



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



MÜHLBÖCK
KLAMMER
GOLDER
GOTTINGER
PARGFRIEDER

Europäischer
Referenzrahmen  

1



The new

BEST SHOTS

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1

HAK/HUM



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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 allow you to use it confidently in everyday and professional situations.

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, 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.

Furthermore, *The New Best Shots – HAK/HUM* includes tasks that ask you to practise and improve your English skills with the help of your preferred AI assistant.

Please note: AI has become a widely used assistant in school, professional and everyday life. With all the advantages it offers in mind, please remember to be critical of what it produces because the output could be wrong, one-sided, miss context, oversimplify ideas or be incomplete. Most importantly, relying too much on AI can reduce your ability to think for yourself, develop your own ideas and solve problems. For these reasons, always double-check facts, question the output and use AI as a supporting tool, but always think for yourself first.

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 still 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 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 do your absolute best in English language learning.

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

Unit 1	Hi, my name is ...	7
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Writing	Writing a description of a friend (A2) Writing a description of yourself (A2)	
Reading	Reading a text about a person's best friend (A2 – <i>Short answers</i>) Reading different texts about young entrepreneurs and their business ideas (A2 – <i>Multiple matching</i>)	
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Reading	Reading a blog entry about balancing school and free time (B1 – <i>True/False</i>)	
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Reading	Reading a blog entry about overcoming obstacles (B1 – <i>Multiple matching</i>) Reading a blog entry about a theme park trip (A2/B1)	
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Vocabulary	Overcoming obstacles • Special moments in life • Theme park trip	

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Reading	Reading an article about the benefits of travelling (A2/B1 – <i>Multiple choice</i>) Reading a leaflet about reasons to visit Austria (B1 – <i>Multiple matching</i>)	
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Reading	Reading an article about the tiny house movement (A2/B1 – <i>Short answers</i>) Reading a blog entry about a person's dream house (A2/B1)	
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HI, MY NAME IS ...

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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. Take notes in the table. How much do you have in common?

	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.



My life

0	Emily lives in a suburb of London called _____. <i>Richmond</i>	
1	She likes her siblings, but sometimes they are _____. _____	
2	She is really interested in studying _____. _____	
3	Emily has chosen a school so she can better understand _____. _____	
4	The foreign language Adnan also speaks with his family and friends is _____. _____	
5	He says playing sports lets him and his friends make _____. _____	
6	In the future, he would like to be _____. _____	
7	Adnan's school gives him the chance to become more familiar with _____. <i>(Give one answer.)</i>	

2 Speaking: Introducing myself

2

Speaking

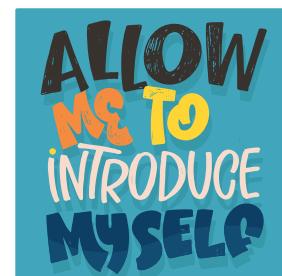
Test format
Individual
long turn

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

Step 1: Prepare a three-minute introduction. In your introduction you should

- give personal details about yourself (e.g. name, age, hometown, family, funny or interesting facts)
- 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. Create a mind map and take notes in the space provided on page 9.



VocabBooster

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



This is me

Presentation
phrases,
Feedback sheet
> page 189

Step 2: Get into groups of three and give your presentation 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: Where do you live?

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. Sometimes there is more than one possibility.

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 which, I have to go. My training starts soon ... Bye.

Reporter: Thanks, Erling. All the best for your upcoming 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	
Whose		notebook	was stolen?	English?
Which	is	your favourite subject?		
Whom	should	I	contact?	

3 b

Language in use

Have a look at the table. Complete the questions (1–10) 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.

What do you – Which school do – What is your – What are your – Where do you –
Where were you – How old are – Do you have (2x) – Why did you

A	B
_____ you attend?	1 <input type="checkbox"/> a I am fifteen years old.
_____ a pet?	2 <input type="checkbox"/> b I was born in Linz.
_____ born?	3 <input type="checkbox"/> c Yes, I have got two cats and one dog.
_____ hobbies?	4 <input type="checkbox"/> d I attend a commercial college.
_____ come from?	5 <input type="checkbox"/> e I come from Vienna.
_____ want to be when you grow up?	6 <input type="checkbox"/> f I like playing online games and football.
_____ choose this school?	7 <input type="checkbox"/> g It is Chrissy.
_____ any brothers or sisters?	8 <input type="checkbox"/> h No, I am an only child.
_____ nickname?	9 <input type="checkbox"/> i I am interested in finance and business.
_____ you?	10 <input type="checkbox"/> j 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*
- first language: Chinese
- hobby: dancing

Student B

- How old are you?
- How many siblings do you have?
- What is your favourite movie?

- What is your first language?
- What is your hobby?
- I guess the false fact is that you speak Chinese. Is that right?



4 Listening: Talking about myself

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.

4 a

Language in use

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 confuse me. 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, and I'm going to 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 brothers or sisters. I live with my father and mother and also 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 teacher, I can't stand it.

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

Listening
Tracks 2, 3

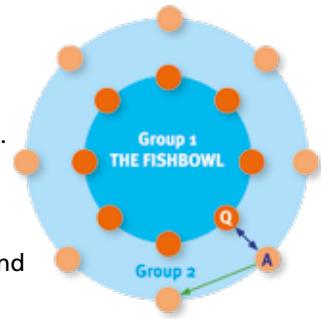


Step 2: Now listen to the interviews and check your results from Step 1.

4 b
Speaking

Step 1: Form ten questions to find out more about your classmates. Write them in your notebook.

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.



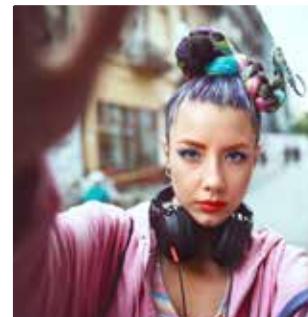
5 Writing: My personal profile

5 a
Vocabulary

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.

VocabBooster	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 jeans
	grey	coloured	braces	curvy	cap
	fake lashes	brown	piercing	tattooed	sneakers
	contact lenses	ponytail	beard	tall	yoga pants
	eye shadow	bun	glasses	short	hoodie
		curly	laughter lines	average	oversized shirt
		straight	make-up		
		braids	light/medium/		
		bangs	deep complexion		

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 have ³ hair and I wear different styles all the time. At the moment my hair is purple, blue, pink and yellow, but naturally it is black and ⁴. When I go out, I always tie it into a ⁵.

I usually put on ⁶ 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 ⁷ 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 ⁸ 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.

5 b 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.

Vocabulary

- Chiara likes to highlight her eyes with some _____.
- My sister has bleached her hair so much that it is now really _____, but she still looks pretty cool when she wears it in a _____.
- All body types are beautiful, no matter if they are _____ or _____.
- At schools, there are often discussions about students who wear _____.
- After her holiday in Greece, Sheila had a pretty _____ face.
- Tanner has got some cute _____ when he smiles.
- Sometimes you see people with heavily _____ bodies. That must be awfully painful!
- It is popular among some girls to put on a thick layer of _____.
- One weekends, Derya loves to wear cosy clothing like an _____ and _____.

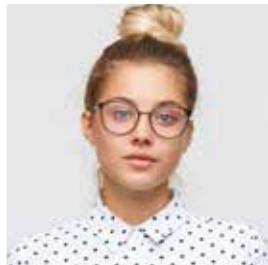
5 c Get into pairs. Have a look at the four pictures and describe the teenagers' appearances. Use the words from the VocabBooster in activity 5a.



1



2



3



4

5 d **Character traits**

Vocabulary [www](#)
Have a look at the VocabBooster. Match the verbs in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra (> Link on page 23) if necessary. Compare your results with a partner.

VocabBooster

A	B
to be bossy 1	<input type="checkbox"/> a to feel worried and nervous
to be optimistic 2	<input type="checkbox"/> b to like doing nothing
to be sensitive 3	<input type="checkbox"/> c to like to have a good time
to be moody 4	<input type="checkbox"/> d to make smart decisions
to be sensible 5	<input type="checkbox"/> e to be hopeful and positive
to be shy 6	<input type="checkbox"/> f to be relaxed and tolerant
to be fun-loving 7	<input type="checkbox"/> g to quickly change how you feel
to be helpful 8	<input type="checkbox"/> h to be friendly and confident around other people
to be anxious 9	<input type="checkbox"/> i to be emotional
to be curious 10	<input type="checkbox"/> j to like telling people what to do
to be talkative 11	<input type="checkbox"/> k to be nervous around new people
to be lazy 12	<input type="checkbox"/> l to be ready to support others
to be easy-going 13	<input type="checkbox"/> m to make other people laugh
to be entertaining 14	<input type="checkbox"/> n to be motivated to learn something new
to be outgoing 15	<input type="checkbox"/> 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 the VocabBooster in 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 to be a model at an advertising agency. They are looking for crazy, interesting characters from all walks of life – from everyday people to unique personalities – 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, body, height, 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. Write about 120 words.

6 Language in use: I was born in the UK in 2010.

6 a
Language in use

Match the words in A with the appropriate definitions in B. Compare your results with a partner.

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

Trouble-free grammar: Sentence parts and 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**.

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
This evening	My sister	forgot	her textbook	in the classroom	yesterday.
	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.
Yesterday	The students	will not go		to the art gallery	next week.
	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. Then get into pairs and form questions asking either for the place or the time. Take turns.

- 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 week of school.
- 4 My grandparents and I went to a football game at the new stadium in Wembley during my holidays last summer.
- 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 of 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? Sometimes there is more than one possibility. Compare your results with a partner.



- 1 in the afternoon/met/in the town centre/Amir/we/.

- 2 at school/at lunchtime/spaghetti/Lisa/eats/.

- 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 to school/at 6:29 am/from platform 3/.

- 6 in the park/played/Steve's brother/in the afternoon/volleyball/.

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

8 have to switch off/you/during classes/your smartphone/at school/.

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.

- 1 Which character traits should a good/close friend have?
Give examples.
- 2 How many really close friends do you have?
- 3 How often do you meet your best friends?
- 4 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. Sometimes there is more than one possibility. Use an online dictionary or your VocabExtra (> link on page 23) if necessary. Then scan the text in activity 7c to check your answers.

VocabBooster

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

7c

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 5 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 10 traditional subjects like German, Maths, 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 20 our time together. We often meet at the weekend and enjoy each other's company. Our favourite weekend activities are working out at the gym and then hanging out with all of our friends at our pizza place. You can also find us in our nearby



shopping mall or at the cinema, but 25 that depends on our mood.

My best friend is the person I can truly count on all throughout my life. Whenever I need help or support, he is always there for me. 30

We have already experienced fantastic moments together and have created memories that will last a lifetime.

Having a best friend like Mark makes my life easier. In any difficult 35 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. 40

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 45 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	What do they have in common that makes them so close? (Give one answer.)	
3	In which places do they spend time with all their friends? (Give one answer.)	
4	What is one of Mark's positive character traits? (Give one answer.)	
5	Which character trait did the author learn to accept?	

7d

Vocabulary

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____

- 5 _____
- 6 _____
- 7 _____
- 8 _____

7e

Writing

BF4ever 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.*)
- point out 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 a 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 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 phrases 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, section A. Mind the tenses. Compare your results with a partner.

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

8 c

Reading

Test format

Multiple matching



Read the texts about young entrepreneurs and their business ideas. Choose the correct text (A–D) for each statement (1–11). You can use a text more than once. Write your answers in the spaces provided. The first one (0) has been done for you.

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 them. 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 organizations that fight for the planet. He became so famous that he was invited to speak on national 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 Kiki. She began selling cookies and hot chocolate to earn 5 some money. She also started to organize events, which became known as *Kiki's Kindness Project*.

After some time, Kiki 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 10 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 5 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 organize a cooking school in India for people with only little money. At the moment, she also learns from famous chefs at top hotels to 10 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 5 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 charitable organizations and Mia also gives away some toys for poor children. 10

According to the texts, 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	
cares about having a clean Earth	2	
spoke while millions of others were watching	3	
wants everybody to be able to 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 on the Internet	9	
created something that can be controlled with the smartphone	10	
wants other young people to act as well	11	

8 d
Speaking

Get into pairs and discuss the following questions.

- 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

Language in use

Form questions. Compare your results with a partner.

- 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/does/when/school/your/?

- 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
Speaking

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.

9 c
Vocabulary

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

to raise money – siblings – to pass the A-levels – oversized shirt – well-trained – game changer – entrepreneur – 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 _____ 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 – 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 _____ school this year to get great marks.
- 8 Mike's dream is _____ with straight As.
- 9 Ali's classmates gave him an awesome _____ for his 15th birthday.

9 d
Speaking
www

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. The other members have to guess who it is. Take turns.

9 e
Speaking
Test format
Individual
long term

During 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 of 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](#))



Get into pairs and introduce yourself. 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 learn about other cultures
 to enjoy speaking English

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, country, 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 Who is your favourite celebrity (singer/band/athlete, etc.)? Give information about them.
- 3 What do you look like?

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

Key vocabulary

VocabExtra
www.hpt.at/qr_225466



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 ... (noun/verb + -ing)
to hang out with friends
to work out at the gym
to do sth. twice/three times a week
to become one's own boss
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 ■ light/medium/deep complexion
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 anxious	to be entertaining	to be moody	to be sensitive
to be bossy	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	

My best mate

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



UNIT 2

IN AND OUT OF CLASS

Unit overview

Warm-up	My daily routine	24
Language in use	Routines and facts – Present tense simple ▪ Adverbs of frequency and time	25
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Language in use	What's going on? – Present tense continuous	32
Reading	Balancing school and free time	34
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1 Warm-up: My daily routine

1 a
Speaking

Step 1: Choose any regular school day and write down all the activities of the day and their duration.

day of the week: _____			
midnight until noon		noon until midnight	
12 midnight		12 noon	
01:00 am		01:00 pm	
02:00 am		02:00 pm	
03:00 am		03:00 pm	
04:00 am		04:00 pm	
05:00 am		05:00 pm	
06:00 am		06:00 pm	
07:00 am		07:00 pm	
08:00 am		08:00 pm	
09:00 am		09:00 pm	
10:00 am		10:00 pm	
11:00 am		11:00 pm	
12 noon		12 midnight	

Please note: When telling the time the abbreviations **am** (*ante meridiem*) and **pm** (*post meridiem*) are used to indicate the time before midday (**am**) and after midday (**pm**), e.g.:
10 **am** = 10 o'clock in the morning 10 **pm** = 10 o'clock at night

Step 2: Get into groups of three, make sure you describe different days of the week and present your timeline.

1 b

Teenbuzz Radio hosts a show on daily routines and asks students to send in voice messages about their daily routines.



Vocabulary
www

Step 1: Have a look at the activities in the VocabBooster on page 25. Look up all the words you do not know in an online dictionary or use your VocabExtra. Compare your findings with a partner. (You will need to match the activities with the speakers in Step 2.)

>

VocabBooster

speaker	activity	speaker	activity
C	to get up quite early in the morning		to have a one-hour break
	to sleep in		to have many different subjects
	to usually get up at 6:30 am		to prepare for the next day
	to get ready for school		to go home by public transport
	to never go to bed later than 10 pm		to have dinner
	to call it a day at around half past nine		to study for school
	to stay up late		to do the homework
	to have a short school day		to do sports
	to have a long school day		to meet friends
	to end differently every day		to spend some time online
	to listen to music on one's way home		

Listening
Track 4

Speaking

Step 2: Now listen to Chris, Sofija and Mara talking about their daily routines. While listening, match the phrases from the VocabBooster in Step 1 with the speakers. Write the first letter of their names into the box next to the phrase. An example has been given. Compare your results with a partner.

Step 3: You have decided to submit a voice message and present your daily routine on a school day. In your three-minute voice message you should

- present yourself and your school briefly
- inform your listeners about your school day routine
- highlight what you like best in your routine.

Before you record your voice message, read the bullet points carefully and take notes in the table. Practise your voice message with a partner. Use the phrases from the VocabBooster in Step 1.

bullet point 1

bullet point 2

bullet point 3

Step 4: Get into pairs and listen to your voice messages out loud or with your headphones. Then talk about one aspect you liked about your partner's presentation and one thing that could be improved. Take turns.

2 Language in use: Routines and facts

Trouble-free grammar: Present tense simple



We use the **present tense simple** to talk about **routines, habits and facts**.

routines, habits

I **do** my homework every day.
Simon **tidies up** his room twice a month.
The students **check** their emails once a day.

facts

My cousin **likes** meat.
He **is** very patient.
Four and four **equals** eight.
The Earth **goes** round the Sun.

Typical time indicators are: **often, every week/year/day, always, usually, normally, sometimes, never**, etc.





IN AND OUT OF CLASS

Negation

I **do not do** my homework every day.

Simon **does not tidy up** his room twice a month.

The students **do not check** their emails once a day.

He **is not** very patient.

Yes-/No-questions and short answers

When answering a question, we do not only say *yes* or *no*. We use short answers to be more polite.

Do you like Coke? – Yes, I **do.** / No, I **don't.**

Do your parents **work** full-time? – Yes, they **do.** / No, they **don't.**

Does Tim **like** tennis? – Yes, he **does.** / No, he **doesn't.**

Are you patient? – Yes, I **am.** / No, I'm **not.**

Wh-questions

What **do** you usually **do** in your free time?

Where **do** you **go** after school finishes?

When **do** you **do** your homework every day?

Who **do** you **spend** your weekends with?

Why **do** you **enjoy** your favourite subject at school?

How often **do** you **play** sports per week?

2 a

Language
in use

Read the informal email and decide if the sentence parts are routines (R) or facts (F). The adverbs of frequency (*usually*, *often*, etc.) help you decide. Sometimes there is more than one possibility. Write your answers in the spaces provided. The first paragraph has been done for you. (You will need the labelling lines in the page margin later on.)



From: brian@gmail.com

To: sam@gmail.com

Subject: My new daily routine

Dear Sam

I haven't heard from you for such a long time F^{0a}. We usually write each other at least once a month R^{0b}! Since school started, my daily routine has been quite different again F^{0c}, and I'm not sure if I like that F^{0d}.

On weekdays, I usually get up at 6 o'clock in the morning ¹, which is OK for me ². Then I normally brush my teeth ³, and get dressed ⁴. I have breakfast every day ⁵. I go to school every weekday ⁶ and I mostly come back home at different times ⁷. I hate it when I come home and it is already late and dark outside ⁸. I usually do my homework ⁹ and often watch TV ¹⁰ or do some sports afterwards ¹¹. I very much like skateboarding ¹² or listening to music ¹³.

At the weekend, I often meet my friends ¹⁴, go shopping ¹⁵ or just relax ¹⁶ but sometimes I have to help at home ¹⁷. I always have to take out the waste ¹⁸, tidy up my room and the living room ¹⁹ and clear up the table after lunch ²⁰. I hardly ever do the shopping ²¹ and thank God I never have to do the washing-up ²². I really don't like these two chores ²³, but sure, everyone has to help around the house ²⁴.

Please tell me about your daily routine during the week and at the weekend.

Hope you write back soon and please say hello to your parents.

All the best

Brian

2 b

Language
in use

Read the email again. Try to find as many adverbs of frequency and time as possible and write them in the table. Some of them are placed at the beginning or end, while others can also be found in the middle of the sentence. An example has been given for each category.

at the beginning/end of the sentence

once a month

in the middle of the sentence

usually

Trouble-free grammar: Adverbs of frequency and time

We use **adverbs of frequency** to express **how often** or how frequently something happens. *Always, usually, constantly, normally, frequently, often, sometimes, occasionally, seldom, rarely, hardly ever, never*, etc. usually go before the verb.

I **usually** get up at 6 o'clock. Then I **normally** brush my teeth.

I **always** do my homework, **often** watch TV or do some sports afterwards.

Please note: Adverbs of frequency go **after am, is** and **are**.

I **am** **usually** not that confused.

The Millers **are** **always** friendly and helpful.

Mr Brown is **sometimes** late.

We use **adverbs of time** such as *on weekdays, in the morning/afternoon/evening, at night/noon, every day, at the weekend, in October, this year*, etc. to give information **when** something happens. They usually go at the beginning or the end of a sentence.

In the morning, I drink a huge glass of water. I stay up late **at the weekend**.

Both, **adverbs of frequency and adverbs of time**, can be used together **in one sentence**.

He **sometimes** drinks coffee **in the morning**. She **normally** dresses fashionably **in the evening**.

We can also form **questions** using **adverbs of frequency** and **adverbs of time**.

What do you **usually** do **in the morning**? When do you **normally** go to bed **on weekdays**?

How **often** do you meet your friends **at the weekend**? Do you **usually** do sports **after school**?

2 c

Language in use

Put the words in the correct order. Sometimes there is more than one possibility. Compare your results with a partner.

1 play/video games/after finishing my homework/I/always/.



2 before going to bed/reads/usually/a book/he/.

3 at the weekend/go/to the park/sometimes/we/.

4 every day/brush/my teeth/I/.

5 at home/rarely/forgets/his lunch/Tom/.

6 English homework/often/have/we/.

7 never/miss/in the morning/the school bus/they/.

2 d

Language in use

Write down suitable questions using the words given. Add any missing words. Mind the word order. The first one (0) has been done for you. Then get into pairs and interview your partner. Take turns.

0 do your homework/how often/forget/?

How often do you forget to do your homework?

1 in the morning/wake up/what time/usually/?

2 read books/why/usually/?



IN AND OUT OF CLASS

3 help with/how often/household chores/?

4 do/on Friday nights/sometimes/what/?

5 where/hang out/often/?

6 at the weekend/usually/when/go to bed/?

2 e

Language
in use
www
VocabBooster

Step 1: Have a look at the VocabBooster. Look up all the words you do not know in an online dictionary or use your VocabExtra.

to tidy up one's room ■ to brush one's teeth ■ to have breakfast ■ to watch TV ■ to stream series/movies ■ to do the dishes ■ to put on fancy clothes ■ to read a book ■ to comb one's hair ■ to take out the rubbish/waste ■ to go to bed early ■ to take a shower ■ to work at the weekend

Step 2: Form ten meaningful sentences with some of the phrases from the VocabBooster. Make sure you include adverbs of frequency and/or adverbs of time. Compare your results with a partner.

1

2

3

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10

3 Writing an informal email: My new daily routine

3 a

Vocabulary

Step 1: Read the email on page 26 again and identify the various parts (A–F). Label the parts in the margins.

A closing statement
B greeting

C main part
D opening

E sending greetings
F signing off/closing phrase

Step 2: Have a look at the following phrases and decide whether you can use them in the first (F) or in the last (L) paragraph of your email.

VocabBooster

1 It was good to hear from you.

2 Hope you write back soon.

3 All the best

4 I haven't heard from you for such a long time.

5 Please say hello to your parents.

6 See you soon

7 Thanks for your last email.

3 b

Writing
Text type
Informal
reply email
> page 190

In the English classes of your new school, you have started a pen pal project where you exchange emails with like-minded teenagers from all over the world. Your new friend Evans from Malta informed you about his daily routine. You have decided to write back.

In your reply email you should

- describe a typical weekday
- highlight the best parts of your weekend
- inform Evans about how you help with household chores.



Write about 180 words. Use the structure from the informal email on page 26. Use adverbs of frequency and time and the phrases from the VocabBooster in activity 3a.

4 Listening: School life in different countries

4 a

Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

A	B
to start at two different times	1 <input type="checkbox"/> a to learn things you need at work
to solve the problem of overcrowding	2 <input type="checkbox"/> b to consider students' hobbies, likes and dislikes
to send one's children to private institutions	3 <input type="checkbox"/> c to find a solution to the problem of too many students in one classroom
to be held outside or in the stairwell	4 <input type="checkbox"/> d to not begin at the same time
to take life-changing tests	5 <input type="checkbox"/> e to use different teaching styles
to be categorised into higher- and lower-achieving groups	6 <input type="checkbox"/> f to take place outdoors or in the staircase area
to include the interests of each student	7 <input type="checkbox"/> g to be separated into more successful and less successful groups
to teach in different ways	8 <input type="checkbox"/> h to have really important exams
to focus on skills needed for the job market	9 <input type="checkbox"/> i to pay for one's children to go to school instead of sending them to a public one

4 b

Listening
Track 5



Test format
Short answers

You are going to listen to a podcast on school life in different countries. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) 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.



School life in different countries

0	Schools in the Philippines begin _____. <i>at two different times</i>	
1	In Philippine schools, with too many students in one class, not everyone gets _____. <i>(Give one answer.)</i>	
2	Aside from a local language, classes in the Philippines are _____. <i></i>	
3	An advantage of having money in the Philippines is access to schools with _____. <i>(Give one answer.)</i>	
4	It is essential for students from Singapore to begin taking exams _____. <i></i>	
5	In class, students in Singapore often do not experience _____. <i>(Give one answer.)</i>	
6	The government in Singapore wants students to train their abilities for _____. <i></i>	



IN AND OUT OF CLASS

4 c
Speaking

Get into pairs and discuss the following questions.

- 1 What is good and bad about the school system in the Philippines?
- 2 What do you like or dislike about the school system in Singapore?
- 3 What are the similarities and differences between the school systems in Austria, the Philippines and Singapore?
- 4 Which school system do you prefer? Give reasons.

4 d
Vocabulary

Have a look at the sentences (1–9) and fill in the gaps. Use the phrases from the box. Mind the tenses. Sometimes there is more than one possibility. Compare your results with a partner.

to teach in different ways – to be categorised into higher- and lower-achieving groups – to take life-changing tests – to start at two different times – to focus on skills needed for the job market – to be held outside or in the stairwell – to send their children to private institutions – to include the interests of each student – to solve the problem of overcrowding

- 1 In Singapore, students have to _____, which are important for their future career.
- 2 There was an emergency in our school and some classes were closed. That's why some lessons _____.
- 3 Based on test results, students _____, which is not always good for them.
- 4 The job training programme _____ so that everyone is well-prepared.
- 5 The principal built a larger outdoor area to _____ during lunch breaks.
- 6 The extra-curricular activities will _____ so everyone can join when they have time.
- 7 Some parents prefer to _____ for a more special and exclusive education.
- 8 Hoping students are motivated for classes, the teacher _____.
- 9 The teachers _____ to help everyone understand based on their individual way of learning.

5 Speaking: Daily teenage life in different countries

5 a
Speaking

Get into pairs and discuss the following questions.

- 1 How happy are you with your new school? Explain.
- 2 How has your daily routine changed compared to your former school?
- 3 In which country could you imagine going to school for one semester? Give reasons.

5 b
Speaking
www

Your school has an annual *Multicultural Day* where different classes present projects related to multiculturalism. Your English class has decided to give presentations about teenage lives in different countries.



Test format
Individual
long turn

Step 1: Prepare a three-minute presentation. In your presentation you should

- give information about the country of your choice (*location, size, population, main language spoken, etc.*) and its school system
- describe the daily routine of a teenager in this country on a regular school day
- highlight the similarities and differences between Austria and the country of your choice.

Do some online research if you need help.

Presentation
phrases
> page 189

Step 2: Get into groups of four and give your presentation. Use the phrases from the LanguageBox. Take turns. Your audience should take notes in the table below.

LanguageBox

Hello everyone!

To be honest, I have never thought about how teenagers live in different countries and I was really surprised to learn how little I know. What about you? Have you ever thought about what life is like for teenagers in different countries?

In today's presentation I will discuss .../Then I will inform you .../And last but not least, I will point out ...

The country of my choice is ... and first I will present some general facts (*location, size, population, main language spoken, etc.*).

The school system is very similar/different to Austria. Most students start school at the age of ... and then attend ...

Now, let's look at the daily routine of ...

In my last point of today's presentation, I would like to speak about ...

I am happy I could tell you more about ... Thank you for listening. If there are any questions, feel free to ask.

	country:	country:	country:
1 What are similarities to your home country?			
2 What are differences to your home country?			
3 What did you find most interesting?			

Step 3: Give constructive feedback about your partner's presentation. Use the feedback sheet on page 189.

Step 4: Get into pairs with a person from another group who has chosen a different country and share your findings. Use your notes from Step 2.

5 c
Writing

In the spirit of multiculturalism, you have decided to invite your friends to the annual *Multicultural Day*. Send them a text message in which you

- inform them about the event (*name, date, time*)
- explain what you do there (e.g. *giving your presentation*)
- say why it is cool to attend the event (*learn about other cultures, food from all over the world, etc.*)



Write about 50 words.



IN AND OUT OF CLASS

6 Language in use: What's going on?

Trouble-free grammar: Present tense continuous

We use the **present tense continuous** to talk about **actions** that are **happening right now**.

I **am writing** an email **at the moment**.

She **is talking** to her boyfriend on the phone **right now**.

We **are celebrating** her birthday.

Typical **time indicators** are for example: *Listen!, Look!, now, right now, at the moment*.

We also use the **present tense continuous** to talk about **two actions** which are **going on at the same time**.

While Susan **is doing** the dishes, her brother **is hoovering** the floor.

Mohammed **is studying** for his exam and his father **is helping** with household chores.

Negation

I **am not writing** an email **at the moment**.

We **are not listening** to the teacher **now**.

She **is not talking** to her boyfriend **right now**.

Yes-/No-questions and short answers

Are you **talking** on the phone? –

No, I'm **not**. / Yes, I **am**.

Is he still **lying** in bed? –

No, he **isn't**. / Yes, he **is**.

Wh-questions

Where **are they studying** right now?

How long **are you working** today?

Who **is working** on the project?

What **are you having** for lunch today?

When **is she going** to the gym later today?

6 a

Language
in use

Have a look at the pictures (1–10) and form meaningful sentences using the present tense continuous. Compare your results with a partner.

1



2



3



4



5



6



7



8



9



10

**6 b**

Language in use Have a look around and write down five sentences describing what is going on in and outside your classroom. Make sure that you negate at least two sentences. An example has been given. Compare your results with a partner.

0 *Our teacher is explaining the present tense continuous at the moment.*

1

2

3

4

5



IN AND OUT OF CLASS

7 Reading: Balancing school and free time

7 a

Get into pairs and answer the following questions.

Speaking

- 1 How much time do you usually spend at school per day?
- 2 How much free time do you normally have on weekdays?
- 3 What do you usually do at the weekend to take your mind off school?

7 b

Vocabulary

Have a look at the VocabBooster. Match the verbs in A with the appropriate words in B to make meaningful phrases. Compare your results with a partner.

VocabBooster

	A	B
to make small changes to	1	<input type="checkbox"/> a one's productivity
to improve	2	<input type="checkbox"/> b one's brain
to be extremely	3	<input type="checkbox"/> c one's weekend routine
to have negative	4	<input type="checkbox"/> d the benefits
to not get enough	5	<input type="checkbox"/> e effects on one's mood
to benefit	6	<input type="checkbox"/> f routine with sth. fun
to make a	7	<input type="checkbox"/> g sleep during the week
to experience	8	<input type="checkbox"/> h big difference
to break the	9	<input type="checkbox"/> i important for one's brain's health

7 c

Reading

Test format

True / False



Read the blog entry about optimising your weekend routine for a super-charged week. First decide whether the statements (1–6) are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Change your weekend – super-charge your week

Mindazetlin

1 If making small changes to your weekend routine could improve your productivity and mood through the coming week, would you do it? Research says that it can. The good news is that you don't have to make huge changes or start doing things you may not like, such as yoga or meditation. Although if you do like those things, they're certainly good for you. Try a few of these changes in your routine and see how they work for you.

1. Get plenty of sleep.

15 It is important to understand that sleep is extremely important for your brain's health. Sleep experts say that most of us need at least seven to eight hours of sleep every night – even if we feel like we need less. Ideally, you shouldn't ever be short of sleep, which can have negative effects on your mood, how you deal with people and how your brain works. If you did not get enough sleep during the week make sure to catch up at the weekend by sleeping late or taking naps.

2. Get outside.

Spending time in nature benefits your brain and your general health in so many ways that in Japan it's covered by health insurance. So unless the weather is completely bad, plan for at least a little time outdoors. Even 15 minutes in nature can make a big difference to your mood. You don't have to travel to the wilderness to experience these benefits. A park where you're surrounded by trees and other plants works too.



25

3. Spend time with people you enjoy.

Research shows that being alone can shorten your life as much as smoking does. When you're working during the week, it may be hard to spend as much time socializing with friends and family as you might like. So, make sure to spend some time during the weekend with people you care about most, whether it's your partner, parents, siblings and / or closest friends.

30

35

40

4. Plan your food for the week.

45 Some people like to spend part of the weekend cooking or preparing meals for the week. That's a great idea if it's something you enjoy, but less of a great idea if you see it as an awful chore. If you want your brain to perform well, make sure you include healthy meals as well as lots of vegetables and fruits. Sugary and fatty foods have negative effects on your body and mind.

5. Do something fun that's outside your normal routine.

50 For this tip you need to be a little bit more creative, but it may be the most enjoyable small change you

60 can make. Psychologist Serena Simmons explains that changing your daily routine has serious brain benefits. It will make your weekends more memorable and, if you break the routine with something fun, it will make them seem a lot more enjoyable. Think back to the last time you had a small trip during the weekend. I bet you remember what you did on that day much more clearly than what you did during the rest of Saturday and Sunday.

65 What do you think about these tips? What do you do to break from your daily routine during the week?

Statements

0 The amount of sleep you need can change as long as you feel well-rested.

1 Resting more during your time off can help if you did not get enough sleep.

2 You should make time to go outside no matter what.

3 You should try to spend time equally with people in your life.

4 Making food ahead of time mostly helps if you consider it to be fun.

5 Unhealthy food mostly affects people psychologically.

6 Plan exciting weekend activities so you remember them longer.

	T	F	First four words
0		X	Sleep experts say that
1			
2			
3			
4			
5			
6			

7 d
Speaking

Scan the text in activity 7c again. Take notes on the most important ideas. Then get into pairs and present your findings.

Effective
weekend tips

Please note: **Scanning** means reading a text quickly to find specific information. Another technique is **skimming** where you read quickly to get a general overview of a text.



IN AND OUT OF CLASS

7 eSpeaking
www
Individual
long turn

You are attending an international workshop for teenagers to improve your organisational skills. You have been asked to do some research and present your findings in small groups. In your three-minute presentation you should

- give information about your weekly duties (e.g. *school/homework, household chores/helping siblings, hobbies/sports*)
- present strategies to organise your private and school life better ([Input 1](#))
- suggest ideas to make the most out of your free time ([Input 2](#)).

Presentation
phrases,
Feedback sheet
> page 189

Get into pairs and give your presentation. Take turns.

Input 1**How to stay organised**

- Use a planner or calendar.
- Set goals or make to-do lists.
- Prepare things the night before.
- Limit time on phone or games.
- Clean your learning environment.

Input 2**Free time – How to use it well**

- Spend time relaxing (e.g. *reading, music, walking*).
- Be social (e.g. *friends, family*).
- Learn something new (e.g. *language, skill*).
- Prepare for school/tests.
- Stay active (e.g. *sports, workouts*).



8 Review

8 aLanguage
in use

Present tense simple or present tense continuous? Have a look at the sentences (1–10) and underline the correct form. Compare your results with a partner.

- 1 Natalie *works/is working* as an accountant.
- 2 I *am always going/always go* to school by train.
- 3 Listen! A bird *sings/is singing* in the tree.
- 4 I *never drink/am never drinking* any energy drinks.
- 5 We *are watching/watch* TV every day.
- 6 Henry *normally goes/is normally going* to bed at 10 pm.
- 7 My mother *is usually having/usually has* a cup of coffee for breakfast.
- 8 I *am writing/write* an email to my penfriend in the US at the moment.
- 9 Frank *constantly checks/is constantly checking* his smartphone for updates on the football match.
- 10 After a long school day, Susan *now stretches and meditates/is now stretching and meditating*.

**8 b**Language
in use

Have a look at the sentences (1–3) and form questions asking for the underlined parts. Compare your results with a partner.

- 1 Every day, Tom takes the bus to get to school.

- 2 My best friend prays five times per day.

- 3 Every summer, my family and I go to Croatia for two weeks.

8 c
Vocabulary

Fill in the gaps (1–14) with an appropriate verb. Use the present tense simple. Then get into pairs and compare your results.

Every day, Livia follows a routine to stay organised. She ¹ early in the morning, ² her teeth, ³ her hair, and ⁴ a refreshing shower. After that, she ⁵ fancy clothes and ⁶ a hearty breakfast to kickstart her day.

Once ready, she heads to the train station and she ⁷ some time online during the commute. After classes, she returns home, ⁸ her homework and ⁹ for upcoming tests. In the evening, she ¹⁰ a delicious dinner and ¹¹ the dishes. After that, she ¹² the waste and ¹³ her room.

Finally, as the day winds down, the hard-working student ¹⁴ to bed, making sure she gets enough rest for the next day. This routine helps her manage her time efficiently and stay focused on her studies while having a balanced lifestyle.

8 d
Speaking
Test format
Interaction

You are talking to your English-speaking friend on a streaming platform about making the most of your weekend. In your conversation you should

- describe how your lives have changed since attending your new schools
- discuss different ideas to have an energising weekend (**Input**)
- agree on two ideas that you are going to try next weekend.

Interaction
phrases
> page 189

Get into pairs and start your conversation. Speak for about four minutes.

Input

Energise your week

Mathilda

My life is totally different since I started planning my weekends!

Here are my personal tips to have an energising weekend:

» complete all your work for school right away	» take naps
» take time to relax	» hang out with friends
» get enough sleep	» talk to parents over a glass of juice
	» go on a short adventure outdoors

What do you guys think?

8 e
Writing
Text type
Informal
reply email
> page 190

You and your English penfriend have been emailing each other for two months now. In one of his/her last emails he/she has recently asked you about your daily routine. In your reply email you should



- tell him/her about your daily routine as a student
- inform him/her about duties in your household (*what you have to do, how often, etc.*)
- highlight your social responsibilities (e.g. *with friends, societies or sports clubs*).

Write about 180 words.

8 f
Study corner

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

- 1 What does the daily routine of a typical school day/weekend look like?
- 2 How has your daily routine changed since attending your new school?
- 3 What are your favourite parts of the week?

>



IN AND OUT OF CLASS

- 4 What do you not like so much about your week?
- 5 What do you usually do after school?
- 6 What are typical household chores teenagers have to complete?
- 7 Which chores do you have to do at home?
- 8 Why do you/don't you feel that you have enough free time?
- 9 What is school life like in other countries?
- 10 What are similarities and differences to school life in Austria?
- 11 Which school system do you prefer?
- 12 Which countries could you imagine yourself going to for a semester?
- 13 What are effective strategies to improve one's organisational skills?
- 14 Which activities can help you recharge effectively over the weekend?
- 15 What can you learn from attending a multicultural event?

Key vocabulary

VocabExtra
www.hpt.at/qr_225466



Daily routine

Morning & school day

to get up quite early in the morning
to usually get up at 6:30 am
to get ready for school
to have breakfast
to have many different subjects
to have a short school day
to have a long school day
to have a one-hour break
to study for school
to do the homework
to prepare for the next day
to go home by public transport
to listen to music on one's way home
to end differently every day

Free time & evening

to sleep in
to do sports
to meet friends
to spend some time online
to watch TV
to stream series/movies
to read a book
to have dinner
to put on fancy clothes
to work at the weekend
to call it a day at around half past nine
to stay up late
to never go to bed later than 10 pm
to go to bed early

Chores & personal care

to tidy up one's room
to do the dishes

to take out the rubbish/waste
to take a shower

to brush one's teeth
to comb one's hair

Informal email phrases

Thanks for your last email.
It was good to hear from you.
I haven't heard from you for such a long time.
Please say hello to your parents.

Hope you write back soon.
See you soon
All the best

School life in different countries

to start at two different times
to solve the problem of overcrowding
to send one's children to private institutions
to be held outside or in the stairwell
to take life-changing tests

to be categorised into higher- and lower-achieving groups
to include the interests of each student
to teach in different ways
to focus on skills needed for the job market

Balancing school and free time

to make small changes to one's weekend routine
to improve one's productivity
to be extremely important for one's brain's health
to have negative effects on one's mood

to not get enough sleep during the week
to benefit one's brain
to make a big difference
to experience the benefits
to break the routine with sth. fun

SMILING BACK

Unit overview

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1 Warm-up: My recent past

1

Speaking

Get into pairs and discuss the following questions.

- 1 Which app did you use last?
- 2 When did you write your last text message or share something? Who did you text/share it with?
- 3 What was the last song you listened to?
- 4 What was the last film/series you saw? What was it about?
- 5 How often did you do sports in the past two weeks? What did you do?
- 6 What did you do last weekend? What did you like most about it?
- 7 What did you do in your last summer or winter holidays?



2 Language in use: What were you up to?

2 a

Language in use

Answer the following questions briefly. Compare your results with a partner.

PAST SIMPLE

- 1 When do you use the past tense simple?
- 2 How do you form regular verbs and irregular verbs in the past tense simple?
- 3 Have a look at the questions 1, 2, 5, 6 and 7 in activity 1. Why are the verbs (e.g. *use* in question 1 or *write, share, text* in question 2) in the infinitive and not in the past tense simple?

Trouble-free grammar: Past tense simple

We use the **past tense simple** to talk about **actions or events that are finished and happened in the past**.

I **went** to the cinema **last month**.

The pupils **were** on an excursion **last Monday**.

John **cleaned** his room **yesterday morning**.

The accident **happened** **two hours ago**.

Typical time indicators are: **yesterday, last night/week/month/winter/year, in (year), in the past**, etc.

Negation

I **did not go** to the cinema **last month**.

The pupils **were not** on an excursion **last Monday**.

John **did not clean** his room **yesterday morning**.

It **was not** sunny **yesterday**.

Yes-/No-questions and short answers

Did you **buy** a new computer? – **No**, I **didn't**. / **Yes**, I **did**.

Was he in the stadium **last Saturday**? – **No**, he **wasn't**. / **Yes**, he **was**.

>



SMILING BACK

Wh-questions

Who **attended** the party with you last night?
 When **did** you **finish** reading that book?
 Where **did** you **go** for your last vacation?
 What **did** you **have** for dinner yesterday?

Why **did** you **decide** to change your hairstyle?
 How long **did** it **take** you to complete the test?
 Whose idea **was** it to stay out late?
 Which movie **did** you **watch** last weekend?

2 b

Language in use

Have a look at the sentences (1–10) and fill in the gaps. Use the past tense simple. Compare your results with a partner.

- 1 Yesterday I _____ (be) at the dentist's.
- 2 I _____ (go) skiing during my last winter holidays.
- 3 Mary and John _____ (take) a lot of pictures in Spain.
- 4 The teachers in my former school _____ (be) really friendly.
- 5 Who _____ you _____ (phone) yesterday evening?
- 6 Julian _____ (bring) along lots of sweets and two bottles of lemonade.
- 7 I _____ (get) a really nice present for my birthday.
- 8 Last week we _____ (sing) a lot of popular songs in the English lesson.
- 9 Dad _____ (stop) working at 7 pm last Friday.
- 10 We _____ (have) such a great time at the party last week.



2 c

Language in use

Complete the questions (1–10) using the past tense simple. Form yes-/no- and wh-questions. Sometimes there is more than one possibility. Then get into pairs and interview each other.

- 1 _____ you _____ (study) for the test last night?
- 2 _____ you _____ (do) after school yesterday?
- 3 _____ you _____ (finish) your homework yesterday?
- 4 _____ you _____ (hang out) with friends after school yesterday?
- 5 _____ you _____ (hear) any interesting gossip at the party last weekend?
- 6 _____ you _____ (spend) your free time during the holidays?
- 7 _____ you _____ (play) any sports after school yesterday?
- 8 _____ you _____ (party) with your friends last weekend?
- 9 _____ you _____ (watch) the game with your friends on Saturday?
- 10 _____ you _____ (meet) on Friday night?

2 d

Language in use

Have a look at the sentences (1–4) and form questions asking for the underlined parts. Compare your answers with a partner.

- 1 Last Saturday, I went to the park with my friends and played basketball for a few hours.

- 2 Yesterday evening, after finishing his homework, Pete relaxed at home and watched a movie with his family.

3 On Monday afternoon, I met my friend at the café downtown, and we chatted for hours over coffee.

4 During the weekend, our class visited the museum, and we learned a lot about history and art.

2 e
Language
in use
www

Step 1: Enter the prompt below into your preferred AI assistant (e.g. *ChatGPT*) to practise using the past tense simple.

Prompt: You are an English tutor helping an A2/B1 ESL student practise using the past tense simple (*including regular and irregular verbs, negation, yes-/no-question-formation, wh-question-formation*). Create a gap-fill activity with 25 gaps for practice. The sentences should relate to the world of teenagers. Provide the key below.

AI info sheet
> page 188

Step 2: Complete the gap-fill activity and check your answers with the key provided. Please remember that AI can make mistakes, so review the output critically.

3 Listening: OMG – That's so embarrassing!

3 a
Speaking

Sometimes in life, embarrassing moments happen. Have a look at the following scenarios and think about what could go wrong. Write your ideas in the table. Then get into groups of four and share your ideas. An example has been given.

scenario	embarrassing moment
1 on the first day of school	<i>You could sit in the wrong class with older students.</i>
2 at a school party	
3 at a boyfriend's/girlfriend's first family dinner	
4 during class	
5 in a sports class	



SMILING BACK

3 b
Vocabulary
www

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

A	B
drool 1	a a a fourth-year student in high school or college
bell-bottom sweatpants 2	b a room at a gym or school where people change clothes and keep their things
close call 3	c a first-year student in high school or college
freshman 4	d comfortable pants with very wide legs, usually made for relaxing or exercising
senior 5	e liquid that comes out of your mouth when you are asleep or very hungry
locker room 6	f physical education courses that involve exercise and fitness activities
gym classes 7	g a moment when something bad almost happens, but you are safe in the end

3 c
Listening
Track 6


Test format
Multiple
matching

You are going to listen to four students talking about embarrassing moments. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the speakers (1–4) with their statements (A–I). There are two extra statements that you should not use. 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.



Embarrassing moments

Which speaker ...?	
A	had an embarrassing moment because he/she was tricked by someone else
B	believes he/she lost an opportunity because of his/her embarrassing moment
C	had an embarrassing moment because he/she was not rested
D	had an embarrassing moment while trying to complete an assignment
E	experienced an embarrassing moment when standing up for his/her class
F	tried to behave as if everything was OK after being embarrassed
G	had an embarrassing moment in front of people younger than him/her
H	had an embarrassing moment because of his/her outfit
I	still does not know how embarrassing his/her mistake will be

Speaker 1	0	C	1	
Speaker 2	2		3	
Speaker 3	4			
Speaker 4	5		6	



3 d
Speaking

Get into pairs and discuss the following questions.

- 1 Which situation do you find most embarrassing? Explain.
- 2 What would you have done to get out of this situation?
- 3 What was one of your most embarrassing moments? Explain in detail.
- 4 How can you get over such an experience?
- 5 How important is it to you what other people think about you? Give reasons.

4 Reading: Overcoming obstacles

4 a Speaking Get into groups of three. Have a look at the list of common challenges among teenagers and discuss the questions below.

balancing school and free time – stress with parents – no friends – bad grades – bullying – not enough money – pressure to fit in – worries about climate issues or political crises

- 1 What are the three most common challenges teenagers have to face? Explain.
- 2 How can you overcome them?
- 3 How have you overcome one of your own challenges?

4 b Speaking
www Go to *Youtube* and type in Dwayne "The Rock" Johnson. Scan your search results quickly and discuss the videos.

- 1 What type of videos are online?
- 2 What is Dwayne Johnson famous for?
- 3 How would you describe his appearance?

4 c Vocabulary
www Get into pairs. Have a look at the VocabBooster and check your understanding. Use an online dictionary or your VocabExtra if necessary.

<p>VocabBooster</p> <p>resilience determination to motivate so. to inspire so. to never give up to face challenges head-on to turn sth. into opportunities for success to dream of following in the footsteps of so. to become a professional football player to follow one's dream to suffer injuries</p>	<p>to be left with no money to change one's life to start a career in sth. to mark an important moment in life to demonstrate sth. to adapt to unforeseen challenges to deal with setbacks to become one of the best to overcome obstacles to achieve greatness to deal with challenges</p>
--	---

4 d Language in use Have a look at the sentences (1–9) and fill in the gaps. Use words/phrases from the VocabBooster in activity 4c. Mind the tenses. Sometimes there is more than one possibility. Compare your results with a partner.

