

The new

BEST

GOTTINGER
PARGFRIEDER
GOLDER

SHOTS

FACHSCHULE

Europäischer
Referenzrahmen

A2

B1



INTRODUCTION

How does this book work?

This book consists of ten units, each a separate set of tasks with its own theme. The activities will give you the chance to practise your **speaking, writing, reading** and **listening skills**. Working on these skills will effectively improve your English and you will find them useful in your future professional life. There is a wide variety of tasks and text types, e.g., role plays, mini-scenarios, discussion questions, mini-dialogues; summaries of written or audio content; listening and reading tasks for general practice with skills such as note taking, fill-in-the-gap exercises, answering questions, etc.

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

- Speaking – **Individual long turn, Interaction**
- Writing – **Description, Informal email, Blog entry, Blog comment, Formal email**
- 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 and include topic-specific key vocabulary and phrases.
- The **Language in use** sections help you improve your grammar.
- **Phrases** for discussion and interaction, giving a presentation, and giving a summary are provided in the appendix.
- The **Writing reference** includes guidelines, phrases and sample texts for the text types required.
- Last but not least, you can look up words in the **Vocabulary reference** in the appendix. – A summary of topic-related **Key vocabulary** (highlighted in **blue**) is provided at the end of each unit.

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 5 and 10 will help you to find out more about the personal progress you have made.

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

But what about making mistakes?

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

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

Why “Best Shots”?

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

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

3. Semester – Kompetenzmodul 3

Unit 1 The louder, the better?	
Speaking	<p>Speaking about the role of music in your life (A2)</p> <p>Giving a presentation about your favourite song (A2 – <i>Individual long turn</i>)</p> <p>Speaking about music festivals (A2)</p> <p>Speaking about the reasons and dangers of hearing loss (A2)</p> <p>Speaking about the importance of noise protection (A2/B1)</p> <p>Giving a presentation about the problem of noise at schools (A2 – <i>Individual long turn</i>)</p> <p>Negotiating with parents about being allowed to go to a concert (A2)</p>
Writing	<p>Writing an informal email about a music festival you would like to go (A2)</p> <p>Writing an informal reply email about a project at school (A2)</p>
Reading	Reading an article about hearing loss (A2/B1 – <i>Multiple choice</i>)
Listening	Listening to an interview with a health and safety coordinator about noise in the workplace (A2/B1 – <i>Multiple matching</i>)
Language in use	<p>Present tense simple (A2)</p> <p>Past tense simple (A2)</p> <p>Question tags (A2)</p>
Vocabulary	Talking about music • Concert/Music festival experiences • Noise pollution at school/work • The risk of hearing loss
Unit 2 Are you a big-city person?	
Speaking	<p>Speaking about megacities (A2)</p> <p>Speaking about the 15-minute city (A2)</p> <p>Speaking about traditions and festivities in the UK (A2)</p> <p>Speaking about how to make the area where you live more sustainable (A2)</p> <p>Discussing the advantages and disadvantages of living in the city/countryside (A2 – <i>Interaction</i>)</p> <p>Creating an interview for a teen magazine about the best places to live for teens (A2)</p>
Writing	<p>Writing a blog comment about living in a megacity (A2)</p> <p>Writing a description about the area where you live (A2)</p>
Reading	Reading an article about London becoming a sustainable city (A2 – <i>Multiple matching</i>)
Listening	Listening to a news report about the 15-minute city (A2 – <i>Multiple choice</i>)
Language in use	<p>Prepositions of place (A2)</p> <p>Prepositions of time (A2)</p> <p>Relative clauses (A2)</p>
Vocabulary	Megacities • The idea of the 15-minute city • Making a city more sustainable • The advantages and disadvantages of living in the city/countryside
Unit 3 Welcome to the business world	
Speaking	<p>Speaking about what you notice first when you see someone for the first time (A2)</p> <p>Speaking about how to make a great first impression (A2)</p> <p>Creating business dialogues (A2)</p> <p>Speaking about why teamwork is important (A2)</p> <p>Summarising an article about what teamwork is and why it is important (A2)</p> <p>Giving a presentation about bullying and its consequences (A2 – <i>Individual long turn</i>)</p> <p>Discussing why it is important to make a good first impression (A2 – <i>Interaction</i>)</p>
Writing	<p>Writing a formal email organising an anti-bullying workshop at your school (A2)</p> <p>Writing a blog comment about teamwork (A2)</p>

CONTENTS

Reading	Reading an article about what teamwork is and why it is important (A2 – <i>True/False</i>)
Listening	Listening to an interview about bullying in the workplace (A2 – <i>Short answers</i>)
Language in use	Present perfect tense simple (A2/B1) Present perfect tense simple versus past tense simple (A2/B1) Conditional type I (A2)
Vocabulary	First impressions • Making appointments and solving difficulties • Teamwork • Bullying and its consequences

