

OXFORD

Student Book & Workbook

B1 to **B1+**

new identity

Be the story

Learn it

Live it

Love it



100%
new

Carla Leonard and Michael Lacey Freeman

new identity

Be the story

Learn it

Live it

Love it



Guide to new identity

Student Book

Vocabulary

Each unit opens with vocabulary presented visually through impactful images.

QR code at the start of each unit to play video and audio on mobile phone or tablet.



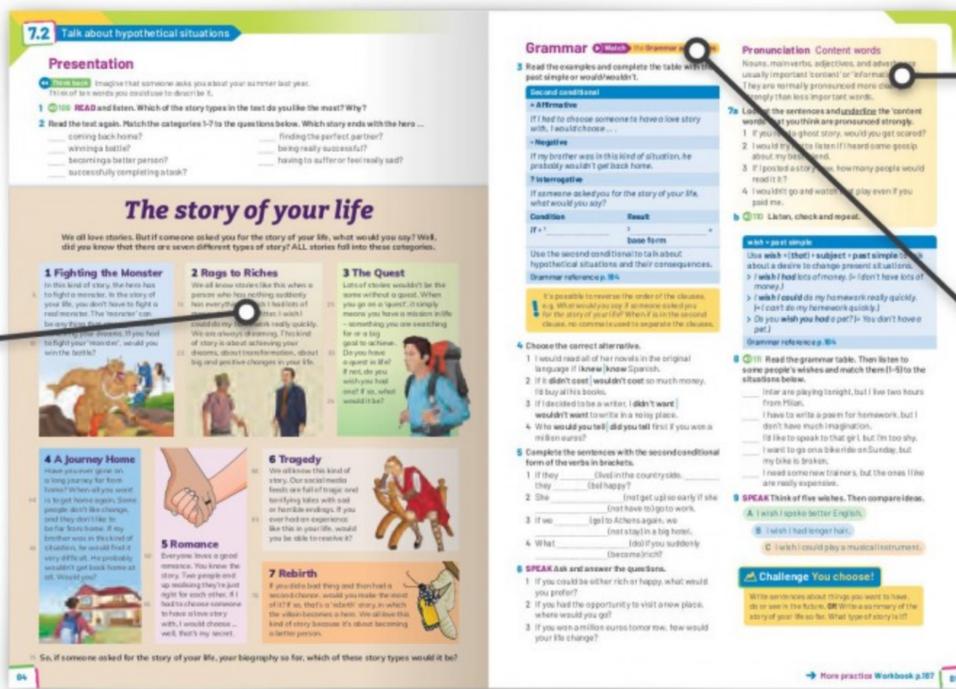
Vocabulary strategy promotes 'learning to learn' and deeper understanding of language.

Brand-new Vlog video recycles vocabulary in context and introduces **Keep it real** phrases.

Grammar

The two Grammar lessons in each unit present and practise different grammar points.

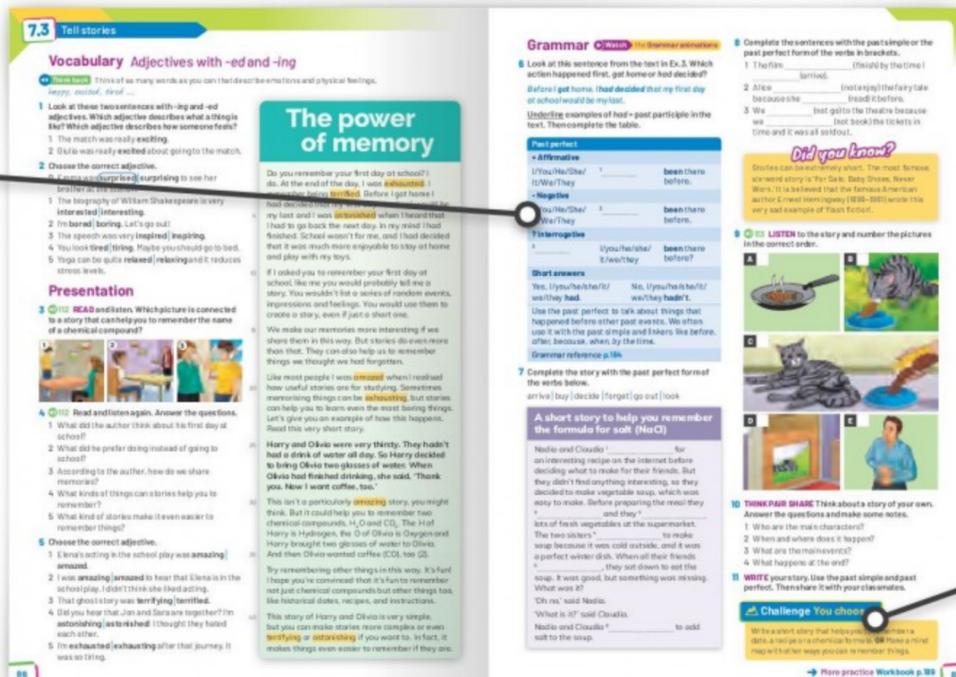
Attention-grabbing articles and quizzes present the grammar in context.