- 1 His determination to never give up _____ millions of people.
- 2 The coach's talk before the game _____ the team to give their best.
- 3 No matter how hard the match got, she never _____ and in the end she won.
- 4 Since she was a child, she dreamed of following in _____ of her favourite athlete.
- 5 He put in hard work for all those years and in the end he _____ the best swimmers in the country.
- 6 Even though he had got injured and had no money left, he _____ the obstacles and achieved his goals.
- 7 She did not make it on the team, so she quit sports and _____ a career in a completely different field.
- 8 If you have a goal in mind, you have to _____ to unforeseen challenges and keep going.
- 9 Many athletes _____ severe injuries and have to give up on their dreams.



SMILING BACK

4 e
Reading
Test format
Multiple
matching



Read the blog entry about overcoming obstacles. Some parts are missing. Choose the correct part (A–I) for each gap (1–6). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Overcoming obstacles: The inspiring journey of Dwayne “The Rock” Johnson

Eliza

1 In the world of entertainment and sports, there are stories that inspire us, stories of resilience, determination, and the power of never giving up. These stories have always given me hope for the future, and this is why I want to share the life of Dwayne “The Rock” Johnson with you, a man who ⁰ and turned them into opportunities for success.

10 Even though he was born into a family of many wrestlers, Dwayne Johnson dreamed of becoming a professional football player. He ¹ with determination and talent. He successfully played for the *University of Miami* but later he suffered a severe back injury which cost him his chance in the *NFL*. He signed a deal in the *Canadian Football League (CFL)* but ². At this point, he was left with no money, no home, and did not know what to do next.

20 But instead of giving up, Dwayne Johnson ³ that would change his life forever. He chose to change and, just like many of his family before him, start a career in professional wrestling. Even though “The Rock” is a charismatic and athletic person, some people did not believe in him. Johnson remained focused on his goals and ⁴.

His change from football to wrestling marked an

important moment in his life, demonstrating his resilience, determination, and ability to adapt to unforeseen challenges. With never-ending motivation and a lot of effort, Johnson became one of the best in the wrestling world. He ⁵ with his fun performances and charming personality. Today, “The Rock” is not only famous for his wrestling career but also for his career in Hollywood. He is known for films like *Fast and Furious*, *Jumanji*, *Baywatch*, *Skyscraper* and many more.

30 Johnson never gave up even though he ⁶. His inspiring story reminds us that obstacles are not roadblocks but opportunities for growth and transformation. Today, Dwayne “The Rock” Johnson is not just a wrestler but a global superstar, known for his talent and kindness. He continues to inspire millions of people around the world with his story. Whenever you have to deal with challenges, remember Dwayne Johnson. Never forget that with a positive mindset, anything is possible.

35 40 45 50 What is your opinion about Dwayne “The Rock” Johnson? Which superstar inspires you? Can’t wait to read your comments.



A	left after one year
B	put everything he had into his new career
C	faced challenges head-on
D	fascinated his audiences
E	had a lot of work to do
F	followed this dream
G	remembered who he was
H	made a decision
I	had to deal with setbacks

0	1	2	3	4	5	6
C						

4 f
Speaking

Get into pairs and answer the following questions.

- 1 Which event(s) changed Dwayne's life forever? Give reasons.
- 2 How did he react when he was confronted with a negative situation?
- 3 How would you describe "The Rock's" character traits?
- 4 What can we learn from his life story?

5 Speaking: Special moments in life

5 a
Vocabulary
www

VocabBooster

to be pretty exciting	to relax on the beach
to have a great time	to sunbathe in the afternoon
to be stressful	to enjoy traditional food
to feel worried	to throw a great birthday party
to feel a little bit anxious	to invite all of one's friends
to be proud of oneself	to listen to loud music
to adapt to the new environment	to play video games
to meet so. for the first time (e.g. <i>at the sports club</i>)	to have one's favourite meal
to vibe with each other right away	to get fantastic presents
to get on well with each other	to stay up late
to start to hang out regularly	to have many options
to support each other through tough times	to make a decision
to trust each other	to be in a tough spot
to go on vacation to ... (<i>holiday destination</i>)	to have a strong opponent
to stay in a hotel/at a campsite	to work up the courage
to play sports a lot	

5 b
Listening
Track 7

Listen to a conversation between Alex and Maya about their friendship. While listening, complete the sentences (1–10).

- 1 I was feeling a little bit anxious about joining a new club, but then I met you and we just _____ each other right away.
- 2 It didn't take long for us to start _____ regularly.
- 3 You've been such a great friend, always supporting me through _____.
- 4 It was my first time _____ in the afternoons and enjoying traditional food.
- 5 We invited all of our friends, listened to _____ and stayed up late playing video games.
- 6 And I'll never forget the feeling of pride when I finally made the _____ to face that tough opponent in the championship.
- 7 It was definitely a _____ moment, but you worked up the courage and gave it your all.
- 8 Having you there to _____ and support me made all the difference.
- 9 And now, here we are, _____ in the park, reminiscing about all the special moments we've shared.
- 10 Life sure can be _____, hm?





SMILING BACK

5cSpeaking
Test format
Interaction**Step 1:** Have a look at the questions (1–5) and take notes in the table below.

- 1 What was your first day at this school like? Describe in detail.
- 2 What was your best holiday like? Give information about it.
- 3 When and where did you get to know your best friend? What is great about him/her?
- 4 What was your coolest experience with friends like? Describe in detail.
- 5 Which difficulty (*test, match, important conversation, tricky decision, etc.*) did you master? What made it so hard?



		my notes
1	first day at school	
2	best holiday	
3	best friend	
4	coolest experience with friends	
5	difficulty mastered	

Step 2: You are having a conversation with a student from your English partner school about different special moments in your life. In your conversation you should include the following:

- your first day at school
- special moments in life (e.g. *best holiday, best friend, coolest experience with friends, etc.*)
- a difficulty which you mastered

Interaction
phrases
> page 189

Get into pairs and start your conversation. Use your notes from Step 1 and appropriate phrases from the VocabBooster in activity 5a. Speak for about four minutes.

6 Language in use: We were enjoying ourselves.

Trouble-free grammar: Past tense continuous

We use the **past tense continuous** to express **duration in the past**.

I **was studying** for my exams **all night** last Monday.

He **was talking** to his best friend on the phone **for almost two hours**.

The students **were waiting** at the train station **for more than an hour** yesterday afternoon.

Negation

We **were not watching** the football game on Sunday because it was raining heavily.

Yes-/No-questions and short answers

Were you **playing** tennis yesterday in the afternoon? – Yes, I **was**. / No, I **wasn't**.

Was Frank **helping** his parents last Saturday? – Yes, he **was**. / No, he **wasn't**.

Wh-questions

When **were** you **playing** video games with your friends?

Who **were** you **chatting** with on social media for so long yesterday?

Where **were** you **hanging** out with your friends after school?

What **were** you **watching** on *Disney+* before you went to bed last night?
 How **was** the band **playing** in their first live concert?
 How long **were** you **studying** for the Math test yesterday?
 Why **were** you **not dancing** the whole night?

- We use the **past tense continuous** when a **longer action in the past was interrupted by a shorter one**.
 Tim **was reading** a book **when** the telephone rang.
 While Sue **was walking** down the street, it started to rain.
- We use the **past tense continuous** to describe **actions in the past that were happening at exactly the same time**.
 While Sarah **was giving** a presentation, Nancy **was listening** carefully.

6 a
Language in use

Write nine past tense continuous sentences about what your friends, family, classmates, etc. were doing last weekend. Use some of the phrases from the VocabBooster and add your own ideas. Compare your results with a partner.

VocabBooster

to play basketball ■ to watch one's favourite TV show/series ■
 to study together ■ to hang out with so. ■ to practise skateboard tricks ■ to bake cookies ■ to rehearse for a performance ■
 to browse social media ■ to text one's friends ■ to be hiking in the mountains ■ to film a hilarious video for *TikTok*



1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____



SMILING BACK

6 b
Language
in use

Choose four sentences from activity 6a and negate them. Compare your results with a partner.

1

2

3

4

6 c
Language
in use

Write nine past tense sentences using *while/when* and the phrases from the box. Compare your results with a partner.

read a text – form teacher comes in
interview a classmate – a smartphone rings
compare the homework – a student needs to go to the bathroom
talk to one's partner – someone has to sneeze

take some notes – my pen runs out of ink
listen to the teacher – the bell rings
write a test – teacher opens the window
listen to one's partner – someone starts to laugh
write an email – starts to rain heavily outside

1

2

3

4

5

6

7

8

9

6 d
Language in use

Have a look at sentences (1–5). Complete each sentence by adding an action that was happening at the exact same time as the one given. Compare your results with a partner.

- 1 While Emily was practising dance routines, her best friend _____.
- 2 While Nancy's mother _____, Nancy was playing the piano in the next room.
- 3 While Mohammed was doing his homework, his sister _____.
- 4 While Sofia was writing her blog entry, her classmates _____.
- 5 While Nika was jogging in the park, her dog _____.

6 e
Writing

Get into groups of three and prepare one sheet of paper. The three of you were on a holiday trip together and now you have decided to write about it.

Each of you writes one line at a time using the sentences from the LanguageBox below. After each sentence, you fold the paper so that the others in your group cannot see the text and then pass it on to the next person until you are done. Once finished, unfold the paper and read the story out loud. Then listen to the other groups and vote for the best holiday trip.

Change the verbs in brackets to past tense and make sure that you use the past tense simple, past tense continuous and *while/when* constructions correctly.

LanguageBox

Last ... my friends, named ... and ..., (to be) in ... on holiday.

We (to get) there by ... and it (to take) us ... hours but we finally (to arrive) there happily.

We (to stay) in ..., which (to be) ...

We ... at 7 o'clock in the morning.

Our friend ...

At midday we usually ...

While ...

The best part of the holiday (to be) ...

We also (to have) so much fun, when ...

I remember quite well when ...

We (to do) many activities in the afternoon such as ...

From 3 to 6 o'clock ...

All in all it (to be) fun and I hope ...



7 Writing a blog entry: A special day

7 a
Vocabulary

Complete the following explanation of the text type *blog entry* using the words from the box. Compare your results with a partner.

topics – business/product – thoughts – weblog – informal

Blog is a short form of the word _____¹. Blog entries are found online and can cover many different _____² such as personal stories, travel adventures, fashion trends or technology reviews. Depending on the audience blogs can be formal or _____³. So, blogs are used to share your _____⁴, experiences and interests and/or to promote and to advertise a _____⁵.



SMILING BACK

7 b
Reading

Read the blog entry posted on www.teenblogz.com and fill in the gaps. Use an appropriate linking word from the VocabBooster. Some linking words can be used more than once. Compare your results with a partner.

VocabBooster

such as ■ and ■ because ■ as a result ■ so ■ since ■ even though ■ in the end

One adrenaline rush after the next

Laura

Yesterday was really amazing 1 my class went on our annual end-of-year trip. This year we decided to go to a theme park. Unfortunately, the bus picked us up at 7:15 am, 2 I had to get up at 6 am. That was horrible, believe me!

My best friend Sarah nearly missed the bus, which is so typical for her. She was coming round the corner as we departed. Luckily, I saw her, informed our teacher, 3 the bus stopped immediately. The bus ride was horrible 4 there was an accident. 5 we got stuck in traffic for ages. Luckily, no one got hurt.

Once at the theme park, I have to admit that the rides were awesome! We rode several rides 6 *Xtreme, Evolution, Kamikaze, Roller Coaster*, and so on. I was so thrilled after each ride – very much in contrast to Joe, who felt sick for the rest of the day after just the first ride. Poor him.

In the afternoon we kept on doing all the extreme rides in the theme park, for example *Skycoaster, Space Shot, Speed or Swing*. Our last ride was the water slide and my friends and I got terribly wet. When we were screaming at the top of our voices a photo was taken. 7 we looked terrible in it, Nikita bought it, just for the fun of it. Can you believe that she put this online! In total, we were taking hundreds of pictures and videos, and we posted some of them on social media.



8, we all agreed that it was an awesome trip! Can't wait to go there again with my squad. I hope you check out our pics! Tell me about your special moment in life in the comments below.

7 c

Vocabulary

Have a look at the VocabBooster. Match the verbs in A with the appropriate words in B to make meaningful phrases. Sometimes there is more than one possibility. Then get into pairs and retell the story of the theme park trip using the phrases from the VocabBooster.

VocabBooster

	A	B
	to go on 1	<input type="checkbox"/> a round the corner
	to ride 2	<input type="checkbox"/> b go to a theme park
	to have to 3	<input type="checkbox"/> c the annual end-of-year trip
	to feel 4	<input type="checkbox"/> d several rides
	to be coming 5	<input type="checkbox"/> e in traffic
	to get stuck 6	<input type="checkbox"/> f sick for the rest of the day
	to decide to 7	<input type="checkbox"/> g get up at 6 am
	to keep on doing 8	<input type="checkbox"/> h a terrible photo online
	to be screaming 9	<input type="checkbox"/> i all the extreme rides
	to put 10	<input type="checkbox"/> j at the top of one's voice

7 d

Speaking

Get into pairs and answer the following questions.

- 1 Have you ever been to a theme park? If you have, what did you like best about it? If you have not, would you like to go? Explain.
- 2 Are you the type of person who loves the adrenaline rush and goes on extreme amusement rides? If you are, which ones are your favourites? If you are not, why not? Give reasons.
- 3 What does it take for you to have a perfect day with your friends?

7 e

Writing

Text type
Blog entry
> page 191

Teenblogz.com is looking for blog entries about special moments in students' lives. You have decided to upload your blog entry. In your blog entry you should

- give information about the details of the day/event (*place, day, people involved, etc.*)
- describe what happened on this day
- highlight at least two aspects that made this day special.

Give your blog entry a title. Write about 180 words. Use the phrases from the LanguageBox.

LanguageBox

... (*Title*)
... (*username*)

I would like to share a special moment in my life.
Yesterday/During my last holidays/... I/we ...

The great thing about ... was ...

Another exciting/hilarious moment was ...

I will never forget when ...

All in all, I have to say that I/we ...

Check out the pictures! I would be happy to read about a special moment in your life in the comments below.



8 Language in use: I gave it to her.

8 a

Language in use

Read the beginning of Laura's blog entry from activity 7b again and underline personal pronouns and possessives.

Yesterday was really amazing because my class went on the annual end-of-year trip. This year we decided to go to a theme park. Unfortunately, the bus picked us up at 7:15 am, so I had to get up at 6 am. That was horrible, believe me!

My best friend Sarah nearly missed the bus, which is so typical for her. She was coming round the corner as we departed. Luckily, I saw her, informed our teacher, and the bus stopped immediately.

Trouble-free grammar: Pronouns and possessive adjectives

	Personal pronouns		Possessives		Reflexive pronouns
	subject	object	pronouns	adjectives	
1 st sg.	I	me	mine	my	myself
2 nd sg.	you	you	yours	your	yourself
3 rd sg.	he/she/it	him/her/it	his/hers/its	his/her/its	himself/herself/itself
1 st pl.	we	us	ours	our	ourselves
2 nd pl.	you	you	yours	your	yourselves
3 rd pl.	they	them	theirs	their	themselves

>



SMILING BACK

Personal pronouns are used instead of a full noun or name.

Frank and Jane went to the theme park with Benjamin. – **They** went to the theme park with **him**.

Possessive pronouns describe ownership and are used alone.

Whose camera is that? – It is **hers**.

Possessive adjectives describe ownership and are used with a noun.

Riding on the water slide was awesome, but **our** clothes got terribly wet.

Reflexive pronouns are used when the object is the same person/thing as the subject.

He taught **himself** how pronouns work.

8 b

Language in use

Fill in the correct pronouns or possessive adjectives. The first one (0) has been done for you.

Alice: Hey Allen, did **you** ⁰ hear that Jack sold _____ ¹ snowboard?

Allen: Yes, I heard that _____ ² quit and that Christie bought _____ ³ snowboard.

Alice: Oh, that's cool. Did Christie take snowboard lessons when _____ ⁴ and _____ ⁵ family were on skiing holiday?

Allen: Yes, but on the second day she hurt _____ ⁶.

Alice: Oh _____ ⁷ God! Is _____ ⁸ alright again?

Allen: Absolutely. And _____ ⁹ opinion about snowboarding has not changed.

Alice: So is _____ ¹⁰ still interested in learning _____ ¹¹?

Allen: Christie is still absolutely hooked. Going on a trip together would be fun.

Alice: Cool, so I am going to bring _____ ¹² snowboard to the service first and then _____ ¹³ all can go.

Allen: Perfect. This is going to be so great!



9 Review

9 a

Speaking www

Go online and google “intermediate English news articles”. Find a short English news article, read it and create a mind map in the space provided. Then get into pairs and tell each other what happened in your article. Use the past tense to describe what happened.

Title:

9 b

Speaking

Step 1: Write down five past tense questions to interview your partner about his/her last holiday.

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____

Step 2: Get into pairs and interview each other. Take turns.

9 c
Language
in use

Have a look at the sentences (1–3) and fill in the verbs in the correct form. Use the past tense simple or the past tense continuous. Then get into pairs and compare your results.

- 1 Peggy _____ (break) her leg last Saturday. It _____ (happen) when she _____ (paint) her room. She _____ (fall) off a ladder.
- 2 Last week, Tony _____ (walk) along Fifth Avenue when he _____ (meet) Sabrina. She _____ (go) to the subway station to catch the underground and she _____ (carry) a big bag. They _____ (stop) to talk for a few minutes.
- 3 The bus _____ (arrive) at the bus station and Susan _____ (get) off. Three classmates of hers, Jim, Nick and Rick, _____ (wait) to meet her.

9 d
Language
in use

Have a look at the sentences (1–4) and decide if two long actions are happening at the same time or if a longer action is interrupted by a short action. Fill in the verbs in the correct form (*past tense simple or past tense continuous*).



- 1 Emily _____ (dance) beautifully while her friends _____ (film) her moves.
- 2 Ethan accidentally _____ (drop) a plate while he _____ (prepare) dinner for everyone.
- 3 While Ada _____ (write) her blog entry, she _____ (receive) a text message.
- 4 As Lucas _____ (play) volleyball, his dad _____ (coach) from the sidelines.

9 e
Language
in use

Have a look at the sentences (1–10) and underline the correct pronoun/possessive adjective. Compare your results with a partner.

- 1 Volleyball is *her/hers* favourite sport.
- 2 Tom spends most of *his/himself* time playing online games.
- 3 These tourists have no idea where they are going. *They/Them* can definitely not rely on *ourselves/themselves*.
- 4 James hurt *him/himself* when jumping into the shallow sea. *He/Him* should take better care of *him/himself*, otherwise he could get seriously injured.
- 5 Oh my gosh, for a second I thought I left *me/my* passport at home.
- 6 Inform *yourself/you* about the code of conduct before going to the stadium. I am sure we are not allowed to bring *our/ours* Bengal firework.
- 7 Rachel Cummins is a master of *Brazilian Jiu Jitsu* and *Muay Thai Style*. Nick is a fan of *her/hers*.
- 8 Don't worry about the group over there. It is *them/their* problem.
- 9 When did you become so obsessed with *you/yourself*?
- 10 The bike over there is *my/mine*.

9 f
Vocabulary

Have a look at the sentences (1–9) and complete them with an appropriate verb from the box. Use the past tense simple and the past tense continuous. Compare your results with a partner.

to become – to get stuck – to overcome – to watch – to mark – to browse – to start – to dream – to hike

- 1 Emma _____ a career in fashion design after completing her degree.
- 2 Winning the championship trophy _____ an important moment in Liam's life. >



SMILING BACK

to become – to get stuck – to overcome – to watch – to mark – to browse – to start – to dream – to hike

- 3 Sofia _____ obstacles in leading her start-up to success.
- 4 When he was in college, Noah _____ of following in the footsteps of his favourite professional athlete.
- 5 Olivia _____ one of the best in her dancing class after years of practice.
- 6 Lucas _____ social media while he was waiting for his friends to arrive at the party.
- 7 Ava _____ in the mountains with her family when they stumbled upon a hidden waterfall.
- 8 William _____ his favourite TV show while eating popcorn on the couch.
- 9 Charlotte _____ in traffic on her way to the concert last night.

9 g

Speaking
www

Individual
long turn

You are attending an international student workshop to boost your motivation. You have been asked to present a famous person that inspires you.

Step 1: Do some online research and prepare a three-minute presentation about a famous person (actor/actress, singer, athlete, author, etc.). In your presentation you should

- give general information about the person's life
- describe special moments in the person's life
- highlight what we can learn from him/her.

Presentation
phrases,
Feedback sheet
> page 189

Before you start your presentation, show a few pictures of the person and afterwards a short clip of one of his/her performances.

Step 2: Get into groups of three and give your presentation. Take turns.

9 h

Writing
Text type
Blog entry
> page 191

You are on holiday and yesterday was one of the best days of your life. You want to share your experiences with the international readers of your blog. In your blog entry you should

- give general information about the holiday destination (place, population, main language, popular sights)
- describe how you felt
- explain why it was such a great day.



Give your blog entry a title. Write about 180 words.

9 i

Study corner

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

- 1 Which electronic devices did you use yesterday?
- 2 What was the last song/series/movie/book, etc. you listened to/saw/read, etc. about?
- 3 What were you up to last weekend/school break?
- 4 What's the most embarrassing moment you have experienced/witnessed? What happened?
- 5 How did you/the person get over this situation?
- 6 What are typical challenges teenagers face?
- 7 How can they overcome them?
- 8 How did you overcome your own challenge(s)?
- 9 What can we learn from Dwayne "The Rock" Johnson's life story?
- 10 Which (famous) person inspired you?
- 11 What was your first day of school like?
- 12 What was a special moment in your life?

- 13 Which school excursion has been the best so far? What happened?
- 14 Which thrilling experience have you already had? What happened?
- 15 What does it take for you to have a perfect day with your friends?

Key vocabulary

Vocab Extra
www.hpt.at/qr_225466



Overcoming obstacles

resilience
 determination
 to motivate so.
 to inspire so.
 to never give up
 to face challenges head-on
 to turn sth. into opportunities for success
 to dream of following in the footsteps of so.
 to become a professional football player
 to follow one's dream
 to suffer injuries

to be left with no money
 to change one's life
 to start a career in sth.
 to mark an important moment in life
 to demonstrate sth.
 to adapt to unforeseen challenges
 to deal with setbacks
 to become one of the best
 to overcome obstacles
 to achieve greatness
 to deal with challenges

Special moments in life

to be pretty exciting
 to have a great time
 to be stressful
 to feel worried
 to feel a little bit anxious
 to be proud of oneself
 to adapt to the new environment
 to meet so. for the first time (e.g. at the sports club)
 to vibe with each other right away
 to get on well with each other
 to start to hang out regularly
 to support each other through tough times
 to trust each other
 to go on vacation to ... (*holiday destination*)
 to stay in a hotel/at a campsite
 to play sports a lot
 to relax on the beach
 to sunbathe in the afternoon
 to enjoy traditional food
 to throw a great birthday party
 to invite all of one's friends

to listen to loud music
 to play video games
 to have one's favourite meal
 to get fantastic presents
 to stay up late
 to have many options
 to make a decision
 to be in a tough spot
 to have a strong opponent
 to work up the courage
 to play basketball
 to watch one's favourite TV show/series
 to study together
 to hang out with so.
 to practise skateboard tricks
 to bake cookies
 to rehearse for a performance
 to browse social media
 to text one's friends
 to be hiking in the mountains
 to film a hilarious video for *TikTok*

Linking words

and	because
as a result	even though

in the end	so
since	such as

Theme park trip

to go on the annual end-of-year trip
 to ride several rides
 to have to get up at 6 am
 to feel sick for the rest of the day
 to be coming round the corner

to get stuck in traffic
 to decide to go to a theme park
 to keep on doing all the extreme rides
 to be screaming at the top of one's voice
 to put a terrible photo online



UNIT 4

FREE TIME ACTION

Unit overview

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1 Warm-up: Spending my time

1 **Speaking** Step 1: Have a look at the following questions (1–7) and take notes in the table below. Then interview three of your classmates and write down their answers. Use the phrases from the VocabBooster on page 57.

- 1 Which activities do you like doing in your free time?
- 2 What is your favourite hobby? What do you like about it?
- 3 What is your favourite sport? How long have you been doing it?
- 4 How often do you do sports per week? Why is it/is it not important to you to do sports regularly?
- 5 Which club could you imagine becoming a member of? What do you find interesting about it?
- 6 Which hobby would you not be interested in doing? Have you ever thought about giving it a try?
- 7 How is your free time different on weekdays and weekends?

	me	student 1:	student 2:	student 3:
1				
2				
3				
4				
5				
6				
7				

VocabBooster

to be less/very active	to get better at sth.
to be one's favourite hobby	to meet friends
to join the local football/tennis/gymnastic/rural youth club	to relax
to become a member of the fire brigade/Red Cross	to clear one's mind
to do sports three times per week	to balance out the exhausting school day
to work out/train/practise regularly	to play an instrument
to stay healthy	to play video games
to grow more muscles	to enjoy creative tasks
to get in shape	to spend time online/on social media
to get challenged	to spend most of one's free time studying for school

Step 2: Now get into pairs with someone you have not talked to for some time and present your findings. Use the phrases from the LanguageBox.

LanguageBox

The majority/minority of the students asked said that ...	On average each student does sports once/twice/three times per week.
Some classmates mentioned/explained that ...	Most students mentioned that ...
It is interesting that ...	Only a small number of students ...
I was surprised that ...	

2 Listening: My favourite pastime



2 a

Vocabulary

Have a look at the VocabBooster. Write the different aspects of having a hobby in the appropriate category in the table below. Sometimes there is more than one possibility. One example has been given for each category.

VocabBooster

to build connections ■ to become more self-confident ■ to improve one's emotional well-being ■
 to gain muscles ■ to improve endurance ■ to improve communication skills ■ to become a team player ■ to feel good about oneself ■ to increase physical activity ■ to reduce stress ■ to learn new skills ■ to increase the risk of injury ■ to have better time management skills ■ to boost one's energy levels ■ to experience pressure to perform well ■ to get fit and healthy ■ to be able to deal with challenges ■ to be time-consuming ■ to have less time for other important tasks ■ to learn to behave in a group ■ to have games or tournaments at the weekend ■ to form new friendships ■ to become more creative ■ to feel a sense of belonging

social benefits: to learn to behave in a group

mental health benefits: to become more self-confident

physical health benefits: to gain muscles

negative aspects: to experience pressure to perform well



FREE TIME ACTION

2 b

Speaking
Test format
Individual
long turn

You are representing your club at the *Sports and Leisure Fair* in Klagenfurt. You have been asked to give a three-minute presentation about your favourite hobby to an international audience in order to boost members worldwide.

In your presentation you should

- present your favourite hobby (*aim, equipment, basic rules, etc.*)
- highlight the positive aspects of this hobby
- convince your audience that your hobby is worth a try.



Presentation
phrases,
Feedback sheet
> page 189

Get into pairs and give your presentation. Take turns.

2 c

Listening
Track 8
Test format
Multiple
matching



You are going to listen to an interview about unusual hobbies. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the speakers (1–3) with their statements (A–H). There are two extra statements that you should not use. 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.



Unusual hobbies

Which speaker says ...?

A	My hobby comes from doing something I love.
B	My hobby is done within a certain time limit.
C	My hobby is easy for people who do not have a lot of money.
D	My hobby is very easy to take part in.
E	My hobby requires no special equipment.
F	My hobby copies the way a more common hobby is done.
G	My hobby often has international competitors.
H	My hobby includes one big change to another game.

Speaker 1 (Nico)	0	C	1
Speaker 2 (Kylie)	2		3
Speaker 3 (Richard)	4		5

2 d

Speaking
www
Test format
Interaction

After your presentation at the *Sports and Leisure Fair* (act. 2b) you engage in a conversation about free time activities and hobbies with another participant. In your conversation you should

- give information about personal experiences (e.g. *great as well as negative moments*)
- discuss unusual hobbies
- highlight future goals you have with your hobby.

Step 1: Before you start your conversation, read the bullet points carefully and take notes in the table. Do some online research if you need help.

bullet point 1

bullet point 2

bullet point 3

Interaction
phrases
> page 189

Step 2: Get into pairs and start your conversation. Speak for about four minutes.

3 Reading: An alarming trend

3 a

Speaking
www

Get into pairs and discuss the following questions. Do some online research if necessary. Use appropriate phrases from the VocabBooster below.

- 1 Have you ever heard of roofing, digging or train surfing? Briefly explain what they are all about.
- 2 What are the positive and negative aspects of extreme sports? Give reasons.
- 3 Have you ever done any form of extreme sports? If yes, which one and how was it? If no, which one would you be interested in doing?

VocabBooster

to be dangerous	to cost a lot of money	to experience adrenaline rushes
to connect with nature	to lead to addiction	to damage the environment
to escape routine	to feel alive	to be illegal

3 b

Reading
Test type
True / False

Read the article about extreme free time activities. First decide whether the statements (1–6) are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Roofing, digging, train surfing, ... – extreme sport or a social problem?

- 1 Xenia Ignatyeva took a selfie from a bridge 28 feet (= 8.5 meters) off the ground to impress her friends. The 17-year-old Russian girl lost her balance and fell on a cable, which tragically electrocuted her.
- 5 Two women wanted to take a selfie while singing karaoke in their car. The Iranian girls stopped watching the road and crashed into another car. They survived and took another selfie on the way to the hospital.
- 10 The list of accidents and even deaths resulting from taking selfies and not paying attention is endless. Teenagers often go the extra mile to get more attention, likes and shares. Unfortunately,



>



FREE TIME ACTION

not all of them can check out how many times 15 their friends have given them a “like”. Nonetheless, extreme hobbies are filmed, poses in terrifying situations are struck and teens get more and more popular on the Internet with each exciting upload. One of the latest trends is “roofering” where 20 daredevils climb buildings, towers or any other elevated structure. Among those who risk their lives, both as a free time activity and as a way to get more clicks, are the Ukrainians called “Rasklovit” or the Russians who simply call themselves “Crazy 25 Russians”. However, not only clicks motivate them to climb higher and higher buildings, but also the thrill and the adrenaline rush push them to their limits. If it is popular to go up, it simply has to be cool to 30 go down as well. “Digging” means that teenagers explore the underground. Especially of interest are Metro lines, shafts, abandoned underground routes and bunkers from World War I, II and the

Cold War. The sub-culture even has its own music with lyrics dealing with the digging experience. All 35 of this sounds very nice but what if your flashlight goes out and you are trapped in the darkness?

Finally, there is “train surfing”. A growing trend where you hop on a train. With the exception of you not sliding in a regular booth but on the top 40 of the train. Some trains can reach up to 250 kilometers per hour or even faster and you just hold on to the rooftop and hope you survive because it is equally possible that you get electrocuted by one of the power cables, dragged off the rooftop by 45 gravity or beheaded by a tunnel.

Mankind has always tried to find new ways to go to extremes. It is our way of seeking attention and experiencing a sense of togetherness but also breaking free from routine, daily pressures, 50 problems, and boundaries set by society. The question, however, remains: at what cost?

Statements

	T	F	First four words
0			Two females had a car accident because of smartphone use.
1			It is important for young people to be popular on social media.
2			People are starting to watch fewer videos of extreme hobbies because of how dangerous they are.
3			The “crazy Russians” have more than one reason to do extreme sports.
4			There is special media for people who do this type of extreme sports.
5			Flying off a moving vehicle is the main danger when train surfing.
6			One reason why people do extreme sports is to feel more connected to each other.

	T	F	First four words
0	X		The Iranian girls stopped
1			
2			
3			
4			
5			
6			

3 c

Get into pairs and discuss the following questions.

Speaking

- According to the article, why do people turn to extreme free time activities?
- Why do you think people take selfies in more and more dangerous situations?
- Have you ever taken a risky selfie or video? If yes, explain why.
- Can you imagine doing something risky to get more (online) attention? Why?/Why not?
- What other types of extreme activities can you think of? Explain them in detail.

4 Language in use: This has been a thrilling experience.

Trouble-free grammar: Present perfect tense simple

We use the **present perfect tense simple** to express **an action that is still going on or has stopped recently, but has an influence on the present**. The result of the action is important.

I **have tried** bungee jumping once. She **has explored** many mountains in her free time.

He **has already gone** canyoning twice so far. They **have just learned** how to surf.

We **have practised** rock climbing several times this year.

Negation

My parents **have not been** on holiday for five years. Liz **has not practised** volleyball in three weeks.

Yes-/No-questions and short answers

Have you ever **travelled** on your own? – **Yes**, I **have**. / **No**, I **haven't**.

Has he ever **tried** anything risky? – **Yes**, he **has**. / **No**, he **hasn't**.

Wh-questions

Who **have** you **spent** time with at the weekend?

When **have** you **practised** your hobby this week?

What **have** you **done** for fun recently?

How **have** you **spent** your free time lately?

Where **have** you **gone** to relax lately?

Please note: for – since

for + period of time

for a long time • for ages • for an hour • for three days / weeks / months / years • for a lifetime

since + point of time

since 1982 • since Easter / Christmas / my birthday • since midday • since then • since 3 pm

4 a Complete the sentences (1–7) using the present perfect tense simple and the verbs in brackets.

Language
in use

Compare your results with a partner.

- 1 I _____ (already/visit) the museum in the city centre.
- 2 Petra _____ (never/try) skiing.
- 3 My mates and I _____ (not/play) the latest *Jurassic Park* computer game yet.
- 4 They _____ (watch/not) any movies this week.
- 5 Ahmed _____ (always/want) to take cooking classes.
- 6 Tara _____ (already/be) late for classes three times this week.
- 7 My best friend and I _____ (always/dream) of joining a sports summer camp.



4 b Form questions using the present perfect tense simple and the words/phrases given. Add three more questions. Then get into pairs and interview each other. Ask follow-up questions.

Language
in use

- 1 you/play/an instrument/ever/?

- 2 study/forget/you/for a test/ever/?

- 3 go/you/skateboarding/ever/?

- 4 ever/jump off/a cliff/into a lake or river/you/?





FREE TIME ACTION

5 you/go/camping/ever/?

6 hike up/you/ever/a mountain/?

7

8

9

4 c Fill in *for* or *since*. Then get into pairs and compare your results.

Language
in use

1	yesterday	6	a long time	11	a decade
2	I was thirteen	7	Easter	12	a term
3	five years	8	my birthday	13	last week
4	three hours	9	so many years	14	then
5	2020	10	we first met	15	several months

4 d
Language
in use

Step 1: Get into pairs and read the mini-dialogue about two people talking about free time activities. Use two different colours to underline the tenses (*present perfect tense and past tense*) and discuss why they are used in this context.

Sandra: I have just returned from my first skate park session. Have you ever skated in a half-pipe?

Alex: Yes, I have already tried it once.

Sandra: Cool, how was it?

Alex: I was really nervous because of the height and for the first few attempts I fell right away. But once I mastered the drop-in, I felt unstoppable.



Step 2: Now create two mini-dialogues about free time activities similar to the one above.

4 e
Language
in use

Walk around in class and interview your classmates. Your goal is to complete the list below by forming present perfect tense simple questions, e.g. "Have you ever been to another country?". If the person says "Yes, I have", you can write their name in the list. You should also ask a follow-up question, e.g. "Where did you go?". Remember to write down the answer to the follow-up question as well. Mind the tenses. You can only write down the same person twice.

Find someone who ...	Name of student	Answer to the follow-up question
1 has been to another country.		
2 has eaten something unusual.		
3 has lost their phone.		
4 has met someone famous.		
5 has done something risky.		
6 has tried a new hobby recently.		
7 has spoken English outside school.		
8 has forgotten his homework this year.		
9 has stayed up past midnight.		

5 Reading: Couch potatoes

5 a
Speaking

Get into pairs and answer the following questions. Use some of the phrases from the VocabBooster below.

- 1 How important is exercising regularly for you? Give reasons.
- 2 Should there be more Physical Education (PE) classes at school? Give reasons.
- 3 Which aspects make it difficult to be more active as a student? Explain.



VocabBooster

to clear one's mind

to reduce stress

to experience a change to the routine

to sit less at school

to have little free time

to have to study for exams

to have long school days

to need expensive equipment

to be exhausted after a long day of school

to rather chill with friends

5 b
Vocabulary

Have a look at the VocabBooster. Match the beginnings of the phrases in A with the appropriate endings in B. Sometimes there is more than one possibility. Compare your results with a partner.

VocabBooster

A	B
to get 1	<input type="checkbox"/> a exercise recommendations
to have the highest 2	<input type="checkbox"/> b three hours a day in sedentary activities
to meet 3	<input type="checkbox"/> c enough exercise
to spend at least 4	<input type="checkbox"/> d about the importance of exercise
to have physical 5	<input type="checkbox"/> e percentage of active boys
to educate students 6	<input type="checkbox"/> f with physical inactivity among schoolchildren
to have a huge problem 7	<input type="checkbox"/> g education classes

5 c
Reading
Test format
True / False



Read the blog entry about levels of activity worldwide. First decide whether the statements (1–5) are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Nearly a third of all children around the world are couch potatoes

Dr Goblet S.

1 From Argentina to Zambia, Regina Guthold of the *World Health Organization* and her colleagues found out that most children are not getting enough exercise and it made no difference if they lived in a rich or a poor country. “Growing up in a poor country does not necessarily mean that kids get more physical activity,” Guthold told *Reuters Health*.
The study published in *The Journal of Paediatrics* was looking at 72,845 schoolchildren aged thirteen to fifteen from North and South America, Asia, Africa, Europe, and the Middle East. The researchers defined adequate physical activity as at least an hour of exercise outside of gym class at least five days a week. Children who spent three or more hours a day watching TV, playing computer games, or chatting with friends – aside from time in school or time spent doing homework – were classified as sedentary.

5

10

15



The researchers found only one quarter of the boys and fifteen percent of the girls were getting enough exercise by these definitions. A quarter of boys and nearly thirty percent of girls were sedentary and did not get enough exercise, with girls less active than boys in every country aside from Zambia. Uruguay had the highest percentage of active boys, at 42 percent, while Zambia had the lowest, at eight percent.

20

25





FREE TIME ACTION

30

Girls from India were the most active, with 37 percent meeting exercise recommendations, while girls from Egypt were the least active, with just four percent getting adequate exercise. Children in Myanmar were the least sedentary, with thirteen percent of boys and eight percent of girls classified as sedentary. The most sedentary nations were St. Lucia and the Cayman Islands, with 58 percent of boys and 64 percent of girls spending at least three hours a day in sedentary activities.

35

While the study did not look at the reasons behind the lack of physical activity in various nations, Guthold speculated that urbanization could be a factor as well as access to cars and TVs. She said schools could help children become more active by having Physical Education classes and educating

45

students about the importance of exercise. Adding lanes for bicycles, pedestrian crossings, and other changes to promote walking and biking to and from school could help too, she added.

50

"In fact, I guess it is pretty safe to say that we have a huge problem with physical inactivity among schoolchildren around the globe and that we should take action," said Guthold. The benefits are not just related to health, but could be financial as well because countries are likely to save more on healthcare in the long run. Consequently, Guthold's is likely just the first of many new studies on the subject of physical education.

55

How active are teenagers in your country? Which opportunities for sports are there? Let us know in the comments.

Statements

0	The study examined countries no matter how much money the average person there has.		
1	The meaning of "physical activity" included the time spent doing sports in PE lessons.		
2	The study found that girls exercised more than boys in most countries.		
3	The study did not include why teenagers do not exercise.		
4	Certain building projects could help make teenagers more active.		
5	A healthy population can have positive effects on a country's budget.		

	T	F	First four words
0	X		With regards to physical
1			
2			
3			
4			
5			

6 Writing a blog comment: Staying active

6 a
Reading

Read Lucia's comment on the blog entry *Nearly a third of all children around the world are couch potatoes* (act. 5c) on page 65. Label the various parts of the blog comment from the box (1–6) in the page margin. Compare your results with a partner.

1	addressing the author	4	finishing with a positive attitude
2	asking for further comments	5	referring to the blog entry
3	email address	6	(user)name

1

Lucia S.

2

lucia@gmail.com

3

Thank you for bringing up this interesting topic, Dr Goblet S. The study results about the inactivity levels of children and teenagers are alarming and the government, schools and parents should try to change the situation.

My friends and I enjoy staying active. So, we participate in various activities like playing soccer, basketball and going hiking. What's more, I am also a member of a youth club. I am from Spain and there we have many different youth clubs and everyone is welcome. Apart from the typical sports clubs, we also have clubs where you learn traditional folk dances, such as the flamenco.

One of the most popular clubs in my city is the *Club Deportivo Juventud Activa*. It has about 200 members aged 13 to 18 and the main goals are to improve your health and fitness. There we do all kinds of sports such as football, basketball, yoga, strength workouts and the equipment like balls, jerseys, and yoga mats are provided for members.

5

All in all, it is important to be active at a young age so that you are more likely to be fit, healthy and active when you are older. Doing sports and exploring nature is way better than being online all the time.

6

What do you think about the results of Regina Guthold's study? How active are you and your friends? Do you also have clubs in your country? Can't wait to read other comments!

6 b

You have just read the blog entry about the activity level of teenagers from all over the world (act. 5c) and you have decided to give information about the situation in Austria. In your blog comment you should

Text type
Blog comment
page 183

- explain how important being active is to you
- give information about different Austrian youth clubs and possibilities to get off the couch
- give information about one club in more detail (e.g. *goals, number of members, organisation, weekly activities, equipment, etc.*).

Step 1: Before you start writing, read the bullet points carefully and take notes in the table. Do some online research if you need help.

bullet point 1

bullet point 2

bullet point 3

Step 2: Now write your blog comment. Use your notes from Step 1 and the blog comment in activity 6a as a model. Write about 180 words.



FREE TIME ACTION

7 Speaking: No longer being a couch potato

7 a

Listening
Track 9



VocabBooster

Listen to the dialogue between a couch potato (C) and a sporty, health-conscious person (S) who wants to convince him to change his mind. Have a look at the VocabBooster and decide whether the arguments were used by the couch potato or the sporty person. Then compare your results with a partner.

	C	S	C	S	
1 to be too exhausted after a school day	<input type="checkbox"/>	<input type="checkbox"/>	6 to feel more relaxed	<input type="checkbox"/>	<input type="checkbox"/>
2 to keep on gaining weight	<input type="checkbox"/>	<input type="checkbox"/>	7 to have no adequate physical activity	<input type="checkbox"/>	<input type="checkbox"/>
3 to feel more comfortable	<input type="checkbox"/>	<input type="checkbox"/>	8 to get depressed easily	<input type="checkbox"/>	<input type="checkbox"/>
4 to pay attention to a healthy diet	<input type="checkbox"/>	<input type="checkbox"/>	9 to be in good shape	<input type="checkbox"/>	<input type="checkbox"/>
5 to lose social contacts	<input type="checkbox"/>	<input type="checkbox"/>	10 to watch the news to gain general knowledge	<input type="checkbox"/>	<input type="checkbox"/>

7 b

Speaking
Test format
Interaction

You and your friend want to convince your mutual friend to become more active because he/she is a couch potato. To prepare for the conversation, you brainstorm ideas. In your conversation you should

- discuss reasons why he/she is inactive
- highlight positive aspects of being active
- agree on a club that he/she could join (Input).

Input



Interaction
phrases
> page 189

Get into pairs and start your conversation. Speak for about four minutes.



8 Language in use: This is the 1st time ...

cardinal numbers		ordinal numbers		decimal numbers	
1	one	1 st	first	3.40	three point four (oh)
2	two	2 nd	second	316.4	three hundred and sixteen point four
3	three	3 rd	third	0.3	zero point three
4	four	4 th	fourth	0.062	zero point zero six two
5	five	5 th	fifth		
15	fifteen	15 th	fifteenth		
25	twenty-five	25 th	twenty-fifth		
105	one hundred and five	105 th	one hundred and fifth		
4,537	four thousand five hundred and thirty-seven	4,537 th	four thousand five hundred and thirty-seventh		

Please note:

We use a **point** for decimal numbers: 10.5 (ten point five)

We use **commas** in numbers greater than 999:

1,000 (one thousand)

10,000 (ten thousand)

8

Fill in the missing numbers or words.

Language
in use

1	4.6	
2		seven thousand four hundred and sixty-two
3	23 rd	



4	0.0589	
5		eight hundred and thirteen point one
6	101 st	
7		zero point zero zero two one
8		nine hundred twenty seven point zero five
9	22 nd	
10	242	
11	1,174 th	



9 Review

9 a
Language in use

Write down seven activities which you have already done this week. Compare your results with a partner. An example (0) has been given.

0 I have already trained my chest muscles twice this week by doing five sets of bench presses.

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

9 b
Language in use

Form five present perfect tense simple questions with the words given. Then get into pairs and interview each other.

- 1 Where: _____
- 2 What: _____
- 3 Why: _____
- 4 Who: _____
- 5 How often: _____



FREE TIME ACTION

9 c

Fill in the missing numbers or words.

Language
in use

1	17.5	
2		four hundred and twenty-seven point two five
3		one hundred and one
4	0.35	
5	45 th	
6		zero point one
7	721.23	
8		eleventh
9	9,876	

**9 d**Language
in use

Write down four numbers or scores in table A and dictate them to your partner (*he/she writes down the numbers or scores in table B*). Check how many out of four he/she got right. Take turns.

A	number	way of saying it	B	number	way of saying it

9 eLanguage
in use
www

Write an appropriate definition/synonym for the following words (1–7). Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

- 1 fire brigade –

- 2 club –

- 3 time-management –

- 4 self-confident –

- 5 physical activity –

6 equipment –

7 healthy diet –

9 f

Speaking
Test format
Individual long turn

Presentation phrases,
Feedback sheet
> page 189

You are attending an English summer camp and everyone presents their home country and the opportunities it offers for being active in your free time. In your three-minute presentation you should

- say what Austrian teenagers do to have fun
- highlight popular types of sports among Austrians
- suggest five activities visitors should have to try when in Austria.



Get into pairs and give your presentation. Take turns.

9 g

Writing
www
Text type
Blog comment
> page 193

You have come across the following blog entry.

Best feeling in the world

Elsa T.

3, 2, 1 – Bungeeeeeeee! I can still hear the team scream and I am sure they can still hear me scream. Last weekend, I did my first bungee jump ever and I have to be honest with you, it is the best feeling in the world! I did a little bit of research and found out that Curtis Rivers mastered the highest bungee jump ever. With a 10-meter bungee cord, he jumped off a balloon which was at a height of 4,600 meters. Then he detached himself from the cord and used his parachute to fly down.



I know that this extreme sport is risky and crazy and everything, but the adrenaline rush you get is incredible.

What do you guys think? Let me know in the comments.

You have decided to comment on Elsa's blog entry. In your blog comment you should

- list popular extreme sport athletes and their sport
- give reasons why people engage in extreme sports
- highlight negative aspects about doing extreme sports.

Write about 180 words. Do some online research if necessary.

9 h

Study corner

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

- 1 Which activities do you like doing in your free time?
- 2 What is your favourite hobby? Describe in detail (aim, equipment, basic rules, etc.).
- 3 Why should people try your favourite hobby?
- 4 What is your favourite sport? Why?
- 5 How often do you do sports per week?
- 6 Why is it/is it not important to you to do sports regularly?
- 7 Which club could you imagine becoming a member of? Explain.
- 8 Are you happy with the amount of free time you have? Why?/Why not?
- 9 Which effects does having a hobby have on the following aspects: social benefits, mental health benefits, physical health benefits?
- 10 What are some of the negative effects of having a hobby?





FREE TIME ACTION

- 11 What are alarming free time trends?
- 12 What are the pros and cons of extreme sports?
- 13 What is your personal opinion about extreme sports?
- 14 What are obstacles when you want to be more active?
- 15 Which arguments could convince couch potatoes to become more active?

