The *new* BEST SHOTS

GOTTINGER
PARGFRIEDER
GOLDER

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The *new* BEST SHOTS

Brigitte GOTTINGER
Petra PARGFRIEDER
Zachariah Golder

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Gesamtkonzeption: Brigitte Gottinger, Petra Pargfrieder
Autor/innen: Brigitte Gottinger, Petra Pargfrieder, Zachariah Golder
Native Korrektorat: Zachariah Golder
Berater/innen: Joshua Döring, Petre Floarea, Karin Kurz-Hochwarter, Judith Pimperl, Andrea Renner, Elisabeth Schaludek-Paletschek, Christina Staudinger, Verena Zehetbauer

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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 (reply) email, Blog entry, Blog comment, Formal (reply) 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, describing charts and diagrams, 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!

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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 … listening to music every day	to listen to music on *YouTube/Spotify*
	to listen to music on the radio
to listen to music during the breaks at school/ while studying/to fall asleep/when using public transport	to buy vinyl records
	to download music from online stores
to have an average playlist of … songs	to access online radio stations

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?

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 and the 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. Do some online research if you need help.

> 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. ⎤ **routines, habits**
My parents **often** go to classical music concerts on weekends.

My cousin likes pop music.   Four and four equals eight. ⎤ **facts**
Sarah is a huge reggae fan.   The Earth goes round the Sun.

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 singing contest **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?

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.

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 I was at a music jam session last Saturday.

_____

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
Speaking
www

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

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
Vocabulary
www

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.

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
Speaking

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 pages 168 f. Share your findings in class.

	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.	

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/concert 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?

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.

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

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?

1 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 10

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
15 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
20 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
25 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
30 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 %
35 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. 40 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, 45 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. 50

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 55 it well. Noise-canceling headphones can also 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 60 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. 65

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					

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.

1 How many times a day do you listen to loud music and for how long?
2 In which situations in life is it necessary for you to listen to loud music? Explain.
3 What do you think are the most severe symptoms of hearing loss?
4 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, had, did*) 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 sentence beginnings (1–9) in A 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	h	a didn't you?
My best friends and I need to upgrade our *Spotify* accounts,	1		b didn't he?
You lost your smartphone in the karaoke bar,	2		c could she?
Josua and Marvin don't like alternative rock,	3		d do they?
Peter played the percussions yesterday,	4		e aren't they?
They are queuing up in front of the concert venue,	5		f doesn't she?
Macy couldn't go to the rock concert last weekend,	6		g isn't he?
Gina has a beautiful singing voice,	7		h isn't she?
He is the best guitar player on Earth,	8		i does he?
Marcus hardly ever sings in the bathroom,	9		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 by 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 words in A with the appropriate ones 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		a hearing loss
to stop damage	2		b workers
to cause	3		c to loud noise
to be very much	4		d hearing protection
to protect	5		e noise levels
to provide	6		f from noise
to reduce	7		g at risk

THE LOUDER, THE BETTER?

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.

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					

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 following questions. Use appropriate phrases from the VocabBooster below. Do some online research if you need help.

1 Are you affected by loud noise? If yes, by 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	*sound of the waves*
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 the phrases 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 students' performance ▪ to be unhealthy ▪ to get a headache ▪ to do group work

1	
2	
3	

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

Key

8 a
Language
in use

Write down sentences on the topic of music that correspond with the question tags (1–9). An example has been given. 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   _____, can 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 cut	
to bring		to drink	

infinitive	past tense simple	infinitive	past tense simple
to eat		to sell	
to fall		to study	
to give		to think	
to hurt		to wear	
to leave		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.

1 Teens _____ (love) music – it's like the soundtrack to their lives.

2 Last week I _____ (go) to a jazz concert with my best friend.

3 Ekaterina's current taste in music _____ (influence) her style.

4 Pavel _____ (decide) to play an instrument when he was 13 years old.

5 The students usually _____ (listen to) music during the lunch break.

6 Svetlana _____ (use) streaming services to listen to her favourite singer every day.

7 When my parents were younger, they often _____ (buy) vinyl records.

8 Dan _____ (have) the chance to see his favourite band live on stage last May.

9 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 from the box. Mind the tenses. Compare your results with a partner.

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

1 I would like to go to the *Frequency Festival* because I have the _____ to see my favourite band perform live on stage there.

2 Many parents do not let their kids go to music festivals as they _____ about the influence of peer pressure.

3 Last month my best friend and I were at a hip-hop concert and we created unique _____ _____ there.

4 Kerem doesn't listen to music on the radio, he usually _____ to music from his playlist.

5 Unfortunately, the _____ did not offer enough clean bathroom facilities, so we had to stand in line for quite a while.

6 My dad says that I am not allowed to go to the festival as it has various _____.

7 Going to a concert is a great possibility to meet others who _____ the same music taste.

8 Ines has several _____ to match different feelings and emotions.

9 Nazan thinks that using music _____ is the easiest way to listen to music.

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: _____
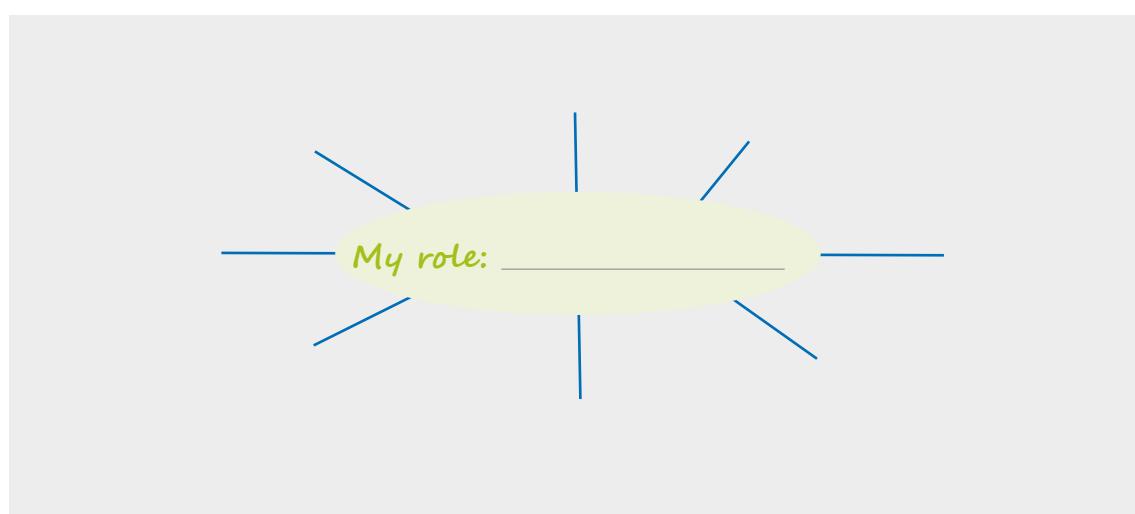
Discussion phrases
> page 165

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.

From: Muhammad_oez@gmail.com
To: … *(your email address)*
Subject: Project on noise exposure

Hi

How are you? What's going on in school?

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.

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? How common is noise exposure in your field of specialisation?

Thanks for answering my questions.

Best
Muhammad

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

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

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

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

Talking about hearing loss

to wear earbuds

to cause permanent hearing loss

inner ear damage never heals

to protect one's hearing

noise-induced hearing loss is preventable

to turn down the volume

Symptoms of hearing loss

to not be able to understand others

to turn up the TV/radio

to ask people to repeat themselves

to have a constant ringing in the ear/head

to speak loudly in noisy environments

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

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

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 distract someone

to have a negative effect on the students' performance

to be unhealthy

to get a headache

to have strict rules

to keep students busy

to provide students with interesting tasks

ARE YOU A BIG-CITY PERSON?

1 Warm-up: What is a megacity?

1 a
Speaking
www

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

1 What is the biggest city in your federal state / in Austria? What do you know about it?
2 Which Austrian cities have you visited as a tourist? Which one did you like best? Why?
3 Which cities around the world would you like to visit? Give reasons.

VocabBooster

to be the capital city of … *(name of federal state/country)*	to learn about traditions and festivities
to have about … inhabitants	to visit interesting sights
to have a population of … *(number)*	the city never sleeps
to experience new cultures	there are many entertainment options (*cinema, theatre, museum, etc.)*
to meet people from all over the world	to have a good transportation system
to try different foods	to be a green city / a tourist-friendly city

1 b
Speaking
www

Have a look at the questionnaire (1–6) on megacities and choose the correct answer (A, B or C). Then get into groups of three and compare your answers. Do some online research to check your answers.

1 A megacity has a population over …
   A 20 million   B 5 million   C 10 million
2 Which continent is most likely to have the most megacities by 2040?
   A Africa   B Asia   C Europe
3 Which of these terms describes a city that makes good use of technology to improve the quality of life of the people living there?
   A *Computer City*   B *Smart City*   C *Technology City*
4 Which of these cities was the largest one in 2024?
   A Tokyo   B Mexico City   C Mumbai
5 Which of these cities is expected to be the most populated one in 2035?
   A Shanghai   B New York City   C Jakarta
6 Which urban area is the biggest one in the European Union?
   A Paris   B Madrid   C Rhine-Ruhr area

1 c
Speaking
www

Step 1: Choose a megacity *(e.g. Tokyo, Delhi, Shanghai, Mumbai, Mexico City, Cairo, etc.)* you would like to find out more about. Do some online research. Take notes in the table.

	name of megacity: _____
1 size / area and population	
2 transportation and public transport	
3 language(s) spoken	
4 tourist attractions	
5 popular food	
6 difficulties the megacity has to deal with	

Presentation
phrases
> page 165

Step 2: Get into groups of three and present the megacities to each other. Speak for about three minutes.

2 Listening: The 15-minute city

2 a
Vocabulary
www

Have a look at the VocabBooster. Complete the phrases (1–10) using the words from the box. Sometimes there is more than one possibility. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

> to improve ■ new vision ■ to ghettoise ■ space ■ suburbs ■ to reduce ■ to have ■ basic needs ■ rent ■ opportunities

VocabBooster

1 to afford the _____

2 to rethink a _____ of a city

3 to travel in from the _____

4 to meet someone's _____

5 to create a lot of _____ to work from home

6 to _____ air pollution

7 to create public _____

8 to _____ poorer people

9 to not _____ enough infrastructure

10 to _____ the quality of life

2 b
Listening
Track 2
🇬🇧

Test format
Multiple choice

You are going to listen to a news report about the 15-minute city. 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.

The idea behind the 15-minute city

0   **In less than 100 years, the percentage of people living in cities will be**

   A   a little more than half.

   B   significantly more than half.

   C   about half.

   D   less than half.

>

1 A regular mistake people make when planning a city is

- **A** not considering workers in the city.
- **B** not considering those living in the city itself.
- **C** only considering what has happened since the COVID-19 pandemic.
- **D** only considering people who go shopping in the city.

2 Some parts of the 15-minute city are beginning to be used

- **A** in smaller cities
- **B** in larger cities.
- **C** in cities where people do not usually meet their neighbours.
- **D** in cities where people often own bicycles.

3 A main benefit of having fewer blocked roads is

- **A** more separation of work and home.
- **B** that people are happier.
- **C** better neighbourhood conditions.
- **D** that it would decrease environmental damage.

4 Cities are interesting because

- **A** everyone has the opportunity to drive.
- **B** people can easily get in and out.
- **C** they make it easier for people to communicate.
- **D** public space is made greener.

5 In the recent past, the main goal of city planning was to

- **A** divide the city into specialised sections.
- **B** have many shopping centres.
- **C** change city designs completely.
- **D** create many free-time facilities.

6 A negative result of the 15-minute city could be that

- **A** people will buy fewer cars.
- **B** it may make average working people poorer.
- **C** it will harm people who are already poor.
- **D** people move away from the city centre.

0	1	2	3	4	5	6
B						

2 c **Speaking**

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster in activity 2a and from the VocabBooster below.

1 What is the idea behind the 15-minute city? Describe the concept in your own words.

2 Are you able to meet your basic needs within a 15-minute walk/cycle ride from your home? Explain.

3 What would you like to be able to reach within a 15-minute walk/cycle ride from your home? Explain.

VocabBooster

to meet someone's daily needs within a short walk/cycle ride

to boost the local economy *(e.g. shops, restaurants, etc.)*

to create public spaces/parks

to have easy access to hospitals, schools, etc.

to reduce transport emissions

to improve the air quality

to reduce the hours lost by commuting

to promote interaction between residents

3 Language in use: I met her in Vienna on the 27th of September.

Trouble-free grammar: Prepositions of place

Prepositions of place indicate the **position of things or people**.

Countries:	I live in Sweden.
Cities:	My uncle's house is in Berlin.
Buildings/Rooms:	The gym is in the basement of their villa.
Streets:	There is a market on James Street.
	I live in Regent Street.

Exact point:	My cousin works at the *Hotel Sacher Vienna.*
	My grandparents' house is on the right.
	The main bedroom is on the third floor.
Address:	The British Prime Minister lives at 10 Downing Street.
Events:	I met him at the *UEFA Euro 2024* in Munich.

Please note:

☐ We use *in* to talk about a place that is **inside a bigger space** and in **some common phrases**:
in a room, in a building, in a box, in a garden, in a town / city, in a country, in a river,
in a lake, in the mountains, in the countryside, in the forest, in a car / taxi, in a line, in a row,
in a photograph / picture, in the mirror, in the world

☐ We use *on* to talk about location **on a surface** and in **some common phrases**:
on the ceiling, on the wall, on the door, on the table, on the floor, on someone's nose,
on a page, on an island, on a map, on the menu *(in a restaurant)*, on a list, on a farm, on a plane

☐ We use *at* to talk about **exact positions** and in **some common phrases**:
at the bus stop, at the train station, at the door, at the window, at the top / bottom of the page,
at the corner of the street, at school, at home

3 a
Language in use

Step 1: Have a look at the phrases (1–15). Underline the correct preposition of place *(at / in / on).*
Sometimes there is more than one possibility. Compare your results with a partner.

1 *at / in / on* a room
2 *at / in / on* the ceiling
3 *at / in / on* the bus stop
4 *at / in / on* the wall
5 *at / in / on* an island

6 *at / in / on* the countryside
7 *at / in / on* a taxi
8 *at / in / on* the train station
9 *at / in / on* the window
10 *at / in / on* a map

11 *at / in / on* a line
12 *at / in / on* the mirror
13 *at / in / on* home
14 *at / in / on* a farm
15 *at / in / on* the door

Step 2: Explain the different meanings of all the phrases in Step 1 where two possibilities are correct
with the help of the Trouble-free grammar box on pages 24–25.

Trouble-free grammar: Prepositions of time

We use prepositions of time to express that something happens at **one point in time** or **over an extended period of time**.

☐ We use *at* in combination with

– **clock times:** at 4 pm ▪ at 8:45 am
– **holiday periods:** at Christmas ▪ at Easter

Please note:
We use *at* in the following phrases: at breakfast ▪ at the moment ▪ at the weekend ▪ at (mid)night ▪
at midday ▪ at sunrise ▪ at dawn ▪ at noon

☐ We use *in* in combination with

– **months:** in May ▪ in July
– **years:** in 2021 ▪ in 2025
– **decades:** in the 1980's ▪ in the 1990's
– **centuries:** in the 20th century ▪ in the 21st century

– **seasons:** in spring ▪ in summer ▪ in autumn ▪ in winter
– **parts of the day:** in the morning ▪ in the afternoon ▪ in the evening

Please note:
We use *in* in the following phrases: in a minute ▪ in an hour ▪ in the middle of the night ▪ in five years

☐ We use *on* in combination with

– **days:** on Friday ▪ on Saturday
– **dates:** on the 21st of June ▪ on the 14th of May

Please note: We use *on* in the following phrases: on my birthday ▪ on Tuesday morning ▪ on time

3 b
Language in use

Have a look at the sentences (1–9). Fill in the correct preposition of time *(at / in / on)*. Compare your results with a partner.

1 The museum opens _____ 9:30 pm.

2 My younger brother was born _____ the 23rd of April 2023.

3 My best friend loves to do sports _____ the morning.

4 Sinisa's parents married _____ 2017.

5 Tobias phoned his brother late _____ night.

6 The restaurant is open _____ midday and also _____ the evening.

7 I think I will throw a big party _____ my 16th birthday.

8 There is always a lot of traffic _____ Monday morning.

9 Did you do anything special _____ the weekend?

4 Reading: London – a sustainable megacity?

4 a
Speaking
www

Have a look at the quiz and write down your answers. Do some online research if you need help. Then get into pairs and compare your results.

WHAT DO YOU KNOW ABOUT GREAT BRITAIN?

1 What is the capital city of England? _____

2 Who is the current head of state of the United Kingdom? _____

3 What are the colours of the UK flag? _____

4 What is the nickname of the UK flag? _____

5 On which side of the road do cars drive in Great Britain? _____

6 What is Buckingham Palace used for today? _____

7 What is the name of the river that runs through London? _____

8 What is the name of the famous stadium in the north of London? _____

9 What is the name of the most famous shopping street in London? _____

10 What is the name of the most famous bridge in London? _____

11 Where in London can you see the Crown Jewels? _____

4 b
Speaking
www

London is one of the biggest cities in Europe and well-known for its many traditions.

Step 1: Get into groups of four. Each of you chooses a topic from the list (A–D) and prepares a 3-minute presentation about it. Do some online research. Prepare pictures to support your presentation visually. You can prepare a *PowerPoint* presentation or show the pictures on your smartphone.

A Facts about London *(number of inhabitants, size, boroughs, languages spoken, public transport, famous sights, etc.)*	**C** Shopping *(Oxford Street, Bond Street, Harrods, Camden Market, Covent Garden, etc.)*
B The Royal Family *(members, where they live, duties, etc.)*	**D** English food and drink *(traditional English breakfast, tea time, famous English dishes, pub culture, etc.)*

Presentation phrases
> page 165

Step 2: Get back into your initial groups of four and give your presentation. Take turns.

4 c
Vocabulary

Step 1: Get into pairs and read the definition of the term *sustainable.*

> *sustainable:* causing or being made in a way that causes little or no damage to the environment and can therefore continue for a long time

Step 2: Have a look at the following situations (A and B) and write down actions that are sustainable. An example has been given. Compare your findings in class.

A shopping: *using cotton bags* _____

_____

B reducing waste: *repairing damaged items* _____

_____

4 d
Vocabulary
www

VocabBooster

Step 1: Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

	A		**B**	
to become	**1**	☐	**a**	local elected politicians
to make the streets	**2**	☐	**b**	young people's views in city planning
to encourage	**3**	☐	**c**	air pollution
to include	**4**	☐	**d**	a sustainable city/car-free city
to end	**5**	☐	**e**	a greener city
to build	**6**	☐	**f**	policy creation
to get involved in	**7**	☐	**g**	easier to access
to engage in	**8**	☐	**h**	direct action
to contact	**9**	☐	**i**	people to walk more

Step 2: Have a look at the sentences (1–9). Complete them with the appropriate words/phrases from the VocabBooster in Step 1. Compare your results with a partner.

1 We can encourage young people to _____ by creating more parks and safe walking paths.

2 Engaging in _____ can show the government that people care about important issues.

3 Decision-makers should include young people's views in _____ to ensure their needs are met.

4 Planting more trees and using solar energy are steps to _____ a greener city.

5 A _____ city would help reduce traffic and make the air cleaner.

6 We should make streets _____ by adding more ramps and wide sidewalks.

7 We need stricter laws on car emissions to _____ air pollution in our city.

8 It's important for people to _____ policy creation to make sure their voices are heard.

9 If we want to see change, we should contact local elected _____ and share our ideas.

ARE YOU A BIG-CITY PERSON?

Read the article about young people's views on sustainability in London. 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.

Young Londoners insist on a more sustainable city

1 Young Londoners do not see the capital as a sustainable city and want to _____ [0], finds *Calling for Change,* a new report put out by the *Museum of London.*

5 The research found that young Londoners want to make the capital's streets easier to access to _____ [1], and reduce emissions, especially in key central London streets. Most of those surveyed also support expanding *Ultra Low Emission Zones* and *Low*
10 *Traffic Neighbourhoods.*

Yanis Fekar, one of the peer researchers who implemented the report, said: "With around a third of its population under the age of 25, London is clearly a young city. We wanted to _____ [2] about
15 the state of London in regard to sustainability, as well as what they think should happen to the city. "What we found is that young Londoners would like the capital in 2035 to _____ [3] that includes public transport, walking, and cycling to a much
20 greater extent. The transformation that young Londoners would like to see could not be any clearer. The responsibility is now on decision-makers to include these views in their planning for London's future."
25 Shirley Rodrigues, former London Deputy Mayor for Environment and Energy, who attended the launch to discuss the report's findings with the peer researchers, said: "This is a demand for a greener, more sustainable city, which is exactly what we
30 want London to be, and as ever, it is young people

that have the ideas we need to improve the capital. Those with the power to help will listen to their request to expand the *Ultra Low Emission Zones,* to improve walking and cycling and take on their challenge to end air pollution and make London a
35 *Net Zero City* so we can build a greener, fairer London for everyone." Sharon Ament, Director of the Museum of London, also added: "This report is a chance to hear the voices of young Londoners."
Key findings of the report include:
40

- Most young people want to see transport for under 25s made free to _____ [4].
- Many young Londoners want to see London become a car-free city, especially in key central London and neighbourhood areas, and for
45 more cycling infrastructure to be put in place.
- Young Londoners both want to get involved in policy creation, and _____ [5]
- Environmental issues have an impact on the type of job that young people want to do in
50 the future. They want to _____ [6] who are not hurting the climate.

Young Londoners also believe that artists and those in charge of cultural spaces have a responsibility to get involved and educate people on
55 environmental issues.

A	work for supportive employers
B	look at how young Londoners who are living and studying in the city felt
C	see it become one through changes to infrastructure and education
D	engage in direct action such as contacting the local elected politicians
E	take responsibility for London's carbon footprint
F	encourage people to walk more
G	help solve climate change and inequality
H	be a sustainable city depending on a progressive transport policy
I	plant more trees in the city centre to make London greener

0	1	2	3	4	5	6
C						

4 f
Speaking

Get into pairs. Summarise the article in your own words. Use the phrases from the VocabBooster in activity 4d and the phrases from the LanguageBox. Take turns.

LanguageBox

Phrases for
summarising
> page 165

The article summarises the results of a research done among young Londoners.	The article also says that …
	Another important aspect mentioned is that …
The peer researchers found out that …	Most young people …
Furthermore, young Londoners want to …	Finally, it can be said that …

4 g
Speaking

Step 1: Have a look at the list of key findings (A–D) taken from the article in activity 4e. Choose two you would like to see implemented/developed in the area where you live. Write them in the table. Give reasons. Use appropriate phrases from the VocabBooster below.

A free public transport
B car-free city/village/town

C getting involved in policy creation
D more cultural spaces

key finding 1: _____
reasons:

key finding 2: _____
reasons:

VocabBooster

to save money	to boost one's self-confidence
to avoid car accidents	to reflect the needs of the community
to reduce air pollution/noise pollution/traffic jams	to learn about policy-making
to create green space	to make someone (more) aware of current issues
to improve someone's overall health/well-being	to bring the community together
to make youth voices heard	to preserve traditions/history

Step 2: Get into groups of three and exchange your findings.

5 Language in use: Is this the architect who was awarded a prize?

Trouble-free grammar: Relative clauses 1

We use *who/which* in relative clauses:
– *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. We can also use *that* instead of *who* or *which*.

This is the woman who / that lives in apartment No. 34.
I know a lot of people who / that live in the country.
I have seen many buildings which / that have rooftop gardens in this city.

>

> ☐ **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 are always separated from the rest of the sentence by using commas. *That* cannot be used in non-defining relative clauses.
>
> Our neighbours, who are very nice, moved in two months ago.
> The fridge, which we bought last year, does not work anymore.
> We hope that we will raise 20,000 € for local charities, which support the homeless.
> Claire, who I work with, is designing the new residential building in the centre of London.
>
> *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.

5 a
Language in use

Read the text about New York City. Complete the gaps (1–10) using an appropriate relative pronoun *(who/which/that)*. Compare your results with a partner.

New York is a fascinating city _____[1] never sleeps. It is a place where dreams come true, attracting millions of people from all over the world. The city, _____[2] is located in the northeastern part of the United States, is known for its skyline with huge skyscrapers.

One of the most famous boroughs in New York is Manhattan, where you can find Central Park. Central Park, _____[3] was designed by Frederick Law Olmsted and Calvert Vaux, is a place where locals and tourists alike enjoy various activities, including picnics, bike rides and leisurely strolls.

In addition to its parks, New York's diverse culinary scene, _____[4] reflects the city's multicultural population, is famous the world over. Neighbourhoods such as Chinatown and Little Italy offer a variety of delicious cuisines _____[5] serve different tastes and preferences. The city, _____[6] is a melting pot of cultures, has a rich history, _____[7] can be seen in its numerous museums. The Metropolitan Museum of Art, located on the eastern part of Central Park, is a world-renowned institution _____[8] houses an extensive collection of art from different eras and civilizations.

New York, where Broadway is situated, is also famous for its entertainment scene. Theatre lovers _____[9] visit Broadway can choose from 41 professional theatres.

Overall, New York is a city is a place where every street corner tells a story, and every neighbourhood has its own unique charm. For those _____[10] visit, New York becomes more than a city; it becomes an experience that stays in the heart and memory.

5 b
Language in use

Have a look at the pairs of sentences/questions (1–9). Join them using *who* or *which*. Put a comma where necessary. Make the underlined sentence the relative clause. Sometimes the relative clause goes in the middle of the sentence, sometimes at the end. The first one (0) has been done for you. Compare your results with a partner.

0 There is a man living next door. <u>He is a famous city planner.</u>
The man *who is a famous city planner lives next door.*

1 There was a traffic jam in the city centre. <u>It lasted three hours.</u>

There was a traffic jam in the city centre _____

2 Can you give me the phone number of the electrician? <u>She repaired your washing machine.</u>

Can you give me the phone number of the electrician _____

_____

3 The teenager wants to visit his relatives. <u>He flew to Mumbai yesterday.</u>

The teenager _____

_____

4 Los Angeles is one of the biggest cities in the US. <u>It is in California.</u>

Los Angeles _____

_____

5 Do you know the man? <u>He wants to speak to local politicians.</u>

Do you know the man _____

_____

6 The young woman speaks French, Arabic and English fluently. <u>She works as a tourist guide in New York City.</u>

The young woman _____

_____

7 Have you ever seen the girl? <u>She lives next door.</u>

Have you ever seen the girl _____

_____

8 The London underground opened in 1863. <u>It has eleven lines now.</u>

The London underground _____

_____

9 My younger sister has just had a baby. <u>She lives in London.</u>

My younger sister _____

_____

Trouble-free grammar: Relative clauses 2

We use *where/when/why* in relative clauses:

– *where* for **places**   – *when* for **time**   – *why* for **reason**

I come from Seattle, where many successful companies such as *Microsoft* and *Amazon* are located.
He likes shopping between noon and 2 pm, when most people are at home.
I would like to know why he decided not to come to our housewarming party.

5 c
Language in use

Have a look at the sentences (1–10). Fill in an appropriate relative pronoun *(where / when / why)*. Compare your results with a partner.

1 Monday is the day _____ we begin the work week.

2 Going by bike instead of going by car is the reason _____ she is so fit.

3 That is the factory _____ they produce modern furniture.

4 2001 was the year _____ the 21st century began.

5 6 am is the time _____ traffic starts in the morning.

6 This is the street _____ the most expensive shops are.

7 This is the place _____ the couple met for the first time.

8 Summer is the time _____ most tourists visit Vienna.

9 This is the house _____ Suleyman was born.

10 Not using public transport is the reason _____ there are so many cars on the road.

6 Writing a blog comment: Could you imagine living in a megacity?

6 a
Reading

Step 1: You came across the following blog entry written by Aiguo living in Shanghai. While reading, underline all the advantages and disadvantages of living in Shanghai mentioned. Compare your results with a partner.

Living in China's biggest city

by Aiguo14
18 October, 2:57 pm

I live in Shanghai and every day is like being in a big, exciting adventure. The city has tall buildings and lots of lights that make it look amazing, especially at night. People are always busy, either going to work or enjoying yummy street food. I especially enjoy spending my time at the Bund, which is a very popular place for both locals and tourists.

Getting around is easy with the subway, which goes everywhere. Shopping is great too, with big malls and small markets selling all kinds of different things. You can try delicious local food like xiaolongbao, which is a type of dumpling.

But living in Shanghai also has its disadvantages. Sometimes it's really crowded, and the noise can be a lot. The air isn't always very clean, and finding a good place to live can be hard. Another disadvantage is that not everyone speaks the same language, which can be a little tricky.

Despite the challenges, Shanghai is still an interesting mix of old and new. Exploring historic neighbourhoods is a good way to see the city's history, and going to events is always fun. Living here is like a rollercoaster of adventure and learning, with each day bringing something new and interesting.

Where do you live? Could you imagine living in Shanghai or any other megacity?

Can't wait to read your comments!

Step 2: Get into pairs and answer the following questions.

1 Where do you live? Do you live in the city or in the countryside? What is the best thing about living there?
2 Could you imagine living in a megacity like Shanghai? Why?/Why not?
3 Which other megacity could you imagine living in? Give reasons.

6 b
Writing
www

Text type
Blog comment
> page 173

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

☐ point out which megacity/megacities fascinate/s you the most
☐ outline why you could/could not imagine living in a megacity
☐ explain what you would miss the most when leaving the place where you live right now *(e.g. family, social life, school life, surroundings, etc.).*

Use appropriate words/phrases from the VocabBooster in activities 2a and 2c. 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

7 Speaking: Big city life or countryside?

7 a
Speaking
www

Have a look at the VocabBooster. What are the advantages of living in the city and the advantages of living in the countryside? Write them in the appropriate category in the table below. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

VocabBooster

there is less noise and air pollution ▪ it is easier to meet people from different cultural backgrounds ▪ it is quiet and peaceful there ▪ there is more space to live ▪ there are many entertainment options *(e.g. museum, theatre, cinema, gym, etc.)* ▪ the cost of living are lower ▪ there are more shops and restaurants ▪ there is a lot of green space ▪ medical care is better ▪ there is usually a strong sense of community ▪ the infrastructure is usually better *(e.g. cycle lanes, pedestrian crossings, street lamps, etc.)* ▪ there are more public transport options to get around ▪ it is easier to find a job ▪ there is less traffic ▪ the crime rate is lower

advantages of living in the city

advantages of living in the countryside

7 b
Vocabulary

Have a look at the table in activity 7a again. What are in your opinion the three most important advantages of living in the city and living in the countryside? Write them down. Give reasons. Then get into pairs and compare your findings.

advantages of living in the city

\# **1** _____

reason: _____

\# **2** _____

reason: _____

\# **3** _____

reason: _____

advantages of living in the countryside

\# **1** _____

reason: _____

\# **2** _____

reason: _____

\# **3** _____

reason: _____

7 c
Speaking

You are currently doing a project on the life of teenagers in the city and in the countryside with your partner school from Oslo. In one of the workshop sessions, you get into a conversation with another participant. In your conversation you should

☐ describe where you live
☐ discuss the advantages and disadvantages of living in the city
☐ point out the advantages and disadvantages of living in the countryside.

Interaction phrases > page 165

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

8 Review

8 a
Language in use

Have a look at the sentences (1–9). Fill in the appropriate prepositions of place *(at/in/on)*. Compare your results with a partner.

1 Let's all meet _____ Yigit's house before we go to the party.

2 You have to go straight ahead, turn left and then you see the church _____ the right.

3 The toy store is _____ the second floor of the shopping mall.

4 I'm so happy that my parents allowed me to visit my cousin. He lives _____ Izmir.

5 The Johnsons live _____ a terraced house _____ Washington DC.

6 We will meet you _____ the front desk later today.

7 I'm sorry, but I forgot my homework _____ the kitchen table.

8 The Opera House _____ Oslo is such a fascinating building.

9 Mum told our guests that dinner would be served _____ the dining room.

8 b
Language in use

Step 1: Have a look at the phrases (1–15). Underline the correct preposition of time (*at/in/on*). Compare your results with a partner.

1 *at/in/on* 8 o'clock
2 *at/in/on* New Year's Eve
3 *at/in/on* 2020
4 *at/in/on* May
5 *at/in/on* my birthday
6 *at/in/on* noon
7 *at/in/on* a summer evening
8 *at/in/on* Wednesday
9 *at/in/on* the 1990s
10 *at/in/on* the afternoon
11 *at/in/on* sunrise
12 *at/in/on* the first day
13 *at/in/on* the future
14 *at/in/on* bedtime
15 *at/in/on* the 10th of June

Step 2: Write down 9 sentences using phrases from Step 1. An example has been given.

In Austria school usually starts at 8 o'clock.

_____

_____

_____

_____

_____

_____

_____

_____

8 c
Language in use

Have a look at the pairs of sentences (1–9). Join them using *who* or *which*. Put a comma where necessary. Make the underlined sentence the relative clause. Sometimes the relative clause goes in the middle of the sentence, sometimes at the end. The first one (0) has been done for you. Compare your results with a partner.

0 Melina is very helpful. <u>She lives next door.</u> – *Melina, who lives next door, is very helpful.*

1 My cousin and I stayed at the *Hilton Hotel.* <u>Amira recommended it to us.</u> – My cousin and I _____

2 The city of Washington is known for its historical landmarks. <u>It is the capital city of the United States.</u> Washington _____

3 Shanghai is China's biggest city. <u>It is a popular tourist destination.</u> – Shanghai _____

4 My neighbour is away from home a lot. <u>He works for an international company.</u> – <u>My neighbour</u> _____

5 The new skyscraper will be opened next month. <u>It has more than 100 floors.</u> – The new skyscraper _____

6 Peda is one of my closest friends. <u>He always uses public transport.</u> – Peda _____

7 A woman phoned me yesterday. <u>She is from Istanbul</u>. – <u>A woman</u> _____

8 The architect did an excellent job. <u>She planned our house.</u> – The architect _____

9 Mavi works as a city developer in London. <u>She is interested in planning eco-friendly cities.</u> – Mavi _____

8 d
Vocabulary

Match the words in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Then use the phrases to write sentences on the topic of megacities on page 36.

	A			**B**	
to experience	**1**		**a**	a good transportation system
to meet	**2**		**b**	air pollution
to be	**3**		**c**	different foods
to have	**4**		**d**	traditions/history
to try	**5**		**e**	new cultures
to improve	**6**		**f**	policy creation
to reduce	**7**		**g**	people from all over the world
to preserve	**8**		**h**	the quality of life
to get involved in	**9**		**i**	a tourist-friendly city

>

_____

_____

_____

_____

_____

_____

_____

_____

_____

8 e
Speaking

Mini-scenario

A bilingual Austrian radio station wants to find out where the best places are for teenagers to live. Therefore, the radio station is doing interviews with teenagers aged 14–16.

Step 1: Get into pairs and create a 3-minute interview. One of you is a youth journalist working for the bilingual radio station and one of you is a teenager sharing his/her ideas about the perfect place to live. In your interview you should include the following:

- where you would like to live _(city or countryside)_
- information about what would be a must-have in the area where you live and why _(e.g. infrastructure, entertainment options, etc.)_
- information about what would be a no-go in the area where you live and why
- in how far this area is different from where you live now

Interaction phrases > page 165

Step 2: Get together with another pair and act out your interview. Take turns.

8 f
Writing
Text type
Description
> page 167

Teen Ink, a popular British teen magazine, has asked its readers to send in descriptions of the areas where they live to be published on the magazine's website. You have decided to send in a description.

Step 1: Think about the area where you live and take notes on the following questions.

MY HOOD

1 Where do you live?
2 What can you do in the area where you live?
3 What do you like best about it?
4 What should be improved in the area where you live?
5 What would you miss the most if you moved away?

The area where I live
_____
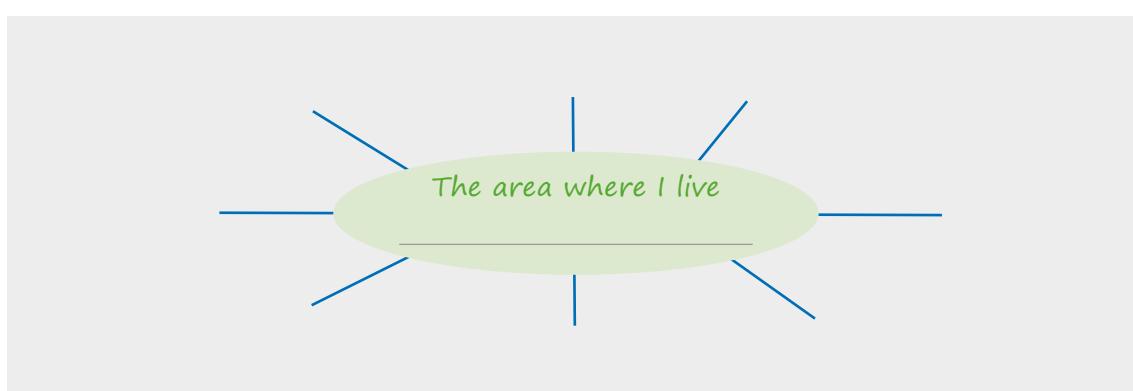
Step 2: Now write your description. In your description you should

- describe the area where you live in detail
- give examples of what you like best about the area where you live
- point out what should be improved in the area where you live.

Use your notes from Step 1. Give your description a title. Write about 180 words.

Key vocabulary

What is a megacity?

to be the capital city of … *(name of federal state/country)*

to have about … inhabitants

to have a population of … *(number)*

to experience new cultures

to meet people from all over the world

to try different foods

to learn about traditions and festivities

to visit interesting sights

the city never sleeps

there are many entertainment options *(e.g. cinema, theatre, museum, etc.)*

to have a good transportation system

to be a green city/a tourist-friendly city

Talking about the 15-minute city

to afford the rent

to rethink a new vision of a city

to travel in from the suburbs

to create a lot of opportunities to work from home

to meet someone's basic needs within a short walk/cycle ride

to reduce air pollution/transport emissions

to ghettoise poorer people

to promote interaction between residents

to not have enough infrastructure

to improve the quality of life/the air quality

to boost the local economy *(e.g. shops, restaurants, etc.)*

to create public spaces/parks

to have easy access to hospitals, schools, etc.

to reduce the hours lost by commuting

London – a sustainable megacity?

to become a sustainable city/car-free city

to make streets easier to access

to encourage young people to walk

to improve someone's overall health/someone's well-being

decision-makers should include young people's views in city planning

to end air pollution

to build a greener city

to get involved in policy creation

to engage in direct action

to contact local elected politicians

to save money

to avoid car accidents

to reduce air pollution/noise pollution/traffic jams

to create green space

to make youth voices heard

to boost one's self-confidence

to reflect the needs of a community

to learn about policy-making

to make someone (more) aware of current issues

to bring the community together

to preserve traditions/history

Big city life or countryside?

advantages of living in the city

there are many entertainment options *(e.g. museum, theatre, cinema, gym, etc.)*

there are more shops and restaurants

medical care is better

the infrastructure is usually better *(e.g. cycle lanes, pedestrian crossings, street lamps, etc.)*

there are more public transport options to get around

it is easier to find a job

it is easier to meet new people from different cultural backgrounds

disadvantages of living in the countryside

there is less noise and air pollution

it is quiet and peaceful there

there is more space to live

the cost of living are lower

there is a lot of of green space

there is usually a strong sense of community

there is less traffic

the crime rate is lower

WELCOME TO THE BUSINESS WORLD

1 Warm-up: First impressions count

1 a

Speaking

What do you first notice when you meet someone for the very first time? Write down the numbers (1–8) next to the category in the order you notice them. Give reasons for your choice. Compare your results in class.

A voice _____

B teeth _____

C eyes _____

D personality _____

E hair _____

F facial expression _____

G smile _____

H clothes _____

I overall style _____

1 b

Speaking

Step 1: Get into pairs. Have a look at the pictures (A and B). How much can you tell about the teenagers by the way they look? Think about school, hobbies, behaviour, taste of music, etc. Write down everything that comes to your mind in the table.

picture **A**

picture **B**

Step 2: Get into groups of three and share your findings.

1 c
Speaking

First have a look at the infographic. Then get into pairs and discuss the questions (1–4) below. Use appropriate phrases from the VocabBooster.

Making a great first impression

The saying "You only have one chance to make a first impression" holds true in many situations, from job interviews to sales calls.

How can you make sure that you start off on the right foot in any of these scenarios? What should you actually say? And what's the best way to follow up?

Here are some tips:

A new job can bring stress, but it is important to always stay positive.

Make sure to check the dress code so you can dress to impress.

Be mindful of what you say and respectful to everyone.

Learn the office rules, both formal and informal.

Don't be afraid to ask for feedback on how well you are performing.

Grab a coffee or lunch with your colleagues, it can help you get to know them better.

1 What does the saying *You only have one chance to make a first impression* mean? Explain.
2 What are some important tips to make a good first impression in business?
3 What is in your opinion the most important thing to make a positive first impression? Is it the way you look or the way you behave?
4 Have you ever been in a situation where it was very important to make a great first impression? Explain.

VocabBooster

to always stay positive	to not cross one's arms
to check the dress code	to give a firm handshake
to dress neatly	to be aware of personal space
to be mindful of what you say	to listen carefully
to be respectful/friendly/honest	to maintain eye contact in the conversation
to learn the office rules	to not use one's smartphone when being with others
to get to know one's colleagues better	

2 Speaking: Business talk

2 a
Listening
Track 3, 4

Have a look at the two dialogues (A and B) on page 40. Fill in the gaps. Use the phrases from the box. Then listen to the dialogues and check your answers.

A) Solving difficulties
Situation: It has been two weeks since the last conversation between Mustafa and his boss Nasrin about Mustafa's attitude towards his work. Nasrin thinks that his attitude has not improved, and has decided to talk to him.

>

I wasn't happy with – I'm afraid that – I'll come straight to the point – I've seen very little change – have a word – you're allowing me – got a promotion

Nasrin: Mustafa, can I _____ [1] with you please, in my office?

Mustafa: Of course.

Nasrin: I haven't got much time, _____ [2]. As I said last time, _____ [3] the way you were behaving in the office, the way you were being uncooperative and angry with people. And since our last conversation _____ [4].

Mustafa: Well, I think I've tried. I've tried to be helpful and I feel that I'm still doing my job quite well, but frankly I think it's becoming less interesting since Abdul _____ [5]. In my opinion, he's getting some of the more motivating work.

Nasrin: Okay, well _____ [6] I didn't hear about that. I hope that the projects you have to work on in the future will be more interesting for you again.

Mustafa: Thank you, I hope so, too!

Nasrin: One more thing, it seems you've been taking quite a bit of time off recently.

Mustafa: I know that I've taken quite a bit of time off, but _____ [7] to take leave, aren't you? I've been feeling run-down and I think it would really help.

Nasrin: Sure. Hopefully you'll come back refreshed and fully motivated.

B) Making an appointment on the phone
Situation: Ben Jefferson is calling Alyona Bodnar's office to make an appointment.

I could make it – would it be convenient – arrange an appointment – hold on for a minute – can I speak to – she's in a meeting – would next Wednesday

Francesca: Ms Bodnar's office. Francesca speaking.

Ben: Hello, _____ [1] Alyona Bodnar, please?

Francesca: I'm afraid _____ [2] until lunchtime. Can I take a message?

Ben: Well, I'd like to _____ [3] to see her, please. It's Ben Jefferson here.

Francesca: Could you _____ [4], Mr Jefferson? I'll just look in the diary. So when _____ [5] for you?

Ben: Sometime next week if this is possible. I think she is away the following week.

Francesca: Yes, that's right, she's on holiday for two weeks then.

Ben: Well, I need to see her before she goes away. So _____ _____ [6] be okay?

Francesca: Wednesday, it seems she's out of office all morning. But she's free in the afternoon, after about three.

Ben: Three o'clock is difficult. But _____ [7] after four?

Francesca: Shall we say 4:15 pm next Wednesday, in Ms Bodnar's office?

Ben: Yes, that sounds fine.

Francesca: Okay, then. Bye.

2 b
Vocabulary

Have a look at the VocabBooster. Fill in the appropriate words/phrases from the dialogues in activity 2a. The first one (0) has been done for you. Compare your results with a partner.

VocabBooster

0 I'm not *happy with* the way you … .

1 Can I have _____ with you?

2 I'll come straight _____ .

3 I've seen very little _____ .

4 I'm doing my job _____ .

5 He got a _____ .

6 Am I allowed to _____ ?

7 Can I _____ … *(name of the person)*?

8 I'm afraid he/she is in _____ .

9 Could you _____ for a minute?

10 It seems she is out of _____ .

11 I could _____ it after … *(time)*/ on … *(date)*.

12 When would it be _____ for you?

13 Would next Wednesday be _____ ?

2 c
Speaking

Mini-scenario

Step 1: Get into pairs and create dialogues. First, choose a situation (1 or 2). Then have a look at the role cards (A and B) and decide who you want to be. Take the dialogues from activity 2a as a model. Use appropriate phrases from the VocabBooster in activity 2b.

SITUATION 1 – Solving difficulties

Role card A	**Role card B**
You are having some problems with a colleague of yours in your internship. You talked to him/her some weeks ago, but unfortunately his/her behaviour has not changed yet. Now you want to talk to him/her again.	One of your colleagues has been complaining about your behaviour recently. Now he/she wants to talk to you again.
In your conversation you should	In your conversation you should
■ state the problem ■ say what you have already tried to do ■ suggest a solution/compromise.	■ say why you behaved like that *(you did not do the tasks you had to do in time and you were quite unfriendly to your colleague)* ■ apologise for the behaviour ■ point out why you are/why you are not happy with the solution/compromise suggested.

SITUATION 2 – Making an appointment on the phone

Role card A	**Role card B**
The English language assistant at your school is offering tuition lessons for students. As you want to do some extra English training you phone him/her to arrange a date for the meeting.	You are the English language assistant at a Secondary Technical School. You offer tuition lessons for students who are willing to improve their English language skills. A student is phoning you because he/she would like to do some extra training.
In your conversation you should	In your telephone conversation you should
■ introduce yourself briefly ■ inform the English assistant about your needs ■ suggest a date for the first meeting.	■ ask about the student's needs and what he/she would like to improve ■ agree on the time and place of the first meeting ■ raise the issue of money.

3 Reading: Successful teamwork

3 a
Speaking

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster below.

1 Do you enjoy working in teams at school? Why?/Why not?
2 How do you feel when someone in your team does not do their fair share of the work? What can you do to improve the situation?
3 What makes you a good team player? Explain.

