Intelligence (AI) (A2/B1) Writing a <i>formal email</i> about IT at school (A2/B1)
Reading	Reading an article about the evolution of technology and its impact on education (A2/B1 – <i>Multiple choice</i>)
Listening	Listening to teenagers talking about the impact of technology and AI (A2/B1) Listening to a talk about the importance of technology for elderly people (A2/B1 – <i>Multiple matching</i>)
Lang. in use	Past perfect tense simple (A2/B1)
Vocabulary	Means of communication • The evolution of technology • Digital schoolbooks • Innovation and the elderly • The role of IT

Self-assessment checklist Units 7–11

Phrases

Writing reference

Vocabulary reference

Irregular verbs

HI, MY NAME IS ...

Unit overview

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1 Warm-up: Getting to know each other

1 a

Speaking

Step 1: Have a look at the questions (1–12) and complete your personal profile.



1	What is your name?	
2	What is your nickname?	
3	How many brothers and sisters do you have?	
4	Where do you live?	
5	Which school did you attend before?	
6	What do you do in your free time?	
7	What is your favourite type of music?	
8	Which social media platforms do you use?	
9	Why did you choose this school?	
10	Which languages do you speak?	
11	Why do you/do you not think that speaking English well is important?	
12	When do/did you use English outside of class?	

Step 2: Interview at least four classmates. How much do you have in common? Take notes in the table.

	Student 1	Student 2	Student 3	Student 4
1				
2				
3				
4				
5				
6				
7				



HI, MY NAME IS ...

	Student 1	Student 2	Student 3	Student 4
8				
9				
10				
11				
12				

Step 3: Get into pairs and present one of the students from Step 2.

1 b
Listening
Track 1
Test format
Short answers

You are going to listen to two teenagers talking about their lives on *Teentalk-Radio*. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–7) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



0	Emily lives in a suburb of London called _____.	Richmond
1	She likes her siblings, but sometimes they are _____.	
2	She likes to be in a volleyball club because she _____. (Give one answer.)	
3	Emily does not know many females who also _____.	
4	Alex likes Vienna because you can _____.	
5	The foreign language he also speaks with his family and friends is _____.	
6	He says that playing football brings him _____.	
7	In the future, Alex wants to become _____.	

2 Speaking: Introducing myself

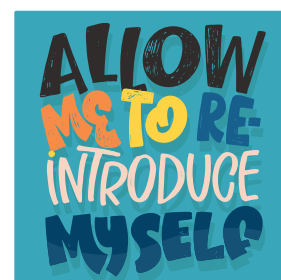
2 a
Speaking
Test format
Individual
long turn

Teentalk-Radio is looking for teenagers from all over the world to introduce themselves and share their life story. You have decided to upload your introduction to *Teentalk-Radio*.

Step 1: Prepare your introduction. In your introduction you should

- give personal details about yourself (e.g. *name, age, hometown, family, funny or interesting fact*)
- inform your listeners about your hobbies
- comment on your school life (*motivation to attend commercial college / higher vocational college, favourite subjects, hopes and aims etc.*)

Use the phrases from the VocabBooster and use the life stories from activity 1b as a model. Take notes in the mind map on page 9.



VocabBooster

first name/second name/nickname
 to grow up in ...
 to come from
 to be an only child
 to have siblings
 to enjoy doing sth.
 to attend the commercial college/
 higher vocational college in ...
 grammar school
 higher secondary school
 to be a member of a (football) club/gym
 to spend one's weekend ... (verb + -ing)
 to be interested in

to hang out with friends
 to work out at the gym
 to do something twice/three times a week
 to become one's own boss
 to run one's own business
 to pass the A-levels/school leaving exam
 to put a lot of effort into doing sth.
 to be skilled at doing sth.
 favourite subjects/hobbies
 to get to school by bike/bus/tram/on foot
 to decide to go to this school
 to want to run one's own business

This is me

Presentation
 phrases
 > page 189

Step 2: Get into groups of three and give your presentations about yourself. Take turns.

Please note: How to give a successful presentation

- practise your presentation before giving it in class
- speak clearly, fluently and freely (*notes only*)
- keep eye contact with the people who are listening

3 Language in use: Forming questions

3 a

Language in use

Have a look at the interview with Erling Haaland. Fill the gaps using some of the question words from the box. Then compare your results with the Trouble-free grammar box on page 10.