Key vocabulary

Spending my time

to be less/very active
to be one's favourite hobby
to join the local football/tennis/gymnastic/rural youth club
to become a member of the fire brigade/*Red Cross*
to do sports three times per week
to work out/train/practise regularly
to stay healthy
to grow more muscles
to get in shape
to get challenged

to get better at sth.
to meet friends
to relax
to clear one's mind
to balance out the exhausting school day
to play an instrument
to play video games
to enjoy creative tasks
to spend time online/on social media
to spend most of one's free time studying for school

My favourite pastime

to build connections
to become more self-confident
to improve one's emotional well-being
to gain muscles
to improve endurance
to improve communication skills
to become a team player
to feel good about oneself
to increase physical activity
to reduce stress
to learn new skills
to increase the risk of injury

to have better time management skills
to boost one's energy levels
to experience pressure to perform well
to get fit and healthy
to be able to deal with challenges
to be time-consuming
to have less time for other important tasks
to learn to behave in a group
to have games or tournaments at the weekend
to form new friendships
to become more creative
to feel a sense of belonging

Extreme hobbies

to be dangerous
to connect with nature
to escape routine

to cost a lot of money
to lead to addiction
to feel alive

to experience adrenaline rushes
to damage the environment
to be illegal

Couch potatoes

to clear one's mind
to reduce stress
to experience a change to the routine
to sit less at school
to have little free time
to have to study for exams
to have long school days
to need expensive equipment
to rather chill with friends
to get enough exercise
to have the highest percentage of active boys
to meet exercise recommendations
to spend at least three hours a day in sedentary activities

to have physical education classes
to educate students about the importance of exercise
to have a huge problem with physical inactivity among schoolchildren
to be too exhausted after a school day
to keep on gaining weight
to feel more comfortable
to pay attention to a healthy diet
to lose social contacts
to feel more relaxed
to have no adequate physical activity
to get depressed easily
to be in good shape
to watch the news to gain general knowledge

VocabExtra
www.hpt.at/qr_225466



NEW HORIZONS

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1 Warm-up: Type of traveller

1 a

Speaking
www

Step 1: Take the following quiz to find out what kind of traveller you are. Tick off your answers (A–D). Look up all the words you do not know in an online dictionary.

- 1 What do you enjoy most when travelling?
 - A learning about different cultures and traditions
 - B relaxing in peaceful surroundings
 - C trying out adventurous activities
 - D exploring delicious local cuisine
- 2 Where do you prefer to stay when travelling?
 - A hostels or guesthouses
 - B luxury resorts or spas
 - C camping or rustic cabins
 - D boutique hotels or bed-and-breakfasts
- 3 How do you like to explore a new destination?
 - A using public transportation
 - B renting a private car
 - C biking or hiking
 - D taking guided tours
- 4 What kind of activities do you enjoy during your free time on a trip?
 - A visiting museums and historical sites
 - B relaxing by the pool or beach
 - C taking part in exciting activities
 - D exploring local markets and food stalls



- 5 What motivates you to travel?
 - A learning about different cultures
 - B wanting to relax and feel refreshed
 - C seeking adventure and excitement
 - D exploring different cuisines
- 6 How do you document your travel experiences?
 - A keeping a travel journal
 - B taking photos
 - C filming videos
 - D sharing updates on social media
- 7 What do you typically look forward to when travelling?
 - A handmade souvenirs and cultural objects
 - B spa treatments or luxury experiences
 - C thrilling activities
 - D special local foods and traditional dishes

Step 2: Check out which letter you ticked off most and read your travel preferences.

Mostly As: You are a cultural explorer! You enjoy learning about different cultures and traditions, and explore local customs and history.

Mostly Bs: You are a relaxation seeker! You prefer peaceful surroundings and luxury accommodations to relax and recharge during your travels.

Mostly Cs: You are an adventure enthusiast! You thrive on trying out adventurous activities and exploring wild outdoor areas.

Mostly Ds: You are a food traveller! Food is the highlight of your trips, and you love exploring different cuisines and trying local specialties.

Step 3: Compare your results with a partner.



NEW HORIZONS

1 b

Vocabulary

Match the different types of tourism in A with the appropriate definitions in B. Compare your results with a partner.

VocabBooster

	A	B
cultural tourism	1 <input type="checkbox"/>	a to travel to relax and de-stress and to enjoy spa treatments and lounging
relaxation tourism	2 <input type="checkbox"/>	b to travel to get health-related treatments
adventure tourism	3 <input type="checkbox"/>	c to visit spots to learn about a country's traditions, history, values, etc.
food tourism	4 <input type="checkbox"/>	d to visit places that are linked with tragedy (<i>war zones, haunted spots, etc.</i>)
medical tourism	5 <input type="checkbox"/>	e to seek an adrenaline rush by doing challenging and sometimes dangerous activities
dark tourism	6 <input type="checkbox"/>	f to attend or view competitions
sports tourism	7 <input type="checkbox"/>	g to enjoy a country's local cuisine, explore food markets and take part in cooking classes

1 c

Speaking

Test format

Interaction

Interaction
phrases
> page 189

You are having an online conversation with an intern at an international travel agency to find the perfect holiday experience for your next trip. In your conversation you should include the following:

- the importance of travelling the world to you
- countries/sights/places you would like to visit
- the type of traveller that you are
- experiences you want to make
- your preferred way of travelling (e.g. *accommodation, means of transport, etc.*)



Get into pairs and speak for about four minutes. Use the phrases from the VocabBooster below.

VocabBooster

to learn about different cultures and traditions	to take guided tours
to relax in peaceful surroundings	to rent a private car
to try adventurous activities	to visit museums and historical sites
to explore delicious cuisine	to relax by the pool or beach
to stay at hotels/guesthouses/luxury resorts/spas/camping sites/bed-and-breakfasts	to explore local markets and food stalls
to use public transport	to take photos
to bike or hike	to film videos

2 Listening: Awesome adventures

2 a

Vocabulary
www

Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

VocabBooster

	A	B
to be ready for	1 <input type="checkbox"/>	a explore sth. new
to be pumped to	2 <input type="checkbox"/>	b of one's comfort zone
to be so	3 <input type="checkbox"/>	c experience with so.
to share the	4 <input type="checkbox"/>	d of nervousness and excitement
to make some	5 <input type="checkbox"/>	e past one's fears
to step out	6 <input type="checkbox"/>	f an amazing adventure
to have the	7 <input type="checkbox"/>	g awesome memories together
to feel a mix	8 <input type="checkbox"/>	h most incredible holiday experience
to push	9 <input type="checkbox"/>	i worth it

2 b
Vocabulary

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

- 1 It can lead to some unexpected and exciting experiences while travelling if you step out _____.
- 2 When my friends suggested going camping in the forest, I was really pumped to _____.
- 3 I had the _____ of my life while backpacking through Europe.
- 4 The beach vacation was even more enjoyable because I shared the _____ Sophie.
- 5 Despite my fear of heights, I decided to push _____ and try zip-lining for the first time.
- 6 We laughed, we explored and we made some _____ on our road trip.
- 7 Despite the long journey, visiting the ancient ruins was so _____.
- 8 As we boarded the roller coaster, I felt a mix _____ rush over me.
- 9 I packed my bags and was ready for _____ in the mountains.

explore sth. new – of nervousness and excitement – experience with – of your comfort zone – most incredible holiday experience – past my fears – worth it – an amazing adventure – awesome memories together

2 c
Listening
Track 10



Test format
Multiple choice

You are going to listen to Kent and Ayla sharing their awesome adventure. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–5). 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.

Awesome adventures

- 0 Despite his fear, Kent was excited because he
 - A was with his best friends.
 - B could experience something different.
 - C could finally try hiking.
 - D had new equipment.
- 1 While trying to reach his goal, Kent
 - A truly believed in himself.
 - B saw a beautiful sunrise.
 - C saw a lot of nature.
 - D realised how lucky he was.
- 2 Kent's experience was improved by
 - A going with another person.
 - B a humorous tour guide.
 - C easily finding the way back down.
 - D watching the sun go down.
- 3 Ayla first went canyoning
 - A because she felt motivated.
 - B after being persuaded.
 - C when she first visited Austria.
 - D after getting the right tools.
- 4 While in the water, Ayla felt
 - A extremely excited.
 - B a little bit nervous.
 - C far too cold to stay long.
 - D better after some time.
- 5 The adventure taught her that she
 - A should trust her gut feeling.
 - B should challenge herself.
 - C likes to canyon a lot.
 - D should try more sports.

0	1	2	3	4	5
B					



NEW HORIZONS

2 d
Speaking

Get into pairs and answer the following questions.

- 1 Would you like to hike up a volcano? Give reasons.
- 2 What could be dangerous about canyoning?
- 3 What did both speakers learn from their experiences?



3 Language in use: I desperately need "vitamin sea".

3 a
Reading

Read the adventure story and fill in the gaps. Use the correct form of the words in the box (adjective or adverb). Sometimes there is more than one possibility. Then have a look at the Trouble-free grammar box on page 75 and compare your results with a partner.

happy/happily – complete/completely – quick/quickly – nervous/nervously – unusual / unusually – good/well – extreme/extremely – horrible/horribly – sudden/suddenly – terrible/terribly – constant/constantly – heavy/heavily

The haunted castle

1 It was a summer evening in Greece, which I will never forget.

In the first days of our family holiday nothing ¹ happened. I spent most of the time swimming and eating tons of ice-cream with my best mate Paul, whereas my mum and my dad were just lying on their sunbeds and my little sister was ² building sand-castles. It was also ⁵ on the beach that we met Christine and Zoe. "Guys wanna come over and play?" Zoe asked. Since Paul fancied her a little bit, we agreed to play volleyball with them – which was a ³ mistake. Nonetheless, we had lots of fun and on the next day they were there again and we got on very ⁴ with each other.

On the fourth day the four of us decided to explore the town. Christine pointed her finger towards the ¹⁰ horizon and said, "Look at the castle over there, rumour has it that it is a haunted castle." To be honest, I got a little ⁵ when they all agreed to meet at 10 pm to pay the ghosts a visit, but since I did not want to look like a wimp I came along as well.

That very night seemed to be darker than all the other nights. Clouds were ⁶ moving; from one moment to the other ¹⁵ we could see the moon shining and then it was all gone. We were left alone in ⁷ darkness. Do not ask me how, but after a one-hour walk we made it to the castle. The gates were creaking ⁸ when we entered.

Once in the castle, I was ⁹ scared. The moonlight was shining through the broken ²⁰ windows creating spooky images on the walls. There seemed to be hundreds of corridors and staircases and the deeper we got into the castle, the scarier it got. Nevertheless, we kept on exploring the castle, when Zoe ¹⁰ stumbled and dropped the flashlight. The light went out, we were lost. We had no idea how to get back and there was no one around. We tried not to panic, but we were scared as hell. We spent the whole night in that ¹¹ castle, sitting close together in the dark.

²⁵ As the sun rose we headed for the exit as ¹² as possible. Once we had arrived at the town centre the girls left and we never saw them again. Paul and I decided to never ever talk about that night again.





NEW HORIZONS

3 c
Language
in use

Complete the sentences (1–7) to make the statements more precise or to emphasise them. Use an appropriate adverb from the box. Sometimes there is more than one possibility.

amazingly – extremely – unbelievably – completely – fully – definitely – truly

- 1 The group was _____ nice.
- 2 I was _____ overwhelmed by the beauty of the landscape.
- 3 No word can _____ describe the beauty of the Arctic.
- 4 The trip was _____ well-organised.
- 5 I had been working _____ hard to afford this trip.
- 6 They _____ understand how important it is to protect the environment.
- 7 I _____ know that I will come back one day.

4 Reading: Benefits of travelling as a teen

4 a

Have a look at the following questions. Then get into pairs and interview each other.

Speaking
www

- 1 Which places have you already travelled to in general?
- 2 Are you allowed to go on holiday without your parents? Why?/Why not?
- 3 Would you already want to travel on your own? Give reasons.
- 4 What are positive and negative aspects of travelling without parents? First, take notes in the table. Then ask AI (e.g. *ChatGPT*) to answer the question as well. Scan AI's answer and add useful ideas and phrases to the table.

AI info sheet
> page 188

positive aspects	negative aspects

4 b
Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

	A	B
to teach meaningful life skills	1 <input type="checkbox"/>	a to accept when you make a mistake
to provide an opportunity to meet new people	2 <input type="checkbox"/>	b to want to know more about other people's traditions and ways of life
to teach the ability to adapt to new environments	3 <input type="checkbox"/>	c to get a chance to make friends with different people
to learn how to save and budget money	4 <input type="checkbox"/>	d to become better at managing one's money
to be a savvy problem-solver	5 <input type="checkbox"/>	e to care about other people
to become an independent and responsible person	6 <input type="checkbox"/>	f to give lessons on important things for a person's life
to take responsibility for one's own actions	7 <input type="checkbox"/>	g to learn to take care of oneself and do what needs to be done
to look out for others	8 <input type="checkbox"/>	h to be able to overcome difficulties
to be eager to learn about so.'s culture	9 <input type="checkbox"/>	i to enable so. to adjust to new places or situations

4 c

Reading
Test format
Multiple
choice

Read the article about the benefits of travelling as a teenager. Choose the correct answer (A, B, C or D) for each question (1–5). Write your answers in the spaces provided. The first one (0) has been done for you.

Five life benefits of traveling as a teenager

1 Both parents and teens alike often find the idea of teenagers traveling the world worrying and sometimes even scary! But traveling is important as it teaches meaningful life skills, provides an opportunity to meet new people, helps understand and respect other cultures, and teaches the ability to adapt to new environments. Travel is a fantastic way of making these unique experiences which develop youth into more well-rounded citizens, all while having fun along the way!

Here are five life benefits of traveling as a teenager:

1. Learn how to save and budget money

This is a basic principle of life that everyone starts to learn from a young age, but nothing shows true gratification like saving up all school year for an epic trip throughout Europe that you can proudly say that you paid for partly or even all on your own. Once on that trip, it feels even better to be able to budget your money so that you can enjoy the little things like an ice cream on a hot day in Rome.

2. Ability to make an itinerary

Whether you are joining an existing itinerary or planning your own from scratch, nothing is ever completely set in stone. Everyone will learn this when traveling. Maybe you are planning a trip to Thailand or joining up with other teen travelers



in Peru, but no matter where you go, embrace the power to make and change your itinerary so that you can have the best experience possible.

30

3. Problem-solving skills

Everything might not stay so perfect as it is right now ... and that's okay! World travel wouldn't be complete without the occasional bump in the road. Dealing with problems like pouring rain when the forecast predicted sun for your bike tour through Amsterdam will make you a good problem-solver for life as you learn to deal with your problems actively and positively rather than allowing them to ruin your trip.

35

4. Become an independent and responsible young person

When you're traveling around with family and friends, it's super easy to follow their lead and let others take care of things like tickets,

40

>



NEW HORIZONS

transportation, meals, itineraries, etc. Traveling on your own or with a group you do not know that well means that you need to take more responsibility for your own actions, as well as look 50 out for those who are with you. This means that you need to show up prepared, try to participate, and that people can rely on you.

5. Break stereotypes and experience new cultures

It is a sad truth that people are so quick to believe 55 stereotypes about other countries and their

cultures, especially the negative ones. When you travel, you have the chance to break this often vicious cycle. Show the people of Japan that you are polite and eager to learn about their culture! On the other hand, teach your friends and family 60 back home about the people and their cultures that you have learned about. Keep an open mind and an open heart and never stop sharing the values of a true global citizen.

0 Travelling can be

- A a good way to be more social.
- B something teens should do with family.
- C a good way to learn on your own.
- D a good way to make money.

1 If people save their money to travel, they may feel

- A ready to see the world.
- B relaxed and safer overall.
- C thankful for any help.
- D satisfied by what they did.

2 Having to change your plans is

- A unacceptable while travelling.
- B something you should do on your own.
- C something everyone must go through.
- D often very inconvenient.

3 Having issues while travelling

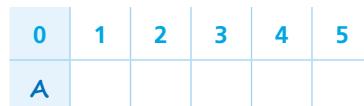
- A is more rare than people think.
- B can be avoided with a good travel plan.
- C is a sign to go to another place.
- D will prepare you for difficulties in life.

4 If you travel with new people, you will have to

- A treat them like family.
- B keep an eye on them.
- C rely on others for help.
- D be ready to move around quickly.

5 People find it easier to believe

- A the bad things about other cultures.
- B how different other cultures are.
- C information from other travellers.
- D what they see with their own eyes.



4 d Speaking

Get into pairs and have a look at what could go wrong when travelling by yourself. Then decide how you could best deal with the problem. Take notes in the VocabBooster.

VocabBooster	problem	solution
1	to miss a train/bus / plane connection	
2	to lose one's passport or travel documents	
3	to get lost in an unfamiliar city or area	
4	to fall ill or get injured during one's trip	

VocabBooster

problem	solution
5 to have one's luggage or belongings stolen	
6 to have an unclean hotel room	
7 to run out of money	
8 to feel homesick	

5 Speaking: The ultimate travel package

5 a

Vocabulary
www

VocabBooster

<input type="checkbox"/> to watch the sunrise/sunset	<input type="checkbox"/> to have a good time with friends
<input type="checkbox"/> to go hiking	<input type="checkbox"/> to meet new people from all over the world
<input type="checkbox"/> to ride a scooter	<input type="checkbox"/> to go snorkelling/diving
<input type="checkbox"/> to do water sports	<input type="checkbox"/> to go parachuting
<input type="checkbox"/> to go surfing	<input type="checkbox"/> to go horseback riding
<input type="checkbox"/> to visit museums/ancient temples	<input type="checkbox"/> to watch a fire show
<input type="checkbox"/> to spend time on the beach	<input type="checkbox"/> to go on a safari
<input type="checkbox"/> to road trip a country	<input type="checkbox"/> to enjoy exotic beverages
<input type="checkbox"/> to do winter sports	<input type="checkbox"/> to taste the local cuisine
<input type="checkbox"/> to explore a city	<input type="checkbox"/> to learn more about the culture
<input type="checkbox"/> to go on a river boat cruise	<input type="checkbox"/> to enjoy the stunning view/scenery/landscape

www

Step 2: Go to *YouTube* and look for videos/teasers promoting travelling for teenagers (e.g. "Travel for teens", "Travel the world with Travel for teens"). Tick off all the activities that you can see in the video/teaser in the VocabBooster in Step 1. Compare your results with your partner.



5 b

Speaking
Test format
Interaction

For many young people living a good life means travelling the world and experiencing the beauty of our planet.

You are doing an internship at an international travel agency and you are asked to put together the ultimate travel package for teenagers. You and your partner have a brainstorming session to find out what is generally important when travelling. In your conversation you should

- discuss popular holiday destinations
- give examples of problems travellers should not have to face (**Input**, p. 80)
- highlight five activities teenagers enjoy during a vacation.

Interaction
phrases
> page 189

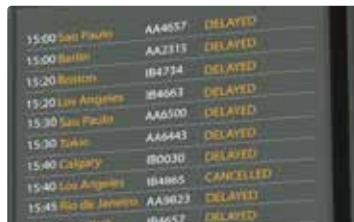
Use the phrases from the VocabBooster in activity 5a. Speak for about four minutes.

>



NEW HORIZONS

Input



5c
Speaking
www

Test format
Individual
long turn

Step 1: After your brainstorming session from activity 5b, do some online research and put together a package that guarantees the best holiday experience ever.

In your research include the following aspects:

destination – duration – costs – accommodation – planned activities – specials – a detailed description of one day – why your offer stands out among others.

Make sure to include pictures and/or short videos.

Step 2: Prepare your three-minute presentation.

In your presentation you should

- give details about the ultimate travel package (*destination, duration, costs, transport, accommodation, main activities, full-board/half-board/breakfast only, etc.*)
- describe one day in more detail
- explain why your package stands out among others.



Make sure you keep your target audience in mind. Use the phrases from the LanguageBox.

LanguageBox

Are you tired of the same holiday every year? Do you also want to have the best holiday experience? Then, look no further!

Today, I am going to present the ultimate travel package.

The ultimate travel package takes you to ... (*destination*) for ... (*duration*) and only costs ...

Our safest and most comfy airlines and buses take you safely to your holiday destination.

Interested? Let me show you one full day of the ultimate travel package. Your morning kicks off with ... Next, ... After that, ... Then, ...

The ultimate travel package includes ...

The best thing about it is that ...

So, what are you waiting for? Sign up for the experience of your life.

Presentation
phrases,
Feedback sheet
> page 189

Step 3: Get into groups of three and give your presentation. Take turns.

5 d
Speaking

Mini-senario: After the successful launch of your ultimate travel package (act. 5c), an English-speaking person asks for additional information.

Step 1: Get into pairs. One of you is the travel agent and the other person is the customer. Have a look at the role cards (A, B) and decide who you want to be.

Role card A: Travel agent	Role card B: Customer
<p>As the travel agent, you welcome your customer, lead the conversation, answer questions in detail and try to close the booking.</p> <ul style="list-style-type: none"> ▪ Hello, how can I help you? ▪ 	<p>As the customer, you are interested, but you have different questions about the package. Book if you are happy with the offer.</p> <ul style="list-style-type: none"> ▪ Hi, I am interested in the ultimate travel package and I have a few questions. ▪ ▪ ▪ ▪ ▪ ▪

Step 2: Before you start your conversation, take notes in the role cards in Step 1. Use the phrases from the VocabBooster and from the LanguageBox below (if you have chosen role card A).

VocabBooster

to go on holiday	shared bathroom	tourist attractions
to book a hotel	available rooms	nearby bars and restaurants
check-out date	to book a flight/room	special activities
holiday camp	package holiday	entertainment for tourists
childcare facilities	travel documents	to finalise travel plans
youth hostel	luxurious accommodation	to look for a budget-friendly option
to be booked out	tourist guide	
self-catering flat	discounted price	

LanguageBox

Travel agent	Have you thought about ...?
Good morning/afternoon, how may I assist you today?/Hello, how can I help you?	Would you like assistance with ...?
... are you interested in?	What type of ...?
When are you planning to ...?	Can I help you with any additional information?
How many people ...?	Have a fantastic trip and enjoy your holiday!
Are you looking for ...?	

Interaction phrases,
> page 189

Step 3: Start your conversation. Speak for about three minutes.

5 e
Writing

You can rate most businesses (*cafés, restaurants, etc.*) on search engines and many social networking sites. These comments and ratings are very important, not only for customers to differentiate between good and bad locations, but also for business owners' reputations.

You have booked the ultimate travel package and just come back. You have decided to write an online review. In your review you should

- give general information about the package
- inform people what you liked and disliked about it
- explain who you would recommend it to.

Write about 100 words. Don't forget to rate the experience from 1 (worst) to 5 stars (best).





NEW HORIZONS

6 Writing a leaflet: Ten reasons to visit Austria

6 a

Reading
Test format
Multiple
matching



Read the leaflet about reasons to visit Austria. Some parts are missing. Choose the correct part (A–I) for each gap (1–6). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

TEN REASONS TO VISIT AUSTRIA



“No Kangaroos but Kuhlimuuuh”. Austria is often confused with Australia but the small country has a lot to offer. Located at the foot of the Alps, Austria is the perfect place to visit in summer and in winter, but 0.

Classical music – The music composers Mozart, Schubert, Beethoven, Strauss 1.

The Austrian Alps – The Alps are Austria’s largest natural tourist attraction and truly spectacular. The Alps offer a wonderful view and if you are sporty, you can enjoy skiing, hiking, cycling and kayaking.

Architecture – If you are interested in architecture, Austria offers breathtaking buildings and constructions, from the medieval period to the 21st century.

The Sound of Music – Even though most Austrians 2, Austria is still famous for that film in the rest of world. If you are a fan, you should go to Salzburg.

Food – Apfelstrudel, Sachertorte, Wiener Schnitzel, Kasspätzle, ... sweet or savoury? The choice is yours. But trust me, it is best to try both!

Drinks – If we 3, typical drinks cannot be missed. Viennese coffee or regional red and white wine make your heart leap for joy.

Weather – Austria, especially the Alpine region, has short summers and long cold winters, which is the perfect climate for snow sports. If you 4, you should stay in the East.

Railways – Austrian railways take you almost anywhere. Historic steam locomotives 5.

Dancing – Learn to dance the *Viennese Waltz* and 6. It is the oldest and most romantic of all the ballroom dances.

Yodelling – Once used to communicate with villages further away, only a minority of Austrians know how it is done; maybe you will find someone in a tourist restaurant.

We hope to welcome you soon in Austria!

For more information visit www.austria.info

A	have not heard of it
B	want to enjoy the hotter and sunnier side of Austria
C	talk about the excellent Austrian food
D	make the best experience ever
E	show off your skills to the sound of the <i>Blue Danube Waltz</i>
F	see for yourself
G	take you through the mountain scenery
H	were born or lived in Vienna, which is the world’s capital of classical music
I	experience temperatures on average of 22 degrees Celsius in the warmer months

0	1	2	3	4	5	6
F						

6 bWriting
wwwText type
Leaflet
> page 194

You work a Saturday job at *Thrill Seekers*, a travel agency which wants to attract international school classes for their sports week in Austria.

Step 1: Choose a destination and put together an attractive programme. Do some online research if necessary. Create a mind map and take notes.

Destination:

Step 2: Now write the text for a leaflet promoting your programme. In your leaflet you should

- explain how classes can generally benefit from sports weeks
- give information about your programme
- promote the benefits of booking with your agency.

Divide your leaflet into sections and give them headings. Write about 180 words. Use the phrases from the LanguageBox.

LanguageBox

Relaxation, action & adrenalin

One of the highlights of your school career is the sports week. We know that ...

The full package

Our programme comes with the perfect combination of relaxation, action and adrenaline. What's more, ...
Let's not forget ... In addition, ...



Book with us

We at *Thrill Seekers* guarantee ...

Not only that we also ...

If you are not completely satisfied ...

Do not hesitate to contact us for more information and booking via sportsweek@thrillseekers.at.

7 Language in use: Strong – stronger – the strongest

7 aLanguage
in use

Underline the correct form of the adjectives. Then have a look at the Trouble-free grammar boxes below and compare your results with a partner.

- 1 Fred is *strong/stronger/the strongest* of all the boys in my class.
- 2 She seems to be *happy/happier/the happiest* than two weeks ago.
- 3 A sportscar is *expensive/more expensive/the most expensive* than a microcar.
- 4 Unfortunately, Bill is *bad/worse/the worst* player in the team.
- 5 I like Betty, Kelly and Sarah but I think Betty is *nice/nicer/the nicest* of the three.
- 6 My girlfriend is *old/older/the oldest* than me.
- 7 Mary is *tall/taller/the tallest* of the four girls.
- 8 Can you drive a bit *fast/faster/the fastest*?
- 9 She is *rich/richer/the richest* than 99 per cent of her neighbours.
- 10 French is *difficult/more difficult/the most difficult* than Italian.



NEW HORIZONS

Trouble-free grammar: Comparison of adjectives

	positive	comparative	superlative
Short adjectives (one syllable)	tall thin nice	taller thinner nicer	the tallest the thinnest the nicest
Adjectives with two syllables ending in -y, -er, -le or -ow	easy clever simple narrow	easier cleverer simpler narrower	the easiest the cleverest the simplest the narrowest
Adjectives with two or more syllables	exciting important complicated	more exciting more important more complicated	the most exciting the most important the most complicated
Irregular adjectives			
good – better – the best	far – further – the furthest	little – less – the least	
bad – worse – the worst	far – farther – the farthest	much – more – the most	
		many – more – the most	

Trouble-free grammar: Making comparisons

Showing there is a **difference**

The adventure was **not as** bad **as** expected.
My parents spoke English **better than** assumed.
My holidays were **more** expensive **than** I had expected.



Showing there is **no difference**

Our guide was **as old as** my brother.
The Grand Canyon looks just **like** the Fish River Canyon in Namibia.

Showing that sth./so. is/is not **the best/the worst/the most extreme/the least extreme**

The entertainer at our resort is **the funniest** guy I have ever met.

Please note: than – then

She is cleverer **than** most of her classmates. – She looked at him angrily and **then** she left.

7 b Language in use

Make comparisons. Use as many different structures from the Trouble-free grammar box on making comparisons as possible. Sometimes there is more than one possibility. The first one (0) has been done for you. Compare your results with a partner.

0 my sister – my brother – tall

My sister is taller than my brother.

1 my dog – my cat – fast

2 her best friend – Caroline – creative

3 mum – dad – old

4 Maths teacher – English teacher – friendly

5 reading – watching TV – exciting

6 Avid – of all – quick



8 Review

8 a
Language in use

Read the text about a safari trip and complete the gaps using an appropriate adjective or adverb from the box. Sometimes there is more than one possibility.



friendly – awesome – wild – beautiful – exciting – energetically – really – extremely – loudly – hardly

My family and I were looking forward to an _____ ¹ safari trip. We experienced the _____ ² scenery of Sri Lanka and saw many _____ ³ animals such as elephants, monkeys or leopards. My older sister Jane got _____ ⁴ anxious when we got closer to the elephants, but they remained _____ ⁵ and _____ ⁶ cared about us. It was _____ ⁷ to see the monkeys because they jumped around _____ ⁸ and screamed _____ ⁹. The trip took about three hours and even though it was _____ ¹⁰ expensive it was worth it.

8 b
Language in use

Compare the data of three teenagers going on holiday. Write at least six sentences. Compare your results with a partner. An example has been given.

e.g.: *Jane spent more money than Paul.*



	<i>Jane</i>	<i>Lisa</i>	<i>Paul</i>
Destination:	New York City	Fuerteventura	Amsterdam
Distance from home:	6712 km	3410 km	1147 km
Money spent:	€ 1450	€ 900	€ 1100
Fun factor:	medium	low	high
Rainy days:	3	0	5
Average temperature:	29° C	24° C	21° C
New friends:	4	3	2
Spoke English:	all the time	sometimes	a lot



NEW HORIZONS

8 c Vocabulary

Have a look at the words/phrases and write meaningful sentences related to the topic of holiday experience/tourism.

- 1 to learn about one's culture – _____

- 2 to take responsibility – _____

- 3 luxurious accommodation – _____

- 4 budget-friendly option – _____

- 5 ancient temples – _____

- 6 comfort zone – _____

8 d Speaking

Test format Interaction

Discussion phrases > page 189

You and your English-speaking friend have decided to go on vacation together next summer. You want to discuss and agree on the details. In your discussion you should

- point out your personal likes and dislikes when on holiday
- speculate about your perfect holiday destinations
- outline activities which you want to do.

Get into pairs and start your discussion. Speak for about four minutes.

8 e Writing

Text type Informal reply email > page 190

Your best friend from Croatia wants to visit you in Austria. In his/her last email he/she asked you for tips to convince his/her parents to allow him/her to travel to Austria. In your reply email you should

- explain why Austria is worth a visit
- list activities that you would engage in
- highlight the benefits of travelling as a teenager.

Write about 180 words.



8 f Study corner

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

- 1 Why is travelling important/not important to you?
- 2 What type of traveller are you?
- 3 What is your preferred type of transportation when travelling?
- 4 What motivates you to travel?
- 5 What did you like/dislike about the countries you have already visited?
- 6 Which travelling experiences are on your bucket list?
- 7 What can you learn from travelling?
- 8 What has been your greatest adventure so far?
- 9 Why are you/are you not allowed to travel without your parents?
- 10 What are the pros and cons of travelling without parents?

- 11 What can you learn from travelling on your own?
- 12 Which types of travelling are popular among teenagers and young adults?
- 13 What does the perfect holiday package look like for teenagers and young adults?
- 14 What makes Austria attractive as a tourist destination?
- 15 Which characteristics should a good travel package have?

Key vocabulary

VocabExtra
www.hpt.at/qr_225466



Different types of tourism

adventure tourism	dark tourism	medical tourism	sports tourism
cultural tourism	food tourism	relaxation tourism	
to learn about different cultures and traditions		to take guided tours	
to relax in peaceful surroundings		to rent a private car	
to try adventurous activities		to visit museums and historical sites	
to explore delicious cuisine		to relax by the pool or beach	
to stay at hotels/guesthouses/luxury resorts/ spas/camping sites/bed-and-breakfasts		to explore local markets and food stalls	
to use public transport		to take photos	
to bike or hike		to film videos	

Awesome adventures

to be ready for an amazing adventure	to step out of one's comfort zone
to be pumped to explore sth. new	to have the most incredible holiday experience
to be so worth it	to feel a mix of nervousness and excitement
to share the experience with so.	to push past one's fears
to make some awesome memories together	

Benefits of travelling as a teen

to teach meaningful life skills	to miss a train/bus/plane connection
to provide an opportunity to meet new people	to lose one's passport or travel documents
to teach the ability to adapt to new environments	to get lost in an unfamiliar city or area
to learn how to save and budget money	to fall ill or get injured during one's trip
to be a savvy problem-solver	to have one's luggage or belongings stolen
to become an independent and responsible person	to have an unclean hotel room
to take responsibility for one's own actions	to run out of money
to look out for others	to feel homesick
to be eager to learn about so.'s culture	

The ultimate travel package

to watch the sunrise/sunset	to do winter sports	to go horseback riding
to go hiking	to explore a city	to watch a fire show
to ride a scooter	to go on a river boat cruise	to go on a safari
to do water sports	to have a good time with friends	to enjoy exotic beverages
to go surfing	to meet new people from all over the world	to taste the local cuisine
to visit museums/ancient temples	to go snorkelling/diving	to learn more about the culture
to spend time on the beach	to go parachuting	to enjoy the stunning view/scenery/landscape
to road trip a country		

At the travel agent's

to go on holiday	shared bathroom	tourist attractions
to book a hotel	available rooms	nearby bars and restaurants
check-out date	to book a flight/room	special activities
holiday camp	package holiday	entertainment for tourists
childcare facilities	travel documents	to finalise travel plans
youth hostel	luxurious accommodation	to look for a budget-friendly option
to be booked out	tourist guide	
self-catering flat	discounted price	



UNIT 6

EXPLORING TOMORROW

Unit overview

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1 Warm-up: Future aims, dreams and concerns

1 a
Reading

Step 1: Get into pairs. One of you reads Jimmy's blog entry and the other one reads BeLinda's. Fill in the most important information of your text in the table on page 89.



My future

Jimmy

1 I often think about my future. Naturally, I am curious about what it will be like but I hope it will be great. At present, I attend a commercial college and I am in the first form. So it is obvious that 5 I would like to pass the final exams in five years' time. Sometimes I am afraid I will not pass because I have to do so many other things. In addition to school, I work as a paperboy twice a week. My job is stressful and I have to get up very early in the morning but fortunately it is a well-paid job. Soon 10 I will deliver to more customers and then I will get even more money.

At present, the most important thing is my education. If I pass my final exams, I will go to 15 university. I am not sure yet what I will study. I was thinking about Business Economics as this is something that interests me a lot. In the near future, it will be very important for me to have a good command of English and so I would like to spend some time in an English-speaking country.

Though I do not know exactly where I will live in the future, I want to have my own flat in Vienna. And of course I have family plans. I suppose 25 that I will get married and have children one day. However, these are only ideas for my future. Now I am trying to concentrate on my education and professional career. I have not forgotten about having fun though. In my opinion, life without pleasures is not a happy life.



25

Finally, I am thinking of going on a trip round the world. I have already been to many places like, for instance, France and England. Nevertheless, I would like to visit Asia, South America and Australia as I have not been there yet.

30

What does your future hold for you? Let me know in the comments.

35



My future

BeLinda

1 I believe that everybody has dreams and hopes for his or her future. This future may be distant or 5 near, for example: the next day, but it cannot be denied that we think about the future all the time. We dream of a better life, a more interesting job or a happy family, or sometimes we just try to escape

from the grey reality of our lives.

I think about my own future very often. What will happen to me? Who would I like to be in the future?



10

15 I think that when I finish grammar school I want to go to university. If everything goes to plan, I would like to study English and become a teacher one day. I think that it is an interesting and demanding career and I believe that I will not have any problems finding a job. Preferably, I would like to work in a secondary school because I think that it is rather easy to communicate with students at that age.

20 As for my living situation, I would like to move to the countryside after finishing my higher education. It should be a village near a city. It will allow me to have the advantages of both country life, like clean air and silence, and city life. In

the city it is possible to find work more easily than in the countryside. Moreover, in cities there are cinemas, museums, restaurants and pubs, generally speaking: a cultural life. There are also better schools in cities and when I have a family I would like to send my children to the best school available. I hope that I will have many children, three or more, and I would also love to earn a lot of money and then spend it on travelling abroad.

30

Naturally, it will be very difficult to make all my dreams for the future come true but it is definitely worth a try. What does your future hold for you? Let me know in the comments.

35

	Jimmy	BeLinda
1 Which school does he/she attend?		
2 What about his/her future professional life?		
3 Where would he/she like to live? Why?		
4 What about his/her family life?		
5 What does he/she say about travelling?		

Step 2: Give your partner a brief summary of the text you have read. Take turns. Then fill in the most important information of your partner's text in the table above.

1 b
Speaking

Have a look at the questions (1–5) and answer them. Then interview two classmates. Take notes in the table below. Use some of the phrases from the VocabBooster on page 90.

- 1 What events or concerts would you like to attend in the future? Why?
- 2 What are some items you would like to buy in the future? Why?
- 3 What personal goals or achievements do you want to reach?
- 4 Which destinations do you dream of travelling to?
- 5 What kind of person do you want to be when you are grown up (character, looks, etc.)?

	my notes	student 1	student 2
1			
2			
3			
4			
5			

>



EXPLORING TOMORROW

VocabBooster

to attend a music festival/event	to get on well with family members
to own the latest smartphone	to work out more
to pass this school year/the A-levels	to read more books
to travel the world	to own an expensive car/home
to become a caring and successful person	to be respected
to always be a good friend	to always work on oneself

2 Language in use: Expressing future

Trouble-free grammar: Expressing future 1

We use the ***will-future*** for **predictions, assumptions, hopes, fears, polite questions and spontaneous decisions**.

On Monday it **will be** cloudy.
I think that I **will go** to university.
I hope that I **will pass** my final exams.

Sheyda fears it **will be** difficult to find the right job.
Will you **open** the window, please?
I **will take** the fried chicken with a mixed salad.

Negation

I think that I **will not go / won't go** to university.
I am afraid that I **will not pass / won't pass** my final exams.

Yes-/No-questions and short answers

Will you **carry** my bag, please? – **Yes, I will.**
Will you **ask** Nalan to go out with you tonight? –
No, I won't.

Wh-questions

Who **will** you **choose** to dance with?
What **will** the weather **be** like next week?
When **will** you **be** finished with your project?

2 a

Language in use

Get into pairs. Read Jimmy's and BeLinda's blog entries from activity 1a again and use different colours to mark sentences in which they express **A** hope, **B** fear, **C** assumptions/predictions. Compare your findings with another pair.

2 b

Language in use

Write down sentences using the ***will-future*** to express your personal future hopes, fears, assumptions and predictions. Write down three sentences for each category. Then compare your findings with a partner.

hopes – **I hope that ...**

fears – **I am afraid that ...**

assumptions/predictions – **I believe that; In the future I ...**

Trouble-free grammar: Expressing future 2

We use the ***going to-future*** for **plans, intentions and expected events**.

They **are going to attend** the music festival next weekend.
They **are going to take part in** the marathon.
Look at the black clouds, it **is going to rain** soon.



Negation

They **are not** going to get married.

She **is not** going to take part in the marathon.

Yes-/No-questions and short answers

Are you **going to attend** the music festival next weekend? – **Yes**, I **am**.

Is Fred really **going to fly** to Australia this summer? – **No**, he **isn't**.

Wh-questions

Who **are you going to ask** for advice when making important life decisions?

Why **are you going to attend** university after the commercial college?

Where **are you going to travel** first once you have enough money saved up?

2 cLanguage
in use

Step 1: Form meaningful yes-/no- and wh-questions using the *going to*-future. Use the phrases from the box. The first one (0) has been done for you.

to help one's parents in the household next week – to work out tomorrow – to join the party on Saturday – to watch a movie this weekend – to travel abroad this summer – to do one's homework today – to study for the exam – to go shopping this weekend

0 When are you going to help your parents in the household next week?

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____

Step 2: Get into pairs and interview each other using the questions from Step 1.

Trouble-free grammar: Expressing future 3

We use the **present tense continuous** for **fixed arrangements and appointments** (*usually with a time indicator*).

They **are having** a party **at the weekend**.

My father **is taking** me to the football match **next Sunday**.

Cathy **is arriving** at 7 pm **tomorrow night**.

**Negation**

I **am not working** **tomorrow**, so we can go shopping together.

My father **is not taking** me to the football match **on Saturday**. He has to go to work.

Yes-/No-questions and short answers

Is Cathy **arriving** at 7 pm **tomorrow night**? – **Yes**, she **is**. / **No**, she **isn't**.

Wh-questions

Where **is** Tara's party **taking place**?

What **are they having** for dinner?

When **are we leaving** for the concert?

How long **are we staying** at my grandmother's?



EXPLORING TOMORROW

2 d
Speaking

Think about the upcoming weekend. Do you have any appointments? Take notes in the timetable. Then get into pairs and inform your partner. Use the present tense continuous. Take turns.

	7 am	1 pm	4 pm	9 pm
Friday				
Saturday				
Sunday				

3 Speaking: My future life

3
Speaking
Test format
Individual
long turn

You are attending an international workshop on *Shaping your future today*. You have been asked to give a four-minute presentation about your idea of your future life.

In your presentation you should

- give information about what you hope or plan for your private life in the future (**Input**)
- describe your plans and ambitions for your future professional life (e.g. *education, job life, career*)
- explain what worries you in a private and global context (e.g. *global warming, wars, diseases, etc.*)

Input



Step 1: Before you start speaking, read the bullet points carefully and take notes in the table. Use as many phrases from the VocabBooster on page 93 as possible.

bullet point 1

bullet point 2

bullet point 3

VocabBooster

to get a good education	to get old	to be able to express oneself
to stay healthy	to become rich	to follow one's true passion
to get on well with one's parents	to do good in the world	to look into a bright future
to experience a lot of freedom	to be happy	to be unsure about the future
to find a dream partner	to have supportive friends and family	to be worried about global conflicts
to start a family and have kids	to be successful in job life	to be concerned about global warming
to travel the world	to connect with the outdoors and nature	
to attend awesome events		

Presentation
phrases,
Feedback sheet
> page 189

Step 2: Get into groups of three and give your presentation. Take turns.

4 Writing a blog entry: My life in ten years' time

4 a Paragraph writing

Reading

Read Jonas' blog entry posted on the blogging website www.lifeteen.com and arrange the sentences correctly. Start with the topic sentence of each paragraph and then add the supporting arguments in the correct order. The first paragraph has already been done for you. Compare your results with a partner.

Please note: Paragraph writing

- Each paragraph contains one main idea only.
- Topic sentences include the main idea of the paragraphs.
- Supporting arguments follow the topic sentence and support the main idea of the paragraph.
- Each paragraph is divided by one blank line in between.



My life in ten years' time

Jonas

At school we have recently talked about our future and, to my surprise, I had no idea what to do with my life. That has changed now because I have thought a lot about it and I want to share my ideas for my life in ten years' time with you.

4 It would be great to have twins because then they can play with each other all the time.

3 Later, I hope I will have two sons.

2 Of course, I will not marry immediately after school but when I am a bit older.

1 First of all, I am definitely going to have a family.

That is why I am going to work harder in school from now on.

I hope I will make a lot of money and still be a nice person.

Besides family, another important part of my future life is a great career.

I know I will have to keep on working hard when I am an adult but I want to be in a top position in an important company.

In order to live a good life, it is also important to me to travel a lot.

By working hard and having a great job, I hope to be able to finance an exciting lifestyle.

The most important point is to have a nice condo in a bigger city, which should be stylish and modern.

One day I am going to take a trip round the world.

I am not sure if I will be able to fulfil my dreams but there is nothing wrong with dreaming big. What are your ideas for the future? Please, leave a comment.



EXPLORING TOMORROW

4 b

Writing

Text type

Blog entry

> page 191

www.lifeteen.com asks teenagers to send in their blog entries about their idea of their future life in ten years' time. You have decided to contribute.

In your blog entry you should

- give information about your hopes and plans for your future family life
- describe at least two milestones of your future professional life (e.g. *getting your dream job, sealing your first big deal, meeting business partners from all over the world, founding a company, having a lot of freedom, etc.*)
- highlight aspects of a good life.

Give your blog entry a title. Write about 200 words.

Step 1: Before you start writing your blog entry, make up a paragraph plan. Choose one topic for each paragraph and write it down. Then add three supporting arguments.

paragraph	topic	supporting arguments
paragraph 1		
paragraph 2		
paragraph 3		

Step 2: Now write your blog entry.

5 Reading: Education in the future

5 a

Speaking

Get into pairs and answer the following questions.

- 1 How often do your teachers use technology (*electronic devices, Internet, AI, etc.*) in their lessons?
- 2 Which electronic devices do you use during your lessons?
- 3 Are you allowed to use your smartphone in class? Why?/Why not?
- 4 How much do you use technology (*electronic devices, Internet, AI, apps, etc.*) for studying and doing your homework? Explain.
- 5 Do you think that technology helps you to become a better student? Why?/Why not?

5 b

Vocabulary

VocabBooster

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

	A	B
to be sustainable	1 <input type="checkbox"/>	a to give people the chance to learn more about themselves and become better at sth.
to create energy-efficient environments	2 <input type="checkbox"/>	b to tell other people what you know so they can learn too
to explore faraway worlds	3 <input type="checkbox"/>	c to be done in a way that it does not harm our planet or use up resources for the future
to connect globally	4 <input type="checkbox"/>	d to never stop doing sth. (e.g. <i>learning</i>)
to share knowledge	5 <input type="checkbox"/>	e to learn about distant places, cultures, ideas, etc.
to become a lifelong journey	6 <input type="checkbox"/>	f to design buildings or spaces that use less electricity, water or heating
to offer opportunities for personal growth	7 <input type="checkbox"/>	g to communicate and work with people from all over the world

5 c

Reading

Test format

True / False



Read the blog entry about education set in the 22nd century. First decide whether the statements (1–6) are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Education in the 22nd century

Marty McFly

1 Education in the 22nd century has experienced extreme change, so much that it is hard for us to even imagine. The days of traditional school buildings are over. Instead, we have sustainable schools that use resources responsibly and benefit from new technology to create energy-efficient environments. In 2100, schools create their own energy.



10 One of the most significant changes are virtual classrooms. Through 3D experiences, students explore faraway worlds with great interest. Additionally, each student gets a virtual AI teaching assistant, that knows their student's individual learning styles and offers help and advice immediately.

15 Working together knows no boundaries in the education of the future. Students connect globally, easily sharing knowledge and ideas. This connection creates a great learning environment where different opinions are welcome.

25 Through AI technology every student gets the help they need, and their passions and talents are perfectly supported. Learning becomes a lifelong journey and so people of all generations continue to learn and become better, making use of the endless possibilities of education.

30 On the one hand, we can be hopeful for the future, but on the other hand, we must not forget the present. It is important to remind people about the problems the education system has now, in the 21st century, and will have in the future. Schools should begin to use new technologies in the classroom. The most important issue is cost. This means that not every school can have new technology, but we should do our best to change that in the future.

35 In conclusion, the future of education is bright and has a lot of potential. With sustainable schools, virtual classrooms, working together internationally, personalised learning and people wanting to learn lifelong, the 22nd century will offer endless opportunities for education and personal growth. As we look to the future, let us enjoy this vision of education and try to create a world where everyone no matter where in the world can learn.

40 What do you think the future of learning will look like? Let me know in the comments.

45

50

55

60

65





EXPLORING TOMORROW

Statements

0	There will be no school buildings in the future because education will be all virtual.		
1	Future schools will have to buy energy from energy providers.		
2	AI will be able to keep track of each student's personalised needs.		
3	Because of the worldwide connection, students will be open towards different views.		
4	Education in the 22 nd century will mainly happen during a student's time in school.		
5	Financial problems will be the biggest problem for making future schools a reality.		
6	The future of education is one where students don't just learn but develop as people.		

	T	F	First four words
0		X	<i>The days of traditional</i>
1			
2			
3			
4			
5			
6			

5 d Scan the blog entry in activity 5c and write down seven ideas about education in the 22nd century.
Reading Create a mind map. Use the space provided. Compare your results with a partner.



5 e Speaking Get into pairs and answer the following questions. Use some of the phrases from the VocabBooster in activity 5b and the VocabBooster below.

- 1 How green is your school (e.g. *use of eco-friendly building materials, energy-saving lamps, solar panels, etc.*)?
- 2 Why is it important that schools are sustainable?
- 3 What do you think of the idea of using AI tools in the classroom?
- 4 Can you imagine sitting in a virtual classroom with students from all over the world? Why?/Why not?
- 5 How could a personal AI assistant make your life easier?

VocabBooster

to reduce the use of resources	to be more motivated to learn
to teach students to take care of our planet	to make learning more interesting
to save resources and money	to help someone study more efficiently
to get in touch with students from all over the world	to have more time to explain things to manage dates and deadlines

6 Listening: The world in 2100

6 a

Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the beginnings of the phrases in A with the appropriate endings in B. Use an online dictionary or your VocabExtra if necessary. Sometimes there is more than one possibility. Compare your results with a partner.