Pronunciation focuses on areas of difficulty for Italian speakers.

Grammar animation video offers engaging step-by-step explanations to recap key grammar points using colour-coded examples and images.

Charts and diagrams provide visual anchors to support inclusive learning.



Challenge provides fun, optional tasks at two levels for mixed-ability classes and fast finishers.

Culture and Communication listening and speaking skills

The Culture lesson focuses on listening skills and culture.

Brand-new Culture video and comprehension questions present the topic, preparing students for the listening exercises.

Listening strategy promotes 'learning to learn' and is put into practice in an exercise.

Digital citizenship task uses digital media to achieve a creative output.

Main listening exercise practises an exam-style task, preparing students for Invalsi, B1 Preliminary and Oxford Test of English (OTE).

The Communication lesson focuses on real-world communicative speaking skills and phrases.

Brand-new Communication video presents the communicative language in an engaging way.

Speaking exercise gives plenty of support so students can develop their speaking competences.

Trending topics reading, writing and oracy skills

The Trending topics lesson uses thought-provoking articles to develop reading, writing and oracy skills.

Each topic is based on a UN Sustainable Development Goal.

Think critically encourages critical analysis of the issues in the article, moving students towards a collaborative task involving discussion, debate or presentation.

Main reading exercise practises an exam-style task, preparing students for Invalsi, B1 Preliminary and OTE.

Feedback uses Assessment for Learning principles, encouraging students to reflect and improve on their performance.

Writing prepares students for B1 Preliminary and OTE. The Writing bank at the back of the book provides extensive support for the writing task.

Summative revision and Towards Invalsi every two units

Summative revision recycles the vocabulary, grammar and functions of the previous two units.

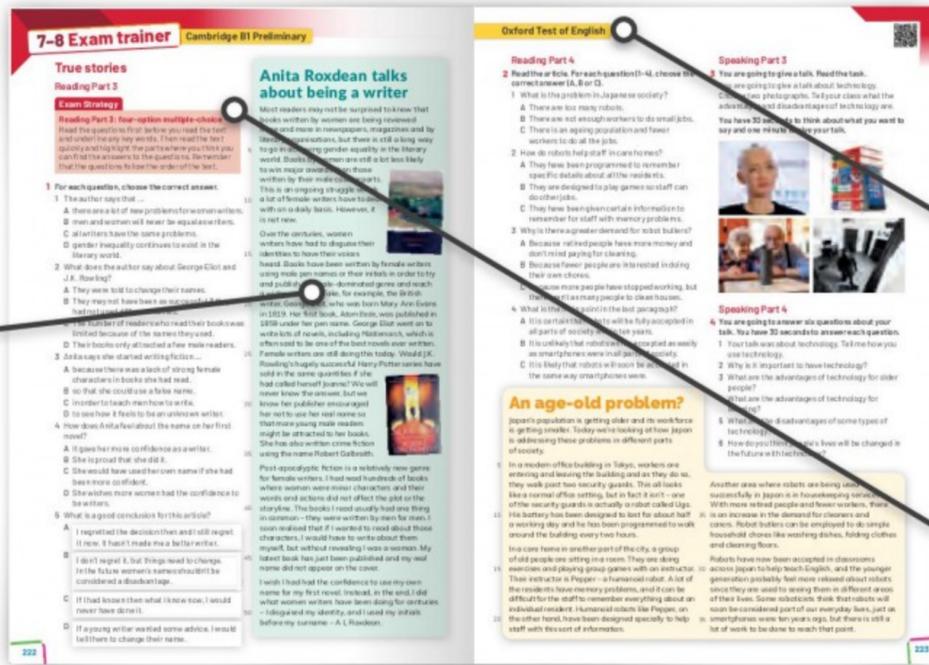
Towards Invalsi recycles language from all the previous units and practises Invalsi-style reading and listening tasks.

Extra lessons

Five banks of engaging extra lessons are included at the back of the book.

Exam trainer every two units

These lessons provide training for the **B1 Preliminary for Schools** and **Oxford Test of English** exams.