Unit 4 Surrounded by technology

Speaking	Speaking about the importance of technology in your everyday life (A2) Speaking about smart home devices you would like to have in and around your home (A2) Speaking about living in a smart home (A2) Giving a presentation about the advantages and disadvantages of living in a smart home (A2 – <i>Individual long turn</i>) Speaking about where artificial intelligence is already used today (A2/B1) Speaking about Ameca, the world's most advanced human-shaped robot (A2/B1) Summarising the results of a survey about technical devices in US homes (A2) Creating an interview for a teen magazine about living in a smart home (A2/B1)
Writing	Writing a blog entry about the advantages and disadvantages of using smart devices (A2/B1) Writing an informal reply email informing your penfriend about robots (A2)
Reading	Reading an article about an environmentally-friendly smart home (A2/B1 – <i>Short answers</i>)
Listening	Listening to an interview with Ameca, the most advanced human-shaped robot (A2/B1 – <i>Multiple matching</i>)
Language in use	Making comparisons (A2) Adjectives and adverbs (A2) Conditional type II (B1)
Vocabulary	The importance of technology in your everyday life • Living in a smart home • In and around the house • Artificial intelligence • Human-shaped robots

Unit 5 Think before you click!

Speaking	Speaking about your online behaviour (A2) Discussing Internet safety tips (A2) Speaking about what makes a password safe (A2/B1) Speaking about digital citizenship (A2/B1 – <i>Interaction</i>) Speaking about what you share online (A2) Giving a presentation about Internet safety (A2/B1 – <i>Individual long turn</i>)
Writing	Writing a blog comment about online privacy (A2/B1) Writing a blog entry about your online behaviour (A2)
Reading	Reading an article about Internet safety (A2/B1 – <i>Multiple matching</i>)
Listening	Listening to a talk with an IT expert about what makes a password safe (A2/B1 – <i>Short answers</i>)
Language in use	Modal verbs 1 (<i>need to/needn't/should/shouldn't/have to/don't have to/mustn't/be allowed to/not be allowed to</i>) (A2) Passive constructions (A2)
Vocabulary	Internet terms • Internet safety tips • What makes a password safe • Being a good digital citizen • Sharing information online

Self-assessment checklist Units 1–5/3. Semester – Kompetenzmodul 3

4. Semester – Kompetenzmodul 4

Unit 6 Break the habit	
Speaking	Talking about the most common addictions among teenagers (A2/B1) Speaking about the risks, dangers and consequences of different addictions (A2/B1) Speaking about a film, TV series, or book about any kind of addiction (A2/B1) Answering questions on an article about teen Internet addiction (A2/B1) Interviewing classmates about their attitudes towards technological devices and social media (A2/B1) Discussing the topic of teens in the digital age (A2/B1 – <i>Interaction</i>) Creating different telephone conversations (A2/B1)
Writing	Writing a blog entry about a bad habit/an addiction and how you have managed to stop (A2/B1) Writing a blog entry about young people and their views on/experiences with addictions (A2/B1)
Reading	Reading an article about teen Internet addiction (A2/B1 – <i>True/False</i>)
Listening	Listening to four telephone conversations about problems with different addictions (A2/B1) Listening to a radio interview about teenagers and addictions (A2/B1 – <i>Multiple choice</i>)
Language in use	Modal verbs 2 (<i>may/might/could</i>) (A2/B1) Tricky plural nouns (A2/B1)
Vocabulary	Different types of addictions • Risks, dangers and consequences of addictions • Why addictions are more likely among teens • Quitting an addiction • Teen Internet addiction
Unit 7 Life as a teen	
Speaking	Speaking about what it is like to be a teenager (A2) Discussing quotes about being a teenager (A2/B1) Interviewing classmates about their hopes and wishes (A2/B1) Giving a presentation about your wishes and fears (A2/B1 – <i>Individual long turn</i>) Speaking about a perfect day (A2) Speaking about your consumer behaviour (A2/B1) Discussing the importance of fashion in your life (A2/B1) Speaking about common themes that appear in young people's dreams (A2/B1)
Writing	Writing an informal reply email about your idea of a perfect day (A2/B1) Writing a description of a dream (A2/B1)
Reading	Reading an article about teenagers' hopes, dreams and fears (A2/B1 – <i>Short answers</i>)
Listening	Listening to a talk about how fast fashion attracts teens (A2/B1 – <i>Multiple matching</i>)
Language in use	<i>speak – talk – say – tell</i> (A2/B1) <i>some – any</i> and compounds (A2/B1)
Vocabulary	What it's like to be a teenager • Teenagers' hopes, dreams and fears • Talking about your greatest wish • The perfect day in the life of a teen • How fast fashion attracts teens
Unit 8 Tolerance is a mindset	
Speaking	Filling in a questionnaire about being tolerant and respectful (A2) Talking about being different and making a difference (A2/B1) Speaking about pictures of people who are "different" (A2/B1) Discussing the benefits and downsides of a multicultural society (A2/B1) Giving a presentation about discrimination and prejudice (A2/B1 – <i>Individual long turn</i>) Discussing the topic of refugees (A2/B1) Creating an interview about refugees and migration (A2/B1)
Writing	Writing a blog comment about tolerance as a life skill (A2/B1) Writing a blog entry about a person who earns your respect (A2/B1)
Reading	Reading an article about tolerance and equality (A2/B1 – <i>Multiple choice</i>)

CONTENTS

Listening	Listening to two teen refugees talking about their new life in Australia (A2/B1 – <i>Multiple choice</i>)
Language in use	Reported speech (A2/B1) <i>will</i> -future and <i>going to</i> -future (A2)
Vocabulary	What it takes to be tolerant • Being different/being equal • Life in a culturally diverse society • Teen refugees in Australia