Who ■ What ■ Which ■ Whose ■ Where ■ When ■ Why ■ How long ■ How many ■
 How often ■ How much ■ How



Reporter: Welcome to *Manchester City*. _____¹ did you join *Manchester City*?

Erling Haaland: First of all, my father played here, and I was born in England. So, I became a *City* fan when I was really young. I am really excited to be here.

Reporter: _____² did you start playing football?

Erling Haaland: My career started when I was five. In 2005, I joined the football academy in Bryne, which is in the Southeast of Norway.

Reporter: _____³ are your football idols? Who inspires you?

Erling Haaland: Well, I have to say Cristiano Ronaldo and Zlatan Ibrahimovic. They both are excellent strikers.



HI, MY NAME IS ...

Who ■ What ■ Which ■ Whose ■ Where ■ When ■ Why ■
How long ■ How many ■ How often ■ How much ■ How

Reporter: _____⁴ are your personal goals for this season? What do you want to achieve?

Erling Haaland: I am really looking forward to playing with my new team and I hope that we will win the *Premier League* and also the *Champions League*.

Reporter: _____⁵ goals do you want to score this season?

Erling Haaland: Well, that is a good question. I will try my very best to score as many goals as needed to become champion.

Reporter: You are super fit, Erling. _____⁶ do you train besides your regular training sessions with the team?

Erling Haaland: I have a personal coach that I train with a couple of times a month. It has really helped me to become much stronger on the pitch. Speaking of it, I have to go. My training starts soon ... Bye.

Reporter: Thanks Erling. All the best for your first season with *Manchester City*.

Trouble-free grammar: Forming questions

☐ How to ask **yes-/no-questions**

Yes-/No-questions refer to simple questions we ask **to receive either a yes or no as a response**. Yes-/No-questions **do not** use question words and always begin with the auxiliary verb.

auxiliary	subject	verb	object	adverb of place/time
Do	you	play	soccer	every day?
Does	Sarah	have	freckles?	
Did	they	do	the Maths homework	yesterday?
Did	the students	meet		at the mall in the afternoon?

Please note: Yes-/No-questions with any form of the verb **to be** are formed differently:

Am I really late?

Is your father at home?

Are the teachers at your school encouraging?

present tense

Was he really ill yesterday?

Were you taking part in the competition?

past tense

Will you **pass** the test?

Are you **going to fly** to London next weekend?

future tense

☐ How to ask **wh-questions**

Wh-questions are the most common type of question in English.

Wh-questions are used **to ask for information**, the answer **cannot** be yes or no. They always begin with a question word.



question word	auxiliary	subject	verb	object
Who	is	this girl?		
What	is	your name?		
Where	do	you	come from?	
When	were	you	born?	
Why	did	Peter	do	that?
How	are	you?		
How old	are	your parents?		
How long	has	Simon	been studying	English?
Whose		notebook	was stolen?	
Which	is	your favourite subject?		
Whom	should	I	contact?	

3 b

Language in use

Have a look at the table on page 11. Complete the questions (1–11) with the phrases from the box. Then match the questions in A with the appropriate answers in B. Sometimes there is more than one possibility. Compare your results with a partner.

Have you got ■ What do you ■ Which school do ■ What is your ■ What are your ■ Where do you ■
Where were you ■ How old are ■ Do you have ■ Why did you

	A	B
_____ you attend?	1	a I am fifteen years old.
_____ a pet?	2	b I was born in Linz.
_____ born?	3	c Yes, I have got two cats and one dog.
_____ hobbies?	4	d No, I am single.
_____ come from?	5	e I attend a commercial college.
_____ choose this school?	6	f I come from Vienna.
_____ want to be when you grow up?	7	g I like playing online games and football.
_____ any brothers or sisters?	8	h It is Chrissy.
_____ nickname?	9	i Yes, I have got two sisters.
_____ you?	10	j I am interested in finance and business.
_____ a girlfriend/boyfriend?	11	k I want to run my own business.

3 c

Language in use

Write down five facts about yourself of which four are true and one is a lie. Then walk around in class and show your sheet to one of your classmates. He/She has to ask the correct questions according to your information and guess which one is the false fact. Take turns. An example has been given.

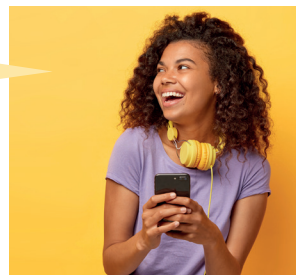


Student A

- age: 14
- 2 brothers
- favourite movie: Top Gun, Maverick
- mother tongue: Chinese
- hobby: dancing

Student B

- How old are you?
- How many siblings do you have?
- What is your favourite movie?
- What is your mother tongue?
- What is your hobby?
- I guess the false fact is that you speak Chinese. Is that right?



