

Unit 1	Getting to know one another	7
Speaking	Introducing yourself (A2) Describing a person's appearance (A2) Giving a presentation describing your appearance (A2 – <i>Individual long turn</i>) Describing your personality (A2) Describing a person you admire (A2)	
Writing	Writing a description of a person you admire (A2) Writing a description of a family member (A2)	
Reading	Reading a teenager's description of his best friend (A2 – <i>Multiple choice</i>)	
Listening	Listening to four teenagers describing themselves (A2 – <i>Multiple choice</i>)	
Language in use	Word order (A2) Asking questions (A2)	
Vocabulary	Introducing yourself • Describing a person's appearance • Describing a person's personality	
Unit 2	Just another average day	21
Speaking	Speaking about your daily routine (A2) Speaking about your morning routine (A2) Speaking about your sleeping habits (A2) Speaking about the importance of having a daily routine (A2) Speaking about how you spend your time on an average day (A2 – <i>Interaction</i>) Interviewing four classmates about their daily routine (A2)	
Writing	Writing an informal reply email about your daily routine on exhausting school days (A2) Writing an informal reply email about how to structure one's day (A2)	
Reading	Reading an article about why having a daily routine is so important for teenagers (A2 – <i>True/False</i>)	
Listening	Listening to two teenagers speaking about their morning routine (A2 – <i>Multiple choice</i>)	
Language in use	Present tense simple (A2) Definite and indefinite articles (A2)	
Vocabulary	Daily routine • Basic math symbols • Are you a morning person? • The importance of having a daily routine	
Unit 3	Being new at school	36
Speaking	Speaking about your school (A2) Speaking about what your school day is like (A2) Speaking about whether or not you usually do your work on time (A2) Discussing effective study habits (A2) Giving a presentation about your study habits (A2 – <i>Individual long turn</i>) Creating an interview for a bilingual Austrian radio station about your school experiences (A2)	
Writing	Writing an informal reply email giving information about your school (A2) Writing an informal reply email giving information about what you like about your new school (A2)	
Reading	Reading different texts about school life across the globe (A2 – <i>Multiple matching</i>) Reading a text about how to study effectively (A2)	
Listening	Listening to three students giving tips on what to do if you do not start a task until the last minute (A2 – <i>Short answers</i>)	
Language in use	Present tense continuous (A2) Basic linking words (<i>and/but/or/so/because</i>) (A2)	
Vocabulary	School vocabulary • What's going on in the lesson? • Describing your school • School life across the globe • Doing your school work on time • Studying like a pro	

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Unit 4	Free time well spent	52
Speaking	Speaking about various types of sports and the equipment you need (A2) Speaking about your favourite sports (A2) Summarising an article about the advantages of doing sports (A2) Speaking about your favourite free time activities and how often you do them (A2) Speaking about what you did last weekend (A2) Discussing possible activities you would like to do during the English project week (A2 – <i>Interaction</i>) Interviewing your classmates about their favourite free time activities (A2)	
Writing	Writing a text message about your favourite type of sports you recently started doing (A2) Writing an informal reply email about your favourite free time activities (A2) Writing a text message informing your friend about what he could do in his free time (A2)	
Reading	Reading an article about the advantages of doing sports (A2 – <i>Short answers</i>)	
Listening	Listening to four teenagers speaking about their favourite free time activities (A2 – <i>Multiple matching</i>)	
Language in use	Past tense simple (A2) Adjectives ending in <i>-ing</i> or <i>-ed</i> (A2)	
Vocabulary	Different types of sports, equipment needed and places • The advantages of doing sports • What to do in your free time • Unusual hobbies • Spending your time during the project week	
Unit 5	Do you really need it or just want it?	66
Speaking	Creating shopping dialogues (A2) Giving a presentation about your shopping behaviour (A2 – <i>Individual long turn</i>) Discussing the advantages and disadvantages of online shopping (A2) Summarising an article about the advantages and disadvantages of online shopping (A2) Describing a product you have recently bought and are very happy with (A2)	
Writing	Writing a product review about a product you are very happy with (A2) Writing a description of an exciting shopping trip (A2)	
Reading	Reading an article about the pros and cons of online shopping (A2 – <i>Multiple matching</i>) Reading a product review (A2)	
Listening	Listening to a teenager talking about the most expensive thing he has ever bought (A2 – <i>Short answers</i>)	
Language in use	Adjective – adverb (A2) Comparison of adjectives (A2) Making comparisons (A2)	
Vocabulary	How can I help you? • Teenagers' shopping behaviour • Online shopping • The most expensive product I have ever bought • Describing a product	
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Unit 6	There's no place like home	85
Speaking	Describing the place where you live (A2) Speaking about tiny homes (A2) Speaking about your room (A2 – <i>Interaction</i>) Speaking about housing trends (A2) Speaking about your dream house (A2) Giving a presentation about your school building (A2 – <i>Individual long turn</i>)	