Unit 9 The evolution of media

Speaking	Completing sentences about the evolution of media (A2/B1) Interviewing classmates about their newspaper and magazine reading habits (A2) Talking about how you keep up-to-date with the latest news (A2/B1) Speaking about media restriction and censorship (A2/B1) Discussing the pros and cons of mass media (A2/B1 – <i>Interaction</i>) Talking about the advantages and downsides of a print and a digital school newspaper (A2/B1) Speaking about fake news (A2/B1) Summarising an article about fake news (A2/B1) Giving a talk about the importance of different types of media (A2/B1 – <i>Individual long turn</i>)
Writing	Writing a formal email to your principal (A2/B1) Writing a blog comment about the pros and cons of getting the news from the Internet (A2/B1)
Reading	Reading an article about fake news (A2/B1 – <i>Multiple choice</i>)
Listening	Listening to four young people talking about how they get their news (A2/B1 – <i>Short answers</i>)
Language in use	<i>so – such – so many – so much</i> (A2/B1) The language of newspaper headlines (A2/B1)
Vocabulary	Talking about how young people are getting their news • Accessing the news/media • Digital versus print school magazine • Fake news • Different types of media

Unit 10 The value of internships

Speaking	Speaking about a successful internship (A2/B1) Talking about your internship experiences (A2/B1) Summarising a talk about an internship experience (A2/B1) Discussing questions about a cartoon on internships (A2/B1) Presenting the results of a survey about the top reasons for doing an internship (A2/B1) Describing different products (A2/B1) Giving a product description (A2/B1 – <i>Individual long turn</i>) Presenting your personal profile (A2/B1 – <i>Individual long turn</i>)
Writing	Writing an informal email about your last internship (A2/B1) Writing an informal email about a product you have recently bought (A2/B1)
Reading	Reading an article about the importance of internships (A2 – <i>True/False</i>)
Listening	Listening to two students talking about their internship experiences (A2/B1 – <i>Multiple choice</i>)
Language in use	Phrasal verbs (A2/B1) <i>much – many – a lot of</i> (A2)
Vocabulary	Talking about your internship experiences • The importance of internships • What interns should know about • The pros and cons of doing an internship • Describing a product • Talking about your skills and qualifications

Self-assessment checklist Units 6–10 / 4. Semester – Kompetenzmodul

Phrases

Writing reference

Vocabulary reference

THE LOUDER, THE BETTER?

Unit overview		
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1 Warm-up: My favourite song

1 a
Speaking

Get into groups of three and discuss the following questions. Use appropriate phrases from the VocabBooster below.

- 1 What is/are your favourite music genre(s)?
- 2 How much time do you spend on listening to music every day?
- 3 In which situations do you usually listen to music?
- 4 What music makes you feel happy?
- 5 Where do you get your music from (e.g. streaming services, YouTube, music download stores, vinyl records)?



VocabBooster

to be one's favourite music genre	to use music streaming services every day
to spend about one hour/two hours ...	to listen to music on YouTube/Spotify
listening to music every day	to listen to music on the radio
to listen to music during the breaks at school/	to buy vinyl records
while studying/to fall asleep/when using	to download music from online stores
public transport	to access online radio stations
to have an average playlist of ... songs	

1 b
Speaking
www

Get into pairs. Name three different music genres and two famous artists/bands that represent the genre. Write them down. Do some online research if you need help. An example (0) has been given. Share your findings in class.

- 0 genre: *classical music*
- artists/bands: *Wolfgang Amadeus Mozart, Ludwig van Beethoven*
- 1 genre: _____
- artists/bands: _____
- 2 genre: _____
- artists/bands: _____
- 3 genre: _____
- artists/bands: _____



THE LOUDER, THE BETTER?

1 c

Speaking
www
Individual
long turn

Presentation
phrases
> page 165

LanguageBox

Get the lyrics of your favourite song from the Internet and prepare a 3-minute presentation about the song. In your presentation you should

- give information about the singer/band/genre
- summarise the main idea of the song
- point out why you like this song.



Get into pairs and give your presentation. Use appropriate phrases from the Languagebox.

The song is performed by ... (*name of singer/band*).

The artist/band represents the genre ...

This singer/band first performed the song in ... (*year*)/on ... (*exact date*).

In my opinion, the main message/idea of the song is ...

The singer/band wanted to express his/her/their feelings/inspire listeners ... with his/her/their song.

The story told in the lyrics is very touching/sad/inspiring It is about a man/woman/person who .../The song tells the story of .../The song describes a situation where ...

The singer's voice in this song is fantastic/awesome/beautiful ...

I like this song very much because the singer's voice is great/the beat is great for dancing/I enjoy singing along/it has a nice melody ...

This song is my absolute favourite because ...

2 Language in use: My music taste is different now from what it used to be.

Trouble-free grammar: Present tense simple

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

Senad *always listens* to music on his way to school.

Avdo *sometimes downloads* music from the Internet before he goes to bed.

My parents *often go* to classical music concerts on weekends.

} **routines, habits**

My cousin *likes* pop music.

Four and four *equals* eight.

Sarah *is* a huge reggae fan.

