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<b>Unit 1</b>	<b>A new start</b>	<b>1</b>
Speaking	Introducing yourself (A2 – <i>Individual long turn</i> ) Describing a person's appearance and personality (A2) Describing your school and what you like / dislike about it (A2 – <i>Individual long turn</i> ) Speaking about the importance of friends (A2/B1)	
Writing	Writing a description of yourself (A2) Writing a description of your best friend (A2) Writing an <i>informal email</i> introducing yourself (A2)	
Reading	Reading an article about teenagers and the importance of friends (A2/B1 – <i>Multiple choice</i> )	
Listening	Listening to teenagers introducing themselves (A2/B1) Listening to teenagers describing their appearance and personality (A2/B1 – <i>Multiple matching</i> )	
Language in use	Word order (A2) Asking questions (A2)	
Vocabulary	Describing a person's appearance and personality • Talking about friendship • Talking about school/class atmosphere	
<b>Unit 2</b>	<b>Force of habit</b>	<b>16</b>
Speaking	Speaking about your daily routine (A2) Speaking about your school routine (A2) Speaking about your parents' jobs (A2) Giving a presentation about an unusual job (A2 – <i>Individual long turn</i> ) Speaking about your dream job (A2 – <i>Interaction</i> ) Speaking about different daily routines (A2 – <i>Interaction</i> )	
Writing	Writing an <i>informal email</i> about your school routine (A2) Writing an <i>informal email</i> to a friend about your parents' jobs (A2)	
Reading	Reading an article about a Malawian school girl (A2/B1 – <i>True/False</i> )	
Listening	Listening to two teenagers talking about their daily routine (A2) Listening to four people talking about their jobs (A2/B1 – <i>Multiple matching</i> )	
Language in use	Definite and indefinite articles (A2) Present tense simple (A2) Present tense continuous (A2)	
Vocabulary	Daily routine • School routine • Describing jobs • Duties and tasks at school	
<b>Unit 3</b>	<b>New school, new life</b>	<b>33</b>
Speaking	Talking about the similarities and differences in education in Austria and developing countries (A2/B1) Giving a presentation about school life and education in developing countries (A2/B1 – <i>Individual long turn</i> ) Discussing effective study habits (A2) Comparing your former school and your new school (A2 – <i>Interaction</i> ) Speaking about your experiences at a new school (A2 – <i>Individual long turn</i> ) Speaking about the best school day in your life (A2 – <i>Individual long turn</i> )	
Writing	Writing a <i>blog comment</i> about your first day at a new school (A2) Writing a <i>blog comment</i> about effective study habits (A2/B1)	
Reading	Reading an article about successful study habits (A2/B1 – <i>Multiple matching</i> )	
Listening	Listening to four teenagers talking about their first day at a new school (A2) Listening to a Pakistani woman talking about her education (A2/B1 – <i>Short answers</i> )	
Language in use	Past tense simple and past tense continuous (A2) Basic linking words ( <i>and/but/because/so/or</i> ) (A2)	

**Vocabulary** | Your first day at a new school • Talking about your new school • What's going on in a lesson • Education all around the world • School experiences of girls in other countries • Study habits

<b>Unit 4</b>	<b>Say yes to new adventures</b>	<b>48</b>
<b>Speaking</b>	Speaking about your last holiday trip (A2) Discussing the pros and cons of going on a holiday camp (A2 – <i>Individual long turn</i> ) Summarising teenagers' adventure trip experiences (A2) Speaking about the difference between going on holiday with your family and your friends (A2) Discussing worst holiday experiences (A2) Discussing possible topics for a language training course at school (A2 – <i>Interaction</i> ) Speaking about your holiday camp experiences (A2 – <i>Individual long turn</i> )	
<b>Writing</b>	Writing a short story (A2) Writing an adventure story (A2) Writing a <b>blog entry</b> about a holiday trip (A2) Writing a <b>blog entry</b> about a language course at your school (A2/B1)	
<b>Reading</b>	Reading about teenagers' holiday experiences (A2/B1 – <i>Multiple matching</i> )	
<b>Listening</b>	Listening to two teenagers talking about their adventure trips to the Canadian Arctic (A2/B1 – <i>Multiple choice</i> ) Listening to teenagers talking about their experiences of a language course at school (A2)	
<b>Language in use</b>	Adjective – adverb (A2/B1) Comparison of adjectives (A2)	
<b>Vocabulary</b>	The pros and cons of holiday camps • Positive and negative holiday experiences • Say yes to new adventures • The benefits of a language course at school • Different adverbs	
<b>Unit 5</b>	<b>The future is on</b>	<b>64</b>
<b>Speaking</b>	Speaking about your future (A2) Giving a weather forecast (A2) Interviewing your classmates about their future plans (A2) Giving a presentation about teenagers' hopes and expectations (A2/B1 – <i>Individual long turn</i> ) Discussing the results of a youth study (A2/B1) Talking about teenagers and their fears of the future (A2/B1) Discussing what life might be like in 2040 (B1 – <i>Interaction</i> ) Talking about teenagers' future dreams (A2/B1 – <i>Interaction</i> )	
<b>Writing</b>	Writing a <b>blog comment</b> about your future aims and goals (A2/B1) Writing a <b>blog entry</b> about your future career expectations (A2/B1)	
<b>Reading</b>	Reading about two teenagers and their future plans (A2/B1) Reading an article about teenagers and their fear of the future (B1 – <i>Short answers</i> )	
<b>Listening</b>	Listening to four teenagers talking about their future dreams (A2/B1) Listening to a radio show about future trends (A2/B1 – <i>Short answers</i> )	
<b>Language in use</b>	Prepositions of time (A2) Expressing future: <i>will</i> -future, <i>going to</i> -future, present tense continuous (A2/B1)	
<b>Vocabulary</b>	Future plans • Talking about the weather • Global future challenges • Future changes	
<b>Unit 6</b>	<b>Share your life story</b>	<b>80</b>
<b>Speaking</b>	Speaking about your <i>YouTube</i> watching habits (A2) Explaining how the <i>YouTube</i> algorithm works (A2/B1) Presenting your favourite <i>YouTube</i> video (A2 – <i>Individual long turn</i> ) Making up an interview on the dos and don'ts of becoming successful on <i>YouTube</i> (A2/B1) Speaking about your favourite <i>YouTube</i> channel (A2/B1)	