4 Listening: Talking about myself

4 a

Language in use

Talking about yourself is a common task at the start of any interview. Mastering this can be easy with some practice because you can prepare yourself beforehand. Kelvin and Melissa are applying for their first summer jobs. In the first application round, they are presenting themselves in a short interview with the company's Human Resources Managers.

Step 1: Get into pairs. Complete the interviews by using the questions from the box.

Interview 1 – Kelvin

- A Are you hoping to go to university?
- B What would you like to study there?
- C What subjects do you like most?
- D First of all, what's your name?
- E And are there any subjects that you don't like so much?





HI, MY NAME IS ...

A Are you hoping to go to university? B What would you like to study there? C What subjects do you like most? D First of all, what's your name? E And are there any subjects that you don't like so much?

Ms Watts: Hello. My name is Susan Watts and I work in the Human Resources Department. Glad to have you with us today. May I ask you some questions? _____¹

Kelvin: My name is Kelvin.

Ms Watts: Kelvin, OK. So, Kelvin, I'm going to ask you a few questions. I'd be interested in talking about the school you are currently attending. _____²

Kelvin: I definitely like Economics most because I'm studying different kinds of demand and supply theory and I can use this in my future working life to observe the market. I think that's very interesting, and very useful.

Ms Watts: OK. _____³

Kelvin: Actually, I don't like Natural Sciences too much because I have to, for instance, solve many difficult equations, and all those special terms and words often get me in trouble. I'm not really used to them, so I don't really like it.

Ms Watts: I see. All right. Let's talk about your future plans. _____⁴

Kelvin: Sure.

Ms Watts: _____⁵

Kelvin: I think I'd like to study Business Economics. Nowadays, you can only make a lot of money by participating in the financial sector. So, actually, I just want to get rich.

Ms Watts: Ahh, interesting. Good luck, Kelvin and thank you for the interview.

Interview 2 – Melissa

- A First, what subjects do you like most?
- B Melissa?
- C And what subjects do you think will be most useful for your later working life?
- D So, what's your name?
- E Any other subjects?
- F And are there any subjects that you don't like?
- G Can you tell me something about your family?



Mr Thompson: Hello. My name is Steven Thompson. May I ask you some questions? _____¹

Melissa: Thank you for seeing me today. I'm Melissa.

Mr Thompson: _____²

Melissa: Yes.

Mr Thompson: Hi, Melissa. _____³

Melissa: I haven't got any sisters and brothers. I live together with my father and mother and my dog.

Mr Thompson: Right. Now I'd like to ask you a few questions about your school. _____⁴

Melissa: I like Mathematics the most because for me there's a great feeling of satisfaction when I find the right solution to a mathematical problem.

Mr Thompson: OK. So, Mathematics. _____⁵

Melissa: English, I'd say, because it's fun to learn a language.

Mr Thompson: Great, OK. _____⁶

Melissa: I personally think the most useful subject is definitely Accounting because every company needs at least one accountant. So it's a secure job.

Mr Thompson: Sure, I see. _____⁷

Melissa: Oh yes, I don't like Geography as I'm really bad at it. Even though I like the subject teacher, I can't stand it.

Mr Thompson: Well, Melissa. I guess that's all for now. Thank you for the interview.

4 b

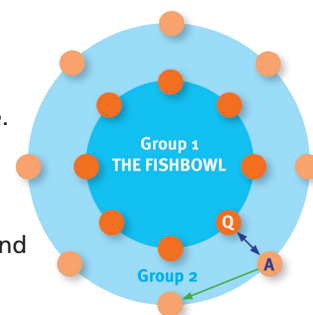
Speaking

Step 1: Form ten questions to find out more about your classmates.

Step 2: The whole class is split up in two groups. Each group forms a circle.

Group 1 forms the inner circle whereas group 2 forms the outer circle.

Each person is facing a speaking partner. Each person in the inner circle starts to ask questions to find out more about the opposite person, who should answer spontaneously. After 60 seconds take turns. After each round the outer circle moves one speaking person to the left. Now start again.