The Earth *goes* round the Sun.

} **facts**

Please note: Adverbs of frequency

We often use **adverbs of frequency** (*always, usually, frequently, often, sometimes, never, normally, rarely*) to express how often or how frequently something happens.

- Adverbs of frequency usually go before the verbs.
- Adverbs of frequency go after *am, is* and *are*.

The singer *always does* a vocal warm-up before going on stage.

I *am usually not* a fan of country music, but I enjoy listening to some of the newer artists in the genre.

The band members *are sometimes* very exhausted after a concert.

Negation

Senad *does not always listen* to music on his way to school.

My parents *do not often go* to classical music concerts on weekends.

Sarah *is not* a huge reggae fan.

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 rock music? – Yes, I *do*. / No, I *don't*.

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

Do your parents *often go* to classical music concerts on weekends? – Yes, they *do*. / No, they *don't*.

Are you *allowed to go* to the music festival? – Yes, I *am*. / No, I *'m not*.

2 a
Language
in use

Put the words in the correct order. Sometimes there is more than one possibility. The first one (0) has been done for you. Compare your results with a partner.

0 uses/Matteo/to stream music/Spotify/usually/.

Matteo usually uses Spotify to stream music.

1 late/never/the singer/is/.

2 very nervous/is/before his performance/Henry/often/.

3 like/the line-up of the local music festival/she/this year/does not/.

4 stays up to date/with the latest news/always/about her favourite band/Amina/.

5 before he goes to bed/listens to/Michael/hard rock/never/.

6 usually/to the music shop/goes/Tabea/with her friends/.

7 practises/the song/the musician/every morning/.

8 does not/the singer/any private information/share/on his social media account/.

9 to the jazz club/with his best friend/once a month/goes/Louis/.



Irregular verbs
> page 191

Trouble-free grammar: Past tense simple

We use the **past tense simple** to talk about **past events**.

I **was** in Salzburg **last week** and **attended** a modern dance class.

Leena **took part in** a dance competition **last year**.

Erina **bought** new ear pods **two days ago**.

Sleiman and his best friend **had** such a great time at the concert **yesterday evening**.

Negation

I **was not** in Salzburg **last week** and **did not attend** a modern dance class.

Erina **did not buy** new ear pods **two days ago**.

Sleiman and his best friend **did not have** much fun at the concert **yesterday evening**.

Questions and short answers

Were you in Salzburg last week? – Yes, I **was**. / No, I **wasn't**.

Did she **take part in** a dance competition last year? – Yes, she **did**. / No, she **didn't**.

Did they **have** a great time at the concert yesterday evening? – Yes, they **did**. / No, they **didn't**.



THE LOUDER, THE BETTER?

2 b

Language in use

Have a look at the sentences (1–9). Fill in the gaps. Use the past tense simple. Compare your results with a partner.

- 1 The band _____ (make) the concert an unforgettable event last week.
- 2 When Sarah was a kid, she _____ (love) listening to pop songs on the radio.
- 3 My neighbours _____ (have) a huge collection of country music CDs.
- 4 The hard rock concert Loredana _____ (attend) a month ago _____ (be) fantastic.
- 5 Three weeks ago my best friends and I _____ (take) salsa lessons, moving to Latin beats.
- 6 The singer _____ (become) famous when he _____ (be) fifteen years old.
- 7 Unfortunately, Simon _____ (forget) to bring a rain jacket to the music festival.
- 8 The family _____ (sing) folk songs at family gatherings.
- 9 As a teenager, my dad _____ (enjoy) playing the piano.



2 c

Language in use

Have a look at the sentences (1–9). Write down the negation of the sentences. The first one (0) has been done for you. Compare your results with a partner.

- 0 I sold my concert ticket for the hip-hop concert in Salzburg.
I did not sell my concert ticket for the hip-hop concert in Salzburg.
- 1 Jana and Daniela were at the local music festival last summer.

- 2 The singer gave an interview last week.

- 3 The politicians agreed on building a new concert hall in the city centre.

- 4 Erec and his cousin lined up hours before the concert in front of the stadium.

- 5 Azim did research on his favourite music genre to find out more about it.

- 6 Yesterday Melek found time to practise the saxophone.

- 7 Benjamin borrowed ear pods from his best friend last week.

- 8 Mateo heard strange noises last night.

- 9 Said lost his smartphone at the music festival.

3 Writing an informal email: A music festival I would like to go to

3 a Get into pairs and discuss the following questions. Do some online research if you need help.

Speaking
www

- 1 Have you ever been to a concert/music festival? If yes, what was it like? If not, which singer/band would you like to see on stage? Why?
- 2 Do you think it is important to go to concerts/music festivals to support your favourite singer/band? Explain.
- 3 What are the most popular concert venues/music festivals in Austria? Give examples.

3 b Have a look at the VocabBooster and write down the phrases in the appropriate category in the table below. Compare your results with a partner.