	A	B
to see some	1	a of electronic, autonomous drones zipping around
to get smarter	2	b significant changes
to connect cities	3	c tasks, analysing data
to have fleets	4	d human workers
to fly with	5	e and more energy-efficient
to sit at	6	f creative and strategic tasks
to manage administrative	7	g high-tech and eco-friendly
to assist in	8	h in a matter of minutes
to focus on more	9	i the decision-making process
to free up	10	j the same virtual table
to be both	11	k electric airplanes and supersonic jets

6 b

Listening
Track 11Test format
Multiple
matching

You are going to listen to a radio show about the world in 2100. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–5) with the sentence endings (A–H). There are two sentence endings that you should not use. 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.

The world in 2100

0	More advanced technology will _____. F	A	reduce travel time between cities
1	Damaging natural events _____. 	B	give people a lot more free time
2	The use of artificial intelligence will _____. 	C	become less frequent
3	New advances in transportation will _____. 	D	save energy in people's houses
4	Travelling for work will _____. 	E	be more frequent because it is fast
5	Being able to meet virtually will _____. 	F	keep people alive to see the year 2100
		G	be good for the planet
		H	occur more and more every year

0	1	2	3	4	5
F					

6 c

Speaking
Test format
Interaction

The radio show (listening activity 6b) got you thinking and you engage in a conversation with the exchange student in your class about the visions for the world of tomorrow that have been shared. In your conversation you should

- highlight areas of change that have been mentioned in the radio show
- highlight ideas that interest you the most
- discuss which ideas are the most realistic ones.

Interaction
phrases
> page 189

Get into pairs and start your conversation. Speak for about four minutes.



EXPLORING TOMORROW

7 Speaking: Revolutionising the future market

7 a

Speaking
www
You are participating in the *Revolutionise the future market* contest for start-ups with the aim of winning the award for best business idea.

Step 1: Get into groups of three. Think of a product, tool, app, etc. with which you are going to revolutionise the market. Do some online research, if you need help. In your brainstorming session you should

- describe your idea
- explain why it is going to revolutionise the market
- analyse the market situation (*saturated/niche market, competitors, etc.*)
- describe your target group (*age, profession, affordability, etc.*)
- explain how you are going to sell your product (*online shops, in-person shops, mail order, etc.*)
- suggest marketing strategies (*social media, online, print, etc.*)
- individually, use AI technology to visualise your product and create a logo; then, discuss which version fits your needs best.



AI info sheet
> page 188

Step 2: Prepare a five-minute presentation. Include visualisation and make sure that everyone has the same amount of speaking time. Use some of the phrases from the LanguageBox.

LanguageBox

The product, with the help of which we will revolutionise the future market, is going to be called ...
It will revolutionise the market because firstly it ...
Secondly, ... Thirdly, ...
Our target group is going to be ...
There are about ... potential customers between the age of ... and ...

Our primary customers are ... with an average income of ...
We intend to/are going to sell the product online/via mail order/locally/in shops ...
The product will be sold at a price of € ... per ...
We are going to use ... for promotion.

Presentation
phrases,
Feedback sheet
> page 189

Step 3: Present your idea on the *Revolutionise the future market* contest in front of the other young entrepreneurs and convince them to vote for you. Be prepared to receive feedback and answer questions.

Step 4: If you are an entrepreneur from the audience, give feedback and ask questions. Use some of the phrases from the LanguageBox.

LanguageBox

First of all, I have to say that I really liked your idea/product, but I still have one question/two questions.
In my opinion, your idea is great/not so good/unrealistic/well thought out because ...
There is one thing I did not understand. Can you explain ... in more detail?

Why are you convinced that your idea ...?
How many potential buyers ...?
Can you explain ... again, please?
Have you ever thought about ...?

LanguageBox

I am going to vote for ... as I think ...
In my view the group .../the idea ... is the best because ...
I am of the opinion that ... is the best idea as ...
... is the most revolutionary idea for me because ...

Step 5: After having listened to every group's presentation, get together in your original groups and agree on the best idea. You cannot choose your own idea. Then vote for the best one in class. Each group has one vote. Use the phrases from the LanguageBox.

7 b

Speaking

Mini-scenario

Because of its success at the *Revolutionise the future market* contest, the winning team offers a four-week summer job. You have decided to apply for the job.

Step 1: Fill in the online application form.



First name:	Family name:	
Date of birth:	Gender:	Nationality:
Address:		
Telephone:	Email:	
First language:	Other languages:	
Education and training:		
Skills and competences:		
Additional information:		
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		

Step 2: Have a look at the following questions you may be asked in the job interview and take notes in the table. Use some of the phrases from the VocabBooster below.

1 What can you tell us about yourself?	
2 What is your greatest strength?	
3 What is your greatest weakness?	
4 Why do you want this job at our company/enterprise/business?	
5 What are your goals for the future?	
6 Why should we hire you?	

VocabBooster

to be punctual	to need guidance and help from co-workers	to find out about one's likes and dislikes
to be reliable	to have just recently started with business education	to pass the commercial college/higher vocational college
to learn quickly	to only have a little experience	to become a manager
to be motivated	to learn about doing business	to go to university
to be a great team-player	to experience real life work	to run one's own business
to not to be perfect		
to still have to learn a lot		



EXPLORING TOMORROW

Listening

Track 12



Step 3: Listen to the interview with Ben Brooks, a 15-year-old student, who is applying for a vacant summer job in a young start-up focusing on social media management. Fill in the gaps. Then compare your results with a partner.

Ben: Good morning, I'm Ben Brooks and I'm here to apply for the vacant summer job _____
_____¹.

Human Resources Manager: Right. Come in, please. Good morning, Mr Brooks. Please have a seat. Could you first tell me a little bit about yourself?

Ben: Thank you. My name is Ben Brooks, and I'm 15 years old. I am currently _____
_____².

HRM: Why did you choose that type of school?

Ben: First of all, I've always been _____³ and my father _____
_____⁴. He has influenced me a lot, he's my role model. I hope that one day I can take over his company. Once I _____⁵ this school, I will already have learned the basics that will be useful for my future career. What's more, if I feel like it, I can always go to university later on.

HRM: What is it that made you apply to our company?

Ben: One of my passions is social media and everything around it. My friends and I run our own YouTube channel, and I always help my father _____⁶ his business pages _____⁷.

HRM: That's interesting. So, let's talk now about your strengths and how they could be important for our business.

Ben: One of my key strengths is that I work very precisely. For example, before I post something online, I usually edit it several times, and then I only post it if it is in my or the _____
_____⁸. I also try not to post too much, but I do try to keep it frequent enough to keep the visitors coming back to our websites.

HRM: That is certainly important for our start-up, too. What would you say is your greatest weakness?

Ben: To be honest, I tend to focus too hard on my work. Sometimes I forget to _____
_____⁹ and meet up with my friends.

HRM: And what are your goals for the future?

Ben: As I mentioned earlier, one day I would like to run my father's business. Before I can do that, I have to prove myself. So I _____¹⁰.

HRM: Mr Brooks, thank you for your time. We'll get back to you within the next two weeks.

Ben: Thank you so much for seeing me. Goodbye.

Step 4: Get into pairs and create a lively job-interview. One of you is the speaker of the contest's winning team and one of you is applying for the job. Use the questions from Step 2, the listening activity in Step 3 and the phrases from the LanguageBox below. Take turns.

LanguageBox

Interviewer

Good morning./Good afternoon. Nice to meet you.

So, we have recently received your CV and as you know we are looking for ...

How did we come to your attention?

Interesting. Tell me/us about yourself ...

Thank you very much for the interview. I am going/We are going to talk to a few more applicants and I/we will get back to you by the end of next week.

Applicant

Good morning./Good afternoon. Thank you for inviting me for the interview/for having me.

Well, I went to the *Revolutionise the future market* contest, as I am interested in new ideas, and there ...

It was my pleasure. Thank you again. I look forward to hearing from you.



8 Review

8 a
Language in use

Have a look at the sentences (1–10) and fill in the correct future forms of the verbs. Sometimes there is more than one possibility. Compare your results with a partner.

- 1 Do you worry that you _____ (not, pass) the final exams?
- 2 It _____ (rain). Look at the dark clouds.
- 3 Elif _____ (apply) for a summer job at a start-up company.
- 4 They hope the product _____ (revolutionise) the future market.
- 5 I think the Human Resources Manager _____ (ask) me a lot of questions.
- 6 Amir is afraid that he _____ (be) late for the meeting.
- 7 Experts expect that many people _____ (have) difficulty keeping up with the speed at which technology develops.
- 8 What _____ (you/do) in your summer holidays?
- 9 Many students doubt that they _____ (get) their dream job right after college.
- 10 My class _____ (attend) the job fair next week.

8 b
Language in use

Have a look at the sentences (1–5) and form questions asking for the underlined parts. Compare your answers with a partner.

- 1 My best friend will probably start her summer job in August.

- 2 Frank is going to study abroad next year.

- 3 They hope they will visit their grandparents next weekend.

- 4 The Walkers are going to move to Vienna next summer.

- 5 Chloe is going to apply for a part-time job because she wants to earn her own money.

8 c
Vocabulary

Match the beginnings of the phrases in A with the appropriate endings in B.

A	B
to own 1	a the A-levels
to always work 2	b a caring and successful person
to pass 3	c a music festival
to get on 4	d the world
to travel 5	e the latest smartphone
to attend 6	f on oneself
to become 7	g well with family members

8 d
Vocabulary

Have a look at the words/phrases (1–7) and write meaningful sentences related to the future.

- 1 to attend awesome events –





EXPLORING TOMORROW

- 2 to see some significant changes –
- 3 to connect globally –
- 4 to get in touch with students from all over the world –
- 5 to be worried about –
- 6 to manage dates and deadlines –
- 7 to follow one's true passion –

8 e

Speaking
Test format
Interaction

Interaction
phrases
> page 189

You are attending the international *Talk about the future* workshop hosted by *Talkthetalk*. As part of the workshop, you should get into pairs and talk about your personal vision for your future. In your conversation you should

- describe what your perfect future life looks like
- highlight ways to achieve your goals
- discuss different careers you could also try.

Get into pairs and start your conversation. Speak for about four minutes.

8 f

Writing
Text type
Blog comment
> page 193

You have recently read a blog entry about education in the 22nd century (p. 95). You have decided to write a comment. In your blog comment you should

- highlight aspects mentioned in the blog entry that excite you
- speculate about education in the 22nd century
- suggest ways schools could improve learning and teaching right now.

Write about 180 words.



8 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 events or concerts would you like to attend in the future? Why?
- 2 What are some items you dream of buying in the future? Explain.
- 3 Which destinations do you dream of travelling to?
- 4 Which goals do you have for the near future?
- 5 What kind of person do you want to be when you are grown up (*character, looks, etc.*)?
- 6 Which relationships do you want to keep in the future?
- 7 How do you picture your future private life as you grow older?
- 8 What does your professional future job life hopefully look like?
- 9 What about your future private life worries you?
- 10 Which issues worry you in a global context?
- 11 What are the goals and worries of teenagers in general?
- 12 Which role will technology play in teaching and studying?
- 13 What could the school of the future look like?
- 14 What will the world in 2100 look like?
- 15 What are aspects to look forward to in the future?

Key vocabulary

VocabExtra
www.hpt.at/qr_225466

Future aims, dreams and concerns

to attend a music festival/event

to own the latest smartphone

to pass this school year/the A-levels

to travel the world

to become a caring and successful person

to always be a good friend

to get on well with family members

to work out more

to read more books

to own an expensive car/home

to be respected

to always work on oneself

to get a good education

to stay healthy

to get on well with one's parents

to experience a lot of freedom

to find a dream partner

to start a family and have kids

to attend awesome events

to get old

to become rich

to do good in the world

to be happy

to have supportive friends and family

to be successful in job life

to connect with the outdoors and nature

to be able to express oneself

to follow one's true passion

to look into a bright future

to be unsure about the future

to be worried about global conflicts

to be concerned about global warming

Education in the future

to be sustainable

to create energy-efficient environments

to explore faraway worlds

to connect globally

to share knowledge

to become a lifelong journey

to offer opportunities for personal growth

to reduce the use of resources

to teach students to take care of our planet

to save resources and money

to get in touch with students from all over the world

to be more motivated to learn

to make learning more interesting

to help someone study more efficiently

to have more time to explain

to manage dates and deadlines

The world in the 2100

to see some significant changes

to get smarter and more energy-efficient

to connect cities in a matter of minutes

to have fleets of electronic, autonomous drones

zipping around

to fly with electric airplanes and supersonic jets

to sit at the same virtual table

to manage administrative tasks, analysing data

to assist in the decision-making process

to focus on more creative and strategic tasks

to free up human workers

to be both high-tech and eco-friendly

Revolutionising the future market

to be punctual

to be reliable

to learn quickly

to be motivated

to be a great team-player

to not to be perfect

to still have to learn a lot

to need guidance and help from co-workers

to have just recently started with business education

to only have a little experience

to learn about doing business

to experience real life work

to find out about my likes and dislikes

to pass the commercial college/higher vocational college

to become a manager

to go to university

to run one's own business

Have a look at the following *can-do* statements. They can help you to find out more about the progress you have made so far. Tick whatever is true for you. Be honest with yourself!

☺ = It is easy for me and I do not have any problems with it. ☹ = I find it hard to do.

⌚ = I need to briefly look at the structures and the phrases again.

Speaking



- I can introduce myself.
- I can talk about daily teenage life in different countries.
- I can speak about special moments.
- I can talk about my favourite pastime.
- I can talk about becoming more active.
- I can present the ultimate travel package.
- I can talk about my future life.
- I can present a revolutionising business idea.

Writing



- I can write my personal profile.
- I can describe my best mate.
- I can write an informal email about my new daily routine.
- I can write a text message.
- I can write a creative story.
- I can write a blog entry about a special day.
- I can write a blog comment about the activity level of Austrian teenagers.
- I can write an online review.
- I can write a promotional leaflet.
- I can write a blog entry about my life in ten years' time.
- I can fill out an online application form.

Reading



- I can understand the main idea of different texts about young entrepreneurs and their business ideas.
- I can understand the main idea of a blog entry about balancing school and free time.
- I can understand the main idea of a blog entry about overcoming obstacles.
- I can understand the main idea of an article about extreme free time activities.
- I can understand the main idea of a blog entry about activity levels worldwide.
- I can understand the main idea of an article about the benefits of travelling.
- I can understand the main idea of a leaflet about reasons to visit Austria.
- I can understand the main idea of a blog entry about education in the future.

Listening



- I can understand two teenagers talking about their lives.
- I can understand a person applying for a summer job.
- I can understand a radio show about school life in different countries.
- I can understand teenagers talking about embarrassing moments.
- I can understand people presenting their favourite hobby.
- I can understand two people talking about awesome adventures.
- I can understand a radio show about the world in 2100.

Language in use



- I can form questions.
- I can form sentences using correct word order.
- I can use the present tense simple and the present tense continuous appropriately.
- I can use the past tense simple and the past tense continuous appropriately.
- I can use pronouns and possessive adjectives appropriately.
- I can use the present perfect tense simple appropriately.
- I can use numbers appropriately.
- I can use adjectives and adverbs appropriately.
- I can use the comparative and superlative appropriately.
- I can use future tenses appropriately.

WANNA BE A YOUTUBE STAR?

Unit overview

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Warm-up: Do you know your YouTube?

1
Listening
Track 13

Step 1: Listen to the recording about facts about YouTube.

Compare your results with a partner.



YouTube is one of the most visited platforms on this planet. It is a social media platform and website that allows users to 1. It was created by Steve Chen, Chad Hurley and Jawed Karim, who all worked together at the American company *PayPal*. They wanted to find a specific video online, but 2. So, they decided to create their own website where you could upload videos. In 3, the website officially went online. The first video that was ever uploaded was called "4" and was filmed in the San Diego zoo. In the summer of 2006, 5 videos per day were already being uploaded. Around at the same time, 6 also wanted to create their own video platform, but as this wasn't successful, they bought YouTube in November 7. Since then, the platform has become more and more popular and helped many people to become famous. For example, Justin Bieber is one of the first YouTube success stories. He posted 8 on YouTube that were seen by US 9 Usher, who helped Bieber start his career.

www

Step 2: Have a look at the sentences 1–6. Research the current numbers online. Make sure you check the results with various sources. Fill in the gaps. Then get into pairs and compare your results.

- YouTube has 1 active monthly users worldwide.
- On average, people globally spend 2 minutes on YouTube each day.
- Most people who use YouTube are between 3 of age.
- The most popular YouTube channel is from 4 with about 5 subscribers and is followed by 6 with 7 people who subscribe to this channel.
- The first video to reach one billion views the fastest was *Hello* by 8. It reached one billion views in just 9 days.
- The longest video on YouTube that you can watch at the moment is 10 long.

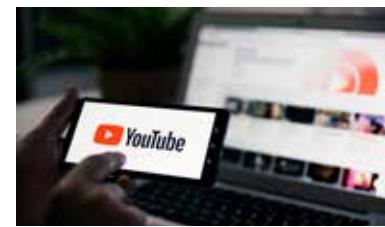


WANNA BE A YOUTUBE STAR?

2 Speaking: Talking about YouTube

2 a**VocabBooster**
www

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

**VocabBooster**

	A	B
to create content for YouTube	1 <input type="checkbox"/>	a to see how the creators of the videos responded to a specific event, video or trend
to subscribe to a channel	2 <input type="checkbox"/>	b to make videos where you analyse and evaluate products
to increase the number of views	3 <input type="checkbox"/>	c to make your games available for people to watch live or upload recorded games on video platforms
to post tutorials	4 <input type="checkbox"/>	d to make and share video blogs (vlogs) on YouTube
to stream gaming videos	5 <input type="checkbox"/>	e to make money with your videos through advertising or sponsorship
to watch reaction clips	6 <input type="checkbox"/>	f to follow and receive updates from a YouTube channel
to do product reviews	7 <input type="checkbox"/>	g to like watching videos that make you laugh
to enjoy funny content	8 <input type="checkbox"/>	h to get more people who watch a video
to monetise your content	9 <input type="checkbox"/>	i to upload videos that teach viewers how to do sth. (e.g. cooking, make-up, etc.)

2 b**Speaking**

Get into pairs and discuss the following questions.

- 1 What do you use YouTube for?
- 2 How often are you on YouTube and how much time do you spend there?
- 3 Which YouTube channels have you subscribed to? Give examples.
- 4 How do YouTubers make money? Give examples.
- 5 What are positive and negative aspects of YouTube? Write down the pros and cons in the table.

pros of YouTube	cons of YouTube

2 c**Speaking**
Test format
Interaction

You are currently attending a social media workshop with students from all over Europe in Vienna. In one session, you get together with a student from Portugal to have a discussion about YouTube. In your discussion you should include the following:

- your personal use of YouTube (types of videos, time spent on platform, etc.)
- the reason why YouTube is so popular
- the most popular YouTube stars at the moment
- content that is especially popular or unpopular among people your age

**Discussion
phrases**
> page 189

Get into pairs and start your discussion. Use appropriate phrases from the VocabBooster in activity 2a. Speak for about four minutes.

3 Language in use: Describing an action

3 a
Speaking
www

Step 1: Get into pairs. Go to *YouTube* and check out MrBeast's channel. Then briefly summarise the content.

Step 2: Read the short extract about MrBeast. Then get into pairs and answer the questions below.



MrBeast is a popular *YouTuber* from North Carolina, USA, who is known for his creative content. His videos are watched by millions of people worldwide because of his unique style and innovative ideas.

He was born as Jimmy Donaldson on May 7, 1998. At the age of 13, he uploaded his first *YouTube* video in 2012 and in 2016 his channel was followed by more than 30,000 users. His first video that went viral was when he counted to 100,000 in 2017. In 2024, MrBeast was the first *YouTuber* to reach over 300 million subscribers.

In many of his videos, he does challenges and stunts. MrBeast is loved by fans because he often gives away large amounts of money to his subscribers and followers in his videos.

In addition to his entertaining content, MrBeast is an entrepreneur and has started several successful businesses. His platform is also used to promote charitable causes and MrBeast has raised millions of dollars for various charities. He spends a lot of time to create content and edit the videos. Moreover, he is surrounded by a talented team who help him bring his ideas to life.

Overall, MrBeast's impact on the world of *YouTube* and online content creation is undeniable. He has proven that with hard work, dedication, and a willingness to take risks, success can be achieved by everyone.

- 1 Why do you think did MrBeast become so popular?
- 2 Do you like the content MrBeast produces? Why?/Why not?
- 3 What would you show on your *YouTube* channel if you were a *YouTube* star?

3 b
Language
in use

Step 1: Have a look at the Trouble-free grammar box about passive constructions. Then get into pairs and summarise the use of passive constructions in your own words. Take turns.

Trouble-free grammar: Passive constructions

We use **passive constructions** to **describe processes** and to **give instructions**. We **focus on the action** rather than the person and passives help to make sentences **more neutral**. Furthermore, they are very often used in **newspaper articles**.

am/is/are	+ past	Over five billion videos are watched on <i>YouTube</i> every single day.
was/were	participle	<i>YouTube</i> was created in 2005.
have been/has been	(3 rd form of the verb)	<i>YouTube</i> has been subscribed to by more than 2,5 billion users.
will be		100 hours of video material will be uploaded by the content creator.
am/is/are going to be		The vlog about the extraordinary building is going to be posted soon.

Negation

Online content **is not** always **protected** by law.
The video **was not uploaded** in German.
His latest latest travel vlog **has not been posted** yet.

The CD **will not be/won't be sold** all over the world.
The server **is not going to be updated** soon.

Modal verbs

It **must be shown** in the caption if there is advertising in a video.

A new video **should be posted** every week.
Videos **can be uploaded** by every user.

Questions and short answers

Is the *YouTuber's* product **sold** in your country? – **Yes**, it **is**. / **No**, it **isn't**.
Has my computer **been repaired**? – **Yes**, it **has**. – **No**, it **hasn't**.

How often **was** content **created** by the *YouTubers*?
Where **is** the music from the video **taken** from?

Wh-questions

Why **was** the video **deleted** again?
When **will** the video **be uploaded**?





WANNA BE A YOUTUBE STAR?

Step 2: Read the short text on MrBeast in act. 3a again. Try to find all eight passive constructions in the text and highlight them. Compare your results with a partner.

3 c
Language in use

Read the biography of Pamela Reif (@PamelaRf1) and fill in the gaps with appropriate passive constructions. Mind the tenses. The first one (0) has been done for you. Compare your results with a partner.



Pamela Reif is a German fitness influencer, author, and entrepreneur. She was born⁰ (bear) on 9 July 1996 in Karlsruhe in southwest Germany. She was raised¹ (raise) by a single mother together with her brother. She graduated from high school but never went to university because she decided to focus on her online career. Pam is a well-known *Youtuber* who posts fitness and lifestyle content. Her fans love her high quality and informative videos, and her content is watched² (watch) by millions of people around the world.

From a very young age, she was interested in outdoor activities and dance. One day she and one of her friends decided to hit the gym. After working out at the gym for a few months in 2012, she started posting her gym selfies, diets and workout videos on *Instagram*. According to Pamela Reif, she forgot to click the private button on *Instagram* when posting. Soon the views and her followers were increasing. When the number of followers reached around a million, she was contacted³ (contact) by several fitness and supplement companies for promotions and Pamela Reif decided to start a *YouTube* channel.

Many of Pamela Reif's videos show her performing various workouts and exercises, often with a focus on home workouts that can be done⁴ (can/do) without any equipment. Her healthy recipes and nutrition tips also help her followers to live a healthier lifestyle.

Today, Pamela Reif has partnerships with several well-known brands such as *Puma*, *Calzedonia* or *Nak-d*. She only promotes products in her videos she believes in, and her followers trust her recommendations. Besides her videos, a fitness book called *Strong & Beautiful* was published⁵ (publish), she photographed⁶ (photograph) for the title page of the *Forbes* magazine and she was awarded⁷ (award) the title of *Fitness Influencer of the Year*. In 2021, Pam's fitness food brand *Naturally Pam* was launched⁸ (launch) and she has her own app where users have access to recipes, workout videos and blogs.

At present, Pam's *YouTube* channel has been subscribed to⁹ (subscribe to) by more than 10.6 million people and she has over 9 million followers on *Instagram*.

3 d
Speaking

Test format
Individual long turn

Step 1: You have decided to post a three-minute video presentation about your favourite *YouTube* channel on your own vlog. In your presentation you should

- give general information about the *Youtuber(s)/creator(s)*
- describe what type of content is posted
- present the content of your favourite video.

Use at least three passive constructions in your video.



Presentation phrases,
Feedback sheet
> page 189

Step 2: Get together in groups of four and give your presentation. Take turns. Each group member should ask the presenter one question on the content after the presentation.

4 Reading: YouTube gave me everything, until it didn't.

4 a

Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

	A	B
to turn oneself into a product	1 <input type="checkbox"/>	a to be liked by other people
to boost one's self-confidence	2 <input type="checkbox"/>	b to meet the needs and expectations of the people who are watching or listening
to be well-received	3 <input type="checkbox"/>	c to increase the belief in oneself and one's skills
to maintain one's career	4 <input type="checkbox"/>	d to try to achieve sth.
to top oneself	5 <input type="checkbox"/>	e to identify and solve an issue or a difficulty
to satisfy an audience	6 <input type="checkbox"/>	f to market your personality and lifestyle as a brand to attract attention and gain followers
to chase success	7 <input type="checkbox"/>	g to continue working in a specific job
to be authentic	8 <input type="checkbox"/>	h to do better than one has done before
to fix a problem	9 <input type="checkbox"/>	i to be yourself and not try to be like so. else

4 b

Reading
Test format
Multiple choice

Read the blog entry by Elle Mills, who quit doing *YouTube* videos. Choose the correct answer (A, B, C or D) for each question (1–6) on page 110. Write your answers in the spaces provided. The first one (0) has been done for you.

YouTube gave me everything, until it didn't

Elle_M

1 My name is Elle Mills. I was an influencer in Canada for most of my young adult life. At my peak, I had 1.7 million subscribers, 1.8 million followers, 155 million views. At 12 years old, I 5 started posting videos on *YouTube*. In November 2022, when I was only 24, I quit.

10 My videos were extremely personal and I was as honest as I would have been in my personal diary. That's part of the culture. But another part of the culture is to turn yourself into a product and 15 find out how to sell that product. You are only successful when you have millions of views and subscribers, which is something the whole world can see. The numbers boost your self-confidence. However, you can also feel extremely down when a 20 video isn't well-received.

25 The peak of my *YouTube* career didn't quite match my childhood dream of what being famous is like. Instead, I was constantly terrified of losing my audience and the support of my followers that came with it. I really wanted to maintain my career and that had become so important to me that I felt like my life depended on it. I was constantly trying to top myself to stay interesting.

I knew that my audience wanted to see the 'real' me. To give that to them, I shared information

that might have been better to keep private. If the way you feel about yourself is online about likes, subscribers and comments, you might give away too much of yourself to satisfy an audience that always wants more.



30

35

40

45

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Documenting my darkest moments began to feel like the only way people would truly understand me. In 2018, I uploaded a video about my struggle with burnout, in which I had one of my emotional breakdowns. I was chasing success like many other teenagers and content creators do. In my case, this led to severe anxiety and depression. My breakdowns were just a result of that.

My burnout video didn't end my career but brought me even more attention. Sharing my real emotions meant that I was authentic, but it also meant that I had made a product out of some of the worst moments of my life. After that, I felt that

>

25



WANNA BE A YOUTUBE STAR?

I had to continuously comment on problems in my private life that I didn't know how to fix.

55 Platforms like *YouTube* and the online culture motivate young people to turn themselves into products at an age when they're only starting to discover who they really are. If you don't develop personally at that age, which is natural and so essential for a young person, you will not be authentic and might get emotional problems. This instability in young years also makes the time young adults stay in this business mostly rather short.

60 When I look back, I hardly recognise the person I

used to be. Although I sometimes want to forget who that person was, I'm also grateful to her. My *YouTube* channel, for all the trouble it brought me, connected me with the people who wanted to hear me and prepared me for what I really want to do with my life.

65

I hope you will learn from my experience. Not everyone deserves to see your true you. Use these platforms to open opportunities, but not at the cost of giving all of yourself away. What about you? Have you ever felt the same? Please, let me know and post a comment.

70

75

0 Elle Mills shared similar things with her *YouTube* audience as she would

- A write down only for herself.
- B share with her close family members.
- C write on a personal blog.
- D speak to her boyfriend.

1 According to Elle, rising viewing numbers

- A gave her more money.
- B make you feel better about yourself.
- C make what you do easier to find.
- D help you cope with difficult times.

2 A big fear Elle had was that

- A people would be upset by her videos.
- B people would stop watching her videos.
- C she would be unable to achieve her childhood dream.
- D few people would see the "real her" online.

3 In order to connect with her audience, Elle spoke about things that should have

- A been made public from the beginning.
- B personally helped her fan base.
- C been written down and published.
- D stayed personal and for herself.

4 Elle's breakdowns in 2018 were mainly caused by

- A an untreated illness she shared with her audience.
- B pressure to perform and become successful.
- C the popularity of her brand among her followers.
- D differences with family members and friends.

5 Elle eventually felt that she was talking about

- A other people's lives more than her own.
- B others' opinions about her career.
- C personal ideas she didn't have time to explore.
- D personal struggles she couldn't solve.

6 Growing and changing as a teenager and *Youtuber* often means that

- A you frequently lose followers.
- B one's interests change quickly.
- C an online career lasts a short time.
- D it is difficult to know the right career.

0	1	2	3	4	5	6
A						

4c Get into pairs and discuss the following questions.

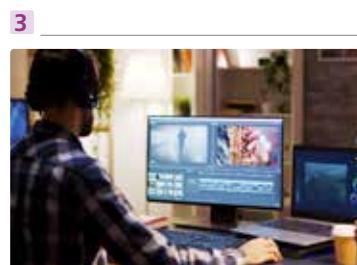
Speaking

- 1 What were the main reasons for Elle to quit making *YouTube* videos?
- 2 What parts about her career did she enjoy?
- 3 Do you know other *Youtubers* who stopped being active on *YouTube*? Why did they do that?
- 4 What do you personally share online and what do you keep private? Give examples.
- 5 Why would you/wouldn't you like to be a *YouTube* star? Give reasons.

5 Listening: How to become a successful YouTuber

5 a Have a look at the box. Match the words in the box with the appropriate pictures (1–6). Compare your results with a partner.

thumbnail – data analysis – video editing – tripod – professional equipment – ring lamp



4

5

6

5 b
Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

A	B
to require a variety of skills	1 <input type="checkbox"/> a to record a video
to master sth.	2 <input type="checkbox"/> b to create an eye-catching image for a video
to be good at storytelling	3 <input type="checkbox"/> c to put effects between video parts
to grow one's channel	4 <input type="checkbox"/> d to become really good at sth.
to shoot a video	5 <input type="checkbox"/> e to delete parts of a video
to increase watch time	6 <input type="checkbox"/> f to get ideas from the Internet
to cut out scenes	7 <input type="checkbox"/> g to get more people to follow your online platform
to add transitions	8 <input type="checkbox"/> h to need different abilities
to design a thumbnail	9 <input type="checkbox"/> i to make one's work interesting and appealing
to make one's content attractive	10 <input type="checkbox"/> j to make people watch more of one's video for longer times
to find inspiration online	11 <input type="checkbox"/> k to connect with people that have similar interests
to build a community	12 <input type="checkbox"/> l to be good at talking in an interesting way

5 c
Listening
Track 14

Test format
Multiple matching

You are going to listen to a vlog on how to become a successful YouTuber. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–7) with the sentence endings (A–J). There are two sentence endings that you should not use. 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.

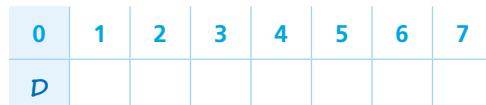




WANNA BE A YOUTUBE STAR?

How to become a successful YouTuber

0	To become a famous YouTuber, one _____.	A	are designed with elements or words that attract attention
1	Having technical skills _____.	B	shows the audience that you are reliable
2	Creators who want to get more views _____.	C	have to believe in their own abilities and work hard
3	The quality of video equipment you need _____.	D	needs to be able to do a lot of different things
4	Preview pictures that represent a video _____.	E	research the words that will attract an audience
5	Coming up with great ideas for videos _____.	F	can be easy with some imagination
6	Posting videos regularly _____.	G	can never be seen by a third party
7	Successful video creators _____.	H	is often not connected with posting videos on YouTube
		I	is unnecessary when the channel is still new
		J	can change based on the content that is produced



5 d
Listening
Track 14



Listen to the vlog from activity 5c again and take notes on the tips for a YouTube career. Create a mind map.



How to become
a successful
YouTuber

5 e
Writing
www

AI info sheet
> page 188

Create a post about being a successful YouTuber for your *Instagram* page. Use a design app (e.g. Canva) or an AI tool (look for AI image creation on Google) on your phone or laptop or just draw it by hand. Create a maximum of three pictures. Have a look at the example below. Use your mind map from activity 5d. Include a caption and hashtags.

Video platform No. 1
billions of monthly active users

FACTS about YouTube

- Founded in 2005
- First video: "Me at the zoo"
- Google owns YouTube
- One of the first YouTube stars: Justin Bieber

FACTS
about YouTube
you probably
DIDN'T KNOW

#YouTube#amazingfacts #video#

6 Writing an argumentative text: The pros and cons of being a teenage YouTube star

6 a
Speaking

Group contest. Get together in groups of four. In the next five minutes, try to find as many positive and negative aspects of being a teenage YouTube star as possible. Write them in the table. The group that has collected most arguments is the winning team.

positive aspects	negative aspects

6 b
Speaking

Step 1: Pick your top four pros and cons of being a teenage YouTube star from the table in activity 6a. Find reasons why they are positive or negative and give an example of each. Take notes in the table below. An example has been given.

positive aspects		
aspect	reason	example
0 being financially independent	YouTubers earn money by collaborating with brands.	You can buy things you like and don't have to ask your parents.
1		
2		
3		
4		

negative aspects		
aspect	reason	example
1		
2		
3		
4		

>



WANNA BE A YOUTUBE STAR?

Step 2: Get into pairs and present your statements about being a teenage YouTube star to your partner (*positive/negative aspect – reason – example*). Use your notes from Step 1 and the phrases from the LanguageBox below. Make full sentences. An example has been given.

When you are a teenage YouTube star you may have many fake friends. One reason is that some of them might only like you since you have so much money. For example, they want you to pay for their food or their tickets to a concert.

LanguageBox

Giving reasons

The reason why ... is because ...
It's important because ...
One reason is ...
The main factor for ... is that ...

Giving examples

For instance/For example ...
One example is ...
A good example would be ...
Just think about ...

6 c
Writing

You have decided to take part in an EU writing competition on the topic of teenage online stars. In your argumentative text you should

- describe the pros of being a teenage YouTube star
- point out negative aspects of being a young YouTube celebrity
- state your opinion about the topic.

Use the phrases from the LanguageBox in activity 6b and the LanguageBox below and the tips on how to write an argumentative text. Use a catchy and suitable title. Write about 200 words.

LanguageBox

Introduction

... is a frequently discussed topic these days. Many teenagers would like to be famous on the Internet. However, as always, there are two sides to a coin.

Main part: Pros

First of all, there are several positive aspects about being a teenage YouTube star.
One of the major positive aspects is that ...
Furthermore, it is also good that ...

Main part: Cons

On the other hand, there are many disadvantages as well. For instance, ...
The fact that ... is also quite negative.
Moreover, it needs to be mentioned that ... is also rather inconvenient.

Conclusion

Based on the points discussed, it can be said that ...
All in all, I believe that ...
In conclusion, ...

Please note: How to write an argumentative text

- Have a clear structure (*intro – pros – cons – personal opinion/conclusion*).
- Present your arguments in a clear and logical way and provide examples.
- Use formal and neutral language.

7 Listening: My life as a YouTuber

7 a
Vocabulary
www

Have a look at the VocabBooster on page 115. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.



VocabBooster

	A	B	
to transform one's life	1 <input type="checkbox"/>	a to tell people who follow you the latest news	
to be into sth.	2 <input type="checkbox"/>	b to have an interest in sth. or to like sth.	
to manage to balance sth.	3 <input type="checkbox"/>	c to try really hard to get sth. done	
to plan and think ahead	4 <input type="checkbox"/>	d to influence a large number of people	
to update subscribers	5 <input type="checkbox"/>	e to make sure to not neglect sth.	
to struggle to do sth.	6 <input type="checkbox"/>	f to make big and positive changes in how one lives	
to put effort into doing sth.	7 <input type="checkbox"/>	g to find sth. hard to do	
to push one's boundaries	8 <input type="checkbox"/>	h to absolutely love and enjoy sth.	
to have a pure passion for sth.	9 <input type="checkbox"/>	i to try new things and go a bit further than usual	
to affect many people's lives	10 <input type="checkbox"/>	j to be well-prepared by thinking about future tasks	

7 b

Listening
Track 15Test format
Short answers

You are going to listen to a recording of an interview with Sabrina Collier about her experiences as a *Youtuber*. 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.

My experiences as a *Youtuber*

0	At the beginning, Sabrina viewed posting on <i>YouTube</i> as just _____.	<i>a hobby</i>
1	When Sabrina's videos became more popular, she decided to get a _____.	
2	Sabrina goes to a university with a lot of _____.	
3	She informs her followers about developments in her game with _____.	
4	Sabrina's teachers believe that she could have _____.	
5	If Sabrina thinks of something perfect for a video, she needs to make it _____.	
6	It gives Sabrina a good feeling to see that her videos make people _____. (Give one answer.)	
7	For Sabrina, the experiences and opportunities are more important than _____.	

7 c

An interview with a famous *YouTube* star

Speaking

For your school's podcast you have been asked to interview a teenage star about *YouTube*.

Step 1: Get into pairs. One of you is the *YouTube* star and the other one is a reporter. Decide who takes which role.

www

Step 2: If you are the interviewed person, choose a *YouTube* star and do some research about his/her work. As the reporter, prepare a couple of questions as well as an intro and a conclusion.

Use an AI tool to help you find ideas, facts and phrases for your interview.

Step 3: Perform your interview in class. Speak for about three minutes.





WANNA BE A YOUTUBE STAR?

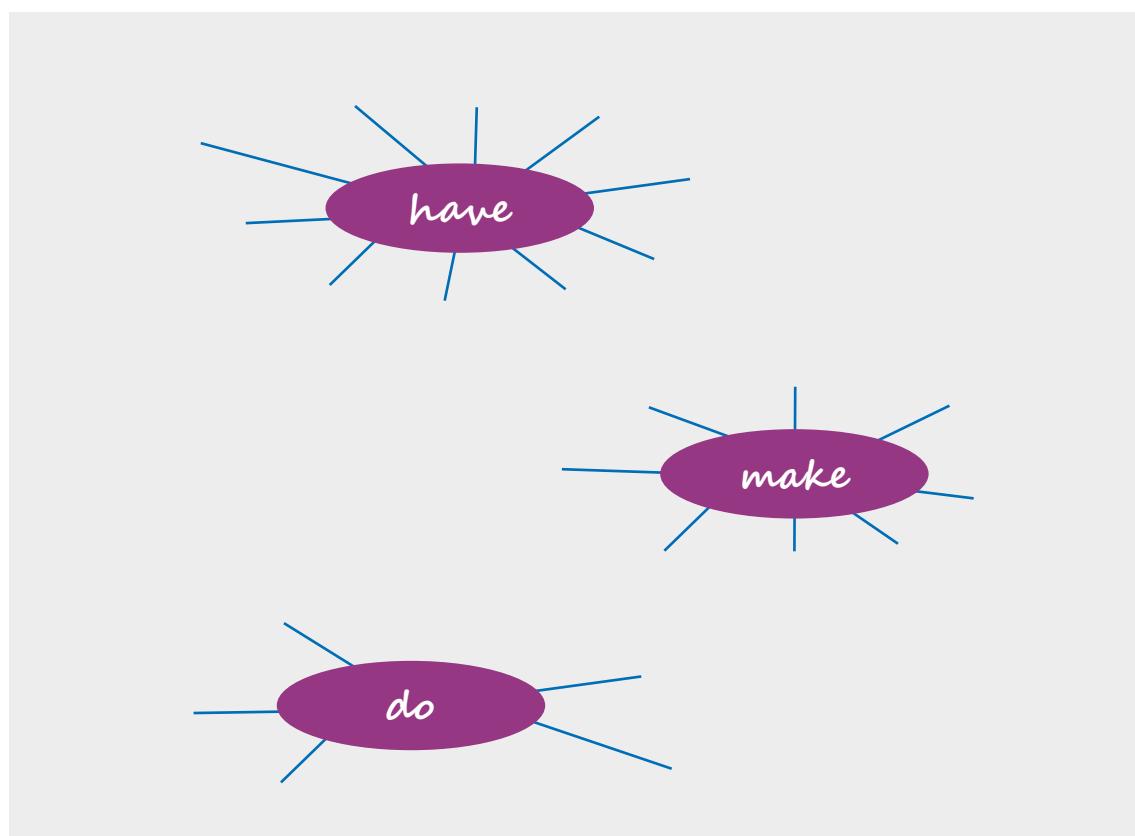
8 Language in use: Important collocations

8 a
Language
in use

Have a look at the VocabBooster and match the words with the appropriate verbs to make useful verb-noun collocations. Sometimes there is more than one possibility. Then get into pairs and compare your results.

VocabBooster

to have ...	a problem ■ some work ■ a good time ■ an excuse ■ a break ■ an exam ■ an effort ■ the homework ■ an accident ■ a mistake ■ friends ■ sports ■ the washing-up ■ fun ■ a decision ■ the shopping ■ a choice ■ a baby/child ■ an arrangement ■ a change
to make ...	
to do ...	



8 b
Language
in use

Complete the questions (1–5). Use suitable collocations from activity 8a. Mind the tenses. The first one (0) has been done for you. Compare your results with a partner.

- 0 You are having a meeting with some colleagues. You think it is time to stop for half an hour.
Shall we have a break?
- 1 A friend has just returned from his/her holiday. You want to know what it was like. How was your holiday? Did you _____ friends?
- 2 One of your best friends is very sad today. You want to know how he/she feels. Do you _____ problems at home?
- 3 It is your turn to help with the housework. There is a real mess in the kitchen. Should I _____ the washing-up first?
- 4 Your classmate got a very bad mark on his test. You want to know how this could happen. Did you not _____ the homework regularly?
- 5 Your parents do not know where to spend the summer holidays. Have you already _____ a decision?

8 c
Language in use

Complete the sentences (1–8). Use an appropriate collocation in one part of the sentence and share something about yourself in the other part. Mind the tenses. Compare your results with a partner.

- 1 It has happened to me quite frequently that I had to _____ a change in my plans because _____.
- 2 Whenever I _____ the shopping, I tend to _____.
- 3 I always need to _____ a choice when _____.
- 4 I usually _____ friends when _____.
- 5 I love to _____ sports, especially _____.
- 6 Last year I _____ a good time when _____.
- 7 I _____ a real effort because _____.
- 8 When I _____ an exam I _____.



9 Review

9 a
Language in use

Fill in the active or passive form of the verbs. Mind the tenses. The first one (0) has been done for you.

The history of Red Bull

Red Bull is much more than a soft drink – it is ⁰ (be) an energy drink. It 1 (make) to improve concentration and reaction speed. In short, it 2 (stimulate) body and mind. The effectiveness of *Red Bull* energy drink 3 (show) in a large number of scientific studies in the past. The energy drink 4 (drink) by many of the world's top athletes, drivers and sportsmen and sportswomen.

It all began in 1982, when Dietrich Mateschitz 5 (bring) the energy drink on the market. In 1987, *Red Bull* 6 (sell) in Austria for the first time. About ten years later the drink 7 (enter) the US market. In 2003, a sugar-free version of *Red Bull* 8 (introduce).

Since then, other versions of the drink, like special editions with new and trendy tastes, 9 (launch). In 2024, more than 12.7 billion cans of *Red Bull* 10 (sell) worldwide, a record for the company, and they 11 (employ) 19,973 people in 171 countries. Not only because of the energy drink, *Red Bull* 12 (be) now one of the most famous brands all over the world.

The company has become so popular with effective marketing, especially in both mass and extreme sports. Successful individuals, such as soccer star Neymar, but also sports teams, like the *Red Bull* Racing team or *Red Bull* Salzburg, 13 (sponsor) by the Austrian company. The company also makes exciting videos which 14 (post) on YouTube and 15 (reach) millions of people. One example is the video of extreme mountainbiker Fabio Wibmer, in which he rides down the world famous *Streif* in Kitzbühel in winter.





WANNA BE A YOUTUBE STAR?

9 b
Language in use

Complete the sentences (1–10). Use *have/make/do*. Mind the tenses. Compare your results with a partner.

- 1 iJustine has made a great effort with her tech *YouTube* channel since she started.
- 2 Last week, a friend of mine had an accident with his moped.
- 3 Matt met many people at the party and made many friends.
- 4 The waiter made a mistake on our bill.
- 5 We are doing some work on our school project right now and then we will go to the cinema.
- 6 The new manager is planning to make some changes in our company.
- 7 Omar had to choose a choice between his career and his family.
- 8 Whenever you have a problem, try to find someone to talk to.
- 9 In order to stay healthy, it is important to do a lot of sports.
- 10 The students do not have a good excuse for being late.

9 c
Vocabulary

Have a look at the phrases (1–10). Fill in an appropriate verb from the box. Sometimes there is more than one possibility. Compare your results with a partner.

to add – to make – to increase – to build – to subscribe – to satisfy – to boost – to be –
to monetise – to shoot

1 <u>make</u> to a channel	6 <u>increase</u> transitions
2 <u>build</u> your content	7 <u>make</u> one's content attractive
3 <u>attract</u> an audience	8 <u>build</u> a video
4 <u>boost</u> one's self-confidence	9 <u>create</u> a community
5 <u>monetise</u> authentic	10 <u>increase</u> watch time

9 d
Speaking
Test type
Individual long turn

You and your friends are planning on becoming *YouTube* stars.

Step 1: Get into groups of three and share your ideas on making a successful *YouTube* video. In your groups you should

- describe characteristics of a good video
- outline different ideas on the content of the video
- discuss positive and negative aspects of the idea (*length, privacy, chances of success, etc.*).



Presentation phrases,
Feedback sheet
> page 189

Step 2: Prepare a four-minute presentation and present your ideas to your classmates. Use appropriate visualisation (e.g. *PowerPoint, poster, ...*) and make sure each of you has the same amount of speaking time.

9 e
Writing

About 3.7 million videos are uploaded on *YouTube* daily. Over 95 million photos and videos are shared on *Instagram* every single day. While entertaining videos and photos can make people laugh, there is also the chance that your post backfires and it can get you into trouble.

Write an argumentative text including positive and negative aspects of sharing private information on the Internet for the English section of your school's website. Use the LanguageBoxes from activities 6b and 6c on page 114 and the guidelines on how to write an argumentative text. Write about 200 words.

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

- 1 How often do you watch *YouTube* videos?
- 2 What kind of content do you usually watch on *YouTube*?
- 3 What types of videos do you think are most popular on *YouTube*?
- 4 What are some of your favourite *YouTube* channels? Why do you like them?
- 5 How does *YouTube* impact your life?
- 6 How do you discover new *YouTube* channels or videos to watch?
- 7 What are some popular *YouTube* trends or challenges you have seen recently?
- 8 Would you like to be a *YouTube* star? Give reasons.
- 9 What content would you produce?
- 10 Do you think *YouTube* is a good platform for learning new skills? Why?/Why not?
- 11 Have you ever used *YouTube* to learn a new language or improve your language skills? How helpful was it?
- 12 Do you believe *YouTube* should have stricter content guidelines? Why?/Why not?
- 13 Are there any negative aspects of *YouTube* that you think should be addressed?
- 14 Can you name some *YouTube* creators who have made a positive impact on society? How did they do it?
- 15 What are some potential career opportunities that can come from being a successful *Youtuber*?

Key vocabulary

Talking about *YouTube*

to create content for *YouTube*
to subscribe to a channel
to increase the number of views
to post tutorials
to stream gaming videos/games

to watch reaction clips
to do product reviews
to enjoy funny content
to monetise your content

VocabExtra
www.hpt.at/qr_225466



How to become a successful *Youtuber*

data analysis
professional equipment

ring lamp
thumbnail

tripod
video editing

to require a variety of skills
to master sth.
to be good at storytelling
to grow one's channel
to shoot a video
to increase watch time

to cut out scenes
to add transitions
to design a thumbnail
to make one's content attractive
to find inspiration online
to build a community

Being a *YouTube* star

to turn oneself into a product
to boost one's self-confidence
to be well-received
to top oneself
to satisfy an audience
to chase success
to be authentic
to fix a problem
to maintain one's career
to transform one's life

to be into sth.
to manage to balance sth.
to plan and think ahead
to update subscribers
to struggle to do sth.
to put effort into doing sth.
to push one's boundaries
to have a pure passion for sth.
to affect many people's lives



UNIT 8

OBEYING THE RULES?