5 Writing: My personal profile

5 a

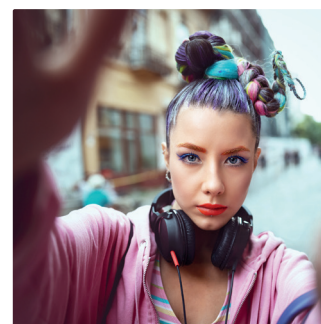
Vocabulary

Style and looks

Have a look at the VocabBooster. Then complete the personal profile below. Sometimes there is more than one possibility. Compare your results with a partner.

Eyes	Hair & style	Face	Body & height	Fashion
blue	dark/light	pale	well-trained	crop top
green	blonde	tanned	slim	sweatpants
brown	red	freckles	muscly	baggy/skinny
grey	coloured	braces	curvy	jeans
fake lashes	brown	piercing	tattooed	cap
contact lenses	ponytail	beard	tall	sneakers
eye shadow	bun	glasses	short	yoga pants
	curly	laughter lines	average	hoodie
	straight	make-up		oversized shirt
	braids			
	bangs			

My name is Jasmin and I am 15 years old. I am 1,65 metres _____
 _____¹ and I weigh about 60 kilos. I go running three times a week,
 that is why my body is _____². I like _____
 _____³ hair and I wear different styles all the time. At the moment
 my hair is purple, blue, _____⁴, pink and yellow, but
 naturally it is black and _____⁵. When I go out, I
 always tie it to a _____⁶.



I usually put on _____⁷ as well as eye shadow to highlight my eyes. They are blue
 and I sometimes wear glasses because they are fashionable and not because of bad eyesight. Last year,
 I also got a _____⁸ below my lips.

My style often changes and I frequently check-out what is cool on social media. My favourite outfit
 right now are sneakers, baggy jeans, a colourful _____⁹ and a matching hoodie.

The way I style and dress myself should also reflect my personality because I am a positive, open-
 minded and outgoing person. All in all, I am happy with the way I look and I like the attention I get
 for my style.



HI, MY NAME IS ...

5 b

Vocabulary

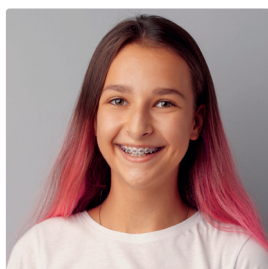
Complete the sentences (1–9) with the words from the VocabBooster in activity 5a. Sometimes there is more than one possibility. Compare your results with a partner.

- 1 Chiara likes to highlight her eyes with some _____.
- 2 My sister bleached her hair too much, so they are really _____. However, when she wears her hair as _____, her style is pretty cool.
- 3 All body types are beautiful, no matter whether they are _____ or _____.
- 4 At schools, there are often discussions about students who wear _____.
- 5 After her holiday in Greece, Sheila had a pretty _____ face.
- 6 Tanner has got some cute _____ when he smiles. He is really fine.
- 7 Sometimes you see music stars with a _____ face. I'm not sure about that.
- 8 It is popular among some British girls to put on a thick layer of _____.
- 9 One weekends, Derya loves to wear cosy clothing like an _____ and _____.

5 c

Vocabulary

Get into pairs. Have a look at the four pictures and describe the teenagers' appearance. Use the words from the VocabBooster in activity 5a.



1



2



3



4

5 d

Vocabulary

Character traits

Have a look at the VocabBooster. Match the verbs in A with the appropriate definitions in B. Compare your results with a partner.

VocabBooster

	A	B
	to be bossy 1 ☐	a to feel worried and nervous
	to be optimistic 2 ☐	b to like doing nothing
	to be sensitive 3 ☐	c to like to have a good time
	to be moody 4 ☐	d to make smart decisions
	to be sensible 5 ☐	e to be hopeful and positive
	to be shy 6 ☐	f to be relaxed and tolerant
	to be fun-loving 7 ☐	g to quickly change how you feel
	to be helpful 8 ☐	h to be friendly and confident around other people
	to be anxious 9 ☐	i to be emotional
	to be curious 10 ☐	j to like telling people what to do
	to be talkative 11 ☐	k to be nervous around new people
	to be lazy 12 ☐	l to be ready to support others
	to be easy-going 13 ☐	m to make other people laugh
	to be entertaining 14 ☐	n to be motivated to learn something new
	to be outgoing 15 ☐	o to enjoy chatting with others

5 e

Vocabulary

Have a look at the sentence beginnings (1–4) and complete the sentences with character traits from activity 5d that describe you best. Write down at least three adjectives for each sentence and add some of your own. Compare your results with a partner.