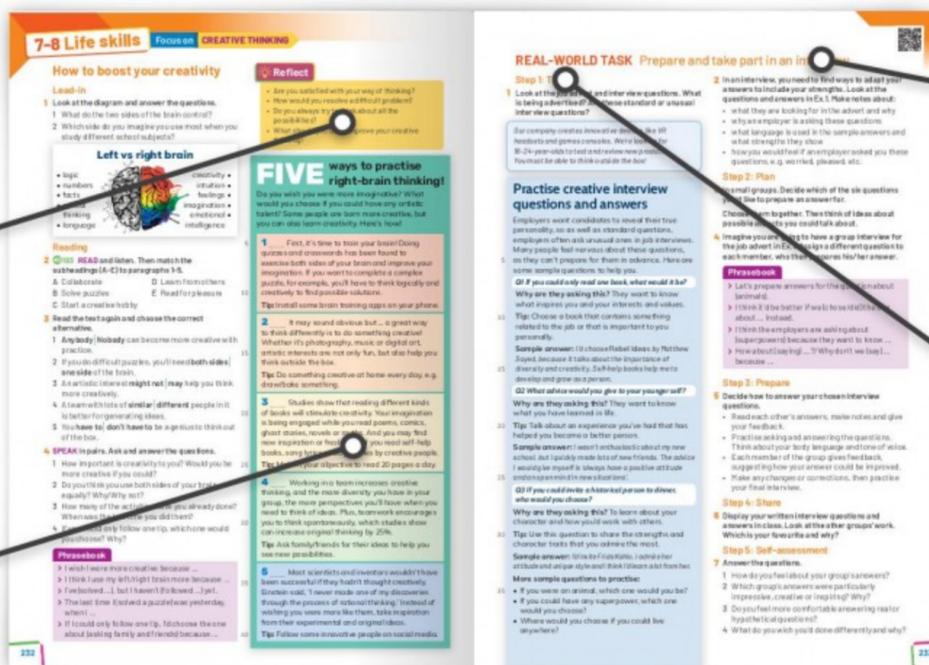
A wide range of exam-style tasks from the **Reading, Listening and Speaking papers** provide familiarisation and preparation for both exams. (All **Writing paper tasks** are covered in the **Writing bank**.)

Exam strategy gives specific guidance on how to tackle a particular exam task.

Lively articles in varied formats make the issues relevant to teenagers' lives.

Life skills every two units

These lessons develop the **learning and personal skills** needed for success in today's world.



Real-world task is a collaborative project that develops **critical thinking and communication skills**.

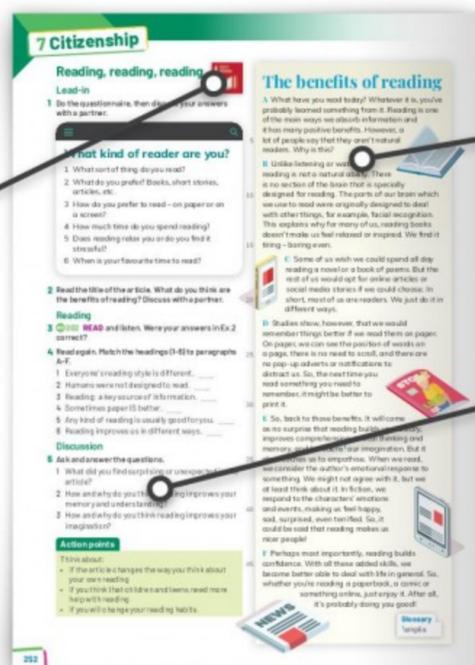
Clear five-step structure breaks down the task into achievable chunks.

Reflect helps students to increase their self-awareness and self-regulation, to become more **independent learners**.

Engaging articles introduce the key issues in a real-world context.

Citizenship every unit

These lessons support the **Educazione Civica** curriculum and education for sustainable development (**Agenda 2030**).



Lively articles in varied formats make the issues relevant to teenagers' lives.

Discussion tasks develop key competences and citizenship skills, as well as personalising and embedding the learning.

Each lesson focuses on one of the **UN Sustainable Development Goals** introduced in the **Trending topics** pages.

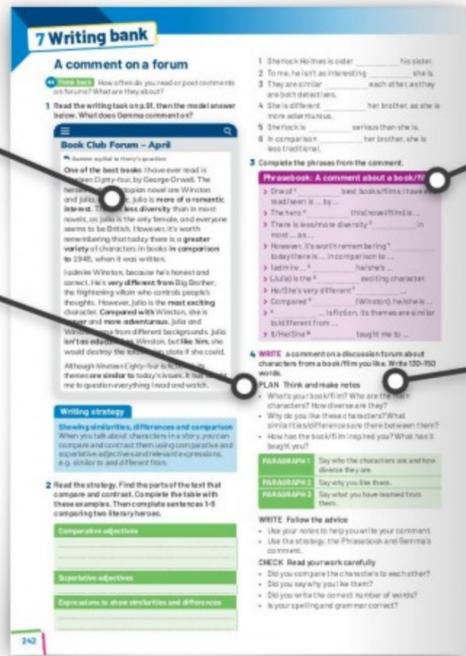
Writing bank and Vocabulary extension every unit

The **Writing bank** provides full support for the writing tasks in the Student Book.

The **Vocabulary extension** teaches extra vocabulary related to the unit topic.

Model answer highlights functional language from the genre.

Clear **structure** gives a **step-by-step guide** for students to plan, write and check their task.



Phrasebook provides more useful language.