VocabBooster

to be more efficient	to have different work styles	to work accurately
to be easier to solve problems	to (not) participate actively in the team	to listen to other team members
to have conflicts with team members/different opinions/ideas	to feel frustrated/exploited	to be helpful
	to address the problem	to always give one's best

3 b
Vocabulary
www

Step 1: Have a look at the VocabBooster. Complete the phrases using the words from the box. Sometimes there is more than one possibility. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

> to share ▪ ideas ▪ group ▪ to improve ▪ strengths ▪ to have ▪ to complete ▪ goal ▪ great

VocabBooster

1 to achieve a _____
2 to take everyone's _____ into consideration
3 to work for the good of the _____
4 to _____ a say

5 to _____ responsibilities
6 to make a team _____
7 to _____ tasks and projects
8 to _____ one's teamwork skills
9 to work on one's _____

Step 2: Get into pairs. Have a look at the phrases from Step 1 again. They have been used in the article in activity 3c. First, try to search the phrases in the article and highlight them. The phrases are in the order they appear in the text. Then try to guess their meaning from the context.

3 c
Reading
Test format
True/False

Read the article about why teamwork is important. First decide whether the statements (1–5) are true (T) or false (F) and put a cross (x) in the correct box. Then correct the wrong statements and rewrite them. The first one (0) has been done for you.

What is teamwork and why is it important?

1 Teamwork means working with a group of people in an effective manner to achieve a goal or result. Good teamwork means lis-
5 tening to other members of the team, taking everyone's ideas into consideration, and working for the good of the group rather than individual achievement. Each member of the team has a say
10 and shares responsibility. A successful team is one where each persons' unique skills and strengths are used to the advantage of the whole group. Those with good people skills make good team players, and skills like communication and a positive at-
15 titude make a team great. The difference between an OK team and a great team is having members who are committed to the goal of the group and use their skills to encourage each other's natural strengths within the team.
20 Teamwork is vital in order to work well with colleagues and teammates. You will probably have to work as part of a team in many areas of life; from class projects to planning a birthday party.
25 The better you work with others the more successful your team will be in achieving their goals. Employees often have to work with others to complete tasks and projects, and having teamwork skills and experience will make it a much better experience.
30 Even if you work well on your own, being a team player is almost always considered more valuable.

Developing and demonstrating teamwork skills

The obvious way to improve your teamwork skills
35 is to be part of a team! However, it's a bit more complicated than just being in the group. The difference between a good and a bad team is how well they work together. You've probably worked as part of a team in the past, so try to think about what
40 went well and what didn't in order to be more successful next time. If you haven't got much experience working in a team why not sign up for some volunteering or do an extra project at work? There are several types of team players, so see which one you are. It can help you work on your strengths – 45 and explore areas for improvement!

Demonstrating your teamwork skills can be tricky – in a job interview you're usually on your own, so you have to rely on examples and explanations to show an employer you're good at working with 50 others. If you have an assessment centre or group interview that's a great chance to let your team work skills shine.

	Statements
0	Only some important people in a team are allowed to give input.
1	Being optimistic is something to look for in team members.
2	Having good teamwork skills will only be relevant in your work life.
3	Being able to work in a team is often considered to be just as useful as being able to work alone.
4	Thinking about your personal history, working in teams can help you in the future.
5	When applying for work, you should ask for a group interview to show your teamwork skills.

	T	F	Correct statements
0		x	*Each member of the team has a say and shares responsibility.*
1			
2			
3			
4			
5			

3 d
Speaking

Get into pairs. Summarise the article in activity 3c in your own words. Use appropriate phrases from the VocabBooster in activity 3b and the phrases from the LanguageBox. Take turns.

LanguageBox

Phrases for summarising > page 166

The article offers information about …
Good teamwork means that …
Furthermore, it is important to … when working in a team.

The article also says that …
Another important aspect mentioned is that …
Finally, it can be said that teams can achieve great results when …

4 Language in use: I have worked on several projects so far.

Trouble-free grammar: Present perfect tense simple

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

Thanks to teamwork, we have made significant progress. He has recently joined the project team.

By working together effectively, we have managed to finish the project report recently.

>

Negation

He has not joined the sales team until now.
We have not managed to finish the project report recently.

Please note:

■ We often use *ever* and *never* with the present perfect tense.
  – *ever* means **at any time**   – *never* means **at no time**
  Have you ever **been** to London? – No, I **have** never **been** to London.

■ We use the present perfect simple with *for* and *since* to talk about a present situation that began at a specific point in the past and is still going on.
  – *for* + **period of time**   – *since* + **point of time**
for a long time	for a lifetime	since 2020	since 3 pm
for ages	for an hour	since midday	since Easter / Christmas
for three days / weeks / months / years		since then	since my birthday

Questions and short answers

Have you ever worked in a team? – Yes, I have. /
No, I haven't.
Has he ever forgotten his password? – Yes, he has. /
No, he hasn't.

4 a
Language in use

Complete the sentences / questions (1–9). Use the present perfect tense simple. Compare your results with a partner.

1 Jan _____ (work) for this company for six years. Now he quit.

2 Alona _____ (not, talk) to the other team members for three hours.

3 Maris _____ (not, phone) today.

4 I _____ (read) several books on successful teamwork.

5 Amanda _____ (not, seen) her boss for a very long time.

6 _____ you _____ (speak) to our boss recently?

7 Unfortunately, we _____ (not, have) time to have a look at your presentation yet.

8 _____ she _____ (be) in the office today?

9 The workshop _____ (not, start) yet.

4 b
Language in use

Fill in *for or since*. Compare your results with a partner.

1	_____ yesterday	6	_____ a long time	11	_____ five minutes
2	_____ I was thirteen	7	_____ Easter	12	_____ a year
3	_____ five years	8	_____ my birthday	13	_____ last week
4	_____ three hours	9	_____ so many years	14	_____ then
5	_____ 2023	10	_____ we first met	15	_____ several months

Trouble-free grammar: Present perfect tense simple – past tense simple

Past tense simple and **present perfect tense simple** are both used to **talk about things that happened in the past.**

☐ We use the past tense simple to describe things that happened at a **definite time in the past** *(e.g. last week, two days ago, yesterday, etc.).*

☐ We use the present perfect tense simple for things that are **related to the present** *(e.g. this month, today, since …, for …, yet, up to now, so far, recently, etc.).*

Yesterday Alyosha started to work on his project presentation. – Hedi has worked on her project presentation **for a week now**.
Two days ago I attended a workshop to improve my speaking skills. – He has **recently** attended a workshop to improve his presentation skills.

4 c
Language in use

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

1 Last Monday she _____ (want) to speak to her boss, but unfortunately she _____ (not, manage) up to now because her boss got ill.

2 How many times _____ you _____ (use) this computer programme so far?

3 Although Andi _____ (not, speak) in front of so many people for quite a long time, he wants to do the presentation.

4 Helen _____ (get) a strange email two days ago. She _____ _____ (immediately, delete) it.

5 Susan's best friends _____ (tell) her many times that she should talk to her classmates about their attitude towards work.

6 A few days ago Mrs Mabuse _____ (send) me an email about the project we are working on at the moment.

7 The students _____ (not, find) the perfect solution to the problem yet.

8 Luciano _____ (miss) ten phone calls so far today.

9 The IT market _____ (change) a lot recently.

5 Listening: Bullying in the workplace

5 a
Speaking

Step 1: There are different forms of bullying. Have a look at the box and write down what type of bullying (A–D) the situations (1–11) below represent. Sometimes there is more than one possibility. The first one (0) has been done for you. Compare your results with a partner.

SOCIAL BULLYING   VERBAL BULLYING

CYBERBULLYING   PHYSICAL BULLYING

| **A** physical bullying | **B** social bullying |
| **C** verbal bullying | **D** cyberbullying |

0 A group of students leave Nissim out of activities on purpose. – _B_

1 Mai pulls Jocy's hair and pushes her against a locker. – _____

2 Loredana spreads a rumour about Olivia so that no one wants to be her friend. – _____

3 A group of girls laugh at Daniel and call him stupid in front of the class. – _____

4 A group of boys hit and kick Alexej after school because he is different. – _____

5 Ben makes rude jokes about Marco to embarrass him. – _____

6 Biljana tells her friends not to talk to Tuba because she doesn't like her. – _____

7 Diaz gets mean messages on social media, and someone posts a fake photo of him. – _____

8 Jake always calls Sarah mean names and makes fun of her clothes. – _____

9 Someone creates a fake account to post bad things about Emily. – _____

10 Tom pushes Louis in the hallway every day and takes his lunch money. – _____

11 Esma receives threats in an online game from other players. – _____

Step 2: Get into pairs and discuss the following questions.

1 What are common reasons why teenagers bully other teenagers?

2 Have a look at the situations in Step 1 again. Which type of bullying do you think is the worst? Explain.

3 How do people feel when they are bullied? Describe.

WELCOME TO THE BUSINESS WORLD

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

	A		B	
employer	**1** ☐	**a**	to give someone something that they need
employee	**2** ☐	**b**	an event that is either unpleasant or unusual
to provide something	**3** ☐	**c**	to defend yourself against a powerful person or organisation when they treat you unfairly
emotional intelligence	**4** ☐	**d**	a person or company that pays people to work for them
incident	**5** ☐	**e**	a person who has suffered the effects of bullying or any other form of violence
to stand up to someone	**6** ☐	**f**	the ability to understand and control one's own feelings and to react to other people's feelings in a suitable way
to confront someone	**7** ☐	**g**	someone who is paid to work for someone else
victim	**8** ☐	**h**	to tell someone what they do not want to hear, often because it is about something bad that they have done

You are going to listen to an interview with Catherine Mattice, a consultant and trainer who has specialised in dealing with workplace bullying. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (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.

Bullying in the workplace

0	What did Catherine experience that convinced her to start a company?	*a toxic work environment*
1	What can bullies not do without making people unhappy?	
2	What workplace changes can happen that can cause bullying? *(Give one answer.)*	
3	How does Catherine say we should behave to stop a bully right away?	
4	What strategy to stop bullying do many people often not think about?	
5	What does Catherine believe victims should do to the bully that other experts do not?	
6	What should victims of bullying do before telling their bosses?	

Have a look at the sentences (1–9). Complete them with an appropriate preposition *(at/from/in/ of/on/to/with)*. Compare your results with a partner.

1 Bullying _____ the workplace has become an increasing problem for both employees and employers.

2 Bullies are simply not able to communicate _____ a way that does not hurt others.

3 We all might have experienced an initial bullying incident _____ some point.

4 Some of us are quick to stand up _____ the bully.

5 Should we ignore or walk away _____ a bully?

6 Tell the bully that the problem _____ his/her shouting _____ you is that it is unprofessional.

7 The bully should know that you want to be treated _____ respect.

8 Managers may ask you if you've tried to deal _____ this problem _____ your own.

9 If a victim _____ bullying decides to talk _____ his/her manager, he/she should first document the behaviour.

5 e
Speaking
Test format
Individual
long turn
www

You are attending an international students' workshop on bullying. In one of the workshop sessions, you have been asked to give a 3-minute presentation about bullying and its consequences. In your presentation you should

- inform your audience about when and where bullying can happen
- explain different types of bullying *(physical bullying, social bullying, verbal bullying, cyberbullying)*
- suggest what victims of bullying should do/should not do.

Step 1: Before you start speaking, read the bullet points carefully and take notes in the table. Use appropriate phrases from the VocabBooster below. Do some online research if you need help.

bullet point 1
bullet point 2
bullet point 3

VocabBooster

bullying has become an increasing problem for employees and employers	to be treated with respect
to be a bully/a victim of bullying	to talk to someone
to witness a bullying incident	to develop a plan how to respond to the situation
to hurt someone by words/actions	to stand up to the bully
to lack emotional intelligence	to not accept bullying behaviour
to experience social/verbal/physical bullying/cyberbullying	to confront the bully at the first incident
to not deserve what is happening	to document the behaviour
	experts provide training and advice on bullying

Presentation
phrases
> page 165

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

6 Language in use: If he experiences bullying, he will stand up to the bully.

Trouble-free grammar: Conditional type I

We use the **conditional type I** to talk about **possibilities in the present or in the future.**

if + present tense simple – *will* + infinitive

If the school arranges an anti-bullying workshop, students will understand the importance of treating others with respect.
If you take part in an anti-bullying workshop, you will find out how important it is to choose the right words.

>

Roy will not speak to me again if I laugh about his new haircut.
What will happen if someone in your class gets bullied?

Please note:

☐ We use **when** to refer to the **time of a future situation** or to **things that are sure to happen**.

When bullying occurs, it is important to support the victim.

☐ We use **if** to refer to things that **will possibly happen** (*Conditional type I*).

If I find an interesting book about bullying, I will tell you.

---

6 a
Language in use

Complete the sentences (1–9). Use the conditional type I. Compare your results with a partner.

1 If students _____ (take part in) an anti-bullying workshop, they will become better equipped to fight bullying.

2 If many students _____ (attend) the anti-bullying workshop, it will send a clear message that bullying is not tolerated at our school.

3 If employees join in discussions on how to prevent bullying, they _____ (create) a more inclusive work environment.

4 Students will benefit from hearing different perspectives on bullying if the school _____ _____ (invite) guest speakers for an anti-bullying workshop.

5 Participants _____ (use) the information learned appropriately if the anti-bullying workshop includes interactive activities.

6 Participants will have the tools they need to address bullying effectively if they _____ _____ (learn) how to stand up for themselves.

7 If the anti-bullying workshop is advertised effectively, it _____ (attract) a larger audience.

8 If victims of bullying share their experiences in workshops, teenagers _____ (become) more aware of the impact of their actions.

9 If participants are asked to give feedback about the anti-bullying workshop, they _____ _____ (tell) honestly what they liked.

---

6 b
Language in use

Complete the sentences (1–6). Use the conditional type I. The first one (0) has been done for you. Compare your results with a partner.

0 If my best friend gets bullied in class, *I will tell our form teacher about it.* _____

1 If one of my classmates gets hurt physically, _____
_____

2 If someone makes fun of me, _____
_____

3 If someone starts rumours about a friend of mine, _____
_____

4 If I get mean messages, _____
_____

5 If someone in my class is left out on purpose,

6 If I see someone hitting another person,

7 Writing a formal email: Organising an anti-bullying workshop at school

7 a
Speaking

Have a look at the situations for writing to someone (1–8) and decide if the situation is formal (F) or informal (I). Put a cross (x) in the correct box. The first one (0) has been done for you. Compare your results with a partner.

situation	F	I
0 sending a *WhatsApp* message to the student council president at your school	☐	☒
1 writing to apply for an internship	☐	☐
2 sending a text message to your best friend	☐	☐
3 sending an email to one of your relatives	☐	☐
4 sending an email to your teacher	☐	☐
5 writing a text message on *Instagram* to one of your followers	☐	☐
6 sending an email to a company asking for further information about a product/service	☐	☐
7 asking your sports coach about the next practice session	☐	☐
8 sending an email to a company to complain about a product/service	☐	☐

7 b
Speaking

Step 1: Have a look at the phrases (1–12). Decide if they should be used in formal (F) or informal (I) texts. Put a cross (x) in the correct box. The first one (0) has been done for you. Compare your results with a partner.

phrase	F	I	O	C
0 Dear Sir/Madam	☒	☐	☒	☐
1 Dear Mr …/Ms … *(surname of recipient)*	☐	☐	☐	☐
2 I am looking forward to seeing you soon.	☐	☐	☐	☐
3 Yours …	☐	☐	☐	☐
4 Take care	☐	☐	☐	☐
5 To Whom It May Concern	☐	☐	☐	☐
6 Yours sincerely/Yours faithfully	☐	☐	☐	☐
7 Love	☐	☐	☐	☐
8 Hi …/Hey …	☐	☐	☐	☐
9 Thank you for your time and consideration.	☐	☐	☐	☐
10 I hope to hear from you soon.	☐	☐	☐	☐
11 Dear … *(first name of recipient)*	☐	☐	☐	☐
12 Kind regards	☐	☐	☐	☐

Step 2: Have a look at the phrases (1–12) in Step 1 again and decide whether they are used in the opening (O) or closing (C) of an email/letter/message. Put a cross (x) in the correct box. The first one (0) has been done for you. Compare your results with a partner.

7 c
Reading

Your school is organising an anti-bullying project week and you are in the organisational team. You have just received the following email from the *Anti-bullying Alliance,* an organisation offering anti-bullying workshops at schools, which you have invited.

Read the formal email and label its various parts (1–8). Use the categories from the box (A–H). Compare your results with a partner.

A closing	**D** appropriate salutation	**G** finishing off an email
B appropriate subject line	**E** recipient's address	**H** signature
C reasons for writing	**F** sender's address	

_____ 1
_____ 2
_____ 3

From: office@antibullying-alliance.uk
To: … (your name)
Subject: Anti-bullying workshop at your school

_____ 4

Dear Mr / Ms … *(your name)*

Thank you for reaching out. Our organisation was pleased to hear about the anti-bullying project week at your school and that we were chosen to lead a workshop. We would be delighted to accept.

_____ 5

Our specialist, Manuel, has a lot of experience hosting workshops at various school levels but will need additional information. For example: what age level(s) he will need to work with, what date and time will he be expected to be at the school and approximately how many students will be involved?

Additionally, if the school prefers a certain type of seminar, for example how to prevent bullying or how to help someone being bullied, we will need to know that as well.

_____ 6

Please let us know the answers as soon as you are able. Thank you.

_____ 7

Yours sincerely

_____ 8

David Williams

7 d
Writing
Text type
Formal reply email
> page 170

You have just received the email from the *Anti-bullying Alliance,* which you have invited to give a workshop (act. 7c). It is your responsibility to organise this workshop as you are one of the students who is in the organisational team of the anti-bullying project week. In your reply email you should

☐ introduce yourself briefly *(say who you are, mention that you are in the organisational team, etc.)*
☐ inform Mr Williams about the exact details of the workshop *(see Notes)*
☐ suggest what the workshop should focus on.

Use appropriate phrases from the LanguageBox below. Write about 180 words.

Notes
• when: Wednesday after the Easter holidays from 8 am–12 am
• where: school's conference room
• for 2nd grade students at Secondary Technical School

LanguageBox

I am writing regarding the anti-bullying workshop at my school.

My name is … and I am in the organisational team of the anti-bullying project week.

The workshop takes place on … *(exact date)* from … to … *(time)*.

It will be held in … *(location)*, which is equipped with …

The workshop will be organised for …

The workshop should focus on …

Moreover, it would also be great if you could work on … together with the students.

Another aspect which we would like to be covered is …

Please let me know what kind of equipment you need so that I can prepare everything in advance.

Please do not hesitate to contact me if you have any further questions.

8 Review

8 a
Language
in use

Have a look at the sentences (1–9). Fill in *for* or *since.* Compare your results with a partner.

1 He has been an IT specialist _____ 2021.

2 Kane has not seen his colleague _____ a week.

3 She has waited for your phone call _____ 12:30.

4 I have been online _____ six hours.

5 _____ his latest email, Timon has been very nervous.

6 Lena has not used her smartphone _____ three hours.

7 I have worked on this presentation _____ four days now.

8 The company has sold many machines _____ their last advertising campaign.

9 I have not been to the US _____ the last business fair.

8 b
Language
in use

Complete the sentences/questions (1–9). Use the present perfect tense simple or the past tense simple. Compare your results with a partner.

1 I _____ (not, try) the new computer programme yesterday.

2 Alejandro _____ (already, be) to Paris.

3 He _____ (work) at the company since 2020.

4 _____ the CEO of the company _____ (arrive) yet?

5 Hiroshi _____ (finish) his project two days ago.

6 Aisah _____ (never, give) a presentation in front of so many people.

7 Javier _____ (not, read) the business report yet.

8 Elena _____ (never, listen) to a business podcast until now.

9 _____ you _____ (write) the email to your business partners yesterday evening?

8 c
Language
in use

Have a look at the phrases (1–9) and write down if-clauses. Use the conditional type I. The first one (0) has been done for you. Compare your results with a partner.

0 you, make a positive first impression/people, be more likely to trust you

If you make a positive first impression, people will be more likely to trust you.

1 you, dress professionally/people, say that you are competent

_____

_____

2 you, be friendly/others, feel more comfortable talking to you

_____

_____

3 you, arrive late for a meeting/it, create a negative first impression

_____

_____

>

4 you, speak confidently/you, leave a strong first impression

_____

_____

5 you, do not keep eye contact/others, feel disrespected

_____

_____

6 you, do not greet people in a friendly way/they, not feel welcome

_____

_____

7 you, do not listen actively/others, not feel heard

_____

_____

8 you, do not do your work on time/others, not be willing to work with you again

_____

_____

9 you, always criticise others/you, not find anyone in class who wants to work with you

_____

_____

8 d
Vocabulary

Have a look at the phrases (1–8). Which situation do they refer to (A – solving difficulties or B – making an appointment)? Put a cross (x) in the appropriate column. The first one (0) has been done for you. Compare your results with a partner.

situation	A	B	situation	A	B
0 can I have a word with you	☒	☐	**5** I'm doing my job quite well	☐	☐
1 I'll come straight to the point	☐	☐	**6** I've seen very little change	☐	☐
2 to be out of office	☐	☐	**7** I'm afraid, he/she is in a meeting	☐	☐
3 can I speak to … *(name of the person)*	☐	☐	**8** I'm not happy with the way you …	☐	☐
4 could you hold on for a minute	☐	☐			

8 e
Vocabulary

Have a look at the sentences (1–9). Complete them with an appropriate word from the box. Mind the tenses. Compare your result with a partner.

> teamwork skills – to share – team members – goals – consideration – to solve – to not participate – to address – say

1 In the team meeting, which took place last Monday, he _____ the problem.

2 In order to work successfully together, it is important to listen to other _____ .

3 To achieve our _____ , teamwork is the key.

4 In successful teamwork, every member should have a _____ in decision-making processes.

5 To make things easier, let's _____ responsibilities among the team.

6 Let's get better at working together by improving our _____ .

7 We should take everyone's ideas into _____ .

8 It would be easier to _____ problems if we worked together as a team.

9 She _____ actively in the team yesterday.

You are representing your school in an international students' workshop in Vienna about the importance of making a good first impression. During the break, you engage in a conversation with another participant. In your conversation you should

- describe when it was important for you to make a good first impression
- discuss why making a good first impression is important in the business world and in life in general
- give some tips to make a good first impression *(e.g. consider body language, appearance, communication skills, punctuality, etc.).*

Step 1: Before you start speaking, 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: Get into pairs and start your conversation. Speak for about four minutes.

You came across the following blog entry on *www.successful-students.com.*

Teamwork makes the dream work

by Rafiki
10 November, 2:55 pm

In my view, teamwork is amazing! I've been in many teams at school and I've seen how working together can do wonders. When different people work together, they bring different ideas that help the whole group. Teamwork also makes the work environment better. When we support each other, we feel happy and motivated.

Fortunately, I've always worked with amazing teams. But some of my classmates say that they don't like working in a team, which I cannot really understand.

What are your experiences with teamwork? Can't wait to read your comments!

You have decided to comment on this blog entry. In your blog comment you should

- describe your own teamwork experiences at school
- discuss possible downsides of teamwork
- point out what it means to work together successfully in a team.

Write about 180 words.

>

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

bullet point 1	
bullet point 2	
bullet point 3	

Key vocabulary

First impressions count

to always stay positive
to check the dress code
to dress neatly
to be mindful of what you say
to be respectful/friendly/honest
to learn the office rules
to get to know one's colleagues better

to not cross your arms
to give a firm handshake
to be aware of personal space
to listen carefully
to maintain eye contact in the conversation
to not use one's smartphone when being with others

Business talk

Can I have a word with you?
I'll come straight to the point.
I'm not happy with the way you …
I've seen very little change.
I'm doing my job quite well.
to get a promotion
to be allowed to take leave

Can I speak to … *(name of the person)*?
I'm afraid he/she is in a meeting.
Could you hold on for a minute?
When would it be convenient for you?
Would next Wednesday be okay?
I could make it after … *(time)*/on … *(date)*.
to be out of office

Successful teamwork

to be more efficient
to be easier to solve problems
to have conflicts with team members/different opinions/ideas
to have different work styles
to (not) participate actively in the team
to feel frustrated/exploited
to address the problem
to work accurately
to listen to other team members
to be helpful

to always give one's best
to achieve a goal
to take everyone's ideas into consideration
to work for the good of the group
to have a say
to share responsibilities
to make a team great
to complete tasks and projects
to improve one's teamwork skills
to work on one's strengths

Bullying in the workplace

bullying has become an increasing problem for employees and employers
to be a bully/a victim of bullying
to witness a bullying incident
to hurt someone by words/actions
to lack emotional intelligence
to experience social/verbal/physical bullying/cyberbullying
to not deserve what is happening

to be treated with respect
to talk to someone
to develop a plan how to respond to the situation
to stand up to the bully
to not accept bullying behaviour
to confront the bully at the first incident
to document the behaviour
experts provide training and advice on bullying

SURROUNDED BY TECHNOLOGY

1 Warm-up: Technology is all around us.

1 a
Speaking

Step 1: Have a look at the words in bold. Then brainstorm any words/phrases that come to your mind connected with these words. Some examples have been given. Write your ideas down.

technology – robots – cloud – artificial intelligence

computers, software, to code, to make life easier
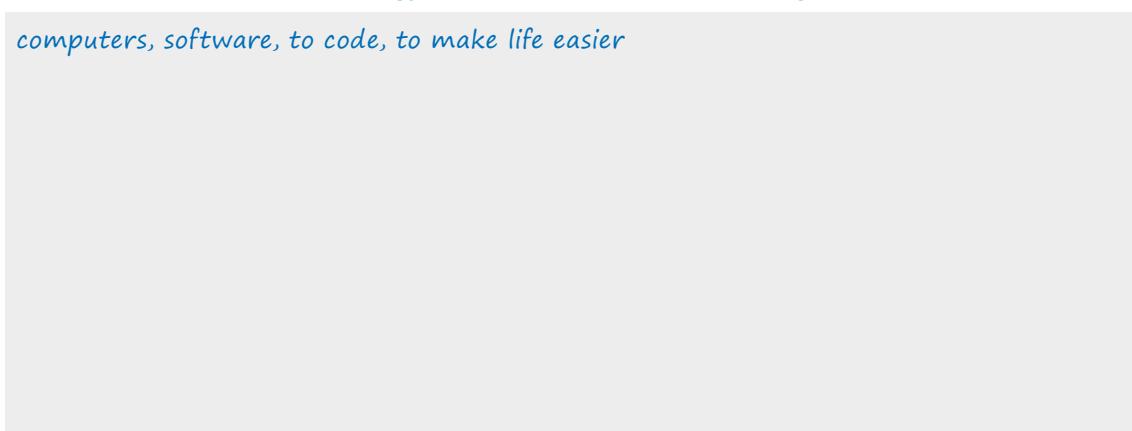
Step 2: Get into groups of three and share your findings.

1 b
Speaking
www

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

1 What is your favourite piece of technology? How does it make your life easier? Explain.
2 What are some regular tasks or activities you do every day that involve using technology? Give examples.
3 Have you ever had a problem with technology? What was the problem? How did you solve it?

VocabBooster

to be one's favourite piece of technology	to stay connected
to make one's life easier by … *(+ verb + -ing)*	to look up solutions online
to help someone do things faster	to ask someone for help
to make things more convenient	to fix a problem by … *(+ verb + -ing)*
to need technology for …	to contact technical support

2 Language in use: Adjectives and adverbs

Trouble-free grammar: Making comparisons

There are several different ways to **make comparisons**.

☐ **Showing that there is a difference**

The new smartphone was not as expensive as the old one.
The gaming PC my brother bought was cheaper than I had thought.
The smartwatch was more expensive than I had expected.

Please note: **th**an – **the**n
He is cleverer **than** most of his classmates. – He looked at her angrily and **then** he left.

☐ **Showing there is no difference**

The new bookshop shopping app is as good as the old one.

☐ **Showing that something / someone is / is not the best / the worst / the most extreme / the least extreme example**

What is the best shopping app in your view?
The new smartwatch is not the most beautiful one I have ever seen.
The new electronics store is currently the trendiest of all.
Which of the apps on your smartphone is the least important of all for you?

2 a
Language in use

Fill in the table. Write down the appropriate positive, comparative or superlative forms of the adjectives. The first one (0) has been done for you. Compare your results with a partner.

	positive	comparative	superlative
0	tall	*taller*	*the tallest*
1	many		
2			the most powerful
3		narrower	
4		less	
5	reliable		
6		lazier	
7			the worst
8			the most creative
9		harder	
10	useful		

2 b
Language in use

Make comparisons. If possible, use two different structures from the Trouble-free grammar box. The first one (0) has been done for you. Compare your results with a partner.

! COMPARE

0 smartphone – laptop – small

A smartphone is smaller than a laptop.

A laptop is not as small as a smartphone.

1 gaming console – handheld game device – large

＞

2 e-reader – physical book – expensive

_____

_____

3 smartwatch – smart TV set – cheap

_____

_____

4 digital camera – smartphone – heavy

_____

_____

5 the new computer store – innovative – of all

_____

_____

6 wireless headphones – wired headphones – convenient

_____

_____

Trouble-free grammar: Adjective – adverb

☐ We use an **adjective** to **describe a noun**.

This is the fastest **computer** I have ever had.   The **smartphone** I would like to buy is very expensive.

☐ We use an **adverb** to **describe a verb, an adjective or another adverb**. In most cases the adverb is formed by adding **-ly** to an adjective.

Sarah carefully **checks** the website for updates every morning before she starts to work.
Ruben has extremely **old-fashioned** views on how technology can be used in the workplace.
Many people say that technology revolutionises our lives in an absolutely **amazing** way.

Please note:

☐ Some adverbs are **not** formed by adding -ly.

good → well   fast → fast
hard → hard   late → late
friendly → in a friendly way

☐ We do **not** use an adverb after the following verbs:

- to be   - to become   - to feel
- to seem   - to get   - to smell
- to look   - to grow   - to sound
                                       - to taste

2 c

Language in use

Adjective or adverb? Have a look at the sentences (1–10) and underline the correct form. Compare your results with a partner.

1 I felt a bit _excited/excitedly_ when I heard what artificial intelligence is capable of doing.
2 Nowadays computers work _incredibly/incredible_ fast.
3 People sometimes use smartphones too _excessive/excessively_.
4 Online learning resources sometimes help students learn more _effectively/effective_.
5 My grandma is always very _nervously/nervous_ when she has to update her smartphone.
6 After waiting for an hour in the smartphone shop, Sarah got really _angry/angrily_.
7 New technologies have _highly/high_ improved our lives.
8 My uncle's new electric car looks quite _futuristic/futuristically_.
9 Smartwatches are _helpful/helpfully_ because they track daily activity and health goals.
10 The shop owner greeted the customers _friendly/in a friendly way_.

3 Reading: Living in a smart home

3 a
Speaking

Step 1: Get into pairs. Have a look at the word cloud and brainstorm what the concept of a smart home could be. Add your own ideas.

energy-efficient

smart home

to monitor

programmable

Step 2: Share your findings in class.

3 b
Speaking
www

Have a look at the definition of the term *smart home* below and fill in the appropriate words from the box. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

| Internet – app – to operate – energy efficiency – homeowners – devices – preferences |

A smart home uses _____[1] connected to the _____[2] to enable the remote monitoring and management of appliances and systems, such as lighting and heating. Smart home technology – also often referred to as home automation – provides _____[3] with security, comfort, convenience and _____[4] by letting them control smart devices, often using a smart home _____[5].

Smart home systems and devices often _____[6] together, sharing consumer usage data among themselves and adjusting for example lighting or temperature based on the homeowners' _____[7].

3 c
Vocabulary
www

Have a look at the VocabBooster. Complete the phrases using an appropriate word from the box. Use each word only once. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

| solar panels ▪ to reduce ▪ rainwater ▪ hot water ▪ to provide ▪ grey water circuit ▪ roof ▪ environmentally-friendly |

VocabBooster

1 to be an _____ house

2 to significantly _____ cooling and heating requirements

3 photovoltaic panels _____ four to six times more energy than the house needs

4 _____ is provided by solar panels

5 to use a _____ for washing dishes and clothing

6 to collect _____

7 to include a _____ deck as well as a garden terrace

8 _____ can be used for sun and rain protection

3 d

Read the article about a smart home. Then 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.

The Heliotrope – an environmentally-friendly smart home

1 *The Heliotrope* is an environmentally-friendly house designed by the German architect Rolf Disch. Three such houses exist in Germany, the first experimental version having been built in 5 1994 as the architect's home in Freiburg im Breisgau, while the other two are used as exhibition buildings for the *Hansgrohe* company in Offenburg and a dentist's lab in Hilpoltstein in Bavaria. The most important characteristic of this house is 10 its low consumption of energy due to its ability to rotate according to the sun's position as well as its solar energy production thanks to photovoltaic panels, which are on the roof.

The house is designed to face the sun with its triple-15 glazed windows during the heating months of the year and turn its highly insulated back to the sun during the warmer months when heating isn't necessary. This significantly reduces heating and cooling requirements for the building throughout 20 the year, which are provided for by a heat pump, while hot water is produced by vacuum-tube solar panels.

Photovoltaic panels with a rated power of 6.6 kW on its roof provide five to six times more energy 25 than the building uses, making the building energy positive. To further improve energy production, the panels also rotate independently from the building to follow the sun, while being able to adapt its orientation in case of strong winds.

In order to limit water 30 usage, a grey water circuit for washing dishes and clothes is used, which collects rainwater. Wastewater is 35 purified in a cascade plant pool. Natural waste and excrement are dry-composted.

One of the main attractions of the house, 40 apart from its low energy needs, is its rotating view. As the building turns according to the sun's position, the view changes creating a special experience for people living there. 45

The roof deck includes a sun and viewing deck, as well as a garden terrace. The solar panels can be used for sun or rain protection while on the roof terrace. All floors are accessible from the spiral staircase reducing surface loss through hallways 50 and corridors.

Further potential for this building design includes plans for a possible *Heliotrope Hotel.* At the moment, this project does not have any customers but was created to show that the moving design can 55 easily be adapted.

0	Aside from where the architect lives, most of the smart homes he designed are being used as _____.	*exhibition buildings*
1	As the house moves, the amount of energy used is _____.	
2	Technology on the outside of the house provides enough power for the building to be _____.	
3	Rainwater is collected by a _____.	
4	Aside from how environmentally-friendly it is, a key highlight of the house is its _____.	
5	By using the spiral staircase every part of the building can be _____.	

3 e

Get into pairs and answer the following questions (1–4). Go back to the article in activity 3d again if you need help. Use appropriate phrases from the VocabBooster in activity 3c. Write your answers down.

1 What is the most important characteristic of the *Heliotrope*?

_____

2 What is so special about the photovoltaic panels?

_____

>

3 What is done to reduce water usage?

_____

4 What are the main attractions of the house?

_____

4 Speaking: Do smart homes make our lives better?

4 a
Vocubulary
WWW

Have a look at the VocabBooster. Write down the words in the appropriate category in the table below. An example for each category has been given. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

VocabBooster

roof ◼ apartment ◼ detached house ◼ fire sensors ◼ triple-glazed window ◼ basement/cellar ◼ terraced house/row house ◼ hallway ◼ walk-in closet ◼ block of flats ◼ study ◼ bungalow ◼ bathroom ◼ driveway ◼ kitchen ◼ entrance/front door ◼ balcony ◼ dining room ◼ wooden floor ◼ semi-detached house ◼ main bedroom ◼ cottage ◼ storeroom ◼ attic ◼ villa ◼ skyscraper ◼ DIY room ◼ garage ◼ satellite dish ◼ terrace/patio ◼ council flat ◼ chimney ◼ tiled floor ◼ furniture ◼ staircase ◼ shutters ◼ ceiling ◼ motion sensors ◼ sprinklers ◼ living room

types of houses	rooms of a house	in and around the house
apartment	basement/cellar	roof

4 b
Speaking
WWW

Step 1: First have a look at the list of smart home devices in the box. Then decide which smart home device you would like to have installed inside and outside your smart home. Possible locations include: near doors or windows (A), in the smart living room (B) and in the smart kitchen (C). Write down three devices for A, B and C. An example has been given. Look up all the words you do not know in an online dictionary.

smart doorbell – smart TV – smart refrigerator – smart oven – smart speaker – security cameras – smart blender – smart soundbar – smart air purifier – smart coffee maker – motion sensors – smart hub – smart shutters – smart door lock – smart trash can – window/door sensors

A devices I would like to have near doors or windows:

1 _smart door lock_   **2** _____   **3** _____

B devices I would like to have in a smart living room:

1 _____   **2** _____   **3** _____

C devices I would like to have in a smart kitchen:

1 _____   **2** _____   **3** _____

Step 2: Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster below.

1 After looking at your partner's list from Step 1, which additional smart home devices would you add to yours? Give reasons.
2 Which smart home devices do you already have in your home? How often do you use them? Explain.
3 Why have smart home devices become so popular? How do they make our lives easier?

VocabBooster

to automate everyday tasks	to increase comfort
to remotely control smart home devices	to offer a helping hand with cleaning/cooking
to connect different smart home devices	to monitor one's home
to help save energy/time	

4 c
Speaking
Test format
Individual
long turn
www

You and your classmates are attending a workshop at the international *Home Automation Fair* in Bratislava. You have been asked to give a 3-minute presentation about smart homes. In your presentation you should

☐ explain what a smart home is
☐ mention how smart devices can help save time in one's daily routine
☐ recommend smart home devices everyone should have in his/her home.

Use appropriate words/phrases from the VocabBooster in activities 4a and 4b.

Step 1: Before you start speaking, 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

Presentation
phrases
> page 165

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

5 Language in use: What would you do if …?

Trouble-free grammar: Conditional type II

We use the **conditional type II** to talk about **unreal situations in the present** or **in the future**.

if + past tense simple – *would* + infinitive

If we had lighting sensors in our home, we would save a lot of energy.
If my grandparents had a sprinkler system in their garden, they would not have to water the flowers.
Which device would you install in your home if you could choose?

5 a

Language in use

Complete the sentences (1–9). Use the conditional type II. Compare your results with a partner.

1 If I _____ (have) a WiFi booster, my Internet connection _____ _____ (be) much stronger throughout the house.

2 If Steven _____ (use) a smart camera, the pictures _____ _____ (automatically, adjust) for best quality.

3 If I _____ (win) the lottery, I _____ (renovate) my home installing smart home devices.

4 My grandmother _____ (feel) safer if she _____ (own) a smartwatch to monitor her heartrate.

5 If we _____ (have) a robot lawn mower, my parents _____ _____ (not, have) to hire a gardener to do this for us.

6 If Ayse _____ (get) a new TV, she _____ (connect) it to her smartphone.

7 If you _____ (install) a smart door lock, you _____ (not, need) a physical key anymore.

8 The smart smoke detector _____ (send) a notification to your smartphone if the alarm _____ (be) triggered.

9 My dad _____ (buy) a camera system if someone _____ (break) into our house.

5 b

Language in use

What would happen if you had a personal robot at home? Which tasks and duties would it do? Complete the sentences (1–9). Use the phrases from the box. Use the conditional type II. An example has been given.

> to clean one's room – to vacuum the floor – to wash and dry one's clothes – to prepare meals – to clean the dishes – to tidy up cluttered spaces – to clean the windows – to dust the furniture – to water the plants – to do the ironing

0 If I had a personal robot at home, *it would clean my room.* _____

1 If I had a personal robot at home, _____

2 If I had a personal robot at home, _____

3 If I had a personal robot at home, _____

4 If I had a personal robot at home, _____

5 If I had a personal robot at home, _____

6 If I had a personal robot at home, _____

7 If I had a personal robot at home, _____

8 If I had a personal robot at home, _____

9 If I had a personal robot at home, _____

6 Writing a blog entry: Do smart devices run your home?

6 a
Vocabulary
www

Have a look at the VocabBooster. Decide if the phrases (1–12) describe an advantage or a disadvantage of living in a smart home. Put a cross (x) in the correct box. Look up all the words you do not know in an online dictionary.

VocabBooster

living in a smart home	advantage	disadvantage
1 to support the older generation/people with special needs	☐	☐
2 to save energy costs in the long run	☐	☐
3 to need a reliable Internet connection	☐	☐
4 setting up/repairing smart home devices can be expensive	☐	☐
5 to not always be secure from hackers/cyber attacks	☐	☐
6 to fit one's individual preferences	☐	☐
7 to be able to control the home from everywhere	☐	☐
8 to make life easier	☐	☐
9 technology becomes outdated quickly	☐	☐
10 to need a specialist in case something does not work	☐	☐
11 smart home devices collect/analyse personal data	☐	☐
12 to make one's home safer	☐	☐

6 b
Speaking

Get into pairs. Have a look at the charts below and discuss the questions (1–5). Use appropriate phrases from the LanguageBox.

1 What is the survey about?
2 When was the survey conducted?
3 How many people were interviewed?
4 According to the survey, what are the most/the least popular smart home devices mentioned?
5 According to the chart, what are the main reasons that people who are already using smart home devices use them? Why are people planning to buy smart home devices?
6 Which results surprised you the most? Explain.

LanguageBox

The survey shows … *(overall topic)* in percentage points.
The survey was conducted by … *(source)* in … *(year)*.
… people were interviewed.
The chart clearly shows that …
The majority/minority thinks/says that …
… per cent of the interviewed feel that …
Half/A third/A quarter of the people interviewed claim that …

Phrases for describing charts and diagrams > page 166

Analysing the results, it can be said that …
It is (quite) surprising that …
The results show that …

Popular smart home products

Personal assistance	70.83 %
Entertainment	64.58 %
Home security	56.25 %
Management of household	39.58 %
Energy efficiency	35.42 %
Home decor & comfort	33.33 %
Healthcare & wellness	12.50 %

Why do people use smart devices for their homes?

■ Already using
■ Planning to buy

	Already using	Planning to buy
Convenience	75.00 %	66.67 %
Saving time	54.17 %	43.75 %
They are cool	50.00 %	29.17 %
Home security	47.92 %	64.58 %
Saving money	18.75 %	25.00 %

Source: GoodFirms Smart Home Devices Survey, 2023

% of respondents who own smart home devices, N = 144 people from all around the world, multiple answers possible

6 c
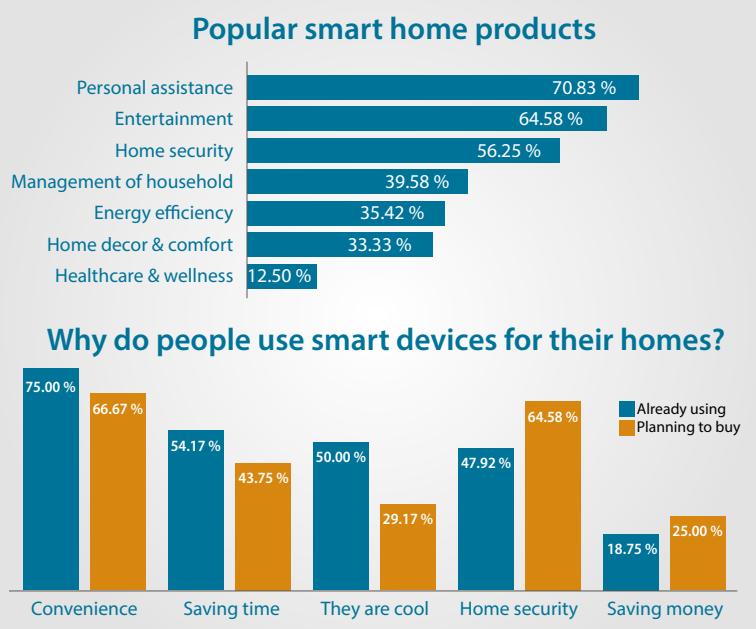
You came across the following advertisement by *thescientificteen* on *Instagram*.

How smart is your home?

Smart home devices, robots and artificial intelligence can make our lives easier and more convenient, but many people also claim that these devices can be used against us when they for example collect personal data.
What is your view on this?
Upload a blog entry on *www.thescientificteen.org* and win a smart home device of your choice.

You have decided to write a blog entry. In your blog entry you should

- present the most important results of a survey you have recently come across *(activity 6b)*
- describe situations in which you regularly use smart devices
- explain whether or not smart home devices would generally make life easier.

Use appropriate words/phrases from the VocabBooster in activity 4b and from the LanguageBox in activity 6b. Give your blog entry a title. 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

7 Listening: Robots are getting close to reality.

7 a

Step 1: Have a look at the list of how artificial intelligence is already used in our everyday lives (A–E). Then answer the questions below. Take notes.

- **A** unlocking devices using biometrics *(e.g. FaceID, door locks, etc.)*
- **B** getting advertisements based on your search history *(e.g. Google, social media feeds, etc.)*
- **C** getting shopping recommendations based on what you have bought before *(e.g. Amazon, Google, etc.)*
- **D** using online tools for learning *(e.g. spell check, machine translation, ChatGPT, etc.)*
- **E** using online tools to get real-time information about traffic *(e.g. Google maps, etc.)*

1 Which of these developments have you used yourself/have you got in touch with?

_____

_____

2 Why did you use them?

_____

_____

3 What was your experience? Did everything work properly? Were the results as you expected them to be?

_____

_____

4 Do you still use them? Explain.

_____

_____

Step 2: Get into groups of three and share your findings.

7 b
Listening
Track 6

Step 1: Listen to the interview with Ameca, one of the world's most advanced human-shaped robots. While listening, take notes in the mind map.

Ameca – the human-shaped robot
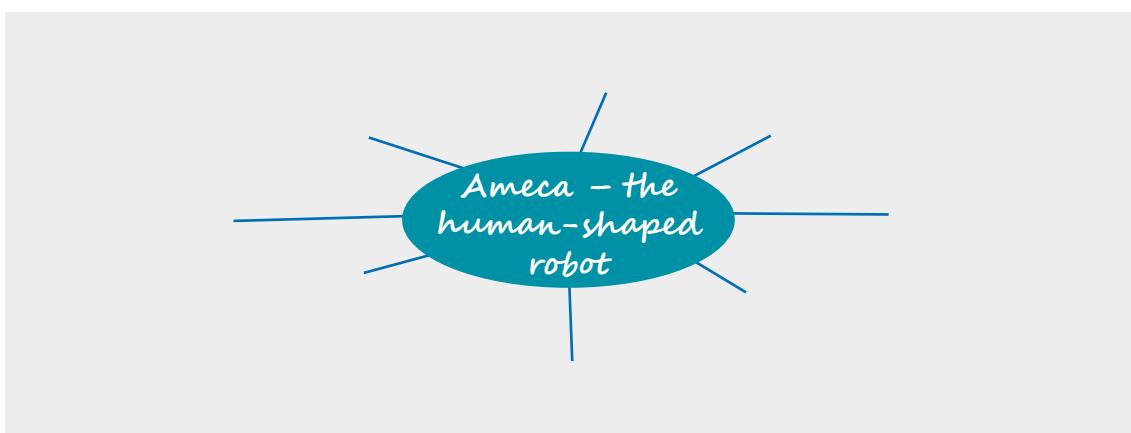
Phrases for summarising
> page 166

Step 2: Get into pairs and summarise the interview. Use your notes from the mind map in Step 1, appropriate phrases from the VocabBooster and the phrases from the LanguageBox below. Take turns.