1 I am always _____

2 I am often _____

3 I am sometimes _____

4 I am never _____

5 f

Writing

You are applying as a model at an advertising agency. They are interested in crazy, interesting and extraordinary characters for a new marketing campaign. Write an interesting description of yourself to impress the agency. In your description you should include the following:

- ☐ your appearance (*face, hair, eyes, etc.*)
- ☐ your clothing style
- ☐ your character traits.



Use the words from the VocabBooster in activities 5a and 5d. Use the description in 5a as a model.

6 Language in use: Sentence parts and word order

6 a

Language in use
www

Match the words in A with the appropriate definitions in B. Use an online dictionary if necessary. Compare your results with a partner.

	A	B
noun	1 ☐	a a word used before a noun to inform about direction, time or place
adjective	2 ☐	b a person or thing on which a verb performs an action
adverb of time	3 ☐	c a word used to describe an action
verb	4 ☐	d a person or thing that performs an action
preposition	5 ☐	e a word that refers to a thing, person, animal, place, etc.
adverb of place	6 ☐	f a word/phrase that describes when something happens
subject	7 ☐	g a word/phrase that describes where something happens
object	8 ☐	h a word used to describe a noun in more detail
adverb of manner	9 ☐	i a word/phrase that describes how something is done

Trouble-free grammar: Word order

General rule for simple sentences: **subject + verb + object**

subject	verb	object
I	like	sports.
My sister	passed	the test.

In more complex sentences, remember the following rule:

subject + verb + indirect object + direct object

subject	verb	indirect object	direct object
Sarah	is sending	her mother	a text message.
The teacher	gave	the students	a homework assignment.

Please note: **Prepositional phrases** come **after** the direct object:

Sarah is sending a text message **to her mother**. The sponsor will buy new dresses **for the football team**.



HI, MY NAME IS ...

Adverbs of time can be either at the beginning or at the end of a sentence, whereas adverbs of place are always at the end of a sentence (before the adverb of time).

adverb of time + subject + verb + object (indirect and/or direct) + adverb of place + adverb of time

adverb of time	subject	verb	object (indirect and/or direct)	adverb of place	adverb of time
	My sister	forgot	her textbook	in the classroom	yesterday.
This evening	I	will meet	my best friend	at the cinema.	
	Simon's team	won	the rugby cup	in Johannesburg	last year.
	Nick	does not have to wear	glasses	at home	all the time.
	The students	will not go		to the art gallery	next week.
Yesterday	she	did not show	her classmates the presentation.		

6 b

Language in use

Read the following sentences and highlight the information about place and time in two different colours. Compare your results with a partner.

- 1 I attended a grammar school in my hometown during the last four years.
- 2 There were many foreign students in my class last school year.
- 3 I am really excited to go on the school trip to Prague in the last school week.
- 4 My grandparents and I went to a football game at the new stadium in Wembley in my last summer holidays.
- 5 My classmate is extremely good at Accounting. That is the reason he was invited to be part of the workshop at the university next month.
- 6 So, you can make friends quite easily in the US. For example, I met David on my first school day and he invited me to his place that day.
- 7 The most amazing day in my life was when my family and I went to *Disneyworld* in 2023.
- 8 I hope I will see dolphins in the sea one day.

6 c

Language in use

Have a look at the sentence parts and put them into the correct order. To find out the correct word order, ask yourself: Who does what, how, where and when? Compare your results with a partner.



- 1 in the afternoon/met/town center/Amir/we
- 2 at school/at lunchtime/spaghetti/Lisa/eats/always
- 3 closes/the school/at 3 pm/on Fridays
- 4 the student from the US/met/at the shopping centre/I/yesterday
- 5 leaves/my train/from platform 3/at 6:29 am/to school
- 6 in the park/played/Steve's brother/in the afternoon/volleyball

7 Elisabeth/her birthday/at the new restaurant/will celebrate/tonight

8 you/have to switch off/your mobile phone/at school/always

6 d

Language in use

Get into pairs. Have a look at the phrases in the box. Try to make sentences that get longer and longer by adding more information (e.g. *about manner, place and time*). Take turns. An example has been given.

the old Englishman – the new student – the school building – a hamburger – the English book –
the Spanish movie – my last trip abroad

Example:

A: The old Englishman sang a song.