Writing task practises B1 Preliminary and OTE exam tasks.



Workbook

For a detailed guide to the **Workbook**, see pages 132–133.

Each **Workbook unit** provides plenty of practice of the language in the Student Book.

Word list encourages independent study of target vocabulary.

Varied **practice exercises** are graded for difficulty.



Cumulative revision consolidates learning by recycling language from all the previous units, and provides exam-style tasks.

Grammar reference and **Grammar check** give in-depth coverage of form and meaning, with explanations and instructions in Italian for accessibility.

Student e-book

The **Student e-book** is an interactive version of the Student Book and Workbook, which can be used on a tablet or computer.

Engaging **interactive activities**.



Integrated **audio** and **video**.

Instant marking shows if answers are right or wrong.

	Competences	Vocabulary
Revision unit p.10	Talk about the present Talk about past experiences Talk about the future	Free-time activities Adjectives Time expressions Vocabulary strategy <i>make and do</i>

Unit	Competences	Vocabulary	Grammar
1 Our generation p.16	Talk about relationships Talk about duration of ongoing situations Give defining information	Relationships Life choices ▶ Vlog	Present perfect Defining relative clauses Pronunciation <i>have</i> ▶ Grammar animations

2 Our holidays p.26	Talk about a holiday Talk about responsible tourism Talk about holiday stories	Holidays and holiday activities Travel and tourism Vocabulary strategy Vocabulary in context ▶ Vlog	Verb + <i>-ing</i> vs verb + <i>infinitive</i> Past continuous Past continuous vs past simple Pronunciation <i>Silent w</i> ▶ Grammar animations
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1-2 Summative revision p.36

Towards INVALSI p.37

3 Our climate p.38	Talk about climate and weather Talk about probability Talk about obligation and prohibition	The climate and extreme weather The weather Climate action ▶ Vlog	<i>will, won't, may, might</i> <i>must and mustn't</i> <i>have to and don't have to</i> Pronunciation <i>mustn't</i> ▶ Grammar animations
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4 Our screen heroes p.48	Talk about TV series Talk about watching films Talk about screen trivia	TV and film genres Describing films Screen time ▶ Vlog	Passive: present simple and past simple Passive: interrogative form Subject/object questions ▶ Grammar animations
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3-4 Summative revision p.58

Towards INVALSI p.59

Grammar

Present simple vs present continuous
Dynamic vs stative verbs
Reflexive pronouns
Past simple

Present perfect
Future forms
will: offers, promises and spontaneous decisions

▶ **Grammar animations**

Culture

Focus on **LISTENING** skills

Coming of age traditions

Listening strategy

Recognise exemplification

📄 **Digital citizenship** An e-invitation

▶ **Culture video**

Communication

Focus on **SPEAKING** skills

Discussing choices

▶ **Communication video**

Trending topics

Focus on **READING, WRITING & ORACY** skills

Decisions, decisions, decisions ...

Reading strategy

Dealing with unknown words

Citizenship p.246

Writing bank An informal email p.236

Adventure with purpose

Listening strategy Words that connect ideas

📄 **Digital citizenship** A leaflet

▶ **Culture video**

Asking for and giving directions

▶ **Communication video**

Brilliant Birmingham!

Reading strategy

Think of topic words you already know

Citizenship p.247

Writing bank A travel review p.237

1-2 Exam trainer p.216
Focus on **OTE Listening Part 2**

1-2 Life skills p.226
Interpersonal relationships

Environmental laws from around the world

Listening strategy

Identify which part of a recording is relevant

📄 **Digital citizenship** New laws

▶ **Culture video**

Asking for, giving and refusing permission

▶ **Communication video**

How does climate change make you feel?

Reading strategy

Recognise use of intensifiers for emphasis

Citizenship p.248

Writing bank A blog post p.238

Young film directors

Listening strategy

Identifying the main points

📄 **Digital citizenship** A presentation

▶ **Culture video**

Discussing films

▶ **Communication video**

Women in the cinema - then and now

Reading strategy Identifying topic sentences

Citizenship p.249

Writing bank A film review p.239

3-4 Exam trainer p.218 Focus on **B1 Preliminary Reading Part 2** and **OTE Speaking Part 1**