Vocabulary
www



VocabBooster

to have the chance to see one's favourite singer/band ■ to not know what the teenagers do at the festival ■ to experience a sense of independence ■ to worry about the influence of peer pressure ■ to have various safety risks (e.g. *crowded space, alcohol/substance use, etc.*) ■ the concert venue/festival environment might not be clean enough (*bathroom facilities, etc.*) ■ to create unique experiences ■ personal items (e.g. *smartphones, money, etc.*) might be stolen ■ to not fully trust a teen's ability to make responsible decisions ■ to socialise with friends ■ to meet others who share the same music taste

going to a concert / music festival	
reasons / motivation	possible risks / parents' concerns

3 c Get into pairs. What is important when writing an informal email? Have a look at the table and take notes. Then check your results with the Writing reference on page 168. Share your findings in class.

Speaking

	my notes
1 Whom do you usually write informal emails to?	
2 What about structure and layout?	
3 What about register and formality?	
4 How do you start an informal email? Give examples.	
5 How do you end an informal email? Give examples.	



THE LOUDER, THE BETTER?

3 d

Writing
www

Text type
Informal email
> page 168

You have decided to write an email to your best friend about a music festival/concert you would like to go to. In your informal email you should

- inform your best friend about the music festival you would like to go to (*where?, when?, line-up, etc.*)
- point out why you would like to go there
- explain why your parents do not want to let you go.



Use appropriate words/phrases from the VocabBooster in activity 3b. Write about 180 words.

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

4 Reading: Do you care about your hearing?

4 a

Vocabulary
www

Have a look at the VocabBooster. Match the words/phrases in A with the appropriate definitions/synonyms in B. Look up all the words you do not know in an online dictionary. Compare your results with a partner.



VocabBooster

	A		B
earbuds	1 <input type="checkbox"/>	a	the level of sound
to cause	2 <input type="checkbox"/>	b	damage to the inner ear caused by loud sounds
hearing	3 <input type="checkbox"/>	c	possible to avoid or to stop
to heal	4 <input type="checkbox"/>	d	to adjust to a quieter level
noise-induced hearing loss	5 <input type="checkbox"/>	e	to keep someone or something safe from injury, damage, or loss
to protect	6 <input type="checkbox"/>	f	the ability to receive sounds
volume	7 <input type="checkbox"/>	g	to make something (bad) happen
preventable	8 <input type="checkbox"/>	h	a piece of electronic equipment that you put into your ear
to turn down	9 <input type="checkbox"/>	i	to make or become healthy again

4 b

Reading
Test format
Multiple choice

Read the article about hearing loss. 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.

Too loud for your ears?



- 0 Earbuds are basically a pair of tiny speakers that you wear inside your ears. At low volumes, they're useful little devices. But playing loud music so close to your eardrums can cause permanent
- 5 hearing loss.

How does noise cause hearing loss?

The ear is made up of three parts that work together to process sounds: the outer ear, the middle ear, and the inner ear. Loud noise can damage the hair cells that direct messages to the brain. When this

happens, the inner ear can't send sound messages to the brain.

Unlike damage to other parts of your body, inner ear damage never heals. Over time, as more and more hair cells get damaged, your hearing will get worse and worse.

What are signs of hearing problems?

Noise-induced hearing loss from using earbuds usually takes a while. So, many people don't know they have a problem until it's too late.

Signs of hearing loss include things like not being able to understand others, needing to turn up the TV/radio and often having to ask others to repeat themselves. Other symptoms include a constant ringing in the ear/head and having to speak loudly in noisy environments.

If you think you have signs of hearing loss, call your doctor. The doctor may look at you and send you to see an audiologist, a person trained to test hearing. Besides doing hearing tests, the audiologist can also answer your questions about using earbuds and about protecting your hearing.

What's the right way to use earbuds?

Noise-induced hearing loss due to earbuds is 100% preventable if you don't use them too long or too loudly. One easy way to find out if your earbuds are at a safe volume is to simply ask people sitting near you if they can hear your music. If they can, it's a sign that your hearing is being damaged. Turn

the volume down until other people can't hear it. Keep in mind, too, that listening to music at a loud volume can make you unaware of what's going on around you. If you're running on a bike path, for example, it's hard to hear a cyclist shout, "Heads up!" when your music blocks out all other sounds and you could get hurt.

Are there other options?

It might feel like every phone or music player comes packaged with a tiny pair of earbuds. After all, they're cheap to make and easy to use.

So what can you do? Go retro with headphones? There's a reason they're making a comeback. The best are noise-canceling headphones, which help block out other noises. That way, you don't have to turn up the volume on your music as loud to hear it well. Noise-canceling headphones also can be good for concentrating on studying or homework, but they're not great choices if you need to hear the world around you. Headphones that go over your ears can also damage your hearing if you use them too long or play music too loudly. They're just not as much of a risk as earbuds are: Having the source of the sound in your ear canal can increase a sound's volume by 6 to 9 decibels – enough to cause some serious problems.

Earbuds exist because so many of us love music. So protect your hearing in order to show that love and appreciation of music.

0 It is important not to damage your hearing because it

- A will not repair.
- B will only get better very slowly.
- C causes brain damage.
- D can also damage other parts of your body.

1 A lot of people do not believe they have a hearing problem because

- A it is not something often talked about.
- B there are too many symptoms.
- C they do not want to give up their earbuds.
- D it does not show itself right away.

2 A special ear doctor may be useful to

- A provide ear-protecting medicine.
- B give you an ear protection device.
- C give advice for the future.
- D tell you the symptoms of hearing loss.