B: The old Englishman sang a song
YESTERDAY. (adverb of time added)

A: The old Englishman sang a
song AT THE KARAOKE BAR
yesterday. (adverb of place added)

B: The old Englishman sang a song
BEAUTIFULLY at the karaoke bar
yesterday. (adverb of manner added)

7 Writing a description: My best mate

7 a

Speaking

Get into pairs and answer the following questions.

- Which character traits should a good/close friend have? Give examples.
- How many really close mates do you have?
- How often do you meet your best friends?
- What do you usually do with your friends?



7 b

Vocabulary
www

Have a look at the VocabBooster. Match the beginnings of the phrases in A with the appropriate endings in B. Make sure you understand the phrases, use an online dictionary if necessary. Then scan the text in activity 7c to check your answers.

VocabBooster

	A		B
to count	1 ☐	a	most of one's time together
to focus	2 ☐	b	on someone
to share	3 ☐	c	memories that will remain throughout one's life
to spend	4 ☐	d	on economics
to depend	5 ☐	e	someone or something
to experience	6 ☐	f	life too seriously
to create	7 ☐	g	the same interests
to discuss	8 ☐	h	each other's company
to appreciate	9 ☐	i	on one's mood
to not take	10 ☐	j	fantastic moments together
to enjoy	11 ☐	k	the best solutions



HI, MY NAME IS ...

7 c

Reading

Test format

Short answers



Read the text about Mark. Answer the questions (1–5) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

My best friend Mark

- 1 The one person in the world that I can always count on is my best friend Mark. We have known each other for about five years, we live in the same area and we both study at the same commercial college. Our school is located in St. Pölten, which is in Lower Austria and we focus on business but we also have traditional subjects like German, Math, Geography or PE. Some of the new subjects are Spanish, Accounting and Economics. Mark usually gets good grades and so he helps me with my studies.
- 15 We always try to motivate each other but also love a stress-free life.
- The reason why Mark and I are best friends is because we share the same interests, clothing style, taste in music etc. So, we spend most of our time together. We plan our weekends and enjoy each other's company. Our most favourite weekend activities are working out at the gym and then hanging out with all of your friends at our pizza place. You would also find us in our near-by



shopping mall or at the cinema but that depends on our mood.

My best friend is the person I can truly count on all through my life. Whenever I need help or support, he is always there for me. We have already experienced fantastic moments together and have created memories that will remain throughout my life.

Having a best friend like Mark makes my life easier. In any difficult situation, the first person that comes

to mind is my best friend. Whenever I experience a problem, we discuss the best solutions. My best friend never gets angry when I do something wrong and appreciates me when I achieve something.

A negative character trait is that he is often late, but I have already accepted that. In general, we don't take life too seriously and can laugh about ourselves when something goes wrong.

My best friend helps me to become a better person. Mark has been my support system and my strength. I am excited to learn what the future holds for us.

0	How long have they known each other?	5 years
1	Which school do they attend?	
2	Why are they best friends?	
3	What do they like doing in their free time?	
4	What are Mark's positive character traits?	
5	What is the author excited about?	

7 d

Vocabulary

Scan the text again and write down eight useful phrases for describing your best friend. Compare your results with a partner.

- | | | | |
|---|-------|---|-------|
| 1 | _____ | 5 | _____ |
| 2 | _____ | 6 | _____ |
| 3 | _____ | 7 | _____ |
| 4 | _____ | 8 | _____ |

7 e

Writing

Bff.com is looking for best friend descriptions from all over the world. You have decided to send a description of your best friend. In your description you should

- give general information about your best friend (*name, age, hometown, school, style, etc.*)
- say why he/she is your best friend (*character traits, interests, free time activities, etc.*)
- share your best moments.

Step 1: Before you start writing, read the bullet points carefully and take notes in the table.

bullet point 1

bullet point 2

bullet point 3

Step 2: Write your detailed description of your best friend. Use your notes from Step 1, the phrases in activity 7d and the description of Mark as a model. Write about 180 words.

8 Reading: Young entrepreneurs

8 a

Vocabulary

Complete the text about entrepreneurs with the words from the box. Compare your results with a partner.

industry – game changer – founder – entrepreneurs – Internet – innovative – business

In every generation there are outstanding people who do or create something ¹. These people are called ². Sometimes their idea is a complete ³. One of the most popular was *Apple* ⁴ Steve Jobs. The first *iPhone* revolutionised the technology ⁵. Thanks to the ⁶, nowadays also young people or even children can be successful with their ideas. So they find ways to start and run their own ⁷. Some entrepreneurs started at a really young age, often with the help of family members.