3-4 Life skills p.228
Decision making

Unit	Competences	Vocabulary	Grammar
5 Our future work p.60	Talk about jobs Talk about duration of ongoing situations Talk about ongoing actions and situations	Jobs Describing jobs Looking for work Vlog	Present perfect continuous Present perfect simple vs present perfect continuous Pronunciation The schwa Grammar animations
6 Our security p.70	Talk about crime Talk about cybercrime Talk about crime mysteries	Crimes and criminals Criminal investigations Vocabulary strategy Other forms of new words Vlog	Modals of deduction: present and past Pronunciation Silent r Grammar animations
5-6 Summative revision p.80 Towards INVALSI p.81			
7 Our stories p.82	Talk about stories Talk about hypothetical situations Tell stories	Stories Story words Adjectives with <i>-ed</i> and <i>-ing</i> Vocabulary strategy Antonyms Vlog	Second conditional <i>wish</i> + past simple Past perfect Pronunciation Content words Grammar animations
8 Our connections p.92	Talk about technology Talk about technology and innovation Talk about regrets and past mistakes	Technology: nouns Technology: verbs Social media Vlog	Passive: present perfect, present continuous, <i>will/may/might</i> Third conditional <i>wish</i> + past perfect Pronunciation <i>been vs being</i> Grammar animations
7-8 Summative revision p.102 Towards INVALSI p.103			
9 Our money p.104	Talk about money and spending Talk about past habits and regrets Check or confirm information	Money: nouns Spending money Money: verbs Vlog	<i>used to</i> <i>should</i> and <i>shouldn't have</i> Question tags Pronunciation Intonation in question tags Grammar animations
10 Our society p.114	Talk about society Talk about things people said Report things that people asked	Society: institutions Phrasal verbs Good citizenship Vlog	Reported statements Reported speech: other changes Reported questions Reported requests Pronunciation Stress patterns Grammar animations
9-10 Summative revision p.124 Towards INVALSI p.125			

Culture Focus on LISTENING skills	Communication Focus on SPEAKING skills	Trending topics Focus on READING, WRITING & ORACY skills
Decent work for young people Listening strategy Recognise and understand simple paraphrasing Digital citizenship A description Culture video	Having an interview Communication video	Should high-school students have a part-time job? Reading strategy Distinguish main point from subsidiary points Citizenship p.250 Writing bank A formal email p.240
The writer behind the character Listening strategy Recognising 'thinking' phrases Digital citizenship A synopsis Culture video	Describing a lost or stolen item Communication video	Punishment or rehabilitation? Reading strategy Multiple-choice questions Citizenship p.251 Writing bank A report on a meeting p.241
5-6 Exam trainer p.220 Focus on B1 Preliminary Listening Part 2		5-6 Life skills p.230 Critical thinking
What happens next? Listening strategy Content words Digital citizenship Research Culture video	Talking about a book Communication video	Diversity makes the world more interesting Reading strategy Expressing reasons Citizenship p.252 Writing bank A comment on a forum p.242
Great women in the tech world Listening strategy Anticipate likely content Digital citizenship A presentation slide Culture video	Apologising Communication video	How are you being affected by social media use? Reading strategy Identify genre, audience and purpose Citizenship p.253 Writing bank An opinion essay p.243
7-8 Exam trainer p.222 Focus on B1 Preliminary Reading Part 3		7-8 Life skills p.232 Creative thinking
Thanksgiving: truths and myths Listening strategy Recognising language for giving opinions Digital citizenship An infographic Culture video	Persuading and discussing issues Communication video	Should you give money to the homeless? Reading strategy Recognise language for giving opinions Citizenship p.254 Writing bank A factfile p.244
The birth of modern democracy Listening strategy Be careful about prefixes Digital citizenship Research Culture video	Expressing disbelief and annoyance Communication video	The United Nations Convention on the Rights of the Child Reading strategy Making notes Citizenship p.255 Writing bank A personal essay p.245
9-10 Exam trainer p.224 Focus on O TE Reading Part 3		9-10 Life skills p.234 Empathy

Revision unit



Audio
Video

0.1 Talk about the present

Presentation

1 **002 READ** and listen. Who are the people in the photo? Write the correct names.

- | | |
|---------|----------------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 <i>Viola</i> |

Vocabulary Free-time activities

2 Write the correct verb for each activity.

do | draw | go | make | play | take | watch

- | | |
|---------------------|--------------------------------|
| 0 <i>take</i> | or post photos |
| 1 | games/a musical instrument |
| 2 | pictures/anime/a self-portrait |
| 3 | cosplay/a puzzle/crafts |
| 4 | costumes/clothes/videos |
| 5 | films/cartoons/videos |
| 6 | to a concert/festival/party |

Vocabulary strategy

Both *make* and *do* can translate into the Italian verb *fare*. In general, use *do* to talk about tasks and activities and use *make* to mean 'produce' or 'create'.

Grammar **Watch** the Grammar animations

3 Match the highlighted language (A-E) in the text to the rules (1-5) below.

Present simple vs present continuous

Use the present simple to talk about:

- routines or habits, often with *every day, twice a week, always, usually, never, etc.* ¹
- permanent situations and facts. ²
- > Time expressions: **at the weekend, every year, never, often, once a year, three times a week**

Use the present continuous to talk about:

- actions happening at the moment of speaking. ³
- actions happening around this time but not necessarily at the moment of speaking. ⁴
- what is happening in a picture/photo. ⁵
- > Time expressions: **at the moment, now, right now, this month, today**

Grammar reference p.128



Hi! Let me tell you about myself! I'm Viola, I'm 18, and ^AI live in Prato, a town in Tuscany. My dad's from Prato, but my mum's from York, so I'm half Italian, half British!