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	Presenting an idea for a successful <i>YouTube</i> video (A2 – <i>Interaction</i> ) Discussing the advantages and disadvantages of being a teenage <i>YouTube</i> star (A2/B1) Speaking about most disliked <i>YouTube</i> videos (A2/B1 – <i>Interaction</i> )
Writing	Writing a <b>blog entry</b> about the pros and cons of being a teenage <i>YouTube</i> star (B1) Writing an <b>informal email</b> to a penfriend about the dos and don'ts of starting a <i>YouTube</i> channel (A2/B1)
Reading	Reading an article about how to become successful on <i>YouTube</i> (A2/B1 – <i>Multiple matching</i> )
Listening	Listening to an expert explaining how the <i>YouTube</i> algorithm works (B1 – <i>Multiple matching</i> ) Listening to a <i>YouTuber</i> giving advice on starting a <i>YouTube</i> career successfully (A2/B1) Listening to four teenagers talking about their favourite <i>YouTube</i> channel (A2)
Language in use	Passive constructions (A2) Conditional I and conditional II (A2)
Vocabulary	What to do on <i>YouTube</i> • The dos and don'ts of running a <i>YouTube</i> channel/being successful on <i>YouTube</i> • How the <i>YouTube</i> algorithm works • Talking about your favourite <i>YouTube</i> channel

## Self-assessment checklist Units 1–6

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### Unit 7 Know the rules

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Speaking	Speaking about rules for teenagers (A2/B1 – <i>Interaction</i> ) Discussing the topic of school uniforms (A2/B1) Talking about safety rules (A2/B1 – <i>Individual long turn</i> ) Making up dialogues about an accident in the school workshop/lab (A2/B1) Giving a presentation about safety in the school workshop/lab (A2/B1 – <i>Individual long turn</i> ) Giving a speech about the importance of rules (A2/B1 – <i>Individual long turn</i> )
Writing	Writing a <b>blog comment</b> about the pros and cons of school uniforms (A2/B1) Writing an accident report (A2/B1) Writing a <b>blog comment</b> about school rules (A2/B1)
Reading	Reading an article about letting pupils set their own school rules (B1 – <i>Multiple choice</i> )
Listening	Listening to a girl talking about rules in her life (A2/B1) Listening to a teacher giving safety instructions in the school workshop/lab (A2/B1 – <i>Short answers</i> ) Listening to a telephone conversation about an accident in the workshop (A2)
Language in use	Modal verbs ( <i>have to/do not have to/should (not)/(not) be allowed to/must not</i> ) (A2)
Vocabulary	Rules at school and at home • Personal protective equipment (PPE) • Having an accident

### Unit 8 A shopper's paradise

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Speaking	Describing people's outfits (A2) Making up shopping dialogues (A2) Speaking about shopping addiction (A2/B1) Giving a presentation about current shopping trends (A2/B1 – <i>Individual long turn</i> ) Giving a presentation about an Austrian brand that you especially like (B1 – <i>Individual long turn</i> ) Giving a presentation about an addiction (A2/B1) Discussing with a Canadian teenager about shopping (A2/B1 – <i>Interaction</i> )
Writing	Writing an <b>informal email</b> of complaint (A2/B1) Writing a <b>blog entry</b> about brands (B1)
Reading	Reading about teenagers and their attitudes towards fashion (A2 – <i>Multiple matching</i> ) Reading an article about shopping addiction (A2/B1 – <i>True/False</i> )