3 A side-effect of earbuds is

- A a decrease in outdoor training possibilities.
- B having to talk to new people.
- C the increased possibility of an accident.
- D not being able to focus on seeing what is in front of you.

4 In general, earbuds are

- A inexpensive and convenient.
- B rarer than people assume.
- C not worth the cost.
- D painful for most people.

5 Noise-cancelling headphones are very suitable for

- A looking cool and fashionable.
- B paying attention to schoolwork.
- C hearing special sounds in your environment.
- D getting your hearing back.

0	1	2	3	4	5
A					



THE LOUDER, THE BETTER?

4 c
Vocabulary

Have a look at the VocabBooster. What are early symptoms of hearing loss? Complete the phrases using the words from the box. Compare your results with a partner.

to repeat ■ to understand ■ environments ■ ringing ■ to turn up ■ loudly

VocabBooster

to not be able to _____¹ others
to _____² the TV/radio
to ask people to _____³ themselves
to have a constant _____⁴ in the ear/head
to speak _____⁵ in noisy _____⁶

4 d
Speaking

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster in activity 4c.

- How many times a day do you listen to loud music and for how long?
- In which situations in life is it necessary for you to listen to loud music? Explain.
- What do you think are the most severe symptoms of hearing loss?
- Have you ever noticed a ringing in your ear or any other early symptoms of hearing loss yourself? Describe.



5 Language in use: He is a very good singer, isn't he?

Trouble-free grammar: Question tags

A **question tag** is a small statement at the end of a statement. Question tags are used when asking for **agreement** or **confirmation**. They are formed with the **auxiliary** (*is/are, has/have, do/does, was/were, did, had, etc.*) or **modal verb** (*can, should, etc.*) from the statement and the **appropriate subject**.

- A **positive** statement is followed by a **negative** question tag.
Jack **is** a really good singer, **isn't** he? Mary **can** play the drums, **can't** she?
- A **negative** statement is followed by a **positive** question tag.
The concert **isn't sold out**, **is** it? Ayse **can't** go to the festival, **can** she?
- If the **verb** in the main sentence is in the **present tense simple**, we form the question tag with **do/does**.
You **play** the harp, **don't** you? Alison **likes** reggae music, **doesn't** she?
- If the **verb** is in the **past tense simple** we use **did**.
They **went** to the hip-hop concert, **didn't** they? Carina **bought** a new guitar, **didn't** she?

Please note:

- If the statement contains a **word with a negative meaning**, the question tag needs to be **positive**.
Peter **hardly ever** practises singing, **does** he? They **rarely** go to concerts in winter, **do** they?

5 a
Language in use

Match the sentences beginnings (1–9) in A on page 15 with the appropriate question tags in B. The first one (0) has been done for you. Compare your results with a partner.

	A	B
She is collecting concert tickets of her favourite band,	0 <input checked="" type="checkbox"/> h	a didn't you?
My best friends and I need to buy a <i>Spotify</i> account,	1 <input type="checkbox"/>	b didn't he?
You lost your smartphone in the karaoke bar,	2 <input type="checkbox"/>	c could she?
Josua and Marvin don't like alternative rock,	3 <input type="checkbox"/>	d do they?
Peter played the percussions yesterday,	4 <input type="checkbox"/>	e aren't they?
They are queuing up in front of the concert venue,	5 <input type="checkbox"/>	f doesn't she?
Macy couldn't go to the rock concert last weekend,	6 <input type="checkbox"/>	g isn't he?
Gina has a beautiful singing voice,	7 <input type="checkbox"/>	h isn't she?
He is the best guitar player on Earth,	8 <input type="checkbox"/>	i does he?
Marcus hardly ever sings in the bathroom,	9 <input type="checkbox"/>	j don't we?

5 b
Language
in use

Have a look at the sentences (1-9). Put in the correct question tag. The first one (0) has been done for you. Compare your results with a partner.

- 0 Amira is visiting the local music festival, isn't she ?
- 1 She played the flute when she was a child, _____ ?
- 2 My aunt is an amazing singer, _____ ?
- 3 The costumes for music concerts in the 1990s were very different, _____ ?
- 4 Josip does not have one favourite music genre, _____ ?
- 5 You primarily listen to upbeat songs, _____ ?
- 6 *She Loves You* was one of the most successful songs of the *Beatles*, _____ ?
- 7 Classical music isn't very popular among teenagers, _____ ?
- 8 I should definitely buy tickets for the next music festival in my hometown, _____ ?
- 9 Samira hardly ever downloads music from online platforms, _____ ?

6 Listening: Ear protection required

6 a
Vocabulary
www

Have a look at the VocabBooster. Match the verbs in A with the appropriate words in B to make meaningful phrases. Look up all the words you do not know in an online dictionary. Compare your results with a partner.



VocabBooster

	A	B
to be exposed	1 <input type="checkbox"/>	a hearing loss
to stop damage	2 <input type="checkbox"/>	b workers
to cause	3 <input type="checkbox"/>	c to loud noise
to be very much	4 <input type="checkbox"/>	d hearing protection
to protect	5 <input type="checkbox"/>	e noise levels
to provide	6 <input type="checkbox"/>	f from noise
to reduce	7 <input type="checkbox"/>	g at risk

6 b
Listening
Track 1

Test format
Multiple matching

You are going to listen to an interview with the health and safety coordinator of a construction business. 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 LOUDER, THE BETTER?