Unit overview

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Language in use	What you <i>have to do/do not have to do/must do</i> – Modal verbs 1	121
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Warm-up: A world of rules

1 a Vocabulary

Have a look at the VocabBooster. Which of these rules/laws apply to life at home (H), at school (S), at work (W) or to public life (P)? Put the letter next to the rules. Sometimes there is more than one possibility.

VocabBooster

1 to respect other people's privacy	12 to support older people
2 to not cheat	13 to help people in need
3 to keep noise down during late hours	14 to keep places clean and tidy
4 to handle private data secretly	15 to wait patiently for one's turn in queues
5 to do your job properly	16 to tidy up one's room
6 to dress according to the company's dress code	17 to respect teachers, staff and fellow students
7 to do household chores	18 to show respect to family members
8 to separate waste	19 to start work on time
9 to behave professionally	20 to respect public property and facilities
10 to complete tasks on time	21 to obey school rules
11 to arrive on time	22 to attend classes regularly

1 b Speaking

Get into pairs and discuss the following questions.

- 1 Which rules in your life are you okay with?
- 2 Which rules would you like to change? Explain why.
- 3 Why do you/do you not think rules are important?
- 4 What is the difference between a rule and a law? In which areas of life do you need to follow a rule or a law? Give examples.



2 Language in use: What you *have to do/do not have to do/must do*

Trouble-free grammar: Modal verbs 1

We use **have to** to express an **obligation that comes from somewhere else** (a person/an institution).

I **have to** brush my teeth more often. (*The doctor told me to.*) Laura **had to** work extra hours.
The employee **has to** be more friendly. She **will have to** see her dentist tomorrow.

We use **must** in the **present tense** to express a **personal obligation** or to express **what the speaker thinks is necessary**.

I **must** start getting more active. (*I want to*)

Negation

I **do not have to** get up early tomorrow. She **did not have to** attend the meeting yesterday.
Kelsey **does not have to** do the shopping at the weekend.

Questions and short answers

Do I have to clean the office myself? – **Yes**, you **do**. – **No**, you **don't**.

Did he really have to use a fax machine in his last internship? – **Yes**, he **did**. – **No**, he **didn't**.

Wh-questions

Why do I have to get up so early?

How many times did Ali have to practise his talk?

What does an accountant **have to do**?

When will you have to study for the next test?

Where must she **go to** meet the celebrity?

2 a

Complete the sentences (1–7). Fill in *have to/do not have to/must*. Mind the tenses.

Language in use

1 I wear a helmet while riding my bike. I don't want to hurt myself.

2 Students get up early during the holidays.

3 We wear slippers in the school building. It's a school rule.

4 I attend every meeting during my internship last summer, because I needed all the information to do my job.

5 I save some money for a ticket because I want to see the game.

6 When Steve was young, he mow the lawn because it was too dangerous.

7 Sarah babysit her little sister if she wants to go to the party at the weekend.

2 b

Language in use

Form questions using *have to/must*. Mind the tenses. The first one (0) has been done for you.

0 I had to go to the dentist's last week. I had a toothache.

Why did you have to go to the dentist's last week?

1 They must prepare their tickets, clothes and a travel guide for their trip to Barcelona.

What

2 The students had to wait for the train for ages.

How long

3 Tariq will have to hand in the report by Friday.

When

4 Jana had to pay 60 € for parking in the wrong spot two days ago.

How much

5 I must get up early in the morning to see the sunrise.

Why



OBEYING THE RULES?

2 c
Speaking

Get into groups of four.

Step 1: Come up with five questions about what your colleagues have to do in their lives (for example: *Do you have to walk the dog?*).

Step 2: Interview each other. Take turns. You score one point for each time your colleagues answer the questions with yes.

3 Listening: Going the extra mile



3 a
Speaking

Get into pairs and discuss the following questions.

- 1 Have you ever done some extra work so that you were allowed to do something or so that you got something? Explain.
- 2 What was the last thing you really wanted from your parents that you did not get?
- 3 Have a look at the box below. Would you be willing to go the extra mile to get or be allowed to do any of those things? Feel free to add your own examples.

get a new phone – stay out longer – stay up longer – attend a sleepover at a friend's house – get more pocket money – buy a new video game – go on vacation without parents

3 b
Vocabulary
www

Have a look at the VocabBooster. Match the words/phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

A	B
to be exhausting	1 <input type="checkbox"/> a to be expected to happen
to go the extra mile	2 <input type="checkbox"/> b to annoy so.
to pretend to do sth.	3 <input type="checkbox"/> c to be too much to handle
to be predictable	4 <input type="checkbox"/> d to be very tiring
to have obligations	5 <input type="checkbox"/> e to mislead so. into believing sth.
to be overwhelming	6 <input type="checkbox"/> f to achieve sth.
to get on so.'s nerves	7 <input type="checkbox"/> g to make a plan for sth. one has to do
to develop a schedule	8 <input type="checkbox"/> h to have to do certain tasks or duties
to be consistent	9 <input type="checkbox"/> i to delay tasks until a later point in time because one does not want to do them
to boost one's grades	10 <input type="checkbox"/> j to improve and get better marks
to procrastinate	11 <input type="checkbox"/> k to do more than what is expected
to accomplish sth.	12 <input type="checkbox"/> l to always behave or happen in the same way
to trick so. into thinking sth.	13 <input type="checkbox"/> m to act like one does sth.

3 c
Listening
Track 16

Test format
Short answers

You are going to listen to a vlog on how to get what you want from your parents. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) 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.



How to get what you want from your parents

0	For a teenager, responding to questions from one's family every day is often _____. exhausting
1	It is important for parents that their kids have _____. (Give one answer.)
2	Kids should let their parents see that they finish all their class assignments _____. _____
3	If you have a plan that you can follow, you will have less _____. _____
4	If you ask your parents for something, you should be _____. _____
5	With practice, cleaning up your space requires just _____. _____
6	Before asking for a more expensive item from your parents, it can help to say _____. (Give one answer.)
7	A main aspect for a good relationship with your parents is _____. _____
8	Your parents will have more confidence in you if you are _____. _____

3 d Get into pairs and discuss the following questions.

Speaking

- 1 What do you think of the tips from activity 3c?
- 2 Which is the most/least effective strategy? Give reasons.
- 3 Which of the strategies would definitely work/not work in your family? Explain.

3 e An Austrian bilingual radio station hosts a series of podcast discussions about teenage topics. You have been invited to speak in the episode about the relationship between teenagers and parents. In your conversation with another teenager you should

- give reasons why the relationship between parents and teenagers is sometimes difficult
- say what you do to get on well with your parent(s)
- suggest ways to improve the relationship between parents and teenagers.

Interaction phrases
> page 189

Get into pairs and start your conversation. Speak for about four minutes. Use the phrases from the VocabBooster in activity 3b.

4 Language in use: What you **should (not) do/are (not) allowed to do/must not do**

Trouble-free grammar: Modal verbs 2

We use **should** to give advice or to give an opinion.

Politicians **should** do more to help unemployed people. I think you **should** apologise for the mistake.

Negation

You **should not** eat so much chocolate.

She **should not** spend so much money on clothes.

Questions and short answers

Should I tell him the secret? – **Yes**, you **should**. – **No**, you **shouldn't**.

Wh-questions

Why **should** I do that?

When **should** we be there?

Where **should** I hand in my assignment?



OBEYING THE RULES?

4 a
Language in use

Get into pairs. Think of good pieces of advice for each situation (1–5) using *should*. Compare your results with another pair.

0 Tom's profile picture is really old.

He should take a new one.

1 Ahmet finds it hard to get up early in the morning.

2 Amina has trouble making friends.

3 My neighbour does not understand a word of English.

4 My best friend failed his last Accounting test.

5 My aunt lost her job last month.

4 b
Language in use

Write down pieces of advice for teenagers to get on well with their parents using *should*. Use your own ideas and ideas from activity 3c.

1

2

3

4 c
Speaking

Get into pairs. Talk to your partner about a small problem you or one of your friends are currently dealing with. Take turns. Then come up with four pieces of advice using modal verbs.

Trouble-free grammar: Modal verbs 3

We use **be allowed to** to express permission.

Sarah **is allowed to** go to the cinema tonight.

The students **are allowed to** work in groups today.

My brother **was allowed to** go to a rock concert last week.

Brendon **has been allowed to** drive his father's car since he passed his driving test.

We use **not be allowed to/must not** to express that something is forbidden.

We **are not allowed to/must not** run in the corridor at school.

My sister **is not allowed to/must not** meet her boyfriend again.

Questions and short answers

Am I **allowed to** go to the concert in June? – Yes, you **are**. / No, you **aren't**.

Is she **allowed to** smoke? – Yes, she **is**. / No, she **isn't**.

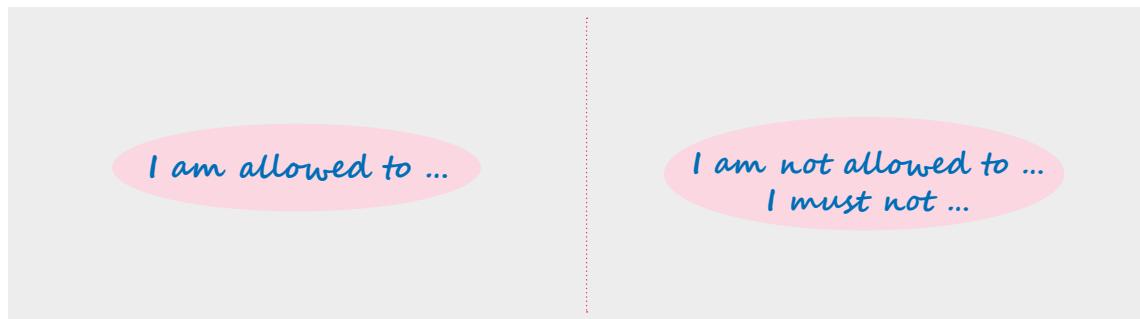
Wh-questions

Why **are we not allowed to** leave before the lesson ends? How often **am I allowed** to miss classes?

When **will the students be allowed to** organise a sports day? Who **is allowed to** enter the teachers' lounge?

4 d

Think of what you are allowed to do/are not allowed to do/must not do at home. Create a mind map. Then get into pairs and tell your partner. Take turns.



4 e

Step 1: Have a look at these laws from all over the world. Fill in the correct modal verb to say what is forbidden.

1 You _____ wear high heels at historical sites in Greece.

2 It _____ keep a goldfish in a glass bowl in Rome.

3 You _____ text on your phone and cross the street in Honolulu, Hawaii.

4 In North Korea, you _____ wear blue jeans.

5 In Australia, people _____ create memes.

6 You _____ wear flip flops on the Italian island of Capri.

7 In Alabama, US, it _____ wrestle with a bear.

Step 2: Choose two laws from Step 1 and do some online research to find out why they exist. Compare your findings with a partner.

5 Listening: Rules and regulations at work

5 a

Get into pairs and discuss the following questions.

- 1 Which rules are important for both school and work life? Give examples.
- 2 Do you like to have rules in your life and find it easy to follow them? Why?/Why not?
- 3 Do you think rules are especially important at work? Give reasons.
- 4 Imagine you are the boss of your own company. What would be your five most important rules for your employees? Give examples and explain.

5 b
bulary

Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Compare your results with a partner.

VocabBooster

	A	B	
to guarantee	1	<input type="checkbox"/>	a everyone equally
to treat	2	<input type="checkbox"/>	b in a change
to run	3	<input type="checkbox"/>	c about one's rights and responsibilities
to make	4	<input type="checkbox"/>	d perfect sense
to get	5	<input type="checkbox"/>	e as a compliment
to inform oneself	6	<input type="checkbox"/>	f well with good rules
to result	7	<input type="checkbox"/>	g so.'s approval
to be considered	8	<input type="checkbox"/>	h safety



OBEYING THE RULES?

5 cListening
Track 17Test format
Multiple
choice

You are going to listen to an interview with an expert about rules and regulations at the workplace. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). 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.



Rules and regulations at work

0 In comparison to 50 years ago, there are now more
 A people motivated to follow the rules.
 B new rules to follow for everyone.
 C rule-breakers at the workplace.
 D companies that run without rules.

1 James Cooper believes that workplace rules exist because rules
 A make sure things are fair.
 B keep employees happy.
 C keep the company private.
 D make customers feel happy.

2 In one company, employees have to
 A pay for the gifts for their customers.
 B report gifts they get to their company.
 C give away gifts at customer meetings.
 D ask first if they can accept gifts.

3 Rules are perfectly fine as long as they
 A make enough sense.
 B come from the boss.
 C let you work properly.
 D come from employees.

4 One rule James Cooper finds especially amusing is about
 A listening to music at work.
 B asking permission from managers.
 C eating food in the workplace.
 D style guidelines for male employees.

5 Before complaining to the boss about a rule, employees should
 A talk to other employees to gather other opinions first.
 B collect information so they have a convincing argument.
 C try breaking the rule and see what happens.
 D write an open letter to the whole company.

6 Rules for international meetings
 A are only needed in some companies.
 B are less important than people think.
 C should be followed as closely as possible.
 D should be followed mainly in Asia.

0	1	2	3	4	5	6
B						

5 d

Vocabulary

Step 1: Match the beginnings of the sentences about rules and regulations at work in A with the appropriate sentence endings in B. The first one (0) has been done for you. Compare your results with a partner.

A**B**

Leaving early on Friday 0 C a from the entire company area.

Employees are not allowed to 1 b information is a privacy issue.

Smoking is banned 2 c is not possible.

It is against company 3 d of the company to accept business gifts.

It is against the interest 4 e smoke in the office.

Giving away customer 5 f is not very business-like.

Wearing shorts 6 g off you can dress casually.

On your day 7 h policy to pass on personal details.

Step 2: Rewrite the sentences from Step 1 using appropriate modal verbs (*be allowed to/not be allowed to/should not*). The first one (0) has been done for you.

0 *You are not allowed to leave early on Friday.*

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

5 e

Speaking
www
AI info sheet
> page 188

Step 1: Get into pairs. Ask an AI tool to generate a list of 15 school rules for your type of school and a reason for each rule. Analyse the results and discuss how effective and appropriate these rules are.

Step 2: Decide on the five most important rules and write them down in the table. Use the modal verbs from the Trouble-free grammar boxes on pages 121/123/124. Give reasons for your ranking.

	rule	reason
1		
2		
3		
4		
5		

6 Speaking: Compulsory internships

6 a

Reading
www

Read the blog entry about compulsory internships. Highlight all the modal verbs.



Compulsory internships

Paul K

1 An internship is a great way to gain valuable experience in the world of work. All students at vocational schools in Austria have to do a paid internship during their five-year school time.

5 Most students have to complete their compulsory internship, which ranges from a few weeks to three months, outside school, like at the weekend or during the summer holidays. Students at some schools, especially ones focusing on tourism, are allowed to end the school year mid-June to start their internships as they have to complete eight months of internships until their graduation.

There are a couple of things you should consider. First, you have to be 15 years old to do your internship. You also have to document your internships and hand in a portfolio, and your school has to check if

>



OBEYING THE RULES?

10 everything is ok. However, you mustn't do just any job for your internship. It should be related to the focus of your school, like business administration or social services.

So, where should you start to find your perfect position? A good way is to look for companies near you that work in a field you are interested in. You should also talk to your parents and relatives to find out if there is an open position in the companies they work for.

15 Start early to look for an internship, because only if you have completed your compulsory internship, you will be allowed to take the final exams and graduate from school.

What is your view on compulsory internships? Please, leave a comment below.

6 b

Vocabulary

Think about the pros and cons of a compulsory internship. Use the phrases from the VocabBooster and fill in the table below. Add your own ideas.

VocabBooster

to get hands-on experience ■ to be under pressure and stress ■ to build a network ■ to develop personally ■ to do boring tasks ■ to earn only little money ■ to get in touch with potential employers ■ to get insights into the working world ■ to have less leisure time ■ to have less time to prepare for exams ■ to improve communicative skills ■ to not be interesting

pros of compulsory internships

cons of compulsory internships

6 c

Speaking

Mini-scenario

You are doing a short podcast interview for *NextGeneration EU*, a podcast for and by teenagers produced by the European Commission. One of you is the host (A), one of you is in favour of compulsory internships (B) and one is against compulsory internships at schools (C).

Step 1: Get into groups of three and decide who you want to be.

Step 2: Find good arguments and phrases to support your view and create a mind map. Use the phrases from the LanguageBox (host) below and the tips on how to do a podcast on page 129.

My role: _____

LanguageBox

Host

Welcome everyone to our podcast ... (*title of podcast*). I am ... (*your name*) and today's topic is ... I am happy to introduce our guests for today. I am glad to have ... (*name of student 1*) here with us, who ... (*state viewpoint/background of student 1*). A warm welcome also to ... (*name of student 2*), who ... (*state viewpoint/background of student 2*).

So, let's hear what ... has to say on this topic.

Thank you for sharing. What do you reply to that, ... (*name of student*)?

Could you explain that in a bit more detail, please?

Clearly, there are always two sides to a coin. Thanks everyone for joining us in the studio and thank you for listening. Our next podcast will air next Monday. Stay tuned.

Please note: How to do a podcast

Host:

- Welcome the listeners, state the topic and introduce your guests.
- Ask questions and follow-up questions to clarify different viewpoints.
- Make sure everyone has the same amount of speaking time.
- Make a conclusion and thank your guests.
- Thank your listeners for their attention.

Guests:

- Speak when you are invited to.
- Present your arguments in a logical way (*statement – justification – example*).
- Refer to what the other participant(s) or the host said.



Interaction
phrases
> page 189

Step 3: Act out your conversation. Speak for about four minutes.

7 Reading: Getting ready for your internship

7 a

Vocabulary

Have a look at the VocabBooster. Which of these tasks are mainly done by an intern, a CEO or a regular employee? Write the tasks in the table below and add your own ideas. Sometimes there is more than one possibility.



VocabBooster

to answer the phone ■ to work together with colleagues ■ to communicate the company's vision ■
to complete tasks within deadlines ■ to contribute ideas ■ to enter data ■ to file data ■ to help
create content for social media ■ to communicate with customers and clients ■ to make very
important decisions ■ to check the company's performance ■ to participate in team meetings ■
to represent the company at big events ■ to set goals for the whole company ■ to shadow
experienced employees

typical tasks of an intern

typical tasks of a CEO

typical tasks of a regular employee

7 b

Vocabulary
www

Have a look at the VocabBooster. Match the words/phrases in A with the appropriate ones in B to make meaningful phrases. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

VocabBooster

A	B
to lose 1	<input type="checkbox"/> a the best out of one's internship
to make 2	<input type="checkbox"/> b busy
to introduce 3	<input type="checkbox"/> c to the best of one's ability
to be relevant 4	<input type="checkbox"/> d oneself to everyone
to keep oneself 5	<input type="checkbox"/> e one's focus at work
to uphold 6	<input type="checkbox"/> f talking about personal matters
to avoid 7	<input type="checkbox"/> g to one's position
to do sth. 8	<input type="checkbox"/> h a certain standard of professionalism



OBEYING THE RULES?

7 cReading
Test format
Short answers

Read the article about the dos and don'ts for a successful summer internship. Complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

Dos and don'ts for a successful summer internship

1 It is summer internship season and a lot of you are happy to have already found a job. Since the weather is getting hotter, and some of your friends keep texting you to join them at the public pool, it can easily happen that you lose your focus at work. Here are the most important “Dos and don’ts” to make sure that you will be successful. Use them as a handy guide to make the best out of your internship experience.

DOS

Make sure to greet everyone – from the CEO to the receptionist – politely, every day.

10 Ask questions as soon as you aren't sure what to do. Ignorance isn't stupidity. It would be stupid not to ask questions when you don't know something. If your conversation partner expresses surprise, don't apologize. Simply say, “I don't know. Can you tell me?”

15 Introduce yourself to everyone. Every business is a network, and just looking at someone cannot tell you what their role is or if they are relevant to your position. Make sure you know the right people, and try to make friends or at least try to get along with everyone.

20 Always keep yourself busy. Yes, there could be moments when there is not much to do. If so, think of two suggestions for something you might do and ask your boss which you should do first.



DON'TS

Don't dress down on Friday if your boss doesn't. That is the team you are on! It is important to uphold a certain standard of professionalism.

Don't bring your weekend to the workplace with 30 you on Monday, and avoid talking too much about personal matters. Focus on your work and leave your private life at the door.

If you are told to do something you don't want to do, don't try to find someone else to tell you 35 differently. Get it done to the best of your ability, and then move on.

Do not take out your phone during meetings or discussions. You should look at whoever is speaking like you are on a (great) first date. You can look at 40 your boss. You can take notes. That's it. But don't check your messages on your phone.

0	During your summer job, it is likely that you will be unable to maintain _____. <i>focus at work</i>	
1	You should say hi to every person at the company _____. <i>(Give one answer.)</i>	
2	Make sure you get on well with others, no matter their _____. <i></i>	
3	In case your tasks are finished, come up with _____. <i></i>	
4	When deciding what you wear to work, remember to keep an appropriate level of _____. <i></i>	
5	If you chat with colleagues, do not speak about _____. <i>(Give one answer.)</i>	
6	In conferences you should avoid using _____. <i></i>	

7 d

Speaking

Write down your top three rules mentioned in the text in activity 7c. Give reasons for your choice. Compare your results with a partner.

1

2

3

7 e
Vocabulary

Have a look at the tips for behaving at work in the VocabBooster. Tick if you think you should (Do) or should not (Don't) do something. Then get into pairs and compare your answers.

VocabBooster

Do	Don't	Do	Don't
	to vape in the office		to offer help to others
	to be polite		to brag about achievements
	to prepare for meetings		to play games on one's phone
	to speak at an acceptable sound level		to send snaps
	to show up on time		to check personal messages
	to dress too casually		to double-check emails for spelling errors
	to give away confidential data		to use formal language with customers

7 f
Speaking
Test format
Individual
long turn

Step 1: You are almost at the end of your internship and have been asked to give a three-minute presentation to the new international interns so that they know what to expect and how to behave. In your presentation you should

- point out what their main tasks will be
- give examples of rules at the workplace
- point out how to make the most of the internship.



Before you start speaking, read the bullet points carefully and take notes in the table. Use the phrases from the VocabBooster in activities 5b, 7b and 7e.

bullet point 1

bullet point 2

bullet point 3

www
AI info sheet
> page 188

Step 2: Create three pictures that support your presentation using an AI image creation tool. Use as many words and phrases as possible to specify your prompt.

Presentation
phrases,
Feedback sheet
> page 189

Step 3: Get into pairs and give your presentation. Take turns.



OBEYING THE RULES?

8 Writing a blog comment: Advice for interns

8 a
Reading

Step 1: Read the blog entry by Ken Adams, who regrets not having made more out of his internships. Highlight words and phrases used to link ideas.



Things I wish I had known before my internships

Ken Adams

1 There is no way around internships these days. So, what is there to know about them?
When I was an intern, I found it really difficult to find out how to make the best out of my internship. It took me quite some time to understand what is good and what is less positive for my future career.
I also felt that I had missed out on many opportunities and so I had to work harder later on to get the same 5 chances again. I want others to have an easier start and do things right straight from the beginning because we all know how important good internships are.
What advice can I give now? I strongly believe that presenting yourself as well as possible is the key. In addition, you should also try to network and make some close relationships with colleagues you trust.
What is it that you wish you had known before your internship? Please, comment and share your thoughts 10 to help other interns.

Step 2: Read Regina's comment on the blog entry *Things I wish I had known before my internships*. Underline parts of the text where Regina refers to the original blog entry and highlight phrases (e.g. *linking words, pronouns, etc.*) that give the text structure and improve readability. Compare your results with a partner.

Regina_P
regina.p@gmail.com

1 Thank you for bringing up this useful topic, Ken. I love your idea to help others with that.
I can relate to your experience that you didn't spend your internships perfectly. Especially as a teenager, there is so much going on at school and also in your private life. Sure, I was happy to have an internship back then, but I just tried to get it over with in order to earn some money and then enjoy my summer 5 break again.
So, when I look back now, I would definitely do things differently. First, I would try to work harder. Especially do that if you are serious about getting a job at the company. Another thing is your attitude. So, be friendly, curious and motivated.
Eventually, the most important piece of advice is to be proactive. Do not keep your head down and try not 10 to be noticed. Be confident to present ideas and suggest improvements. This is something companies really appreciate and something that they will remember.
Together we can really make a difference and provide valuable advice for future interns. So, I would be happy to read other opinions as well.

Speaking **Step 3:** Get into pairs and summarise the most important pieces of advice from Steps 1 and 2 in your own words. Add your own ideas.

8 b

Writing

Text type
Blog comment
> page 193

You came across the following blog entry.

Internship help needed!*Max Thumbsup*

1 I am about to start my internship in the summer break, but I have no idea what to do.
 I know how important it is to make a good impression, don't get me wrong. Unfortunately, I have not had much time to prepare myself because I was busy passing this year's exams.

5 There is always so much to do like presentations, tests and revisions. On the other hand, I'm a teenager and I want to live and enjoy my life as well. You know how hard that can be, right?
 So, that's why I don't know too much about what life at the internship will be like. Of course I want to do well to maybe get the chance for a job later. However, I really don't know what I should do.
 It would be great if you guys could help me with a few useful tips. So, please leave a comment.

As you have already gathered some experience on how to do well in an internship, you have decided to comment on Max Thumbsup's blog entry. In your blog comment you should

- refer to the blog entry and comment on how stressful your life is
- give pieces of advice on what to do and not to do in the internship
- describe where you would like to do an internship.

Use the blog comment from activity 8a, Step 2 as a model. Include phrases from the LanguageBox below and the ideas from the listening and reading texts 5c (p. 126) and 7c (p. 130). Write about 200 words.

LanguageBox

Thanks for your blog entry, ... (name). I am sure there are so many teenagers like you out there who are in the same situation.

I am also about to start my internship and have already dived into the matter. I am happy to share a couple of tips.

First, .../Second, .../Third, ...

Apart from that, you should ...

Additionally, make sure to ...

On the one hand, ... However, on the other hand, ...

I would also like to add that ...

Personally, my top piece of advice is to ... because ...

Finally, make the best out of your internship and give it your best shot. I am curious what other people think about this topic. Please, also leave a comment.

**9 Review**

9 a

Language
in use

Complete the sentences (1–8). Fill in the appropriate form of *have to/do not have to/must* and a verb from the box. Mind the tenses. The first one (0) has been done for you. Sometimes there is more than one possibility. Compare your results with a partner.

to get up – to wait – to hurry – to walk – to study – to help – to participate in – to care about – to work

0 Tomorrow is a national holiday, so I do not have to get up early.

1 We don't have a lot of time, so we _____.

2 My father didn't pick me up from school, so I _____ home.

3 I have never done my homework, so I _____ a lot for the test.

4 My grandparents are retired, so they _____ anymore. >



OBEYING THE RULES?

to get up – to wait – to hurry – to walk – to study – to help – to participate in – to care about – to work

- 5 I do not have a lot of money, so I _____ the money I can spend.
- 6 They _____ clean the classroom yesterday. It was their turn.
- 7 Taras was still injured, so he _____ the PE lesson.
- 8 There was no queue, so he _____ long.

9 b
Language
in use

Complete the sentences (1–8) using *have to/be allowed to/not be allowed to/must not/should/should not*. Mind the tenses. Sometimes there is more than one possibility. Compare your results with a partner.

- 1 You work too much. I think you _____ go out more often.
- 2 It depends on the teacher whether you _____ drink in the lesson or not.
- 3 You know that you _____ smoke in the building.
- 4 You always _____ be friendly and greet everyone.
- 5 You _____ show interest no matter what.
- 6 I _____ leave the lessons ten minutes earlier today.
- 7 You _____ smoke so much. It is bad for your health.
- 8 Teachers _____ be fair at all times.

9 c
Vocabulary

Complete the sentences (1–6) using an appropriate verb from the box. Mind the tenses. Compare your results with a partner.

to participate in – to double-check – to offer help – to dress too casually – to be polite – to show up on time

- 1 Steve _____ to his colleagues during his internship last month.
- 2 When writing emails, you should always _____ for errors.
- 3 You have to be well-prepared when you _____ a meeting.
- 4 You can make a good impression in the company if you _____ and greet everyone.
- 5 Lara never overslept in the mornings during her internship last summer, so she _____ for her work every day.
- 6 Tim _____ for the meeting last Friday and was sent home.

9 d
Speaking
Test format
Interaction

Step 1: What are the advantages and disadvantages of rules in your life (e.g. at home, at school, at a sports club, etc.)? Collect some ideas and write them down in the table. An example for each category has been given. Compare your findings with a partner. Add any missing information.

advantages of rules in my life – Everyone knows what is OK and what is forbidden.

disadvantages of rules in my life – You can't do what you want.

Step 2: During a weekend trip to Dublin, you get into a conversation with a teenager about rules. In your conversation you should include the following:

- rules you have to follow in your life
- pros and cons of rules
- a rule in your life you would like to change.

Interaction
phrases
> page 189

Get into pairs and start your conversation. Speak for about four minutes.

9 e

Writing

Text type
Blog comment
> page 193

You came across the following blog entry on teenagelife.com.

My life – my rules

Rebelstar69



1 Wherever you go and whatever you do there are rules! I am so sick of that. In my opinion it is absolutely unnecessary to have so many rules in your life and it seems people are getting paranoid. No matter whether you are at a sports club, at home or at school, there are always rules. You can only do certain things and only at certain times.

5 The minute you enter your school, there are so many rules to follow. For example, at my school, the facility manager checks on you every morning if you wear your slippers in the building. If not, he even takes away one of your sneakers and you have to pick it up after the lessons.

10 Another thing is that whenever I feel like having a snack at school, I want to eat it. I don't need anyone telling me when I am allowed to. Maybe I was sick in the morning, or I just wasn't hungry in the five-minute break before. I mean, I'm 15 years old, I'm not a baby anymore.

I don't know how you feel about rules at your school but feel free to leave a comment!

You have decided to comment on this blog entry. In your blog comment you should

- outline your opinion on rules
- describe the most unnecessary rules in your life
- suggest ways on how *Rebelstar69* could change a few rules at his school.

Write about 200 words.

9 f

Study corner

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

- 1 What are the most important rules you have to follow at home?
- 2 What are things you are allowed to do at home? Give examples.
- 3 What are things you do not have to do at home? Give examples.
- 4 Are there any rules at school that you find challenging to follow? Explain.
- 5 What is the most important rule at school, and why is it important?
- 6 Have you ever broken a school rule? If yes, what was the consequence?
- 7 Which rules at your school do you think are helpful, and which do you consider unnecessary?
- 8 What rules would you like to change at your school? Why?
- 9 How do you feel when someone doesn't follow the rules at school/at home/at the sports club?
- 10 What is the difference between a rule and a law?
- 11 Do you think rules are essential in society? Why?/Why not?
- 12 Do you sometimes go the extra mile to get something? Why?/Why not?
- 13 What are the pros and cons of compulsory internships?
- 14 What are dos and don'ts at the workplace? Give examples.
- 15 What are the best tips to have a successful internship? Give examples.



OBEYING THE RULES?

Key Vocabulary

A world of rules

to respect other people's privacy
to not cheat
to keep noise down during late hours
to handle private data secretly
to do your job properly
to dress according to the company's dress code
to do household chores
to separate waste
to behave professionally at work
to complete tasks on time
to arrive on time

to support older people
to help people in need
to keep places clean and tidy
to wait patiently for one's turn in queues
to tidy up one's room
to start work on time
to show respect to family members
to respect teachers, staff, and fellow students
to respect public property and facilities
to obey school rules
to attend classes regularly

Going the extra mile

to be exhausting
to go the extra mile
to pretend to do sth.
to be predictable
to have obligations

to be overwhelming
to get on so.'s nerves
to develop a schedule
to be consistent
to boost one's grades

to procrastinate
to accomplish sth.
to trick so. into thinking sth.

Rules and regulations at work

to guarantee safety
to treat everyone equally
to run well with good rules

to make perfect sense
to get so.'s approval
to inform oneself about one's rights and responsibilities

to result in a change
to be considered as a compliment

Compulsory internships

to get hands-on experience
to be under pressure and stress
to build a network
to develop personally
to do boring tasks
to earn only little money

to get in touch with potential employers
to get insights into the working world
to have less leisure time
to have less time to prepare for exams
to improve communicative skills
to not be interesting

Getting ready for your internship

to answer the phone
to work together with colleagues
to communicate the company's vision
to complete tasks within deadlines
to contribute ideas
to enter data
to file data
to help create content for social media
to communicate with customers and clients
to make important decisions
to check the company's performance
to participate in team meetings

to represent the company at big events
to set goals for the whole company
to shadow experienced employees
to lose one's focus at work
to make the best out of one's internship
to be relevant to one's position
to introduce oneself to everyone
to keep oneself busy
to uphold a certain standard of professionalism
to avoid talking about personal matters
to do sth. to the best of one's ability

Dos and don'ts at work

to be polite
to prepare for meetings
to speak at an acceptable sound level
to show up on time
to offer help to others
to double-check emails for spelling errors
to use formal language with customers

to vape in the office
to dress too casually
to give away confidential data
to brag about achievements
to play games on one's phone
to send snaps
to check personal messages

VocabExtra
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THE WAY I LIVE

Unit overview

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1 Warm-up: How do you live?

1 a

Step 1: Have a look at the questions (1–7) and take notes in the table.

Speaking

	me	student 1	student 2
1 Do you live in the city or in the countryside?			
2 Do you live in a flat or in a house?			
3 How many residents live there with you?			
4 What is the best thing about your place?			
5 What is special about your room?			
6 Do you have any special features (e.g. pool, trampoline, etc.)?			
7 In which country/city would you like to live?			

Step 2: Get into groups of three and interview each other. Highlight the answers you have in common.

Step 3: Get together with a student from another group and talk about your home and the similarities with your team partners. Use your ideas from Step 1 and phrases from the LanguageBox.

LanguageBox

I live in a big city/small town/village called ... and there are about ... inhabitants.

The place where I live is a house/flat and it is located in the city centre/in the suburbs/in the countryside.

I live there with ...

What makes my place awesome is ...

The coolest feature of my place/room is ... I like living there because ...

My dream would be to live in ... because ...

Interestingly, we all .../only one of us .../no one of us ...

What we have in common is that ...



THE WAY I LIVE

1 b Vocabulary

Get into pairs. Think about the pros and cons of living in a house or a flat. Use the phrases from the VocabBooster and fill in the table below. Some phrases can be used more than once. Add your own ideas.

VocabBooster

to have a lot of freedom ■ to have shared facilities ■ to have hardly any privacy ■ to be cost-intensive ■ to benefit from the community ■ to deal with noisy neighbours ■ to require little time for maintenance ■ to have a lot of (storage) space ■ to be a lot of work ■ to be comfortable ■ to have to follow certain house rules ■ to need intensive care ■ to know your neighbours ■ to be very expensive ■ to be located close to the city centre

	pros	cons
house		
flat		

1 c Vocabulary

Have a look at the VocabBooster. Match the different types of houses in A with the appropriate definitions in B. Then write down the type of house next to the pictures (A–H). Compare your results with a partner.

VocabBooster

	A	B
tiny house	1	<input type="checkbox"/> a tall building that is divided into flats
cottage	2	<input type="checkbox"/> b a house that is part of a line of houses that are joined together
block of flats	3	<input type="checkbox"/> c usually a small, old building in the countryside
semi-detached house	4	<input type="checkbox"/> d a house that stands alone and is not joined to another building
detached house	5	<input type="checkbox"/> e a very small house that is efficient and space-saving
terraced house/row house	6	<input type="checkbox"/> f an apartment that you own
condominium (condo)	7	<input type="checkbox"/> g a house that is joined to another house on one side
bungalow	8	<input type="checkbox"/> h a house that has only one floor and a garden



A _____

B _____

C _____



D _____



E _____



F _____



G _____



H _____

Please note:

condominium = AE

apartment = AE

flat = BE

2 Listening: At a real estate showing

2 a**VocabBooster**
www

Have a look at the VocabBooster. Then label as many features/appliances/pieces of furniture in the pictures (A–C) below as possible. Look up all the words you do not know in an online dictionary or use your VocabExtra. Compare your results with a partner.

VocabBooster

rooms	indoor features	outdoor features	appliances	furniture
bathroom	LED lights	outdoor kitchen	dishwasher	kitchen island
bedroom	carpet	carport/garage	washing machine	bedside table
open living-dining room	Painted walls	pool	refrigerator	walk-in closet/wardrobe
open kitchen	Acoustic panels	solar panels	oven	drawer
study	(glass) fireplace	hammock	stove	bookshelf
basement	mirror	trampoline	kitchen appliances	sink
gym/spa room	curtain	raised bed	freezer	blinds
	window bench	sunbed	smart home	TV console
		balcony		armchair

B _____
_____A _____
_____C _____
_____



THE WAY I LIVE

2 b
Vocabulary
www

Have a look at the VocabBooster. Match the beginnings of the phrases in A with the appropriate endings in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

VocabBooster

	A	B
to be accessible	1	<input type="checkbox"/> a public showings
to be state-	2	<input type="checkbox"/> b a property
to do	3	<input type="checkbox"/> c security deposit
to have enough	4	<input type="checkbox"/> d first-time homeowner
to pay a	5	<input type="checkbox"/> e running costs
to hear	6	<input type="checkbox"/> f storage room and counter space
to be quite sensitive	7	<input type="checkbox"/> g well-insulated
to buy	8	<input type="checkbox"/> h from the bedroom
to become	9	<input type="checkbox"/> i of-the-art
to be a	10	<input type="checkbox"/> j available for sale
to reduce the	11	<input type="checkbox"/> k other tenants
to get a	12	<input type="checkbox"/> l site
to be	13	<input type="checkbox"/> m to noise
to view the	14	<input type="checkbox"/> n mortgage from the bank

2 c
Listening
Track 18

Test format
Short answers

You are going to listen to three conversations between real estate agents and their clients. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–9) 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.

Real estate showings

0	The first feature that Mr Messinger noticed about the terraced house was _____. <i>the kitchen island</i>	
1	Mr Messinger wasn't too excited about the house because it seemed _____. <i></i>	
2	As a photographer, Mr Messinger would use one bedroom as _____. <i></i>	
3	The real estate agent thinks that the price of the terraced house is _____. <i></i>	
4	The condominium Mr Spillane is viewing is on _____. <i></i>	
5	The rental price seems pretty high because the condominium is _____. <i></i>	
6	The real estate agent says that loud sounds will not be an issue in the condo once there is some _____. <i></i>	
7	Mara Smith needs some answers about the property like _____. <i>(Give one answer.)</i>	
8	This detached house was constructed in the _____. <i></i>	
9	In order to save money, the people who previously lived in the detached house put in _____. <i>(Give one answer.)</i>	

2 d
Speaking

Get into pairs. Have a look at the floorplans (A and B) and choose one flat. Explain all the rooms to your partner. Start at the front door.

Use the words from the VocabBooster in activities 2a and 2b and the phrases from the LanguageBox below. Take turns.



LanguageBox

Hi. How are you? Welcome to my home. So let me give you a tour/show you around.
On the right hand side, there is the ... On the opposite side ...
Next, there is the ... to the right.
In case you need to go to the bathroom, it's right here.
At the end of the hallway, there is the ... to the right and the ... to the left.
We also have a balcony/terrace/a big garden.
What I like best about our house/flat is that ...
I hope you will like our house/flat and feel comfortable here.

3 Language in use: Is it *at*, *on* or *in* their house?3 a
Language
in use

Step 1: Read the text about Christina's workplace and highlight all the prepositions of place. Then get into pairs, have a look at the Trouble-free grammar box on page 142 and check your results.

Christina works at a small company in the city centre of Oslo. Her office is on the second floor of the building and there is a big window in the corner that offers a great view of the city. She keeps her coffee mug on the desk next to her laptop. She and her colleagues often meet at the cafeteria to have lunch together. She mainly uses public transport to get to work because she can't park her car in the streets.



THE WAY I LIVE

Trouble-free grammar: Prepositions of place

Prepositions of place indicate the **position of things or people**.

Countries: I live **in** Austria.

Cities: My aunt's house is **in** Graz.

Buildings: The spa area is **in** the basement of their villa.

Streets: The British Prime Minister lives **at** 10 Downing Street.

You may park your car **out on/in** the street.

Exact point: She works **at** the *Innsbruck Crown Plaza*.

The wardrobe is **in** the left corner.

The living room is **on** the first floor.

Address: Let's meet **at** their house in Hellbrunn.

Events: I met her **at** the *Home Fair* in Slovenia.

Step 2: Have a look at the phrases (1–12) and fill in the appropriate prepositions (*at/in/on*).

Compare your results with a partner.

1	_____ the first floor	4	_____ a bungalow	7	_____ the garden	10	_____ the pool
2	_____ home	5	_____ church	8	_____ the roof	11	_____ Vienna
3	_____ my room	6	_____ Fifth Avenue	9	_____ the entrance	12	_____ an island

3 b

Language
in use

Have a look at the sentences (1–9). Fill in the correct preposition *at/in/on*. Compare your results with a partner.

- 1 Let's meet _____ the cinema after school.
- 2 I think I forgot my smartphone _____ the conference room _____ the 11th floor.
- 3 What about having a picnic _____ the beach?
- 4 The party took place _____ the rooftop bar of the museum. The view was incredible.
- 5 Avid saves a lot of money by living _____ a tiny house _____ the suburbs.
- 6 Veronica's sister lives _____ 14 Silk Street.
- 7 The electrician is installing the new solar panels _____ the roof.
- 8 Barbara lived _____ Melbourne for two years.
- 9 I would like to put up some acoustic panels _____ the back wall. I am sure they will look classy.

3 c

Language
in use

Get into pairs. Talk about your place using different prepositions of place (*at/in/on*).

4 Reading: The simple life

4 a

Speaking

Get into pairs and discuss the following questions.

- 1 How many rooms does your house/flat have?
- 2 How many square metres does your house/flat/room have?
- 3 Would you like to have a bigger room? Why?/Why not?
- 4 Which parts of your house/flat could be smaller? Explain.
- 5 How much space and how many rooms do you really need to live?
- 6 Could you imagine living in a place that has only 36 m² of space (6 x 6 metres)? Why?/Why not?

Please note: One large step is approximately one metre.

4 b
Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

A	B
to downsize living spaces 1	<input type="checkbox"/> a to be similar to sth. else
to matter more than sth. else 2	<input type="checkbox"/> b to reuse products that were already used for the same purpose
to live in natural surroundings 3	<input type="checkbox"/> c to give away or throw away things you do not use or need
to be comparable to sth. else 4	<input type="checkbox"/> d to start living in a simple way without too many possessions
to be a significant contrast 5	<input type="checkbox"/> e to live in a place close to nature
to get rid of unnecessary belongings 6	<input type="checkbox"/> f to be very important
to afford sth. 7	<input type="checkbox"/> g to have enough money to buy sth.
to be friendlier to one's budget 8	<input type="checkbox"/> h to be completely different
to play a crucial role 9	<input type="checkbox"/> i to make the size of where you live smaller
to use reclaimed materials 10	<input type="checkbox"/> j to do things that are less harmful to the environment
to reduce the environmental footprint 11	<input type="checkbox"/> k to be more important compared to sth. else
to pick up the minimalist lifestyle 12	<input type="checkbox"/> l to be cheaper

4 c

Reading
Test format
Short answers



Read the article about the *Tiny House Movement*. Complete the sentences (1–7) on page 144 using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

Tiny homes, big social impact

1 In the world of home design, a revolution is taking place – and its future is tiny. The excitement around the tiny house trend is getting bigger and bigger. It is actually both an architectural and social movement that supports the downsizing of living spaces. “Own less so that what you own doesn’t own you” – this is the important idea behind the tiny house trend. It is also about the belief that experiences and relationships matter more than things. Moreover, the idea is that having less space and stuff can create more room and freedom for other things in our lives.

The beginnings of the tiny house movement go back to the 19th century and the American Henry David Thoreau. His book, *Walden* (1854), is an amazing story about simple living in natural surroundings. Tiny houses, typically ranging from 100 to 400 square feet (9 to 37 m²) in size, which is comparable to a regular bedroom or the size of a bigger living room.

One of the main ideas of the *Tiny House Movement* is minimalism. In a world where the average American home continues to increase in size, tiny houses are a significant contrast. If you live a minimalist life, it means that you live with less, that

you focus more on making experiences instead of owning more things, and that you get rid of unnecessary belongings. This change towards a simpler lifestyle can lead to more happiness, less stress, and a stronger connection to the environment and the people around you.

Probably the biggest motivation to get a tiny house is that they are easier to afford. The cost of building or buying a tiny house, of course, depends on the size, location, and used materials. However, they are generally much friendlier to your budget than traditional homes. A personalised tiny house can range from \$ 20,000 to \$ 80,000, while pre-built models can cost as little as \$ 40,000. For many, this is the way to go if they want to own a place. Materials used in the building process of tiny houses play a crucial role. In order to get more space and reduce the environmental impact, tiny house builders often use reclaimed materials from former houses or other sustainable materials. Moreover, sometimes even used shipping



30

35

40

45

50





THE WAY I LIVE

55 containers are used as the base of new tiny homes. Many tiny houses have energy-efficient features like solar panels, composting toilets and systems to make use of rainwater. So, the owners can further reduce their environmental footprint significantly. Additionally, the small size of tiny houses means that they need less energy to heat and cool.

The movement is about much more than just living

in a small space. It is an absolutely new way of living and taking care of the environment. People 60 who pick up the minimalist lifestyle can focus more on themselves in a positive way. These tiny and small houses, built in an energy-efficient way and with sustainable materials, are more than just a place to stay. Maybe they are a way for people to 65 become happier in life again.

0	Part of the tiny house movement is the belief that physical possessions matter less than _____. <i>experiences and relationships</i>
1	Living with less was suggested in a novel about having a home in _____. <i></i>
2	The size of a typical American house is _____. <i></i>
3	People who practise minimalism put more effort into creating _____. <i></i>
4	Compared to normal houses, tiny homes are _____. <i></i>
5	The materials used and the features in tiny houses are often better for _____. <i></i>
6	Living in a tiny home with limited space saves energy because it is easier to _____. <i></i>
7	Minimalists often start to pay more attention to _____. <i></i>

4d
Speaking

Step 1: Get into pairs. Come up with the pros and cons of living in a tiny house. Then exchange your ideas with another pair. Add any missing information.

living in a tiny house

pros	cons

Test format
Individual
long turn

Step 2: You are invited to the *European Youth Summit* in Brussels where students from all over Europe speak about future developments. You signed up for a workshop on housing in the future and are asked to give a three-minute presentation about tiny houses.

In your presentation you should

Input



- describe what a tiny house looks like inside (**Input**)
- discuss the pros and cons of tiny houses
- point out why you can or cannot imagine living in a tiny house one day.

Use appropriate words from the VocabBooster in activity 4b. Get into pairs and give your presentation. Take turns.

Presentation
phrases,
Feedback sheet
> page 189

5 Listening: Home is where you park it.

Vanlife is a movement that has become much more popular recently due to digitalisation and social media. Basically, it means that people stop living in a house or a flat and start living in a van, bus, camper or other vehicle, with a place to sleep, an area to cook and sometimes hygiene facilities.

5 a

Speaking

Get into pairs and discuss the following questions.

- 1 What do you personally need to feel at home somewhere? Give examples.
- 2 Which things or features would you not like to live without? Give examples.
- 3 Do you think that vanlife always is a voluntary choice? Why?/Why not?

5 b

Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

A	B
to renovate a van 1	<input type="checkbox"/> a to have fewer things
to be a digital nomad 2	<input type="checkbox"/> b to borrow a big sum of money
to live with less 3	<input type="checkbox"/> c to do your job while travelling around
to make a living 4	<input type="checkbox"/> d to finally arrive at a certain place
to live on the road 5	<input type="checkbox"/> e to not have space of your own
to work from the road 6	<input type="checkbox"/> f to repair and improve a small vehicle (to live in)
to be tough 7	<input type="checkbox"/> g to complete tasks you have to do
to end up somewhere 8	<input type="checkbox"/> h to be good at repairing things
to do assignments 9	<input type="checkbox"/> i to not have a permanent home but travel around
to be handy 10	<input type="checkbox"/> j to be difficult and not easy
to not have any privacy 11	<input type="checkbox"/> k to earn enough money
to take on a lot of debt 12	<input type="checkbox"/> l to work online while travelling around

5 c

Listening
Track 19Test format
Multiple
matching

You are going to listen to five people who share their experiences with vanlife. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the speakers (1–5) with their statements (A–L). There are two extra statements that you should not use. 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.