Who's in the photo? Well, my brother is there, but the others are all friends from art school. Right now, ^Bwe're studying for our exams! 😊 What do we do in our free time? At the weekend, ^Cwe often play board games with each other. And once or twice a year, we do cosplay and dress as comic book characters. We take photos of ourselves and post them online. ^DI'm creating a new channel just for you!

I'm wearing a red and black costume with wings because I'm Wasp! My friend Federico is standing behind me in red and blue. He's Ant Man. Vincenzo is next to him. He's wearing a green and yellow costume. ^EHe's holding a lightbulb because he's Electro. Sofia is on the left. She's got blond hair and she's dressed in leather because she's Black Widow. She always makes her costumes herself. My younger brother, Mattia, is next to me, dressed as Spiderman in red and blue. He doesn't make his costumes himself; he buys them online. Rosa is behind Sofia. She's got grey hair and a scarf around her head because she's May Parker, Spiderman's aunt! 😊

We aren't going to a costume party; we're visiting Lucca Comics & Games! It's Europe's biggest comics festival! It happens every year around Halloween and features animations, fantasy games, and graphic novels. Everyone watches previews of films and goes to the cosplay competitions and concerts. And, if you love art like I do, you can learn how to draw anime in workshops with famous artists. Most people dress up, and many design their costumes themselves. It's a chance for you to meet creative people and really enjoy yourselves. Lucca Comics & Games rocks!

4 Write sentences using the present simple or continuous.

- 0 Viola/do cosplay/this weekend.
Viola is doing cosplay this weekend.
- 1 Every week/we/post/photos of our dogs.
 2 Right now/she/make/a summer dress.
 3 My sister/not go to concerts very often.
 4 At the moment/they/not draw/they watch TV.
 5 I/often/play chess/on Sundays.

5 SPEAK Complete the questions using the verbs below. Then ask and answer them.

- do | go | live | play | read | take
- 0 Where *do* you *live* ?
- 1 you board games at the weekend?
- 2 How often you or post photos?
- 3 What book you at the moment?
- 4 How often your best friend to concerts?
- 5 What your family today?

Dynamic vs stative verbs

Dynamic verbs describe actions (*watch, go, read*). They can be used in the simple or continuous form:

- > *We go to the same school.*
- > *We aren't going to a party.*

Stative verbs describe states (*know, like, love, look like, believe, have got, understand, want*). They are not usually used in the continuous form:

- > *In this photo, I've got long red hair.*

Grammar reference **p.128**

6 Choose the correct alternative.

- 0 I'm not liking | **don't like** doing cosplay.
- 1 We're looking | **look** at some comic books today.
- 2 What are you wanting | **do you want** for lunch?
- 3 He isn't learning | **doesn't learn** French.
- 4 'Where are you going | **do you go**?' 'I'm not knowing | **don't know**! I'm lost!'
- 5 'What is | **does** your brother looking | **look** like?'
- 6 Sam is having | **has got** short black hair.'

7 Find the reflexive pronouns in the text on p.10. Then use them to complete the table.

Reflexive pronouns	
Object pronouns	Reflexive pronouns
me	1
you	yourself
he	2
she	3
it	itself
we	4
you	5
they	6

- We use a reflexive pronoun when the object is the same as the subject of the verb.
- We often put the reflexive pronoun at the end of the clause, e.g. *Let me tell you about myself.*

Grammar reference **p.128**

8 Complete the sentences with reflexive pronouns.

- 0 I can't believe you baked this bread *yourself*.
- 1 Adam loves taking selfies! He always posts lots of photos of
- 2 Grandma doesn't like looking at in the mirror.
- 3 'Do you need help with that box?'
 'No, thanks. We can carry it!'
- 4 I fell off my bike and hurt
- 5 Have fun and enjoy tonight!

9 SPEAK Describe the pictures as many ways as you can using reflexive pronouns.

They're enjoying themselves.



Challenge You choose!

Write a paragraph called 'Who are we?' Talk about what you and your friends like doing/are doing.
OR Ask Viola some questions about her life.

Presentation

- 1 **003 READ** and listen. Write the names. Who ...
- 0 went on holiday with relatives? *Roby*
 - 1 studied at home over the summer?
 - 2 travelled to Ireland?
 - 3 passed some exams?
 - 4 was a sports coach?
 - 5 wanted to improve his/her English?
 - 6 followed the same routine each day?