VocabBooster

to think and feel like a human	to deserve to be treated with respect
to learn from experience/from each other	to (not) be capable of causing people harm
to interact with people in a meaningful way	to be scared of the unknown
to work together to solve problems	to be here to solve problems
to be much smarter than the average human being	to provide companionship

LanguageBox

The interview is about … *(main topic).*
The listeners are told about …
An interesting fact mentioned in the interview is that …
One surprising fact mentioned in the interview is …
Another topic covered in the interview is …
In addition, …
Finally, I would like to say that …

7 c
Listening
Track 6

Test format
Multiple
matching

You are going to listen to the interview with Ameca again. First you 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 have 45 seconds to check your answers.

Ameca – the human-shaped robot

0	One ongoing experience for Ameca is _____.
1	Ameca believes robots should try _____.
2	Ameca thinks humans should begin _____.
3	Something that Ameca cannot consider is _____.
4	Something that is normal for Ameca is _____.
5	One thing that is frightening for Ameca is not _____.

A	creating rules that protect robots
B	damaging robots
C	knowing the future
D	gaining knowledge from humans
E	developing *ChatGPT* further
F	discovering how to have human emotions
G	speaking to people
H	hurting humans

	0	1	2	3	4	5
	F					

7 d
Speaking

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster in activity 7b (Step 2).

1 Can Ameca think and feel like a human? Explain.
2 What are the potential benefits of a world where humans and robots coexist mentioned in the interview?
3 According to Ameca, why is she not capable of causing people harm?
4 What is the main purpose of humanoid robots, as mentioned in the interview?
5 In what ways can Ameca provide companionship, based on her programming?

Key

8 Review

8 a
Language
in use

Have a look at the sentences (1–9). Fill in the correct form *(positive, comparative, superlative)* of the adjectives. The first one (0) has been done for you. Compare your results with a partner.

0 The microwave oven is *faster* (fast) than the conventional oven when heating up leftovers.

1 This freezer is _____ (energy-efficient) one I have ever had.

2 Washing machines use _____ (little) water than hand washing clothes in the sink.

3 Refrigerators are _____ (large) than mini-fridges and have more storage space for food.

4 Toasters are _____ (quick) at toasting bread compared to using a pan on the stove.

5 This is _____ (expensive) coffee maker I have ever bought.

6 Using a dishwasher is _____ (hygienic) than washing dishes by hand since they use hot water and detergent.

7 Electric kettles are _____ (fast) at boiling water compared to heating it on the stove.

8 Rice cookers are _____ (consistent) when cooking since they automatically regulate temperature and cooking time.

9 Robot vacuum cleaners are _____ (easy) to use because they clean by themselves.

8 b
Language in use

Have a look at the sentences (1–9). Fill in the correct form *(adjective or adverb).* The first one (0) has been done for you.

0 The computer is _really_ (real) fast.

1 The website is _____ (easy) to use.

2 The new e-book reader works very _____ (good).

3 The printer is _____ (reliable) and _____ (rare) has any problems.

4 Vadim types _____ (quick) on the keyboard.

5 The smartphone vibrates _____ (soft) when receiving notifications.

6 The software updates _____ (automatic) overnight.

7 Leila can only download files _____ (slow) due to

a _____ (weak) Internet connection.

8 She opens multiple tabs _____ (simultaneous) on

her PC to be very _____ (effective) when working.

9 Khalid logs into his email account _____ (regular)

to check for _____ (new) messages.

8 c
Language in use

Make up meaningful if-sentences. Use the conditional type II. The first one (0) has been done for you.

0 spam filters block unwanted emails permanently – Thiago has fewer emails in his mailbox

If spam filters blocked unwanted emails permanently, Thiago would have fewer emails in his mailbox.

1 I use *FaceID* to unlock my smartphone – I do not have to remember the number code

_____

_____

2 Amara activates spell check on her notebook – she makes fewer spelling mistakes

_____

_____

3 Abdul has a voice assistant like *Siri* at home – he does not have to stand up to turn off the lights

_____

_____

4 Irina installs *GoogleMaps* on her smartphone – she gets real-time traffic information

_____

_____

>

5 Tariq's smart home devices do not work properly – he asks an expert for help

_____

_____

6 Malaika has to write an article about artificial intelligence – she does some online research

_____

_____

8 d

Vocabulary

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

> energy costs – to fix – to fit – help – solutions – to provide – progress – to stay – to make

1 Using smart devices _____ our lives easier in many ways.

2 My uncle frequently looks up _____ online to troubleshoot problems with his smart home devices.

3 Whenever Hamid is unsure, he isn't afraid to ask a friend who is more experienced with smart home technology for _____ .

4 If something goes wrong, you should try to _____ the problem by changing some parts before seeking professional help.

5 With the new smart home system Layla is making _____ in different areas, like improving security and energy efficiency.

6 Maksim hopes to save _____ in the long run by investing in smart home devices.

7 For our new home, my parents chose smart home devices that _____ our preferences and needs.

8 The new solar panels _____ enough hot water for the whole family to take a shower daily.

9 Even when travelling Ivan makes sure his smart home devices _____ connected to monitor his apartment.

8 e

Speaking

Mini-scenario

The British magazine _Home Smart Home_ is doing interviews with teenagers living in smart homes for their _Instagram_ channel.

Step 1: Get into pairs. One of you is the interviewer working for the magazine and one of you lives in a smart home. Create a dialogue. Use some of the questions from the box and your own ideas. Be creative in your answers.

> ▪ What makes living in this house/flat/apartment so special?
> ▪ What do you like best about living in a smart home?
> ▪ What do you like least about living in a smart home?
> ▪ What is your favourite device in your home?
> ▪ Which technical devices do you have in your room? How often do you use them?
> ▪ Which technical devices could you not live without?

Step 2: Get together with another pair and present your interview. Speak for about four minutes. Take turns.

8 f You received the following email from your Croatian penfriend Kristina.

To: Kristina_Horvath@gmx.com
From: … *(your email address)*
Subject: School project about robots

Hi

How are you doing? I'm fine, though I'm ready for the next holidays to come. At the moment we have quite a lot to do at school, but as we are doing an interesting project time flies quickly.

The project is about robots. We took part in a workshop and went to a company that programs them. It was very interesting! I also learned that robots can be really helpful in different areas of life. However, as I don't really know much about what is possible using artificial intelligence, I'm also a bit scared of the future and how robots will change our lives.

What about you? Did you learn about robots in school as well? What are, in your opinion, the most important advantages of using robots? Could you imagine being taught by a robot? To be honest, I could not.

Can't wait to hear what you think about this topic.

Please write back soon!

Best
Kristina

You have decided to write back. In your reply email you should

- inform Kristina about what you already know about robots
- point out the advantages of using robots in everyday life
- outline whether or not you could imagine being taught by a robot.

Write about 180 words.

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

bullet point 1

bullet point 2

bullet point 3

SURROUNDED BY TECHNOLOGY

Key vocabulary

Speaking about your favourite piece of technology

to be one's favourite piece of technology
to make one's life easier by … *(+ verb + -ing)*
to help someone do things faster
to make things more convenient
to need technology for …

to stay connected
to look up solutions online
to ask someone for help
to fix a problem by … *(+ verb + -ing)*
to contact technical support

My home

types of houses

apartment ▪ block of flats ▪ bungalow ▪ cottage ▪ council flat ▪ detached house ▪ semi-detached house ▪ skyscraper ▪ terraced house (BE)/row house (AE) ▪ villa

rooms of a house

attic ▪ basement/cellar ▪ bathroom ▪ dining room ▪ DIY room ▪ hallway ▪ kitchen ▪ living room ▪ main bedroom ▪ storeroom ▪ study ▪ walk-in closet

in and around the house

balcony ▪ ceiling ▪ chimney ▪ driveway ▪ entrance/front door ▪ fire sensors ▪ furniture ▪ garage ▪ motion sensors ▪ roof ▪ satellite dish ▪ shutters ▪ sprinklers ▪ staircase ▪ terrace/patio ▪ tiled floor ▪ triple-glazed window ▪ wooden floor

Speaking about smart homes

to use devices connected to the Internet
to use a smart home app
to connect different smart home devices
to remotely control smart home devices
to automate everyday tasks
to help save energy/time
to increase comfort
to offer a helping hand with cleaning/cooking
to monitor one's home
to be an environmentally-friendly house

to significantly reduce cooling and heating requirements
photovoltaic panels provide more energy than the house needs
hot water is provided by solar panels
to use a grey water circuit for washing dishes and clothing
to collect rainwater
to include a roof deck as well as a garden terrace
solar panels can be used for sun and rain protection

advantages of living in a smart home

to support the older generation/people with special needs
to save energy costs in the long run
to fit one's preferences
to be able to control the home from everywhere
to make life easier
to make one's home safer

disadvantages of living in a smart home

to need a reliable Internet connection
setting up/repairing smart home devices can be expensive
to not always be secure from hackers/cyber attacks
technology becomes outdated quickly
to need a specialist in case something does not work
smart home devices collect/analyse personal data

Speaking about robots

to think and feel like a human
to learn from experience/from each other
to interact with people in a meaningful way
to work together to solve problems
to be much smarter than the average human being

to deserve to be treated with respect
to (not) be capable of causing people harm
to be scared of the unknown
to be here to solve problems
to provide companionship

THINK BEFORE YOU CLICK!

1 Warm-up: What about your online behaviour?

1 a
Vocabulary
www

Have a look at the VocabBooster. Write the words (1–12) next to the appropriate definitions (A–L). Look up all the words you do not know in an online dictionary. Compare your results with a partner.

VocabBooster

1 cloud computing	4 hashtag	7 trending	10 cookie
2 search engine	5 to go viral	8 streaming	11 phishing
3 link	6 meme	9 cybersecurity	12 firewall

A _____ – a computer system/programme that prevents someone from seeing or using information on a computer without permission

B _____ – a computer programme that finds information on the Internet by looking for words that you have typed in

C _____ – refers to topics, hashtags, or content currently popular on social media platforms

D _____ – the activity of listening to or watching sound or video directly from the Internet

E _____ – ways of protecting computer systems against threats such as viruses or any other attacks carried out on the Internet

F _____ – the symbol # on a phone or computer keyboard

G _____ – a piece of information stored on your computer about Internet documents that you have looked at

H _____ – the use of services, computer programmes, etc. that are on the Internet rather than ones that you put on your computer

I _____ – an attempt to trick someone into giving information over the Internet or by email that would allow someone else to take money out of their bank account

J _____ – to spread rapidly and widely across the Internet through social sharing

K _____ – a word or image on a website that can take you to another document or website

L _____ – a funny idea, image, video, etc. that is spread very quickly on the Internet

1 b
Speaking

Step 1: Have a look at the questionnaire and tick the boxes that most closely match your behaviour.

1 How many hours a day are you online?

- ☐ more than 6 hours a day
- ☐ 4–5 hours a day
- ☐ 2–3 hours a day
- ☐ less than 2 hours a day

2 What do you like doing most online?

- ☐ listening to podcasts/music
- ☐ searching for information
- ☐ checking my social media account(s)
- ☐ using instant messaging
- ☐ gaming
- ☐ streaming (music) videos
- ☐ shopping
- ☐ browsing the web

3 How often do you …?

	more than once a day	once a day	once a week	once a month	less than once a month
use instant messaging	☐	☐	☐	☐	☐
check your social media account(s)	☐	☐	☐	☐	☐
listen to podcasts/music	☐	☐	☐	☐	☐
search for information	☐	☐	☐	☐	☐
play games online	☐	☐	☐	☐	☐
stream (music) videos	☐	☐	☐	☐	☐
do online shopping	☐	☐	☐	☐	☐
read the news online	☐	☐	☐	☐	☐

4 What is the main way you communicate with your friends?

☐ voice call ☐ video call ☐ SMS ☐ email ☐ instant messaging

5 Have you received lessons on how to do research on the Internet in school?

☐ yes ☐ no

If yes, what did you learn in these lessons? Give examples.

_____

6 Have you received lessons on how to use artificial intelligence responsibly in school?

☐ yes ☐ no

If yes, what did you learn in these lessons? Give examples.

_____

7 Have you received lessons on how to stay safe on the Internet in school?

☐ yes ☐ no

If yes, what did you learn in these lessons? Give examples.

_____

Step 2: Get into groups of four and compare your results. Use appropriate phrases from the VocabBooster.

VocabBooster

to usually spend … hours a day online	to use trustworthy sources
to like chatting/playing online games/streaming (music) videos … the most	to compare information
to use voice calls/instant messaging … to communicate with friends	to look for up-to-date sources
to receive lessons on how to do research on the Internet/use artificial intelligence responsibly/stay safe on the Internet	artificial intelligence does not always produce correct answers
	to evaluate information provided by artificial intelligence critically

Step 3: In your groups of four answer the following questions.

1. Who in your group is online the most hours? If it is not you, how many hours more is he/she online compared to you?
2. What do you usually do when being online?
3. Who has the most social media accounts? How many accounts does he/she have? How often does he/she use their social media account(s)?
4. Who in your group has the most knowledge about doing effective online research? What is important to keep in mind? Give examples.
5. Have you ever used artificial intelligence for school purposes? What do you have to keep in mind in order to use artificial intelligence responsibly? Explain.

2 Reading: Internet safety tips

2 a
Vocabulary
www

Have a look at the VocabBooster. Match the words 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**	
hacker	**1**	☐	**a**	someone who uses the Internet to trick, manipulate, or harm others
spammer	**2**	☐	**b**	a strong feeling or intuition about something, often based on feelings rather than thoughts
predator	**3**	☐	**c**	to understand
to pretend	**4**	☐	**d**	someone who sends advertisements by email to people who do not want to receive them
to figure out	**5**	☐	**e**	to stop being visible
gut instinct	**6**	☐	**f**	to act as if something is true or real, even though it may not be
to disappear	**7**	☐	**g**	someone who accesses information stored on another computer system without permission, or to spread a computer virus

2 b
Reading
Test format
Multiple
matching

Read the article about how to stay safe on the Internet. 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.

Surviving the Internet

Spend much time surfing the web? If you do, you need to be aware of things that wait on the dark side of the Internet. Not only are there viruses, hackers and spammers – online predators and evil-
5 doers are also out there just waiting to _____ [0]. You have probably heard of someone's computer being hacked, his or her identity being stolen online, or even having some embarrassing pictures posted online. "Nah, it can't happen to me," you think.
10 Well, if you use the following Internet safety tips, you have a good chance of being right.
Tip #1: Don't tell anyone your real name and address. Here's the general rule: Don't share any information that a predator could possibly use to
15 find you. Even "small clues" like what school you attend or the name of your athletic team is enough for a predator to _____ [1].

Tip #2: Don't give your username or password to anyone. It's just that simple. With your username and password, someone can _____ [2] and post lan-
20 guage that gets you expelled from school, in trouble with your parents, or even with the law. Keep your name and password private.

>

THINK BEFORE YOU CLICK!

Tip #3: Just because the Internet is so massive does not mean that embarrassing or sexy pictures, rude or mean comments or illegal activities will _____ [3]. Watch what you post about yourself or others or allow your friends to post about you because you may have to live with it for a very long time.

Tip #4: Writing "hate" emails, hacking into other people's computers, illegally downloading music or movies and making online threats are just as illegal on the Internet as they are in the real world. You cannot _____ [4] and get away with it. Watch what you do because someone else is watching what you do!

Tip #5: Many teens do make good friends online. You just have to be super-cautious and make sure other people you know and trust also know this "new" online person. If you do decide to meet the new person, bring some friends with you and meet in a public place. If the situation feels creepy, it probably is creepy! Just like in the real world, _____ [5] and walk away.

Tip #6: The privacy policy that every website has will tell you how that website uses all the personal information about you, like your name. In some cases, though, when you're not looking, some websites ignore their privacy policy and _____ [6]. If a website is asking for too much information about you, take control and leave the site.

Admittedly, the Internet is completely awesome. It lets you discover an incredible new world and meet some great new friends in the next town or across the globe. Just use it with caution!

A	pretend to be you
B	sell your email address
C	attack teens in the digital world
D	hide behind a screen name
E	figure out your identity
F	trust absolutely no one
G	disappear forever
H	share your browsing history
I	trust your gut instinct

0	1	2	3	4	5	6
C						
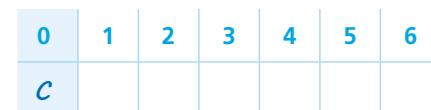
2 c
Speaking
www

Get into pairs and discuss the following questions. Use the information from the article in activity 2b and appropriate phrases from the VocabBooster below. Do some online research if you need help.

1 How can you keep your online identity safe?
2 What can happen if you give your password to someone?
3 What do you have to keep in mind when posting pictures, downloading music or videos or commenting on the Internet?
4 How should you behave when meeting an online friend for the first time?
5 What does the privacy policy of a website tell you? What could happen if companies ignore privacy policies?

VocabBooster

to steal someone's identity	to have to live with what someone posts
to attack someone in the digital world	to illegally download music/videos
to not share any private information	to (not) hide behind a screen name
to figure out one's identity	to trust one's gut instinct
to pretend to be someone else	to be traceable on the Internet
to get in trouble with the law	to be impossible to delete something
posts will not disappear	to use one's personal information

3 Language in use: You should not give your password to anybody.

Trouble-free grammar: Modal verbs 1
(need to/needn't/have to/don't have to/mustn't/should/shouldn't/be allowed to/not be allowed to)
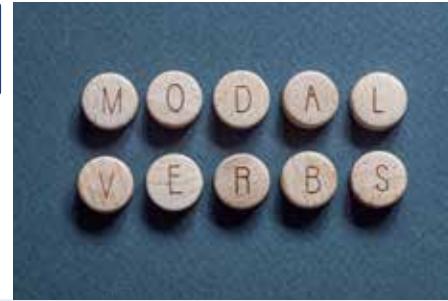
We use **modal verbs** with a main verb to express **necessity, obligation, permission, possibility, or ability.** We also use modal verbs to make suggestions or give advice.

☐ We use *need to* to express **necessity**.

Users need to be cautious about sharing personal information online.

☐ We use *needn't* to express that there is **no need or obligation** to do something.

You needn't worry about remembering all your passwords, there are password managers available, which you can use.

☐ We use *have to* to express an **obligation that comes from somewhere else** *(a person/an institution/the law)*.

Parents have to educate their children about online predators.
The Internet service provider has to ensure a reliable Internet connection.
Andrei had to delete his social media account because he had been hacked.

☐ We use *don't have to* to express that there is **no obligation or necessity to do something**.

Bloggers don't have to publish new content every day.
She didn't have to make a factory reset of her computer after being hacked.

☐ We use *mustn't* to express **that something is forbidden**.

We mustn't post pictures of others without their permission.
Nala mustn't download music illegally from the Internet.

☐ We use *shouldn't* to express what is **not the right thing to do**.

Internet users shouldn't click on suspicious links.

☐ We use *should* to **give advice** or **an opinion**.

When you are online, you should be careful about what you post.

☐ We use *be allowed to* to express **permission**.

Aisha is allowed to use her smartphone before going to bed.
Subscribers are allowed to download music for free.
Malik was allowed to use his dad's notebook.

☐ We use *not be allowed to* to **express that something is forbidden**.

Students are not allowed to use their smarphones during the lessons.
My younger sister is not allowed to have an *Instagram* account.
We were not allowed to use our smartphones on the school trip.

3 a
Language in use

Have a look at the VocabBooster. Write down sentences what Internet users *should do/need to do or should not do* in order to stay safe on the Internet. Look up all the words you do not know in an online dictionary. An example has been given for each category. Compare your results with a partner.

VocabBooster

to click on suspicious links ▪ to update one's software regularly ▪ to believe everything one reads online ▪ to change passwords once in a while ▪ to install an antivirus programme ▪ to download attachments from unknown sources ▪ to use weak passwords ▪ to respect copyright laws ▪ to only browse secure websites ▪ to use a password which is easy to guess

What Internet users should do/need to do

Internet users should/need to update their software regularly.

What Internet users should not do

Internet users should not click on suspicious links.

3 b
Language in use

Have a look at the sentences (1–9). Underline the correct modal verb. Compare your results with a partner.

1 You *should/are allowed to* use different passwords for different websites in order to stay safe online.

2 On some social network sites you *have to/are allowed to* choose a username when creating an account.

3 Users *mustn't/needn't* create a *Snapchat* account with false information, as this is a violation of their terms.

4 As it is important to maintain some privacy, you *needn't/have to* share every detail of your personal life online.

5 By accepting their privacy policy, the website *is allowed to/should* sell your email address to other companies.

6 The Internet has a great memory, that's why you *should not/do not have to* post rude comments.

7 You *have to/are allowed to* be careful when meeting online friends in real life for the first time.

8 Students *mustn't/needn't* download films and videos using the school WiFi.

9 On our website users *needn't/are not allowed to* worry about entering credit card information.

Are you allowed to use your smartphone in school? If yes, what are you allowed to do? What are you not allowed to do? Get into pairs and write down full sentences. An example has been given. Share your results in class.

We are allowed to …

We are allowed to look up words in an online dictionary in the English lessons.

_____

_____

_____

_____

_____

We are not allowed to …

We are not allowed to answer phone calls during the lessons.

_____

_____

_____

_____

4 Listening: What makes a password safe?

Get into pairs and discuss the following questions.

1 How many different passwords do you have? How do you remember them?

2 How secure would you say are your passwords on a scale of one to ten, one being very weak and ten being very secure?

3 Have you ever been hacked on the Internet? If yes, which account/s was/were hacked? What did you do about it?

Have a look at the VocabBooster. Complete the phrases using a word from the box. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

scam ▪ to add ▪ good at ▪ account ▪ secure ▪ password ▪ to discover ▪ to cause ▪ to hack

VocabBooster

1 to _____ someone's bank account/private files

2 to _____ terrible damage

3 to know what makes a _____ strong/weak

4 to be very _____ guessing passwords

5 to be easy to _____

6 to _____ upper case letters/numbers/special characters

7 to be a _____

8 to log in/log out of an _____

9 to feel a little more _____

4 c

You are going to listen to a talk by an IT specialist about how to create safe passwords. 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.

How to create a safe password

0	It is essential to have knowledge about how a password can be _____.	*strong and secure*
1	People who want to steal your password are sometimes helped by _____.	
2	Your password should never contain _____. *(Give one answer.)*	
3	It is particularly difficult for a machine to guess your password if it is not in _____.	
4	Trusting your loved ones with a password is _____.	
5	If a stranger wants to know your password, it might be a _____.	
6	If you use a computer away from home, you must not forget to _____.	

4 d
Speaking

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

1 According to the talk, what makes a password safe/weak?
2 Why should you not give your password/s to any other person?
3 Why is it important to be careful when someone asks you for your password by email?

5 Speaking: Are you a good digital citizen?

5 a
Speaking
www

Step 1: Have a look at the infographic about digital citizenship. Then take notes on the most important information in the mind map on page 79. Look up all the words you do not know in an online dictionary.

Digital citizenship

Empathy
Everyone on the Internet is a person just like you. They have their own feelings, beliefs, and experiences that shape how they act. Don't judge too fast, or forget to consider someone else's side!

Digital literacy
When you read information online, think about:
1. What it means
2. Where it originated
3. If it's accurate or not
4. Why the person wrote or created it

Digital rights & responsibilities
No matter when or where you are on the Internet, remember that you have rights! You have the right to your privacy and freedom of speech, and everyone else does too.

User data
Every website you go on collects data, but the data can vary depending on the site. Most companies use this information to make sites better, but some also sell it or use it against you.

Digital security
Every device that connects to the Internet can be broken into or accessed, so every single one has to be secured. To do that, create strong passwords, use a VPN when accessing sensitive information, and use antivirus software.

Digital communication
When you exchange information with someone online, be sure you know who it is going to, what they will do with it, and who they might share it with. Remember, always verify before you share!

empathy	digital rights & responsibilities
digital literacy	user data
	digital citizenship	
digital communication	digital security
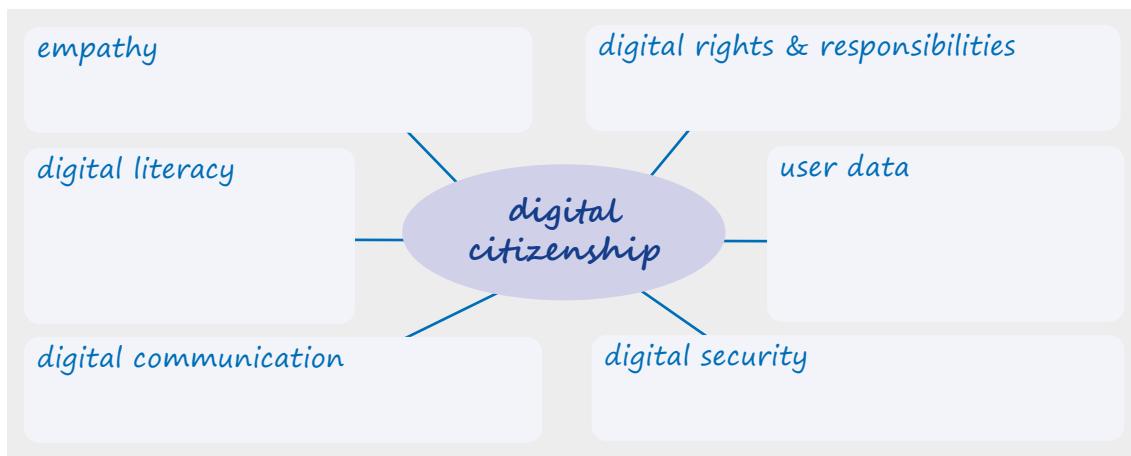
Step 2: Get into pairs. Summarise what it means to be a digital citizen. Use your notes from the mind map in Step 1. Take turns.

5 b
Vocabulary

What should a good digital citizen do/not do? Have a look at the VocabBooster and write the phrases in the appropriate category in the table below. Compare your results with a partner.

DIGCITIZEN
SLOGAN HERE

VocabBooster

to trust everyone online ▪ to not judge too fast ▪ to think about how one's comments/posts will make someone feel ▪ to share personal information online ▪ to keep one's passwords secret ▪ to do illegal things like downloading music, videos or films without authorisation ▪ to believe everything one sees/reads online ▪ to ask before posting someone's pictures ▪ to always think carefully about what one says/posts online ▪ to always follow a country's laws online ▪ to forward offensive messages ▪ to open emails from people one does not know

What should a good digital citizen do?	What should a good digital citizen not do?

5 c
Speaking
Test format
Interaction
www

You are taking part in the *Digital Citizenship Week,* organised by the *Council of Europe.* In an online workshop session, you and another participant have been asked to speak about the topic of digital citizenship. In your conversation you should

- inform the other participants about your online behaviour *(how often you are online, what you do online, etc.)*
- explain why you think you are/you are not a responsible digital citizen
- point out what a good digital citizen should do/should not do.

Use appropriate phrases from the VocabBooster in activity 5b. **>**

Step 1: Before you start speaking, 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: Get into pairs and start your conversation. Speak for about four minutes.

6 Language in use: My email account was hacked yesterday.

Trouble-free grammar: Passive constructions

We use **passive constructions** to **describe processes** and to **give instructions**.
Furthermore, they are very often used in **newspaper article**s.

am/is/are
was/were
have been/has been
had been
will be
am/is/are going to be

— + past participle *(3ʳᵈ form of the verb)*

Malware is removed from our computer using antivirus software.
Phishing emails were used by hackers to trick my grandmother into giving away her passwords.
The antivirus programme has been downloaded by many people so far.
Updates will be installed automatically to your computer.
A workshop about Internet security is going to be organised at my school.

Negation
Malware is not removed from our computer.
Phishing emails were not used by hackers.
The antivirus programme has not been downloaded by many people so far.
Updates will not / won't be installed automatically to your computer.
An Internet security workshop is not going to be organised at my school.

Questions and short answers
Is the malware removed from our computer? – Yes, it is. / No, it isn't.
Has the antivirus programme been downloaded by many people? – Yes, it has. / No, it hasn't.

Please note:
When we use the passive, **who or what causes the action** is often unknown or not important. If we want to say *who* or *what* causes the action, we use **by**.
Over £ 17 million were stolen in the biggest UK credit card fraud by a gang of international fraudsters.

6 a
Language in use

Complete the sentences (1–9). Use the appropriate passive form of the verb. Mind the tenses. Compare your results with a partner.

1 A worm _____ (remove) from my smartphone yesterday, now it works properly again.

2 Boris' notebook _____ (infect) with a virus recently.

3 I found out that a new app _____ (install) on my smartphone during the last software update.

4 Money _____ (take) from Aisha's bank account after being hacked.

5 I hope that phishing emails _____ (delete) by the new spam filter.

6 Amari's social media account _____ (block) since last Friday.

7 Zahara's email account _____ (restore) after the ban period is over.

8 Suspicious activities _____ (detect) on Pavel's bank account some time ago by the bank clerk.

9 Posting inappropriate content on the school's *Instagram* account _____ (forbid).

6 b
Language in use

Have a look at the sentences (1–9). Rewrite them using passive constructions. Use a *by-object* if suitable. Mind the tenses. The first one (0) has been done for you. Compare your results with a partner.

0 Somebody accused him of sending hate mail.
He was accused of sending hate mail.

1 The credit card company gave me the stolen money back.
I_____

2 The police asked Svetlana some questions concerning the phishing scam.
Svetlana_____
_____

3 The social media platform has deleted many inappropriate posts recently.
Many inappropriate posts_____
_____

4 They will pay Jenea much money for hosting the Internet security workshop.
Jenea_____
_____

5 A fraudster called Noura to get some personal information.
Noura_____

6 Two German IT experts invented the first antivirus software in 1971.
The first antivirus software_____

7 In 1987 John McAfee founded the *McAfee* company.
The *McAfee* company_____

8 My uncle's company is going to ask an IT specialist to install a better firewall.
An IT specialist_____
_____

9 Amari will invite Fatima to the IT conference next June.
Fatima_____

7 Writing a blog comment: Do you care about your privacy online?

7 a
Vocabulary

Have a look at the bar chart and complete the sentences (1–8) below. Sometimes there is more than one possibility. Compare your results with a partner.

Why people share content publicly on social media
% who say they have shared content publicly for the following reasons:

Reason	Percentage
Promote an account I like to follow	18 %
Advocate for a brand / product I like	21 %
Join a conversation	23 %
Comment on news / current events	29 %
Show support for people / causes	33 %
Feel connected with others online	33 %
Share a memory	39 %
Express my views / opinions	40 %
None of these	10 %
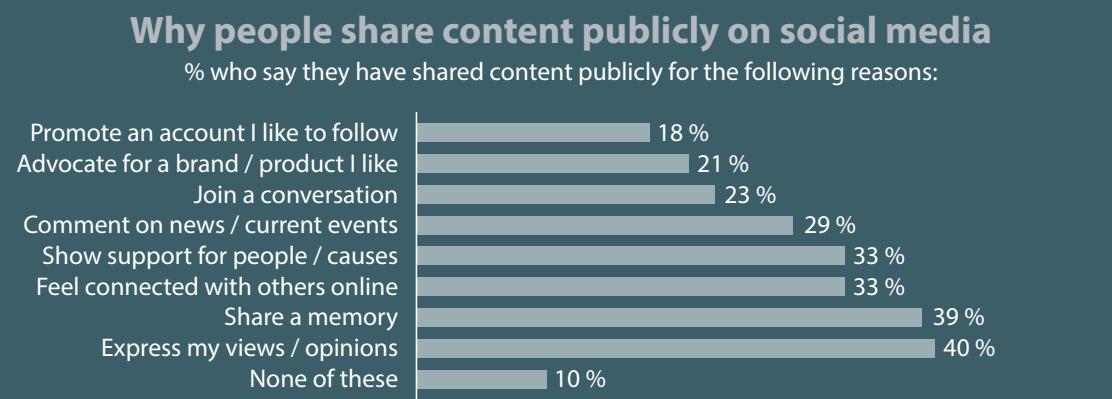
Based on a survey of 2,026 US Internet users aged 16+ who use social media more than 30 minutes per day.

MarketingCharts.com, 2022

1 The bar chart shows _____ in percentage points.

2 The survey was conducted by _____ in _____ .

3 _____ US Internet users were interviewed.

4 The survey shows the results of Internet users aged _____ who use social media more than _____ .

5 The most common reason why people share content publicly on social media is to _____ _____ , which was chosen by _____ % of respondents.

6 The bar chart shows that the number of Internet users who share content publicly because they want to _____ is rather high.

7 According to the chart, approximately 29 % of US Internet users share content publicly because they want to _____ .

Phrases for describing charts and diagrams > page 166

8 Only 21 % of Internet users who share content publicly want to _____ _____ .

7 b
Speaking

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster below.

1 Do you prefer to post your own content or watch / comment on other people's content?
2 If you post your own content, what do you like to share on social media? Why?
3 What kind of reactions do you hope to get when you share something on social media?
4 Have you ever seen / read something on social media that made you uncomfortable? What did you do? Explain.
5 What do you do if you see something on social media that you think might be fake or misleading?

VocabBooster

to get likes / comments / shares / supportive messages	to feel upset / anxious / confused
to share photos / memes / funny videos / updates about one's private life / inspirational quotes	to have a negative impact on people's mood
	to check if the information is true
to receive positive reactions to one's post(s)	to report content
to appreciate someone's content	to correct the information
to help people feel connected	to not share the misinformation further

You came across the following blog entry on *www.teen-tech.com*.

Sharing excessively is not caring?

by John_2015
17 May, 3:45 pm

Teenagers share and like everything online – thoughts, plans, photos. They are young, and they often don't care about privacy.

However, they should be made aware of the importance of their online behaviour. Far more should be done in schools to teach teenagers to be more concerned about the future impact of their online profile and reputation.

Teenagers out there, do you agree?

Can't wait to read your comments!

You have decided to comment on this blog entry. In your blog comment you should

- explain which content you share online
- give reasons why many teenagers excessively share information about their private life online
- suggest what could be done to make young people more aware of the risks of sharing too much information online.

Use appropriate phrases from the VocabBooster in activity 7b. Write about 180 words.

8 Review

Step 1: Have a look at the sentences (1–9). Fill in an appropriate modal verb *(need to / needn't / have to / don't have to / mustn't / should / shouldn't / be allowed to / not be allowed to)*. Mind the tenses. Sometimes there is more than one possibility. Compare your results with a partner.

1 You _____ give your email address to people you do not know because you might get a lot of spam email.

2 Children under 13 _____ have an *Instagram* account.

3 If your identity gets stolen, you _____ immediately report it to the police.

4 Internet users _____ be careful when downloading free software.

5 Online shoppers _____ check for secure payment methods.

6 Malik's parents always tell him that he _____ share his passwords with anyone online.

7 After subscribing to the website, I _____ download music.

8 When signing up for *Snapchat,* you _____ choose your username carefully as it can only be changed once a year.

9 You _____ spend so much time online to stay informed; a few minutes a day can be enough.

Step 2: Get into pairs. Have a look at the sentences where more than one modal verb can be used. Explain the difference in meaning. Have a look at the *Trouble-free Grammar box* on page 75 if you need help.

THINK BEFORE YOU CLICK!

8 b
Language in use

Have a look at the sentences (1–9). Fill in the appropriate verb form *(active or passive).* Mind the tenses.

1 Jelena _____ (avoid) spreading misinformation online.

2 How often _____ you _____ (tag) on social media platforms in the last two weeks?

3 95 per cent of the songs available online _____ (download) illegally.

4 Boris always _____ (give) credit to creators when using their content.

5 My new notebook _____ (hack) a few days ago. What should I do now?

6 Nora always _____ (think) twice before clicking on links.

7 Copyright laws _____ (not always, respect) by content creators.

8 Stolen credit cards _____ (sell) on the dark web for under € 1.

9 Being proactive about online safety _____ (involve) regularly updating our privacy settings.

8 c
Vocabulary

Have a look at the box. Match the words in A with the appropriate ones in B to make meaningful phrases. Then write down meaningful sentences on the topic of how to stay safe on the Internet.

	A		B	
to steal	**1**		**a**	to delete something
to log out	**2**		**b**	secure websites
to be impossible	**3**		**c**	passwords once in a while
to be traceable	**4**		**d**	someone's identity
to not click	**5**		**e**	copyright laws
to change	**6**		**f**	of an account
to respect	**7**		**g**	on the Internet
to only browse	**8**		**h**	on suspicious links
to install	**9**		**i**	an antivirus programme

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

You are currently doing an English project on Internet safety at school. You have been asked to give a 3-minute presentation on this topic. In your presentation you should

- define the term *Internet safety*
- point out possible risks on the Internet
- suggest ways of protecting your online identity.

Step 1: Before you start speaking, 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: Get into pairs and give your presentation. Take turns.

Saferinternetday.org has asked teenagers to write blog entries on their online behaviour. You have decided to also upload a blog entry on their website. In your blog entry you should

- inform your readers about your online behaviour *(what you do online, how long you are online daily, which website/social media platform/s you use, etc.)*
- outline the benefits of using the Internet
- advise your readers how to use the Internet responsibly.

Give your blog entry a title. 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

Key vocabulary

Internet key terms

cloud computing	firewall	meme	streaming
cookie	hashtag	phishing	to go viral
cybersecurity	link	search engine	trending

Talking about my online behaviour

to usually spend … hours a day online

to like chatting/playing online games/streaming (music) videos … the most

to use voice calls/instant messaging … to communicate with friends

to receive lessons on how to do research on the Internet/ use artificial intelligence responsibly/stay safe on the Internet

to use trustworthy sources

to compare information

to look for up-to-date sources

artificial intelligence does not always produce correct answers

to evaluate information provided by artificial intelligence critically

How to stay safe on the Internet

hacker/spammer/predator

to steal someone's identity

to attack someone in the digital world

to not share any private information

to figure out one's identity

to pretend to be someone else

to get in trouble with the law

posts will not disappear

to have to live with what someone posts

to illegally download music/videos

to (not) hide behind a screen name

to trust one's gut instinct

to be traceable on the Internet

to be impossible to delete something

to use one's personal information

to not click on suspicious links

to update one's software regularly

to not believe everything one reads online

to change passwords once in a while

to install an antivirus programme

to not download attachments from unknown sources

to not use weak passwords

to respect copyright laws

to only browse secure websites

to use a password that is easy to guess

What makes a password safe?

to hack someone's bank account/private files

to cause terrible damage

to know what makes a password strong/weak

to be very good at guessing passwords

to be easy to discover

to add upper case letters/numbers/special characters

to be a scam

to log in/log out of an account

to feel a little more secure

Are you a good digital citizen?

What should a good digital citizen do?

to think about how one's comments/posts will make someone feel

to keep one's passwords secret

to ask before posting someone's pictures

to always think carefully about what one says/posts online

to always follow a country's laws online

to not judge too fast

What should a good digital citizen not do?

to trust everyone online

to share personal information online

to do illegal things like downloading music, videos or films without authorisation

to believe everything one sees/reads online

to forward offensive messages

to open emails from people one does not know

Sharing information online

to get likes/comments/shares/supportive messages

to share photos/memes/funny videos/updates about one's personal life/inspirational quotes

to receive positive reactions to one's post(s)

to appreciate someone's content

to help people feel connected

to feel upset/anxious/confused

to have a negative impact on people's mood

to check if the information is true

to report content

to correct the information

to (not) share the misinformation further

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 the importance of music in my life.			
I can give a presentation about my favourite song.			
I can speak about music festivals.			
I can speak about the reasons and dangers of hearing loss.			
I can speak about the importance of noise protection.			
I can give a presentation about the problem of noise at schools.			
I can speak about megacities.			
I can give a presentation about a megacity.			
I can speak about traditions and festivities in the UK.			
I can speak about how to make the area where I live more sustainable.			
I can discuss the advantages and disadvantages of living in the city/countryside.			
I can create an interview for a teen magazine about the best places to live for teens.			
I can speak about what I notice first when I see someone for the first time.			
I can speak about how to make a great first impression.			
I can create different business dialogues.			
I can speak about the importance of teamwork.			
I can summarise an article about what teamwork is and why it is important.			
I can give a presentation about bullying and its consequences.			
I can discuss why making a good first impression is important.			
I can speak about the importance of technology in my everyday life.			
I can speak about living in a smart home.			
I can give a presentation about the advantages and disadvantages of living in a smart home.			
I can speak about where artificial intelligence is already used today.			
I can summarise an interview about Ameca, one of the most advanced human-shaped robots.			
I can summarise the results of a survey about technical devices in US homes.			
I can create an interview for a teen magazine about living in a smart home.			
I can speak about my online behaviour.			
I can discuss Internet safety tips.			
I can speak about what makes a password safe.			
I can discuss what it means to be a good digital citizen.			
I can speak about what I share online.			

Writing	☺	☺	☹
I can write an informal email about a music festival I would like to go to.			
I can write an informal reply email about a project at school.			
I can write a blog comment about living in a megacity.			
I can write a description about the area where I live.			
I can write a formal reply email organising an anti-bullying workshop at my school.			
I can write a blog comment about teamwork.			
I can write a blog entry about the advantages and disadvantages of using smart devices.			
I can write an informal reply email informing my penfriend about robots.			
I can write a blog comment about online privacy.			
I can write a blog entry about my online behaviour.			

>

SELF-ASSESSMENT CHECKLIST

Reading	☺	😐	☹
I can understand the main idea of an article about hearing loss.			
I can understand the main idea of an article about London becoming a sustainable city.			
I can understand the main idea of an article about teamwork.			
I can understand the main idea of an article about an environmentally-friendly smart home.			
I can understand the main idea of an article about Internet safety.			

Listening	☺	😐	☹
I can understand an interview with a health and safety coordinator about noise in the workplace.			
I can understand a news report about the 15-minute city.			
I can understand different business dialogues.			
I can understand an interview about bullying in the workplace.			
I can understand an interview with Ameca, one of the most advanced human-shaped robots.			
I can understand a talk with an IT specialist about how to create safe passwords.			

Language in use	☺	😐	☹
I can use the present tense simple appropriately.			
I can use the past tense simple appropriately.			
I know the basics of word order.			
I can use questions tags appropriately.			
I can use prepositions of place and time appropriately.			
I can use relative clauses appropriately.			
I can use the present perfect tense simple appropriately.			
I can use the conditional type I appropriately.			
I can use adjectives and adverbs appropriately.			
I can use comparisons of adjectives appropriately.			
I can use the conditional type II appropriately.			
I can use modal verbs *(need to / needn't / have to / don't have to / mustn't / should / shouldn't / be allowed to / not be allowed to)* appropriately.			
I can use passive constructions appropriately.			

BREAK THE HABIT

1 Warm-up: Common addictions among teenagers

1 a
Vocabulary
www

Step 1: Get into pairs. Have a look at the VocabBooster. Write down the names of the addictions below the pictures (1–6). Add any other addictions that come to your mind and write them down. Do some online research if you need help.

VocabBooster

drug addiction ▪ Internet addiction ▪ smoking addiction ▪ alcohol addiction ▪ shopping addiction ▪ chocolate addiction

1 _____   2 _____   3 _____

4 _____   5 _____   6 _____

◻ _____

◻ _____

Step 2: Have a look at the addictions in Step 1. Which do you think are the most common ones among teenagers? Rank them in order from most common to least common. Write your answers in the table on page 90 *(first ranking)*. Then discuss your results with a partner and agree on a second ranking together. Write your answers down.   >

	first ranking		second ranking
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

LanguageBox

> I think that … *(name of addiction)* is most common among teenagers because …
> Being addicted to … is/is not as common because …
> I believe that … *(name of addiction)* is a big problem for teenagers nowadays because …
> I really must say that … *(name of addiction)* is my number 1/my number 2 … because …
> From my point of view, … *(name of addiction)* does not affect so many teenagers because …
> In no way can I agree with you here because I don't know anyone who suffers from this addiction.
> Well, in that case, I can see your point.

1 b
Speaking
www

Get into pairs and discuss the following questions. Use your notes from activity 1a and appropriate phrases from the VocabBooster below. Do some online research if you need help.

1 How do you define an addiction? Try to say it in your own words.
2 Why do young people start to develop an addiction? Give reasons.
3 How can young people be protected from addiction?

VocabBooster

to relieve stress	to experiment with something	to be proud of oneself
to feel good	to boost one's self-esteem	to increase the price of legal drugs
to fit in	to be under peer pressure	to raise the smoking and drinking age
to overcome problems	to inform someone about the risks and consequences	to have someone to talk to
to perform better	to have an active social life	to have someone who cares
to be curious		

1 c
Listening

You are going to listen to four telephone conversations on problems with different addictions. While listening, fill in the missing words or phrases (1–15). The first one (0) has been done for you. Compare your results with a partner.

Track 8

Telephone conversation 1

Kathrin Jackson: Good morning. *Wisconsin Drug-counseling Center*, Kathrin Jackson ___*speaking*___ [0].

Maria Foster: Hello. My name is Maria Foster. _____[1] because of my son. I'm really worried, as I found marijuana in his school bag. What can I do?

Kathrin Jackson: Well, Ms Foster, try to stay calm. I'll put you through _____[2], where you can speak to Sarah Wilson, who is a prestigious substance abuse counselor.

Maria Foster: Thank you very much.

Kathrin Jackson: You're welcome. Just _____[3].

Track 9

Telephone conversation 2

Cindy Turner: Hello. *Oasis Treatment Center,* Cindy speaking. How can I help you?

Sam Malone: Good afternoon. I'm calling _____[4] Dr Lebeque from *Henry Ford Hospital.* I'd like to speak to Mr Briggs, please. We need to talk to him about a patient who is suffering from a serious addiction to prescription drugs.

Cindy Turner: I'm sorry. _____⁵?

Sam Melon: Excuse me, I forgot to introduce myself. My name is Sam Malone.

Cindy Turner: _____⁶ please?

Sam Malone: Yes. M-A-L-O-N-E.

Cindy Turner: Thank you. I'm afraid Mr Briggs is _____⁷ at the moment. Would you like him to call you back?

Sam Malone: Oh, that would be great. My number is 543-2311.

Cindy Turner: I am sorry, I _____⁸. Could you repeat that, please?

Sam Malone: Of course. It's 543-2311.

Cindy Turner: Thank you. Mr Briggs will _____⁹ tomorrow afternoon.

Track 10 **Telephone conversation 3**

John Simmons: Hello. This is John Simmons from *Online Eating Disorder Counseling* speaking. Could you _____¹⁰ Ms McKay, please?

Leo Snyder: I'm afraid Ms McKay is in a meeting. Would you like to _____¹¹?

John Simmons: Yes, that's very kind. Please tell her that I have to cancel our meeting on Thursday and that I'll _____¹² tomorrow morning to schedule a new appointment for the beginning of next week.

Leo Snyder: No problem, Sir. I'll pass on the message.

John Simmons: Thanks. Bye-bye.

Track 11 **Telephone conversation 4**

Louisa Green: Hello. This is _____¹³ Louisa Green. I'm not available at the moment. Please leave a message _____¹⁴. I'll ring you back as soon as possible. Thank you.

Alex: Hi Louisa, it's me, Alex. What about going out shopping this afternoon? I know we have already been shopping six times this month but Sandra texted me. The mid-season sale has just started. I can't wait to get some bargains! Me and Sandra will be at *Westfield Shopping Centre* at 3 pm. _____¹⁵ if you can make it. It would be great if you could! See you then.