Vanlife

Which speaker says ...?	
A	Converting a van costs a lot of money.
B	I can't imagine ever wanting to live somewhere else.
C	People tend to have more stuff than they need.
D	I am looking forward to staying in one place for a while.
E	A new job idea was the reason to start to live on the road.
F	My business depends on me being able to travel at all times.
G	I don't have any money to live in an apartment.
H	I live in a vehicle, but it can't drive anymore.
I	I am unsure if I can continue living in a van because I have trouble earning money.
J	I use my van for little vacations now.
K	I earn enough money and can afford expensive products for my hobby.
L	My mother's job decides where we go.

Speaker 1	0	C	1
Speaker 2	2		3
Speaker 3	4		5
Speaker 4	6		7
Speaker 5	8		9



THE WAY I LIVE

5 d

Speaking

Get into pairs and discuss the following questions.

- 1 What would you enjoy about vanlife?
- 2 Which places would you like to see?
- 3 Which aspects would you be concerned about?
- 4 Make a list of the pros and cons of vanlife.



vanlife

vanlife	
pros	cons

5 e

Speaking

Test format
Individual
long turn

You are doing an internship at *NewHome* in Newcastle, a company that produces alternative housing options like tiny houses or converted vans. You have been asked to do a three-minute presentation for interested clients at the open day. In your presentation you should

- describe the traditional way of living in a house or a flat
- point out what the tiny house movement is
- explain what vanlife is about.

Presentation
phrases,
Feedback sheet
> page 189

Use appropriate words from the VocabBooster in activity 5b.
Get into pairs and give your presentation. Take turns.



6 Writing a blog entry: My dream house

6 a

Vocabulary

Get into pairs. Come up with the pros and cons of living in the city and in the countryside in the table below. Then exchange your ideas with another pair. Add any missing information.

	pros	cons
city		
countryside		

6 b

Language
in use

Read Phil's blog entry about his dream house. Fill in the correct prepositions of place (*at/in/on*). Then get into pairs and compare your results.

My dream house

Captain Phil

I hope that one day, my dream will come true and I will be able to build my dream house. I would like to share what it will look like with you.

First of all, my home should be _____¹ the countryside _____² a picturesque town _____³ a river. I love to be close to nature where you can do sports and enjoy clean, fresh air. Ideally, it will only be a 15-minute drive to a bigger city where you have schools, shopping and entertainment facilities. My dream house is a comfortable and well-planned detached house with lots of gigantic windows and a spacious garden. The dominant style of the house is Scandinavian with the main colours grey, black, white and a bit of forest green. There will also be a lot of natural wood to make it cozy.

The open living-dining room is the centre of the house. The kitchen is bright and has a huge fridge and oven. _____⁴ the stone worktop are all the modern kitchen appliances ready to use. Next to the kitchen is a glass fireplace with a window bench _____⁵ which you can relax. _____⁶ the first floor, I want my beds to be queen-sized and fluffy. My closet is a walk-in, so I can actually walk _____⁷ the closet. _____⁸ my bathroom I'd like to have a sauna I can relax _____⁹ and a big rainbow shower. I also want to have a towel warmer and a bathtub.

Eventually, the best part of the house will be the outside area. _____¹⁰ my garden there is a pool and next to it an open firepit. There is also enough space at the back of my garden to play for my children. _____¹¹ one corner I would love to have a huge roofed outdoor kitchen with a grill, a wooden table in the middle and a hammock. There is also a huge flatscreen TV to watch movies or sports events in summer. _____¹² the roof there are solar panels to reduce my energy consumption.

So that's what my dream house looks like. What do you think about it? What about your plans for your place? I am excited to read your stories.

6 c

Speaking

Create a mind map with your own ideas about your dream house. Then get into pairs and exchange your ideas. Use the phrases from the LanguageBox below.



My dream house

LanguageBox

Phrases that are followed by an infinitive

I would like ...	I hope ...
I would love ...	I want ...

to live there because ...
to have enough space.
to have my own bathroom.

Phrases that are followed by the gerund (*ing-form*)

I am thinking of ...	I love ...
I am looking forward to ...	I like ...
I enjoy ...	

living there because ...
having enough space.
having my own bathroom.



THE WAY I LIVE

6 d

Writing
Text type
Blog entry
> page 191



You have decided to write a blog entry about your dream house. In your blog entry you should

- describe where your dream house is located
- explain what it looks like (*type of house, furniture, colours, style, etc.*)
- describe the best part of the house (*special features, appliances, areas, etc.*)

Give your blog entry a title. Use appropriate words from the VocabBooster in activity 2a. Write about 200 words.

www
AI info sheet
> page 188

Step 2: Create two pictures of your dream house (*interior and outside*) using an AI image creation tool. Use the words from the VocabBooster in activity 2a to describe your dream house.

7 Language in use: This is the person who let the dogs out.

Trouble-free grammar: Relative clauses 1

We use **who/which** to join sentences or to give more information about something:

– **who** for people – **which** for things

Defining relative clauses

We use defining relative clauses to give **essential information** about someone or something – information that is needed in order to understand *who* or *what* is being referred to. A defining relative clause usually comes immediately after the noun it describes.

This is the woman **who** lives in apartment No. 34.

The architect **who** designed the new residential building in the city centre won an award.

I have seen many buildings **which** have rooftop gardens in this city.

Please note: **That** can refer to both people and things. It is less formal than *who* or *which*.

The girl **that** lives next door is very friendly. The house **that** we saw yesterday is for sale.

Non-defining relative clauses

We use non-defining relative clauses to give **extra information** about someone or something. It is not necessary information. Non-defining relative clauses must be separated by commas.

Our neighbours, **who** are very nice, moved in two months ago.

The refrigerator, **which** we bought last year, does not work anymore.

We hope that we will raise 20,000 € for local charities, **which** support the homeless.

Please note: If **which** refers to a **whole sentence**, we need to put a **comma** in front of it.

My host family was nice and friendly, **which** helped me a lot in the first few days.

7 a

Complete the sentences (1–9) using *who* or *which*. Compare your results with a partner.

Language
in use

- 1 I know a lot of people _____ live in the country.
- 2 The colour of the new office building, _____ is located next to the church, is yellow.
- 3 The picture of the tree, _____ is hanging on the wall, is my favourite decoration.
- 4 Did you read the story about the young girl _____ designed the new school library?

5 My best friend's family bought a flat yesterday, _____ was really expensive.

6 Everybody _____ was at the housewarming party enjoyed it very much.

7 My neighbours like to listen to loud music, _____ can be quite annoying.

8 Cem was the only one _____ remembered the correct move-in date.

9 The construction company _____ Avid works for makes prefabricated house parts.

7 b
Language in use

Join the sentences (1–9) to make one sentence. Use *who* or *which*. Fill in a comma where necessary. The first one (0) has been done for you. Compare your results with a partner.

0 There is the electrician. He installed the solar panels on the roof.
There is the electrician who installed the solar panels on the roof.

1 This is the window. It is broken.



2 Our real estate agent showed us a flat. It has a breathtaking view.

3 We decided to buy a house. It is located close to the city centre.

4 The Taylors are from Australia. They live next door.

5 There is a woman at the door. She wants to speak to Derya.

6 The bathroom was newly renovated. It is on the first floor.

7 The couple sold their house. They moved to another city for work.

8 My friend came to visit us. He is an architect.

9 Ralf won a lot of money. He used it to build an outdoor kitchen.

Trouble-free grammar: Relative clauses 2

We use **where/when/why** to join sentences or to give more information about something:
 – **where** for places – **when** for time – **why** for reason

I come from Seattle, **where** many successful companies are located.

He likes shopping between noon and 2 pm, **when** most people are at home.

I would like to know the explanation of **why** he decided not to come.

7 c
Language in use

Complete the sentences (1–9) using *where*, *when* or *why*. Compare your results with a partner.

1 Monday is the day _____ our outdoor kitchen will be delivered.

2 The reason _____ the LED lights haven't been delivered was the fire in the factory.

3 5 pm is the time _____ the real estate showings take place.

4 That is the factory _____ they produce the glass fireplaces.

5 The shop over there is the place _____ they sell those amazing sunbeds.

>



THE WAY I LIVE

- 6 Putting too many clothes in the washing machine is the reason _____ it broke.
- 7 I love to sleep in my hammock at night _____ it's summer.
- 8 The place _____ I spend most of my time after school is our gym and spa room.
- 9 She clearly remembers the day _____ they moved into their first apartment.

7 d
Writing

Step 1: Write a scary short story. Include some of the words from the box. Use as many relative pronouns (*who, which, that, where, when or why*) as possible. Write about 180 words.

Steve – dream house – living room – neighbours – backyard – 2005 – door – evening – wardrobe – one night – abandoned – garage – family

8 Writing a formal reply email: Terrible neighbours

8 a

Speaking
www

Get into pairs and discuss the following questions.

- 1 How well do you know your neighbours? Explain.
- 2 Have you ever had any problems with your neighbours? Give examples.
- 3 How can you build up a good relationship with your neighbours? Give examples.
- 4 What is it that people do that could possibly annoy neighbours?
- 5 What can you do if you have problems with people living next to you? Give examples.
- 6 How can housing associations deal with noisy tenants? Use an AI tool to generate ideas. Then get into pairs and discuss the effectiveness of the suggested measures.

AI info sheet
> page 188



8 b

Reading

Susan Swan has a problem with her neighbours and decides to write an email to property management. Complete the formal email. Use an appropriate relative clause (A–J) for each gap (1–9). The first one (0) has been done for you.

A who seemed to be quite friendly at the beginning	F where they sometimes hang out
B who I had not seen before	G when it was especially warm
C who arrived	H when they saw them from the distance
D which was acceptable in the beginning	I when the police arrived
E who were afraid that they would not get enough sleep	J who seemed to be confused

From: susan.swan@gmail.com
To: office@propertymgmt.com
Subject: Complaint – noisy residents at 34 Boston Street

Dear Sir or Madam

I want to formally complain about our new neighbours, the Garrets, A⁰. We have met from time to time in front of their house 1.

On 3rd April, 2, they were having a party with some friends, 3 and did not know. They were playing music, dancing and shouting, 4. At midnight, they were still celebrating and many neighbours, 5, started to complain.

I decided to call the police, 6 at the place within the next few minutes. My terrible neighbours turned off everything 7. So, 8, it seemed as if there was no party at all. The policemen, 9, left and my neighbours turned on the music again as soon as they were gone. Finally, I am hoping that you will warn the Garrets so that they will never do that again. Friday night was a nightmare. The entire neighbourhood could not sleep the whole night.

I look forward to hearing from you.

Yours faithfully

Susan Swan

8 c

Writing

Text type
Formal email
> page 195

You are doing an internship at *PropertyMGMT* in London. Your boss has forwarded you Susan Swan's email (act. 8b) and asked you to respond. In your formal reply email you should

- refer to her email and apologise for the inconvenience
- say how you are dealing with this incident
- point out measures you will take to avoid future problems.

Write about 180 words. Include at least three relative clauses.
Use the phrases from the LanguageBox.



LanguageBox

I am writing with regard to ...

Thank you for bringing this issue to my attention.

I completely understand your frustration and would like to apologise ...

At *PropertyMGMT* we take all complaints seriously. Therefore, we will ... Secondly, ...

In order to make sure that no such incidences will occur, we have also agreed to ... Another measure we will put into practice is to ...

We appreciate your understanding and hope to ...



9 Review

9 a

Language
in use

Find at least four different places for the following prepositions. Fill in the table. An example has been given for each preposition. Compare your results with a partner.

in	in school
at	at the bar
on	on the table

9 b

Language
in use

Join the sentences (1–7) to make one sentence. Use *who/which/where/when/why*. Fill in a comma where necessary. The first one (0) has been done for you. Compare your results with a partner.

0 That is the person. He showed me the house.

That is the person who showed me the house.

1 Kos is a great holiday destination. My parents bought a condominium there.

2 This is the town hall. The mayor works here.

3 Margarete Schütte-Lihotzky was a famous Austrian architect. I really admire her.

4 This is the most expensive house in town. The Meyer family lives there.

5 It was last Sunday. We decided to buy a tiny house.

6 This is the *Innovation Tower* in Hong Kong. Zaha Hadid designed it.

7 Many people can't live in their homes anymore. The reason was a heavy storm in the area.



THE WAY I LIVE

9 c **Vocabulary** Have a look at the sentences (1–8). Fill in the type of house or an appropriate definition. Compare your results with a partner.

- 1 A _____ is a house with only one floor.
- 2 A condominium is _____.
- 3 A _____ is part of a line of houses that are all joined together.
- 4 A detached house is _____.
- 5 A _____ is usually an older building in a village or in the country.
- 6 A block of flats is _____.
- 7 A semi-detached house is _____.
- 8 A _____ is a very small house that is efficient and space-saving.

9 d **Speaking** You are taking part in the EU's online workshop on the development of life in the future. With another participant, you have been assigned to discuss the topic of housing. In your discussion you should

Test format
Interaction

- outline the pros and cons of living in a house or a flat
- point out the advantages and disadvantages of living in a city or the countryside
- evaluate whether it is better for teenagers to grow up in the city or the countryside.

Discussion phrases
> page 189 Get into pairs and start your discussion. Speak for about four minutes.

9 e **Writing** www.archidose.blogspot.co.at You are interested in architecture and have come across the blog www.archidose.blogspot.co.at where students are asked to write blog entries about unusual types of houses.

Text type
Blog entry
> page 191 **Step 1:** Do some online research on unusual types of houses and find out more about one that is especially interesting for you.

Step 2: Write your blog entry. In your blog entry you should

- describe what is special about the house of your choice
- explain why it was built like that
- mention facts about the interior design.



Give your blog entry a title. Use appropriate words from the VocabBooster in activity 2a on page 139.

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

bullet point 1

bullet point 2

bullet point 3

AI info sheet
> page 188 **Step 3:** Create a picture using an AI image creation tool of the house you described in your blog. Use the words from the VocabBooster in activity 2a to describe the house.

9 f **Study corner** Get into pairs and interview each other. Make sure that you give extended answers and use appropriate vocabulary and phrases.

- 1 Where do you live and who lives there with you?
- 2 What does your room look like? Explain.

- 3 What do you like/dislike about your room?
- 4 Would you like to live somewhere else? Explain.
- 5 Which features would you like to have at your place?
- 6 What are the most common types of houses in your area?
- 7 What are the advantages and disadvantages of living in a flat or a house?
- 8 Would you prefer to live in the city or in the countryside? Explain.
- 9 What would your dream house look like?
- 10 How well do you get on with your neighbours?
- 11 What can you do if you have problems with your neighbours?
- 12 What are the most essential things for you at your home?
- 13 Could you imagine living in a tiny house or live the vanlife?
- 14 What are the advantages and disadvantages of living the vanlife?
- 15 Why might it be difficult to make money living the vanlife?

Key vocabulary

VocabExtra
www.hpt.at/qr_225466



Types of houses

block of flats	cottage
bungalow	detached house
condominium (condo)	semi-detached house

terraced house/row house
 tiny house

Living in a house vs. living in a flat

to have a lot of freedom	to require little time for maintenance
to have shared facilities	to have a lot of (storage) space
to have hardly any privacy	to be a lot of work
to be cost-intensive	to be comfortable
to benefit from the community	to have to follow certain house rules
to deal with noisy neighbours	

to need intensive care
 to know your neighbours
 to be very expensive
 to be located close to the city centre

At a real estate showing

rooms: basement ■ bathroom ■ bedroom ■ gym/spa room ■ open kitchen ■ open living-dining room ■ study

indoor features: acoustic panels ■ carpet ■ curtain ■ (glass) fireplace ■ LED lights ■ mirror ■ painted walls ■ window bench

outdoor features: balcony ■ carport/garage ■ hammock ■ outdoor kitchen ■ pool ■ raised bed ■ solar panels ■ sunbed ■ trampoline

appliances: dishwasher ■ freezer ■ kitchen appliances ■ oven ■ refrigerator ■ smart home ■ stove ■ washing machine

furniture: armchair ■ blinds ■ bedside table ■ bookshelf ■ drawer ■ kitchen island ■ sink ■ TV console ■ walk-in closet/wardrobe

to be accessible from the bedroom
 to be state-of-the-art
 to do public showings
 to have enough storage room and counter space

to pay a security deposit
 to hear other tenants
 to be quite sensitive to noise
 to buy a property
 to become available for sale

to be a first-time homeowner
 to reduce the running costs
 to get a mortgage from the bank
 to be well-insulated
 to view the site

Tiny houses

to downsize living spaces
 to matter more than sth. else
 to live in natural surroundings
 to be comparable
 to be a significant contrast

to get rid of unnecessary belongings
 to afford sth.
 to be friendlier to one's budget
 to play a crucial role

to use reclaimed materials
 to reduce the environmental footprint
 to pick up the minimalist lifestyle

Vanlife

to renovate a van
 to be a digital nomad
 to live with less
 to make a living

to live on the road
 to work from the road
 to be tough
 to end up somewhere

to do assignments
 to be handy
 to not have any privacy
 to take on a lot of debt



UNIT 10

KEEP CALM AND GO SHOPPING

Unit overview

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Language in use	Describing quantities: <i>much – many – a lot of – some – any</i>	161
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1 Warm-up: Do you like going shopping?

1 a**Vocabulary**

When do you *go shopping* and when do you *do the shopping*? Write the phrases next to the correct definition.

to buy things because you want something new like a new shirt, sneakers or a smartphone

to buy essential products like groceries you need for daily life like food, drinks or hygiene articles

1 b**Speaking****www**

Get into pairs and answer the following questions. Use the phrases from the LanguageBox below.

- How often do you go shopping and how often do you do the shopping?
- When you go shopping, what do you usually buy?
- Do you prefer to shop alone or with friends/family?
- Do you prefer shopping online or going to physical stores in the city or the shopping mall? Explain.
- How much money do you usually spend on shopping in a month?
- Where do you get your money from if you go shopping?
- How much do brands, trends or the price of a product influence what you buy?
- Have you ever bought something because you saw it on social media? Give examples.
- Imagine you have just won € 500. What would you buy with this money? Go online to find current prices and make a list. Explain your choices.

LanguageBox

I go shopping about ... times a week/month and I usually buy ...

I enjoy shopping alone/with friends/family because ...

My go-to stores are ... where I can find ...

I prefer shopping online/I like going to physical stores because ...

My monthly shopping budget is typically ...

I usually get my money from ...

Brands and trends influence my purchases to some extent, but I also consider the price.

I prioritise quality and practicality over brands and trends when making purchases.

For special events, I tend to ...

**1 c****Test format
Interaction**

Your class has won € 2,000 in an international language competition. Together with an exchange student from Lisbon, you have been asked to discuss what to do with the money. In your discussion you should

- discuss various options to spend the money (e.g. a trip, leisure activities, making a donation, etc.)
- evaluate the pros and cons of the different options
- suggest a plan to pitch the idea to your classmates.

Step 1: Get into pairs and start your discussion. Speak for about four minutes.

Step 2: Present your idea to your class and try to convince them. Speak for about one minute.

2 Language in use: At the shop

2 a

Vocabulary VocabBooster

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B.

A	B
to be in stock 1	<input type="checkbox"/> a to bring or send a product back to the shop for a replacement or refund
to pay cash 2	<input type="checkbox"/> b to be a fair price and not too expensive
to pay by card/ smartphone 3	<input type="checkbox"/> c to provide several options for a particular item or category like different sizes, styles or colours
to like a brand 4	<input type="checkbox"/> d to stand in line and wait until it's your turn
to be a reasonable price 5	<input type="checkbox"/> e to pay less than the original price because of a special reduction
to wait in a queue 6	<input type="checkbox"/> f to pay for a product or service using coins or bank notes
to get a discount on a product 7	<input type="checkbox"/> g to have a positive opinion about and preference for a specific company or product
to offer a wide range of sth. 8	<input type="checkbox"/> h to use a credit/debit card or mobile payment app to make a purchase
to return sth. 9	<input type="checkbox"/> i to be available to be sold in a shop

2 b

Vocabulary

Have a look at the VocabBooster and match the phrases with the pictures (1–9) below. Compare your results with a partner.

VocabBooster

to give professional advice ■ to have a huge shopping bill ■ to pay at the cash desk ■ to use a shopping trolley ■ to take advantage of a special offer ■ to ask a shop assistant for help ■ to use the changing room ■ to restock the shelves ■ to look at the price tag





KEEP CALM AND GO SHOPPING

2 c Vocabulary

Complete the sentences using phrases from activities 2a and 2b. Mind the tenses. Compare your results with a partner.

- 1 I was really lucky at the store yesterday. I _____ on the oversized hoodie, so it was a lot cheaper.
- 2 Sue, can you please _____ in the back with the new T-shirts? We have already sold the first 100 shirts.
- 3 € 99.99 _____ for this latest sneaker model.
- 4 A: Excuse me. I'd like to try on this pair of jeans.
B: Sure, you can _____ over there.
- 5 I'll never go shopping on a rainy Saturday again. I had to _____ for twenty minutes as there were so many customers.
- 6 Excuse me. I couldn't find out online if the racket is available. _____ it still _____ at your store?
- 7 The new shop design is confusing. I _____ because I couldn't find anything.
- 8 The screen of the smartphone I bought yesterday has a scratch on it. I think I _____ it tomorrow.
- 9 We don't accept cards or mobile payments, so you can only _____.

2 d Speaking

Get into groups of three. Play a game of *Taboo* and describe the phrases from activities 2a and 2b. One student explains the term while the other two have to guess. You are not allowed to use any of the words the term consists of. You score one point if you guess the correct phrase. Take turns.

3 Speaking: Going shopping

3 a Vocabulary www

Have a look at the VocabBooster. Look up all the words you do not know in an online dictionary or use your VocabExtra. Compare your results with a partner.

VocabBooster

sale rip-off	receipt junk	window shopping credit note	to be worth to be broke
-----------------	-----------------	--------------------------------	----------------------------

3 b Reading

Put the dialogues (1–3) in the correct order. The first one (0) has been done for you in each dialogue. Compare your results with a partner.

Dialogue 1: At the mall

— Thomas: Well, we can still do some window shopping, can't we?
— Joana: Don't feel like it. I'm broke.
— Thomas: Joana, *Summerset Mall* is having a big sale this Saturday. Do you want to go there?
— Joana: Just look around? Nah, that's boring.
— Joana: See you, bye.
— Thomas: I'll go myself then. See you later.



Dialogue 2: At the cash desk

— Cashier: Ok, so just remember to keep your receipt.

○ Cashier: Good afternoon, Sir.

— Cashier: Is there anything else you'd like to buy? Those items over here are on sale at the moment.

— Alan: Ok, thank you.

— Cashier: Whatever you prefer. However, you must show us the receipt.

— Alan: No, thank you. I guess that's it. By the way, if I don't like this computer game, can I return it?

— Cashier: Yes, of course. But you must return it within fourteen days.

— Alan: Good afternoon. I'd like to pay for this, please.

— Alan: Thanks. I'll put it in a safe place.

— Alan: Do I get the money back or do I get a voucher?

Dialogue 3: After a shopping trip

— Mum: It's not worth it. Can you take it back?

○ Mum: How much did you pay for this T-shirt?

— Dennis: No, I want to keep it. Everybody has got a T-shirt like this nowadays.

— Mum: € 49.90 for a piece of junk like that? That's a rip-off!

— Dennis: What do you mean? It's a really cool T-shirt, I got it in the sale!

— Mum: I don't care what the others have. Next time you'd better ask before you spend so much money on clothing.

— Dennis: € 49.90.

**3 c
Speaking**

Get into pairs. Have a look at the role cards and decide who you want to be (A or B). Then create shopping dialogues. Use the VocabBooster and the dialogues from activities 3a and 3b.

Student A You went shopping last weekend and bought a new pair of trainers. Even though they were on sale, they were quite expensive, but you really like them.	Student B Your best friend tells you about his/her new pair of trainers. He/She tells you that he/she got them in the sale. You cannot understand him/her spending so much money on shoes, as you are not interested in wearing brand-name clothes or shoes.
Student A You bought a video game four weeks ago, but you do not like it. You want to return it and get your money back.	Student B A customer wants to return a video game which he/she does not like. He/She wants to get the money back, but this is not possible as he/she bought the video game four weeks ago. You can offer him/her a voucher.
Student A You want to buy a dress/suit for your cousin's wedding. You have no idea what to buy, but you do not want to spend too much money on it.	Student B Your best friend wants to buy a new suit/dress for his/her cousin's wedding. He/She does not exactly know what to buy. Help him/her to find something that suits him/her.

3 d

Speaking
Writing
www
AI info sheet
> page 188

Step 1: You have been invited to a birthday party for a classmate you do not know so well next weekend and you need to get a present. Ask an AI tool to make suggestions for an appropriate gift. Specify how much money you would like to spend and what type of gift it should be (e.g. an activity, a gift card, a tech gift, ...) and add some interests of your friend. Choose three ideas that you like best.

Step 2: Get into pairs. Evaluate the ideas and agree on a present that you think fits best.





KEEP CALM AND GO SHOPPING

Step 3: You want to get the present you have decided on. As you do not want to go alone, you text your best friend to come with you. In your text message you should

- explain why you are writing
- inform him/her where and when you will meet
- suggest activities you could do after shopping.

Write about 50 words.



4 Reading: Dress for success

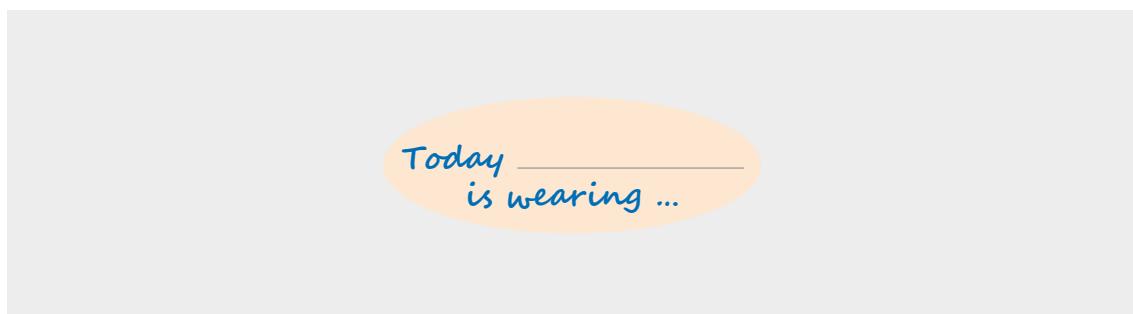
4 a
Speaking

Get into pairs and answer the following questions.

- 1 How important is fashion to you? Give reasons.
- 2 How much time do you usually need to pick an outfit for school, to meet friends or to go to a party?
- 3 What are your favourite brands? Explain.
- 4 How much do you follow the latest trends?
- 5 To what degree do celebrities like online influencers or sports stars influence what you wear?
- 6 Do you buy second-hand clothing? Why?/Why not?

4 b
Speaking

Step 1: Choose a classmate and describe his/her outfit in as much detail as possible. Create a mind map and take notes in the space provided. Use as many words from the VocabBooster below as possible.



VocabBooster

clothes	shoes	pattern / style	trends	accessories
(mini)skirt	sneakers/trainers	striped	boho	choker
leggings	slippers	checked	retro	belt bag
jumpsuit	flip-flops	dotted	vintage	(smart) watch
(high-waist) jeans	sandals	long-sleeved	athleisure	bandana
(graphic) tee	high heels	short-sleeved	sustainable	cap
suit/ladies' suit	high tops	v-neck	fashion	rings
jumper	(football) boots	turtleneck	colour blocking	necklace/bracelet
jacket	loafers	floral print	neon colours	(sun)glasses
				headphones/earbuds

Step 2: Get into groups of four. One of you describes the person chosen in Step 1 and the other members have to guess who you are talking about. Take turns.

4 c

Speaking
www
AI info sheet
> page 188

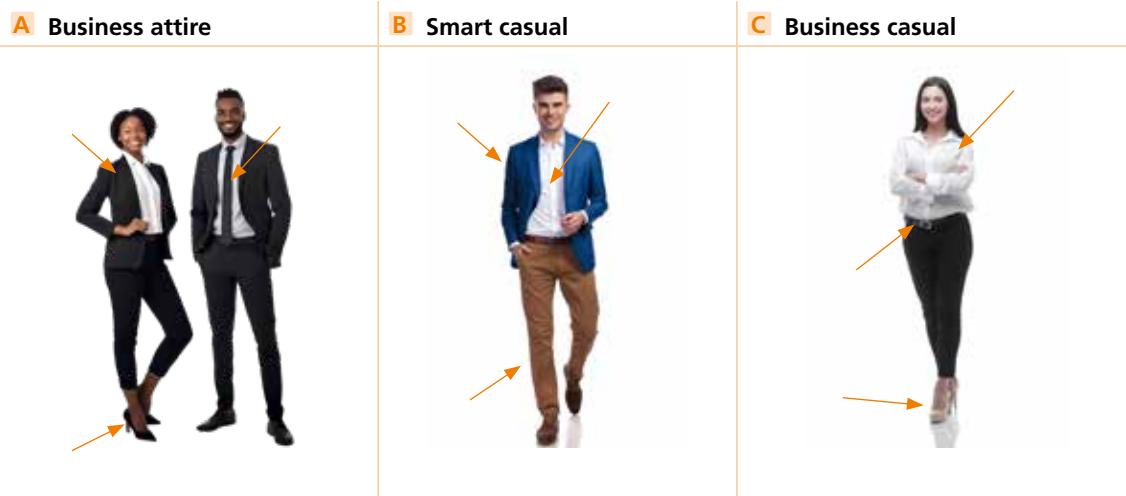
Create an image of a person with an AI image creation tool. Use the words and phrases from activity 4b for your prompt. Then get into pairs and describe your partner's picture. Take turns.

4 d
Vocabulary

Have a look at the different clothing styles for the business world (A–C). Label the pictures using appropriate words from the VocabBooster. Compare your results with a partner.

VocabBooster

shirt ■ blouse ■ dress shoes ■ high heels ■ ladies' suit ■ blazer ■ slacks ■ leather belt ■ tie

4 e
Vocabulary

Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Compare your results with a partner.

VocabBooster

A	B
to be a timeless	1 ■ a one's first job
to land	2 ■ b on responsibilities
to select	3 ■ c choice
to be a	4 ■ d to neutral colours
to stick	5 ■ e nerve-racking experience
to convey/to showcase	6 ■ f one's confidence
to boost	7 ■ g an outfit
to avoid	8 ■ h professionalism
to be a useful	9 ■ i flashy patterns
to take	10 ■ j accessory

4 f
Reading
Test format
Multiple
matching

Read the article about dressing properly for job interviews. Some parts are missing. Choose the correct part (A–J) for each gap (1–7). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Dress well, stress less: teen job interview tips

- 1 Job interviews can be a nerve-racking experience, especially for teenagers who are about to land their first job. If you want to make an awesome first impression, you have to think about your appearance. Dressing appropriately for a job interview not only ⁰ to present yourself but also shows that you are professional and responsible. Here's some essential advice on how teenagers should dress for job interviews.
- 5 Before selecting your interview outfit, you should do some research on the company's website, social media, or just ¹ to find out what is appropriate.

If you dress for work, a suit or business attire is more appropriate, while a more casual company or a start-up might accept smart-casual or business-casual attire.

One thing is for sure: you are never wrong with the basics: If you are not sure, ². A well-fitted suit or blazer in combination with slacks or a skirt is a timeless choice. Stick to neutral colours like black, grey, or navy, as they convey professionalism and can be easily mixed and matched with other pieces. Make sure your clothing fits well and ³. Feeling comfortable in your outfit can

15

20

>



KEEP CALM AND GO SHOPPING

25 boost your confidence during the interview. Personal hygiene ____⁴. Make sure your hair is clean and well-groomed. Nails should be neat and trimmed. A simple and natural appearance is best, so avoid too much makeup or jewellery. Remember 30 to brush your teeth before as well.

Shoes are an often-overlooked aspect of dressing for interviews. Stick to closed shoes, such as dress shoes or flats. So, avoid sneakers, flip-flops, or any overly casual footwear. Your shoes should ____⁵, meaning they are clean and neat.

Another thing to remember is to keep your appearance simple – this is key when dressing for job interviews. Avoid flashy patterns, logos, colors or, in general, extremely trendy pieces.

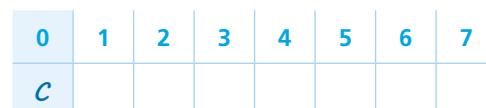
40 Your clothing should not distract from your qualifications and the conversation during the interview. A professional-looking bag or briefcase can be a useful accessory. It is perfect for your résumé, portfolio, and any other materials you

might need during the interview. It's another 45 opportunity to ____⁶.

Once you have everything ready for your interview, it's time to prepare. A day before the interview, try on your chosen outfit to ensure everything fits well and looks as you expect. This way, you'll 50 have time to make any necessary adjustments or repairs. Planning ahead can help ____⁷ and so you can really focus on what you want to say in the interview.

Dressing appropriately for a job interview is a 55 vital aspect of making a positive first impression. Remember, it's always better to be slightly overdressed than underdressed. By following these guidelines, teenagers can ensure that their clothing shows professionalism, respect, and a real 60 interest in getting the job. Dressing for success not only boosts your confidence but also shows your readiness to take on the responsibilities of the working world.

- A** allows you to move comfortably
- B** reduce last-minute stress
- C** shows respect for the opportunity
- D** make sure you don't say the wrong thing
- E** showcase your professionalism
- F** choose classic and conservative clothing
- G** be in good condition
- H** show off your uniquely personal sense of style
- I** is just as important as clothing
- J** ask current employees if you have contacts



4 g Speaking

Summarise the most important tips from activity 4f. Create a mind map and take notes. Compare your results with a partner.

Dress for success

4 h Speaking Test format Interaction

You are currently doing a project with your partner school in Vilnius. Together with your colleague from the other school you have to speak about wearing appropriate clothing for school. In your conversation you should

- describe what you personally like to wear to school
- discuss why or why not it is okay to wear sports clothes (e.g. sweatpants) to school
- say if there should be rules for what to wear at school.

Interaction phrases > page 189

Get into pairs and start your conversation. Speak for about four minutes.



5 Language in use: Describing quantities

Trouble-free grammar: *much – many – a lot of*

much

We use ***much*** with **uncountable nouns**, usually in **negative sentences** and **questions**.

I do not get **much** pocket money. How **much** is it?

Please note: We use ***much*** with the following uncountable nouns:

rain water coffee wine milk food time money stress energy luck

many

We use ***many*** with **countable nouns**, usually in **negative sentences** and **questions**.

There were not **many** people in the shopping mall last Saturday.

How **many** brands do you use on an average day?

Please note: We also use ***much/many*** after ***so/as/too/very***.

There were **so many** people in the shop. He ate **as much as** he could.

We usually have **too many** things to do. Thank you **very much** for your help.

a lot of

We use ***a lot of*** with **countable and uncountable nouns**, usually in **positive sentences**.

The shop offers **a lot of** cool items. The teenagers spend **a lot of** time in the department store.

5 a

Language
in use

Have a look at the sentences (1–11). Fill in ***much/many/a lot of***. Sometimes there is more than one possibility. Compare your results with a partner.

- 1 Eat **as** _____ as you like.
- 2 There are **too** _____ clothes in this store. I don't know what to pick.
- 3 My sister Sarina has got _____ friends who work in fashion.
- 4 How _____ bread is she buying for the party tomorrow?
- 5 There were **so** _____ ties in this shop that Eddie did not know which one to choose.
- 6 There were _____ people shopping in the mall yesterday.
- 7 There is **not** _____ wine left. I think we should buy some more.
- 8 How _____ is this pair of jeans?
- 9 Andrei bought **as** _____ as he could with his pocket money.
- 10 _____ people order clothes online.
- 11 _____ teenagers do not know how to dress for an interview.

5 b

Speaking

Get into pairs. Have a look at the shopping list in the box below. Discuss the items on the list with your partner using ***much, many or a lot of*** to describe your demand and personal preferences. An example has been given.



meat – rice – cookies – flour – pasta – juice – coffee – bread – cheese – fruits – yoghurt – eggs – ham – tomatoes – potatoes – chocolate bars – soda/fizzy drinks – tea – fish – convenience food

1 How much milk do you usually buy?

2 We usually buy a lot of milk, because my family drinks a lot of milk every day.



KEEP CALM AND GO SHOPPING

5c

Language in use

VocabBooster

Match the containers from the VocabBooster with the examples 1–9. Sometimes there is more than

one possibility. Compare your results with a partner.

bag ■ barrel ■ bottle ■ box ■ can ■ carton ■ cup ■ jar ■ tin

1 a _____ of sweets/soup

6 a _____ of tea/coffee

2 a _____ of Coke/beer

7 a _____ of soda/wine/beer

3 a _____ of peas/pineapples

8 a _____ of jam

4 a _____ of wine/beer

9 a _____ of matches/chocolate

5 a _____ of milk/orange juice

5d

Speaking www

Test format
Individual
long turn

Upcycling challenge

Upcycling describes the process of making something new out of old or used objects or waste materials, like containers for groceries.

Step 1: Go online and look for upcycling projects of containers. Get into pairs and share your findings.

Step 2: Come up with a creative idea to upcycle a container you have at home and don't need anymore. Then prepare a three-minute presentation. In your presentation you should

- describe the container and its original use
- suggest a way to upcycle the container
- point out the advantages of the upcycled product.



Get into pairs and give your presentation. Take turns.

Presentation phrases, Feedback sheet > page 189

AI info sheet > page 188

Step 3: Create an image of your new product using an AI image creation tool. Provide keywords that describe the product.

Trouble-free grammar: *some* – *any*

We use *some*

- in positive sentences (e.g. I am going to buy *some* clothes for the job interview next week.)
- with plural countable nouns (e.g. Paula needs *some* new shoes.)
- with uncountable nouns (e.g. There is currently *some* snow in Austria.)
- in questions, when a yes-answer is expected (e.g. Can I have *some* coffee?)

We use *any*

- in negative sentences (e.g. We did not buy *any* Coke when we went shopping.)
- in neutral yes-/no-questions and in negative questions (e.g. Did you bring *any* bread? Don't they sell *any* tofu here?)
- in positive sentences with the meaning of *every* (e.g. You can take *any* pen.)

We use *somebody/something/someone/somewhere*

- when we don't say exactly who, what or where.
e.g. *Somebody* broke the window.

There is *something* in the air.

I went *somewhere* nice at the weekend.

We use *anybody/anything/anyone/anywhere*

- in questions or with a verb.

e.g. Has *anyone* seen Linda?

I did not do *anything* last night.

You can sit *anywhere* you like.

We use *nobody/nothing/nowhere*

- in short negative sentences or in a sentence with an affirmative verb.

e.g. I knew *nobody* at the party.

Nothing will make me change my mind.

A parking slot was *nowhere* to be found.

5 e
Language in use

Have a look at the sentences (1–9). Fill in *some/any/someone/anyone/somewhere/anywhere/something/anything/nothing*. Compare your results with a partner.

- 1 _____ just knocked on the door. I'm scared. Could you please see who it is?
- 2 Do you have _____ plans for the weekend?
- 3 I don't know where else to look for my wallet. I can't find it _____.
- 4 I have already done _____ of my household chores.
- 5 Is _____ interested in joining the debate club in the afternoon?
- 6 Let's go _____ north in our holidays. What do you think about Norway?
- 7 Honestly, there was _____ in the shop that I liked.
- 8 Steve is really sorry, but there isn't _____ he can do about this problem.
- 9 Kaylee walked into the store and hoped she would find _____ special for her brother's birthday.

5 f
Writing

You are going to throw a surprise birthday party for your best friend. You have to pick up the present out of town and can't do the shopping. So you ask your elder brother to get the most important things. As you cannot reach him by phone, you have decided to write him a note. In your note you should

- explain what you need him to do
- describe a list of products you need (5 items)
- suggest what he should do with them.

Write about 70 words. Use words and phrases for describing quantities from the Trouble-free grammar boxes on pages 161, 162. Use an informal salutation and thank him for his efforts.



6 Listening: Shopping trends

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

6 a
VocabBooster

A	B
to embrace online shopping	1 <input type="checkbox"/> a to need a lot of money for rent and food
to encourage so. to do sth.	2 <input type="checkbox"/> b to decide what you buy
to make a purchase	3 <input type="checkbox"/> c to be able to pick from a lot of options
to leave the comfort of one's home	4 <input type="checkbox"/> d to establish a relationship with people who are interested in what you say
to choose from a wide range of sth.	5 <input type="checkbox"/> e to give money back in small amounts rather than all at once
to be fake and misleading	6 <input type="checkbox"/> f to motivate so. to do sth.
to connect with one's audience	7 <input type="checkbox"/> g to get the best product for the amount of money you pay
to make a purchasing decision	8 <input type="checkbox"/> h to not be real and trick people
to matter most	9 <input type="checkbox"/> i to go somewhere that is not as comfortable as at your place
to pay back in small rates	10 <input type="checkbox"/> j to buy sth.
to have high living costs	11 <input type="checkbox"/> k to start to like buying things on the Internet
to have a good price-performance ratio	12 <input type="checkbox"/> l to be of greatest importance



KEEP CALM AND GO SHOPPING

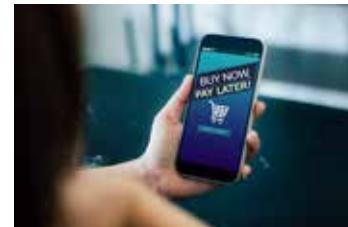
6 b

Listening

Track 20

Test format
Multiple choice

You are going to listen to a vlog about different shopping trends. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). 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.



Shopping trends

- 0 The rise in popularity of online shopping is
 - A something few saw coming.
 - B common knowledge.
 - C seen as breaking news.
 - D difficult for stores to manage.
- 1 One advantage of online shopping is that you can
 - A pay with a card.
 - B easily send items back.
 - C have more variety.
 - D find the newest items.
- 2 A problem with online shopping is
 - A the long waiting times.
 - B there are many fake products.
 - C incorrect product feedback.
 - D how crowded the websites get.
- 3 What young people mainly buy is mainly influenced by
 - A online personalities.
 - B friends.
 - C celebrities.
 - D parents.
- 4 The most important factor for young shoppers is how
 - A planet-friendly a product is
 - B good the quality of a product is.
 - C popular the product is.
 - D much the product costs.
- 5 The BNPL (*Buy now, pay later*) method is most popular among
 - A Baby Boomers.
 - B GenZ and Millennials.
 - C poorer families.
 - D credit cards owners.
- 6 Online businesses send customers quizzes and questionnaires to figure out how to
 - A make shopping experiences more personal.
 - B trick customers into spending more money.
 - C make customers buy more expensive items.
 - D improve their marketing campaigns.

0	1	2	3	4	5	6
B						

Please note:

Boomers: people born between 1946 and 1964
Gen X: people born between 1965 and 1980

Millennials: people born between 1980 and 1996
Gen Z: people born between 1997 and 2010

6 c

Speaking

The pros and cons of online shopping

Step 1: Write down the pros and cons of online shopping in the table below. Use the information from activity 6b and add your own ideas.

pros of online shopping	cons of online shopping

Step 2: Get into pairs and discuss your findings. Add any missing ideas.

6 d

Speaking

www

Test format
Individual
long turn

Presentation

phrases,

Feedback sheet
> page 189

This year's English project week is about shopping and all the students need to present their findings. You have decided to take a closer look at current shopping trends. In your three-minute presentation you should

- describe current shopping trends
- discuss the pros and cons of online shopping
- evaluate the influence of celebrities and influencers on purchasing decisions of teenagers.

Get into pairs and give your presentation. Take turns.



7 Language in use: *Such a good meal and so cheap*

Trouble-free grammar: *so – such*

so

We use *so* with **adjectives or adverbs**.

I do not like the pants I bought at *Saks* anymore. They are *so colourful*.

If I had known that the book I purchased online was *so boring*, I wouldn't have bought it.

The new online grocery shop promotes its goods *so effectively*.

such

We use *such* with **nouns** or with **adjectives + nouns**.

I will return the headphones I bought last week. They are *such a mispurchase*.

She is wearing her new perfume today. She always uses *such nice perfume*.

I am really happy about the new dress – it was *such a bargain*.

7 a

Have a look at the sentences (1–8). Fill in *so* or *such*. Compare your results with a partner.

Language
in use

- 1 My sister found _____ an awesome shirt in the store last weekend.
- 2 The shop assistant was _____ nice. He really helped me a lot.
- 3 She was _____ excited when she finally found the perfect present for her mum.
- 4 There was _____ a huge collection of different headphones at the audio store.
- 5 I'll never go shopping on *Black Friday*. The stores are always _____ crowded.
- 6 I had to buy this new pair of jeans. It was just _____ a good offer.
- 7 My dad had _____ a great time when he was walking through the market where they sold old CDs and posters.
- 8 Sorry, but it was just _____ stupid to buy three bags of potatoes. There will only be five people at dinner tonight.

7 b

Language
in use

Fill in *so/such/so much/so many* to complete the sentences (1–8). Compare your results with a partner.

- 1 Finally, you found a store where they sell Mexican food. You have been looking for it for _____ a long time.
- 2 I spent _____ money on beauty products that there is no pocket money left.
- 3 Thanks for coming with me to the mall. I had _____ a nice time.
- 4 Let's have a coffee first. There are just _____ people at the store.
- 5 It's _____ nice of you to invite me for drinks. Thanks.

>



KEEP CALM AND GO SHOPPING

6 We need to go back to the store next weekend. There's a sale and they have _____ a beautiful dress that I really want.

7 Steve couldn't decide which shoes to buy. The selection was just _____ big.

8 It's _____ a huge store, but you can't find any salespeople to ask them for help.

8 Writing a review: A restaurant visit

8 a**VocabBooster**
www**VocabBooster**

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

A	B
to ask for the bill	1 <input type="checkbox"/> a to save a table at the restaurant for a specific time
to give a tip	2 <input type="checkbox"/> b to have the right amount of salt, pepper, herbs and/or spices
to give sth. a try	3 <input type="checkbox"/> c to select and ask for a small dish to go with your main course
to look at the menu	4 <input type="checkbox"/> d to have a very pleasant taste
to make a reservation	5 <input type="checkbox"/> e to select and ask for a dish to take with you and eat somewhere other than the restaurant
to choose today's special	6 <input type="checkbox"/> f to ask the waiter/waitress to bring the piece of paper with the amount you have to pay
to order a side of sth.	7 <input type="checkbox"/> g to leave some money for the waiter/waitress to thank them for the good service
to order takeaway	8 <input type="checkbox"/> h to select a dish which is only available on that day
to pick a main course	9 <input type="checkbox"/> i to choose the most important dish of a meal
to taste delicious	10 <input type="checkbox"/> j to do sth. you are not sure about beforehand
to be perfectly seasoned	11 <input type="checkbox"/> k to look at a list of food and drinks that are offered by the restaurant

8 b

Listen to the dialogue at *Starbucks* and fill in the gaps.

Listening
Track 21

Barista: Hi, how ¹ _____? What can I get you?

Customer: Hi. ² grande, iced, caramel latte macchiato. And could you ³ _____ of vanilla, please?

Barista: How many extra pumps was that?

Customer: Just two.

Barista: Sure. ⁴ _____ your name was?

Customer: Ashley.

Barista: Got it. That'll be ⁵ _____.

Customer: There you go.

**8 c****Listening**
Track 22

Listen to the dialogue at *McDonald's* and fill in the gaps.

Cashier: Welcome to *McDonald's*. ¹ _____ your order, please?

Customer: Hey. I'll ² _____ with Coke and fries.

Cashier: ³ _____?

Customer: Large, please.

Cashier: Any extra sauce?



Customer: Yeah, 4 ... aaaahhh ... phew ... two sweet and sour sauces?

Cashier: Two sweet and sour sauces. Do you want any apple pie?

Customer: No, thanks.

Cashier: To eat here or to take away?

Customer: 5.

Cashier: That'll be five-twenty, please.