Noise at the workplace

0	Those who are serious about stopping noise damage should ____.
1	Workers who work with loud equipment should ____.
2	To help their employees, company owners should ____.
3	Regular check-ups on noise safety should ____.
4	Besides offering training and instruction, employers should also ____.
5	Only people who know what they are doing should ____.
A	teach workers how to stay safe
B	have to work without the usual training
C	realise that workplace noise can have permanent effects
D	check employee hearing
E	provide printed information about where to use hearing equipment
F	consider noise a serious issue for employees
G	provide a good place to begin new safety measures
H	give employees a sense of security



0	1	2	3	4	5
F					

6 c
Vocabulary

Have a look at the infographic. Complete the sentences using the words/phrases from the box. Compare your results with a partner.

to prevent – proper condition – power tools – to increase – ear protection

Hearing protection

Lasting exposure to excessive noise can lead to permanent hearing loss!

What can you do to _____¹ hearing loss?

- ✓ Always wear proper _____² where required.
- ✓ Take regular breaks when using noisy _____³ or machinery.
- ✓ _____⁴ your distance from the source of the noise wherever possible.
- ✓ Keep hearing protection in _____⁵.

Hearing loss can be prevented, but once your hearing is gone, it won't come back. Take good care of it!

6 d
Speaking
www

Get into pairs and discuss the questions on page 17. Use appropriate phrases from the VocabBooster. Do some online research if you need help.

- 1 Are you affected by loud noise? If yes, what type of noise, where and when?
- 2 Why can noise pollution be bad for our mental and physical health?
- 3 Which jobs are among the noisiest? Which tasks are performed? Give examples.
- 4 Do you have to wear noise protection in the school workshop/lab? Which tasks do you have to perform that are very loud?

VocabBooster

to be exposed to loud noise	to reduce productivity
to live in a noisy environment	to work in the construction branch/manufacturing branch
to lead to hearing loss/tinnitus	to be a factory worker
to create stress	to work at the airport/at a construction site
to cause workplace injuries	to spend time around heavy machinery
to make it difficult to hear warning signals	to operate noisy machinery

7 Speaking: Noisy classrooms

7 a
Speaking
www

Get into pairs. Write down specific words you associate with the adjectives (1–5) in the table. Use an online dictionary if you need help. An example has been given. Compare your results in class.

	my notes
1 relaxed	<i>sound of the waves</i>
2 happy	
3 aggressive	
4 sleepy	
5 scared	

7 b
Vocabulary

Have a look at the VocabBooster below. Which phrases can you use to talk about

- 1 reasons for noise levels at school
- 2 consequences of high noise levels for students
- 3 ways to solve the problem of high noise levels at school?

Write them in the appropriate category. Compare your results with a partner.

VocabBooster

the collective sound of human voices ■ to lose concentration ■ to have strict rules ■ to keep students busy ■ open doors/windows ■ sounds from outside the building ■ to distract someone ■ to provide students with interesting tasks ■ students talking loudly in class ■ noise in the corridor ■ to have a negative effect on the student's performance ■ to be unhealthy ■ to get a headache ■ to do group work

1	
2	
3	



THE LOUDER, THE BETTER?

7 c

Speaking
Test format
Individual
long turn

You are taking part in an international workshop for students about workplace safety organised by the *Chamber of Commerce on International Noise Awareness Day*. You have been asked to prepare a 3-minute presentation about the problem of noise levels at school. In your presentation you should

- give reasons for the noise levels in schools/the classroom/the laboratory/the workshop
- point out the consequences of high noise levels for students
- suggest ways to solve the problem of high noise levels at school.



Use appropriate words/phrases from the VocabBooster in activity 7b.

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
> page 165

Step 2: Get into pairs and give your presentation. Take turns.

8 Review

8 a

Language
in use

Write down appropriate sentences on the topic of music that correspond with the question tags (1–9). The first one (0) has been done for you. Compare your results with a partner.

- 0 *You are a huge German rap fan* _____, aren't you?
- 1 _____, isn't he?
- 2 _____, weren't they?
- 3 _____, were you?
- 4 _____, did he?
- 5 _____, have you?
- 6 _____, shouldn't you?
- 7 _____, do you?
- 8 _____, aren't they?
- 9 _____, are we?

8 b

Language
in use

Have a look at the table. Write down the past tense form of the verbs. Compare your results with a partner.

infinitive	past tense simple	infinitive	past tense simple
to break		to drink	
to bring		to eat	
to cut		to fall	

infinitive	past tense simple	infinitive	past tense simple
to give		to study	
to hurt		to think	
to leave		to wear	
to sell		to write	

8 c
Language
in use

Have a look at the sentences (1–9). Put the verbs in brackets in the correct tense (*present tense simple* or *past tense simple*). Compare your results with a partner.

- Teens _____ (love) music – it's like the soundtrack to their lives.
- Last week I _____ (go) to a jazz concert with my best friend.
- Ekaterina's current taste in music _____ (influence) her style.
- Pavel _____ (decide) to play an instrument when he was 13 years old.
- The students usually _____ (listen to) music during the lunch break.
- Svetlana _____ (use) streaming services to listen to her favourite singer every day.
- When my parents were younger, they often _____ (buy) vinyl records.
- Dan _____ (have) the chance to see his favourite band live on stage last May.
- According to experts, it _____ (be) highly important to protect your hearing at work.