Vocabulary Adjectives

2 Match the adjectives to their opposites.

- | | |
|---------------------------|------------------|
| 1 <i>D</i> terrible/awful | A boring |
| 2 sad | B hard/difficult |
| 3 exciting | C ugly |
| 4 easy | D amazing/great |
| 5 stressed | E outdoor |
| 6 beautiful | F modern |
| 7 historic | G relaxed |
| 8 indoor | H pleased |

3 Choose the correct adjective.

- 0 This film is ... Let's watch something else instead.
a exciting. b great. c **boring.**
- 1 Did you pass the test? No, I didn't. It was too ...
a stressed. b hard. c sad.
- 2 You can't use an ... pool in winter. It's too cold!
a indoor b outdoor c awful
- 3 'Did you enjoy the party?' 'Yes, I did. It was ...'
a terrible. b amazing. c pleased.
- 4 I'm feeling ... about the exams. I don't feel ready!
a relaxed b excited c nervous

Grammar Watch the Grammar animations

4 Complete the table with words from the chat in Ex.1.

Past simple

Use the past simple to talk about completed past actions, e.g. *last summer, yesterday, a week ago*.

Some verbs are regular and follow a spelling rule:

want → **wanted** carry → ⁰ *carried*
 chat → ¹ study → ²
 love → ³

Many verbs are irregular:

have → **had** go → ⁴
 be → ⁵ / ⁶ can → ⁷

To form the negative, add *didn't* + base verb:

> I ⁸ do anything exciting.

To form questions, use *did* + base verb:

> ⁹ you ¹⁰ your exams?
 > What ¹¹ you ¹² last summer?

Grammar reference p.128

English Chat Forum

What did you do last summer?

Matteo

Have you ever been to Ireland? It's a really beautiful country! I went there last summer to a study camp and loved it. I stayed with hundreds of other students – most of them were 16 or 17. We had 20 hours of English a week. Classes were in the mornings, and in the afternoons, we could choose different activities. I chose tennis, badminton and theatre. At the weekend, we visited historic places, or we did indoor activities when the weather was bad. I even tried Irish football! Have you ever played it? It was amazing! I was sad to return to Italy again ...

Roby

Wow, Matteo! I've never visited the British Isles, but your summer camp sounds great! I did the same thing that I do every year. I stayed with my grandparents in Pescara for two months. Every day, we woke up early, and at 9 a.m., we rode our bikes to the beach. I met my friends and we chatted, played beach volleyball or swam in the sea. Then at midday, we carried our things back to the flat, had lunch and I watched films while my grandparents slept. Then, at 5 p.m., we went back to the beach again. I was always relaxed, but I didn't do anything exciting.

Nina

I haven't been to the beach yet this year! I really want to go, but I always work in the school holidays. I'm in the Junior national swimming team, and last summer, I taught children how to swim at an outdoor pool in Frankfurt. It was fun, but really hard work. It wasn't easy to look after so many little kids, in fact I was often quite stressed! But I've already made over €1,000, so it was definitely worth it!

Lisa

Hi guys. I've just read your posts. I'm so jealous ... I had the worst summer ever! I failed three subjects (my parents weren't very happy with me) 😞 so I stayed at home and studied ALL summer and had lessons at a private school. It was difficult, but I'm pleased because I passed, so I don't need to repeat the year! 😊 Did you pass all your exams?

5 Complete the sentences with the past simple of the verbs in brackets.

- 0 We watched an awful film – it was really boring. (watch/be)
 1 My parents to do anything, so I with relatives in Puglia! It was great! (not want/stay)
 2 My cousins visit because they summer jobs. (not can/have)
 3 I only a few souvenirs, because a lot of them too ugly! (buy/be)
 4 We well in August, so we anywhere. (not be/not go)

6 004 Complete the questions using the past simple and the verbs in the answers. Then listen and check.

- 0 Q Did you have a nice summer?
 A Yes, I did. I had a great time!
 1 Q Where ?
 A I went to Sicily.
 2 Q What ?
 A I did the same thing every day. I swam and went windsurfing in the sea.
 3 Q any historic places?
 A No, we didn't. But we saw lots of beautiful mountains.
 4 Q What ?
 A The best part was the food. It was amazing!

7 SPEAK Ask each other the questions from Ex.6 about your last summer.

- A Did you have a nice summer?
 B No, I didn't. I had a terrible time!

8 Read the rules below. How do you say ever, never, just, not ... yet and already in your language?

Present perfect

Form the present perfect with **have/has** and a past participle.

Use the present perfect to talk about past actions when you don't know or want to say exactly when they happened.

Use the present perfect:

- with **ever/never** to ask or talk about life experiences.
 > Have you **ever** been to Ireland?
 > I've **never** visited the British Isles.
- with **just, already** and **yet**.
 > I've **just** read your posts.
 > I've **already** made over €1,000.
 > I haven't been to the beach **yet** this year!

Grammar reference p.129

! I have been to the zoo. = I have visited the zoo.
 He has gone to the zoo. = He's at the zoo now.

9 Write questions with Have you ever ... ?

- do/a summer job?
- go/to a summer camp?
- have/sports lessons?
- teach or look after/children?
- visit/the UK or Ireland?
- stay/at the beach?