8 d
Reading

Read the review of a visit to a restaurant called *KIWI*. Fill in appropriate words/phrases from the VocabBooster in activity 8a. Mind the tenses. Compare your results with a partner.

KIWI – definitely worth a visit



I recently visited this charming restaurant in town and had a great experience. They offer traditional Austrian dishes but also treat you with international meals. We had 1 online, so our table was ready when we got there. However, you can also 2 if you want to eat at home.

When I first looked at the menu, I couldn't decide what to get because there was a wide variety of options. At first, I wanted to 3, which changes every day, but, finally, I decided to 4a the *Chef's Burger* 4b and 5 fried sweet potatoes. My brother chose the vegetarian pasta and a salad. Both our dishes tasted delicious and 6. The dishes were plenty, so we skipped dessert, which was a shame as the sweet treats all sounded amazing.

In conclusion, our visit to this restaurant was truly enjoyable. We were quite satisfied with our dining experience, so we decided 7 to our waiter for his great service. If you're looking for a place to have a relaxed evening and some great food, *KIWI* is the place to go to.

8 e
Writing

Choose a restaurant or café and write a short online review for Google reviews. In your review you should

- give general information about the place
- point out what you liked and disliked about it
- explain if you would recommend going there.



Give your review a title and make a rating (*out of 5 stars*). Write about 150 words.



9 Review

9 a
Language in use

Have a look at the sentences (1–12). Fill in *much/many/a lot of*. Sometimes there is more than one possibility. Compare your results with a partner.

- 1 There is too milk in my coffee.
- 2 students do not know what they want to do later in their lives.
- 3 The exhibition is very popular and people have visited it so far.
- 4 How is this T-shirt?
- 5 He has eaten too sweets, now he is sick.





KEEP CALM AND GO SHOPPING

- 6 My mother does not have _____ time, she is very busy at the moment.
- 7 I wish you did not smoke so _____.
- 8 Tim does not know _____ about his girlfriend.
- 9 There are _____ students in the schoolyard in the lunch break.
- 10 There were too _____ mistakes in my test, that is why I did not pass.
- 11 You do not have to hurry. We still have _____ time.
- 12 There was not _____ snow in December.

9 b Fill in *so* or *such*. Compare your results with a partner.

Language in use

1	_____ nice weather	5	_____ much noise	9	_____ prettily dressed
2	_____ a nice guy	6	_____ helpful	10	_____ delicious food
3	_____ many people	7	_____ a good idea	11	_____ happily married
4	_____ a mess	8	_____ little time	12	_____ an incredible story

Language in use

9 c Have a look at the sentences (1–10). Fill in *some/any/someone/anyone/something/anything/nothing/somewhere/anywhere/nowhere*. Compare your results with a partner.

- 1 I have to return my football boots. There is _____ wrong with the material.
- 2 Steve left the shop, because he couldn't find _____ to help him with the problem.
- 3 The new tablet has awesome features. Unfortunately, I don't have _____ money to buy it.
- 4 My mum bought _____ on her trip to the city yesterday as she had left her wallet at home.
- 5 I didn't find _____ that I really wanted to buy at the store.
- 6 Excuse me? I can't find the special offers _____.
- 7 The shop across the street is damaged because _____ tried to break in. The police are there now to look for clues.
- 8 I have _____ else to be, so I have time for a quick chat.
- 9 Can I get _____ water, please?
- 10 I can't find my phone. I am sure I put it _____ in this room.



Language in use

9 d Fill in an appropriate container. Sometimes there is more than one possibility. Compare your results with a partner.

1	a _____ of chocolate	5	a _____ of matches
2	a _____ of lemonade	6	a _____ of apple juice
3	a _____ of tea	7	a _____ of Coke
4	a _____ of peaches	8	a _____ of strawberry jam

Vocabulary

9 e Complete the shopping dialogue. Find meaningful phrases to fill in the gaps. Compare your results with a partner.

Shop assistant: Hello. _____ 1?

Customer: Yes, please. I'm looking for a pullover.

Shop assistant: What ^{2?} _____

Customer: I think large fits me best.

Shop assistant: What ^{3?} _____

Customer: I'd prefer black.

Shop assistant: How ⁴ _____ one?

Customer: This one looks really good. Can I try it on?

Shop assistant: Sure. The ⁵ _____ over there.

Customer: Look! What do you think?

Shop assistant: Wow, great. It ⁶ _____ perfectly.

Customer: Thank you. I'll take it. Where's the cash desk?

Shop assistant: It's ⁷ _____ floor.

Customer: Thank you for your help. Goodbye.

Shop assistant: You're welcome.

9 f**Speaking**
Test format
Interaction**Interaction**
phrases
> page 189

You are on *FaceTime* with your online video gaming friend from the United States and talking about shopping. In your conversation you should include the following:

- ◻ your personal shopping habits
- ◻ the advantages and disadvantages of shopping online
- ◻ an item you would like to buy in the near future.

Get into pairs and start your conversation. Speak for about five minutes.

9 g**Writing**

In order to earn some extra pocket money, you have decided to write reviews for *reviewstream.com*. You have been asked to review a shop or restaurant you visited recently. In your review you should

- ◻ provide general information about the place
- ◻ comment on the variety of products and the staff (*friendliness, helpfulness, etc.*)
- ◻ evaluate if it is worth going there.



Give your review a title and make a rating (*out of 5 stars*). Write about 150 words.

9 h**Study corner**

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

- 1 Do you like shopping in general?
- 2 Do you prefer shopping alone or with friends? Explain.
- 3 Which stores do you go to most frequently? Why do you go there?
- 4 Do you prefer shopping online or going to a physical store? Why?
- 5 How do you budget your money when shopping?
- 6 How important is it for you to buy items from special brands?
- 7 To what extent does social media influence your buying behaviour/shopping decisions?
- 8 What is your favourite outfit?
- 9 How much time do you need to pick your outfit?
- 10 Which clothing trends are popular among teenagers these days?
- 11 Have you ever tried second-hand shopping? Why?/Why not?
- 12 What should you wear for job interviews?
- 13 What are the pros and cons of online shopping?
- 14 Do you usually buy goods when they are on sale or buy them for the full price? Explain.
- 15 What's the most expensive thing you've ever bought? Was it worth the price?



KEEP CALM AND GO SHOPPING

Key vocabulary

VocabExtra

www.hpt.at/qr_225466



At the shop

to be in stock
to pay cash
to pay by card/smartphone

to give professional advice
to have a huge shopping bill
to pay at the cash desk

to like a brand
to be a reasonable price
to wait in a queue

to use a shopping trolley
to take advantage of a special offer
to ask a shop assistant for help

to get a discount on a product
to offer a wide range of sth.
to return sth.

to use the changing room
to restock the shelves
to look at the price tag

Going shopping

sale
rip-off
receipt

junk
window shopping
credit note

to be worth
to be broke

Dress for success

clothes: (high-waist) jeans ■ jacket ■ jumper ■ jumpsuit ■ leggings ■ (mini)skirt ■ suit/ladies' suit ■ (graphic) tee
shoes: flip-flops ■ (football) boots ■ high heels ■ high tops ■ loafers ■ sandals ■ slippers ■ sneakers/trainers
pattern/style: checked ■ dotted ■ floral print ■ long-sleeved ■ short-sleeved ■ striped ■ turtleneck ■ v-neck
trends: athleisure ■ boho ■ colour blocking ■ neon colours ■ retro ■ sustainable fashion ■ vintage
accessories: bandana ■ belt bag ■ cap ■ choker ■ headphones/earbuds ■ necklace/bracelet ■ rings ■ (smart) watch ■ (sun)glasses

business attire: blouse ■ dress shoes ■ shirt

smart casual: blazer ■ high heels ■ ladies' suit

business casual: leather belt ■ slacks ■ tie

to be a timeless choice
to land a job
to select an outfit
to be a nerve-racking experience
to stick to neutral colours

to convey/showcase professionalism
to boost one's confidence
to avoid flashy patterns
to be a useful accessory
to take on responsibilities

Quantities

bag
barrel

bottle
box

can
carton

cup
jar

tin

Shopping trends

to embrace online shopping
to encourage so. to do sth.
to make a purchase
to leave the comfort of one's home
to choose from a wide range of sth.
to be fake and misleading

to connect with one's audience
to make a purchasing decision
to matter most
to pay back in small rates
to have high living costs
to have a good price-performance ratio

A restaurant review

to ask for the bill
to give a tip
to give sth. a try
to look at the menu
to make a reservation
to choose today's special

to order a side of sth.
to order takeaway
to pick a main course
to taste delicious
to be perfectly seasoned

A DIGITAL LIFE

Unit overview

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1 Warm-up: How digital is your life?

1 a Speaking

Our life has become extremely digital due to many technological inventions in the last decades.

Step 1: Have a look at the questions below and tick the best option for you.

How do you usually ...	a	b	c
1 keep in touch with friends?	<input type="checkbox"/> meeting in person	<input type="checkbox"/> text messages	<input type="checkbox"/> video calls
2 watch films/series?	<input type="checkbox"/> on a TV	<input type="checkbox"/> on a tablet/laptop	<input type="checkbox"/> on a smartphone
3 listen to music?	<input type="checkbox"/> YouTube	<input type="checkbox"/> streaming services	<input type="checkbox"/> radio in car/at home
4 read?	<input type="checkbox"/> on a smartphone	<input type="checkbox"/> printed book/newspaper	<input type="checkbox"/> on a tablet
5 keep track of your appointments?	<input type="checkbox"/> digital apps and calendars	<input type="checkbox"/> memorise them in my head	<input type="checkbox"/> printed diary or planner
6 look for information?	<input type="checkbox"/> ask family or friends	<input type="checkbox"/> research online	<input type="checkbox"/> go to a library
7 shop?	<input type="checkbox"/> go to traditional stores	<input type="checkbox"/> buy online with smartphone	<input type="checkbox"/> buy online with laptop
8 get to know new people?	<input type="checkbox"/> approach them in person	<input type="checkbox"/> follow them on social media	<input type="checkbox"/> get introduced by friends
9 spend family gatherings?	<input type="checkbox"/> talk to family members	<input type="checkbox"/> play on my phone	<input type="checkbox"/> stay in my room
10 play games?	<input type="checkbox"/> on my phone	<input type="checkbox"/> on a gaming console or PC	<input type="checkbox"/> in-person boardgames

Step 2: Get into groups of three and compare your answers. Then discuss the following questions. Use the phrases from the LanguageBox below.

- 1 How digital is your life? Explain.
- 2 What answers did you expect from your partners? Explain.
- 3 Which answers do you have in common? Discuss.
- 4 How would the answers be different if your parents/grandparents took the test? Explain.

LanguageBox

I need to admit that .../I can proudly say that ...
 The results are completely/not at all surprising, because ...
 I have expected these results, as ...
 Something that we all/some of us do is ...
 Both ... (name of other student) and I, ...
 I assume that my parents/grandparents would/would not ...
 If I had been born 50 years ago, I would probably have ...
 There is no doubt that ... was an absolute game changer, because ...
 ... has really changed people's lives. The reason for that is ...





A DIGITAL LIFE

1 b Speaking

Which electronic devices and apps/websites do you use in different situations in your life? Get into pairs and discuss your answers.

	devices	apps, websites
communication with friends/family		
professional life/school		
free time		
getting information		

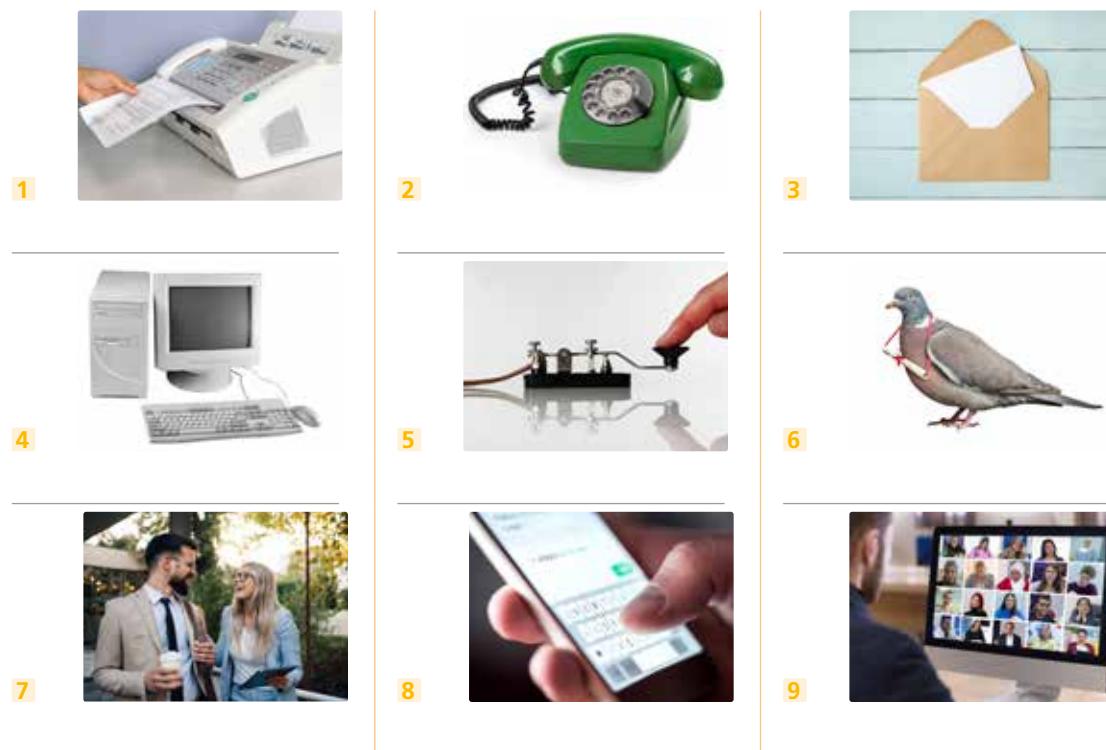
2 Speaking: Communication has changed

2 a Language in use

Have a look at the pictures (1–9) and label them with the words from the VocabBooster. Compare your results with a partner.

VocabBooster

face-to-face conversation ■ fax machine ■ text message ■ wired telephone ■ video conference/call ■ letter ■ morse code ■ personal computer ■ carrier pigeon



2 b Speaking

Get into pairs and discuss the following questions.

- 1 How has communication changed in the past 20 years? Give examples.
- 2 Which of the means of communication in activity 2a are outdated, which are still in use? What were/are they used for?
- 3 Do you generally prefer to communicate with people face-to-face or to text them? Give reasons.

2 c
Language
in use
www

Step 1: Have a look at the abbreviations (1–18) that are frequently used in text messages and write down their full meanings. Compare your results with a partner and then check your results online.

1	IDK	10	TB
2	TTYL	11	AFK
3	ASAP	12	DM
4	RSVP	13	F2F
5	OMG	14	YOLO
6	SLAP	15	IMO
7	BTW	16	XOXO
8	JK	17	PLS
9	SUS	18	THX

Step 2: Get into pairs. Speak about popular abbreviations you and teenagers in general use these days. Which ones do you use? When do you use them?

2 d
Writing

Get into pairs. Use your smartphone or any other online account and start an English text message exchange with your partner. Use as many abbreviations as possible. Pick some of the ideas for the topic of your chat from the box below.

plans for the weekend – your day so far – asking for help – invitation to your house – sharing a personal story – a great story – the last sports game – the next party – a secret

2 e
Speaking
Test format
Individual
long turn

You are attending a workshop at the media department at the *University of Applied Sciences*. You have been asked to speak about communication and the use of digital tools in your life. In your three-minute presentation you should

- mention various means of communication
- comment on your use of electronic devices/apps in your free time
- recommend apps/tools for communicating and studying.

Presentation
phrases,
Feedback sheet
> page 189

Get into pairs and give your presentation. Use appropriate words from the VocabBooster in activity 2a and the phrases from the LanguageBox below. Take turns.

LanguageBox

I am the type of person who uses electronic devices only when needed/takes a pass on technology totally/is addicted to technology ...
 First, I want to tell you something about ...
 Second, my favourite technical gadgets are ...
 Third, I also spend a lot of/some time on ...
 With regard to free time, I want to say that ...
 My top means of communication are ...
 For studying I recommend using ... because ...
 Summing up, I can say that technical gadgets have made my life easier/busier/less/more complicated because ...



A DIGITAL LIFE

3 Reading: How technology influenced education

3 a

Vocabulary Have a look at the VocabBooster. Match the words/phrases in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Scan the article in activity 3b to check your answers.

VocabBooster

A	B
to immensely influence the ways	1 <input type="checkbox"/> a these days
to be state-of-the-art	2 <input type="checkbox"/> b the device
to bring	3 <input type="checkbox"/> c education
to unlock	4 <input type="checkbox"/> d of information
to profoundly change	5 <input type="checkbox"/> e groundbreaking developments
to get access	6 <input type="checkbox"/> f available through the Internet
to be	7 <input type="checkbox"/> g on society and education
to be the primary source	8 <input type="checkbox"/> h we get knowledge
to have a huge impact	9 <input type="checkbox"/> i to educational opportunities

3 b**Reading****Test format**
Multiple choice

Read the article about the history of technology and its impact on the way we learn. Choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you.

The evolution of technology and how it changed education

1 The development of technology from the early days of heavy and massive computers to today's small and handy smartphones and tablets is a long journey. There were some innovations that have 5 immensely influenced the ways we get knowledge and learn new things.

In the middle of the 20th century, the computer was born. Back then, these huge machines had big screens that showed only very simple text. They 10 were used with so-called punch cards and big keyboards. Touchscreens that are state-of-the-art these days, were things that people couldn't even dream of back then.

In 1989, British computer scientist Tim Berners-Lee first had the idea for a "distributed information system" at CERN, the *European Organization for Nuclear Research*, near Geneva, Switzerland. A year later, the world's first website and server went live at CERN, and the World Wide Web was born.

20 The 21st century brought many groundbreaking developments. One main step was that more and more people in the richer parts of the world could use fast Internet and could afford smartphones and tablets. So, touchscreen technology became 25 more common and replaced physical buttons and keyboards. The screens became bigger, and you could swipe, for example, to unlock the device, access apps, and browse the Internet.

One of the key parts of every electronic device 30 is the hard disk because it stores all the data you



need, like the operating system or your personal documents. Early computers needed large and sometimes noisy hard drives to store data. However, because people wanted to have their gadgets with them, there was a need for a different and mobile 35 solution. Solid-state drives (SSDs) took over and replaced the bulky and fragile hard disks. SSDs are faster, more reliable, and perfect for the small size of smartphones and tablets.

From technological progress to educational change 40

Technology has profoundly changed education. For one, technology has made it possible for people to get easy access to information. In the Middle Ages, there were only few books and only some people were able to get education. Today, massive 45 amounts of information, like books, audios, images, videos are available through the Internet, for example, through the *Khan Academy*, MOOCs (massive open online courses), podcasts, online courses, and more. There have never been so many 50 ways to gain knowledge thanks to technology.

Technology has also changed the roles of teachers and learners. In the traditional classroom, the teacher was the primary source of information, and the learners just sat on their chairs and listened. However, because of modern technology this is changing. Teachers are more like a “guide on the side” because students become more responsible for their own learning with the help of technology. In addition, teachers can easily create worksheets and material needed for the lessons. Nowadays,

digital learning platforms are also part of lessons and they offer new ways for students to learn and work together. However, it can be difficult to find out what works best, and which content or tool is really helpful, because there are just so many opportunities.

All in all, technology, has a huge impact on society and education. For education, the goal is to use it in a way that is effective, efficient and available to everyone everywhere.

0 The screens of the first available computers were

- A much larger than modern computers.
- B relatively simple for people to use.
- C controlled by many keyboards.
- D very easy to break and destroy.

1 A research centre was the place where

- A the first modern computer was constructed.
- B a new programming language was made.
- C a data protection organisation was formed.
- D the first webpage was created.

2 Smartphones and tablets helped to boost the popularity of

- A fast Internet.
- B modern touchscreens.
- C small screens.
- D good operating systems.

3 There was a new solution because people with phones wanted to

- A have bigger screens.
- B use smaller hard disks.
- C move around more.
- D get more data storage.

4 Modern technology these days makes it possible for learners to

- A get free online learning materials.
- B use lots and lots of information.
- C find specific information.
- D communicate more with the teachers.

5 Because of better technology, the teachers nowadays are more likely to

- A have to work more.
- B provide more advice.
- C learn more information.
- D spend less time in class.

6 Due to new technology, teachers today have

- A more resources for the classroom.
- B a better knowledge of how students think.
- C an easier job in the classroom.
- D a lot of IT training to do.

0	1	2	3	4	5	6
A						

3c Vocabulary

Scan the article again and write down nouns that are related to technology and verbs for activities on electronic devices in the table. An example has been given for each category.

nouns related to technology

screen

verbs for activities on electronic devices

to swipe



A DIGITAL LIFE

3 d

Speaking

www

Test format

Individual

long turn

During your English project week at school, you have to prepare a three-minute presentation on the topic of technology. You have decided to research the history of an electronic device you find interesting. In your presentation you should

- describe the device and how it is usually used
- explain the history of the device
- suggest how the device will change in the future.

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

bullet point 1**bullet point 2****bullet point 3**

Presentation

phrases,

Feedback sheet

> page 189

Step 2: Get into pairs and give your presentation. Use appropriate phrases from the VocabBooster in activity 3a and from the LanguageBox below. Take turns.

LanguageBox

The (electronic device) has a fascinating history.
These days, we can hardly live without ... (electronic device) because we use it to ...
... (electronic device) has a huge impact on our lives because ...
The features we can use today used to be unimaginable.
The story of ... (electronic device) begins with .../It all started when ...
There were several milestones in the development of ... (electronic device).
One of the most significant steps forward was in ... when ...
When we think back to where it all started, we can see how far it has come. However, what does the future hold?
It will not come as a surprise that ... (electronic device) will also change in the future.
As far as I am concerned, I believe that ...
A rising number of people will ...
... will have even more features/will have better battery life/will have better cameras/will be smaller/bigger.

4 Speaking: Are digital textbooks the future?

4 a

Speaking

www

Get into pairs and discuss the following questions.

- 1 How do you typically study for a test? Describe.
- 2 Which technology do you use to help you study?
- 3 Do you generally like to read and write digitally? Why?/Why not?
- 4 Would you like to have digital textbooks instead of regular books? Why?/Why not?
- 5 What do schools, teachers and students need in order to only have digital textbooks in the classroom (e.g. equipment, skills, etc.)?
- 6 Ask an AI tool this question:
Do you think people will only use digital textbooks in the future and will no longer use printed books/traditional textbooks? Why?/Why not?

AI info sheet

> page 188



How much do you agree/disagree with the conclusion reached by AI? Explain.

4 b

Vocabulary

Complete the text about digital and traditional textbooks using the words from the box.

remote – printed – interactive – old-fashioned – digital – to access – to download

Some students and classes need _____¹ textbooks just as much as they need teachers. However, due to the rise of technology and especially since the COVID-19 pandemic, schools have become more _____. Paper and pencil are becoming more and more _____. ³ and digital content, like digital textbooks, is taking over. A digital textbook is an electronic form of a traditional, printed textbook. Teachers and students can use them in any learning environment, whether face-to-face in class or _____. ⁴ Students can _____⁵ a digital textbook or _____⁶ it online on devices like laptops, tablets, computers and phones. Some e-textbooks are simply digitised versions of printed books, while others have _____⁷ features that make learning more interesting and easier to understand.

4 c

Vocabulary

Have a look at the VocabBooster. Write down the phrases in the appropriate category in the table below. Sometimes there is more than one possibility. Add your own ideas.

VocabBooster

to get a headache ■ to be outdated quickly ■ to be space-saving and light ■ to have no search function ■ to increase screen time ■ to deal with technical problems ■ to be distracted more easily ■ to be heavy ■ to run out of battery ■ to have up-to-date material ■ to be available everywhere ■ to be interactive ■ to be environmentally-friendly ■ to be easy to take notes ■ to be independent from technology ■ to have a tactile learning experience ■ to be more focused ■ to require space ■ to have high production costs ■ to be easier to read

	printed textbooks	digital textbooks
pros		
cons		

4 d

Speaking

You have been invited to FM4's online podcast *School is cool* to discuss whether schools should replace printed textbooks with digital textbooks.

Step 1: Get into groups of three. One of you is the presenter of the show, one of you is for replacing printed textbooks and one of you is against it. Agree on who takes which role.





A DIGITAL LIFE

Step 2: Prepare arguments and phrases for your role. Create a mind map.

My role:

Step 3: Start the podcast. Use the tips on how to do a podcast on page 129 and the phrases from the LanguageBox below. Speak for about four minutes.

LanguageBox

Introduction

Welcome to a new episode of *School is cool*, your English-speaking podcast about all school-related topics.

Everyone knows what it's like to carry lots of textbooks around. But with modern technology, we do have another option now.

I am excited to discuss this today with my two guests ...

Pros

Well, first of all, it needs to be said that ...

Another benefit is that ...

You are right, but just think of ...

Cons

I agree with your point, but have you ever thought about ...

There is no doubt that ...

In addition, the effects of ... are massive, because ...

Ending

Well, that was certainly an interesting discussion. Thanks, ... (*names of speakers*), for your valuable insights.

Join us again next time at *School is cool* when we will speak about ...

www
AI info sheet
> page 188

Step 4: Create a thumbnail for your podcast using an AI image creation tool. Include phrases from activity 4c to specify your prompt.

4 e
Writing
Text type
Blog entry
> page 191

The European Union hosts a writing competition among teenagers. They are interested in their opinion about digital textbooks. You have decided to participate and post a blog entry. In your blog entry you should

- describe your use of digital textbooks
- discuss the positive aspects
- highlight the negative aspects.



Give your blog entry a title. Write about 200 words.

5 Listening: Teenagers' views on the impact of technology and AI

5 a

Get into pairs and discuss the following questions.

Speaking

- 1 What are the latest inventions and innovations in the IT sector?
- 2 Which websites/apps have become extremely popular in recent years?
- 3 How do new IT technologies influence your private and your school life?
- 4 What is your experience with AI tools like *ChatGPT*? Were you happy with the results? Why?/ Why not?
- 5 How is AI used by teenagers? Give examples.
- 6 What are possible risks of using AI? Explain.



5 b

Step 1: You are going to listen to five teenagers talking about their views on new technologies and artificial intelligence. Take notes in the table.



notes

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

www

Step 2: Compare your results with a partner and highlight the advantages and disadvantages of AI. Then add your own ideas. Do some online research if you need help.

pros

cons

5 c

Writing

Text type

Informal

email

> page 190

You have come across AI recently and decided to get in touch with your gaming friend from South Korea. In your email you should

- give examples of how you have already used AI
- describe possible pros and cons of AI
- give your opinion about using AI in school.

Write about 200 words.



A DIGITAL LIFE

6 Language in use: I had downloaded the learning app before I started to study for the exam.

Trouble-free grammar: Past perfect tense simple

We use the **past perfect tense simple** to refer to an **action in the past** that was **completed before another action in the past**.

Past perfect tense	Past tense	Present tense
		→

After he **had thrown** a house-warming party, his neighbours **complained** the next day.

Once she **had saved** a lot of money, she **bought** the premium version of the app.

By the time he **moved** to the UK, he **had** already **found** people to hang out with online.

His older sister **had been bored** all day, **before** she **started** to watch coding tutorials.

Negation

I **had not used** AI before I went to the new school.

He **had not watched** a tutorial, so he didn't know what to do.

Questions and short answers

Had she **asked** a chatbot before she called the hotline? – **Yes**, she **had**. / **No**, she **hadn't**.

Had they **been** to the huge data centre before? – **Yes**, they **had**. / **No**, they **hadn't**.

Wh-questions

Who **had used** AI before it became popular in 2024?

Why did the company buy the new software after it **had got** so expensive?

Please note: Mind the word order.

I **had already set up** my new PC when my best friend arrived.

Last week I spoke to an AI robot. I **had never done** that before.

6 a

Step 1: Write down an appropriate explanation for each situation (1–5). An example has been given.

Language in use

0 Why did you say 'Thank you' to your best friend? – *She had helped me download the file.*

1 Why did you say 'I'm sorry' to your mother?

2 Why did you say 'I can't' to your classmate?

3 Why did you say 'That's really nice' to your grandma?

4 Why did you say 'No, thank you' to your friend?

5 Why did you say 'I promise that will never happen again' to your dad?

Step 2: Get into pairs and create two more situations that your partner has to answer. Take turns.

6 b

Language in use

Have a look at the sentences (1–7). Fill in *before* or *after* and highlight past tense simple and past perfect tense simple with different colours. Compare your results with a partner.

1 _____ they attended the IT training session, many people had struggled with the new programme.

2 The rapper released a song _____ he had generated it on an AI website.

- 3 _____ the technicians had repaired the projector, we could see properly again.
- 4 _____ the IT team updated the software, the PCs had crashed frequently.
- 5 I sent my grandma a text message last night _____ I had installed the app on her phone.
- 6 Steve had already used *ChatGPT* _____ it got so much attention last year.
- 7 Thankfully I had charged my tablet _____ the electricity was gone.

6 c
Language in use

Complete the sentences (1–7). Use the past perfect tense simple. Compare your results with a partner.

- 1 Last weekend I tried an AI image creation tool. Before that I _____ (never/do) that.
- 2 By the time I did my first internship, I _____ (never/try) an AI tool.
- 3 At the beginning of their school years, my parents _____ (mostly/write) their exams by hand, but by and by they used computers.
- 4 They bought a smartphone for their son once he _____ (finish) primary school.
- 5 I _____ (not/follow) my granddad's *Instagram* account, so I didn't know about his new tablet PC.
- 6 My sister bought a new laptop last week. I _____ (never/see) such an awesome design until then.
- 7 Lisa didn't see the picture. She _____ (already scroll down) to the bottom of the page.

6 d
Speaking

Complete the timeline with activities you did yesterday. Then get into pairs and talk about yesterday's events. Use *before/after/already/never* and the past tense simple and past perfect tense simple to describe the order of the activities. An example has been given. Take turns.

morning	noon
get up, alarm clock	
afternoon	evening

Before I got up, my alarm clock had already gone off twice.

7 Listening: Too old for innovation?

7 a
Speaking

Get into pairs and discuss the following questions.

- 1 How do you mainly communicate with your parents/grandparents?
- 2 How tech-savvy are your parents/grandparents?
- 3 What have your parents/grandparents taught you?
- 4 How often do you need to help your parents/grandparents with technical issues?
- 5 How can teenagers help elderly people improve their IT skills in general? Give examples.
- 6 What are drawbacks if people cannot use technology properly?





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7 b Vocabulary www

Have a look at the VocabBooster. Match the phrases in A with the appropriate definitions in B. Use an online dictionary or your VocabExtra if necessary. Compare your results with a partner.

	A	B
to affect the quality of life of so.	1 <input type="checkbox"/>	a to know a lot about technology and to be good at using it
to keep in touch with so.	2 <input type="checkbox"/>	b to feel like you are not good enough at sth. or don't know how to do sth. well
to be tech-savvy	3 <input type="checkbox"/>	c to think sth./so. is very important or precious
to struggle with sth.	4 <input type="checkbox"/>	d to stay connected and communicate with so.
to feel incompetent	5 <input type="checkbox"/>	e to acquire simple computer and Internet competencies
to become more confident with technology	6 <input type="checkbox"/>	f to have an influence on how good or bad life feels for so.
to develop basic IT skills	7 <input type="checkbox"/>	g to develop more IT skills so you feel more comfortable using digital technology
to value sth. or so.	8 <input type="checkbox"/>	h to help so. who needs it
to provide support	9 <input type="checkbox"/>	i to find sth. difficult to do

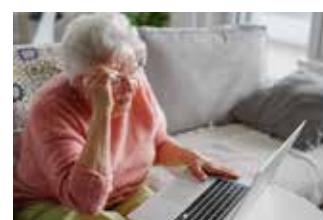
7 c Vocabulary

Complete the sentences (1–9). Use an appropriate phrase from activity 7b. Mind the tenses. Compare your results with a partner.

- 1 The IT Department is there to _____ support for any technical problems.
- 2 Employers _____ employees who have excellent technical skills.
- 3 It is important to _____ IT skills at school because you need them for most jobs today.
- 4 My grandpa practised a lot with his new tablet last weekend, so he _____ with the new device.
- 5 The IT expert _____ when he couldn't fix the computer issue.
- 6 Elderly people sometimes _____ using electronic devices.
- 7 She _____ and always knows about the latest trends in tech.
- 8 Social media platforms make it easy to _____ with friends from your childhood.
- 9 Technology can greatly _____ of life of older people in many ways.

7 d Listening Track 24 Test format Short answers

You are going to listen to a *TEDx* talk about the importance of technology for elderly people. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (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.



Too old for innovation?

0	It is often believed that elderly people have problems _____. <i>with new technology</i>	
1	Almost 20 per cent of people older than 65 years do not have _____. <i>laptop</i>	
2	For some elderly people, a reason to start using the Internet was _____. <i>curiosity</i>	

3	Elderly people with little to no experience with technology often have _____. (Give one answer.)	
4	Elderly humans who successfully learn how to use new technology become _____. (Give one answer.)	
5	The best way for elderly people to learn about technology is to get help _____. A programme that teaches elderly people the basics of IT is called _____. Being connected with other people through technology can have an influence on elderly people's _____. In your conversation include the following: why it is a good idea to show elderly people how to be good at tech what you want to teach them about smartphones/IT/AI what needs to be organised how to convince the rest of the class to do this workshop Get into pairs and start your conversation. Speak for about four minutes. Use the phrases from the VocabBooster in activity 7b.	
6		
7		

7 e
Speaking
Test format
Interaction

During your CLIL project week you plan the last days of the school year. You and your partner want to spend a morning (four hours) with people from the local senior centre, which is next to your school. Before the presentation in class, you discuss your ideas.



In your conversation include the following:

- why it is a good idea to show elderly people how to be good at tech
- what you want to teach them about smartphones/IT/AI
- what needs to be organised
- how to convince the rest of the class to do this workshop

Interaction
phrases
> page 189

Get into pairs and start your conversation. Speak for about four minutes. Use the phrases from the VocabBooster in activity 7b.

8 Writing a formal email: The role of IT

8 a

Speaking
Test format
Interaction

During your English project week, you focus on the topic of IT. You work together with a partner. In your discussion you should include the following:

- how well the IT (WIFI, printers, PCs, etc.) works in your school
- if teachers should use more digital content in class
- which apps/websites you mostly use for studying
- what you would like to learn regarding IT
- how your class could support elderly people dealing with IT

Discussion
phrases
> page 189

Get into pairs and start your discussion. Speak for about five minutes.

8 b

Vocabulary

Have a look at the VocabBooster. Fill in the appropriate prepositions (*for, from, in, on, of, out, to, with, without*). Sometimes there is more than one possibility. Compare your results with a partner. Then make sentences using the phrases. Take turns.

VocabBooster

to be ¹ utmost importance nowadays	to benefit ¹⁰ sth.
to communicate online ² so.	to share one's story ¹¹ the Internet
to depend ³ sth.	to share one's experience ¹² so.
to provide lessons ⁴ elderly people	to add value ¹³ sth./so.'s life
to connect so. ⁵ the rest ⁶ the world	to protect so. ¹⁴ dangers
to stay ⁷ touch ⁸ so.	to have access ¹⁵ endless opportunities
to live ⁹ sth.	to feel isolated ¹⁶ the world
	to miss ¹⁷ on nice things



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8 c

Writing

Text type
Formal email
> page 195

At the end of your project week, you have to send a formal email to your principal with your new insights into the tech world. In your email you should

- describe the role of IT in your life
- give examples of what could be improved in terms of IT at your school
- suggest an IT project for elderly people for your class.

Write about 200 words. Use appropriate words from the VocabBooster in activities 7b and 8b.



9 Review

9 aLanguage
in use

Have a look at the sentences (1–7). Fill in *before* or *after*. Compare your results with a partner.

- 1 _____ Steve had bought the new laptop, he went home to install it.
- 2 _____ Elizabeth bought the new monitor, she had done a lot of research on the product.
- 3 Derya got her first smartphone _____ she had received excellent grades at school.
- 4 My dad had tried to install an app on his phone for hours _____ he watched a tutorial on YouTube for help.
- 5 _____ Ben had watched the show on Netflix, he started to research the topic.
- 6 _____ Pete repaired the printer, it had had an error for ages.
- 7 Albert applied for the job _____ he had passed the *ECDL* course.

9 bLanguage
in use

Get into pairs. Have a look at the situations and think about three actions that had happened before. Use *before/after/already* and the past tense simple and past perfect tense simple. An example has been given.

- 0 Steve lost his phone this morning. ➔ *Before Steve lost his phone, he had taken a shower. Before he took a shower, he had had breakfast. Before he had breakfast, he had watched some TikToks ...*
- 1 Andre submitted his homework online at 11 pm last night.
- 2 Maria finished her studies at the *Technical University* in Graz.
- 3 The electrician installed the laptop yesterday.
- 4 Avid programmed a new game last week.
- 5 Jessica sent her online application to a company.

9 c

Vocabulary

Have a look at the sentences (1–9) and complete them with an appropriate word from the box. Use the correct form (*singular/plural*). Compare your results with a partner.

letter – device – innovation – fax machine – battery – keyboard – screen –
video conference – wired phone

- 1 _____ were used a lot in the 1990s, but not as much nowadays.
- 2 Since the pandemic in 2020, many companies have used _____ to talk to business partners abroad.
- 3 I don't remember the last time I wrote a _____.
- 4 My grandma is really cool. She got rid of her _____ and bought a smartphone.
- 5 The *Enter* button on my _____ is broken. I can't write my English text now.

6 AI is an incredible _____. It is amazing what it can do already.

7 The _____ on my first phone was so tiny compared to today's smartphones.

8 Unfortunately, many young kids spend hours on their mobile _____.

9 Oh no! My phone has just ran out of _____ and I really need to call my mum.

9 d

Speaking
www
Test format
Individual
long turn

You are attending an online youth conference of the European Union on future scenarios. You have been asked to give a three-minute presentation about technology.

In your presentation you should

- explain one future tech development in detail
- highlight the benefits for the users
- present disadvantages and possible dangers.



Step 1: Before you start speaking, do some research on future developments in technology (e.g. *future trends for smartphones, AI, etc.*). Read the bullet points carefully and take notes in the table.

bullet point 1

bullet point 2

bullet point 3

Presentation
phrases,
Feedback sheet
> page 189

Step 2: Get into pairs and give your presentation. Speak for about three minutes. Take turns.

9 e

Writing
Text type
Formal email
> page 195

You are currently doing a student's exchange year in London. The principal has decided to forbid smartphones in the classroom as students increasingly become more distracted. You have decided to write an email to make him/her change his mind.

In your email you should

- explain the importance of electronic devices for teenagers in general
- describe why smartphones are important for students in class
- suggest ways to avoid misuse of phones in class.



Write about 200 words.

9 f

Study corner

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

- 1 What is your favourite way to communicate with others?
- 2 In which situations do you prefer a face-to-face conversation to a text message?
- 3 What are common abbreviations you use for communicating with other people?
- 4 Which apps and websites do you personally use frequently?
- 5 Do you personally see innovations as something positive or negative?

>



A DIGITAL LIFE

- 6 Do you prefer to use digital tools to write/read or traditional paper and pencil?
- 7 What is your opinion about digital textbooks?
- 8 How often do you use technology to learn new things?
- 9 In what ways has technology influenced your education, both positively and negatively?
- 10 Which websites/tools have become very important these days?
- 11 What is your opinion about artificial intelligence?
- 12 How often do you use AI tools and what do you use them for?
- 13 How tech-savvy are your parents/grandparents?
- 14 Why are IT skills important for the elder generation?
- 15 Do you think teenagers have a responsibility to teach the elderly how to use technology?
Why?/Why not?

Key Vocabulary

Means of communication

carrier pigeon
face-to-face conversation
fax machine

letter
morse code
personal computer

text message
video conference/call
wired telephone

The evolution of technology

to immensely influence the ways we get knowledge
to be state-of-the-art these days
to bring groundbreaking innovations
to unlock the device
to profoundly change education

to have access to educational opportunities
to be available through the Internet
to be the primary source of information
to have a huge impact on society and education

Are digital textbooks the future?

to get a headache
to be outdated quickly
to be space-saving and lighter
to have no search function
to increase screen time
to deal with technical problems
to be distracted more easily
to be heavy
to run out of battery
to have up-to-date material

to be available everywhere
to be interactive
to be environmentally-friendly
to be easy to take notes
to be independent from technology
to have a tactile learning experience
to be more focused
to require space
to have high production costs
to be easier to read

Too old for innovation?

to affect the quality of life of so.
to keep in touch with so.
to be tech-savvy
to struggle with sth.
to feel incompetent

to become more confident with technology
to develop basic IT skills
to value sth.
to provide support

The role of IT

to be of utmost importance nowadays
to communicate online with so.
to depend on sth.
to provide lessons for elderly people
to connect so. with the rest of the world
to stay in touch with so.
to live for/with/without sth.
to benefit from sth.

to share one's story on the Internet
to share one's experience with so.
to add value to sth./so.'s life
to protect so. from dangers
to have access to endless opportunities
to feel isolated from the world
to miss out on nice things

VocabExtra
www.hpt.at/qr_225466



Have a look at the following *can-do* statements. They can help you to find out more about the progress you have made so far. Tick whatever is true for you. Be honest with yourself!

☺ = It is easy for me and I do not have any problems with it. ☻ = I need to briefly look at the structures and the phrases again. ☹ = I find it hard to do.

Speaking	☺	☻	☹
I can speak about my <i>YouTube</i> watching behaviour.			
I can speak about the pros and cons of <i>YouTube</i> .			
I can explain how to become a successful <i>Youtuber</i> .			
I can speak about my favourite <i>YouTube</i> channel.			
I can do an interview with a famous <i>YouTube</i> star.			
I can speak about rules in my life.			
I can speak about the pros and cons of rules.			
I can explain why it is important to go the extra mile.			
I can speak about the relationship between teenagers and parents.			
I can speak about rules and regulations at work.			
I can discuss the pros and cons of compulsory internships.			
I can give a talk about how to behave in an internship.			
I can speak about the way I live.			
I can speak about different types of houses and their pros and cons.			
I can describe a place in detail.			
I can speak about the pros and cons of tiny houses.			
I can speak about the pros and cons of vanlife.			
I can speak about my personal shopping habits.			
I can do shopping dialogues.			
I can speak about fashion.			
I can speak about upcycling.			
I can speak about how digital my life is.			
I can speak about different means of communication.			
I can speak about the pros and cons of digital textbooks.			
Writing	☺	☻	☹
I can write an argumentative text about the pros and cons of being a teenage <i>YouTube</i> star.			
I can create an <i>Instagram</i> post.			
I can write a blog comment to give advice for interns.			
I can write a blog entry about my dream house.			
I can write a formal email to property management.			
I can write a text message.			
I can write a note.			
I can write a restaurant review.			
I can write a blog entry about the pros and cons of digital textbooks.			
I can write a formal email to the principal.			
Reading	☺	☻	☹
I can understand the main idea of biographies of <i>YouTube</i> stars.			
I can understand the main idea of a blog entry about a girl who quit doing <i>YouTube</i> videos.			
I can understand the main idea of an article about the dos and don'ts for a successful summer internship.			
I can understand the main idea of an article about tiny homes.			
I can understand the main idea of an article about how to dress for success.			
I can understand the main idea of an article about the history of technology and its influence on education.			

Listening



I can understand an expert talking about *YouTube* facts.
 I can understand a *Youtuber* giving tips on how to become successful.
 I can understand an interview about a person's experiences as a *Youtuber*.
 I can understand a teenager talking about going the extra mile.
 I can understand an expert talking about rules and regulations at work.
 I can understand conversations between real estate agents and their clients.
 I can understand different people talking about their experiences with vanlife.
 I can understand a talk about different shopping trends.
 I can understand people ordering at restaurants.
 I can understand teenagers talking about their views on the impact of technology and AI.
 I can understand a *TEDx* talk about the importance of technology for elderly people.

Language in use



I can use passive constructions appropriately.
 I can use important collocations with *do/have/make*.
 I can use modal verbs (*have to, should, be allowed to*) appropriately.
 I can use prepositions of place (*at, in, on*) appropriately.
 I can use relative clauses (*who, which, where, when, why*) appropriately.
 I can describe quantities (*much, many, a lot of*).
 I can use *some* and *any* appropriately.
 I can use *so* and *such* appropriately.
 I can use the past perfect tense simple appropriately.

AI info sheet

AI tools have become very popular recently and can be useful for specific tasks (e.g. *to get inspiration, create images, check your grammar or spelling, practise your writing and speaking skills, get feedback on your performance, etc.*). However, always check the generated results critically, as they may contain mistakes or false information.

How to use AI

- **Provide clear and specific information** on what you want (> *Prompt guidelines below*).
- **Do not enter any personal data**, such as names of people you know, contact details (*phone numbers, email addresses, home addresses*), or other private details.
- **Review the generated output critically**.
- **Cross-check the information** you get with other reliable sources.
- **Be transparent**: Clearly say how and where you used AI.
- **Remember**: You are responsible for what you hand in – not the AI tool.

Please note: How to prompt

The information that you type in to say what you want (*the prompt*) is very important for the quality of the results you receive.

- Be specific and include all relevant information.
- Provide an example of what the results should look like.
- Clearly separate your request from your input (e.g., use a *hashtag #*).
- For image creation: Specify the type of picture you would like to get (*real photo, cartoon, manga, black & white, etc.*).
- Cite your prompt: Created with ... (*name of AI tool*). Prompt/s used: ... (*enter prompt/s*)
- Be aware: Some AI tools use your input for further training.

Keep in mind that running an AI request uses a lot of resources. So, with good and precise prompts you do not only save time, but also resources.

Please note: You must not use AI to deal with personal problems or discuss personal topics. AI sometimes gives advice that is careless or even dangerous, and real emotional support can only come from trusted adults, friends or professionals.



Discussion & interaction

Introducing an argument

First of all, I am/we are of the opinion that ...
As far as I am concerned, ...
I believe that ...
In my view, ...

Agreeing

I (entirely) agree with you ...
I can see your point.
I couldn't agree with you more.

Disagreeing

I (totally) disagree with you.
That's not how I see it.
I'm not sure.

Interrupting

Excuse me, may I jump in here?
May I add something here?

Asking for someone's opinion

What do you think about ...?
What is your opinion about ...?
What do you think of ...?

Contrasting

In contrast to this, ...
On the contrary, ...
On the one hand, .../On the other hand, ...

Exemplifying / Emphasising

Let me give you an example.
For instance, ...
To show you what I mean, ...

Concluding / Summarising

Summing up, it can be said that ...
Summarising all the points mentioned, I/we come to the conclusion that ...

Giving a presentation

Salutation and introducing the topic

Good morning/Good afternoon/Hello everybody!
Today I would like to give a presentation on .../Today I have come here to tell you .../inform you about ...

Giving an overview

In the first part of my presentation I will present/summarise/explain ...
The second part will be about .../will deal with ... and in the final part of my presentation I will speak about ...

Structuring your presentation

Well, first of all, let me say that ...
Furthermore, I should mention that ...

On top of that, ...

Besides, ...
In addition, ...
We should not forget to mention that ...
I really feel that .../I truly believe that ...
That concludes my first/second point. Now, let's move on to the next one.
Now that we have covered that, let's take a look at ...

Concluding / Summarising

Finally, I would like to ...
Please ask, if you have any further questions.
Thank you for listening!

Presentation feedback sheet

	Yes		No	
	++	+	-	--
Presenter passed the given minimum time limit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter created appealing visualisation (if needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter used and referred to visualisation (if needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter spoke fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter spoke freely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter used appropriate words and phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter used new words and phrases from the LanguageBox/VocabBooster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter pronounced the words properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter used linking words and phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



WRITING REFERENCE

How to write
an informal
email

1 Informal email

What is an informal email?

An informal email is used for written communication with friends, family members, close relatives and people you know very well.

What about structure and layout?

An informal email usually contains the following elements:

<ul style="list-style-type: none">■ your and the recipient's address■ date■ reference/subject line■ salutation	<ul style="list-style-type: none">■ main body (<i>divided into paragraphs</i>)■ closing■ signature■ additional elements (<i>enclosures</i>)
---	--

Please note: Continue with a capital letter after the salutation.

What about register/formality?

Use the correct register (*informal/semi-formal*) depending on the purpose of your email and the readership (*friend, family member, relative, etc.*).

Please note: Use short forms (*isn't, can't, hasn't, ...*) in informal emails.