Listening	Listening to different shopping dialogues (A2) Listening to a radio interview about the brand behaviour of <i>Generation Z</i> (A2/B1 – <i>Multiple choice</i> )
Language in use	Quantifiers ( <i>much/many/a lot of</i> ) (A2) <i>so/such</i> (A2) <i>some/any/compounds</i> (B1)
Vocabulary	Shopping • Addictions • Brands and fashion • Complaints
<b>Unit 9</b>	<b>The world of social media</b> <b>127</b>
Speaking	Speaking about your personal online behaviour (A2/B1) Giving a talk about your favourite influencer or <i>YouTuber</i> (A2/B1 – <i>Individual long turn</i> ) Discussing young Austrians' online behaviour (A2/B1 – <i>Interaction</i> ) Talking about online technology software (A2/B1) Discussing the pros and cons of e-books (A2/B1) Giving a speech about the dos and don'ts of social media use (A2/B1 – <i>Individual long turn</i> ) Discussing the pros and cons of being an influencer (A2/B1 – <i>Interaction</i> )
Writing	Writing a <i>blog comment</i> about people's texting habits (A2/B1) Writing a <i>blog comment</i> about how to deal with negative comments (A2/B1)
Reading	Reading an article about the time British teenagers spend online at weekends (B1 – <i>Short answers</i> )
Listening	Listening to two teenagers talking about their online behaviour (A2/B1 – <i>Multiple matching</i> ) Listening to a talk about online translation programmes (A2/B1 – <i>Multiple matching</i> )
Language in use	Present perfect tense simple (A2/B1) Adjectives ending in <i>-ing/-ed</i> (A2/B1)
Vocabulary	Online behaviour • Online safety • Online technology software
<b>Unit 10</b>	<b>Home, sweet home</b> <b>140</b>
Speaking	Speaking about a quote on housing (A2/B1) Giving a presentation about the place where you live (A2/B1 – <i>Individual long turn</i> ) Giving a description of a place (A2/B1) Discussing the pros and cons of living in the city and in the countryside (A2/B1 – <i>Interaction</i> ) Comparing and contrasting two pictures (A2/B1) Discussing the benefits and downsides of living in a house and a flat (A2/B1 – <i>Interaction</i> ) Giving a talk about your school building (A2/B1 – <i>Individual long turn</i> )
Writing	Writing a <i>blog entry</i> about your dream house (A2/B1) Writing a <i>blog entry</i> about your room (B1) Writing an argumentative text about the pros and cons of living in the city or in the country (A2/B1)
Reading	Reading an article about the wellbeing of teenagers living in the city and in the country (B1 – <i>Multiple matching</i> )
Listening	Listening to four teenagers talking about the way they live (B1 – <i>Short answers</i> ) Listening to a presentation about tiny houses (B1)
Language in use	Prepositions of place (A2) Relative pronouns (A2/B1)
Vocabulary	Different types of housing and accommodation • Living in a house or in a flat • Living in the city or in the countryside

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Speaking	<p>Speaking about your hobbies (A2/B1)</p> <p>Giving a presentation about leisure time activities you do on stressful and less stressful days (A2/B1 – <i>Individual long turn</i>)</p> <p>Discussing current leisure trends (A2/B1 – <i>Interaction</i>)</p> <p>Speaking about skills and character traits that are important for a successful career (A2/B1)</p> <p>Reporting the results of recent sport competitions and tournaments (A2/B1)</p> <p>Giving a presentation about smart hobbies (B1 – <i>Individual long turn</i>)</p> <p>Discussing your hobbies with a teenager from the UK (A2/B1 – <i>Interaction</i>)</p>	
Writing	<p>Writing a <i>WhatsApp</i> text about a new hobby (A2)</p> <p>Writing an <i>informal reply email</i> about a field trip (A2/B1)</p> <p>Writing an <i>informal email</i> about an international sports camp (B1)</p>	
Reading	Reading different texts about four teenagers' favourite hobbies (B1 – <i>Multiple matching</i> )	
Listening	<p>Listening to an interview with football legend Cristiano Ronaldo (B1 – <i>Multiple choice</i>)</p> <p>Listening to a presentation about an unusual hobby (A2/B1)</p>	
Language in use	<p>Reported speech (A2/B1)</p> <p>Reported questions (A2/B1)</p>	
Vocabulary	Numbers and scores • Different leisure time activities • Turning a hobby into a career • Smart hobbies • The benefits of attending a sports camp	

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Writing	<p>Writing a short story (B1)</p> <p>Writing a <i>blog comment</i> about a book that changed your life (B1)</p> <p>Writing a <i>blog comment</i> about the importance of reading (B1)</p>	
Reading	<p>Reading an article about illiteracy among young people (B1 – <i>True/False</i>)</p> <p>Reading a text about a teenager's preparation for a book presentation (A2)</p>	
Listening	<p>Listening to teenagers and their attitude towards reading (A2/B1)</p> <p>Listening to a talk about why reading matters (B1 – <i>Multiple matching</i>)</p>	
Language in use	<p>Gerund – infinitive (A2/B1)</p> <p>Reported commands/orders/requests (A2/B1)</p>	
Vocabulary	Adjectives with positive and negative connotations • Different book genres • How to improve your literacy skills • The benefits of reading • How to boost your language skills	

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