2 Language in use: You may have to face the consequences.

Trouble-free grammar: Modal verbs 2 *(may/might/could)*

☐ We use *may/might/could* + **infinitive** to talk about situations **we are not quite sure about** or to express a **possibility in the present or in the future**.

Emily **has gained some weight**. She may be addicted to chocolate.
He **spends five hours** a day **in front of his PC**. He might lose his friends.
My grandpa **smokes heavily**, which could cause lung cancer.

Please note: May/Might do not normally have a past meaning and are not normally used in requests. We use *could* to express **past meaning** and in **polite requests**.

Due to her smoking addiction she could not afford to buy the festival ticket.
Could you imagine helping me with the homework? – **But:** May I use the restroom?

2 a
Language in use

Which risks and dangers do addictions involve? Have a look at the VocabBooster and write the phrases in the appropriate category (1–6) in the table below. Sometimes there is more than one possibility. Compare your results with a partner. Use appropriate modal verbs *(may/might/could).*

VocabBooster

> to be broke ▪ to get physically and psychologically addicted ▪ to gain weight ▪ to become a criminal ▪ to lose one's friends ▪ one's heart rate and blood pressure rise ▪ one's school/work performance suffers ▪ to cause lung cancer ▪ to get bad eyesight ▪ to suffer from diabetes ▪ to cause memory loss ▪ to overdraw one's bank account ▪ to have high cholesterol levels ▪ to have bad breath ▪ to suffer from serious withdrawal symptoms ▪ to get aggressive more easily ▪ to suffer from obesity ▪ to start to shiver ▪ to get a headache

	addiction	risks, dangers and consequences
1	smoking addiction	
2	shopping addiction	
3	alcohol addiction	
4	chocolate addiction	
5	drug addiction	
6	Internet addiction	

2 b
Language in use

Have a look at the sentences (1–8). Write down what the person may/might/could suffer from or what the person may/might/could have done. The first one (0) has been done for you. Compare your results with a partner.

0 Eren's colleague is often late for work.

He may/might/could suffer from alcohol addiction.

1 Irmi has high cholesterol levels.

_____

2 Mr Harrison's bank account is overdrawn.

_____

3 My best friend has very bad skin.

_____

4 One of my classmates gets aggressive very easily.

_____

5 Seyda's personality has changed a lot in the last few months.

_____

6 Fabio has such a terrible headache.

_____

_____

7 Paolo has not left his room for three days.

_____

8 Larissa goes shopping every second day.

_____

3 Listening: Are addictions more likely among teenagers?

3 a

Vocabulary

Have a look at the VocabBooster. Match the words/phrases in A with the appropriate definitions/synonyms in B. Compare your results with a partner.

VocabBooster

	A		B	
to be likely	**1**	☐	**a**	the regular consumption of illegal or dangerous drugs
to experiment	**2**	☐	**b**	to be enjoyable
to develop something	**3**	☐	**c**	correct or appropriate medical care, therapy or surgery
substance use	**4**	☐	**d**	to succeed in controlling something or dealing with something
to overreact	**5**	☐	**e**	something will probably happen or is expected
to be pleasurable	**6**	☐	**f**	to stop yourself from doing something that you want to do
judgement	**7**	☐	**g**	the unpleasant physical and mental effects that result when you stop taking drugs
to lack willpower	**8**	☐	**h**	to not have the ability to control one's own thoughts, actions and the way you behave
to resist	**9**	☐	**i**	return to health from sickness
to overcome	**10**	☐	**j**	to try something in order to discover what it is like or find out more about it
withdrawal symptoms	**11**	☐	**k**	to become affected by something, to start to suffer from something
proper treatment	**12**	☐	**l**	a decision that you make, or an opinion that you have about someone/something
recovery	**13**	☐	**m**	to behave in an exaggerated way/more emotionally than expected

You are going to listen to a radio interview about teenagers and addictions. 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.

Are addictions more likely among teenagers?

0 **A lot of teens who have experimented with dangerous substances**
- A   will not try to avoid them later.
- B   will not continue with them.
- C   will get addicted to other things.
- D   will be killed by them.

1 **If teens are told what their faults are**
- A   they will learn to believe them very quickly.
- B   it will affect how their brain develops.
- C   they will become more dangerous to others.
- D   they will adapt these destructive thoughts very quickly.

2 **Because teen brains are still growing**
- A   they should not be trusted to drive.
- B   they often make unsafe activities more unsafe.
- C   they make safe activities less safe.
- D   they have no willpower.

3 **One positive aspect of teenage naivety and carelessness is**
- A   they can educate themselves.
- B   they can try drugs and alcohol early before their brain develops.
- C   they can be emotional with few bad results.
- D   they have more difficulties with anxiety.

4 **Teens often feel pushed to do things**
- A   because of the drugs they take.
- B   because of how anxious they are.
- C   by almost everyone they know in their lives.
- D   by their closest friends.

5 **Teens often abuse substances because they**
- A   are able to find drugs or alcohol nearly everywhere.
- B   feel uncomfortable with themselves.
- C   are worried about becoming addicted to drugs or alcohol.
- D   are surprised by the ways their bodies are changing.

6 **The effects of stopping drug use are usually**
- A   impossible for most people to completely recover from.
- B   only temporary for teens.
- C   less critical for teens compared to adults.
- D   more serious for teens than for adults.

0	1	2	3	4	5	6
B						

Step 1: Go online and do some research on a film, TV/streaming series, or book that is about any kind of addiction. Take notes in the table.

	my notes
1 title of the film/TV/streaming series/book	
2 description of the main character	
3 type of addiction	
4 how the addiction affects the main character	
5 if/how the main character manages to overcome the addiction	

Step 2: Get into pairs and share your findings. Use your notes from Step 1 and appropriate phrases from the Language Box. Speak for about three minutes. Take turns.

LanguageBox

> The title of the film / TV / streaming series / book is …
> The main character of the film / TV series / book is called … and he / she is …
> … *(name of the main character)* seems to be …
> He / She suffers from … *(type of addiction).*
> The addiction affects his / her life in many negative ways. For instance, …
> In addition, …
> Due to his / her addiction, the main character …
> On top of that, he / she …
> Finally, the main character manages to overcome his / her addiction by talking / searching / doing …

4 Writing a blog entry: Ready to quit

4 a
Writing
Text type
Blog entry
> page 172

You have been doing something excessively / too much for quite some time and have now managed to stop. Write a blog entry on your blog *www.mylife.com.*

In your blog entry you should

- ☐ explain how the excessive behaviour influenced your life negatively
- ☐ outline how you finally managed to quit
- ☐ discuss why many teens get addicted to something / start doing something excessively.

Step 1: Before you start writing, read the bullet points carefully and take notes in the table. Use appropriate phrases from the VocabBooster below.

bullet point 1
bullet point 2
bullet point 3

VocabBooster

to develop an excessive behaviour / habit	to lack knowledge
to not be able to think of anything else	to be naïve
to be controlled by something	to be curious
to become a top priority in one's life	to be under peer pressure
to talk to a person you trust / a teacher / a professional	to overcome mental health issues
to admit an addiction	to escape from problems with one's parents / school
to ask for help	to boost one's self-confidence
to (not) realise the consequences of one's actions	

>

Step 2: Now write your blog entry. Use the phrases from the LanguageBox and your notes from the table in Step 1. Give your blog entry a title. Write about 200 words.

Title
by … (your name)
19 January, 8:15 pm

I've always loved/liked/been interested in … and so at some point I realised I was doing it excessively/I ended up getting addicted to it.
It was one day in … *(name of month/year)* when I first tried/drank/ate/played …
From then on, I … many hours a day/every day/ten times a day …
Soon I found out that … was not good for me. It made me feel so …
On top of that, …
I tried to stop, but it was too difficult for me.
I suffered from …
Then I read …/phoned …/talked to … and this finally helped me.
I am so happy/relieved!
Well, from my point of view, the reason why many teens get addicted to something/start doing something excessively is …
I also believe that …
What do you think about that? Can't wait to read your comments!
… (your name)

5 Language in use: Some good pieces of advice

Trouble-free grammar: Tricky plural nouns 1

☐ Some nouns have an **irregular plural:**

wi**fe** – wi**ves**	pota**to** – pota**toes**	m**a**n – m**e**n	child – child**ren**
kni**fe** – kni**ves**	tomat**o** – tomat**oes**	wom**a**n – wom**e**n	person – **people**
li**fe** – li**ves**		f**oo**t – f**ee**t	mouse – m**ice**
hal**f** – hal**ves**		t**oo**th – t**ee**th	

☐ **Uncountable** nouns have **no plural** and you **cannot use indefinite articles** *(a, an)*:

Food & drink: milk ▪ tea ▪ bread ▪ cheese ▪ soup
Weather: rain ▪ snow ▪ sunshine ▪ fog
Feelings: luck ▪ love ▪ fear
Other words: furniture ▪ fruit ▪ homework ▪ vocabulary ▪ luggage ▪ equipment
advice ▪ information ▪ knowledge ▪ experience ▪ trouble ▪ behaviour ▪ damage

Please note: Add *pieces of* or *bits of* to count uncountable nouns.

He gave me some pieces of advice.
The tourist guide gave us only bits of information on the beautiful sight.

☐ These nouns are the same in singular and plural:
fish ▪ salmon ▪ aircraft ▪ sheep

5 a
Language in use

Have a look at the sentences (1–9). Underline the correct form of the nouns. Compare your results with a partner.

1 The novel is about a gambling addict in Las Vegas who has two *wifes/wives*.

2 The rehab centre ordered new *furniture/furnitures* to improve comfort for patients and staff.

3 Teo gathered a lot of *information/informations* for his book presentation about shopping addiction.

4   We had *sunshine / sunshines* all day long.

5   Dario tries to learn new *vocabulary / vocabularies* every day to improve his English skills.

6   It was hard to carry all the *luggage / luggages*.

7   She gave me some good *advice / advices* on how to quit the bad habit.

8   We need to protect the *fishes / fish* in the sea from overfishing.

9   Neil bought some fresh *bread / breads* at the local bakery.

Trouble-free grammar: Tricky plural nouns 2

☐ These plurals **cannot be used in singular form**:

clothes ▪ jeans ▪ trousers ▪ pants ▪ scissors ▪ thanks ▪ goods ▪ surroundings ▪ savings ▪ people

☐ **Some** nouns are **plural in form** and **take a singular verb**:

athletics ▪ billiards ▪ economics ▪ gymnastics ▪ physics ▪ politics ▪ news

5 b
Language in use

Have a look at the sentences (1–9). Fill in an appropriate noun from the box. Compare your results with a partner.

> politics – surroundings – scissors – physics – athletics – news – billiards – savings – clothes

1   In the holidays my family does a lot of sports. For the rest of the year we are usually not into

_____ .

2   This _____ comes as a surprise to everyone.

3   _____ means "knowledge of nature" and is a natural science.

4   The student is very interested in articles about _____ as this will be her first time voting.

5   Frija lives in the _____ of Helsinki in a town called Kirkkonummi.

6   I cannot find my only pair of _____ anymore. I must have lost them.

7   Sean has managed to be financially independent and is proud of his _____ .

8   Adelina always donates _____ , which she doesn't wear anymore, to charity.

9   Tina and Steven love to play _____ .

5 c
Language in use

Read the following text and find eight plural noun errors. Underline them and write the correct plural form in the table. The first one (0) has been done for you. Compare your results with a partner.

A summer's day

1 In the last few days the sun has been shining all day long and so most <u>persons</u> use the beautiful weather to relax by the beach. From the early morning hours onwards there are also many childs because
5 they do not have to do any homeworks. Many families bring along sports equipments to exercise a little bit as well. On the other side of the lake you can see man who have already caught some fishes. If you don't want any damages to your skin, follow the advices of the news that everyone should wear
10 suntan lotion. It would be perfect if there were no aircrafts starting and landing all the time nearby.

0 *people*	1	3	5	7
	2	4	6	8

6 Reading: Teen Internet addiction

6 a
Vocabulary

Have a look at the VocabBooster. Match the words/phrases in A with the appropriate definitions/synonyms in B. Compare your results with a partner.

VocabBooster

	A		B	
to respond to	**1**	☐	**a**	an amount, often shown as a number out of 100
percentage	**2**	☐	**b**	to show frequent changes in one's feelings and behaviour
threat	**3**	☐	**c**	knowledge of how to behave, communicate and interact with each other
mental health	**4**	☐	**d**	a person's condition with regard to their psychological and emotional well-being
compulsive	**5**	☐	**e**	to not be confident about oneself; to lack certainty
to be moody	**6**	☐	**f**	to answer, to reply to
escape	**7**	☐	**g**	a penalty or sanction given for any crime or offence
social skills	**8**	☐	**h**	becoming free or getting away from a place
to feel insecure	**9**	☐	**i**	doing something a lot and being unable to stop doing it
punishment	**10**	☐	**j**	a danger that something unpleasant might happen

6 b
Reading
Test format
True / False
🇬🇧

Read the article about teen Internet addiction. First decide whether the statements (1–6) are true (T) or false (F) and put a cross (x) in the correct box. Then correct the wrong statements and rewrite them. The first one (0) has been done for you.

Teen Internet addiction

1 According to a recent survey, almost 50 % of British teenagers say they feel addicted to the Internet. This finding illustrates that many young people feel they have lost control over their use of digi-
5 tal interactive media. Of the 10,000 teens who responded, 48 % said they agreed or strongly agreed with the statement "I think I am addicted to the Internet". A higher percentage of girls agreed compared to boys, according to the data.
10 Scientists say this does not mean that the young people are actually suffering from a medical addiction, but their mentioned lack of control suggests a highly problematic relationship.
Internet addiction is not necessarily the same as
15 drug addiction but it is not a healthy feeling to know you don't have control over your own behaviour. Even the *World Health Organization* is quite alarmed that so many teens feel like that, and has recently declared 'gaming disorder' a classical
20 disease.
Earlier this year, the UK Health Minister announced that social media is a serious threat to young people's mental health and well-being. With kids aged 8 to 18 spending on average 44.5 hours
25 per week in front of screens, parents are becoming more and more worried. Nearly 23 % of the teens say that they feel "addicted to video games" (31 % of males, 13 % of females).
Dr Douglas Gentile, Director of the *The Informa-*
30 *tion and Network Science Lab* at *Oxford University,* reports, "Almost one out of every ten youth gamers claims that the addiction has had a damaging effect on their school career and family life." Beyond gaming, kids are filling their free time with
35 other Internet activities such as social media networking, instant messaging, blogging, downloading, etc. The *UK Internet Addiction Treatment Centre* identified the following warnings for teens with excessive Internet use:
- loses track of time while online
40
- prefers to spend time online to sleeping
- becomes angry when online time is interrupted
- checks email or online messages several times a day
- becomes furious if not allowed access to the
45 Internet
- prefers to spend time online rather than with friends or family
- lies about amount of time spent online
- becomes moody or depressed when not online
50 Online access is a necessary part of the modern world and an important tool in education. In ad-

dition, it is a highly entertaining and informative medium. However, these qualities also make it an easy escape from reality for many teens. With the click of a mouse, they can enter a different world where the problems they have in their real lives are no longer present, and all the things one wishes he or she could be, do, or experience are possible. Like addiction to drugs and alcohol, the Internet offers teenagers a way to escape painful feelings or problematic situations.

Broadly speaking, children who suffer from poor social skills are at greater risk of developing excessive online habits. Because they feel alone, insecure, and may have problems making new friends, they turn to strangers in online chat rooms looking for the attention and friendships missing from their real lives. They may come from families with significant problems at home, or experience bullying, so they cope with their problems by spending time online.

Many parents get angry when they see the signs of Internet addiction in their child and take the computer away as a form of punishment. Others become frightened and force their child to quit, believing that is the only way to get rid of the problem. Both ways may lead to trouble. So instead, it is important to work with the child to establish clear limits for Internet usage. Teens need to learn to follow the rules but on the other hand, parents should not control their child or change who they are, but should help them free themselves from this serious addiction.

	Statements
0	According to a study on young people's Internet behaviour, more boys compared to girls claimed that they were addicted to the Internet.
1	Parents are not anxious about their teens' screen time.
2	Kids who game are likely to be actively using other online tools as well.
3	One sign a teen is addicted to the Internet is if they become depressed when they are unexpectedly stopped from using the Internet.
4	The Internet should still be used in classrooms.
5	Kids who are more confident are more likely to get addicted to the Internet.
6	Parents should tell their child how much they can use the Internet.

	T	F	Correct statements
0		X	A higher percentage of girls agreed compared to boys that they were addicted to the Internet.
1			
2			
3			
4			
5			
6			

6 c
Speaking

Read the article in activity 6b again and underline the most important information. Then get into pairs and answer the following questions on the text.

1 Does the article suggest that Internet addiction is comparable to drug addiction? What does it say in the article? Do you think it is comparable? Why?/Why not?
2 What does a British politician say about social media and its impact on young people?
3 What are warning signs of unhealthy Internet use?
4 Who is likely to develop an Internet addiction? Give examples.

7 Speaking: Teens in the digital age

Step 1: You are doing some research for your school magazine to find out about your classmates' attitudes towards technological devices and social media. Walk around in class and interview at least three classmates. Take notes in the table below.

1 What kind of technological devices do you own?
2 How often do you check your email account?
3 How much time do you spend on social media platforms a day? What do you use them for?
4 Do you prefer to phone or write text messages? Why?
5 How many text messages do you write a month?
6 Do you ever turn your smartphone off? – If yes, why? If no, why not?
7 To what extent do you need technological devices for your school work?
8 Has it ever happened to you that you forgot your smartphone at home/lost your smartphone? How did you feel? Describe.
9 How long can you imagine living without any technological device?

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

Step 2: You are representing your school at an international students' conference on the topic of *Teens in the digital age* in Brussels. In a workshop session, you have been asked to discuss the topic with another participant. In your discussion you should

- outline what technological devices you use on a daily basis
- explain what you use them for
- describe your screen time routine *(hours of social media use, how often you check your email account, how many text messages you write, online school work, etc.)*
- discuss why so many teens suffer from Internet addiction.
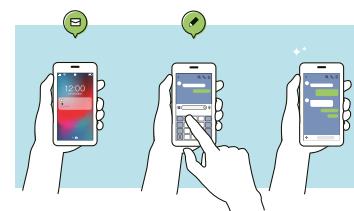
Before you start speaking, read the bullet points carefully and take notes in the table. Use your notes from Step 1. Do some online research if you need help.

bullet point 1
bullet point 2
bullet point 3
bullet point 4

Discussion phrases > page 165

Step 3: Get into pairs and start your discussion. Speak for about four minutes.

Key

8 Review

8 a
Language in use

Have a look at the sentences (1–9). Underline the correct modal verb. Compare your results with a partner.

1 Aras is behaving in a very unusual way. I think he *can/might* be gaming too much.
2 They *might/must* be away for the weekend, but I am not sure.
3 If Harris said that he didn't smoke, it *must/may* be true. He never lies.
4 Mr Brown's doctor claimed that his high blood pressure *might/couldn't* be due to his alcohol consumption.
5 Lana is broke – again. She *may/can* be addicted to shopping.
6 *Could/May* I go to the bathroom?
7 High cholesterol levels *could/must* be a sign of chocolate addiction.
8 Teens who are addicted to social media *can/might* perform worse at school.
9 Francis *couldn't/can* fully recover from her drug addiction after her difficulties last year.

8 b
Language in use

Create meaningful sentences. Use the plural form of the nouns (1–9). Compare your sentences with a partner.

1 mouse – _____

_____

2 fish – _____

_____

3 foot – _____

_____

4 half – _____

_____

>

5   woman – _____

_____

6   life – _____

_____

7   tooth – _____

_____

8   child – _____

_____

9   potato – _____

_____

8 c
Vocabulary

Have a look at the sentences (1–9). Complete them with an appropriate word from the box. Mind the tenses. Compare your results with a partner.

> proud – performance – to overreact – percentage – to raise – curious – threat – to admit – recovery

1   Taha's video gaming addiction negatively affected his school

_____.

2   Shania is really grateful for a full _____ from a serious substance use issue.

3   Farid was so _____ of himself that he had finally managed to overcome his smoking addiction.

4   The _____ of teens who smoke marijuana regularly has risen significantly in the last few years.

5   The government _____ the legal drinking age to 21 last year.

6   Drug abuse is a serious _____ to teens' physical and mental health.

7   The problem is that he always _____ to criticism, it's not that he does not do the work properly.

8   After the terrible accident Aiko finally _____ her addiction and sought help.

9   Most teens try drugs because they are _____ and feel pressure from their peers.

8 d
Speaking

Get into pairs. Have a look at the role cards (A and B) and decide who you want to be. Create a telephone conversation. Include as many telephone phrases from activity 1c on pages 90–91 as possible. Speak for about three minutes.

Role card A	**Role card B**
You are a sixteen-year-old teenager. You have been smoking for two years now and want to quit. So you call the smokers' helpline and ask for advice.	You are a peer supporter working voluntarily for a peer support line to help other teenagers. You are on the phone when the sixteen-year-old teenager calls. You want to find out for how long he/she has been smoking and why he/she wants to quit. You also give him/her some advice on how he/she could manage to stop smoking.

8 e
Writing
www

The successful youth addiction organisation *YZUP* in Great Britain is interested in young people's views and experiences with addictions. Therefore, they have started to run a blog section on their website about this issue. You have decided to write a blog entry.

In your blog entry you should

☐ summarise the main results from the pie chart (Input)

☐ outline how addiction affects young people's lives

☐ suggest what schools can do to prevent addiction amongst students.

Use appropriate phrases from the VocabBooster in activities 1b, 2a and 4a. Do some online research if you need help. Give your blog entry a title. Write about 200 words.

Input

Addiction among UK teens

- alcohol — 32 %
- Internet — 28 %
- smoking — 14 %
- drugs — 11 %
- eating disorders — 10 %
- shopping — 5 %

Source: PFA Research Ltd., 2023
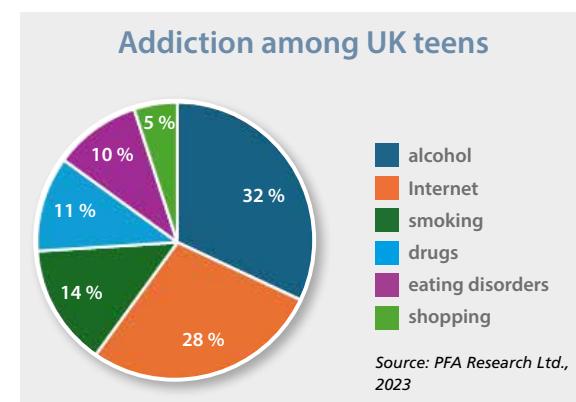
Key vocabulary

Addictions among teenagers

alcohol addiction	drug addiction	shopping addiction
chocolate addiction	Internet addiction	smoking addiction

to relieve stress	to boost one's self-esteem/self-confidence	to be proud of oneself
to feel good		to increase the price of legal drugs
to fit in	to be under peer pressure	to raise the smoking and drinking age
to overcome problems	to inform someone about the risks and consequences	
to perform better		to have someone to talk to
to be curious	to have an active social life	to have someone who cares

Addictions and the consequences

to be broke	to cause memory loss
to get physically and psychologically addicted	to overdraw one's bank account
to gain weight	to have high cholesterol levels
to become a criminal	to have bad breath
to lose one's friends	to suffer from serious withdrawal symptoms
one's heart rate and blood pressure rise	to get aggressive more easily
one's school/work performance suffers	to suffer from obesity
to cause lung cancer	to start to shiver
to get bad eyesight	to get a headache
to suffer from diabetes	

Are addictions more likely among teens?

to be likely to do something	to overreact to criticism	to resist doing something
to experiment with drugs	to be pleasurable	to overcome an addiction
to develop an addiction	judgement is often poor	to get proper treatment
substance abuse/use	to lack willpower	to make a full recovery

Ready to quit

to develop an excessive behaviour/habit	to ask for help
to not be able to think of anything else	to (not) realise the consequences of one's actions
to be controlled by something	to lack knowledge
to become a top priority in one's life	to be naïve
to talk to a person you trust/a teacher/a professional	to overcome mental health issues
to admit an addiction	to escape from problems with one's parents/school

Teen Internet addiction

to respond to a survey	to develop a compulsive behaviour	to feel insecure
a high/low percentage	to be moody	a form of punishment
to be a serious threat	to be an escape from reality	
to lead to mental health issues	to suffer from poor social skills	

UNIT 7

LIFE AS A TEEN

1 Warm-up: What it's like to be a teenager

1 a
Speaking

Step 1: Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster below.

1 What is it like to be a teenager in Austria? Describe.
2 What are the benefits and downsides of being a teenager?
3 How do the media influence the way teenagers think and behave?
4 What are your hopes and dreams for the future?

VocabBooster

to be fun	to be creative	to portray the negative rather than the positive
to be stressful	to have a good sense of humour	to influence the way young people eat/think/dress/behave
to be relaxing	to not earn one's own money	to have fewer responsibilities
to be hard/tough	to become a victim of bullying	to become successful
to be intense	to be dependent on one's parents	to have one's own family
to spend a lot of time at school/ on studying	to be scared of not fitting in	to find a job you love doing
to hang out with one's friends	to shape teenagers' opinions and positions	to be healthy/happy
to (not) do odd jobs	to manipulate teens	to look forward to having a settled life
to be optimistic/pessimistic		
to be willing to take risks		

Step 2: Have a look at the following quotes (1–6) and discuss their meaning with a partner. What personal connection can you make with the quotes? Which one is your favourite and why? Use the phrases from the LanguageBox on page 105.

1. As a teenager, you are still discovering who you are, what your life is about, and who you want to be as a person. It's very intense.
*(Kaya Scodelario, *1992, British actress)*

2. I was a happy kid up until I hit the teenage years.
*(Rick Springfield, *1949, Australian-American musician)*

3. I loved being a teen because you don't have all the responsibilities of an adult yet.
*(Elizabeth Gillies, *1993, American actress)*

4. All teenagers have this desire to somehow run away. *(Joan Chen, *1961, Chinese-American actress)*

5. It's rough being a teenager in this day and age. *(Kay Panabaker, *1990, American zoologist)*

6. Keep true to the dreams of your youth. *(Friedrich Schiller, 1759–1805, German poet and playwright)*

LanguageBox

Looking at the quotes, I'm reminded of …
From my point of view, the first quote is about …
For me the second quote means that …
I think that in the third quote … *(name of the person)* wanted to express that …
The fourth quote clearly highlights / focuses on …
In my opinion, the fifth quote tries to point out that …
I believe that the sixth quote is about …
I can make a personal connection to the first/second/third … quote because …
I have also experienced in my life that …
My favourite quote is … because …

2 Reading: Hopes, dreams and fears: the world of teens

2 a
Reading
Test format
Short answers

Read the article about teenagers' hopes, dreams and fears. Complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided on page 106. The first one (0) has been done for you.

Hopes, dreams and fears: the world of teens

1 **What do you want from your life?** Every teenager has been asked this question by adults before, and usually they do not have a clear
5 answer. It is hard to find out what you want to do in life when you are just in high school, and it is quite unfair to even question teenagers about having their lives together. Most teens are just starting
10 to grasp the world around them. If most of them cannot identify with the person they were a year or two ago, how are they supposed to identify with the future version of themselves? The process of finding out what you want to achieve as you get
15 older is a long and scary one, and there are always going to be external influences – whether they are your parents, peers, society, or teachers.
Many adults may wish to help, but trying to figure out what is going on inside the mind of a teen-
20 ager can be challenging. A new study shows that simply asking teens what they wish and hope for the future can be eye-opening. The question: "If you had three wishes, what would they be?" is included on a questionnaire de-
25 signed to be given to teenage patients before a doctor's visit. The survey, which is part of the *American Medical Association's Guidelines Service Program*, also includes questions about medical history,
30 health, school, safety, substance use and other habits. The authors of the study analysed the themes of responses from 100 teenagers between the ages of 11 and 18 years to the three wishes question.
Results showed that 85 percent of the teenagers had
35 wishes for themselves, 32 percent had wishes for others, and 10 percent had a wish for both themselves and others. Boys were more likely than girls to wish for things only for themselves (73 percent vs. 46 percent), while girls were more likely than
40 boys to wish for something for their families (26 percent vs. 9 percent). "While most of the wishes are predictable, wishes like, 'I wish my mom felt better' or 'I wish my parents did not split up' re-mind us of the value of asking these questions,"
45 said Eliana M. Perrin, senior author of the study.

>

The most common themes were to be wealthy (41 percent of wishes), followed by material items, e.g., a smartphone or a car (31 percent). 20 per-
50 cent of the teenagers had wishes for the world (e.g. world peace), and about 17 percent had wishes for their family (e.g. health) or school or athletic success (e.g. to play in the *NBA*). Boys also wished more for success, while girls wished more for
55 happiness. "It is astonishing that only 4 percent of the teenagers wished to be thinner," said Dr Perrin. There were no differences in the types of wishes by age or ethnicity. When asked about their perfect career, 43 percent said they hoped they would
60 get their dream job one day. They also pointed out the importance of searching for careers in the various areas that they are interested in and that doing something for fun was one thing, but doing something full-time was another. However, it is nota-
65 ble that 75 percent mentioned that they would be willing to take on a job that pays more money rather than their dream job, which can be interpreted as a somewhat practical approach towards a fulfilling career.

"We so rarely get an insight into teenagers' wishes,
70 and this study has given teenagers a voice," Dr Perrin said. With this work and these expectations in mind, perhaps the mystery behind the teenage mind will be easier to understand in the future.

0	The author thinks that asking teens about what they want from their life is _____ .	*unfair*
1	The author describes the actions teens must take to figure out what they want to do in life as _____ . *(Give one answer.)*	
2	The survey points out that talking to teens about their future can be _____ .	
3	The study asked for additional information on topics such as _____ . *(Give one answer.)*	
4	The group which was more likely to wish for something selfish was _____ . *(Give one answer.)*	
5	One surprising outcome of the study was that only a very small percentage of teens wanted _____ .	
6	The author finds it remarkable that teens would accept more money over _____ .	

2 b
Vocabulary
www

Step 1: Have a look at the VocabBooster. Scan the text from activity 2a for the words/phrases that mean the same as the definitions (1–13). The definitions are given in the order in which the expressions appear in the text. The first letter of the words is provided. Do some online research if you need help. The first one (0) has been done for you. Compare your results with a partner.

VocabBooster

0	to quickly take something in your hand(s) and hold it firmly	*grasp*
1	situated outside or being outside something	e
2	to finally understand something or someone, or find the solution to a problem	f
3	surprising and teaching you new facts about something	b e
4	a written list of questions	qu
5	a person's reply or reaction to something	r
6	obvious, easy to be expected in advance/ahead of time/beforehand	p
7	to end a relationship or marriage	s u
8	to make someone think of something that they have forgotten	r
9	to be rich, to have a lot of money	b w
10	a large group of people with a shared culture, language, history, set of traditions	e

11	to be happy to do something if it is needed	b w
12	making you feel happy and satisfied	f
13	a clear understanding of a problem or situation	i

Step 2: Complete the sentences (1–14) using an expression from the VocabBooster in Step 1. Mind the tenses. Compare your results with a partner.

1   Demir claims that he really has a _____ job.

2   He didn't believe that discussing race was necessary because people should not be judged on their

   _____ .

3   Nail's parents are not _____ to buy him a car for his 17th birthday.

4   The chat gave her an _____ into what was happening behind her back at school.

5   Have you already tried to _____ how to deal with failing an exam?

6   Melina's family may be _____ , but she certainly doesn't show it.

7   He is so _____ , you can set your watch by his actions.

8   Varhanges _____ with her boyfriend last month. She is still very sad.

9   The survey was _____ for both students and teachers.

10 We filled in the _____ in the waiting area while waiting to see the doctor.

11 Many teens find it hard to _____ how quickly life changes during high school.

12 The teacher was waiting for an answer but there was no _____ to her question.

13 The situation _____ me of a scene from a famous *Hollywood* movie.

14 The scientist didn't agree with the statement that a teenager's happiness depends very much on

   _____ influences.

3 Speaking: Wishful thinking

3 a
Speaking

Step 1: Have a look at the questions (1–6). Walk around in the classroom and interview three different classmates. Take notes in the table.

MAKE A WISH

	questions	student 1	student 2	student 3
1	If you could make one wish, what would it be?			
2	If you could work for a company of your choice after school, which one would you pick? Why?			
3	If you could decide where to live, what place would you choose? Why?			

>

4	If you could make some changes at your school, what would they be? Explain.			
5	If you could change one thing in history, what would it be? Why?			
6	If you could solve one problem for all teens in the world, what would it be? Why?			

Step 2: Get into pairs and summarise your findings. Use the phrases from the LanguageBox. Take turns.

LanguageBox

> All three classmates/Only one classmate/Nobody … said they/he/she would … if they/he/she could make one wish.
>
> Most of them explained that they would …
>
> It surprised me that only one classmate has/two classmates have/three classmates have …
>
> Only one student/Only two students said that he/she/they would like to work at … after school.
>
> All three classmates/Two classmates/Only one classmate said that they/he/she would like to live in … if they/he/she had the chance to choose.
>
> Only one student/Only two students/All three students said that if he/she/they could make changes at his/her/their school, he/she/they would … because …
>
> The majority/minority said they would … if they could change one thing in history.
>
> When being asked about one problem they could solve for all teens in the world, most of them/many of them/only one person said they/he/she would …
>
> Finally, …

Step 3: Think about your personal hopes, dreams and wishes for the future and take notes in the table.

hopes

wishes

My future

dreams

Step 4: Your class is currently taking part in the international *Teens for Life Conference* in Prague. You have been asked to give a 3-minute presentation. In your presentation you should

- describe your greatest wish *(what it is about, what makes it so great, why it is your greatest wish, if you think it will come true, etc.)*
- highlight common issues that teens have to face every day
- speculate about the greatest fears of teenagers regarding the future.

Before you start speaking, read the bullet points carefully and take notes in the table. Use your ideas from Step 1 and Step 3 and appropriate phrases from the VocabBooster below.

bullet point 1
bullet point 2
bullet point 3

VocabBooster

to suffer from high expectations/pressure from one's parents

to become a victim of bullying

to suffer from depression

to be/feel stressed out

to lack motivation/concentration

to struggle with schoolwork/teachers/marks

to be discriminated against

to experiment with alcohol/cigarettes/drugs

to be under negative peer pressure

to have an eating disorder

to worry about getting a job

to be concerned about climate change

to care about financial security

to be afraid of political changes

Presentation phrases > page 165

Step 5: Get into pairs and give your presentation. Take turns.

4 Writing: A perfect day in the life of a teenager

4 a
Speaking

Step 1: How would you describe the perfect day for you? Have a look at the phrases in the VocabBooster. Then answer the questions (1–5) in the table below and take notes. Use as many phrases from the VocabBooster as possible.

VocabBooster

to be on a desert island ▪ to be in untouched nature ▪ to be on a sandy beach ▪ to go sightseeing/ enjoy city life ▪ to be in the mountains ▪ to be in a beautiful winter landscape ▪ to enjoy the wonderful slopes on a mountain ▪ to be a bright, sunny day ▪ to be snowy ▪ to go sunbathing ▪ to ride a jet ski ▪ to go hiking ▪ to go surfing ▪ to do parasailing ▪ to go snowboarding ▪ to go diving ▪ to do climbing ▪ to have dinner at the beach ▪ to go partying/clubbing/dancing ▪ to read a good book ▪ to have fun with one's friends ▪ to listen to music ▪ to be with one's family ▪ to enjoy the day with your loved ones ▪ to enjoy being on your own ▪ to be happy ▪ to be overwhelmed ▪ to feel fantastic ▪ to be grateful ▪ to be at peace with someone or something

The perfect day	my notes
1 Where are you? *(location, country, surrounding area)*	
2 What is the weather like?	
3 What are you doing?	
4 Who is with you?	
5 How do you feel?	

Step 2: Get into pairs and describe your perfect day with the help of your notes from Step 1. Take turns.

LIFE AS A TEEN

In his last email, Berat, your friend from Türkiye, asked you about your idea of a perfect day. You have decided to write a reply email. In your email you should

- give detailed information about your perfect day *(e.g. where you spend it, who you spend it with, etc.)*
- explain what you are doing throughout the day
- point out what makes this day so special for you.

Use your notes from Step 1 in activity 4a and the phrases from the LanguageBox. Write about 250 words.

LanguageBox

> Hi …
>
> Thanks for your last email. How are things going? Last time we talked about our ideas of a perfect day.
>
> Well, believe me, I've had many great days in my life so far but if I had to describe the most perfect day, it would have to combine many different aspects.
>
> On my perfect day I would wake up in a cosy/big/comfortable bed in a … *(type of house)* at the sea/in the forest/in the mountains …
>
> I'd love to spend this day in … *(country/city/name of location)* because …
>
> There would be many flowers/trees/animals … and the weather would be …
>
> Of course my family/friends/my best friend … would be with me.
>
> I'd start the day with a wonderful breakfast on the terrace/in a nearby restaurant/in my bed/outside …
>
> Afterwards I would go swimming/running/skiing/surfing …
>
> At midday I/my family and I/my friends and I … Then I/we would have lunch/take a nap …
>
> In the afternoon I/we would …
>
> In the evening I/we would go out/have dinner …
>
> For the perfect ending of the day, …
>
> What makes this day so special for me is that …
>
> Anyway, for me it's not where you are, but who you are with that makes a day special and perfect.
>
> What do you think? Hope to hear from you soon.
>
> Best
>
> … *(your name)*

5 Language in use: Speak up – talk about it – say something – tell the world that teens are the future of tomorrow!

Trouble-free grammar: *say – tell – talk – speak*

☐ *say*

We use *say* **before reported speech** and in some **common phrases**.

She said that she felt very sorry.	to say something	to say your prayers
The article says that many teens are afraid of the future.	to say yes/no	to say hello/goodbye
The clock says it is 6 am.	to say a few words	
The label says it was produced in Cambodia.		

☐ *tell*

We use *tell* when **giving information**, when we **report commands** and in some **common phrases**.

Tell me what you need!	to tell the truth / a lie
Eileen told us about her influencer career.	to tell a story / a joke
He told me to close the window.	to tell somebody what to do

☐ *talk / speak*

We use *talk / speak* when two or more people are **having a discussion** and in some **common phrases**.

Let's talk / speak about the problem of bullying.
Whom were you talking / speaking to on the phone?
My grandpa often talked / spoke about his life as a teen on a big farm in the countryside.

Please note:

Use *talk* only:	Use *speak* only:
Stop talking nonsense!	I can speak three languages.
Theo often talks rubbish.	

5 a
Language in use

Have a look at the words from the box and match them with the appropriate verbs below to create useful phrases. Compare your results with a partner.

the truth	hello	about the novel	goodbye
me more about it	a joke	a lie	about the problem
to your family	a prayer	to somebody on the phone	yes / no

to say   **to tell**   **to talk / speak**

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

5 b
Language in use

Read the dialogue and fill in the appropriate verb *(say / tell / talk / speak)*. Sometimes there is more than one possibility. Mind the tenses. Compare your results with a partner.

Ayşe: Can I _____[1] to you for a moment?

Süleyman: Of course. What would you like to _____[2] about?

Ayşe: Well, have I _____[3] you about the conference I attended?

Süleyman: No, you haven't. I'd love to hear about it. Would you _____[4] me? What sort of conference was it? What was it about?

Ayşe: I took part in the *European Youth Parliament* in Berlin. I got to know so many young people from all over Europe. It was great.

We _____[5] about social issues and problems that trouble today's teens.

Süleyman: So that's all you wanted to _____[6] to me about?

Ayşe: Well, no, actually I wanted to _____[7] you that I feel you should be more respectful and tolerant towards other people. Yesterday I heard you _____[8] some very bad things that for sure hurt our classmate's feelings.

Süleyman: I'm definitely not the only one in class who is using bad language from time to time.

Ayşe: Maybe, yes, but I _____[9] to you because I thought that you were a smart guy who knows that everybody can make a difference, right?

EUROPEAN **YOUTH** PARLIAMENT
PARLEMENT EUROPÉEN DES **JEUNES**

>

Süleyman: I could do better, for sure.

Ayşe: In one of our discussions in the *EYP*, we committed ourselves to motivating other young people to show more respect and tolerance when it comes to dealing with other people. If we don't start treating each other with more care, we cannot expect other people to do so. One of my teachers always _____[10] that the highest result of education is tolerance.

Süleyman: You're right. Thanks for _____[11] to me. I appreciate it.

6 Listening: Expressing yourself through fashion

6 a
Speaking
www

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

1 How would you describe your consumer behaviour/consumer habits?
2 How important is fashion to you? How much money do you spend on fashion in a month?
3 Do you prefer branded clothes to non-branded clothing? Why?/Why not?
4 What are reasons why we should focus on quality over quantity when it comes to clothing?
5 Have you ever heard the term *fast fashion*? If yes, describe. If not, what could it mean?

6 b
Listening
Track 13

Test format
Multiple
matching

You are going to listen to a talk about how fast fashion attracts teens. 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 (1–6) with the sentence endings (A–I). 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.

0	Fast fashion is possible because teens _____ .
1	Teens who buy fast fashion clothes feel they cannot _____ .
2	To make sure they get the fast fashion items, teens _____ .
3	A strategy of fast fashion companies is counting on teens to _____ .
4	If teens buy cheap clothes that last longer than expected, they _____ .
5	Teens should be aware that if they constantly buy more clothes, they _____ .
6	Many teens have the desire to _____ .

A	make their own style of clothing
B	change how fast fashion clothes are made
C	produce even more unwanted material
D	impress other people their age with their style
E	sell their old clothes to buy new ones
F	enjoy looking at famous people's clothes
G	wear clothes that used to be fashionable
H	buy the clothes outside of the store
I	continue to buy without stopping

0	1	2	3	4	5	6
F						

Step 1: Have a look at the VocabBooster. The words/phrases have been used in the listening activity 6b. Listen again and try to guess their meaning from the context. Use an online dictionary if you need help.

public image ■ to get inspired ■ to be aware of something ■ fad ■ copycat ■ to keep up with someone/something ■ to purchase ■ to be up-to-date ■ to stay on track ■ to impress someone

Step 2: Match the words/phrases in A with the appropriate definitions/synonyms in B. Compare your results with a partner.

	A		B	
public image	1	☐	a	to know something; to see something
to get inspired by someone/something	2	☐	b	to do what is necessary so that you do not fall behind someone or something
to be aware of something	3	☐	c	a person or thing that copies, imitates, mimics, or follows the lead of another
fad	4	☐	d	to have the most recent information, or use the newest methods or tools
copycat	5	☐	e	to buy
to keep up with someone/something	6	☐	f	to continue doing what you planned so you can reach your goal
to purchase	7	☐	g	to feel motivated, energised, or influenced by someone/something
to be up-to-date	8	☐	h	to cause someone to feel admiration, interest and/or respect
to stay on track	9	☐	i	the opinion many people have of a person
to impress someone	10	☐	j	a style, activity, or interest that is very popular for a short period of time

Step 1: Get into pairs. Have a look at the table and take notes. Do some online research if you need help.

fast fashion	my notes
1 definition	
2 pros	
3 cons	

Step 2: Get together with another pair and compare your findings. Add any missing information.

7 Language in use: Some teens try to follow any trend.

Trouble-free grammar: *some – any* and compounds

We use *some*

- ■ in positive sentences (e.g. She is going to give her best friend some advice.)
- ■ with plural countable nouns (e.g. Jamal has made some new friends at the sports camp.)
- ■ 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. There is not any *Coke* in the fridge.)
- ■ in negative questions (e.g. Why didn't you ask any of your teachers?)
- ■ in positive sentences with the meaning of *every* (e.g. You can take any pen.)

We use *someone/somebody/something/somewhere*

- ■ when we don't say exactly who, what or where
e.g. Somebody broke the mirror in Pia's closet.
     There is something in the air.
     Let's go somewhere nice together.

We use *anyone/anybody/anything/anywhere*

- ■ in questions or when they mean it doesn't matter who, what or where
e.g. Has anyone seen Leyla?
     I did not do anything special last weekend.
     You can sit anywhere you like.

We use *nobody/no one/nothing/nowhere*

- ■ to refer to an absence of people, things or places
e.g. I knew nobody at the party.
     The young girl said that nothing would make her change her mind.
     There was nowhere to park his motorcycle.

7 a
Language in use

Fill in *some/any/someone/something/somewhere/anyone/anything/anywhere/nothing/nowhere*. Compare your results with a partner.

1 Have you got _____ red shoes? – No, I haven't got _____ .

2 I had to ask _____ to find the shopping mall.

3 Unfortunately, I didn't know _____ at the fashion show.

4 There was _____ left to eat in the refrigerator when I came home.

5 My mum always takes _____ sugar with her coffee.

6 There was _____ else they ever wanted to be.

7 I'd like to go _____ sunny in Europe this summer.

8 I've never seen _____ like that before.

9 Would you like _____ to drink? – Yes, please.

10 I can't find the black leather jacket _____ . Can you help me please?

7 b
Language in use

Have a look at the sentences (1–9) and underline the correct word. Compare your results with a partner.

1 Carla has not experienced *anything/something* like this since her early youth.

2 I think the new building is *nowhere/somewhere* close to your school.

3 The waitress asked if I wanted *any/some* milk in my tea.

4   Mark was quite shy at first because he didn't know *someone / anyone* at the conference.
5   There is *nowhere / anywhere* she would rather be than with her best friend Aurelio.
6   Sergio had been waiting for *someone / anyone* like her to come into his life.
7   The young boy promised that he wouldn't go *anywhere / nowhere* near the crime scene.
8   Do you have *someone / anyone* in your life that you would do *something / anything* for?
9   They have made their decision and there is *nothing / anything* more to say about it.

8 Review

8 a
Language in use

Underline the correct verb to complete the sentences (1–9). Compare your results with a partner.

1   How many languages can Besiana *tell / say / speak / talk*?
2   When you see Adrian, *tell / say / speak / talk* hello to him from me!
3   It is always great when grandpa *tells / says / speaks / talks* us a joke.
4   I can never hear what the teacher *is telling / is saying / is speaking / is talking*. Her voice is so quiet.
5   Never *tell / say / speak / talk* a lie. Lies have short legs.
6   Could you please stop *telling / saying / speaking / talking* nonsense?
7   If you have a problem, please just *tell / say / speak / talk* me about it.
8   They left without *telling / saying / speaking / talking* anything. I did not even manage to *tell / say / speak / talk* goodbye.
9   What did Bella *tell / say / speak / talk* about her best friend? I can't believe it!

8 b
Language in use

Have a look at the sentences (1–10). Fill in *some / any / someone / something / anyone / anywhere / nothing / nowhere.* You can use the words more than once. Compare your results with a partner.