Writing	Writing an informal reply email about your dream house (A2) Writing an informal reply email about the way you live (A2)
Reading	Reading an article about housing trends in different countries (A2/B1 – True/False)
Listening	Listening to an expert talking about tiny homes (A2/B1 – Multiple choice)
Language in use	Prepositions of place (<i>at/in/into/on</i>) (A2) Expressing future: <i>will</i> -future and <i>going to</i> -future (A2) Relative clauses (<i>who/which</i>) (A2)
Vocabulary	Different types of houses • Tiny homes • Talking about rooms/pieces of furniture • Housing trends • Dream house

Unit 7 Food up your day 102

Speaking	Speaking about your favourite food (A2) Creating a dialogue at a traditional Austrian restaurant (A2) Giving a presentation about Austrian cuisine/famous dishes of your home country (A2 – Individual long turn) Speaking about different diets (A2) Speaking about living a healthy lifestyle (A2) Creating a dialogue for your own <i>YouTube</i> cooking show (A2)
Writing	Writing a blog comment about a healthy lifestyle (A2) Writing a text message about the best food of your life (A2)
Reading	Reading an article about popular foods from different countries (A2/B1 – Short answers)
Listening	Listening to an interview with three teenagers about their different diets (A2/B1 – Multiple matching) Listening to a telephone conversation about reserving a table in an Austrian restaurant (A2)
Language in use	<i>much/many/a lot of</i> (A2) <i>some – any</i> (A2) <i>so – such</i> (A2)
Vocabulary	Different kinds of food • Talking about popular foods in different countries • Reserving a table in a restaurant • Traditional Austrian dishes • Different diets

Unit 8 The blessing of good friends and a caring family 117

Speaking	Speaking about qualities and character traits of a good friend (A2) Speaking about the dos and don'ts in friendships (A2) Discussing what makes friends different from family (A2/B1) Discussing the topic of friendship (A2 – Interaction) Speaking about your relationship with your parents (A2) Speaking about the importance of family (A2) Giving a presentation about the importance of friendship (A2 – Individual long turn)
Writing	Writing a blog entry about teens' relationships with their parents (A2) Writing a text message to one of your parents (A2)
Reading	Reading an article about what makes a good friend (A2/B1 – Multiple choice)
Listening	Listening to four teenagers talking about their relationship with their parents (A2/B1 – Short answers)
Language in use	Modal verbs 1 (<i>need to/needn't/should/shouldn't</i>) (A2) Phrasal verbs (A2) Prepositions of time (<i>at/in/on</i>) (A2)
Vocabulary	Character traits/personality of a good friend • Dos and don'ts in friendships • Talking about the difference between family and friends • The importance of friendship • Talking about the relationship with your parents

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Unit 9 The social media bubble		131
Speaking	Speaking about your social media use (A2) Speaking about social media influencers/content creators (A2) Creating a dialogue with a famous social media influencer/content creator (A2) Giving a presentation about bullying and online hate on social media (A2 – <i>Individual long turn</i>) Giving a presentation about your favourite influencer/content creator (A2 – <i>Individual long turn</i>)	
Writing	Writing a blog comment about the impact of social media on teens (A2) Writing a blog comment about hate on social media (A2)	
Reading	Reading an article about social media trends (A2/B1 – <i>Multiple matching</i>)	
Listening	Listening to an interview with one of <i>TikTok's</i> most followed content creators (A2/B1 – <i>Multiple choice</i>)	
Language in use	Past tense continuous (A2) Conditional type I (A2)	
Vocabulary	Talking about your social media use • Social media trends • Pros and cons of social media use • Character traits of a successful influencer/content creator • Bullying and online hate on social media	

Unit 10 Safe at work		147
Speaking	Speaking about safety in the school workshop/lab (A2) Speaking about your personal experiences in and opinions on the school workshop/lab (A2 – <i>Interaction</i>) Complaining about a delivery of a damaged/faulty/defective product (A2) Speaking about the consequences of using damaged or faulty tools/equipment (A2) Doing a safety workshop quiz (A2)	
Writing	Writing an informal email to an online seller (A2)	
Reading	Reading an article about the most important safety rules on site (A2/B1 – <i>True/False</i>)	
Listening	Listening to a teacher giving safety instructions in the school workshop/lab (A2/B1 – <i>Short answers</i>) Listening to Adem's internship experiences on a building site abroad (A2)	
Language in use	<i>safe – save</i> (A2) Modal verbs 2 (<i>have to/don't have to/mustn't</i>) (A2)	
Vocabulary	Safety rules and safety equipment • Workshop safety rules • Workshop tools and what they are used for • Accidents and injuries in the school workshop/lab/at work • Complaining about damaged/faulty products/tools	

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