8 b

Vocabulary

Step 1: Match the verbs in A with the appropriate definitions in B. Compare your results with a partner.

A	B
to found a business 1	a to think of sth.
to raise money 2	b to give back money
to pay off debts 3	c to start a company
to come up with sth. 4	d to collect money

Step 2: Complete the sentences (1–4) with appropriate phrases from Step 1. Mind the tense. Compare your results with a partner.

- My parents bought a house last year, so they need to _____.
- Ann is really creative. She always _____ great ideas for our projects.
- There are so many entrepreneurs who are brave enough _____ and turn their dream into reality.
- In order to finance their start-up they _____ by organising exciting events.



HI, MY NAME IS ...

8 c

Reading
Test format
Multiple matching



Young entrepreneurs

Text A: Ryan Hickman

- 1 Three-year old Ryan didn't like it when used plastic bottles or cans were on the ground. So he started to pick them up. One day Ryan and his dad brought the goods to the local recycling center, where he got 5 \$ for that. Ryan continued collecting and later founded a business called *Ryan's Recycling Company* when he was seven. Ryan gave the money from the company to organisations that fight for the planet. He became so famous that he was invited to speak on national American TV about his idea.



Text B: Kiki Hardee

- 1 At the age of five, Kiki found out that her school and some kids there didn't have enough money for school lunch. That was unacceptable to Hardee. She began selling cookies and hot chocolate to earn some money. She also started to organise events, which became known as *Kiki's Kindness Project*.

After some time, Hardee raised enough money to pay off the lunch debts of schools nearby. Her goal is not only to help people in need, but to motivate other children to find ways to help those who do not have enough.

Text C: Vinusha MK

- 1 When Vinusha MK baked a cake for her mother's birthday party, she was not happy with the result. She tried again and the cake then turned out to be perfect. So Vinusha became a baker. She now sells cakes, chocolates and sandwiches online. She also sells a baking kit to help kids bake cakes without

needing the Internet or a smartphone. Vinusha also wants to organise a cooking school in India for people with only little money. At the moment, she also learns from famous chefs at top hotels to get better.

Text D: Mia Monzidelis

- 1 Mia was sad when she could not get a pony because her family had a flat in a city. So, she came up with the idea for *Power Pony*. This is a pony that has a furry surface and some interactive mechanisms which are connected to an app. The toys can travel

around the room with the child riding in the saddle. Now there are 15 people working for her company. Some of the money she earns goes to organisations and Mia also gives away some toys for poor children.

Which young entrepreneur ...?

disliked objects lying around when he/she was younger.	0	A	
got a new hobby because of an event for a family member?	1		
wants to have a clean environment/Earth?	2		
spoke while millions of others were watching?	3		
wants that everybody can eat meals during the day?	4		
came up with something to play with.	5		
gets tips from professionals.	6		
didn't get what he/she wanted because of where they live?	7		
was disappointed with his/her first try?	8		
offers goods to buy online?	9		10
created something that can be controlled with the smartphone?	11		
wants other young people to act as well?	12		

8 d Get into pairs and discuss the following questions.

Speaking

- 1 Which idea do you like best? Explain.
- 2 Do you know other young people who are really successful (e.g. *on social media*)? What do they do? Give examples and explain.
- 3 Do you have an idea that could be successful? Explain.

9 Review

9 a Form questions. Compare your results with a partner.

Language in use

1 have/siblings/you/do/any/?

2 favourite/at/subject/your/what/is/school/?

3 from/you/do/come/where/?

4 social/on/are/you/media/?

5 start/when/does/your/school/?

6 students/many/are/how/class/in/your/?

7 free time/they/what/do/do/their/in/?

8 holidays/go/did/last/in/your/where/you/?

9 do/often/you/do/sports/how/?

9 b Choose four questions from activity 9a. Then walk around in class and talk to three different people. Ask each of them your questions. Take turns.

Speaking

9 c Have a look at the sentences (1–9) and complete them using the words/phrases from the box. Compare your results with a partner.