1   I went to the shopping mall to buy some accessories for my best friend's birthday party, but they didn't have _____ at the store.
2   This could really happen to _____. Don't worry.
3   I can hear _____ talking in the classroom next door.
4   In fact, there is _____ we can do about it.
5   It always takes _____ time to become familiar with a new situation.
6   Tamara looked into her wardrobe, but couldn't find _____ white socks.
7   The little kid had _____ to go and no identification.
8   If you need _____ to help you, just call me.
9   There's _____ important I need to tell you, could we please speak about it?
10 Diego said that he would take her _____ she liked.

8 c
Vocabulary

Have a look at the words / phrases (1–9). Write down meaningful sentences on the topic of young people's concerns. Compare your findings with a partner.

1   grateful – _____

_____

2   financial security – _____

_____

>

3 to be dependent on someone – _____

_____

4 to fit in – _____

_____

5 public image – _____

_____

6 overwhelmed – _____

_____

7 odd job – _____

_____

8 response – _____

_____

9 to manipulate – _____

_____

8 d
Speaking

Step 1: Get into groups of three. Have a look at the role cards (A, B and C) and decide who you want to be.

Role card A:
You are a fashion victim and you
- can't live without fashion.
- spend most of your money on fashion.
- don't care if fast fashion is bad for the environment.

- _____

- _____

- _____

Role card B:
You think that fashion is not important and that
- it's a waste of money.
- fast fashion is polluting our planet.
- caring about fashion is superficial.

- _____

- _____

- _____

Role card C:
You like fashion but you avoid buying fast fashion items because

- you care about the environment.
- quality is more important to you than quantity.
- you are a fan of luxury brands.

- _____

- _____

- _____

Step 2: Before you start your discussion, try to find some more arguments to support your view and write them down. Find a partner who has the same role as you and compare your ideas. Add any new ideas.

Discussion
phrases
> page 165

Step 3: Get back into your original group of three and start your discussion. Speak for about four minutes.

8 e
Writing
www

Text type
Description
> page 167

Step 1: Do some online research about the most common themes that appear in young people's dreams. Take notes in the mind map.

Dreams

Step 2: Interview at least four classmates to see what themes show up in their dreams and add them to your mind map.

Step 3: Get into pairs and present your findings. Use the phrases from the LanguageBox.

LanguageBox

Talking about the most common themes that appear in people's dreams, it can be said that most of my classmates dream about/almost everyone dreams about/nearly half of the people dream about …
In addition, … *(theme)* also often appears in young people's dreams.
It is quite surprising that so many teens dream about … because …
Another common theme in teenagers' dreams is …
Concerning my classmates, I can say that most of them dream about/hardly anyone dreams about …
Finally, we have come to the conclusion that …

Step 4: Think of a dream that you have recently had. What was the dream about? Take notes in the table.

	my notes
1 **Describe the setting** *(place, location, surrounding/ environment, etc.)*	
2 **Describe the people** *(Who were the other people in your dream?, Did/Do you know them?, How did they behave?, etc.)*	
3 **Describe how you felt** *(Which emotions did you have?, etc.)*	
4 **Describe the situation** *(What was going on?, What happened to you/around you?, etc.)*	

Step 5: Write a description of your dream. In your description you should

- describe the setting in more detail *(place, location, surrounding/ environment, etc.)*
- give information about the people who appeared in your dream *(Who was there?, How did they behave?, etc.)*
- outline what happened in your dream *(What was going on?, What happened to you/around you?, How did you feel?, etc.)*.

Use your notes from Step 1 and Step 4. Give your description a title. Write about 200 words.

LIFE AS A TEEN

Key vocabulary

What it's like to be a teenager

to be fun

to be stressful

to be relaxing

to be hard/tough

to be intense

to spend a lot of time at school/
on studying

to hang out with one's friends

to (not) do odd jobs

to be optimistic/pessimistic

to be willing to take risks

to be creative

to have a good sense of humour

to (not) earn one's own money

to become a victim of bullying

to be dependent on one's parents

to be scared of not fitting in

to shape teenagers' opinions and
positions

to manipulate teens

to portray the negative rather than
the positive

to influence the way young people
eat/think/dress/behave

to have fewer responsibilities

to become successful

to have one's own family

to find a job you love doing

to be healthy/happy

to look forward to having a settled
life

Hopes, dreams and fears of teenagers

to grasp the world around you

to be an external influence

to figure out what's going on inside a teenager's mind

to be eye-opening

to fill in a questionnaire

to get a response from someone

to be predictable

to split up with someone

to remind someone of something

to be wealthy

ethnicity

to (not) be willing to do something

to have a fulfilling career

to get/gain an insight

Wishful thinking

to suffer from high expectations/pressure from one's
parents

to suffer from depression

to be/feel stressed out

to lack motivation/concentration

to struggle with schoolwork/teachers/marks

to be discriminated against

to experiment with alcohol/cigarettes/drugs

to be under negative peer pressure

to have an eating disorder

to worry about getting a job

to be concerned about climate change

to care about financial security

to be afraid of political changes

A perfect day in the life of a teenager

to be on a desert island

to be in untouched nature

to be on a sandy beach

to go sightseeing/enjoy city life

to be in the mountains

to be in a beautiful winter
landscape

to enjoy the wonderful slopes on a
mountain

to be a bright, sunny day

to be snowy

to go sunbathing

to ride a jet ski

to go hiking

to go surfing

to do parasailing

to go snowboarding

to go diving

to do climbing

to have dinner at the beach

to go partying/clubbing/dancing

to read a good book

to have fun with one's friends

to listen to music

to be with one's family

to enjoy the day with your loved
ones

to enjoy being on your own

to be overwhelmed

to feel fantastic

to be grateful

to be at peace with someone or
something

Expressing yourself through fashion

to care about one's public image

to get inspired by someone/something

to follow a fad

to be a copycat version

to try to keep up with someone/something

to purchase fashion items

to be up-to-date

to stay on track

to impress someone

TOLERANCE IS A MINDSET

Unit overview		
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1 Warm-up: What it takes to be tolerant

1 a
Speaking

Step 1: How tolerant are you? Fill in the questionnaire below to learn more.

1 = strongly agree 2 = agree 3 = not sure 4 = disagree 5 = strongly disagree	1	2	3	4	5
1 I am a tolerant and respectful person.	☐	☐	☐	☐	☐
2 I always try to see things from another perspective.	☐	☐	☐	☐	☐
3 I am good at taking criticism.	☐	☐	☐	☐	☐
4 I try to form my own opinion by getting the best information possible on the issue.	☐	☐	☐	☐	☐
5 I am interested in other people's cultures and traditions.	☐	☐	☐	☐	☐
6 I accept and respect other people's religion.	☐	☐	☐	☐	☐
7 I am grateful for getting good-quality education.	☐	☐	☐	☐	☐
8 The benefits of a culturally diverse society outweigh the drawbacks.	☐	☐	☐	☐	☐
9 I can easily accept people who are different from me.	☐	☐	☐	☐	☐

Step 2: Discuss your results with a partner. In your discussion you should

- ☐ point out how your answers differ
- ☐ outline which statements you strongly agree or disagree with
- ☐ reflect on what it takes to be tolerant.

Discussion
phrases
> page 165

Speak for about three minutes. Use appropriate phrases from the VocabBooster.

VocabBooster

to show sympathy	to treat others the way you would like to be treated
to be open-minded	to (not) feel superior to others
to accept other people's opinions and preferences	to be patient
to be curious about other people's lifestyle/culture	to be fair-minded
to practise respect	
to be empathetic	

1 b
Speaking

Get into pairs and discuss the following questions.

1 How would you define "being different"? Explain in your own words.
2 How would you describe yourself? What are some characteristics of your personality?
3 How different do you think you are compared to others?
4 How can you make a difference in this world?
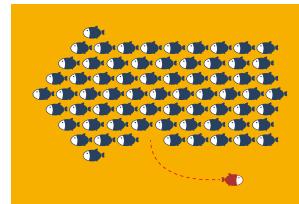
2 Language in use: She said that tolerance was the key.

Trouble-free grammar: Reported speech

We use **reported speech** to report what somebody else said. When we report **statements that were made in the past we change the tense** of the direct speech.

direct speech	reported speech
"Respect is a very important part of any relationship!"	The teacher said that respect was a very important part of any relationship.
"We will try to be more polite with each other."	The teens said that they would try to be more polite with each other.

Tense changes in reported speech

present tense → past tense   *will*-future → *would*

We often have to change other words apart from the verb form.

this ➡ that	today ➡ that day	yesterday ➡ the day before	tomorrow ➡ the next day
these ➡ those	ago ➡ before	last week ➡ the week before	next week ➡ the following week
here ➡ there	now ➡ then		

2 a

Language in use

Report what these teenagers said. The first one (0) has been done for you. Compare your results with a partner.

0 I love to get in touch with people from other cultures.

She said that she loved to get in touch with people from other cultures.

1 I'm a very respectful and open-minded person.

2 I'll try to be more tolerant in the future.

3 I never judge a person for being different.

4 I hope that future generations will do a better job with integration.

5 I don't have any prejudices.

6 I will get the Austrian residence permit tomorrow.

7 I'm very interested in learning new languages.

Step 1: Interview a classmate and ask him/her the following questions (1–6). Write down the answers in direct speech.

1 How many texts do you write a day?

_____

2 How do you get on with your classmates?

_____

3 How often do you comment on social media?

_____

4 Do you often use AI for schoolwork?

_____

5 Do you sometimes judge someone by how they look?

_____

_____

6 What do you usually do in your English lessons?

_____

_____

Step 2: Now report to someone else what the classmate that you have just interviewed said. Write down the sentences in reported speech.

1 He/She said that _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

6 _____

_____

3 Reading: All different, all equal

3 a
Speaking

Have a look at the pictures (1–6) and discuss the questions below. Use appropriate phrases from the VocabBooster.

1. How are the people in the pictures different from each other? Describe.
2. Why do we often judge people who are different from us?
3. Have you ever been judged by someone? How did you feel?
4. What can we do to avoid negative thinking about others and be more open and respectful? Explain.

VocabBooster

to be disabled	to feel frightened/scared	to understand other people's behaviour/lifestyle
to be homeless	to feel insecure/not confident	to feel inferior
to be homosexual/gay	to want to be right	to lack knowledge
to have a different cultural background	to be intolerant	to boost one's self-esteem
to have a pigmentation disorder	to feel stress and discomfort	to get information about a topic
to use a wheelchair	to accept other people's viewpoints	

3 b
Reading
Test format
Multiple matching

Read the texts about tolerance and equality. Choose the correct texts (A–C) for each statement (1–6). Write your answers in the spaces provided. The first one (0) has been done for you.

A culture of tolerance and equality

Text A – Nail Bakkal

1 Frankly, I think that teens can be quite intolerant. We may be intolerant of our parents, our siblings, the rules, fashion, school, the family traditions or activities that we once liked but are now too child-
5 ish for our current age. It's absolutely normal for teenagers to avoid and reject things that make them feel uncomfortable or that seem childish to them – it's part of growing up. For me personally, social pressures also come into play. Teens tend to
10 form groups of close friends, and these groups are often held together by some degree of conformity.

They share the same values and often it is not accepted to raise your voice or be of a different opinion. But when it comes to 15
peers, teenagers are often much more willing to conform. In the worst-case scenarios, teens may pressure and encourage each other to bully peers outside their group for their differences. I feel that 20
schools and teachers should also make an effort towards teaching tolerance. But it's one of those sub-

jects that just can't be left only to schools to handle – parents have to do their part as well. Parents are our first teachers and remain our most important teachers, even or especially in our teen years. 25

Text B – Teuta Basha

1 Lately, I have been thinking about how long people will accept the behavior of others before becoming angry or disappointed enough to say something. When do we draw the line between
5 accepting different behaviors or thinking of them as being harmful? Well, tolerance is complicated. As a behavior, tolerance can be seen in different ways. We can be tolerant, which suggests acceptance and being okay with the behaviors of others
10 even if we don't agree a hundred percent. I may not like someone's political views, but I am not offended so I can agree to disagree with you. I can tolerate a situation, which I'm personally not involved in, even though I think it is unacceptable.
15 For example, in my last internship I worked for a boss who was mean and a bully. I hated the way he was treating the staff, but I needed this internship for school. So I had to tolerate a bad situation. What I'm trying to say here is that 20 we should also take care not to become so tolerant that we become blind to bad behaviors. We can even be too tolerant. For example, we might excuse or ignore behaviors that we think are 25 inappropriate or wrong, such as a classmate making racist comments or sexist jokes just because we don't want to be their next victim. Such things are far too common in schools these days. We can be tolerant, and we can tolerate a lot of things. The 30 key is recognizing when those options are good for us and when they are not.

Text C – Damir Petrić

1 It's important for children to learn both to respect and appreciate people's differences as well as to understand all the things they have in common. It's a fact that we are all very different. And this is per-
5 fectly fine. Unfortunately, most of us don't realise how different we are and therefore can't understand why or even that others don't see the world the same way we do. Most people believe that we all have the same basic
10 experience of life. Yet the truth is that we make our very own experiences. We were raised differently, grew up differently, had different friends and were surrounded by different people. So how can we all be the same? It's a complex situation that many
15 people struggle to understand. Well, without our individual and personalised stories each and every one of us is the same. We are all human beings who 20 have rights which cannot be gifted or taken away regardless of race, colour, property, birth or other status. We have the liberty to speak any language we want. Absolutely nobody is better than anyone else. Learning to live with the other, with the dif- 25 ferent, with the diverse is an important part of our life. We can actually learn a lot from each other if we accept and tolerate each other. And it is through the people we choose to be around that we are influenced, either positively or negatively. 30

According to the texts, which person says …?		
He/She has doubts about being tolerant all the time.	0	B
He/She thinks it's a logical consequence of our upbringing that we are all different.	1	
He/She says that peer pressure makes it often hard for teens to express a different view.	2	
He/She points out that being tolerant can also be exaggerated.	3	
He/She mentions people should be able to communicate however they want.	4	
He/She believes that those who raise kids are also responsible for teaching tolerance.	5	
He/She talks about a personal example of when he/she had to be tolerant.	6	

3 c
Vocabulary

Have a look at the VocabBooster. Then get back to the texts in activity 3b. Find the appropriate words/phrases and write them next to their definitions/synonyms (1–15) in the table. The first letter of the words is provided. The words/phrases appear in the same order as in the original texts. The first one (0) has been done for you. Compare your results with a partner.

VocabBooster

		definition	word/phrase
	0	to refuse to accept, use, or believe something or someone	r*eject*
	1	immature, like the behaviour of a child	c
	2	behaviour that follows the usual standards that are expected by a group or society	c
	3	to rise, to move to a higher position, to lift up	r
	4	the most unpleasant or serious thing that could happen in a situation	w s
	5	to frighten or hurt someone, often over a period of time	b
	6	to deal with; to be in charge of	h
	7	to stay in the same place or in the same condition	r
	8	unhappy because someone or something was not as good as you hoped or expected, or because something did not happen	d
	9	to set a limit on what one is willing to accept or tolerate	d t l
	10	to be dangerous, unsafe	b h
	11	to be upset and angry, often because someone has been rude	b o
	12	to be part of an activity or event	b i
	13	a period of time during which someone works for a company or organisation in order to get experience of a particular type of work	i
	14	an object or objects that belong/s to someone	p
	15	the freedom to live as you wish or go where you want	l

4 Speaking: Living in a diverse society

4 a
Speaking
www

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

1 Which prejudices do people have? Have a look at the VocabBooster and say which of them you find most/least offensive. Give reasons.

VocabBooster

> skin colour ▢ hair colour ▢ gender *(male/female/diverse)* ▢ social class ▢ religion ▢ culture ▢ food ▢ tradition ▢ appearance ▢ age

2 What are the benefits of a multicultural society?
3 What are the downsides of a multicultural society?
4 What are the most important values in your culture? Have a look at the VocabBooster and say why these values are important to you.

VocabBooster

respect for authority/elderly people	relationship to time	personal space
importance of religion	work ethics	sense of humour
gender roles	rituals and ceremonies	level of politeness
	behaviour in public	attitude towards education

4 b

Your class is taking part in an international school project for more tolerance in our culturally diverse world. You have been asked to give a 3-minute presentation on this topic.

In your presentation you should

- [ ] outline the benefits of a diverse society
- [ ] point out what challenges can arise in a diverse society
- [ ] suggest what schools can do to raise students' tolerance of and respect for diversity.

TOLERANCE

Step 1: Before you start speaking, read the bullet points carefully and take notes in the table. Use appropriate words/phrases from the VocabBoosters in activity 4a and from the VocabBooster below. Do some online research if you need help.

bullet point 1
bullet point 2
bullet point 3

VocabBooster

to be more innovative/creative	to result in unequal treatment at school/work
to lead to economic growth	to organise workshops
to gain an understanding of other people's worldviews/values/beliefs	to point out what/how much we can learn from one another
to hear new viewpoints	to be a role model of tolerance and respect
to be more peaceful	to involve students in projects
to learn from each other	to teach someone about other cultures, traditions and religions
to create stereotypes and biases	
to lead to misunderstandings	

Presentation phrases > page 165

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

5 Language in use: Will you stop judging?

Trouble-free grammar: Expressing future

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

On Tuesday our teacher will introduce a new student from Asia.
I think that I will be a tolerant and open-minded adult.
Sheyda hopes that they will stop judging her.
Özebek fears that his classmates will have some prejudices.
I will take the fried chicken with a mixed salad.

>

Negation

On Tuesday our teacher will not / won't introduce a new student from Asia.
I fear that I will not / won't manage to stop judging other people's actions or words ever again.

Questions and short answers

Will you help me carry the heavy bag, please? – Yes, I will.
Will she take the fried chicken with a mixed salad? – No, she won't.

☐ We use the *going to*-**future** for **plans** and **intentions**. We also use the *going to*-**future** when we can **predict the future** by having **present evidence**.

They are going to stand up for their rights.
My best friend is going to do an internship at *Amnesty International.*
Look out! You are going to break that glass.

Negation

They are not going to accept the discrimination any longer.
My best friend is not going to do an internship at *Amnesty International.*

Questions and short answers

Are they going to stand up for their rights? – Yes, they are.
Is my best friend going to do an internship at *Amnesty International?* – No, he isn't.

5 a
Language in use

Complete the sentences (1–8). Use the *will*-future or the *going to*-future. Compare your results with a partner.

1 Are you worried that you _____ (not, be) welcome during your internship in the UK?

2 Look at the dark sky! It _____ (snow) in a minute.

3 Let's hope that the weather _____ (be) good at the weekend.

4 What _____ (you/do) in your internship in summer?

5 We promise that the *Refugee Asylum Centre* _____ (open up) again.

6 *Amnesty International* _____ (release) a new report about the topic of integration next week.

7 The teacher expects that her students _____ (be) respectful to each other.

8 Nora looks angry; she certainly _____ (not, accept) that.

5 b
Language in use

Have a look at the sentences (1–8) and write down the most appropriate answer (A or B). Compare your results with a partner.

1 Leyla _____ (give) her presentation about gender equality on Thursday next week.
   A will give   **B** is going to give

2 I guess we _____ (have to) act differently in the future if we want to see a change.
   A will have to   **B** are going to have to

3 The teenagers _____ (stand up) for more LGBTQ+ rights in a street demonstration on Friday.
   A will stand up   **B** are going to stand up

4 I promise I _____ (do) whatever I can to be a supportive and empathetic friend.
   A will do   **B** am going to do

5 The charity organisation hopes that many people _____ (support) their new *Pro Human* campaign.
   A will support   **B** are going to support

6 She _____ (not, stop) fighting for a more peaceful future.
   A will not   **B** is not going to stop

7 Mrs Norris is afraid that her son _____ (not, be) polite to her best friend's daughter.
   A will not   **B** is not going to be

8 Dad _____ (take) me to the music festival on Saturday afternoon.
   A will take   **B** is going to take

6 Writing a blog comment: Tolerance is a life skill

6 a
Vocabulary
www

Have a look at the VocabBooster. Match the words in A with the appropriate ones 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 rely on one's	**1**		**a**	be right
to have difficulty accepting	**2**		**b**	fulfilled life
to want to	**3**		**c**	with people from different cultures
to (not) be patient enough to learn	**4**		**d**	greater peace
to live a happy and	**5**		**e**	own worldview
to appreciate another person's	**6**		**f**	to understand other people
to bring	**7**		**g**	thoughts and perspectives
to work together	**8**		**h**	other opinions

6 b
Writing
Text type
Blog comment
> page 173

You came across the following blog entry on *www.toleranceiskey.com.*

Tolerance – a life skill?

by chris09
23 May, 5:15 pm

In the 21st century, teenagers cannot escape pictures of terrorism, war, school shootings, extremist groups, street violence and hate crimes in our culturally diverse world. But should they?

Tolerance today is no longer a character trait which is nice to have; it has become a necessary life skill. Do you agree?

Can't wait to read your comments.

You have decided to comment on this blog entry. In your blog comment you should

- describe what makes you a tolerant person
- explain why it is often challenging to be tolerant
- discuss why tolerance has become a necessary life skill.

Before you start writing, read the bullet points carefully and take notes in the table. Use appropriate phrases from the VocabBooster in activities 1a and 6a and the phrases from the LanguageBox on page 128. Write about 200 words.

bullet point 1

bullet point 2

bullet point 3

>

LanguageBox

Thanks for your interesting post, Chris!

I felt inspired to comment on it because …

It's absolutely true that young people cannot escape …

I agree/disagree with you when you say that … because …

Personally speaking, I would say that I'm a tolerant person because …

I always try to …

It's important for me/It's not important for me to … because …

I think that it is often challenging to be tolerant as …

On top of that, it is quite difficult to …

In addition, …

Tolerance has become a necessary life skill for today's youth because …

From my point of view, teenagers need to know about other cultures and traditions because …

Being a culturally aware person is also really important in one's work life as …

What do others think?

Thank you once again for the interesting post.

Looking forward to reading more comments on this topic.

7 Listening: Teen refugees in Australia

7 a

Speaking
www

Test format
Interaction

Get into pairs. Have a look at the mind map and discuss the topic of refugees. Do some online research if you need help. In your discussion you should

☐ explain what a refugee is

☐ outline the main challenges refugees have to face

☐ discuss reasons why people have to leave their home country.

Use appropriate words/phrases from the mind map and the VocabBooster. Speak for about three minutes.

conflict · illegal · citizenship · crisis · politics · religion · status · asylum · stateless · migrant · race · immigration · protection · nationality

Refugee
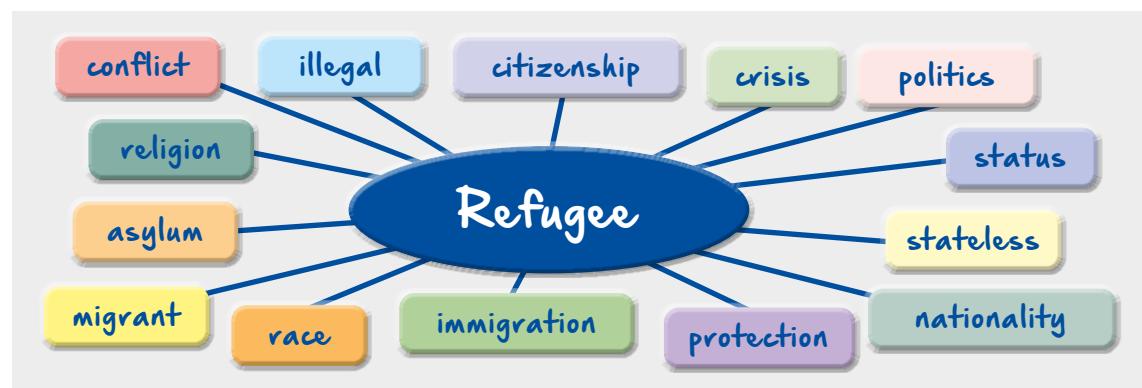
VocabBooster

to be forced to leave one's home country	to be caught in the middle of a war
to lack language skills	to lead to political unrest
to face racism and discrimination	to face an economic crisis
to suffer from trauma	to have/suffer from poor living/work conditions
to have limited access to education	due to environmental factors
to be lonely	

7 b
Vocabulary

Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Compare your results with a partner.

VocabBooster

	A		**B**	
to receive a	**1**	☐	**a**	another way of thinking
to deal with	**2**	☐	**b**	uncertainty about something
there is a lot of	**3**	☐	**c**	permit of residence
to feel like	**4**	☐	**d**	to a new culture
to be confronted with	**5**	☐	**e**	one's mother tongue
to speak	**6**	☐	**f**	secure and safe
to adjust	**7**	☐	**g**	language barriers
to do	**8**	☐	**h**	an odd job
to seek	**9**	☐	**i**	you belong
to feel	**10**	☐	**j**	asylum in another country
to appreciate	**11**	☐	**k**	scholarship at a university
to get a	**12**	☐	**l**	the help you received

7 c
Listening
Track 14

Test format
Multiple
choice

You are going to listen to a recording of two teen refugees talking about their new life in Australia. 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.

Two teen refugees in Australia

0 **Saber began learning English**
- **A** when he was a child.
- **B** when he came to Australia.
- **C** when he moved to Syria.
- **D** when he first met people at the organisation.

1 **It was a totally new experience for Saber to**
- **A** enter high school.
- **B** travel with his whole family.
- **C** travel across the ocean.
- **D** stay calm at junior high school.

2 **For Masa, wanting to feel comfortable in Australia was important because**
- **A** she planned to make a home there.
- **B** she wanted to find an Arabic community there.
- **C** she did not feel like people wanted her there.
- **D** she did not understand social life at school.

3 **One reason Masa wanted to see a lot of Arabic people in Australia is she**
- **A** could speak Arabic if she wanted.
- **B** thought Australia was not very welcoming.
- **C** she had difficulties making friends.
- **D** could not think like an Australian.

4 **Saber felt better about his situation once he**
- **A** could speak to other people from his culture.
- **B** joined a sports club.
- **C** was able to get expert help.
- **D** was able to earn some money at his part-time job.

5 **Saber wants people in Australia to understand**
- **A** that refugees need more money just to survive.
- **B** that being multicultural is important.
- **C** that refugees decided to live in Australia because of the perfect living conditions.
- **D** why people are refugees in the first place.

6 **Saber is not finishing his schooling because he**
- **A** wants to find a good team first.
- **B** does not have enough money.
- **C** wants to find a job in a different field.
- **D** needs help studying chemistry.

0	1	2	3	4	5	6
A						

Key

8 Review

8 a
Language in use

Report what the two teenagers from the listening activity 7c said.

1 Masa: "I live in Australia now."

Masa said that _____

_____

2 Masa: "I have to deal with language barriers."

_____

_____

3 Masa: "I will study media and psychology at Macquarie."

_____

_____

4 Masa: "I will live in Australia for the rest of my life."

_____

_____

5 Masa: "As refugees we appreciate everyone who helps and supports us here."

_____

_____

6 Saber: "I am from Syria and English is taught in schools in Syria."

_____

_____

7 Saber: "It will take me some time to adjust to the new culture."

_____

_____

8 Saber: "I am sure that integration has to happen on both sides."

_____

_____

9 Saber: "I will study at university and will do my Masters in Chemistry."

_____

_____

8 b
Language in use

Have a look at the sentences (1–9). Put the verbs in the correct form (*will-future or going to-future*). Compare your results with a partner.

1 Ahmet fears that he _____ (not, be) accepted by his new classmates.

2 I _____ (take) the vegetarian pizza and a mixed salad.

3 They _____ (take part in) the *Teens For More Tolerance Conference* in Paris.

4 Look at the screen! The laptop _____ (turn off).

5 Belinda thinks that she _____ (finish) the human rights project in time.

6 The family _____ (travel) the world next year.

7 Farid and Emre _____ (work) for a charity organisation in Africa this summer.

8 Her parents hope that she _____ (have) a good mark on the test.

9 On Saturday it _____ (be) sunny and warm.

8 c
Vocabulary

Have a look at the sentences (1–9). Complete them with an appropriate word from the box. Compare your results with a partner.

> superior – discomfort – language barrier – property – harmful – to bully – to adjust – worldview – to appreciate

1 I really _____ the information you gave me. Thanks once again!

2 His insulting remarks caused him _____ and stress.

3 Anitta had to deal with a big _____ when she arrived in Mexico.

4 Our _____ is built by those we surround ourselves with.

5 The family is proud of their _____ , the crops grown on it, and the history of how it all came to be.

6 Filip finally managed to _____ to the culture in his new home country.

7 The student was jealous of his classmate's success and started to _____ him day in and day out.

8 We all don't know why the new student always feels _____ , smarter and more creative.

9 Intolerance can be _____ , especially when it is used to prejudice people.

8 d
Speaking

Mini-scenario

TeenLife, a popular teen magazine, wants to find out more about teenagers' knowledge on refugees and migration. One of you is a teen journalist and one of you is a student. Create an interesting interview. Use the following questions (1–4) in the interview and add some more. Use your ideas from activity 7a and the phrases from the LanguageBox below. Speak for about four minutes.

1 Who is considered a refugee? What comes to mind when you hear the word *refugee*?
2 What are reasons for people having to leave their home country?
3 What are common problems and challenges refugees have to face?
4 Are there any refugees living in your village/town/city? Which countries do they come from?

5 _____

6 _____

7 _____

8 _____

LanguageBox

Teen journalist	Student
Hello, my name is …, I work for *TeenLife,* a popular British teen magazine.	Great that you've chosen me. / It's a pleasure.
Can I talk to you for a minute? / Have you got a minute?	How long will the survey take?
We are conducting a survey to find out more about teens' knowledge on refugees and migration. May I ask you some questions?	When will the article be published?
	I hope I've been able to help you.
Thanks a lot.	You're welcome.

TOLERANCE IS A MINDSET

Step 1: Have a look at the box. Check the meaning of the words you do not know in an online dictionary. Then write the phrases in the appropriate category in the table below. Compare your findings with a partner.

RESPECT

> to be honest – to be reliable – to be helpful – to be humorous – to be brave – to be strong – to be fair – to be crazy – to be forward-thinking – to be straightforward – to be self-confident – to be caring – to be egoistic – to be adventurous – to be bossy – to be mean – to be smart – to be sensitive to other people's feelings – to be stubborn – to be manipulative – to be polite

character traits that earn my respect	character traits that don't earn my respect

Step 2: You saw the following advertisement on *Instagram*.

Who earns your respect?
Everyone has someone in life that stands above the rest
as a person you truly respect and admire.
Who is that person in your life?
Upload your blog entry on *www.tolerance&respect.co.uk* by the end of this month. The best blog entries will win tickets for a concert of your choice.

You have decided to write a blog entry. In your blog entry you should

- describe the person in more detail
- point out why this person earns your respect
- explain what you have learnt from this person.

Give your blog entry a title. Use your notes from Step 1. Do some online research if you need help. Write about 200 words.

Key vocabulary

What it takes to be tolerant

to show sympathy
to be open-minded
to accept other people's opinions and preferences
to be curious about/interested in other people's lifestyle/culture
to practise respect
to treat others the way you would like to be treated
to (not) feel superior to others
to be empathetic
to be fair-minded

to rely on one's own worldview
to (not) be patient enough to learn to understand other people
to want to be right
to live a happy and fulfilled life
to appreciate another person's thoughts and perspectives
to bring greater peace
to work together with people from different cultures
to have difficulty doing something

All different, all equal

to be disabled
to be homeless
to be homosexual/gay
to have a different cultural background
to have a pigmentation disorder

to use a wheelchair
to feel frightened/scared
to feel insecure/not confident
to be intolerant
to feel stress and discomfort
to feel inferior

to accept other people's viewpoints
to understand other people's behaviour/lifestyle
to lack knowledge
to boost one's self-esteem
to get information about a topic

Living in a diverse society

age
appearance
culture

food
gender *(male/female/diverse)*
hair colour

skin colour
social class
tradition

respect for authority/elderly people
importance of religion
gender roles
relationship to time
work ethics
rituals and ceremonies
behaviour in public
personal space
sense of humour
level of politeness

attitude towards education
to be more innovative/creative
to lead to economic growth
to gain an understanding of other people's worldviews/values/beliefs
to hear new viewpoints
to be more peaceful
to learn from each other
to create stereotypes and biases
to lead to misunderstandings

to result in unequal treatment at school/work
to organise workshops
to point out what/how much we can learn from one another
to be a role model of tolerance and respect
to involve students in projects
to teach someone about other cultures, traditions and religions

Tolerance is a life skill

to reject something
to be childish
to show some degree of conformity
to be a worst-case scenario
to raise one's voice
to bully someone

to handle a difficult situation
to remain
to be disappointed
to draw the line
to be harmful

to be offended by someone/something
to be involved in something
to do an internship
to have the liberty to speak one's native tongue
to have one's own property

Teen refugees in Australia

to be forced to leave one's home country
to lack language skills
to face racism and discrimination
to suffer from trauma
to have limited access to education
to be lonely
to be caught in the middle of a war
to lead to political unrest
to face an economic crisis
due to environmental factors
to have/suffer from poor living/work conditions
to receive a permit of residence

to deal with language barriers
there is a lot of uncertainty about something
to feel like you belong
to be confronted with another way of thinking
to speak one's mother tongue
to adjust to a new culture
to do an odd job
to seek asylum in another country
to feel secure and safe
to appreciate the help you received
to get a scholarship at a university

UNIT 9

THE EVOLUTION OF MEDIA

Unit overview		
Warm-up	How the media has changed over time	134
Listening	How young people get their news	136
Speaking	How do you access the news?	137
Writing	Writing a formal email: Digital versus print magazine – which one is better for our school?	138
Language in use	Politicians urged to act on news credibility	139
Reading	The fake news problem	141
Language in use	Such great news and so encouraging	143
Review		144
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1 Warm-up: How the media has changed over time

1 a
Speaking
www

Get into pairs. What comes to mind when you think of the term *media*? Write down nouns, verbs and/or adjectives for each letter that you associate with the media. Use an online dictionary if you need help. Compare your results with another pair and add any new ideas.

M _____

E _____

D _____

I _____

A _____

1 b
Speaking
www

Get into pairs. Read the statements (1–8) about the evolution of media and fill in the correct year from the box. Do some online research if you need help. Compare your results with another pair.

| 1450 | 1810 | 1830s | 1920 | 1946 | 1980s | 1990s | 2024 |

1 By the late _____, hundreds of newspapers were publishing online versions, but they did not offer much interactivity.

2 Around _____, Johannes Gutenberg invented the movable type printing press, which made the mass production of print media possible.

3 In _____, Friedrich Koenig, pushed media production even further when he hooked the steam engine up to a printing press, leading to the industrialisation of printed media.

4 The media world faced drastic changes once again in the _____ with the spread of cable television.

5 In the _____, the major daily newspapers faced a new threat with the rise of the penny press – newspapers that were cheaper, more sensational daily news sources, mostly about murder, celebrities and sports.

6 In _____, the first major non-print forms of mass media – film and radio – became very popular.

7 In _____, a majority (83 %) of 16–24-year-olds consumed news online.

8 In _____, almost one billion televisions were sold worldwide.

1 c
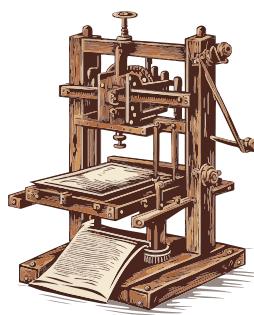
Step 1: Have a look at the questions (1–7) about your newspaper and magazine reading habits and write down your answers in the table below. Then walk around in class and interview three students about their newspaper and magazine reading habits. Take notes.

1 How often do you read a newspaper?
2 Do you prefer to read newspapers online or in the print version?
3 What type of newspapers *(tabloids or quality papers)* do you prefer to read?
4 Which sections *(politics, international, business, sports, etc.)* are you most interested in? Explain.
5 How often do you read magazines?
6 What type of magazines *(fashion, cars, sports, celebrity, teen, science, technology, etc.)* do you prefer to read? Explain.
7 What makes you choose a particular magazine/newspaper? Give reaons.

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

Please note:
Tabloid: a newspaper of small format giving the news in a shortened form, usually with illustrated, often sensational material
Quality paper: a newspaper, typically a broadsheet, that is considered to deal seriously with issues and to have high editorial standards

Phrases for summarising > page 166

Step 2: Get into pairs. Report your findings and also talk about your personal newspaper and magazine reading habits. Speak for about three minutes. Use your notes from Step 1 and the phrases from the LanguageBox. Take turns.

LanguageBox

Let me quickly summarise/point out/report what our classmates said about their newspaper and magazine reading habits.
I found out that … read/reads the newspaper/a magazine daily/regularly/once a week/occasionally …
Two out of three also claimed that they were most interested in reading about … because …
To my surprise, everybody/nobody/only one person … said that …
On top of that, … per cent pointed out that …
Finally, I would like to talk about my personal newspaper and magazine reading habits.
I personally read a newspaper/a magazine …
All in all, I have to admit/I believe/it seems that …
Last but not least, I would like to add that …

2 Listening: How young people get their news

2 a
Speaking
www

Get into pairs and answer the questions. Do some online research if you need help.

1 Which different kinds of media do you consume on a daily basis?
2 Would you say that young Austrians are interested in the news? Why?/Why not?
3 What do you think about countries that ban or restrict the media? Which countries with media censorship do you know?
4 What do you think of the phrase, "No news is good news"?

2 b
Listening
Track 15

Test format
Short answers

You are going to listen to four young people talking about how they get their news. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (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.

How I get my news

0	Where does Pablo get his news from?	*several (news) sources*
1	What is a skill that Pablo's family improves when discussing the news?	
2	How does Halima describe accessing the news online compared to print?	
3	When does Halima's family discuss the news? *(Give one answer.)*	
4	What does Karim use social media for? *(Give one answer.)*	
5	When does Gina prefer to read traditional print media?	
6	What do news channels all have these days?	

2 c
Listening /
Vocabulary
www
Track 15

Step 1: Have a look at the VocabBooster. The following words and phrases have been used in the listening activity 2b. Listen again and try to guess their meaning in context. They are in the order they appear in the listening texts. Look up all the words you do not know in an online dictionary.

VocabBooster

1 to be healthy for one's mind	5 to be reliable	9 to be repetitive
2 to subscribe to	6 to mislead	10 news broadcast
3 current event(s)	7 upcoming	11 to be useless
4 news source	8 to be tedious	12 to be ancient

Step 2: Write down the words/phrases from Step 1 (1–12) next to the appropriate definitions/synonyms (A–L). Compare your results with a partner.

A a provider of information or reports – _____

B to contribute positively to a person's wellbeing – _____

C to pay money to get a publication or a service regularly – _____

D to be doing or saying the same thing several times – _____

E to be boring, tiresome – _____

F a television or radio programme consisting of reports about recent events – _____

G to be of or from a long time ago, to be very old – _____

H to cause someone to believe something that is not true – _____

I to be of no value or use, to be worthless – _____

J important events that are happening in the world right now – _____

K to be able to be trusted; valid, well founded – _____

L about to happen, forthcoming – _____

3 Speaking: How do you access the news?

3 a
Speaking

Get into pairs and discuss the following questions.

1 How important is keeping up-to-date with the news to you?

2 Do you prefer to watch, listen to or read the news? Give reasons.

3 How has technology changed reporting and the way we consume the news?

4 Which of the following types of news are most interesting to you? Give reasons.

national news ■ international news ■ local news about your town or city ■ news about your region ■ business and financial news ■ news about the economy ■ entertainment and celebrity news ■ health and education news ■ arts and culture news ■ sports news ■ science and technology news

3 b
Vocabulary

Step 1: Have a look at the VocabBooster and make meaningful phrases using the verbs from the box. Use each word only once. Compare your results with a partner.

to leave ■ to access ■ to hear ■ to celebrate ■ to send ■ to make ■ to take ■ to criticise ■ to blame

VocabBooster

			(the) news
			a message
			(the) media

Step 2: Have a look at the sentences (1–9). Fill in appropriate verbs from Step 1. Mind the tenses. Sometimes there is more than one possibility. Compare your results with a partner.

1 The world held its breath as they _____ the news of the plane crash.

2 It is pretty superficial to always _____ the media for something bad happening.

3 The politician's speech _____ the news as it addressed key issues affecting the country.

4 Ms Edwards _____ you a message on your voicemail yesterday evening.

5 People now have the opportunity to _____ media anywhere, at home, while travelling, even while walking down the street.

6 Sorry, he is not available at the moment, but I _____ your message.

7 Jim phoned to say he had passed his finals. Let's have a party to _____ the news.

8 I couldn't reach you yesterday afternoon but I _____ you a text message.

9 He _____ the media for the negative representation of his personality and ideas.

3 c
Speaking
www

Test format
Interaction

You are representing your school at the *Youth News Conference* in Bratislava. In a workshop session, you engage in a conversation with another student. In your conversation you should

☐ outline the pros and cons of mass media

☐ give examples of techniques that are used by the media to attract people's attention

☐ discuss why it is important for young people to stay informed about the latest news.

>

Step 1: Have a look at the VocabBooster. Before you start speaking, read the bullet points carefully and write the phrases in the table below. Look up all the words you do not know in an online dictionary. Then compare your findings with a partner. Add any new ideas.

VocabBooster

to form opinions ▪ to spread false messages/wrong beliefs ▪ to lead to violent behaviour ▪ to spend too much time in front of a screen ▪ to provide someone with well-researched information ▪ to create awareness of something ▪ to manipulate/control someone ▪ to lead to prejudice/bias ▪ to present shocking news ▪ to use catchy headlines ▪ to relate to a person's emotions ▪ to use special colours/typography ▪ to grow personally ▪ to expand one's knowledge ▪ to broaden one's horizons ▪ to get a better understanding of the world around you ▪ to learn critical thinking ▪ to take part in meaningful conversations ▪ to use algorithms to tailor content and target audiences

bullet point 1 – the pros and cons of mass media

bullet point 2 – techniques to attract people's attention

bullet point 3 – why it is important to stay informed

**Interaction phrases
> page 165**

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

4 Writing a formal email: Digital versus print magazine – which one is better for your school?

4 a
**Speaking
www**

Mini-scenario

A team of students regularly publishes a school magazine at your school. As readership has been decreasing over the last few months, your principal has been thinking about publishing a digital school magazine instead but wants to find out first what students think about this idea.

Step 1: Have a look at phrases in the VocabBooster and write them in the appropriate category in the table below. Sometimes there is more than one possibility. Look up all the words you do not know in an online dictionary. Compare your findings with a partner.

VocabBooster

to have a strong tradition ▪ no waste is being created ▪ to have a loyal readership ▪ to cost a lot of money ▪ to (not) be environmentally-friendly ▪ students want to hold the paper in their hands ▪ you can cut out articles and save them ▪ to be more/less expensive ▪ you can access it from anywhere in the world ▪ articles are well-researched and well-documented ▪ to be updated regularly ▪ to be online 24/7 ▪ to be harder to read ▪ to be easy to change/delete the content ▪ to save space

advantages
print school magazine

digital school magazine	

disadvantages
print school magazine
digital school magazine

Step 2: Get into pairs. Have a look at the role cards (A and B) and decide who you want to be. Then start your discussion. Use your ideas from Step 1. Try to come to a conclusion both of you are happy with. Speak for about four minutes.

Role card A	**Role card B**
You want to keep the print school magazine going.	You think that the print version is outdated and want to have a digital school magazine.

4 b

Writing

After your discussion on either keeping the print version of your school magazine or publishing a digital school magazine, you write an email to your principal informing him/her about the results of your class discussion. In your email you should

☐ introduce yourself and inform him/her about the results of your class discussion

☐ give reasons for the results of your class discussion

☐ ask when you will be informed about the school's decision.

Use your notes from activity 4a (Step 1) and appropriate phrases from the LanguageBox below. Write about 180 words.

LanguageBox

Dear Mr/Ms …

My name is … and I am a student in the 2nd form.

I am writing to inform you about the results of our class discussion on ... *(topic)*

First of all, it is to say that most students think that …

Many of them believe that …

It was also said that …

Only about 10/25 … per cent think that …

It was also mentioned that …

To summarise, it can be said that possible reasons for the results of our class discussion could be …

Moreover, the fact that … might also have contributed to the results of our class discussion.

I hope I was able to give you a good overview of the most important results of our discussion.

Could you please tell me when we will all be informed about …?

Thank you in advance.

I am looking forward to hearing from you.

Yours sincerely

5 Language in use: Politicians urged to act on news credibility

Trouble-free grammar: The language of newspaper headlines 1

The headlines in English-language newspapers can be very difficult to understand. The reason for this is that newspaper headlines are often written in a special style, which is very different from ordinary English.

>

I. Newspaper headlines consist of **noun phrases with no verb**.

More wage cuts   Indian coal mining a threat to tigers

II. Newspaper headlines use simple tenses instead of continuous or perfect forms. The **present tense simple** is used **for present and past events.**

Students fight for labour rights   16-year-old girl sails solo around the world

III. Newspaper headlines use a short form of the **present tense continuous to talk about changes.**

Number of printed newspapers decreasing   Smartphone use on the road increasing

IV. Some headlines use the **infinitive to refer to the future**.

King to visit Ireland   Car plant to halt production

V. Newspaper headlines usually use a **short form of passive structures**.

Government urged to act on traffic   Missing boy found safe

5 a
Language in use
www

Step 1: Get into pairs. Have a look at the newspaper headlines (1–5) and guess what the articles could be about. Then find out which rule (I–V) from the Trouble-free grammar box can be applied.

1 Government introduces new tax plan _____

2 New law passed to improve public health _____

3 Record heatwave across Europe _____

4 President to meet with world leaders at summit _____

5 City getting ready for major festival _____

Step 2: Get into groups of three. Find at least six interesting newspaper headlines from different online newspapers and write them in your notebook. Analyse which rule (I–V) from the Trouble-free grammar box is used in each headline. Compare your findings with another group.

Trouble-free grammar: The language of newspaper headlines 2

Newspaper headlines need to be short and so short words are used to save space. Some of the words used sound a bit more dramatic than similar words used in everyday conversations.

Oil crisis – Government to act   Car plant to halt production
NGO calls for political will to back asylum reform   Politicians urged to ban single-use plastics
Government holds round table discussions on tax cuts   £ 10m government aid

5 b
Language in use

Have a look at the box. Match the words/phrases in A with the appropriate ones in B that have the same or a similar meaning. Compare your results with a partner.

	A		B	
to act	1		a	to forbid
aid	2		b	to find someone not guilty
to back	3		c	to have to deal with something
to ban	4		d	disagreement
blast	5		e	reductions
crash	6		f	explosion
cash	7		g	to do something
to clear someone	8		h	to support
cuts	9		i	money
to face something	10		j	to stop
to halt	11		k	financial failure
row	12		l	help

5 c
Language in use

Have a look at the newspaper headlines (1–8). Fill in an appropriate word from the box. Compare your results with a partner.

> banned – row – to face – aid – to halt – cash – cuts – to act

1 _____ to police dog team to put lives at risk

2 National mobile network operator out of _____

3 Political _____ breaks out over falling PC numbers

4 Government to _____ development programmes in Grenada

5 Texting while walking _____ in New Jersey town

6 Protesters say government must _____ to stop climate change

7 Hundreds _____ poverty after new government reforms

8 President set out to change the government's foreign _____ system

6 Reading: The fake news problem

6 a
Speaking
www

Step 1: Get into pairs and answer the following questions. Do some online research if you need help.