Phrases for writing an informal email

Starting an informal email

Hi .../Hey .../Dear ... (*name of the recipient*)

Opening lines

How're you doing?/How're things?/How're you?

I'm writing to ...

Sorry, I haven't written for ages, but ...

It was good to hear from you.

I'm sorry I didn't get back to you right away.

Commenting on previous email

It's great to hear ...

I'm sorry to hear ...

That's so awesome that ...

Moving the topic on

Anyway, the reason I'm writing ...

I thought I'd write to tell/ask you ...

One more thing, ...

Closing phrases

Let me know what you think about it.

Can't wait to hear from you.

I'd better get going.

Write me soon and tell me ...

Hope to hear from you soon.

Finishing off an informal email

Love

All the best

Take care

Cheers

Sample task

During a school trip to London, you got to know Sam, a 15-year-old student. You have been in touch since then and write each other regularly. Last week you organised an end-of-school-year party for you and your classmates.

Write an email to your friend and tell him about the party. In your informal email you should

- provide detailed information about the party (e.g. *who was there, how many were there, where exactly it took place, how it went, etc.*)
- describe the funniest moment at the party
- outline benefits of celebrating together with your classmates.

Write about 200 words.



Sample email

From: mika.berner@gmx.at
To: samuel.williams@gmail.com
Subject: Update about what's going on in my life

Hey Sam

How're you doing? I'm sorry I didn't reply to your email about your visit to Cambridge. I was really busy organising an end-of-school-year party for me and my classmates. I thought I'd write to tell you about it, because it was such a fun event.

The party was at my friend David's house, because he has the most space and had gotten permission from his parents. There were about 30 people at the party in total, so that was almost my entire class. We played games outside, ate some delicious food and everyone seemed to have a good time.

The funniest moment happened when we tried to prank several of our classmates – we covered a raw egg in melted chocolate and let it harden, then convinced them it was candy. Their faces when they bit into them were hilarious! Afterward everyone laughed about it, though.

It's really nice to celebrate with the whole group after working so hard together during the year. You can see what people are really like outside the classroom and strengthen your friendships with them. During a school day you only get to know one side of a person.

Write me soon and tell me what's been happening with you!

Take care
Mika

2 Blog entry

How to write a blog entry

What is a blog entry?

Blog is a short form of the word *weblog*. A blog entry is a frequently updated online personal journal/diary. It is used to share your thoughts, experiences and interests, and/or to promote and to advertise a business/product.

What about structure and layout?

A blog entry usually contains the following elements:

- a catchy title
- a (user)name
- paragraphs (*introduction, main body, ending*)

Please note: Try to address the readers directly and motivate them to comment on your opinions and arguments.

What about register/formality?

A blog entry can either be formal or informal depending on the purpose and the readership.

>

WRITING REFERENCE

Phrases for writing a blog entry

Title: ...

Username: ...

Introducing the topic

Did you know that ...?

Have you heard of ...?

Lately I've been thinking about the topic of ... and would like to share some thoughts with you.

I recently came across ... and couldn't believe that ...

A topic that has gone viral recently is ...

Structuring the main part

Do you have any experience with ...?

Shouldn't we ...?

One the one hand, ... but on the other hand, ...

On top of that, ...

What's it like in your home country/school/family ...?

Apart from that, ...

In addition, ...

What would you think if ...?

Frankly speaking, .../To be honest (with you) ...

Concluding

What about you?

What are your thoughts on this topic?

I can't wait to read about your view on that.

Leave a comment (and let me know what you think)!

Looking forward to reading your comments!

Sample task As a teenager you like to be cool and respected by your peers. You are very interested in this topic and decided to write a blog entry on your blog www.myteenlife.com.

In your blog entry you should

- give reasons why it is important for teens to be popular
- outline problems teens are facing on social media
- suggest what teens can do to not become a victim of bullying.

Give your blog entry a title. Write about 200 words.

Sample blog entry

The price of popularity

mrkperry94

Lately, I've been thinking about the topic of popularity, and I'd like to share some thoughts with you.

As influencers and online personalities have become more common, lots of teenagers, including me, have been under more pressure to be well-liked and considered cool by our peers. Think about it: What do we expect to get in return when we post something on social media? Likes, comments, approval.



We want to be popular because it gives us a feeling of importance and makes us feel like we're supported by a large group of people. On the one hand, this can be great, but on the other hand, if we rely on this too much, there are some problems that can come up, like people making mean comments, pretending to be someone they're not, or bullying others online.

In order to prevent this, we need to be honest with both ourselves and our friends if we're being hurt online, and make the choice to distance ourselves from social media for a while and focus on real-life relationships that are fulfilling.

Do you guys feel like you struggle to seem popular on social media? What do you do when you're faced with unfriendliness online? Leave a comment and let me know what you think!

3 Blog comment

How to
write a blog
comment

What is a blog comment?

A blog comment is a written statement that expresses an opinion about someone or something (e.g. an article, a blog entry, etc.).

What about structure and layout?

A blog comment usually contains the following elements:

- a (user)name
- an email address
- paragraphs (*introduction, main body, ending*)

Please note:

- Use convincing arguments to support your point of view.
- Try to address your readers directly and motivate them to comment on your opinions.

What about register/formality?

A blog comment can either be formal or informal depending on the purpose and the readership.

Phrases for writing a blog comment

Introducing your comment

Thanks for bringing up this topic, ... (*name of the author*)!

First off, thanks for your post. I couldn't agree with you more.

I absolutely enjoyed reading your blog entry!

Structuring the main part

It seems like your post was a bit critical of .../ mainly aimed at .../a hit ...

I can see your point when you say that ...

One thing I totally agree/completely disagree with is that ...

You might be right with ..., but don't forget to think about ...

As I see it, ...

On top of that, ...

Furthermore, ...

However, ...

Just like you, I ...

Concluding

Well, that's just how I think about ...

Can't wait to read other comments.

I would welcome more comments on this topic!

Looking forward to reading more of your posts!

Sample task

You came across the following blog entry on www.techblog.com.

The importance of WiFi for your young people

CelineR

Have you been to a restaurant lately or have you ever watched what many young people do first when sitting down in a restaurant? No? Let me tell you: They don't order food and drinks. Nope, what they first do is ask for the WiFi password!

How important is WiFi in restaurants to you? Let me know in the comments!



You have decided to comment on this blog entry. In your blog comment you should

- explain why WiFi is so important for many young people
- give examples of young people's reactions when free WiFi is not offered
- inform readers about the dangers of public WiFi.

Write about 200 words.

>

WRITING REFERENCE

Sample blog
comment

Sierra56
si-er-56@gmail.com

Thanks for bringing up this topic, Celine! First of all, I agree that it's definitely become more common for young people to seek out WiFi at restaurants. Many apps used for communication also use a lot of data, and teens often don't want to use their phone plans to access the Internet if they need to talk with friends, so they look for free WiFi hotspots.

It seems like your post was a bit critical of young people who prioritise Internet connections over food or drinks, which I understand. Often when a restaurant or café doesn't offer free WiFi, young people will leave and find one that does, which can come across as pretty rude to some café owners. However, teens are just trying to spend time with friends and form social connections using the tools they know.

Even though public Internet connections can seem like a necessity, they can also be dangerous. Data theft, especially theft of sensitive personal information, can happen over public WiFi, because the connections aren't very well protected. The cons of using public Internet access can definitely begin to outweigh the pros, but that doesn't stop young people from asking for WiFi.

I would welcome more comments on this topic!

4 Leaflet

How to write
a leaflet

What is a leaflet?

A leaflet is a printed sheet of paper containing information or advertising. Leaflets can either be printed, they are then inserted in newspapers or magazines, or they are distributed online by email or newsletter.

What about structure and layout?

A leaflet should

- be rather memorable, interesting and informative
- contain subheadings
- contain rhetorical questions
- give factual details
- use persuasive language
- keep sentences short and simple
- give contact details.

What about register/formality?

A leaflet can be either formal or informal, depending on the readership. If you are writing a leaflet for people your age, the style will be more informal. If you are writing a leaflet about a serious topic for an audience you do not know, the language has to be formal.

Phrases for writing a leaflet

Title

Six reasons why you .../How to make the most of .../Why you should ...

Structuring the main part

Headline 1

If you want to ..., then you should ...

One of the greatest highlights of ... is ...

You will never forget ...

... is definitely worth a visit.

Headline 2

Apart from that, there is also ...

One of the greatest highlights of ... is ...

Anyone who loves to ... should ...

Headline 3

We are excited to offer a great package deal for you.

It is especially interesting for

Don't hesitate to ...

... is also included in our offer/price/service.

So, what are you waiting for?

Go and book your deal online today.

Closing phrases

If you require more information, contact us via .../go to www...

For more/further information visit us on www...

We are also available on ... (name of social network).

Sample task

You are doing an internship at *ATTENTION*, a marketing agency. Your client wants to promote your region to attract young international holiday makers. In your leaflet you should

- ❑ explain why your region is worth a visit
- ❑ describe some sights in more detail
- ❑ offer a special one-week package for young holiday makers.

Divide your leaflet into sections and give them headings. Write about 180 words.

Sample leaflet

Why you should visit Prague

Discover the charm of this unique city where history meets elegance and modernity!

Amazing sights!

One of the greatest highlights of Prague is all the spectacular history on display. You will never forget your visit to the famous St. Vitus Cathedral or the beautiful, nearly unchanged city centre.

History you can touch

One of Prague's must-see sights is Vyšehrad, a fort that dates back to the Medieval period. Once a place to defend the city, now it is for people to walk along its stone walls and look out at the surrounding area.

Within the fortress lies the rotunda of St. Martin, one of the oldest buildings in the Czech Republic! Whether you are a fan of architecture or a good hike, these places are definitely worth the visit.



An experience you can afford

We are excited to offer a great package deal for you:

- ✓ a week-long trip to Prague
- ✓ your very own professional tour guide
- ✓ tickets for tourist buses included
- ✓ drinks and snacks included

The full service comes out to just 400 Euros. It is a fun time for anyone, but especially interesting for lovers of history. So, what are you waiting for? Go and book your deal online today.

For more information, visit us on www.pragueguide.com. We are also available on Instagram.

5 Formal email

How to write a formal email

The following structure and phrases can be used for most formal emails (e.g. *introductory email, reminder email, reply email, general interest email, email of application, email of inquiry/request, confirmation email, ...*).

What about structure and layout?

A formal email usually contains the following elements:

<ul style="list-style-type: none"> ❑ your and your recipient's email address ❑ date ❑ reference/subject line ❑ salutation ❑ main body (<i>divided into paragraphs</i>) 	<ul style="list-style-type: none"> ❑ closing ❑ signature ❑ additional elements (e.g. <i>enclosures, documents, ...</i>)
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Please note: Continue with a capital letter after the salutation and start with the reason for writing.

What about register and formality?

A formal email should be polite and factual. Do not use informal language (e.g. *short forms, question tags, ...*).



WRITING REFERENCE

Phrases for writing a formal email

Starting a formal email

Dear Sir or Madam (*if you do not know the name of the recipient*)

Dear Mr .../Dear Ms ... (*if you know the name of the recipient*)

Opening lines

I am writing with/in regard to ...

I am writing because I would like to know more about ...

I came across your products/services online and would be interested in ... (*verb + -ing*)

With reference to your last email, I am writing to let you know/inform you about ...

Thank you for bringing this issue to my attention.

Structuring the main part

– Request

I am writing to ask ...

I was wondering if I could please ...

Would it be possible ...

– Giving information

I am writing to let you know that .../inform you about ...

– Asking for information

I would kindly ask you ...

Could you please tell me ...?

Closing phrases

I look forward to hearing from you.

Do not hesitate to contact me if you have any questions.

Thank you for your help.

Finishing off an email

Yours faithfully (*if you do not know the name of the recipient*)

Yours sincerely (*if you know the name of the recipient*)

Sample task You have just returned from an English summer camp where you had English classes and engaged in daily leisure activities. The leader of the camp has asked you to send her an email about your experiences. In your formal email you should

- give general information about the camp (*location, duration, activities*)
- explain what you liked/disliked about the camp
- suggest ideas for improvement.

Write about 180 words.



Sample email



From: lucia.henderson@gmail.com
To: e.primrose@camp-fawkes.com
Subject: My summer camp experience

Dear Ms Primrose

I am writing in regard to your request for information about my experience at Camp Fawkes.

Overall, I enjoyed being in the Surrey countryside, and living there for a month was really pleasant. I attended English language lectures, played cooperative games in English and practised speaking with the other people in the camp.

From my experience, I would certainly recommend the camp to other students of English. The staff were kind and helpful, and they knew a lot about English. Unfortunately, I did have some issues with where I stayed, because the beds were not at all comfortable and the doors did not lock very well.

I think some changes would really improve the camp experience overall. Would it be possible to fix the rooms so that they are more relaxing? Some updated equipment would do a lot of good. Additionally, it would be great if there were also vegetarian food options as more and more teenagers nowadays do not eat meat.

I have some friends who are interested in attending the camp, so I look forward to hearing from you regarding any changes.

Yours sincerely
Lucia Henderson

VOCABULARY REFERENCE



A

abbreviation (n)	Abkürzung
ability (n)	Fähigkeit, Können
access (n)	Zugang
accessible (adj)	zugänglich
accessory (n)	Zubehör, Accessoire
accommodation (n)	Unterkunft
accomplish (v)	erreichen, schaffen, vollbringen
according to (prep)	gemäß, laut
Accounting (n)	Buchhaltung
achieve (v)	erreichen, bewirken, zustandebringen
achievement (n)	Leistung
acoustic panels (n)	Akustikpaneelle
activity (n)	Aktivität, Betätigung
adapt (v)	adaptieren, (sich) anpassen
addicted (adj)	süchtig, abhängig
adjustment (n)	Anpassung
admit (v)	zugeben, eingestehen
adopt (v)	übernehmen, annehmen, adoptieren
adrenaline rush (n)	Adrenalinschub
advanced (adj)	fortgeschritten, fortschrittlich
advertising (n)	Werbung
advice (n)	Rat, Ratschlag
affect (v)	beeinflussen, betreffen
afford sth. (v)	sich etw. leisten (können)
aim (n)	Ziel
alarming (adj)	alarmierend, besorgniserregend
A-levels	Matura
analyse (v)	analysieren, untersuchen
ancient (adj)	alt, antik
annoy (v)	verärgern
anxiety (n)	Ängstlichkeit, Angstzustände
apartment (n)	Wohnung
apologise (v)	sich entschuldigen
appealing (adj)	ansprechend
appearance (n)	Aussehen
appliances (n)	Geräte
application (n)	Bewerbung
apply (v)	anwenden; sich bewerben
appointment (n)	Termin
appreciated (adj)	geschätzt
appropriate (adj)	angemessen
appropriately (adv)	angemessen, in geeigneter Weise
approval (n)	Zustimmung, Genehmigung, Anerkennung
armchair (n)	Lehnstuhl, Polstersessel
arrangement (n)	Vereinbarung, Verabredung
artificial intelligence (AI) (n)	Künstliche Intelligenz (KI)
assignment (n)	Aufgabe, Auftrag
assumption (n)	Annahme
athleisure (n)	alltagstaugliche Sportkleidung, bequeme sportliche Outfits
attend (v)	besuchen (Schule, Unterricht)
attitude (n)	Einstellung
audience (n)	Publikum
authentic (adj)	authentisch, echt, glaubwürdig
average (adj)	durchschnittlich
availability (n)	Verfügbarkeit
available (adj)	verfügbar
average (adj)	durchschnittlich
awesome (adj)	genial, fantastisch, großartig
awkward (adj)	peinlich, unangenehm

B

backfire (v)	nach hinten losgehen
backpack (n)	Rucksack
backyard (n)	Hinterhof
bad intention (n)	schlechte Absicht
balance (v/n)	balancieren, im Gleichgewicht halten/ Gleichgewicht
bandana (n)	Stirnband, Halstuch
bangs (n) (pl)	Stirnfransen, Pony
barrel (n)	Fass
basement (n)	Keller
basic (adj)	grundlegend
battery (n)	Akku
be in charge (v)	das Sagen haben
be pumped (v) (coll)	begeistert/gespannt sein
be willing to (v)	bereit sein zu
beard (n)	Bart
bedside table (n)	Nachttisch
behave (v)	sich (gut) benehmen
behaviour (n)	Verhalten, Benehmen
belief (n)	Glaube
belongings (n) (pl)	Besitztümer
belt bag (n)	Gürteltasche, Bauchtasche
beneficial (adj)	vorteilhaft
benefit (n)	Vorteil
benefit (from) (v)	fördern, begünstigen, profitieren (von)
beverage (n)	Getränk
bilingual (adj)	zweisprachig
bill (n)	Rechnung
blinds (n) (pl)	Jalousien
block of flats (n)	Mehrfamilienhaus, Apartmenthaus
boardgame (n)	Brettspiel
boho (bohemian) (adj)	Boho (Kleidungsstil)
boost (v)	fördern, antreiben
bossy (adj)	rechthaberisch, herrschsüchtig
bother (v)	belästigen, stören
bracelet (n)	Armband
braces (n) (pl)	Zahnspange
brag (v)	angeben
braids (n) (pl)	(geflochtene) Zöpfe
brainstorm (v)	Ideen sammeln
brand (n)	Marke
breathtaking (adj)	atemberaubend
bright (adj)	hell; vielversprechend
broke (adj) (coll)	pleite (ugs)
budget (n)	Haushalt, Budget
budget (v)	Ausgaben planen, budgetieren
bulky (adj)	sperrig
bun (n)	Dutt, Haarknoten
bungalow (n)	eingeschoßiges Haus
business (n)	Geschäft, Unternehmen; Angelegenheit
business attire (n)	Geschäfts-, Businesskleidung
business card (n)	Visitenkarte
button (n)	Taste

C

camp (v)	zelten
can (n)	Dose
career (n)	Karriere
caring (adj)	fürsorglich
carrier pigeon (n)	Brieftaube
carton (n)	Karton, Pappschachtel
cash desk (n)	Kassa

VOCABULARY REFERENCE

casually (adv)	zwanglos, informell, leger
category (n)	Kategorie, Rubrik, Gruppe
centrally located (adj)	zentral gelegen
challenge (n)	Herausforderung
change (v/n)	ändern/Veränderung
changing room (n)	Umkleidekabine
channel (n)	Kanal
character (n)	Charakter, Persönlichkeit
charitable causes (n)	wohltätige Zwecke
charming (adj)	charmant, bezaubernd
chase (v)	jagen, verfolgen
cheat (v)	schummeln
checked (adj)	kariert
childcare facilities (n) (pl)	Kinderbetreuungseinrichtungen
chill (v)	chillen, sich entspannen
choker (n)	enganliegendes Halsband
classy (adj)	stilvoll
collaboration (n)	Zusammenarbeit
college (n)	Hochschule
colour blocking (n)	Kleiderkombination mit Kontrastfarben
comfort of one's home (n)	Behaglichkeit des eigenen Zuhause
comfortable (adj)	bequem
commercial college (n)	Handelsakademie
communication (n)	Kommunikation, Verständigung
community (n)	Gemeinschaft
comparable (adj)	vergleichbar
comparison (n)	Vergleich
complain (v)	sich beschweren
complete (v)	vervollständigen
complexion (n)	Teint, Hautton
compliment (n)	Kompliment, Lob, Schmeichelei
composting toilets (n)	biologische Toilette, Trockenklo, Kompost-toilette
compulsory (adj)	verpflichtend, obligatorisch
concern (n)	Sorge
concerned (adj)	betroffen; beunruhigt, besorgt
condominium (condo) (n)	Eigentumswohnung
confidence (n)	Selbstvertrauen
confident (adj)	selbstbewusst
confidential data (n)	vertrauliche Daten
connect (v)	verbinden, sich vernetzen
consider (v)	bedenken, erwägen
considerably (adv)	erheblich
consistent (adj)	konsequent, beständig
constantly (adv)	ständig
content (n)	Inhalt
context (n)	Kontext, Zusammenhang
contrast (n)	Unterschied, Kontrast
contribute (v)	beitragen
convenience food (n)	Fertignahrung
convenient (adj)	bequem
converted van (n)	umgebauter Lieferwagen
cost-intensive (adj)	teuer, kostenintensiv
cottage (n)	Hütte
counter space (n)	Arbeitsfläche
countryside (n)	Landleben, ländliche Gegend
creator (n)	Ersteller/in
credit note (n)	Gutschrift
crossroads (n)	Kreuzung
crowded (adj)	überfüllt
crucial (adj)	entscheidend, wesentlich
cultural (adj)	kulturell
culture (n)	Kultur
curious (adj)	neugierig
curly (adj)	lockig

current (adj)	aktuell, jetzig
custom-built (adj)	speziell angefertigt
cut out (v)	ausschneiden
D	
daily (adj/adv)	täglich
daily ritual (n)	tägliches Ritual, sich täglich wiederholende Handlung
data analysis (n)	Datenanalyse
data storage (n)	Datenspeicherung
debit card (n)	Bankomatkarte
debt (n)	Schulden, Schuld
decide (v)	entscheiden
decision (n)	Entscheidung
dedication (n)	Hingabe
deeply (adv)	tief
delay (v)	verzögern
delete (v)	löschen
delicious (adj)	köstlich, lecker
delight (n)	Freude
depend on sth. (v)	von etw. abhängig sein
depression (n)	Depression
describe (v)	beschreiben
description (n)	Beschreibung
deserve (v)	verdienen
destination (n)	Reiseziel
detached house (n)	freistehendes Haus, Einfamilienhaus
determination (n)	Entschlossenheit
develop (v)	entwickeln
development (n)	Entwicklung
device (n)	Gerät, Vorrichtung, Apparat
diary (n)	Tagebuch
diet (n)	Ernährung; Diät
different (adj)	verschieden
digital nomad (n)	Person, die online und ortsunabhängig arbeitet
digitised (adj)	digitalisiert
disagreement (n)	Meinungsverschiedenheit
discount (n)	Rabatt
discover (v)	entdecken
discuss (v)	diskutieren, besprechen
discussion (n)	Diskussion
distract (v)	ablenken
distracted (adj)	abgelenkt
diverse (adj)	vielfältig
diversity (n)	Vielfalt
dominant (adj)	dominant, vorherrschend, überwiegend
donation (n)	Spende
dotted (adj)	gepunktet
downsize (v)	verkleinern
drawer (n)	Schublade
dress down (v)	sich leger anziehen
dress shoes (n) (pl)	Anzugschuhe
driving test (n)	Fahrprüfung
duration (n)	Dauer
E	
eager (adj)	begierig, erpicht
earbuds (n)	Ohrstöpsel, Ohrhörer
edit (v)	bearbeiten
education (n)	Bildung
educational opportunities (n)	Bildungsmöglichkeiten, Bildungschancen
efficient (adj)	effizient, leistungsfähig
effort (n)	Anstrengung, Mühe, Versuch
email (n)	E-Mail
embrace sth. (v)	etw. sehr gern haben, willkommen heißen, akzeptieren, bereitwillig übernehmen

VOCABULARY REFERENCE

emotional breakdown (n)	emotionaler Zusammenbruch
encourage (v)	ermutigen
endurance (n)	Ausdauer
energy (n)	Energie
energy consumption (n)	Energieverbrauch
enjoyable (adj)	erfreulich, vergnüglich
entertaining (adj)	unterhaltsam
entrepreneur (n)	Unternehmer/in
environment (n)	Umwelt
environmental footprint (n)	ökologischer Fußabdruck
equipment (n)	Ausrüstung
escape (v)	entkommen
essay (n)	Aufsatz
essential (adj)	wesentlich, unerlässlich
establish (v)	gründen, etablieren
establish a relationship (v)	eine Beziehung aufbauen
evaluate (v)	bewerten
evolution (n)	Entwicklung
excuse (n)	Ausrede
exercise (n)	Bewegung; Übung
exhausting (adj)	anstrengend, erschöpfend
expenses (n)	Ausgaben
experience (v/n)	erfahren, erleben/Erfahrung
explain (v)	erklären
explanation (n)	Erklärung
extra hours (n)	Überstunden
eye-catching (adj)	auffällig, ins Auge springend
eye shadow (n)	Lidschatten
F	
face-to-face conversation (n)	Gespräch von Angesicht zu Angesicht, persönliches Gespräch
facility (n)	Einrichtung, Anlage
fake (adj)	gefälscht
fantastic (adj)	fantastisch, großartig
fax machine (n)	Faxgerät
fear (v/n)	fürchten/Angst, Furcht
feel down (v)	niedergeschlagen sein
feel isolated (v)	sich isoliert/abgeschottet fühlen
figure out (v)	herausfinden
file data (v)	Daten ablegen/speichern/archivieren
fire pit (n)	Feuerstelle
fireplace (n)	Kamin
first language (n)	Erstsprache, Muttersprache
fit well (v)	gut passen
fix a problem (v)	ein Problem lösen
fizzy drink (n)	kohlensäurehaltiges, süßes Getränk
flashy patterns (n) (pl)	auffällige Muster
floor (n)	Stockwerk
floorplan (n)	Grundriss, Übersichtsplan
floral print (adj)	Blumenaufdruck, Blumenmuster
focus on sth. (v)	sich auf etw. konzentrieren
focused (adj)	konzentriert
folks (n) (pl)	Leute
follow (v)	folgen
formally (adv)	förmlich, offiziell
fragile (adj)	zerbrechlich
freckles (n) (pl)	Sommersprossen
freezer (n)	Gefrierschrank
frequency (n)	Häufigkeit
frequently (adv)	häufig
frustration (n)	Frust, Verdrossenheit, Enttäuschung
furniture (n)	Möbel
future (n)	Zukunft
G	
gain experience (v)	Erfahrung sammeln
game changer (n)	bahnbrechende Veränderung/Neuerung
gather information (v)	Informationen sammeln
gathering (n)	Versammlung, Zusammenkunft
gear (n)	Ausrüstung
general knowledge (n)	Allgemeinwissen
generate (v)	erzeugen
get on so.'s nerves (v)	jmdm. auf die Nerven gehen
get on well (v)	gut zuretkommen
get rid of (v)	loswerden
give away (v)	verschenken
go online (v)	online gehen
go the extra mile (v)	etw. über das erwartbare Maß hinaus machen, sich besonders anstrengen
goal (n)	Ziel
government (n)	Regierung
graduate from (v)	abschließen, absolvieren (e.g. Schule, Studium)
graduation (n)	Abschluss
grammar school (n)	Gymnasium
grateful (adj)	dankbar
groceries (n) (pl)	Lebensmittel, Einkäufe
groundbreaking (adj)	bahnbrechend
group (n)	Gruppe
grow (v)	wachsen; aufbauen
guarantee (v)	garantieren, gewährleisten
guidance (n)	Anleitung
guide (n)	Reiseführer/in; Ratgeber
guided (adj)	geführt
H	
hallway (n)	Korridor, Flur, Gang
hammock (n)	Hängematte
handle data (v)	Daten verarbeiten
hands-on (adj)	praxisnah
handy (adj)	handlich, praktisch, nützlich
hard disk (n)	Festplatte
headphones (n)	Kopfhörer
health (n)	Gesundheit
healthy (adj)	gesund
herbs (n)	Kräuter
high tops (n)	hohe Turnschuhe
high-achieving (adj)	leistungsstark
higher secondary school (n)	weiterführende höhere Schule
highlight (v/n)	hervorheben/Höhepunkt
high-waist jeans (n)	Jeans mit hoher Taille
hilarious (adj)	lustig, urkomisch
hit the gym (v)	ins Fitnessstudio gehen
holiday (n)	Urlaub
honest (adj)	ehrlich
hope (v/n)	hoffen/Hoffnung
household chores (n) (pl)	Hausarbeit, Haushaltspflichten
I	
identify (v)	identifizieren, erkennen, bestimmen
ignorance (n)	Unwissenheit
imagine (v)	vermuten, sich vorstellen
immensely (adv)	immens, ungemein, sehr
impact (n)	Auswirkung, Einfluss
importance (n)	Bedeutung, Wichtigkeit
important (adj)	wichtig
improve (v)	verbessern
in person (adv)	persönlich
in stock (adv)	auf Lager
inappropriate (adj)	ungeeignet, unangemessen
incidence (n)	Vorfall, Vorkommnis

VOCABULARY REFERENCE

incompetent (adj)	inkompetent, nicht qualifiziert, unfähig
inconvenience (n)	Unannehmlichkeit
increase (v)	erhöhen, vergrößern, wachsen
incredible (adj)	unglaublich
independent (adj)	unabhängig
individual (adj)	individuell
influencer (n)	Beeinflusser/in, Influencer/in
informal (adj)	informell, formlos, ungezwungen
information (n)	Information
informative (adj)	informativ, aufschlussreich
inhabitant (n)	Einwohner/in
initiative (n)	Initiative, Unternehmungsgeist
innovation (n)	Innovation, Neuerung
insight (n)	Einblick
inspiration (n)	Inspiration, Eingebung
inspiring (adj)	inspirierend, anregend
interaction (n)	Interaktion, Zusammenspiel (gesellschaftlicher Umgang)
interactive (adj)	interaktiv, wechselwirkend
interior design (n)	Innenarchitektur, Innengestaltung
intern (n)	Praktikant/in
international (adj)	international
internship (n)	Praktikum
interview (v/n)	interviewen/Interview
issue (n)	Thema, Problem
itinerary (n)	Reiseroute

J

jacket (n)	Jacke
jar (n)	gläsernes Gefäß, Einweckglas
join (v)	beitreten
joined together (adj)	zusammengefügt
jumper (n)	Pullover
jumpsuit (n)	Jumpsuit (einteiliger Hosenanzug)

K

keep in touch (v)	in Verbindung bleiben, in Kontakt bleiben
keep noise down (v)	den Lärm gering halten
keep private (v)	für sich behalten
keep track (v)	den Überblick behalten
keep up with sth. (v)	mit etw. mithalten
keyboard (n)	Tastatur
kitchen island (n)	Kücheninsel
knowledge (n)	Wissen

L

ladies' suit (n)	Hosenanzug
language (n)	Sprache
lashes (n) (pl)	Wimpern
laughter lines (n) (pl)	Lachfalten
leader (n)	Anführer/in
leadership (n)	Führung, Leitung
leisure (n)	Freizeit, Muße
leisure time (n)	Freizeit
lifelong experience (n)	lebenslange Erfahrung
lifestyle (n)	Lebensstil
listen (v)	zuhören
living costs (n) (pl)	Lebenshaltungskosten
loafers (n) (pl)	Slipper, Schuhe zum Reinschlüpfen
local (adj)	lokal, örtlich
long-sleeved (adj)	langärmelig
look out for so. (v)	auf jmdn. aufpassen
low-achieving (adj)	leistungsschwach
loyal (adj)	treu, loyal
luxury (adj)	luxuriös, Luxus-
luxury (n)	Luxus

M

main course (n)	Hauptgericht
maintain (v)	aufrechterhalten

maintenance (n)	Wartung, Instandhaltung
major (adj)	wesentlich, führend, bedeutend
make a living (v)	den Lebensunterhalt verdienen
make sense (v)	Sinn machen
manage (v)	verwalten
management (n)	Management, Verwaltung
market (n)	Markt, Absatzmarkt
match (v)	zuordnen, zusammenpassen, übereinstimmen
matter (v)	bedeutend sein
mayor (n)	Bürgermeister/in
means of communication (n)	Kommunikationsmittel
means of transportation (n)	Verkehrsmittel
meeting (n)	Treffen
member (n)	Mitglied
memory (n)	Erinnerung, Speicher
mental (adj)	mental, geistig
menu (n)	Speisekarte
mislead so. (v)	jmdn. in die Irre führen
misleading (adj)	irreführend
monetise (v)	monetarisieren, zu Geld machen
mood (n)	Stimmung
moody (adj)	launisch
morse code (n)	Morsecode
mortgage (n)	Hypothek, Belastung eines Grundstücks
motivate (v)	motivieren, anspornen
motivated (adj)	motiviert, angeregt
muscly (adj) (coll)	muskulös, muskelbepackt
N	
natural surroundings (n) (pl)	natürliche Umgebung
neat (adj)	ordentlich
necessary (adj)	notwendig
necklace (n)	Halskette
negative (adj)	negativ
neglect sth. (v)	etw. vernachlässigen
neon colours (n)	Neonfarben
nerve-racking experience (n)	nervenaufreibende Erfahrung
nervous (adj)	nervös, aufgereggt
network (v/n)	vernetzen/Netzwerk
nightmare (n)	Albtraum
number (n)	Zahl
nutrition (n)	Ernährung, Ernährungsweise
O	
obey (v)	gehorchen, (be)folgen
obligation (n)	Verpflichtung
occasion (n)	Gelegenheit
offer (n)	Angebot
on time (adv)	pünktlich, fristgerecht, rechtzeitig
only child (n)	Einzelkind
open living-dining room (n)	offenes Wohn-Esszimmer
open position (n)	offene Stelle
opinion (n)	Meinung
opponent (n)	Gegner/in
opportunity (n)	Gelegenheit
optimistic (adj)	optimistisch, zuversichtlich
order a side of sth. (v)	eine Beilage zu etw. bestellen
organise (v)	organisieren, veranstalten, ordnen
outdated (adj)	veraltert
outgoing (adj)	kontaktfreudig, aufgeschlossen
oven (n)	Backofen
overcome (v)	überwinden
overcrowding (n)	Überfüllung, Überbevölkerung
overwhelming (adj)	überwältigend

VOCABULARY REFERENCE

P

packaging (n)	Verpackung
pale (adj)	blass
parachuting (n)	Fallschirmspringen
participate (v)	teilnehmen
pass exams (v)	Prüfungen bestehen
passion (n)	Leidenschaft
pastime (n)	Zeitvertreib
patient (adj)	geduldig
pay by card (v)	mit Karte bezahlen
pay cash (v)	bar bezahlen
peak (n)	Höhepunkt
pension centre (n)	Senior/innenheim
perfect (adj)	perfekt, vollkommen, einwandfrei
perform (v)	aufführen, ausführen
performance (n)	Leistung; Aufführung
personalised (adj)	personalisiert
perspective (n)	Perspektive, Blickwinkel, Sichtweise
physical (adj)	physisch, materiell
physical store (n)	Geschäft, das örtlich besucht werden kann (Gegenteil zu Onlineshop)
pitch (n)	Verkaufspräsentation
pleasant (adj)	angenehm
ponytail (n)	Pferdeschwanz
popularity (n)	Beliebtheit
positive (adj)	positiv, bejahend, konstruktiv
post (v)	veröffentlichen
potential (adj/n)	möglich, eventuell/Potenzial
practice (n)	Übung, Training
practise (v)	üben, trainieren
predictable (adj)	vorhersehbar
preference (n)	Bevorzugung, Präferenz
prepare (v)	vorbereiten
presentation (n)	Präsentation, Vortrag
pressure (n)	Druck
pretend (v)	vortäuschen
pretty (adv)	ziemlich
price tag (n)	Preisschild
price-performance ratio (n)	Preis-Leistungs-Verhältnis
primary (adj)	primär, grundlegend, hauptsächlich, wichtigste/r
principal (n)	Schuldirektor/in
prioritise (v)	Prioritäten setzen, Vorrang einräumen
privacy (n)	Datenschutz, Privatsphäre
procrastinate (v)	prokrastinieren, aufschieben
product review (n)	Produktbewertung
professional (adj)	professionell, fachmännisch
professional advice (n)	professionelle Beratung
profoundly (adv)	tiefgreifend, zutiefst
progressive (adj)	fortschrittlich
project (n)	Projekt
promising (adj)	vielversprechend
promote (v)	fördern
properly (adv)	ordentlich, fachgerecht
property (n)	Grundstück, Besitz, Immobilie
protect (v)	schützen, beschützen
prove (v)	beweisen
public property (n)	öffentliches Eigentum
public showing (n)	öffentliche Vorführung
publish (v)	veröffentlichen
publishing date (n)	Datum der Veröffentlichung
punch card (n)	Lochkarte
purchase (n)	Kauf
purchasing decision (n)	Kaufentscheidung
purpose (n)	Zweck
push boundaries (v)	Grenzen verschieben

Q

queue (v/n)	Schlange stehen/Warteschlange
R	
rainbow shower (n)	Regenbogen-Dusche
raise money (v)	Geld sammeln
raised bed (n)	Hochbeet
reach (v)	erreichen
real estate (n)	Immobilien
real estate agent (n)	Immobilienmakler/in
reasonable price (n)	günstiger, angemessener Preis
receipt (n)	Quittung, Rechnung, Kassenbon
receive (v)	erhalten
recipe (n)	Rezept
reclaimed materials (n)	wiederverwertete Materialien, aufbereitete Baustoffe
recommend (v)	empfehlen
recommendation (n)	Empfehlung
reduce (v)	reduzieren, vermindern
refrigerator (n)	Kühlschrank, Eiskasten
refund (n)	(Rück-)Erstattung, Vergütung
rehearse (v)	proben, einstudieren
rejuvenation (n)	Verjüngung
relate to sth. (v)	sich auf etw. beziehen
relationship (n)	Beziehung
relax (v)	entspannen
relaxation (n)	Entspannung
reliable (adj)	zuverlässig
remarkable (adj)	bemerkenswert
reminisce (v)	sich zurückrinnern
remodel (v)	umgestalten
renovate (v)	renovieren
rent (n)	Miete
replace (v)	ersetzen
replacement (n)	Ersatz
require (v)	erfordern
resident (n)	Bewohner/in
resilience (n)	Widerstandsfähigkeit, Resilienz
resources (n)	Ressourcen, Mittel
respect (v/n)	respektieren, beachten/Respekt, Ansehen
responsible (adj)	verantwortlich
restock the shelves (v)	die Regale auffüllen
résumé (n)	Lebenslauf
retro (adj)	Retro-, auf alt gemacht
revolutionise (v)	revolutionieren
ring lamp (n)	Ringleuchte
rip-off (n)	Abzocke
risk (n)	Risiko
role (n)	Rolle
routine (n)	Routine, gewohnheitsmäßiger Ablauf
run out of sth. (v)	etw. nicht mehr haben, „ausgehen“
running costs (n) (pl)	Betriebskosten
S	
safe (adj)	sicher
sale (n)	Abverkauf
satisfy (v)	befriedigen
savvy (adj)	clever, klug
schedule (v/n)	zeitlich einplanen, zeitlich festlegen/Zeitplan
scientific (adj)	wissenschaftlich
search function (n)	Suchfunktion
seasoned (adj)	gewürzt
security deposit (n)	Kaution
sedentary (adj)	sitzend
select (v)	auswählen
self-catering (adj)	Selbstverpflegungs-, Selbstversorgungs-
self-confidence (n)	Selbstbewusstsein
self-confident (adj)	selbstbewusst
semi-detached house (n)	Doppelhaushälfte

VOCABULARY REFERENCE

sense of belonging (n)	Zugehörigkeitsgefühl
sensible (adj)	vernünftig
sensitive (adj)	einfühlksam, sensibel, empfindlich
separate waste (v)	Müll trennen
setback (n)	Rückschlag
several (adj)	mehrere
severe (adj)	schwer, ernst, streng
shadow experienced employees (v)	erfahrene Mitarbeiter/innen begleiten (um zu lernen)
shape (n)	Form
share (v)	teilen
shift (n)	Schicht; Verschiebung, Veränderung
shipping container (n)	Schiffscontainer
shop assistant (n)	Verkäufer/in
shopping trolley (n)	Einkaufswagen
short-sleeved (adj)	kurzärmelig
siblings (n) (pl)	Geschwister
significant (adj)	bedeutend
sink (n)	Waschbecken, Spülbecken
situation (n)	Situation, Lage
skill (n)	Fähigkeit
skip (v)	überspringen
slacks (n)	lange Hose, Stoffhose
sleepover (n)	Übernachtung bei jmdm.
slim (adj)	schlank
slippers (n)	Hausschuhe
small rates (n) (pl)	kleine Raten
social (adj)	sozial, gesellschaftlich, gesellig
soda drink (n)	Limonade
solar panels (n)	Sonnenkollektoren, Solarzellenpaneel
solution (n)	Lösung
solve (v)	lösen
sound effect (n)	Soundeffekt, Geräuscheffekt
source of information (n)	Informationsquelle
space (n)	Raum, Platz, freier Raum
space-saving (adj)	platzsparend
spacious (adj)	geräumig
spare time (n)	freie Zeit
special offer (n)	Sonderangebot
spelling error (n)	Rechtschreibfehler
spices (n) (pl)	Gewürze
sponsorship (n)	Sponsoring, Fördertätigkeit
spontaneous (adj)	spontan, kurzentschlossen
state-of-the-art (adj)	hochmodern, auf dem neuesten Stand (der Technik)
stick to sth. (v)	festhalten an etw., bei etw. bleiben
stimulate (v)	anregen
storage space (n)	Stauraum
storytelling (n)	Geschichtenerzählen
stove (n)	Herd
straight (adj)	glatt (Haare)
strategy (n)	Strategie, Taktik
stream (v)	streamen, eine Übertragung im Internet anschauen
struggle (v/n)	kämpfen, sich abmühen/Kampf
study (n)	Arbeitszimmer
study (v/n)	studieren, lernen/Studie, Untersuchung
stunning (adj)	umwerfend, atemberaubend
subject (n)	Fach
subscribe to (v)	abonnieren
subscriber (n)	Abonnent/in
suburbs (n)	Vorstadt, Stadtrand
success (n)	Erfolg
successful (adj)	erfolgreich
suit (n)	Anzug
sunbed (n)	Sonnenliege
sunrise (n)	Sonnenaufgang

sunset (n)	Sonnenuntergang
supersonic (adj)	Überschall-
supervisor (n)	Vorgesetzte/r
supplement (n)	Nahrungsergänzungsmittel
support (v)	unterstützen
surpass oneself (v)	über sich hinauswachsen
surround (v)	umgeben
sustainable (adj)	nachhaltig
sweet treat (n)	süßer Genuss, Süßigkeit
swipe (v)	wischen

T	
tactile (adj)	taktil, fühlbar, tastbar
take advantage of sth. (v)	etw. (aus)nutzen
takeaway (n)	Essen zum Mitnehmen
talkative (adj)	gesprächig
tanned (adj)	gebräunt
technical gadget (n)	technische Spielerei
technology (n)	Technologie
tech-savvy (adj)	technisch versiert
tee (n) (coll)	T-Shirt
temporary (adj)	vorübergehend
tenant (n)	Mieter/in
tense (n)	Zeitform
terraced house/row house (n)	Reihenhaus
terrified (adj)	in Schrecken versetzt, erschrocken, verängstigt
think ahead (v)	vorausdenken
third party (n)	Drittperson, Drittpartei
thumbnail (n)	Vorschaubild
tie (n)	Krawatte
time management (n)	Zeitmanagement
timeless choice (n)	zeitlose Wahl
tin (n)	Dose, Blechdose, Konservendose
tiny house (n)	sehr kleines Haus (kleiner als 50 m ²), Tiny House
tip (n)	Trinkgeld
today's special (n)	Tagesangebot, Tagesgericht
together (adv)	zusammen
tool (n)	Werkzeug
tough (adj)	hart, schwer; hartnäckig
tourist attraction (n)	Touristenattraktion, Sehenswürdigkeit
traditional (adj)	traditionell
trainers (n) (pl)	Sportschuhe
transfer (v/n)	übertragen/Übertragung
transform (v)	umwandeln
transitions (n) (pl)	Übergänge
travel (v/n)	reisen/Reise
trend (n)	Trend, Entwicklungstendenz, Strömung
trendy (adj)	trendig, modern
trial and error (n)	Versuch und Irrtum, Herumprobieren
trick so. (v)	jmdn. austricksen
trimmed (adj)	geschnitten, gepflegt
tripod (n)	Stativ
trust (n)	Vertrauen
turtleneck (n)	Rollkragenpullover
tutorial (n)	Anleitung
TV console (n)	Fernsehtisch, Möbelstück, auf das man den Fernseher stellt

U	
undeniable (adj)	unbestreitbar
understanding (n)	Verständnis
unfamiliar (adj)	unbekannt, fremd
unforgettable (adj)	unvergesslich
unimaginable (adj)	unvorstellbar
unique (adj)	einzigartig
university (n)	Universität

VOCABULARY REFERENCE

unlock (v)	entsperren
unsatisfied (adj)	unzufrieden
upcycling (n)	Upcycling, Abfallaufwertung, Abfallveredelung
update (v/n)	aktualisieren/Aktualisierung
uphold (v)	aufrechterhalten
upload (v)	hochladen
urgent (adj)	dringend
useful accessory (n)	nützliches Accessoire
utmost (adj)	höchste/r, äußerste/r

V

vacation (n)	Ferien
valuable (adj)	wertvoll
value sth. (v)	auf etw. Wert legen, etw. schätzen
vape (v)	dampfen, E-Zigarette rauchen
variety (n)	Vielfalt, Vielzahl, Verschiedenheit
various (adj)	verschiedene
vehicle (n)	Fahrzeug
vibe with each other (v)	miteinander harmonieren, auf der gleichen Wellenlänge liegen
video editing (n)	Videobearbeitung
view (n)	Aussicht, Auffassung
viewing date (n)	Besichtigungstermin
vintage (adj)	alt, erlesen, klassisch
viral (adj)	viral, schnell verbreitet
vision (n)	Vision, Vorstellung, Traumbild
vital (adj)	unabdingbar, unverzichtbar, lebensnotwendig

v-neck (n)	V-Ausschnitt
vocational school (n)	berufsbildende Schule
volunteer (v/n)	freiwillig arbeiten/Freiwillige/r, Ehrenamtliche/r

W

walk-in closet (n)	begehbarer Kleiderschrank
wardrobe (n)	Kleiderschrank
watch time (n)	Sehdauer, Betrachtungszeitraum
weekend getaway (n)	Wochenendausflug
well-being (n)	Wohlbefinden
well-groomed (adj)	gepflegt
well-insulated (adj)	gut isoliert
well-known (adj)	bekannt
well-received (adj)	gut angekommen, positiv aufgenommen
wide range of products (n)	große Auswahl an Produkten
willingness (n)	Bereitschaft
window bench (n)	Fensterbank
window shopping (n)	Schaufensterbummel
wired telephone (n)	Festnetztelefon
work out (v)	trainieren
workspace (n)	Arbeitsbereich
worry (v/n)	sorgen/Sorge
worth (adj)	wert, im Wert von
writing (n)	Schreiben

X

X-ray (n)	Röntgenbild
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Irregular verbs

infinitive	past simple	past participle	infinitive	past simple	past participle	infinitive	past simple	past participle
be	was / were	been	forget	forgot	forgotten	ring	rang	rung
beat	beat	beaten	freeze	froze	frozen	rise	rose	risen
become	became	become	get	got	got / gotten	run	ran	run
begin	began	begun	give	gave	given	say	said	said
bite	bit	bitten	go	went	gone	see	saw	seen
blow	blew	blown	grow	grew	grown	sell	sold	sold
break	broke	broken	hang	hung	hung	send	sent	sent
bring	brought	brought	have	had	had	shake	shook	shaken
build	built	built	hear	heard	heard	shine	shone / shined	shone / shined
burn	burnt / burned	burnt / burned	hide	hid	hidden	shoot	shot	shot
buy	bought	bought	hit	hit	hit	shut	shut	shut
can (be able to)	could	been able to	hold	held	held	sing	sang	sung
catch	caught	caught	hurt	hurt	hurt	sink	sank	sunk
choose	chose	chosen	keep	kept	kept	sit	sat	sat
come	came	come	knit	knit	knit	sleep	slept	slept
cost	cost	cost	know	knew	known	speak	spoke	spoken
cut	cut	cut	lay	laid	laid	spend	spent	spent
deal	dealt	dealt	learn	learned / learnt	learned / learnt	stand	stood	stood
do	did	done	lead	led	led	steal	stole	stolen
draw	drew	drawn	leave	left	left	swim	swam	swum
dream	dreamt	dreamt	let	let	let	take	took	taken
drink	drank	drunk	lie	lay	lain	teach	taught	taught
drive	drove	driven	lose	lost	lost	tell	told	told
eat	ate	eaten	make	made	made	think	thought	thought
fall	fell	fallen	mean	meant	meant	throw	threw	thrown
feed	fed	fed	meet	met	met	understand	understood	understood
feel	felt	felt	must	had to	had to	wake	woke	woken
fight	fought	fought	pay	paid	paid	wear	wore	worn
find	found	found	put	put	put	win	won	won
fly	flew	flown	read	read	read	write	wrote	written
			ride	rode	ridden			

CREDITS

Text credits

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