Vocabulary

to raise money – siblings – to pass the A-levels – oversized shirt – well-trained – game changer – entrepreneur – optimistic – bangs – commercial college – to put a lot of effort into

1 Emre looks so _____. I am sure he has worked out a lot recently.

2 This new game is an absolute _____. The graphics are just so realistic.

3 At our school we wanted to _____ for people in need to buy them Christmas presents.

>



HI, MY NAME IS ...

to raise money – siblings – to pass the A-levels – oversized shirt – well-trained – game changer – entrepreneur – optimistic – bangs – commercial college – to put a lot of effort into

- 4 At first I thought about getting a job, but finally I decided to attend a _____.
- 5 Steve Jobs was a true _____ in almost all of his business projects.
- 6 My _____ are much younger than I am and still go to primary school.
- 7 Laura really wants to get the job next summer. She is ready to _____ school this year to get great marks.
- 8 Mike's dream is to _____ with straight As.
- 9 Ali's classmates gave him an awesome _____ for his 15th birthday.

9 d

Speaking

Step 1: Choose a classmate and describe him or her in as much detail as possible. Take notes, but don't write his or her name down.

Step 2: Get into groups of three. Present your classmate and the other members have to guess who it is. Take turns.

9 e

Speaking

Test format
Individual
long term

In your autumn break you are attending an English camp with people from all over Europe. On your first day, you should introduce yourself to your group. In your introduction about yourself you should

- present three interesting facts about yourself
- give information about your favourite free time activities
- explain why you are attending the English camp. (Input)

Speak for about two minutes.



Input

to learn from English native speakers
to understand English grammar better
to get better at speaking English
to go on an adventure to meet new people
to enjoy speaking English to learn about other cultures

9 f

Writing

You have decided to post a description about yourself on www.globalpenfriends.com because you want to connect with people from all over the world. In your description you should

- give personal information about yourself (name, age, hometown, family, etc.)
- say which character traits you like in a friend
- explain why it would be great to have a penfriend.

Write about 180 words.

9 g

Study corner

Get into pairs and interview each other. Make sure that you give extended answers and use appropriate vocabulary and phrases.

- 1 What can you tell me about yourself? (name, age, hometown, family, siblings, pets etc.)
- 2 What do your parents do?
- 3 Who is your favourite singer/band/athlete etc.? Give information about him/her/them.

- 4 What do you look like?
- 5 What are your five most positive character traits?
- 6 Which five character traits do you not like in other people?
- 7 What is your best friend like and what do you like most about him/her?
- 8 Which types of clothing are fashionable at the moment?
- 9 Which social media platforms do you often use?
- 10 Which school do you attend and why?
- 11 Which school did you go to before?
- 12 How do you get to school and how long does it take you?
- 13 What are your favourite subjects?
- 14 Who are your favourite teachers?
- 15 What is your dream job?

Key vocabulary

Introducing myself

first name/second name/nickname
 to grow up in
 to come from
 to be an only child
 to have siblings
 to enjoy doing sth.
 to attend the commercial college/higher vocational college in ...
 grammar school
 higher secondary school
 to be a member of a (football) club/gym
 to spend one's weekend (verb + -ing)
 to be interested in
 to hang out with friends
 to work out at the gym
 to do something twice/three times a week
 to become one's own boss
 to run one's own business
 to pass the A-levels/school leaving exam
 to put a lot of effort into doing sth.
 to be skilled at doing sth.
 favourite subjects/hobbies
 to get to school by bike/bus/tram/on foot
 to decide to go to this school
 to want to run one's own business

Describing a person – Style and looks

Eyes: blue ■ green ■ brown ■ grey ■ fake lashes ■ contact lenses ■ eye shadow

Hair & style: dark/light ■ blonde ■ red ■ coloured ■ brown ■ ponytail ■ bun ■ curly ■ straight ■ braids ■ bangs

Face: pale ■ tanned ■ freckles ■ braces ■ piercing ■ beard ■ glasses ■ laughter lines ■ make-up

Body & height: well-trained ■ slim ■ muscly ■ curvy ■ tattooed ■ tall ■ short ■ average

Fashion: crop top ■ sweatpants ■ baggy/skinny jeans ■ cap ■ sneakers ■ yoga pants ■ hoodie ■ oversized shirt

Describing a person – Character traits

to be bossy	to be entertaining	to be moody	to be sensitive
to be anxious	to be fun-loving	to be optimistic	to be shy
to be curious	to be helpful	to be outgoing	to be talkative
to be easy-going	to be lazy	to be sensible	to be well-trained

My best mate

to count on someone	to create memories that will remain throughout one's life
to focus on economics	to discuss the best solutions
to share the same interests	to appreciate someone or something
to spend most of one's time together	to not take life too seriously
to depend on one's mood	to enjoy each other's company
to experience fantastic moments together	