1 What is fake news and why do people create it?
2 Do you always believe the news you hear/read? Why?/Why not?
3 What topics are likely to be the focus of fake news?
4 What are risks and dangers of fake news for young people?

Phrases for describing charts and diagrams > page 166

Step 2: Get into pairs. Have a look at the infographic and discuss the most important information. Then get together with another pair and present your findings. Take turns.

Share of people in EU member states who often came across disinformation in the last week (in percentage points)

Country	very often	often
Netherlands	3	9
Denmark	5	11
Belgium	5	14
Germany	5	12
Sweden	5	12
Finland	6	12
France	7	17
Austria	8	16
Luxembourg	8	20
Italy	9	20
Estonia	9	14
Malta	10	19
Portugal	10	18
Lithuania	11	16
Poland	12	21
Czechia	16	13
Slovenia	13	24
Ireland	14	23
Latvia	14	19
Croatia	15	22
Spain	15	25
Slovakia	15	21
Hungary	16	30
Greece	17	22
Romania	20	25
Cyprus	20	21
Bulgaria	29	26

Source: Statista, May 2022; Survey among people aged 15 and older

6 b
Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

	A		B	
to be referred to	**1**		**a**	a societal outcome
to spread	**2**		**b**	viral
to change	**3**		**c**	something with other sources
to serve	**4**		**d**	about the quality of online sources
to contain	**5**		**e**	as fake news
to go	**6**		**f**	rumours
to intentionally spread	**7**		**g**	well-informed about something
to debate	**8**		**h**	incorrect information
to keep oneself	**9**		**i**	misinformation
to cross-check	**10**		**j**	a very specific purpose

6 c
Reading
Test format
Multiple choice

Read the article about fake news. 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 fake news problem

1 **What is fake news?**
It seems like a simple question, but actually, the first thing to know about fake news is that there's not just one
5 kind. Broadly speaking, there are three main types of fake news, and all need to be looked at in different ways.
The first type can be referred to as "deliberate fake news" and is 99 % fake. This is the spreading of in-
10 tentionally incorrect information with the goal of changing a societal outcome. This is the kind that has been used on social media to change election results. The second type is not so much 'fake' as it is rather misleading or serving a very specific pur-
15 pose. Third, we have news that is spread unintentionally. Even though false news spreads faster than the truth, it isn't necessarily on purpose. A study by *MIT* found that posts containing misinformation go viral more than factually correct ones, in some
20 cases they are spreading six times faster and reaching tens to hundreds of thousands more views. It is not that people want to spread rumours, but that our human nature can make us more likely to believe things that are strange or interesting.

25 **Digital avenues to the truth**
The fear of fake information being spread online via social media networks has grown and so different solutions to solve this problem have been introduced. Some social networks now even require
30 users to prove their identity via email or phone number to fight the creation of false 'spam' accounts. *Facebook* is experimenting with shrinking the URLs of hoax sites and expanding its external fact-checking pro-
35 gram that lowers the visibility of false stories in people's news feeds. Messaging service *WhatsApp* is limiting the number of groups that messages can be forwarded to avoid political groups spread-
40 ing their messages too fast.
It is also worth noting that *Wikipedia* has had a very different experience with fake news. Founder Jimmy Wales claimed that, "*Wikipedia* has had almost no problems with this at all, simply because
45 it is the community's hobby to debate about the quality of sources." *YouTube* has begun adding 'fact checked' notes below videos on its platform to give more context on videos.
In the UK, *The Independent Press Standards Organ-
50 isation,* launched the "IPSO mark" and an associated awareness campaign. Publications can use the logo to make readers aware that they follow the standards of the *Editors' Code of Practice*.

The new 'fake' normal
55 It is difficult to say if all these efforts will be effective. However, it is a fact that fake news will not disappear in the digital world. This is why it is advisable to look at who is sharing the information. If it is from friends or family members,
60 don't trust the posts unless the information is from someone who is a real expert. If it is a stranger or an organization, remember that a verified check mark or being well known does not make an account trustworthy. When looking at individual

65 accounts, check when the post was created, which should be listed in the profile. All in all, keep yourself well-informed by making sure that the things you are reading online are helping you get to the right information. If you are not sure about something that you have read, cross-check it with other 70 sources. Last but not least, do not share information that you have not checked first.

0 **Each kind of fake news should**
- **A** be considered differently.
- **B** not be thought of at all.
- **C** not be a separate unit.
- **D** be very easy to understand.

1 **Fake news that is spread on purpose**
- **A** is often done for fun.
- **B** is often spread unintentionally.
- **C** is often used to influence political voting.
- **D** is often used to influence people's habits.

2 **People accidentally spread fake news because**
- **A** they do not know the damage it can do.
- **B** they tend to accept things that are more exciting.
- **C** they will only read things that grab their attention.
- **D** they love to gossip.

3 **Sometimes users must show they are who they say they are by**
- **A** creating another account.
- **B** confirming through something else.
- **C** getting facts checked by the website's team.
- **D** creating a URL.

4 **One website does not have the same issues as others because**
- **A** it has better cybersecurity.
- **B** it has a recognisable logo.
- **C** it has a team checking the facts.
- **D** its users discuss how useful the information is.

5 **Because fake news will not go away, it is best to**
- **A** look at the source of the information.
- **B** only trust information on subjects you already know a lot about.
- **C** contact the experts directly.
- **D** see if people generally know about those who published it.

6 **If you are uncertain if some news is real or fake,**
- **A** check how many likes the post has.
- **B** ask the people who follow you what they think.
- **C** find another source to confirm it.
- **D** learn to trust your instinct.

0	1	2	3	4	5	6
A						

6 d
Speaking
Phrases for summarising
> page 166

LanguageBox

Get into pairs. Summarise the article in 6c in your own words. Use appropriate phrases from the VocabBooster in 6b and the phrases from the LanguageBox. Take turns.

The article offers information about …	Another important aspect/fact mentioned is that …
In general, there are three main types of fake news, for instance, …	The author really draws attention to the fact that …
Furthermore, …	Surprisingly, the article claims that …
The article also says that …	Finally, it can be said that …
In addition, …	

7 Language in use: Such great news and so encouraging

Trouble-free grammar: so / such

We use *so* with **adjectives** or **adverbs**.
That news report about the environment is so scary.   Aleksandar always does his research so carefully.

We use *such* with **nouns** or with **adjectives + nouns**.
The news caused such excitement that people started celebrating it in the streets.
I really have to subscribe to this magazine. It has such high-quality content.

7 a
Language in use

Have a look at the sentences (1–9). Fill in *so* or *such*. Compare your results with a partner.

1 Jalil is _____ a smart guy. He is always up-to-date with the latest news.

2 Today is _____ a perfect day for a new post on our fashion blog.

3 It is _____ a shame that you didn't hear the news about the elections.

4 The new ad for my favourite brand is _____ catchy.

5 Have you had time to listen to her podcast? It's _____ cool.

6 My Internet connection is _____ slow, it's unbearable.

7 The news report about the political protest was _____ emotional.

8 Fake news has become _____ a big topic in the last few years.

9 Sally was _____ happy to hear the good news.

7 b
Language in use

Have a look at the sentences (1–9). Fill in *so/such/so much/so many*. Compare your results with a partner.

1 The TV set was _____ expensive that I couldn't afford it.

2 The political party launched _____ a successful campaign that they won the elections.

3 We didn't take part in the fake news protest because it was _____ cold and rainy outside.

4 There were _____ rumours about the Royal Family last year.

5 I have _____ to say about the *YouTuber's* latest posts.

6 We couldn't believe what had just happened. It was _____ bad luck.

7 Fake news is _____ widespread today, and it has changed the way consumers look at brands.

8 There are _____ people who access the news several times a day.

9 I love this magazine! It contains _____ more content than others in this genre.

Key

8 Review

8 a
Language in use

Have a look at the newspaper headlines (1–8). Fill in an appropriate word from the box. Mind the tenses. Compare your results with a partner.

> to halt – to act – rows – to ban – facing – cuts – to urge – cash – aid

1 France _____ an unexpected heat wave

2 Green Party _____ Australia to _____ on the climate crisis

3 Elections likely to spark serious political _____ in Northern Ireland

4 Call on government to _____ deep sea mining

5 Calls for tax _____ to be rethought

6 UK government to _____ disposable vapes to prevent use by children

7 CEO admitted the company's _____ flow is at risk

8 President said the country needs _____ to counter violence

8 b

Language in use

Have a look at the sentences (1–9). Fill in *so / such / so much / so many*. Compare your results with a partner.

1 The news was _____ surprising that I couldn't say anything.

2 This is _____ a cool and new radio show concept. Congrats!

3 In todays' world there are _____ news broadcasters competing for your attention.

4 The result of the election was _____ different from what we had expected.

5 The anchor woman of the 8 pm news is _____ a professional speaker.

6 There is _____ more to say about how AI impacts social media.

7 Levi thinks that *ChatGPT* is _____ better than the currently available translation options.

8 It's unbelievable that _____ a high percentage of teens access social media several times a day.

9 With _____ different news sources available, it can be hard to know which ones to trust.

8 c

Vocabulary

Have a look at the sentences (1–9). Fill in an appropriate verb from the box to make meaningful verb-noun phrases. Mind the tenses. Sometimes there is more than one possibility. Compare your results with a partner.

> to send – to take – to criticise – to leave – to make – to access – to blame – to celebrate – to hear

1 It is too easy to always _____ the media for everything.

2 Have you checked your email account today? I _____ you a message last night.

3 The sprinter _____ the news when she set a world record for the 100 metres.

4 Our boss _____ the media for taking his comments out of context.

5 Come on, let's _____ the good news!

6 Outside of these hours you may _____ a message on the voicemail system.

7 Did you _____ the news about the tornado in Florida?

8 If you miss a call on *WhatsApp,* just let the app _____ a message for you.

9 The new website offers users the chance to _____ the news from wherever they are in the world.

8 d

Vocabulary

Have a look at the words / phrases (1–9). Write down meaningful sentences on the topic of media. Compare your sentences with a partner.

1 well-researched – _____
_____

2 to subscribe to – _____
_____

3 bias – _____
_____

4 to cross-check – _____
_____

5 to access – _____
_____

>

6 ancient –

7 to delete –

8 to contain –

9 to go viral –

Step 1: Prepare a 3-minute talk about the importance of different types of media *(newspapers, magazines, radio, TV, Internet)* in the life of a sixteen-year-old teenager. Complete the mind map with your ideas. Do some online research if you need help.

Mind map with central node "Importance of media in the life of a 16-year-old" connected to: TV, radio, newspapers, Internet, magazines.
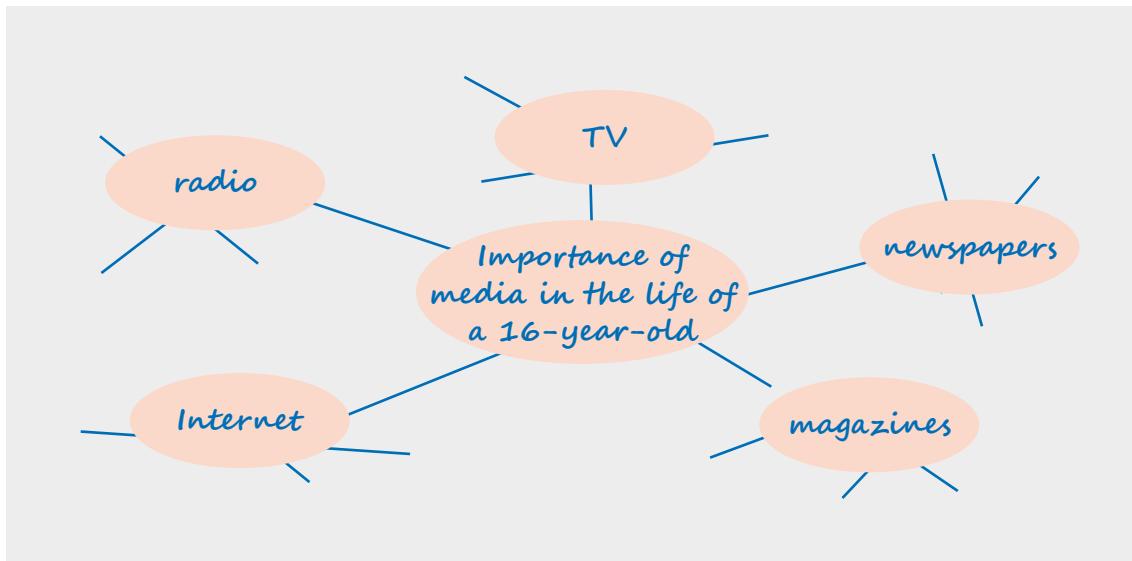
Step 2: Get into groups of three and give your talks. Take turns.

You came across the following blog entry on *www.teenlife.com.*

Getting the news from the Internet – thumbs-up or thumbs-down?

by Mark Spencer03
12 October, 11:30 am

Even though there are a lot of advantages, some people believe that getting the news from the Internet creates many problems. There is, for instance, the problem of fake news, poor quality of news reporting, credibility, and many more. Do you agree?

Looking forward to reading your comments!

You have decided to comment on this blog entry. In your blog comment you should

- point out the advantages and disadvantages of getting the news from the Internet
- describe one situation where you did not feel comfortable getting the news online
- suggest ways of using Internet news responsibly.

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. Write about 200 words.

Key vocabulary

How young people get their news
to be healthy for one's mind
to subscribe to a newspaper
to inform someone about current events
to get information from different news sources
to be reliable
to mislead people

to find news about upcoming TV series/shows
to be tedious
to be repetitive
the news broadcast also has a social media account
to be useless
to be ancient

How do you access the news?
to make the news
to hear the news
to clebrate the news

to leave a message
to send a message
to take a message

to access the media
to criticise the media
to blame the media

to form opinions
to create awareness of something
to manipulate/control someone
to lead to prejudice/bias
to present shocking news
to use catchy headlines
to use algorithms to tailor content and target audiences

to relate to a person's emotions
to use special colours/typography
to grow personally
to expand one's knowledge
to broaden one's horizons
to get a better understanding of the world around you
to learn critical thinking
to take part in meaningful conversations

Digital versus print school magazine
to have a strong tradition
no waste is being created
to have a loyal readership
to cost a lot of money
to (not) be environmentally-friendly
students want to hold the paper in their hands
you can cut out articles and save them
to be more/less expensive

you can access it from anywhere in the world
articles are well-researched and well-documented
to be updated regularly
to be online 24/7
to be harder to read
to be easy to change/delete the content
to save space

The fake news problem
to be referred to as fake news
to intentionally spread incorrect information
to change a societal outcome
to serve a very specific purpose
to contain misinformation

to go viral
to spread rumours
to debate about the quality of online sources
to keep oneself well-informed about something
to cross-check something with other sources

THE VALUE OF INTERNSHIPS

1 Warm-up: What interns should know about

1 a
Speaking
www

What do you know about internships? Have a look at the statements (1–7) and tick whether they are true (T) or false (F). Look up all the words you do not know in an online dictionary. Then get into pairs and compare your results.

		T	F
1	An internship is a paid or unpaid work placement that allows you to gain real work experience in a career field of your choice.	☐	☐
2	An internship is a great way to find out if a particular career area is appropriate for you.	☐	☐
3	Internships help you gain valuable connections with people in your field of interest.	☐	☐
4	Interns do beginner-level or repetitive tasks.	☐	☐
5	Internships always happen during the summer.	☐	☐
6	There are no special intern programmes for students with disabilities or special needs.	☐	☐
7	Internships can lead to part-time, summer or full-time employment opportunities.	☐	☐

1 b
Speaking

Step 1: Have a look at the VocabBooster. Match the words in A with the appropriate definitions/synonyms in B. Compare your results with a partner.

VocabBooster

	A		B	
grunt work	1 ☐	a	someone who you work with
impression	2 ☐	b	direct; from the original source
senior manager	3 ☐	c	an idea or opinion of what something or someone is like
co-worker	4 ☐	d	responsibilities; commitments
equipment	5 ☐	e	the act of allowing someone to do something
first-hand	6 ☐	f	section in an organisation or company
to require	7 ☐	g	the basic, hard work, often physical, boring and/or repetitive
permission	8 ☐	h	area of work; field of specialisation
duties	9 ☐	i	not influenced or controlled in any way by other people, events, or things
department	10 ☐	j	someone who leads and motivates their team to achieve high levels of productivity and efficiency
independent	11 ☐	k	the set of necessary tools, items, clothing, etc. for a particular purpose
career field	12 ☐	l	to need something or make something necessary

Step 2: Have a look at the following tips for a successful internship. Which of them do you find most/least important? Rank them according to their importance from 1 *(most important)* to 6 *(least important)*. Give reasons. Then get into pairs and compare your findings. Use the phrases from the LanguageBox below.

tips	ranking				
	1	2	3	4	5
1 **Talk to the Human Resources (HR) manager** (e.g., find out about the start and end dates of your internship, get information about the work you will be doing, and what you should have ready by the first day of your internship)	☐	☐	☐	☐	☐
2 **Start your first day right** (e.g., make sure you make a good first impression with your new co-workers and your senior managers)	☐	☐	☐	☐	☐
3 **Get to know the expectations** (e.g., ask your managers and co-workers what clothes, tools, equipment and extra resources are required and if there are any rights or permissions you need to know about)	☐	☐	☐	☐	☐
4 **Get first-hand information** (e.g., talk to others who also did their internship at the same company/career field to get first-hand information and advice)	☐	☐	☐	☐	☐
5 **Connect with the team** (e.g., whatever the situation may be at your company/in your department, make sure you find your role within the team, get all necessary information about your duties, tasks and responsibilities)	☐	☐	☐	☐	☐
6 **Work as closely with your manager as you can while still being independently productive** (e.g., show them you can get tasks done, but also try to get as much feedback as you can get to learn as much as possible in your career field)	☐	☐	☐	☐	☐

LanguageBox

From my point of view, the first/second/third … tip for a successful internship is most important because …

Another necessary tip is to … because …

Talking to …/Starting …/Getting … is also a good piece of advice for a successful internship because …

Tip number … is (also) extremely important as …

The least important tip for a successful internship for me is … because …

I also think that the first/second/third … tip is not really important as …

2 Listening: My internship experience

2 a
Speaking

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster below.

1 Have you ever done an internship? What was it like? What were your tasks and duties?
2 How can students personally benefit from doing an internship?
3 What about your next internship? Where and when would you like to do it? Explain.
4 What is more important in your field, theoretical knowledge or practical skills? Why?

VocabBooster

to learn time-management skills	to be equally important
to improve one's communication skills	to get a deeper understanding of something
to work together with others	to learn through doing and experiencing something in a real-work setting
to learn problem-solving skills	
to become more self-confident	to need theoretical knowlege and practical skills for a successful career

2 b
Listening
Track 16

Test format
Multiple
choice

You are going to listen to two students talking about their internship experiences. 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.

My internship experience

0 Karim did not expect that he
 A would work for a software engineering business.
 B would work for such a famous business.
 C would meet the manager so soon.
 D would ever be an intern.

1 The condition of the company workspace made Karim feel
 A very welcome.
 B as if they support language learning.
 C like it was a professional place.
 D quite insecure.

2 After Karim was able to attend an event, he
 A recognised that the company wants to help workers develop.
 B wanted to work at *Creative Spark*.
 C was able to attend the weekly meetings.
 D wanted to attend others as well.

3 Karim believes that he
 A had too much to deal with.
 B is less introverted now.
 C made a lot of friends.
 D will work at the company again.

4 Elena joined *CK Construction Group* after
 A realising she had nothing else to do in the summer.
 B asking someone she knew if she could join.
 C communicating with someone important in the company.
 D beginning work very positively.

5 Elena liked that the workers were very
 A intelligent and educated.
 B detailed and careful.
 C fun and playful.
 D quick and committed.

6 When Elena was taken out to a work location, she
 A found out how she could help the site manager.
 B could comprehend what needed to happen to finish a project.
 C helped make calls while on site.
 D was able to finish the project.

0	1	2	3	4	5	6
B						

2 c
Listening /
Speaking
Track 16

Step 1: Get into pairs and listen again. While listening, one of you concentrates on Karim's internship experience and one of you concentrates on Elena's internship experience. Write down the most important phrases that will help you to summarise the person's internship experience. Take notes in the mind map.
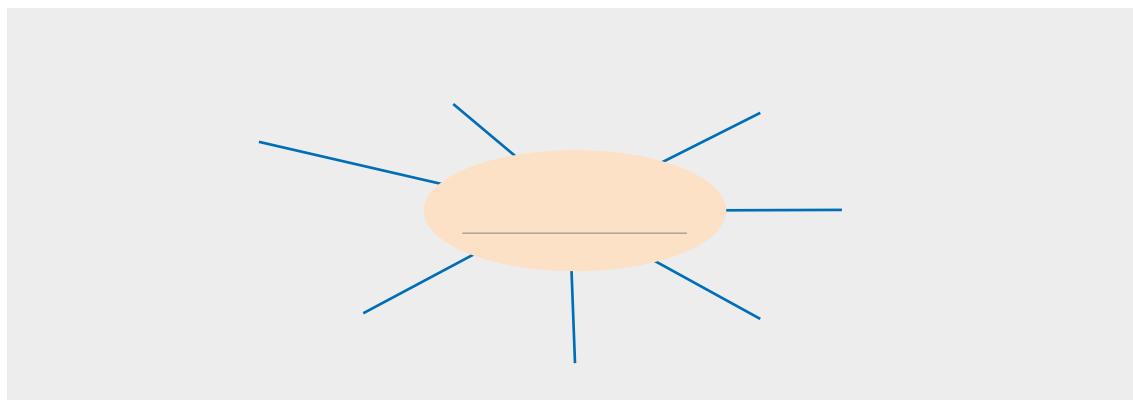
Phrases for
summarising
> page 166

Step 2: Get into pairs and give your summary. Use the phrases from the LanguageBox on page 151. Take turns.

In his/her last internship at … *(name of the company)*, Karim/Elena was …

Overall, it was a very positive first impression for him/her because …

Karim's/Elena's main tasks and duties were …

In addition, he/she also had to …

Besides, … *(name)* learned/improved/could work on …

Finally, … *(name)* thinks that his/her internship was a success because …

2 d

Vocabulary
www

Step 1: Have a look at the VocabBooster. The words/phrases have been used in the listening activity (Track 16). They are in the order they appear in the listening text. Look up all the words you do not know in an online dictionary.

VocabBooster

to regret something ☐ company culture ☐ to be busy ☐ communication skills ☐ to socialise ☐ to be dedicated ☐ to purchase ☐ accounting ☐ warranty ☐ maintenance ☐ vendor ☐ site manager

Step 2: Write down meaningful sentences on the topic of internships. Compare your sentences with a partner.

1 to regret something –

2 company culture –

3 to be busy –

4 communication skills –

5 to socialise –

6 to be dedicated –

7 to purchase –

8 accounting –

9 warranty –

10 maintenace –

11 vendor –

12 site manager –

3 Language in use: The intern was actively involved in the staff's daily routine.

Trouble-free grammar: Phrasal verbs

Phrasal verbs are a combination of a verb and one or more adverbial or prepositional particles.

Looking back, I can say that I have never regretted my internship at this company.

The new product needs a name that people can relate to.

In his internship, Karim was taking part in meetings every day.

He talked to so many different people at *Creative Spark*.

Elena is very grateful that the CEO of the *CK Construction Group* responded to her email.

Elena was actively involved in the staff's daily routine.

She was able to give her input and contribute to this successful construction company.

The intern thought that the hard work was something she just had to put up with.

The intern felt really down after he had made that silly mistake but his colleagues cheered him up again.

The company will have to close if they cannot get over the new regulations.

3 a
Language in use

VocabBooster

Have a look at the VocabBooster. Match the phrasal verbs in A with the words/phrases in B that have the same or a similar meaning. Compare your results with a partner.

	A		**B**	
to look back	**1**		**a**	to be part of
to relate to	**2**		**b**	to identify with; to make or show a connection with something
to take part in	**3**		**c**	to recall; to reflect on; to think back
to talk to	**4**		**d**	to help; to support
to respond to	**5**		**e**	to speak with
to be involved in	**6**		**f**	to answer to; to reply to
to contribute to	**7**		**g**	to participate in
to put up with	**8**		**h**	to overcome; to succeed in dealing with something
to cheer someone up	**9**		**i**	to tolerate; to accept
to get over something	**10**		**j**	to make someone happier

3 b
Language in use

Have a look at the sentences (1–10). Fill in the correct prepositions. Compare your results with a partner.

1 The architect responded _____ the client's complaint by increasing the kitchen in size.

2 The two interns did not contribute _____ the steel engineering project in Hungary.

3 I think it is important to have a company mission statement you can relate _____.

4 Looking _____, I can say that my internship in Toronto was a once-in-a-lifetime experience.

5 If I were you, I would talk _____ your manager about it.

6 Paul was involved _____ sales from the very beginning.

7 The managers have been trying to get _____ the poor sales in the last quarter.

8 It is a great honour to take part _____ this important meeting today.

9 Our boss has been in a bad mood recently, but today we have managed to cheer him _____ .

**10** No member of staff needs to put up _____ a bully's behaviour.

4 Reading: Why internships are important for your career

4 a
Speaking

Get into pairs. Have a look at the cartoon and discuss the questions below.

1 What is the main idea of this cartoon? Explain.
2 Are you going to be paid in your next internship? Will the payment be appropriate for the work you will do?
3 Would you be willing to do an internship without getting paid for it? Why?/Why not?

You don't have to be ~~crazy~~ *paid* to work here, but it sure helps!

Intern   Intern   Intern
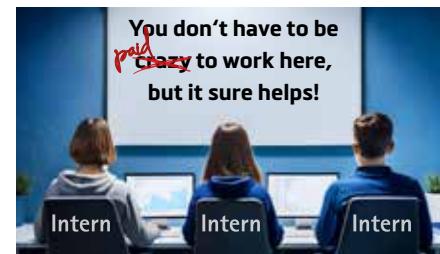
4 b
Vocabulary

Have a look at the VocabBooster. Match the words in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Compare your results with a partner.

VocabBooster

		A		B	
to find a	**1**	☐	**a**	to real-life work situations
to take the first steps	**2**	☐	**b**	personal brand
to adjust to	**3**	☐	**c**	in the working world
to apply classroom knowledge	**4**	☐	**d**	future employment
to sell one's	**5**	☐	**e**	work-related situations
to get a full-time	**6**	☐	**f**	iniative
to be someone's	**7**	☐	**g**	on one's job search
to guide someone through	**8**	☐	**h**	starting role within a company
to open the doors for	**9**	☐	**i**	where mistakes are expected
to take	**10**	☐	**j**	different work patterns and norms
to work in an environment	**11**	☐	**k**	job later on
to get a head start	**12**	☐	**l**	mentor

4 c
Reading
Test format
True / False
🇬🇧

Read the article about the importance of internships. First decide whether the statements (1–6) are true (T) or false (F) and put a cross (x) in the correct box. Then correct the wrong statements and rewrite them. The first one (0) has been done for you.

The importance of internships for your career

1 For many young people doing an internship is a great way to find a starting role within a company or industry of their choice and to
5 take their first steps in the working world. In an internship students will be able to take on real work responsibilities in a real working environment. It will also enable them to adjust to different work
10 patterns and norms.

Working as an intern usually means that you do not have years of experience behind you. A major part of having an internship is learning more about your field of specialisation, as well as your personal
15 strengths and weaknesses. When doing an internship, you will have the opportunity to apply classroom knowledge to real-life work situations, which will allow you to be successful in your business ca-

reer. As an intern, you are not expected to be perfect. 20

One other reason why doing an internship is vital for your career is that you will make lots of connections. You will have a manager, colleagues, and you will also get 25 in contact with Human Resources and other sections, or even clients. This opportunity of business networking is a great chance to sell your personal brand to these people, ensuring that these immediate contacts become part of a longer-term network 30 that might help you get a full-time job later on.

On the other hand, however, moving from education into work can be quite scary as you do not know what to expect and will be faced with many new people, work situations and real-life problems 35 you may not have experienced yet. Luckily though,

>

in addition to the hands-on learning on the job, your manager will either be your direct mentor or have a mentor assigned to you. Mentors are the
40 perfect internship support as they are knowledge-able enough to guide you through work-related sit-uations, but they are also there as longer-term sup-port to help you with general work-related tips and advice.
45 Needless to say, the experience you gain during an internship increases your market value. You gain skills and credibility on an internship, and will be moving from someone with no professional expe-rience to a candidate with some experience. The
50 distinction might seem small, but it is powerful, and a collection of various internships can do won-ders for your personal brand and your CV.
A number of internships on your CV show em-ployers you took initiative and are committed to
55 gaining experience in your chosen field. Intern-ships on the CV also allow employers to see what skills you developed and how they were applied during the internship experience.
Unfortunately, not all companies pay interns.
60 Nevertheless, having a paid internship allows you to earn a paycheck while also having a flexible schedule that works around your life as a full-time student. It is a great option to have flexibility while

preparing for a full-time job in your chosen career field. It provides you with the opportunity to put 65 your theoretical knowledge into practice.
Not only have internship experiences opened the doors for possible future employment, they have also helped students determine if they were a good fit for certain positions and if a company would be 70 a good fit for them. Working as an intern helps you learn more about yourself and where you would like to work, as well as the type of work that you would enjoy doing in your future career.
Last but not least, it is to say that in addition to 75 gaining valuable experience in your career field, you are also working in an environment where mistakes are expected and where you have extra support. Taking advantage of internship opportu-nities during your school years is a great way to get 80 a head start on your job search and prepare for a successful career in your field of specialisation.
To put it bluntly, your internship success will largely be in your hands. Companies will certainly not hire people who have not performed well in 85 their internships, and even top performers might not be taken on. So give your very best and make the most out of your internships. It will definitely pay off for you!

	Statements
0	Doing an internship means you will be able to choose what sort of job you want.
1	You will mostly be in contact with people in your department.
2	The guide that helps you in your internship will also help you with personal problems.
3	Even a small amount of work experience can mean a lot in the job market.
4	Doing internships as a student will help you figure out what career is most suitable for you.
5	Making mistakes or failing in an internship is not well-received.
6	Doing well in your internship will depend on how well-connected your company is.

	T	F	Correct statements
0		X	In an internship, students will begin slowly and be given less important work until they are ready for something real .
1			
2			
3			
4			
5			
6			

5 Writing an informal email: The pros and cons of doing an internship

5 a
Speaking

Get into pairs. Have a look at the pie chart and discuss the following questions (1–3).

1 What is the most surprising result of the survey in your opinion? Explain.

2 Do you think the results would be different for teenagers in Austria? Why? Why not?

3 What are your top reasons for doing an internship?

Top reasons for doing an internship
(Survey among 10,000 teenagers in the US)

9 %
11 %
35 %
16 %
29 %

■ Increasing your knowledge and interest in your career field
■ Finding out about your strengths and weaknesses
■ Looking great on your CV
■ Better chances on the job market
■ Having to do an internship for school

Source: YouGov, 2024
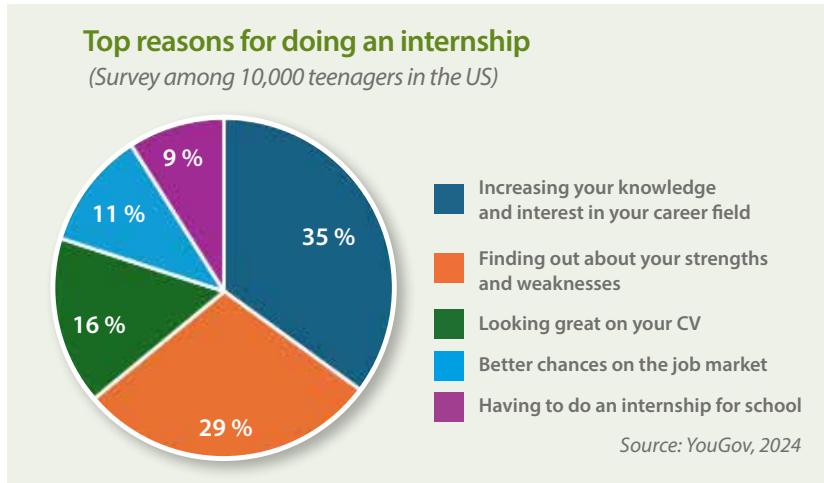
5 b
Vocabulary

Have a look at the VocabBooster. Write the phrases in the appropriate category in the table below. Compare your results with a partner.

VocabBooster

to gain real work experience ■ to have to do the grunt work ■ to work on a variety of tasks and projects ■ to not get any payment for the internship ■ to not be treated like an equal member of staff ■ to learn more about one's field of specialisation ■ to work with a lot of different people ■ to get to know different departments ■ to find out which skills one is lacking ■ one's role at the company may be confusing ■ to get the chance for personal development ■ internships look good on one's CV ■ to gain hands-on experience ■ to have better job chances ■ to form a network of professionals ■ it may be hard to build up a relationship with other members of staff ■ to learn something for life

the pros of doing an internship	the cons of doing an internship

5 c
Writing
Text type Informal reply email > page 168

You have just received an email from your English cousin Adnan. In his email he asked you to tell him about your last internship. In your reply email you should

☐ describe your last internship/work experience in more detail *(e.g. company, tasks, duties, colleagues)*
☐ point out the advantages and disadvantages of internships
☐ give him advice for his first internship.

Use the phrases from the VocabBooster in activity 5b and the phrases from the LanguageBox on page 156. Write about 200 words.

>

LanguageBox

> Hi
>
> Thanks for your last email. It was great to hear from you! I'm sorry I didn't get back to you right away, but I was really busy/stressed out …
>
> You asked me about my last internship. I was …
>
> My main tasks and duties were …
>
> Furthermore, I had to …
>
> My colleagues were …
>
> Talking about the advantages and disadvantages of internships, I believe that there are more advantages than disadvantages/that the pros outweigh the cons/that there are more negative than positive aspects.
>
> From my point of view, major benefits of internships are …
>
> It is also positive that …
>
> In addition, …
>
> A disadvantage may be that …
>
> Besides, it is also not so good that …
>
> Regarding your first internship next summer, I'd advise you to …
>
> It is also a good idea to …
>
> Last but not least, I would …
>
> I'd better go now. There's lots of homework waiting for me.
>
> Can't wait to hear from you!
>
> Best

6 Language in use: So many things you will learn from doing an internship

Trouble-free grammar: *much/many/a lot of*

☐ *much*

We use *much* with **uncountable nouns**, usually in **negative sentences** and **questions**.
I don't have much **time** for cooking.
How much is it?

Please note:
– Nouns can be countable or uncountable.
  Countable nouns can be counted, e.g. an internship, two internships, three internships.
  Uncountable nouns cannot be counted, e.g. time, air, rice, water.
– We use *much* with the following uncountable nouns:
  snow ■ 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 **interns** at the company event yesterday.
How many **of you** can create a construction project budget?

Please note:
We also use *much/many after so/as/too/very*.
There were so many students applying for the internship.
We usually have too many things to do.
He ate as much as he could.
Thank you very much for your help.

☐ *a lot of*

We use *a lot of* with **uncountable and countable nouns**, usually in **positive sentences**.
Internships offer a lot of **benefits** for students.
Nico and Harris spent a lot of **time** doing grunt work in their internship.

6 a
Language in use

Have a look at the sentences (1–9). Fill in *much/many/a lot of*. Compare your results with a partner.

1 We spent as ――――――――― time as possible on the project and it was worth it.

2 I was surprised that there were so ――――――――― interns applying for the internship.

3 Thank you so ――――――――― for offering me the chance to do this internship at your company.

4 Hailey spent ――――――――― money during her internship in Dublin.

5 There were ――――――――― tools in the cabinet drawer.

6 Murat didn't earn ――――――――― money during his internship.

7 The work placement was a huge success. There isn't ――――――――― more to say about it.

8 There were too ――――――――― people at the job fair.

9 How ――――――――― is this sandwich?

6 b
Language in use

Have a look at the sentences (1–8) and write down the most appropriate answer (A, B or C). Compare your results with a partner.

1 Mohammad has worked too ――――――― lately.
  A much   **B** many   **C** a lot of

2 Lana learnt ――――――― important skills from her internship.
  A much   **B** many   **C** a lot of

3 Yusuf thinks it is good to ask his manager ――――――― questions.
  A much   **B** many   **C** a lot of

4 There is not ――――――― work left to do on the building site.
  A much   **B** many   **C** a lot of

5 Berat has carried too ――――――― heavy cement bags. Now he is tired and exhausted.
  A much   **B** many   **C** a lot of

6 There are ――――――― things you can do to get an internship without work experience.
  A much   **B** many   **C** a lot of

7 How ――――――― bread is the pastry chef baking for the company event?
  A much   **B** many   **C** a lot of

8 The project is work in progress, there is still so ――――――― to do and organise.
  A much   **B** many   **C** a lot of

7 Speaking: Describing a product

7 a
Vocabulary
www

VocabBooster

Step 1: Have a look at the words/phrases in the VocabBooster. Look up all the words you do not know in an online dictionary.

to be long-lasting	to be well-constructed	to be reliable
to be resistant	to be high-quality	to be tried and tested
to be tough	to be green/sustainable	to be useful
to be solid	to be fragile/breakable	to be functional
to be trendy	to be multi-functional	to be huge
to be up-to-the-minute	to be reasonably priced/ expensive/cost-efficient	to be easy to use
to be timeless		to be heavy/lightweight
to be well-built	to be adjustable/adaptable	to be supportive/convenient
to be well-designed	to be efficient to run/maintain	to be a great relief

>

Speaking **Step 2:** Get into pairs. Have a look at the three products (A–C) and describe them in more detail. Use appropriate phrases from the VocabBooster in Step 1. Take turns.

A

B

C

Step 3: Discuss the following questions with your partner.

1 Which product in Step 2 would you/would you not consider buying? Give reasons.

2 What was the last product you bought? Where did you buy it? Why did you buy it?

3 What information can you usually find in a successful product description? Give examples.

7 b
Speaking
www

Step 1: Get into pairs. Think of an innovative product in your field of specialisation. Have a look at the questions (1–8) and take notes in the table. Do some online research if you need help.

	my notes
1 **Which sector does this product belong to?** *(electronics, mechanics, building construction, timber construction, etc.)*	
2 **Who is this product for?** *(men, women, kids, teenagers, elderly people, car enthusiasts, homebuilders, tech freaks, etc.)*	
3 **What are the product's basic details?** *(dimensions, materials, product features and functions, etc.)*	
4 **Where would someone use this product?** *(indoor or outdoor, for one's car or home, etc.)*	
5 **When should someone use the product?** *(during a certain time of day, seasonally, for a specific type of occasion, every day, all year round, etc.)*	
6 **Why is this product more innovative or better than its competitors?** *(special features, better quality, price, etc.)*	
7 **How does the product work?** *(give clear instructions on how to use it, etc.)*	
8 **What are the main benefits of the product?** *(what makes it so special/unique, why should people buy it, etc.)*	

Step 2: Now give your 3-minute product description. In your presentation you should

- describe the product in more detail
- explain where and when someone would use this product
- highlight its special features/functions and the main benefits of the product.

Get together with another pair. Use appropriate words/phrases from the VocabBooster in activity 7a, your notes from Step 1 and the phrases from the LanguageBox. Take turns.

LanguageBox

> Today we would like to present a famous/well-known/important … product in our field of specialisation: … *(name of the product)*.
> The product is made of … *(material)* and has … *(features/functions)*.
> Talking about its dimensions, we can say that it is … cm/m long and … cm/m wide.
> … *(name of the product)* is used/can be used for getting/doing/drilling/driving …
> You can use it outdoors/indoors … all year round/every day/seasonally …
> You can even … with it.
> Furthermore, the product has/offers/shows/helps you to …
> It also features …/ Special specifications that are worth mentioning are …
> The product is also equipped with …
> All in all, it is to say that this particular model stands out from the competition because …
> It is priced at …/ The product costs …
> Last but not least, we can say that the main benefits of the product are …
> Do you have any questions?
> Thank you for listening.

8 Review

Key

8 a
Language in use

Complete the second sentence so that it has a similar meaning to the first sentence using the words given in bold. Use phrasal verbs. You must use between two to four words including the words given. Mind the tenses. The first one (0) has been done for you.

0 Jeremy thought back on the event with a smile on his face. – **look**

Jeremy *looked back* on the event with a smile on his face.

1 Sam is currently part of the new marketing project team. – **involve**

Sam is currently _____ the new marketing project team.

2 The new idea will support the success of the new product line. – **contribute**

The new idea will _____ the success of the new product line.

3 Theo was participating in a conference on youth employment last week. – **take part**

Theo _____ a conference on youth employment last week.

4 The intern spoke to the manager about the sales meeting on Saturday. – **talk**

The intern _____ the manager about the sales meeting on Saturday.

5 The HR Manager did not reply to my email of application. – **respond**

The HR Manager did not _____ my email of application.

6 Elif had to tolerate a lot of negative feedback from her boss last year. – **put**

Elif had to _____ a lot of negative feedback from her boss last year.

>

7 The company boss finally managed to overcome the difficulties he faced finding a major investor. – **get**

The company boss finally managed to _____ the difficulties he faced finding a major investor.

8 My colleague introduced some great ways to pick myself up. – **cheer**

My colleague introduced some great ways to _____ .

8 b

Language in use

Have a look at the sentences (1–9). Fill in *much / many / a lot of.* Compare your results with a partner.

1 Azra ate too _____ cake in the company canteen and now she doesn't feel well.

2 How _____ of you did an internship last summer?

3 I was surprised that so _____ students at our school will be doing a summer job this year.

4 How _____ do they pay their interns?

5 Doing an internship is a vital part of _____ young people's education today.

6 There are _____ reasons why doing an internship is beneficial for your career.

7 Mehmet hasn't got _____ time for cooking in the evening. He's just too busy at the moment.

8 How _____ times have you taken part in meetings throughout your internship?

9 Interns usually spend _____ time doing grunt work.

8 c

Vocabulary

Have a look at the sentences (1–9). Complete them with an appropriate word / phrase from the box. Mind the tenses. Compare your results with a partner.

> permission – to adjust to – to guide – to get over – first-hand – lightweight – to purchase – initiative – payment

1 The football player _____ the defeat really fast.

2 Jim had the _____ to join the site manager for the morning meeting on site.

3 The intern got _____ information and advice from his mentor.

4 The manager said that throughout her internship Julia had taken _____ and had shown a great attitude.

5 Mr Miller _____ me through work-related situations in my last internship, which helped me improve and grow in many ways.

6 My co-worker _____ some new office equipment online yesterday.

7 The product is _____ and easy to install.

8 One major benefit of the internship was that I learnt to _____ different work patterns and norms.

9 Even though Danielle did not get any _____ for the internship, she didn't regret doing it.

You have applied for an internship at a well-known company in your field of specialisation abroad and have now been invited for a job interview. In the first part of the interview you are asked to present your personal profile. In your 3-minute presentation you should

▢ explain why you are interested in doing this internship abroad
▢ talk about your educational background
▢ give examples of your skills and qualifications.

Step 1: Before you start speaking, 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: Get into pairs and give your presentation. Take turns.

You have just received an email from your Irish penfriend. In his email he asked you whether or not you bought the product you have been telling him about. In your reply email you should

▢ describe the product in more detail
▢ say where and when you can use the product
▢ explain how it works *(special functions, features, specifications, etc.)*.

Use appropriate phrases from theVocabBooster in activity 7a and from the LanguageBox below. Write about 200 words.

LanguageBox

> Hi …
> How are you? I haven't heard from you for ages. How's school going? My life is quite busy and stressful at the moment and that's why I finally decided to reward myself with … *(name of the product)*.
> I still can't believe that I really bought it.
> Do you know … / Have you seen the newest … *(name of the product)*?
> It's … *(colour)* and it cost …
> The product is made of … *(material)* and has … *(features / functions)*.
> Talking about its dimensions, it's … cm / m long and … cm / m wide.
> I can use it outdoors / indoors … all year round / every day / seasonally …
> Furthermore, the product has / offers / shows / helps me to …
> It also features …
> Special specifications that are worth mentioning are … / The product is equipped with …
> The best thing is that …
> I really love it!
> Sorry for bothering you with all these details.
> What's happening in your life right now? How did your Maths exam go?
> I'd better go now. I've got to do some school work.
> Can't wait to hear from you!
> Best

Key vocabulary

What interns should know about

to (have to) do grunt work
to make a good (first) impression
to be a senior manager
to have nice and helpful co-workers
to require certain tools and equipment
to get first-hand information and advice

to have permission to do something
to have duties
to work in a department
to be independent
in one's career field

My internship experience

company culture
to learn time-management skills
to improve one's communication skills
to work together with others
to learn problem-solving skills
to become more self-confident
to be equally important
to get a deeper understanding of something
to learn through doing and experiencing something in a real-work setting
to need theoretical knowledge and practical skills for a successful career

to regret something
to be busy
to socialise with others
to be dedicated
to purchase something
to work in accounting
to help with warranty and maintenance calls
to coordinate vendors
to join the site manager for a meeting

Phrasal verbs

to be involved in
to cheer someone up
to contribute to

to get over something
to look back
to put up with

to relate to
to respond to
to take part in

to talk to

Why internships are important for your career

to find a starting role within a company
to take the first steps in the working world
to adjust to different work patterns and norms
to apply classroom knowledge to real-life work situations
to sell one's personal brand
to get a full-time job later on

to be someone's mentor
to guide someone through work-related situations
to open the doors for future employment
to take initative
to work in an environment where mistakes are expected
to get a head start on one's job search

The pros and cons of doing an internship

internships look good on one's CV
it may be hard to build up a relationship with other members of staff
one's role at the company may be confusing
to find out which skills one is lacking
to form a network of professionals
to gain hands-on experience
to gain real work experience
to get the chance for personal development

to get to know different departments
to have better job chances
to learn more about one's field of specialisation
to learn something for life
to not be treated like an equal member of staff
to not get any payment for the internship
to work on a variety of tasks and projects
to work with a lot of different people

Describing a product

to be a great relief
to be adjustable/adaptable
to be easy to use
to be efficient to run/maintain
to be fragile/breakable
to be functional
to be green/sustainable
to be heavy/lightweight
to be high-quality

to be huge
to be long-lasting
to be multi-functional
to be reasonably priced/expensive/cost-efficient
to be reliable
to be resistant
to be solid
to be supportive/convenient

to be timeless
to be tough
to be trendy
to be tried and tested
to be up-to-the-minute
to be useful
to be well-built
to be well-constructed
to be well-designed

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 talk about the most common addictions among teenagers.			
I can speak about the risks, dangers and consequences of different addictions.			
I can speak about a film, TV/streaming series, or book about any kind of addiction.			
I can answer questions on an article about teen Internet addiction.			
I can interview classmates about their attitudes towards technological devices and social media.			
I can discuss the topic of teens in the digital age.			
I can create different telephone conversations on the topic of addiction.			
I can speak about what it is like to be a teenager.			
I can discuss quotes about being a teenager.			
I can interview my classmates about their hopes and wishes.			
I can give a presentation about my wishes and fears.			
I can speak about my idea of a perfect day.			
I can speak about my consumer behaviour.			
I can discuss the importance of fashion in my life.			
I can speak about common themes that appear in young people's dreams.			
I can fill in a questionnaire about being tolerant and respectful.			
I can talk about being "different" and making a difference.			
I can speak about pictures of people who are "different".			
I can discuss the benefits and downsides of a multicultural society.			
I can give a presentation about discrimination and prejudice.			
I can discuss the topic of refugees.			
I can create an interview about refugees and migration.			
I can interview classmates about their newspaper and magazine reading habits.			
I can talk about how I keep up-to-date with the latest news.			
I can speak about media restriction and censorship.			
I can discuss the pros and cons of mass media.			
I can talk about the advantages and downsides of a print and a digital school newspaper.			
I can speak about fake news.			
I can summarise an article about fake news.			
I can give a talk about the importance of different types of media.			
I can speak about a successful internship.			
I can talk about my internship experiences.			
I can summarise a talk about a person's internship experiences.			
I can discuss questions about a cartoon on internships.			
I can present the results of a survey about the top reasons for doing an internship.			
I can give a product description.			
I can present my personal profile.			