8 d
Vocabulary

Complete the sentences (1–9) using an appropriate word/phrase from the box. Compare your results with a partner.

to worry – to listen – safety risks – to share – experiences – playlists – streaming services – concert venue – chance

- I would like to go to the *Frequency Festival* because I have the _____ to see my favourite band perform live on stage there.
- Many parents do not let their kids go to music festivals as they _____ about the influence of peer pressure.
- Last month my best friend and I were at a hip-hop concert and we created unique _____ there.
- Kerem doesn't listen to music on the radio, he usually _____ to music from his playlist.
- Unfortunately, the _____ did not offer enough clean bathroom facilities, so we had to stand in line for quite a while.
- My dad says that I am not allowed to go to the festival as it has various _____.
- Going to a concert is a great possibility to meet others who _____ the same music taste.
- Ines has several _____ to match different feelings and emotions.
- Nazan thinks that using music _____ is the easiest way to listen to music.



THE LOUDER, THE BETTER?

8 e
Speaking

Mini-scenario: You want to go to a concert of a famous band in your area, but unfortunately your parents do not want to let you go as they think you are too young. Get into groups of three.

- One of you is the 15-year-old teenager who wants to go.
- One of you is the parent who is strictly against it.
- One of you is the parent who is willing to discuss the matter.



Step 1: Before you start your discussion, decide who you want to be. Find good arguments to support your view. Collect ideas in the mind map.

My role: _____

Discussion phrases
> page 165

Step 2: Start your discussion. Speak for about four minutes.

8 f
Writing
Text type
Informal
reply email
> page 168

You have just received the following email from Muhammad, a teenager from Türkiye who you met during the summer holidays.

<div style="display: flex; justify-content: space-between; align-items: center;"> ● ● ● </div> <p>From: Muhammad_oez@gmail.com</p> <p>To: ... (your email address)</p> <p>Subject: Project on noise exposure</p>
<p>Hi</p> <p>How are you? What's going on in school?</p> <p>We are doing a project about noise exposure at the moment and I have to prepare a presentation about it. I remember that you did the same in your English lessons, right? So please help me.</p> <p>Is your classroom a noisy one? How do you feel about it? Why is noise pollution bad for our health? And my final questions are which jobs do you think are the noisiest and how common is noise exposure in your field of specialisation?</p> <p>Thanks for answering my questions.</p> <p>Yours Muhammad</p>

You have decided to reply to Muhammad's email. In your informal email you should

- inform Muhammad about the noise level in your classroom
- give reasons why noise pollution is bad for our health
- point out if noise exposure is a problem in your field of specialisation.

Write about 180 words.

Key vocabulary

Talking about music

- to be one's favourite music genre
- to spend about one hour/two hours ... listening to music every day
- to listen to music during the breaks at school/while studying/to fall asleep/when using public transport
- to have an average playlist of ... songs
- to use music streaming services every day

Going to a concert/music festival

reasons/motivation

- to have the chance to see one's favourite singer/band
- to experience a sense of independence
- to create unique experiences
- to socialise with friends
- to meet others who share the same music taste

Talking about hearing loss

- to cause permanent hearing loss
- inner ear damage never heals
- to protect one's hearing

Symptoms of hearing loss

- to not be able to understand others
- to turn up the TV/radio
- to ask people to repeat themselves

Ear protection required

- to be exposed to loud noise
- to stop damage from noise
- to live in a noisy environment
- to lead to hearing loss/tinnitus
- to create stress
- to cause workplace injuries/hearing loss
- to make it difficult to hear warning signals
- to reduce productivity/noise levels
- to work in the construction branch/ manufacturing branch
- to be a factory worker
- to work at the airport/construction site

Noisy classrooms

- the collective sound of human voices
- open doors/windows
- sounds from outside the building
- students talking loudly in class
- noise in the corridor
- to do group work
- to lose concentration

- to listen to music on *YouTube/Spotify* ...
- to listen to music on the radio
- to buy vinyl records
- to download music from online stores
- to access online radio stations

possible risks/parents' concerns

- to not know what the teenagers do at the festival
- to worry about the influence of peer pressure
- to have various safety risks (e.g. *crowded space, alcohol/substance use, etc.*)
- the concert venue/festival environment might not be clean enough (*bathroom facilities, etc.*)
- personal items (e.g. *smartphones, money, etc.*) might be stolen
- to not fully trust a teen's ability to make responsible decisions

- noise-induced hearing loss is preventable
- to turn down the volume

- to have a constant ringing in the ear/head
- to speak loudly in noisy environments

- to spend time around heavy machinery
- to operate noisy machinery
- to prevent damage/hearing loss
- to be very much at risk
- to protect workers
- to provide hearing protection
- to wear proper ear protection
- to take regular breaks when using noisy power tools/machinery
- to increase one's distance from the source of noise
- to keep hearing protection in proper condition

- to distract someone
- to have a negative effect on the student's performance
- to be unhealthy
- to get a headache
- to have strict rules
- to keep students busy
- to provide students with interesting tasks