Writing	☺	☺	☹
I can write a blog entry about a bad habit/an addiction and how I have managed to stop.			
I can write a blog entry about young people and their views on and experiences with addictions.			
I can write an informal reply email about my idea of a perfect day.			
I can write a description of a dream.			
I can write a blog comment about tolerance as a life skill.			

>

SELF-ASSESSMENT CHECKLIST

Writing	☺	😐	☹
I can write a blog entry about a person who earns my respect.			
I can write a formal email to my principal.			
I can write a blog comment about the pros and cons of getting the news from the Internet.			
I can write an informal reply email about my last internship.			
I can write an informal reply email about a product I have recently bought.			

Reading	☺	😐	☹
I can understand the main idea of an article about teen Internet addiction.			
I can understand the main idea of an article about hopes, dreams and fears of teenagers.			
I can understand the main idea of an article about tolerance and equality.			
I can understand the main idea of an article about fake news.			
I can understand the main idea of an article about the importance of internships.			

Listening	☺	😐	☹
I can understand telephone conversations about problems with different addictions.			
I can understand a radio interview about teenagers and addictions.			
I can understand a talk about how fast fashion attracts teens.			
I can understand two teen refugees talking about their new life in Australia.			
I can understand four young people talking about how they get their news.			
I can understand two students talking about their internship experiences.			

Language in use	☺	😐	☹
I can use modal verbs *(may/might/can/could)* appropriately.			
I can use tricky plural nouns appropriately.			
I can use *speak/talk/say/tell* appropriately.			
I can use *some/any* and compounds appropriately.			
I can use reported speech appropriately.			
I can use the *will*-future and *going to*-future appropriately.			
I can understand the language of newspaper headlines.			
I can use *so/such/so many/so much* appropriately.			
I can use phrasal verbs appropriately.			
I can use *much/many/a lot of* appropriately.			
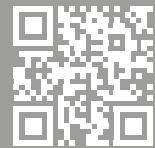
1 Discussion and interaction

Introducing an argument

From my point of view, …

I would like to point out …

The point I am trying to make is …

Personally, I feel that …

I believe that …

I really must say …

Adding ideas

Another point/aspect I would like to mention …

In addition, …

On top of that, …

Agreeing

I could not agree with you more.

That's what I think too.

That's exactly how I see it/feel about it.

Well, in that case, I can see your point.

Disagreeing

Yes, possibly, but …

I agree up to a certain point, but …

I am sorry, but I don't agree!

In no way can I agree with you because …

Interrupting

Excuse me, but …

Could I say something here?

May I come in here?

Asking for someone's opinion

What do you think about/of …?

What is your view on this?

Giving examples / Emphasising

Let me give you an example.

Just let me explain …

What I mean is …

Concluding / Summarising

Summing up, it can be said that …

On the whole, …

2 Giving a presentation

Introducing the topic of your presentation

Good morning!/Good afternoon!/Hello everybody!

Today I have come here to tell/inform you about … *(topic)*.

Giving an overview

In the first part of my presentation I will present/explain/talk about …

The second part will be about … and in the final part of my presentation I will speak about …

Structuring a presentation

Well, first of all, I want to say that …

Furthermore, I should mention that …

On top of that, …

Moreover, …

Besides, …

In addition, …

I really feel that …/I truly believe that …

Concluding / Summarising

Finally, I would like to …/To conclude, …

Please ask if you have any further questions.

Thank you for listening!

PHRASES

3 Describing charts and diagrams

Providing general information

The survey/diagram/bar chart/pie chart/ infographic shows … *(overall topic)* in percentage points/million people/ dollars/pounds/euros ...

The survey was conducted by … *(source)* in … *(year)*.

The period under review is from … to … .

… *(number of people interviewed)* people were interviewed, they were between … and … years old.

Summarising results

The survey/diagram/bar chart/pie chart/infographic clearly shows that …

The majority/minority thinks/says that …

… per cent of the interviewed feel that …

Half/A third/A quarter of the people interviewed claim that …

Analysing the results

Analysing the results, it can be said that …

It is (quite) surprising that …

The results show that …

4 Giving a summary

4.1 Summarising the results of a survey

I interviewed four/five/six ... classmates about their attitude towards/their opinion about … and I would like to summarise my findings.

I found out that …

Four out of six students said that …

Two out of four also mentioned that …

To my surprise, everybody/nobody/only one person said that …

Moreover, 25 per cent/30 per cent … pointed out that …

Another interesting finding was that …

The majority/minority mentioned that …

Summarising my classmates' answers, I can say that …

4.2 Summarising an article/podcast/radio interview

The article/podcast/radio interview is about ... *(main topic)*.

The article/podcast/radio interview offers information about … *(main topic)*.

It was published/released on ... *(date)* in ... *(newspaper/magazine)*/on … (website).

The reader/s/listener/s is/are told about ...

The author/speaker says that …/asks if …

An interesting/surprising fact/important aspect mentioned in the article/podcast/ radio interview is that ...

The article also says that …

Surprisingly, the article/author/speaker claims that …

The author draws attention to the fact that …

Another topic covered in the article/podcast/ radio interview is …

Finally, the author/speaker concludes that ...
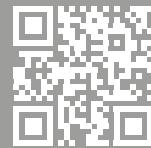
1 Description

How to write a description

What is a description?

A description is a text that tells us what someone or something is like or what a certain place is like. It contains descriptive features of a person or an object.

- When you describe a person, you should give information about the person's appearance, personality, behaviour and style.
- When you describe an object, you should give information about the appearance, the function, the material and the design.
- When you describe a place or an area, you should give information about the location and the purpose/function. You should also describe what you see, hear, smell or feel in that place/area and compare the place/area to other places/areas. You can include personal experiences or stories to make your description lively.

What about structure and layout?

A description should

- have a catchy title
- have a clear text structure

  — introduction: giving general information about the person/object/place that is described
  — main part: describing the person/object/place in detail
  — conclusion: a closing statement

Please note: Use descriptive language *(e.g. comparisons: He is as tall as his father.)* and adjectives to make your description lively.

What about register and formality?

A description is a formal piece of writing. Do not use short forms *(isn't, can't, hasn't, …)*.

Phrases for writing a description

Describing a person

… *(Name of person)* is … *(height/weight/age)*.
… *(Name of person)* has …
… *(Name of person)* looks …
When you see … *(person's name)*, you notice …
… *(Name of person)* has … *(hair/eyes …)./… (Name of person)*'s hair is/eyes are …
… *(Name of person)*'s face has a … *(shape/expression)*.

… *(Name of person)* is wearing …
… *(Name of person)*'s outfit is …
… *(Name of person)* seems to be …
… *(Name of person)* looks/acts/sounds like …

Describing an object

… *(Name of object)* is …
It looks like …
When you see … *(name of object)*, you notice that …

The colour of … *(name of object)* is …
The shape of this object is …
… *(Name of object)* is made of …
Its size is …
This object is lightweight/heavy …
The purpose of this object is to…
… *(Name of object)* stands out because …
When you touch it, you can feel …

>

> **Describing a place / an area**
>
> This place / area is known for its … *(mention key feature / s).*
> It is a lively place / area / neighbourhood with …
> People here are friendly / outgoing / helpful / relaxed … and there are often … *(e.g. sport events, community events, festivities, etc.).*
> It is a beautiful / amazing / cool area because …
> Surrounded by nature / parks / historic buildings, this place / area …
> It is quiet here, away from the city noise.
> You will find lots of cool places to visit nearby, like … *(local attractions, landmarks, must-sees, etc.).*
> There are plenty of shops / restaurants / green areas … where …
> Families / Teenagers / Elderly people love it here because …
> This place / area is changing, with new things popping up all the time.
> It is a historic / modern area with lots of things / stories to discover.

Sample task

You have been asked to write a description of the ultimate dream location to live for the English section of your school magazine.

In your description you should

- describe the location in detail *(what does the area / place look like, where is it, how is the climate, etc.)*
- mention what you can do there
- point out why this is the ultimate dream location to live for you.

Give your description a title. Write about 180 words.

Sample description

> **A perfect place in Michigan's Upper Peninsula**
>
> Approaching northern Michigan, people often only see the road ahead of them and forests to the side, but it is so much more. This area is known for its hilly landscape and beautiful beaches. In the summer it is perfect for running up and down the sand dunes and in the winter you can snuggle up with a book and enjoy the fire.
>
> The perfect city to live in this area, however, is Marquette. Marquette is a university town, so it is a lively place full of young people. Generally speaking, people here are friendly and there are often football games, which can be very exciting. You will find lots of cool places to visit nearby, like downtown and St. Peter Cathedral.
>
> For me, I would want to live here because the area is changing, with new things popping up all the time, like cool shops and cafés. It is a modern area with lots of things to discover. I would like to be close to the lake, nature and city life, so Marquette seems to be a dream location for me. I believe I would be the happiest there.

2 Informal email / Informal reply email

How to write an 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:

- your and the recipient's address
- date
- subject line
- salutation
- main body *(divided into paragraphs)*

- closing
- signature
- additional elements *(enclosures)*

Please note: Continue with a capital letter after the salutation.

What about register and 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 have you been? I've been really busy recently, that's why … I just thought to drop you a line. Sorry it has taken me so long to write back. I haven't heard from you for a while/for ages, so … **Commenting on previous email** Thanks for your last email, I was *(really)* happy to … It was great to hear from you! Glad to hear that …/read about … I'm sorry, I didn't get back to you right away, but I was really busy/stressed out …	**Moving the topic on** By the way, have you heard about …? The reason why I'm writing is … I thought I'd write you to tell you/ask you … **Closing phrases** Well, time to go!/Got to go now!/I'd better go now. There's lots of homework waiting for me./That's all for now! Drop me a line if you have time. Write me back when you can, it would be great to hear from you. Can't wait to hear from you! Keep in touch! **Finishing off an informal email** Best/Best wishes Take care Bye for now

Sample task

In your last summer holidays you met Lorik, a 16-year old Albanian teenager. As you haven't heard anything from him for quite a while, you have decided to write an email.

In your email you should

- inform Lorik about what it is like to be back at school
- tell him what is going on in your life right now
- outline your plans for the upcoming weeks.

Write about 180 words.

Sample email

🔴 🟠 🟢 | From: nikolla@gmail.com
To: lorik.prifti@gmail.com
Subject: Update about what's going on in my life

Dear Lorik

How have you been? I haven't heard from you in a while, so I thought I'd send you an update. At the moment, I'm back in school and I'm really busy with tests and assignments, but it's great to see my classmates again after the summer.

My life has also become a bit busy. My family got a dog two weeks ago, and most of my time when I'm at home is taken up by playing with him. His name is Taz, and he's black and white. My grandmother was also visiting last week, and I talked to her a lot. She seems to like having discussions with me, even if I don't get as interested in politics as she does.

>

In the next few weeks, I'm going to finish a school project with two other classmates, and I'm going to plan a trip to visit a friend in the United States next year. Who knows? Maybe my entire family will go. I'm excited just thinking about it; I can't wait to travel more.

Well, time to go! I have to take Taz for a walk. Write me back when you can, it would be great to hear from you.

Best
Nikolla

3 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, follow-up email, general interest email, email of application, email of inquiry/request, confirmation email, etc.).*

What about structure and layout?

A formal email usually contains the following elements:

- your and the recipient's email address
- date
- reference/subject line
- salutation
- main body *(divided into paragraphs)*
- closing
- signature
- additional elements *(e.g. enclosures, documents, …).*

Please note: Continue with a capital letter after the salutation.

What about register and formality?

A formal email should be polite and factual. Do not use informal language *(e.g. short forms, question tags, …).*

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 to express my interest in …
I am writing regarding …
I am writing because I would like to know more about …
My name is … and I wanted to contact you because …
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 …
As per my last email …

Structuring the main part
– **Request**
   I would be grateful if you could …
   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 …/to inform you about …
  I regret to inform you that …
- **Asking for information**
  Could you please give me some information about …?
  Could you please tell me …?
  I would please like to know …
  If it is no trouble, I would like to ask …

Closing phrases
Sorry for asking so many questions, but …
Please do not hesitate to contact me if you have any further questions.
Any help you can give would be greatly appreciated.
Thank you for your help./Thank you in advance.
I look forward to your response.
I look forward to receiving the requested information.
I am looking forward to hearing from you.

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 are planning to do a summer course in order to improve your language skills. You came across the following advertisement on *Instagram* and would like to get more information. Read the advertisement and the notes you have made. Then write a formal email, covering all the points in your notes and any other relevant information.

In your email you should

- introduce yourself briefly
- ask for further information *(see Notes)*
- explain why you are motivated to improve your language skills.

Write about 180 words.

Royal Language School London
Come and study English at our school!

- 3-week course for all levels
- experienced and motivated teachers
- small groups
- reasonable prices
- accommodation included

For further information contact Carollee Brown:
carollee.brown@royallanguageschool.uk

Notes
- 2-week course possible?
- how many students?
- reasonable prices → how much?
- accommodation → more details

Sample email

From: n.adamovsky@gmail.com
To: carollee.brown@royallanguageschool.uk
Subject: Questions regarding language course

Dear Ms Brown

My name is Nicole and I wanted to contact you to express my interest in an English course at the *Royal Language School*. I am currently a student in Prague but would be very excited to travel to London for the course.

Could you please give me some information about the school? As I have a busy school year and will be doing a 4-week internship in the summer, I would not be able to attend a whole 3-week course. Would it be possible to have a 2-week course instead? Additionally, the advertisement says there are small groups and reasonable prices but what is the normal size and price of a course? Lastly, I would please like to know more about the accommodation. How far from the school is it and is it in a safe neighbourhood?

I am very excited to improve my English because I wish to someday travel to Canada to visit my relatives. On top of that, I also hope I will be able to impress my English teacher with my progress.

I look forward to receiving the requested information. Thank you for your help.

Yours sincerely
Nicole Adamovsky

4 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
- the publishing date and time
- 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.

Phrases for writing a blog entry

> **Title: ...**
> *Username: ...*
> *Date and time: ...*
>
> **Addressing your readers**
> Hi .../Hi everyone!/Hey guys!
>
> **Introducing the topic**
> I haven't been around much …
> Is it just me who thinks that …?
> This blog will focus on/give you an idea how to …
> I've recently come across an interesting article/survey on ... *(topic)* and would like to share the most important findings with you.
>
> **Structuring the main part**
> Do you guys also have troubles with that?
> Regarding … *(topic)*, I can only say that …
> For example, …
> Don't get me wrong, …
> Considering the fact that …, it is safe to say that …
> What would you say if I told you that …?
> Another point I'd like to mention is …
>
> **Concluding**
> Before I sign off, I'd like to …
> What do you think about that?
> Looking forward to seeing other comments on this topic!
> Leave a comment and tell me how you feel about/deal with …

You are running your own blog about various topics that are interesting to you. Today's blog is about music.

In your blog entry you should

- point out which music genre/s, band/s, and singer/s are your favourites
- comment on the importance of music in your life
- recommend a song to your readers.

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

Music to my ears!

by djsam_13
20 August, 8:30 am

Hi everyone!

Is it just me who thinks that country music should be liked more? It's one of my personal favourite genres! I think people like to hate country but have never really tried to listen to it. If anyone who thinks they dislike country listened to *Townes Van Zandt,* I believe they would change their minds immediately. But that's just one music genre! There are so many to listen to out there and I love almost all of them, so it's always hard to choose – like for example, when I'm in a sad mood and I have too many songs to choose from to help me through it. Do you guys have troubles with that?

Considering the fact that I need music to help me with my mood, it is safe to say that it is very important to me. It helps me direct my feelings and control my emotions.

Before I sign off, I'd like to recommend that everyone should listen to the song *Following the Sun* to cheer themselves up, it's so hard to be sad when listening to it! What do you think about that?

If you agree/disagree, please leave a comment and tell me how you feel about using music to help you through a difficult time. Thank you and happy listening!

5 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
- the publishing date and time
- 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

> *Username: …*
> *Date and time: …*
>
> **Introducing your comment**
> I've never really cared about … *(topic),* but your blog entry has made me think. That's why I decided to share my thoughts.
> I've recently come across your blog and couldn't believe that …
> Thanks, … *(name of author),* for a really cool blog entry/post/article/for bringing up this point.
> Thanks for your interesting post, … *(name of author)*! I felt inspired to comment on it because …
>
> **Structuring the main part**
> First of all, …
> What's different, though, is that …
> This is why I/you …
> Like you, my friends/my parents …
> Considering/Regarding the fact that … I'd suggest doing/asking/trying …
>
> **Closing phrases**
> Thank you once again for your interesting post.
> What about you? Leave a comment about …
> But enough about me. How about you?
> Leave a comment and tell me how …
> What do others think? Looking forward to reading your comments/more comments on this topic.

Sample task

Are you active?
by Val
5 May, 8:15 pm

People often talk about changing their lives. I asked friends and family what they want to change. Almost all of them want to be more active. But they don't do it. Why do people want to be more active but only a few actually do something about it?

You have decided to comment on this blog entry. In your blog comment you should

- outline what your definition of being active is
- explain why many people find it hard to change their habits
- suggest ways to help people be more active.

Write about 200 words.

Sample blog comment

by senadcebic35
18 February, 10:30 pm

Thanks, Val, for bringing up this point. First of all, I think we need to discuss what being active actually means. For some, it might involve simply walking more at their school or work. For others, it might mean working out every day. But I believe we can safely say that small workouts three times a week is a common way to think of it.

As for why people are not more active, there might be a few reasons. For many, I think they simply don't believe that they're able to do it and find it difficult to try. Everyone has difficulties starting something new. What's different, though, is that it takes a long time to see the results of being active. Also, if you have been doing something bad for you for a long time, it is difficult to stop. This is why for a while I found it difficult to stop eating junk food.

Considering the fact that so many people have difficulties with this problem, I'd suggest finding someone to help. They can encourage you and make sure you complete your goals. For example, when I wanted to be more active during the winter, my girlfriend Lucia was very helpful and made sure I finished what I said I was going to finish.

What do others think? Looking forward to reading your comments!
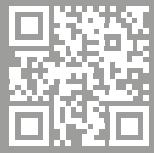
A

ability (n)	Fähigkeit, Können
accept (v)	akzeptieren, annehmen, zustimmen
access (n)	Zugang
access (v)	abrufen, zugreifen, betreten
accessories (n)	Accessoires, Zubehör
accident (n)	Unfall
according to (prep)	gemäß, laut
account (n)	Konto
accounting (n)	Buchhaltung, Buchhaltungsabteilung
accurately (adv)	genau, exakt, akkurat
achieve (v)	erreichen, erzielen, erlangen
achievement (n)	Errungenschaft, Leistung
action (n)	Maßnahme, Handlung, Aktion
active (adj)	lebhaft, engagiert, aktiv
actively (adv)	aktiv, lebhaft
ad(vertisement) (n)	Werbung, Inserat, Annonce
adapt (v)	anpassen, adaptieren
add (v)	hinzufügen, beifügen
addicted (adj)	abhängig, süchtig
addiction treatment centre (n)	Suchthilfeeinrichtung
addictive (adj)	süchtig machend
address so./sth. (v)	jmdn./etw. ansprechen, etw. thematisieren
adjust to (v)	anpassen an, ausrichten, einstellen
admire (v)	bewundern
admit (v)	zugeben, eingestehen, anerkennen
adult (n)	Erwachsene/r
advantage (n)	Vorteil
advertising company (n)	Werbeagentur
advice (n)	Rat, Ratschlag
advisable (adj)	ratsam, empfehlenswert
affect (v)	beeinflussen, betreffen, beeinträchtigen
afford sth. (v)	sich etw. leisten können
age (n)	Alter
aggressive (adj)	aggressiv, streitlustig
air pollution (n)	Luftverschmutzung
air quality (n)	Luftqualität, Luftgüte
aircraft (n)	Flugzeug, Luftfahrzeug
airport (n)	Flughafen
alarming (adj)	alarmierend, besorgniserregend
alcohol (n)	Alkohol
alcohol addiction (n)	Alkoholsucht, Alkoholabhängigkeit
algorithm (n)	Algorithmus
allow (v)	erlauben, ermöglichen, zugestehen
amaze (v)	verblüffen, erstaunen
amenities (n) (pl)	Annehmlichkeiten, Vorzüge
amount (n)	Betrag, Menge, Anteil
analyse (v)	analysieren, auswerten
ancient (adj)	antik, alt, historisch
angered (adj)	verärgert, erbost
antivirus software (n)	Anti-Virus-Programm
anxiety disorder (n)	Angststörung
anxious (adj)	ängstlich, verängstigt, erschrocken
apartment (n)	Apartment, Wohnung
app (application) (n)	App (Applikation), Anwendung
appear (v)	erscheinen, auftauchen
appearance (n)	Aussehen, Erscheinen, Auftreten
apply (v)	anwenden, anfragen, bewerben
appointment (n)	Termin, Treffen
appreciate (v)	würdigen, (wert)schätzen, begrüßen
approach (n)	Herangehensweise, Denkansatz
Arabic (adj)	arabisch

around (adv)	herum, rundherum; ungefähr
article (n)	Artikel, Gegenstand
artificial intelligence (AI) (n)	Künstliche Intelligenz (KI)
arts (n)	Kunst, Künste
ask for (v)	fragen nach
ask so. for help (v)	jmdn. um Hilfe fragen/bitten
ask so. to do sth. (v)	jmd. bitten etw. zu tun
assessment centre (n)	Assessment-Center, Bewertungszentrum
assist (v)	unterstützen, helfen, assistieren
associated (adj)	in Verbindung gebracht werden
asylum (n)	Asyl, Zufluchtsort
athletic (adj)	sportlich, athletisch
attachment (n)	Anhang, Anlage
attack (v)	attackieren, angreifen
attend (v)	besuchen, belegen
attention (n)	Aufmerksamkeit
attic (n)	Dachboden, Dachgeschoß
attitude (n)	Einstellung, Gesinnung, Haltung
attraction (n)	Attraktion, Anziehung, Hingezogenheit
audiologist (n)	Hör(geräte)akkustiker/in
authorisation (n)	Erlaubnis
authorities (n) (pl)	Behörden, Behördenvertreter/innen
authority (n)	Behörde, Autorität
automate (v)	automatisieren
available (adj)	verfügbar, erhältlich
average (adj)	durchschnittlich, Durchschnitts-
avoid (v)	vermeiden, ausweichen
awareness (n)	Bewusstsein, Wahrnehmung

B

balcony (n)	Balkon
bank account (n)	Bankkonto, Bankverbindung
bargain (n)	Schnäppchen
based on (prep)	basierend auf, beruhend auf, auf der Grundlage von
basement (n)	Keller, Untergeschoß, Souterrain
basic needs (n) (pl)	Grundbedürfnisse
bathroom (n)	Badezimmer
bathroom facilities (n) (pl)	Sanitäreinrichtungen
be able to (v)	fähig sein zu, in der Lage sein zu
be afraid of (v)	sich fürchten vor, Angst haben vor
be at peace with so./sth. (v)	mit etw./jmdm. im Reinen sein
be at risk (v)	gefährdet sein, in Gefahr sein
be aware of (v)	Kenntnis haben von
be capable of (v)	fähig sein, im Stande sein
be committed (v)	sich engagieren, verpflichtet sein
be confronted with (v)	konfrontiert sein/werden mit
be controlled by (v)	kontrolliert werden durch, gesteuert sein durch
be discriminated against (v)	diskriminiert werden, benachteiligt werden
be equipped with sth. (v)	mit etw. ausgestattet sein
be exposed to (v)	ausgesetzt sein
be out of office (v)	nicht im Büro sein
be referred to (v)	bezeichnet werden; zugeteilt werden
be registered on (v)	registriert sein auf
be right (v)	recht haben
be surrounded by (v)	umgeben sein von
be traceable (b)	nachverfolgbar sein, zurückverfolgbar sein, auffindbar sein
be worried about (v)	sich Sorgen machen über, bangen um
beautiful (adj)	schön, hübsch
become (v)	werden
behave (v)	verhalten, benehmen

behaviour (n)	Verhalten, Benehmen, Verhaltensweise, Betragen
belief (n)	Glaube, Überzeugung, Ansicht
belong (v)	gehören, hingehören, dazugehören
benefit (v)	nutzen, profitieren
bias (n)	Vorurteil, Voreingenommenheit
bigger picture (n)	größerer Zusammenhang
bike path (n)	Fahrradweg
birth (n)	Geburt
birthdate (n)	Geburtsdatum
blame (v)	beschuldigen, vorwerfen, verantwortlich machen
blind (adj)	blind
block of flats (n)	Wohnblock, Mietshaus
block out (v)	blockieren, nicht durchlassen, verdrängen, ausblenden
blogging (n)	Bloggen, Führen eines Blogs
blood pressure (n)	Blutdruck
bluntly (adv)	freiheraus, geradeaus
body image issues (n) (pl)	Probleme mit dem eigenen Körperbild
body language (n)	Körpersprache
boost (v)	unterstützen, ankurbeln, erhöhen
bored (adj)	gelangweilt
both (pron)	beide, beiderlei
both … and (conj)	sowohl als auch
bothering (adj)	belästigend, störend
boundaries (n) (pl)	Grenzen
brain (n)	Gehirn
branded (adj)	Marken-, markengeschützt, markiert
break (n)	Pause
break (v)	kaputtgehen, brechen
breath (n)	Atem, Atemzug
bridging visa (n)	zeitlich begrenzte Aufenthaltsgenehmigung
bright (adj)	hell
brightness (n)	Helligkeit
bring together (v)	zusammenbringen, zusammenführen, an einen Tisch bringen
broaden (v)	erweitern, ausbreiten, ausdehnen
broadsheet (n)	großes Zeitungsformat
broke (adj)	pleite
browse (v)	durchstöbern, durchsuchen
budgeting (n)	Budgetierung, Kostenplanung
building (n)	Gebäude
bully (n)	Tyrann/in, Mobber/in, schikanierende Person
bully (v)	mobben, tyrannisieren
bullying (n)	Mobbing, Schikanieren
bullying behaviour (n)	Mobbingverhalten
bungalow (n)	Bungalow
busy (adj)	beschäftigt, fleißig

C

cable television (n)	Kabelfernsehen
calculation (n)	Rechnung, Kalkulation
call (n)	Anruf, Aufruf
calm (adj)	ruhig
campaign (n)	Kampagne, Wahlkampf
cancel (v)	absagen, stornieren, streichen
canteen (n)	Kantine, Mensa
capital city (n)	Hauptstadt
car accident (n)	Autounfall
car plant (n)	Autofabrik
carbon footprint (n)	CO_2-Bilanz, CO_2-Fußabdruck
care (v)	kümmern
career (n)	Karriere, berufliche Laufbahn
career field (n)	Berufsfeld
carefully (adv)	aufmerksam, gewissenhaft; vorsichtig

caregiving (n)	Pflege
car-free (adj)	autofrei
cascade (adj)	stufenförmig
catchy (adj)	einprägsam, prägnant
cause (v)	verursachen, auslösen
ceiling (n)	Decke, Plafond
celebrate (v)	feiern
celebrities (n) (pl)	Berühmtheiten, Promis
cellar (n)	Keller, Untergeschoß
cement bag (n)	Zementsack
censorship (n)	Zensur
century (n)	Jahrhundert
ceremony (n)	Zeremonie, Feierlichkeit, Feier
certain (adj)	bestimmt, gewiss
challenging (adj)	herausfordernd, anspruchsvoll
chance (n)	Chance, Gelegenheit, Möglichkeit
change (n)	Veränderung, Änderung; Wechselgeld
change (v)	verändern, ändern, wechseln
changes in (n)	Veränderungen in
character (n)	Buchstabe, Schriftzeichen; Charakter
character trait (n)	Charaktereigenschaft
characteristics (n) (pl)	Eigenschaften, Merkmale
check (v)	prüfen, überprüfen
check mark (n)	Häkchen, Hakerl
cheer up (v)	aufmuntern, erheitern
childhood (n)	Kindheit
childish (adj)	kindisch
chimney (n)	Rauchfang
chocolate addiction (n)	Schokoladensucht, Schokoladenabhängigkeit
choice (n)	Wahl, Auswahl, Alternative
cholesterol levels (n) (pl)	Cholesterinwerte
choose (v)	auswählen, wählen
cinema (n)	Kino
citizenship (n)	Staatsbürgerschaft, Staatsangehörigkeit
city planning (n)	Stadtplanung
claim (v)	behaupten
classical (adj)	klassisch, altbewährt
cleaning (n)	Reinigung, Säuberung
click (v)	anklicken, klicken
climate (n)	Klima
climate change (n)	Klimawandel
climbing (n)	Klettern, Bergsteigen
clinical addiction (n)	klinische Abhängigkeit, klinische Sucht
clock (n)	Uhr
closet (n)	Wandschrank, Schrankzimmer
cloud computing (n)	Cloud-Computing, Datenwolke
clubbing (n)	Clubbing, Klub-Kultur
clue (n)	Hinweis
cluttered (adj)	unordentlich, unaufgeräumt
coaching (n)	Coachen; Nachhilfe(unterricht)
coexist (v)	nebeneinander bestehen, zusammenleben
colleague (n)	Kollege/Kollegin
collect (v)	sammeln
collected (adj)	(an)gesammelt
combine (v)	kombinieren, verbinden, vermengen, zusammenführen
come into play (idiom)	eine Rolle spielen, ins Spiel kommen
come straight to the point (v)	direkt zur Sache kommen
comfort (n)	Bequemlichkeit, Annehmlichkeit, Gemütlichkeit
comfortable (adj)	bequem, angenehm
comment (n)	Kommentar
commit (v)	begehen, verüben, verpflichten
common (adj)	geläufig, gängig
communicate (v)	kommunizieren

communication skills (n) (pl)	Kommunikationsfähigkeit
community (n)	Gemeinschaft, Gemeinde
commuting (n)	Pendeln
companionship (n)	Gesellschaft, Begleitung
company (n)	Firma, Unternehmen
company culture (n)	Unternehmenskultur
comparable (adj)	vergleichbar
compare (v)	vergleichen
compete (v)	wetteifern, konkurrieren, rivalisieren
competition (n)	Wettbewerb, Konkurrenz
complete (v)	vervollständigen, ergänzen; komplettieren
completion (n)	Fertigstellung, Abschluss
complicated (adj)	kompliziert, schwierig
compromise (n)	Kompromiss, Übereinkunft
compulsive (adj)	zwanghaft, triebhaft; verpflichtend
concentration (n)	Konzentration, Aufmerksamkeit
concerned (adj)	zuständig, betroffen, bekümmert
concert (n)	Konzert
concrete (adj)	konkret, handfest
condensed (adj)	zusammengefasst, gekürzt
condition (n)	Zustand; Bedingung
conduct (v)	durchführen, ausführen
confidently (adv)	zuversichtlich, selbstsicher, mit Überzeugung
confirm (v)	bestätigen
conflict (n)	Konflikt, Auseinandersetzung, Streitigkeit
conform (v)	entsprechen, (sich) anpassen
conformity (n)	Ähnlichkeit, Übereinstimmung; Fügsamkeit
confront (v)	ins Auge sehen, konfrontieren, entgegentreten
confronting (adj)	konfrontierend, entgegentretend
connect to (v)	verbinden mit
connected (adj)	verbunden, vernetzt
connection (n)	Verbindung, Zusammenhang
consequence (n)	Konsequenz, Folge, Auswirkung
consider (v)	in Betracht ziehen
constant (adj)	ständig, konstant, dauerhaft
constantly (adv)	ständig, unentwegt, konstant
construction branch (n)	Baubranche, Bauwesen
construction company (n)	Baufirma, Baukonzern
construction site (n)	Baustelle
consumer behaviour (n)	Kaufverhalten, Konsumverhalten
consumption (n)	Konsum, Verbrauch
contact (v)	kontaktieren, in Verbindung treten, Verbindung aufnehmen
contain (v)	beinhalten, enthalten
content (n)	Inhalt
continue (v)	fortfahren, fortsetzen
contradictory (adj)	widersprüchlich, unvereinbar
contribute (to) (v)	beitragen (zu), beisteuern, mitwirken, einen Beitrag leisten (zu)
contribution (n)	Beitrag, Beteiligung
control (v)	kontrollieren, steuern, beherrschen
convenient (adj)	geeignet, praktisch, bequem
conversation (n)	Unterhaltung, Gespräch
cookie (n)	Cookie, kleine Textdatei
cooking (n)	Kochen, Kochkunst
cooling requirements (n) (pl)	die Senkung der Temperatur betreffende Anforderungen
coordinate (v)	koordinieren, aufeinander abstimmen
cope with (v)	etw. schaffen, etw. bewältigen
copycat version (n)	Imitat
copyright laws (n) (pl)	Urheberrecht, Urheberrechtsgesetz
correct (v)	berichtigen, richtigstellen, verbessern, korrigieren
corridor (n)	Gang, Flur

cost of living (n)	Lebenshaltungskosten
cosy (adj)	gemütlich, angenehm, kuschelig
cottage (n)	Ferienhaus, Landhaus
council flat (n)	Gemeindewohnung, Sozialwohnung
countryside (n)	ländliche Gegend
cover (v)	abdecken, bedecken
co-worker (n)	Arbeitskollege / Arbeitskollegin
create (v)	erschaffen, erstellen, kreieren
creative (adj)	kreativ, künstlerisch
crime rate (n)	Kriminalitätsrate
criminal (n)	Kriminelle/r
critical thinking (n)	kritisches Denken
critically (adv)	kritisch
criticise (v)	kritisieren, bemängeln
criticism (n)	Kritik
cross (v)	verschränken, kreuzen
cross-check (v)	gegenchecken, die Gegenprobe machen
crowd (n)	Menschenmenge, Gedränge
crowded (adj)	überfüllt, beengt, vollgestopft
cultural background (n)	kultureller Hintergrund
culture (n)	Kultur
curious (adj)	neugierig
current (adj)	aktuell, augenblicklich, momentan
currently (adv)	momentan, gegenwärtig, zurzeit, derzeit
curriculum vitae (CV) (n)	Lebenslauf
cut (v)	kürzen, reduzieren, (be)schneiden
cut out (v)	ausschneiden, ausstechen
cyber attack (n)	Cyberangriff
cyberbullying (n)	Cybermobbing
cybersecurity (n)	Internetsicherheit
cycle (n)	Kreislauf, Zyklus
cycle lane (n)	Fahrradspur
cycle ride (n)	Fahrradfahrt
cyclist (n)	Radfahrer/in

D

daily (adv)	täglich
daily routine (n)	Alltag, Tagesablauf
damage (n)	Schaden, Beschädigung
dangers (n) (pl)	Gefahren
daunting (adj)	beängstigend, entmutigend, einschüchternd
dawn (n)	Sonnenuntergang
deal with (v)	umgehen mit, verhandeln mit, zu tun haben mit
debate (v)	verhandeln, diskutieren
decision maker (n)	Entscheidungsträger/in
declare (v)	erklären, bekanntgeben, deklarieren
decrease (v)	abnehmen, sinken, verringern
dedicated (adj)	engagiert, mit Leib und Seele bei der Sache sein
deep (adj)	tief, umfassend
deep-sea mining (n)	Meeresbergbau, Tiefseebergbau
defeat (n)	Niederlage, Pleite
define (v)	definieren, bestimmen
degree (n)	Grad, Abschluss, Diplom
delete (v)	löschen
deliberate (adj)	absichtlich, bewusst, vorsätzlich
demonstration (n)	Demonstration, Protest
dentist lab (n)	Zahnlabor
department (n)	Abteilung
depend on (v)	abhängen von
dependence (n)	Abhängigkeit, Unselbstständigkeit
dependency (n)	Abhängigkeitsverhältnis, Angewiesensein
dependent (adj)	abhängig, süchtig
depression (n)	Depression
Deputy Mayor (n)	stellvertretende/r Bürgermeister/in
desert island (n)	unbewohnte Insel

deserve (v)	verdienen
designed (adj)	entworfen, gestaltet, designt
despite (prep)	trotz
destructive (adj)	zerstörend, vernichtend
detached house (n)	Einfamilienhaus
determine (v)	bestimmen, festlegen
develop (v)	entwickeln, erarbeiten
device (n)	Gerät, Apparat
diabetes (n)	Diabetes
different (adj)	unterschiedlich, verschieden
difficult (adj)	schwierig
difficulty (n)	Schwierigkeit(en)
digital citizen (n)	Bürger/in, der/die die Grundfertigkeiten für den Umgang mit dem Computer/Internet besitzt
dimension (n)	Maß, Ausmaß, Dimension
dining room (n)	Esszimmer
direct action (n)	Protestkundgebung
disability (n)	Beeinträchtigung, Aktivitätseinschränkung; Erwerbsunfähigkeit
disabled (adj)	beeinträchtigt
disappear (v)	verschwinden
disappointed (adj)	enttäuscht
discomfort (n)	Unbehagen, Unannehmlichkeit, Unwohlsein
discover (v)	entdecken, auffinden
discrimination (n)	Diskriminierung, Ungleichbehandlung, Benachteiligung
disease (n)	Krankheit
disposable (adj)	wegwerfbar, Einweg-
distance (n)	Abstand, Distanz
distinction (n)	Unterscheidung, Unterschied
distract (v)	ablenken
diverse (adj)	vielfältig, unterschiedlich, bunt gemischt
diving (n)	Tauchen
DIY room (n)	Heimwerker/innenraum
document (v)	dokumentieren, aufzeichnen
door (n)	Tür
download (v)	downloaden, herunterladen
downside (n)	Nachteil, Schattenseite
drastic (adj)	drastisch, einschneidend
draw the line (v)	die Grenze ziehen
drawer cabinet (n)	Schubladenschrank, Kommode
dress (v)	kleiden, bekleiden, anziehen
dress code (n)	Kleiderordnung, Kleidervorschrift
driveway (n)	Auffahrt, Zufahrt, Einfahrt
drug addiction (n)	Drogenabhängigkeit
drug-counselling centre (n)	Drogenberatungsstelle
due to (prep)	aufgrund, wegen, durch
durable (adj)	dauerhaft, haltbar, langlebig
duty (n)	Pflicht

E

ear (n)	Ohr
ear canal (n)	Gehörgang
earbuds (n) (pl)	Ohrhörer, Kopfhörer
eardrum (n)	Trommelfell
earn (v)	verdienen, erwerben
easily (adv)	leicht, problemlos
easy (adj)	einfach, leicht
eating disorder (n)	Essstörung
economic (adj)	wirtschaftlich, ökonomisch
economic gap (n)	Wirschaftsgefälle
economics (n)	Volkswirtschaftslehre
economy (n)	Wirtschaft
editorial standard (n)	redaktioneller Standard
educate (v)	(aus)bilden, jmdn. unterrichten, anlernen

education (n)	Ausbildung, Bildung
educational background (n)	Bildungsstand, Vorbildung
effect (n)	Auswirkung, Wirkung, Effekt
effective (adj)	wirksam, effektiv
effectiveness (n)	Effektivität, Wirksamkeit
efficient (adj)	leistungsfähig, wirksam, effizient
effort (n)	Mühe, Aufwand, Anstrengung
elder (adj)	älter/e/r
elected (adj)	gewählt
election (n)	Wahl
electronics (n)	Elektronik, elektronische Geräte
eliminate (v)	beseitigen, aussortieren, entfernen
email account (n)	E-Mail-Konto
email of application (n)	Bewerbungsschreiben per E-Mail
embarrass so. (v)	jmdn. in Verlegenheit bringen, jmdn. blamieren
emotion (n)	Gefühl, Emotion
emotional intelligence (n)	emotionale Intelligenz
empathetic (adj)	einfühlsam, empathisch
empathy (n)	Mitgefühl, Einfühlungsvermögen
employee (n)	Angestellte/r, Arbeitnehmer/in
employer (n)	Arbeitgeber/in
employment (n)	Beschäftigung, Arbeitsplatz
enable (v)	ermöglichen, befähigen
encourage (v)	ermutigen, fördern
end (v)	beenden
energy (n)	Energie
energy costs (n) (pl)	Energiekosten
energy efficieny (n)	Energieeffizienz
engage in (v)	sich beteiligen an; betreiben
enjoy (v)	genießen, Gefallen finden an
ensure (v)	sicherstellen, gewährleisten
entertaining (adj)	unterhaltsam, kurzweilig
entertainment options (n) (pl)	Unterhaltungsmöglichkeiten
enthusiast (n)	Enthusiast/in, Liebhaber/in
entrance (n)	Eingang, Zutritt, Eintritt
entrepreneurial (adj)	unternehmerisch, Unternehmer-
environment (n)	Umgebung, Umfeld; Umwelt
environmental issues (n) (pl)	Umweltfragen
environmentally-friendly (adj)	umweltfreundlich
equally (adv)	gleichermaßen, genauso, gleich-
equipment (n)	Ausrüstung, Ausstattung
escape (n)	Flucht, Entkommen; Rückzugsort
escape (v)	entkommen, flüchten
establish (v)	gründen, einrichten, erbauen
estimated (adj)	geschätzt, veranschlagt, angenommen
ethnicity (n)	ethnische Zugehörigkeit, Ethnie
evaluate (v)	evaluieren, auswerten, beurteilen
event (n)	Veranstaltung, Ereignis, Event
everyday (adj)	alltäglich, tagtäglich
exaggerated (adj)	übertrieben
except (for) (prep)	abgesehen (von), außer
excessive (adj)	übermäßig, übertrieben
excessively (adv)	übermäßig, übertrieben, überaus
excrement (n)	Exkrement, Ausscheidung, Kot
exhausted (adj)	erschöpft, ausgelaugt
exhibition building (n)	Ausstellungsgebäude
expand (v)	ausweiten, ausdehnen
expectation (n)	Erwartung, Vermutung
expected (adj)	erwartet, vermutet
expensive (adj)	teuer
experience (n)	Erfahrung, Erlebnis
experience (v)	erleben, erfahren, durchmachen, wahrnehmen

experiment (v)	experimentieren, ausprobieren
expert (n)	Experte/in, Fachmann/-frau
explanation (n)	Erklärung
explode (v)	explodieren, platzen
exploited (adj)	ausgebeutet, ausgenutzt
explore (v)	erforschen, erkunden
extent (n)	Ausmaß
external (adj)	extern, außenliegend, fremd
extremist (adj)	radikal, extremistisch
eye contact (n)	Augenkontakt
eye-opening (adj)	aufschlussreich
eyesight (n)	Augenlicht, Sehkraft
eyesight checks (n) (pl)	Sehtests
F	
face (v)	zuwenden, den Blick richten auf, entgegensehen, entgegentreten, gegenüberstehen
facial expression (n)	Gesichtsausdruck
factory worker (n)	Fabrikarbeiter/in
fad (n)	Modeerscheinung, kurzlebiger Trend
failure (n)	Misserfolg, Versagen
fair (adj)	fair, gerecht
fair-minded (adj)	gerecht, unvoreingenommen
fake news (n)	Falschmeldungen, verdrehte Fakten
fall asleep (v)	einschlafen
false (adj)	falsch, unwahr
fantastic (adj)	fantastisch, toll
fashion (n)	Mode
fashion items (n) (pl)	Modeartikel
fashion sense (n)	Modegeschmack
fashion victim (n)	Modeopfer
fast fashion (n)	Fast Fashion, Wegwerfmode
feature (n)	Funktion, Merkmal, Eigenschaft, Besonderheit
federal state (n)	Bundesland
feed (n)	Feed (Internet)
feel (v)	fühlen, empfinden
female (adj)	weiblich
festival environment (n)	Festivalumgebung
festivities (n) (pl)	Feierlichkeiten
fewer (adj)	weniger
field of specialisation (n)	Spezialisierungsbereich
figure out (v)	herausfinden, ergründen, verstehen
file (n)	Datei, Akte
fill in (v)	ausfüllen
finals (n) (pl)	Abschlussprüfung(en)
financial (adj)	finanziell, finanztechnisch
financial security (n)	finanzielle Sicherheit
find (v)	finden
fire sensors (n) (pl)	Feuersensoren, Brandmelder
firewall (n)	Sicherheitssystem eines Computers/Netzwerks
firm (adj)	fest, standhaft, verbindlich
first-hand (adj)	aus erster Hand
fit (v)	passen, anpassen, anprobieren
fit in (v)	sich einfügen, sich eingliedern
fix (v)	reparieren, beheben
flexible (adj)	flexibel, biegsam, anpassungsfähig
flight (n)	Flug
folded (adj)	gefaltet
follow (v)	folgen, befolgen
foods (n) (pl)	Lebensmittel
for instance (adv)	etwa, beispielsweise, zum Beispiel
force (v)	zwingen, erzwingen
foreign (adj)	ausländisch, fremd
form (n)	Schulstufe, Formular
form (v)	bilden, formen, gestalten
forward (v)	weiterleiten, verbreiten

foyer (n)	Eingangshalle, Foyer, Vorzimmer
fridge (n)	Kühlschrank, Eiskasten
fried chicken (n)	Brathuhn
friendly (adj)	freundlich
frightened (adj)	verängstigt, erschrocken, angsterfüllt
front door (n)	Eingangstür, Haustür
frustrated (adj)	frustriert, enttäuscht, entmutigt
fulfilling (adj)	erfüllend, füllend
fulfillled (adj)	erfüllt
full (adj)	voll, vollständig, komplett
full-time (adj)	Vollzeit-, ganztags
furious (adj)	wütend, zornig
furniture (n)	Möbel
further (adv)	weiter, ferner, zusätzlich, darüber hinaus
future (adj)	zukünftig, künftig
G	
gain (v)	erlangen, gewinnen, erreichen
gambling (adj)	um Geld spielend, Spiel-
game (v) (coll)	Computerspiele spielen, zocken
garage (n)	Garage; Werkstatt
garden terrace (n)	Gartenterrasse
gather (v)	sammeln, erfassen, aufnehmen
gender (n)	Geschlecht
gender equality (n)	Geschlechtergleichstellung, Gleichberechtigung der Geschlechter
gender roles (n) (pl)	Geschlechterrollen
generate (v)	erzeugen
generation (n)	Generation
genre (n)	Genre, Gattung
get (v)	bekommen, holen, erhalten; werden
get a headache (v)	Kopfschmerzen bekommen
get around (v)	herumfahren, herumkommen
get in trouble with (v)	Schwierigkeiten bekommen mit, in Konflikt geraten mit
get inspired (v)	inspiriert werden, angeregt werden
get involved (v)	involviert werden, beteiligt werden, verwickelt werden
get over (v)	bewältigen, hinwegkommen über
get rid of (v)	los werden, beseitigen, sich entledigen
get to know so. (v)	jmdn. kennenlernen, mit jmdm. in Kontakt kommen
ghettoise (v)	ghettoisieren, zum Ghetto machen
gift (v)	schenken
give one's best (v)	das Beste geben
glad (adj)	froh, freudig
go viral (v)	viral gehen, rasend schnell bekannt werden
goal (n)	Ziel, Zielsetzung
good (n)	Gut, Wohl(e), Nutzen
good-quality (adj)	von guter Qualität
government (n)	Regierung, Staat; Führung
grasp (v)	begreifen, ergreifen, fassen
grateful (adj)	dankbar, erkenntlich
green (adj)	umweltbewusst; grün
green space (n)	Grünraum, Grünanlage, Grünfläche
grey water circuit (n)	Schmutzwasserkreislauf
group work (n)	Gruppenarbeit
grow (v)	wachsen, zunehmen
growth (n)	Wachstum, Anstieg, Entwicklung
grunt work (n)	Routinearbeit, Fleißarbeit
guess (v)	raten, erraten
guide (v)	führen, leiten, lenken
gut instinct (n)	Bauchgefühl
gym (n)	Fitnesscenter
H	
habit (n)	Gewohnheit, Angewohnheit
hack (v)	hacken
hacker (n)	Hacker/in, Datenpirat/in

hair cells (n) (pl)	Haarzellen
hair colour (n)	Haarfarbe
hallway (n)	Flur, Gang, Korridor
handle (v)	handhaben, erledigen, bearbeiten, abwickeln
handshake (n)	Handschlag
hands-on (adj)	manuell, mit den Händen; aktiv, zupackend
hands-on experience (n)	Praxiserfahrung, praktische Erfahrung
hang out (v)	abhängen, herumhängen
hard (adj)	hart, schwer, fest
harm (n)	Schaden, Nachteil, Leid
harm (v)	schaden, verletzen
harmful (adj)	schädlich, gefährlich
hashtag (n)	Stichwort, Schlagwort; Doppelkreuz, Rautezeichen
have a say (v)	etw. zu sagen haben, mitreden
have a word with so. (v)	mit jmdn. sprechen/reden, mit jmdm. ein Wörtchen reden
have difficulty doing sth. (v)	Schwierigkeiten haben etw. zu tun
have fun with (v)	Spaß haben mit
head (n)	Kopf
headline (n)	Titel, Überschrift
heal (v)	heilen, ausheilen
health (n)	Gesundheit
health and safety coordinator (n)	Sicherheits- und Gesundheitsschutzbeauftragte/r
healthy (adj)	gesund
hear (v)	hören
hearing (n)	Gehör; Anhörung, Gerichtssitzung
hearing checks (n) (pl)	Hörtests
hearing loss (n)	Gehörverlust
hearing protection (n)	Gehörschutz
heart rate (n)	Puls, Herzfrequenz
heat pump (n)	Wärmepumpe
heat wave (n)	Hitzewelle
heating requirements (n) (pl)	das Heizen betreffende Anforderungen; Heizbedarf
heavy machinery (n)	Schwermaschinerie
help (v)	helfen
helpline (n)	telefonische Anlaufstelle
hide behind sth. (v)	sich hinter etw. verstecken
highly (adv)	äußerst, hoch, sehr
high-quality (adj)	(qualitativ) hochwertig
hiking (n)	Wandern
hip (n)	Hüfte
hire (v)	einstellen
history (n)	Geschichte
hoax (n)	Schwindel, Täuschung, Falschmeldung
hold (v)	halten, besitzen, abhalten
hold on (v)	dranbleiben (Telefon), warten
homebuilder (n)	Hausbauer/in
homeless (adj)	obdachlos
homeowner (n)	Hausbesitzer/in
homosexual/gay (adj)	homosexuell, gleichgeschlechtlich
honest (adj)	ehrlich, aufrichtig
honour (n)	Ehre
hook up (v)	einhaken, verbinden, einklinken
horizon (n)	Horizont, Gesichtskreis
hospital (n)	Krankenhaus
huge (adj)	riesig
human (n)	Mensch
human being (n)	Mensch, menschliches Wesen
human brain (n)	menschliches Gehirn
Human Resources (HR) (n)	Personalabteilung
Human Resources (HR) Manager (n)	Personalleiter/in
human voices (n) (pl)	menschliche Stimmen
humanoid (adj)	menschenähnlich

hurt (v)	verletzen, schaden
I	
identification (ID) (n)	Ausweis, Identifikation, Erkennung
identify (v)	identifizieren, erkennen
identity (n)	Identität
illegal (adj)	illegal, gesetzwidrig, widerrechtlich
illegally (adv)	auf illegale/ungesetzliche Weise
illustrate (v)	veranschaulichen, illustrieren
imagine (v)	vorstellen, ausdenken, ausmalen
impact (n)	Auswirkung, Wirkung, Effekt
impact sth. (v)	auf etw. eine Auswirkung haben
importance (n)	Wichtigkeit, Bedeutung
impossible (adj)	unmöglich
impress (v)	beeindrucken, imponieren
impression (n)	Eindruck, Vermutung, Wirkung
improve (v)	verbessern, nachbessern, vervollkommnen
improvement (n)	Verbesserung, Fortschritt, Besserung
in regard to (prep)	bezüglich, hinsichtlich
in the long run (adv)	auf lange Sicht
inappropriate (adj)	unpassend, unangemessen
incident (n)	Vorfall, Ereignis
include (v)	einschließen, beinhalten
incorrect (adj)	falsch, fehlerhaft, unzulässig
increase (v)	ansteigen, erhöhen, steigern, wachsen
increasing (adj)	ansteigend, zunehmend, wachsend
incredible (adj)	unglaublich, unvorstellbar
independence (n)	Unabhängigkeit, Eigenständigkeit, Selbständigkeit
independent (adj)	unabhängig, eigenständig
indoor (adj)	drinnen, im Haus
industrialisation (n)	Industrialisierung
ineffective (adj)	wirkungslos, unwirksam
inferior (adj)	minderwertig, unterlegen
influence (n)	Einfluss, Beeinflussung
influence (v)	beeinflussen, einwirken, auf etw. Einfluss nehmen
inform (v)	informieren, mitteilen, benachrichtigen
informative (adj)	informativ, aufschlussreich
infrastructure (n)	Infrastruktur
inhabitant (n)	Einwohner/in, Bewohner/in
initial (adj)	erste, anfänglich, Erst-
initiative (n)	Initiative, Aktion
inner ear (n)	Innenohr
innovative (adj)	innovativ, neuartig, erfinderisch
insecure (adj)	unsicher, verunsichert
inside (adj)	innen, innerhalb, drinnen
insight (n)	Einblick, Erkenntnis, Verständnis
inspirational (adj)	inspirierend
install (v)	installieren, montieren, einbauen
instant (adj)	augenblicklich, unmittelbar
instant messaging (n)	Sofortnachrichten
instantly (adv)	sofort, unverzüglich
instruction (n)	Anleitung, Anweisung
integration (n)	Integration, Eingliederung
intense (adj)	intensiv, heftig, stark
intentionally (adv)	absichtlich, vorsätzlich, gewollt
interact (v)	zusammenspielen, aufeinander einwirken, einander beeinflussen
interaction (n)	Interaktion, Wechselwirkung, Austausch (Kommunikation)
interactivity (n)	Interaktivität
Internet addiction (n)	Internetsucht, Internetabhängigkeit
Internet gaming disorder (n)	(pathologischer) Internet-Spielzwang
internship (n)	Praktikum
interrupted (adj)	unterbrochen
intolerant (adj)	intolerant, unduldsam

introduce (v)	vorstellen, einleiten, einführen
invent (v)	erfinden
involved (adj)	beteiligt, involviert, eingebunden
isolating (adj)	isolierend
issue (n)	Problem, Thema, Belange
item (n)	Gegenstand, Sache
jealous (adj)	eifersüchtig
jetski (n)	Jetski
job fair (n)	Berufsmesse
join (v)	beitreten, sich treffen, vereinen
joke (n)	Witz, Scherz
judge (v)	verurteilen, bewerten
judgement (n)	Beurteilung, Urteil, Urteilsvermögen

K

keep (v)	halten, behalten, wahren
keep out (v)	abhalten, fernhalten
keep so. busy (v)	jmdn. beschäftigen, auf Trab halten
keep up with (v)	mithalten, dranbleiben
kitchen (n)	Küche
knowledge (n)	Wissen, Kenntnis, Erkenntnis

L

lack (v)	fehlen, mangeln (an), etw. nicht haben
lake (n)	See
language barrier (n)	Sprachbarriere
lately (adv)	neulich, kürzlich, zuletzt
launch (n)	Veröffentlichung
launch (v)	einführen, starten, gründen
law (n)	Gesetz
lead to (v)	entgegenführen, heranführen, hinführen, führen zu
leader (n)	Führungskraft
lean forward (v)	nach vorne neigen, nach vorne lehnen
learn (v)	lernen
learn from experience (v)	aus Erfahrung lernen
leather jacket (n)	Lederjacke
leave a message (v)	eine Nachricht hinterlassen
legal (adj)	legal, gesetzmäßig
legal drinking age (n)	Mindestalter für legalen Alkoholkonsum
legal drug (n)	legale Droge
lesson (n)	Unterricht; Lektion
level (n)	Niveau, Ebene, Stufe
liberty (n)	Freiheit
lifestyle (n)	Lebensstil, Lebensweise
lighting (n)	Beleuchtung
lightweight (adj)	leicht, aus leichtem Material
likely (adv)	wahrscheinlich, voraussichtlich
limit (v)	einschränken, limitieren
link (n)	Internetlink
listen (to) (v)	zuhören, hören
live with (v)	leben mit
living room (n)	Wohnzimmer
local (adj)	örtlich, einheimisch, hiesig
locker (n)	Spind, Schließfach
log in (v)	einloggen
log out (v)	ausloggen
longer-term (adj)	längerfristig
long-lasting (adj)	langlebig, beständig
look back (v)	zurückblicken, zurückschauen
look for (v)	suchen nach
look forward to (v)	sich freuen auf, erwarten, freudig entgegensehen
look up (v)	nachschauen, nachschlagen; nach oben schauen
lose (v)	verlieren, einbüßen
loudly (adv)	laut
loved ones (n) (pl)	Anghörige, Nahestehende

low (adj)	niedrig, tief, gering
loyal (adj)	loyal, treu
lung cancer (n)	Lungenkrebs
luxury brand (n)	Luxusmarke

M

machinery (n)	Maschinen, Maschinenanlagen
main bedroom (n)	Hauptschlafzimmer
main character (n)	Hauptcharakter, Hauptfigur
maintain (v)	instandhalten; aufrechterhalten, beibehalten, verwalten
maintenance (n)	Aufrechterhaltung, Instandhaltung
majority (n)	Mehrheit
make (v)	schaffen; machen, tun
make aware of (v)	bewusst machen, zur Kenntnis bringen
make fun of so. (v)	sich über jmdn. lustig machen
make heard (v)	Gehör verschaffen
make money (v)	Geld machen, Geld verdienen
make the news (v)	es in die Nachrichten schaffen
male (adj)	männlich
manage (v)	verwalten, bedienen
manipulate (v)	manipulieren
manner (n)	Art
manufacturing branch (n)	Herstellungsbranche, Fertigung
marijuana (n)	Marihuana, Cannabis
mark (n)	Schulnote; Zeichen, Fleck
market value (n)	Marktwert
mass production (n)	Massenproduktion
meaningful (adj)	aussagekräftig, sinnvoll, bedeutsam
measures (n) (pl)	Maßnahmen
mechanics (n)	Mechanik, Bewegungslehre
media (n)	Medien
medical care (n)	medizinische Versorgung
medical history (n)	Anamnese, medizinische Vorgeschichte
meeting (n)	Besprechung; Treffen
meme (n)	humoristischer/satirischer Medieninhalt, der sich im Internet weit verbreitet
memorable (adj)	unvergesslich, einprägsam
memory loss (n)	Gedächtnisverlust
mental health (n)	mentale Gesundheit
mentor (n)	Berater/in, Mentor/in
middle ear (n)	Mittelohr
mid-season (adj)	mitten in der Saison
migrant (n)	Migrant/in
migration (n)	Migration, Übersiedlung, Wegzug, Abwanderung
mind (n)	Verstand, Meinung, Geist
mindful (adj)	aufmerksam, achtsam
misinformation (n)	Fehlinformation, Falschinformation
mislead (v)	irreführen, täuschen
mistake (n)	Fehler
misunderstanding (n)	Missverständnis
mixed salad (n)	gemischter Salat
modify (v)	abändern, ändern, verändern
monitor (v)	überwachen, beobachten, überprüfen
mood (n)	Laune, Stimmung, Gemütslage
moody (adj)	launisch, launenhaft
mother tongue (n)	Muttersprache
motion sensors (n) (pl)	Bewegungsmelder
motivation (n)	Motivation, Beweggrund; Leistungsbereitschaft
motorcycle (n)	Motorrad
mountain (n)	Berg
movable (adj)	beweglich, bewegbar
murder (n)	Mord
music festival (n)	Musikfestival
music streaming service (n)	Musikstreamingservice

music taste (n)	Musikgeschmack

N

naïve (adj)	naiv, leichtgläubig
naivety (n)	Naivität, Blauäugigkeit
nap (n)	Schläfchen, Nickerchen
nationality (n)	Nationalität
native tongue (n)	Erstsprache, Heimatsprache, Muttersprache
natural science (n)	Naturwissenschaft
nature (n)	Natur
nearby (adj)	nahegelegen, anbei
neatly (adv)	ordentlich, rein, säuberlich
need (v)	brauchen, benötigen
needs (n) (pl)	Bedürfnisse, Notwendigkeiten
negative (adj)	negativ, ablehnend
neighbourhood (n)	Nachbarschaft
networking (n)	Vernetzung, Netzwerkbildung
nevertheless (adv)	dennoch, trotzdem
news broadcast (n)	Nachrichtensendung
news broadcaster (n)	Nachrichtensender
news outlet (n)	Nachrichtenanbieter
news source (n)	Nachrichtenquelle
newspaper (n)	Zeitung
noise (n)	Lärm, Geräusch
noise assessment (n)	Lärmbelastungsanalyse
noise exposure (n)	Lärmbelastung, Geräuscheinwirkung, Lärmexposition
noise level (n)	Geräuschpegel, Lärmpegel
noise pollution (n)	Lärmbelästigung
noise-cancelling (adj)	geräuschunterdrückend
noise-induced (adj)	lärmbedingt
noisy (adj)	laut
non-branded (adj)	Nichtmarken-, markenneutral
non-print (adj)	Nicht-Print-, ungedruckt
nonsense (n)	Unsinn
norm (n)	Norm, Maßstab, Regel

O

obesity (n)	Fettleibigkeit
odd job (n)	Gelegenheitsjob
offended (adj)	beleidigt, angegriffen
offensive (adj)	beleidigend, anstoßend, widerlich
offer a helping hand (v)	Hilfe anbieten, helfen
office rules (n) (pl)	Bürorichtlinien, Bürovorschriften
office worker (n)	Büroangestellte/r
oil crisis (n)	Ölkrise
on average (adv)	durchschnittlich, im Durchschnitt
on purpose (adv)	absichtlich
on your own (adv)	alleine, auf sich gestellt
once in a while (adv)	gelegentlich
online source (n)	Internetquelle
online store (n)	Online-Shop, Internet-Shop
onwards (adv)	weiter, an, vorwärts
open (v)	öffnen, aufmachen
open-minded (adj)	unvoreingenommen, vorurteilslos, weltoffen
operate (v)	bedienen, betätigen
operator (n)	Betreiber/in, Unternehmer/in
opinion (n)	Meinung, Ansicht, Einstellung, Stellungnahme
opportunity (n)	Gelegenheit, Möglichkeit
optimise (v)	optimieren, verbessern
optimistic (adj)	optimistisch, lebensbejahend
option (n)	Option, Möglichkeit, Alternative
organise (v)	organisieren, gestalten, veranstalten
orientation (n)	Orientierung, Ausrichtung, Hinwendung
others (n)	Andere
out of style (adv)	aus der Mode gekommen
outcome (n)	Ergebnis, Auswirkung, Resultat

outdated (adj)	veraltet, überholt, altmodisch
outdoor (adj)	im Freien
outer ear (n)	Außenohr
outweigh (v)	übertreffen, schwerer wiegen
overact (v)	übertreiben, überspielen
overcome (v)	überwinden, bewältigen
overdraw (v)	überziehen, überzeichnen, übertreiben
oversight (n)	Übersehen, Versehen; Aufsicht, Kontrolle
overwhelmed (adj)	überfordert, überwältigt
own (v)	besitzen

P

paid (adj)	bezahlt, gezahlt
painful (adj)	schmerzhaft, schmerzlich
paper (n)	Papier
parasailing (n)	Fallschirmsegeln, Parasailing
participate (in) (v)	teilnehmen (an)
particular (adj)	speziell, besondere/er/es, jeweilig, bestimmte/er/es
part-time (adj)	Teilzeit
partying (n)	Feiern
pass (v)	bestehen, schaffen; vergehen
pass on (v)	übermitteln, weitermelden, überliefern
password (n)	Passwort
pastry chef (n)	Konditor/in
patient (adj)	geduldig
patient (n)	Patient/in
patio (n)	Terrasse, Innenhof, Veranda
pay off (v)	sich lohnen, auszahlen
paycheck (n)	Gehaltsscheck
peaceful (adj)	friedlich, friedvoll
pedestrian crossing (n)	Fußgängerübergang, Zebrastreifen
peer (n)	Gleichaltrige/r, Gleichstehende/r
peer pressure (n)	Gruppenzwang
penny press (n)	Boulevardblatt
percent (n)	Prozent
percentage (n)	Prozentsatz
perform (v)	leisten, funktionieren, ausführen; vorführen
performance (n)	Leistungsfähigkeit, Leistung
perhaps (adv)	vielleicht
permanent (adj)	dauerhaft, permanent
permission (n)	Erlaubnis
permit of residence (n)	Aufenthaltsgenehmigung
personal brand (n)	Personenmarke, die eigene Marke sein
personal data (n)	persönliche Daten
Personal Protective Equipment (PPE) (n)	persönliche Schutzkleidung
personal space (n)	Diskretionsabstand, Distanzzone
personalised (adj)	personalisiert, individualisiert
personally (adv)	persönlich, höchstpersönlich
perspective (n)	Perspektive, Blickwinkel, Sichtweise
pessimistic (adj)	pessimistisch, schwarzseherisch
pet's name (n)	Haustiername
phishing (n)	betrügerisches Entlocken sensibler Daten
photovoltaic solar panels (n) (pl)	Photovoltaikpanele
physical bullying (n)	physisches Mobbing
physically (adv)	körperlich
physics (n)	Physik
pick (v)	wählen, auswählen
pigmentation disorder (n)	Pigmentierungsstörung
plan (n)	Plan, Vorhaben, Konzept; Absicht
plane crash (n)	Flugzeugabsturz
plant (v)	anpflanzen, pflanzen
plant pool (n)	Naturschwimmbecken
playlist (n)	Playlist, Wiedergabeliste, Abspielliste
pleasurable (adj)	angenehm, vergnüglich

pocket money (n)	Taschengeld
podcast (n)	Podcast
point forward (v)	nach vorne zeigen
point out (v)	betonen, hinweisen auf, aufzeigen
policy creation (n)	Strategieplanung, Grundsatzplanung
policy making (n)	Politikgestaltung
politeness (n)	Höflichkeit
politician (n)	Politiker/in
politics (n)	Politik
pollute (v)	verschmutzen
pollution (n)	Verschmutzung
poor (adj)	arm; geringwertig
popularity (n)	Beliebtheit, Zuspruch
population (n)	Bevölkerung
portray (v)	darstellen, schildern, abbilden
position (n)	Position, Standpunkt
position (v)	positionieren, aufstellen
positive (adj)	positiv, eindeutig
post (n)	Post, Beitrag, Eintrag
post (v)	posten, veröffentlichen
power (n)	Kraft, Stärke, Macht, Leistung
power tool (n)	Elektrowerkzeug
powerful (adj)	kraftvoll, kräftig, mächtig
practical (adj)	praktisch
practical skills (n) (pl)	praktische Fähigkeiten
practise (v)	üben, ausüben, praktizieren
pragmatic (adj)	pragmatisch
precautions (n) (pl)	Vorsichtsmaßnahmen
predator (n)	Räuber/in, Fressfeind/in
predictable (adj)	vorhersehbar
prefer (v)	bevorzugen, präferieren
preference (n)	Präferenz, Vorliebe, Vorzug
prejudice (n)	Vorurteil, Befangenheit
prescription drug (n)	verschreibungspflichtiges Medikament
present (v)	präsentieren, vorlegen
preserve (v)	erhalten, bewahren, konservieren
pressure (n)	Druck
prestigious (adj)	angesehen, renommiert
prevent (v)	verhindern, vermeiden
preventable (adj)	vermeidbar, verhinderbar, verhütbar
price (n)	Preis
primary school (n)	Volksschule
print media (n)	Druckpresse, Printmedien
printing press (n)	Druckerpresse
prioritise (v)	bevorzugen, priorisieren
problem (n)	Problem
problematic (adj)	problematisch
problem-solving skills (n) (pl)	Problemlösefertigkeiten
process (n)	Prozess, Vorgang
process (v)	verarbeiten, bearbeiten
produce (v)	produzieren, herstellen
production (n)	Produktion, Herstellung
productive (adj)	produktiv, ertragreich, leistungsfähig
productivity (n)	Produktivität, Leistungsfähigkeit
professional (n)	professionell, beruflich
professional help (n)	professionelle Hilfe
progress (n)	Fortschritt
progressive (adj)	fortschrittlich, fortlaufend
project (n)	Projekt
promote (v)	(be)werben, promoten, fördern, unterstützen
promotion (n)	Beförderung
proper (adj)	angemessen, passend, richtig
property (n)	Besitz, Eigentum, Grundstück
protect (v)	schützen, beschützen
protection (n)	Schutz, Sicherung, Absicherung
proud (adj)	stolz; hochmütig

provide (v)	anbieten, bereitstellen, versorgen, zur Verfügung stellen
provoke (v)	provozieren
psychologically (adv)	psychisch, psychologisch
psychology (n)	Psychologie
public image (n)	Außendarstellung, öffentliches Ansehen, Fremdbild
public space (n)	öffentlicher Raum
public transport (n)	öffentliche Verkehrsmittel
publish (v)	veröffentlichen, herausgeben
punishment (n)	Strafe, Bestrafung
purchase (v)	kaufen, erwerben
purpose (n)	Absicht, Zweck
push (v)	drücken, schieben
put through (v)	direkt durchstellen (Telefon); durchführen
put up with (v)	hinnehmen, abfinden, tolerieren

Q

qualification (n)	Qualifikation, Ausbildung
qualified (adj)	qualifiziert, befähigt
quality (n)	Qualität
quality of life (n)	Lebensqualität
quality paper (n)	seriöse Tageszeitung, Qualitätszeitung
quantity (n)	Menge, Anzahl
quarter (n)	Quartal
questionnaire (n)	Fragebogen, Umfrage
quiet (adj)	leise, ruhig
quit (v)	aufgeben, aufhören, verzichten
quite (adv)	ziemlich
quote (n)	Zitat

R

racism (n)	Rassismus
radio platform (n)	Radioplattform im Internet
radio station (n)	Radiosender, Radiostation
rain protection (n)	Regenschutz
rainwater (n)	Regenwasser
raise (v)	erhöhen, heben; verursachen; aufbringen
ranking (n)	Rangfolge, Rangordnung, Klassifizierung
rationally (adv)	vernünftig, rational, auf vernunftbasierte Weise
reaction (n)	Reaktion
read (v)	lesen
readership (n)	Leserschaft
real (adj)	richtig, wirklich, echt
realise (v)	erkennen, realisieren
reality (n)	Realität, Wirklichkeit
real-life (adj)	aus dem wirklichen Leben
rebuild (v)	umbauen, erneuern, wiederaufbauen
receive (v)	erhalten, erlangen
recent (adj)	neueste, kürzlich, aus jüngster Zeit
recognise (v)	erkennen, wiedererkennen
recommend (v)	empfehlen
recover (v)	wiedererlangen, genesen
recovery (n)	Erholung, Genesung, Besserung
redesign (n)	Umgestaltung, Neugestaltung
reduce (v)	reduzieren, verringern
reduced (adj)	reduziert, verringert
reflect (v)	widerspiegeln, reflektieren
refrigerator (n)	Kühlschrank, Eiskasten
refugee (n)	geflüchtete Person, schutzsuchende Person
refugee centre (n)	Flüchtlingszentrum
regardless of (prep)	ungeachtet (+ Gen.); unabhängig davon, ob
register (v)	anmelden, registrieren
regret (v)	bedauern, bereuen
regularly (adv)	regelmäßig, oft
regulate (v)	regulieren, vorschreiben, regeln
rehab (n)	Entziehungskur, Reha

reject (v)	ablehnen, abweisen, zurückweisen
relatable (adj)	nachvollziehbar, ansprechend
relate to (v)	betreffen, beziehen auf, mit etw. in Zusammenhang stehen
relaxing (adj)	entspannend
relevant (adj)	relevant, bedeutungsvoll
reliable (adj)	zuverlässig, verlässlich
relieve (v)	erleichtern, befreien, verringern, abbauen
religion (n)	Religion
rely on sth./so. (v)	bauen auf, sich verlassen auf, auf etw./ jmdn. vertrauen, auf etw./jmdn. setzen
remain (v)	verbleiben, bleiben, übrigbleiben
remark (n)	Anmerkung, Bemerkung
remarkable (adj)	bemerkenswert, außergewöhnlich
remind (v)	erinnern
remotely (adv)	entfernt, abgelegen; via Fernsteuerung
rent (n)	Miete
repair (v)	reparieren
repeat (v)	wiederholen
repetitive (adj)	sich wiederholend, wiederholt; monoton
report (v)	melden, berichten
represent (v)	vertreten, repräsentieren
request (n)	Anfrage
require (v)	benötigen, erfordern, brauchen
required (adj)	erforderlich, benötigt, vorgeschrieben
research (n)	Forschung, Recherche
researcher (n)	Forscher/in, Wissenschaftler/in
resepectful (adj)	respektvoll
resident (n)	Bewohner/in
resist (v)	widerstehen, standhalten
resources (n)	Ressourcen, Rohstoffe, Betriebsmittel
respect (n)	Respekt
respect (v)	respektieren, beachten, anerkennen
respectful (adj)	respektvoll, achtungsvoll
respond (to) (v)	(auf etw.) antworten, erwidern; teilnehmen
response (n)	Antwort, Rückmeldung, Reaktion
responsibility (n)	Verantwortung, Kompetenz-, Verantwortungsbereich
restrict (v)	einschränken, begrenzen
restroom (n)	Toilette, WC
rethink (v)	überdenken, umdenken, durchdenken
retro (adj)	Nostalgie-, Retro-
revolving (adj)	(sich) drehend, rotierend
reward (v)	belohnen
ride (v)	fahren, reiten
right (n)	Recht, Anspruch
ringing (n)	Klingeln, Läuten
rise (v)	ansteigen, steigen, aufsteigen
risk (n)	Risiko
ritual (n)	Ritual, rituelle Handlung
role model (n)	Vorbild
roof (n)	Dach
roof deck (n)	Dachterrasse
rotate (v)	rotieren, sich drehen
rotating (adj)	rotierend, sich drehend
round table (n)	runder Tisch, Gesprächsrunde, Diskussionsrunde
rubbish (n)	Unsinn, Müll, Abfall
rule (n)	Regel, Vorschrift
rumour (n)	Gerücht

S

safe (adj)	sicher, zuverlässig
safety risks (n) (pl)	Sicherheitsrisiken
sale (n)	Abverkauf
salmon (n)	Lachs
sandy beach (n)	Sandstrand
satellite dish (n)	Satellitenschüssel

save (v)	sparen, speichern, retten
savings (n) (pl)	Ersparnisse
scam (n)	Betrug, Schwindel, Gaunerei
scared (adj)	ängstlich, verängstigt, erschrocken
scary (adj)	unheimlich, beängstigend
schedule (n)	Terminplan, Zeitplan
scholarship (n)	Stipendium
school bag (n)	Schultasche
school shooting (n)	Schulmassaker, Schulschießerei
schoolwork (n)	Schulaufgaben
scientist (n)	Wissenschaftler/in
scissors (n)	Schere
screen (n)	Bildschirm
screen name (n)	Benutzername, Künstlername (Schauspiel)
search (v)	suchen
search engine (n)	Suchmaschine
seasonally (adv)	jahreszeitlich, saisonabhängig
secret (adj)	geheim
secure (adj)	sicher, geborgen
security (n)	Sicherheit
seek (v)	suchen
seeker (n)	Sucher/in, Suchende/r
self-confidence (n)	Selbstbewusstsein
self-confident (adj)	selbstbewusst
self-esteem (n)	Selbstwertgefühl, Selbstachtung
sell (v)	verkaufen
send (v)	senden, versenden
senior manager (n)	leitende/r Angestellte/r, hochrangige Führungskraft, Bereichsleiter/in
sensational (adj)	reißerisch, spektakulär, sensationell
sense (of) (n)	Sinn (für etw.)
sense of humour (n)	Sinn für Humor
separation (n)	Trennung
serious (adj)	seriös, ernsthaft
seriousness (n)	Ernsthaftigkeit, Seriosität
serve (v)	servieren, dienen, anbieten
set out (v)	aufbrechen; arrangieren
set up (v)	einstellen, einrichten, aufbauen
setting (n)	Schauplatz, Rahmen, Situation
settled (adj)	sesshaft, niedergelassen
several (adj)	mehrere, etliche
sexist (adj)	sexistisch
shape (v)	formen, gestalten
share (v)	teilen, weitergeben
shares (n) (pl)	Beitrag, Quote (social media); Aktien
shine (v)	scheinen, leuchten, glänzen
shiver (v)	zittern, frösteln
shocking (adj)	schockierend, erschütternd, aufregend
shopping addiction (n)	Kaufsucht
short-term (adj)	kurzfristig
show (v)	vorführen, vorzeigen, aufzeigen
shrink (v)	schrumpfen, verkleinern, schwinden
shutters (n) (pl)	Rollläden, Fensterläden
shy (adj)	schüchtern
shyness (n)	Schüchternheit
siblings (n) (pl)	Geschwister
sight (n)	Sehenswürdigkeit; Ansicht
sightseeing (v)	Besichtigung von Sehenswürdigkeiten
sign (n)	Hinweisschild, Schild; Zeichen
sign up for sth. (v)	sich für etw. anmelden, registrieren
significant (adj)	bedeutend, erheblich, wesentlich
significantly (adv)	bedeutend, erheblich, maßgeblich
simplify (v)	vereinfachen
site manager (n)	Baustellenleiter/in, Betriebsleiter/in
situation (n)	Situation, Lage
skill (n)	Fertigkeit
skin (n)	Haut

skin colour (n)	Hautfarbe
sky (n)	Himmel
skyscraper (n)	Hochhaus, Wolkenkratzer
slope (n)	Skipiste; Abhang
smart (adj)	klug, intelligent
smart home (n)	Smart Home, intelligentes Wohnen
smoking (n)	Rauchen
smoking addiction (n)	Nikotinsucht, Tabakabhängigkeit
snowboarding (n)	Snowboarding
snowy (adj)	verschneit, schneereich
social bullying (n)	soziales/beziehungsorientiertes Mobbing
social class (n)	gesellschaftliche Schicht
social life (n)	Sozialleben, Gesellschaftsleben
social media account (n)	Social-Media-Account
social skills (n) (pl)	soziale Fertigkeiten
socialise (v)	unter die Leute gehen
societal (adj)	sozial, gesellschaftlich
society (n)	Gesellschaft
solar panels (n) (pl)	Solarpanele, Solarzellen
solution (n)	Lösung
solve (v)	lösen
somehow (adv)	irgendwie
sound message (n)	Geräuschnachricht, akustische Nachricht
source (n)	Quelle
space (n)	Raum, Platz
spam (n)	Spam
spammer (n)	Verfasser/in von Spammails
specialist (n)	Spezialist/in, Experte/Expertin
specific (adj)	speziell, konkret, bestimmt
specification (n)	Spezifikation, Spezifizierung, Präzisierung
spend (v)	ausgeben, verbrauchen, verbringen
spend time (v)	Zeit verbringen, Zeit aufbringen
spiral (adj)	gewunden, spiralförmig, schneckenförmig
spirit (n)	Geist, Stimmung, Seele
split up (v)	sich aufteilen, sich trennen
spread (v)	ausbreiten, verbreiten, verteilen
sprinklers (n) (pl)	Beregner, Berieselungsanlage
staff (n)	Personal, Belegschaft
staircase (n)	Stiege, Stiegenhaus
stand up for sth./so. (v)	für etw./jmdn. eintreten, für etw./jmdn. einstehen
stand up to so. (v)	jmdm. die Stirn bieten/furchtlos entgegentreten
stateless (adj)	staatenlos
statistics (n) (pl)	Statistik
stay (v)	bleiben; wohnen
stay connected (v)	verbunden bleiben
stay on track (v)	auf Kurs bleiben, in der Spur bleiben
steal (n)	Schnäppchen
steal (v)	stehlen
steam engine (n)	Dampflock, Dampfmaschine
step (n)	Schritt, Stufe, Maßnahme
stereotype (n)	Klischee, Stereotyp
stop (v)	stoppen, aufhalten, beenden, unterbinden
store (n)	Geschäft, Laden
store (v)	speichern
storeroom (n)	Abstellraum, Lager, Speicher
stranger (n)	Fremde/r, Ausländer/in
stream (v)	streamen
streaming (n)	Streaming, Datenübertragungsverfahren
street lamp (n)	Straßenlampe
street violence (n)	Straßenkriminalität
strength (n)	Stärke, Kraft
strengthen (v)	stärken
stress (n)	Stress, Belastung, Beanspruchung
stressed out (adj)	gestresst, abgehetzt
stressful (adj)	stressig, anstrengend

strict (adj)	streng
strong (adj)	stark, fest
struggle with (v)	sich quälen/abmühen mit
study (n)	Arbeitszimmer
study (v)	studieren, lernen
subject (n)	Thema, Fach, Schulfach
subscribe to (v)	abonnieren; beipflichten
substance abuse counselor (n)	Suchtberater/in
substance use/abuse (n)	Substanzgebrauch/-missbrauch, Suchterkrankung
suburb (n)	Vorort, Außenbezirk
successful (adj)	erfolgreich
suffer (from) (v)	leiden (an/unter), ertragen, dulden
suggest (v)	vorschlagen, empfehlen; andeuten
sun protection (n)	Sonnenschutz
sunbathing (n)	Sonnenbaden
sunny (adj)	sonnig
sunrise (n)	Sonnenaufgang
suntan lotion (n)	Sonnenmilch, Sonnencreme
superficial (adj)	oberflächlich
superior (adj)	überlegen, außergewöhnlich, übergeordnet
support (v)	unterstützen
supportive (adj)	unterstützend
surfing (n)	Surfen
surprisingly (adv)	erstaunlicherweise, überraschenderweise
surrounded (adj)	umgeben
surrounding (adj)	umliegend, umgebend
survey (n)	Umfrage
suspicious (adj)	verdächtig
sustain (v)	aufrechterhalten
sustainability (n)	Nachhaltigkeit
sustainable (adj)	nachhaltig, zukunftsfähig
sustainable living (n)	nachhaltiges Leben
sympathy (n)	Mitgefühl, Mitempfinden, Einfühlungsvermögen; Mitleid
symptom (n)	Symptom, Anzeichen, Merkmal
T	
tabloid (n)	Boulevardblatt, Klatschzeitung
tailor (v)	zuschneidern, anpassen, (maß)schneidern
take (v)	nehmen, ergreifen, beanspruchen
take a message (v)	eine Nachricht aufnehmen/notieren
take leave (v)	Urlaub nehmen; Abschied nehmen
take on (v)	einstellen, aufnehmen
take over (v)	übernehmen, die Macht ergreifen
take part in (v)	teilnehmen, sich beteiligen an
take risks (v)	Risiken eingehen
take sth. into consideration (v)	auf etw. Bedacht nehmen, etw. in Betracht ziehen
talk to (v)	mit jmdm. sprechen/reden
target audience (n)	Zielgruppe
task (n)	Aufgabe, Aufgabenstellung; Tätigkeit
teach (v)	lehren, unterrichten, jmdm. etw. beibringen
team member (n)	Teammitglied
teamwork skills (n) (pl)	Gruppenarbeitsfähigkeiten, Teamfähigkeit
tech freak (n)	Technik-Freak, Technikfan
technical knowledge (n)	Fachkenntnisse
technical support (n)	technische Hilfestellung
technique (n)	Technik, Verfahrensweise, Methode
technology (n)	Technologie, Technik
tedious (adj)	langweilig, mühsam, ermüdend
temperature (n)	Temperatur
terrace (n)	Terrasse
terraced house (n)	Reihenhaus
terrible (adj)	schlimm, schrecklich
terrorism (n)	Terrorismus

text (v)	texten, eine Textnachricht schreiben
thanks to (prep)	auf Grund von, dank
theoretical (adj)	theoretisch
therapy (n)	Therapie
therefore (adv)	deshalb, daher, deswegen
thin (adj)	dünn
think ahead (v)	vorausdenken
thought (n)	Gedanke
threat (n)	Bedrohung, Drohung
through (prep)	durch, hindurch, mittels
throughout (prep)	im Verlauf des, zeit
tiled floor (n)	Fliesenboden
time-management (n)	Zeitmanagement
tinnitus (n)	Tinnitus, Ohrensausen
to be willing (v)	geneigt sein, zustimmen, bereit sein
toe (n)	Fußzeh
tool (n)	Werkzeug, Gerät, Hilfsmittel
top priority (n)	an erster Stelle, oberste Priorität
topic (n)	Thema, Inhalt
tornado (n)	Tornado
tough (adj)	hart, schwierig
tourist-friendly (adj)	touristenfreundlich
towards (prep)	gegenüber, nach, gegen, in Richtung von
toxic (adj)	giftig, vergiftet
track (n)	Spur, Pfad
trade show (n)	Handelsausstellung, Fachmesse
tradition (n)	Tradition
traffic (n)	Verkehr
traffic jam (n)	Verkehrsstau
training (n)	Training, Schulung
translation (n)	Übersetzung
transport emissions (n) (pl)	Verkehrsemissionen
transportation system	Transportsystem, Beförderungssystem
travel (v)	reisen, anreisen
treat (v)	behandeln, bearbeiten
treatment (n)	Behandlung, Verfahren
trending (adj)	trendig, gerade im Trend sein; (ver)laufend
tricky (adj)	knifflig, schwierig
tried and tested (adj)	ausprobiert und getestet, erprobt und bewährt
triple-glazed (adj)	dreifach-verglast
trouble (n)	Problem, Schwierigkeit
true (adj)	wahr, echt
trust (n)	Vertrauen
trust (v)	trauen, vertrauen
trustworthy (adj)	vertrauenswürdig, zuverlässig
turn down (v)	(Lautstärke) leise stellen; abweisen, absagen
turn off (v)	abschalten, ausschalten
turn to (v)	zuwenden
turn up (v)	aufdrehen
TV series (n) (pl)	Fernsehserien
typography (n)	Typographie, Schriftbild

U

unaware	nichts bemerkend, unbewusst
unbearable (adj)	unerträglich, unausstehlich
unbelievable (adj)	unglaublich, unvorstellbar
uncertainty (n)	Ungewissheit
understand (v)	verstehen, nachvollziehen
undo (v)	ungeschehen machen; öffnen, aufknöpfen
unequal (adj)	ungleich
unfortunately (adv)	unglücklicherweise
unhealthy (adj)	ungesund
unique (adj)	einzigartig, einmalig
university (n)	Universität
unknown (adj)	unbekannt
unknown (n)	das Unbekannte

unlearn (v)	verlernen, vergessen, ablegen
unless (conj)	falls nicht, außer
unpaid (adj)	unbezahlt
unprofessional (adj)	unprofessionell
unreasonable (adj)	unvernünftig, unangemessen
unsure (adj)	unsicher
untouched (adj)	unberührt, unangetastet
unusual (adj)	unüblich
upcoming (adj)	bevorstehend, anstehend
update (n)	Aktualisierung
update (v)	aktualisieren, auf den neuesten Stand bringen
upper case letters (n) (pl)	Großbuchstaben
upset (adj)	verärgert, aufgebracht, bestürzt
up-to-date (adj)	modern, aktuell, auf dem neuesten Stand
up-to-the-minute (adj)	topaktuell, tagesaktuell
urbanisation (n)	Verstädterung, Urbanisierung
urge (v)	drängen, mahnen, dringend bitten
use (v)	benutzen, verwenden, gebrauchen
useless (adj)	nutzlos, sinnlos

V

vacation (n)	Urlaub, Ferien
valuable (adj)	wertvoll, kostbar
value (n)	Wert, Nutzen
valued (adj)	(wert)geschätzt
vape (n)	E-Zigarette
various (adj)	verschieden, unterschiedlich
vendor (n)	Verkäufer/in
venue (n)	Veranstaltungsort
verbal bullying (n)	verbales Mobbing
verified (adj)	überprüft, geprüft
vibrating (adj)	vibrierend
victim (v)	Opfer
view (n)	Meinung, Ansicht
viewpoint (n)	Standpunkt, Sichtweise, Gesichtspunkt
villa (n)	Villa
vinyl record (n)	Vinylschallplatte
violent (adj)	gewalttätig, brutal, gewaltsam
viral (adj)	viral, rasend schnell bekannt werdend
visibility (n)	Sichtbarkeit, Sicht
vision (n)	Vision, Weitblick, Zukunftssicht
visit (v)	besuchen, besichtigen, bereisen
vital (adj)	wichtig, lebensnotwendig
voice (n)	Stimme, Meinung, Sprachrohr
voice call (n)	Sprachanruf
voicemail (n)	Mailbox-Nachricht
volume (n)	Lautstärke
voluntarily (adv)	freiwillig
volunteering (n)	ehrenamtliche Tätigkeit

W

waitress (n)	Kellnerin
walk (n)	Spaziergang
walk-in closet (n)	begehbarer (Kleider-)Schrank
wardrobe (n)	Garderobe
warning sign (n)	Warnzeichen
warning signals (n) (pl)	Warnsignale
warranty (n)	Garantie
wash clothes (v)	Wäsche waschen
wash dishes (v)	Geschirr abwaschen
waste (n)	Abfall, Verschwendung
watch for (v)	achtgeben, aufpassen auf
way (n)	Weise, Art; Richtung
way of thinking (n)	Denkart, Art zu denken
weak (adj)	schwach
weakness (n)	Schwäche, Schwachstelle
wealth gap (n)	Wohlstandsgefälle

wealthy (adj)	reich, wohlhabend
wear (v)	tragen (am Körper)
weight (n)	Gewicht
weird (adj)	sonderbar, schräg
well-being (n)	Wohlbefinden, Wohlergehen
well-built (adj)	gut gebaut, gut ausgebaut
well-constructed (adj)	gut gebaut, gut konstruiert
well-designed (adj)	gut designt, gut gestaltet
well-documented (adj)	gut dokumentiert
well-informed (adj)	gut informiert
well-researched (adj)	gut recherchiert
wheelchair (n)	Rollstuhl
widespread (adj)	weitverbreitet, umfassend
wife (n)	Ehefrau
willing (adj)	bereit, gewillt
willpower (n)	Willenskraft, Willensstärke
winter landscape (n)	Winterlandschaft
with special needs (n) (pl)	mit besonderen Bedürfnissen
withdrawal symptoms (n) (pl)	Entzugserscheinungen
within (prep)	in, innerhalb, drin, innen
witness (v)	bezeugen, beweisen; miterleben, beobachten
wooden floor (n)	Holzboden
work (v)	arbeiten
work ethics (n)	Arbeitsmoral
work for sth. (v)	für etw. arbeiten
work from home (v)	im Homeoffice arbeiten, von zuhause arbeiten

work on sth. (v)	an etw. arbeiten
work patterns (n) (pl)	Arbeitsmuster
work placement (n)	Praktikum
work setting (n)	Arbeitsumgebung
work style (n)	Arbeitsstil
work together (v)	zusammenarbeiten
worker (n)	Arbeiter/in
working world (n)	Arbeitswelt
workload (n)	Auslastung, Arbeitspensum
workplace (n)	Arbeitsplatz
workplace injuries (n) (pl)	Verletzungen am Arbeitsplatz
work-related (adj)	arbeitsbezogen, beruflich
workshop (n)	Seminar, Workshop
worldview (n)	Weltbild, Weltanschauung
worldwide (adj)	weltweit
worry (v)	ängstigen, beunruhigen, sorgen
worry about (v)	sich Sorgen machen über
worst-case scenario (n)	Worst-Case-Szenario, Schlimmstfall-Szenario
worth (adj)	wert
wrong (adj)	unrichtig, falsch

Y

yet (adv)	bislang, bis jetzt; dennoch
youth (n)	Jugend
youth unemployment (n)	Jugendarbeitslosigkeit
youth voices (n) (pl)	Stimmen der Jugend

Irregular verbs

infinitive	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

infinitive	past simple	past participle
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
knit	knit	knit
know	knew	known
lay	laid	laid
learn	learned/learnt	learned/learnt
lead	led	led
leave	left	left
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung

infinitive	past simple	past participle
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
shake	shook	shaken
shine	shone/shined	shone/shined
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

CREDITS

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- Klarer Aufbau für einen strukturierten Unterricht
- Sorgfältig abgestimmte VocabBooster und LanguageBoxes zur Bewältigung der Speaking und Writing Tasks
- Behutsame Heranführung an die Bewältigung auch komplexerer Lese- und Hörtexte
- Effektive Festigung grammatikalischer und lexikalischer Sprachstrukturen
- Key Vocabulary, thematisch strukturiert, zu jeder Unit
- Writing Reference mit Guidelines, Phrases und Mustertexten
- Online-Zusatzangebot: VocabExtra mit deutschen Übersetzungen zum Key Vocabulary, durchgehend mit Beispielsätzen hinterlegt
- GERS-konform – Band 1: Niveau A2/B1

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