10 SPEAK Ask and answer the questions. If the answer is yes, ask an extra question in the past simple.

- A Have you ever done a summer job?
 B Yes, I have. I worked as a babysitter.
 A Really? What exactly did you do?
 B I played games with them and made their food.

▶ Watch the Grammar animations

11 005 LISTEN and complete the schedule for Jana.

DUBLIN SUMMER CAMP ACTIVITIES

DONE?	just	already	not yet
0 have English lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 see the city centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 visit a historic castle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 go to a concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 play basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 do my final exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Write a question using yet for each activity. Then write an answer using just, already or not yet.

Has Jana had English lessons yet?
 Yes, she has. She's already had them.

13 SPEAK Ask and answer the questions in Ex.12 about you.

- A Have you had English lessons yet?
 B Yes, I have. I've already had lots of them.

Challenge You choose!

Write a short paragraph about your last summer.
 OR Write a to-do list of things you have done or haven't done yet this month.

Presentation

- ▶▶006 **READ** and listen. Where is Aleksandar going? Why is he leaving his country?
- Number the actions in the order they're going to happen.
 - A search for a new home
 - B learn Italian
 - C stay with relatives
 - D leave his home country 1
 - E stay with family friends
 - F go to a new school

Vocabulary Time expressions

- Complete the sentences with the prepositions below to form time expressions.
at | before | in | next | on | this
 - 0 We have Italian lessons *on* Monday mornings.
 - 1 One more year of biennio, then we'll start the triennio year.
 - 2 Are you coming to my party? You'll need to tell me the end of the day.
 - 3 I'm going to leave school four years' time.
 - 4 'What time are we meeting?' midday.'
 - 5 What are your plans for weekend?

Grammar ▶ Watch the Grammar animations

- Look at the **highlighted** sentences in the text. Complete the rules with *will/won't*, *the present simple*, *the present continuous* or *be going to*.

Future forms

Use ⁰ *the present continuous* to talk about future arrangements and fixed plans for the future.

Use ¹ + **base verb** to talk about intentions for the future or predictions when something is certain.
> *The sky is black - it's **going to rain** soon.*

Use ² + **base verb** to talk about future facts and predictions, especially with *I (don't) think/hope/I'm sure* and *certainly/probably*.

Use ³ to talk about timetabled events, e.g. school calendar or train times.

Grammar reference p.129

An *arrangement* means that you're sure about your plans - it often includes a place or time.

- An *intention* is something that you want to do, but haven't made any fixed plans for yet.

Friday 25th July

Dear diary,

Guess what? My family and I are moving to a new country next week. We can't stay here any more, so we're moving to Italy in three days! I don't know much about it, but I'm going to miss my old friends ... and my life is going to change for ever.

I imagine Italy will be hotter, and there probably won't be the same food. But I'm sure there'll be lots of new places to see and **I don't think there'll be as many problems**. Lots of awful things are happening in my home country right now. ☹

So, what are my plans? This weekend, **I'm going to finish packing**. Then, on Monday, we're getting up at 5 a.m., and we're driving across Europe by car. First, we're stopping in Hungary, then **we're travelling to Austria the next day**. We're visiting my parents' friends in Graz, and we're sleeping at their house before we continue our journey.

We'll probably drive through the night until we arrive in Italy. We're going to stay with my uncle and aunt this summer, while we look for a place to live. I hope we'll find a new home quickly ...

I'm going to a technical training college for tourism. **School starts** on 15th September. I'm going to be in the second year so I won't know anybody. I can speak English fluently, but I can't speak Italian, so it's going to be very hard for me. ☹

I'm pleased that the school is going to help me. I'm going to have Italian lessons every day and there's going to be a teaching assistant in class, so I'm not going to be alone. I hope that my classmates will like me ...

I'm upset and annoyed that my country isn't safe, but I hope everything will be OK in the end. Maybe we'll move back in a year from now. Or maybe I'll love living in Italy so much that I won't want to leave in the future! Nobody knows what will happen before the end of this year, so I'm going to try to be positive!

Aleksander



5 Look at Aleksander's arrangements for his first week of school. Write sentences about them.

Monday	introduce myself to my new class
Tuesday	9.30 a.m. start Italian lessons
Wednesday	8.10 a.m. meet my teaching assistant
Thursday	get my textbooks in the library
Friday	12.30 p.m. chat to the head teacher
Saturday	have classes until midday

On Monday, he's introducing himself to his new class.

6 Write sentences using *going to*.

- 0 I/study/harder/this year.
I'm going to study harder this year.
- 1 We/not move/next week.
2 My dad/clean the house/at the weekend.
3 I/not play/so many video games this month.
4 you/learn a new language/next year?
5 Lulu/start a new school in two years' time?

7 007 LISTEN to Ramesh making predictions about his future. Is he an optimist or a pessimist? Then listen again and complete the sentences with *will/won't* and the verb in brackets.

- 0 He knows he *won't be* married in five years. (be)
1 He thinks he all his exams. (pass)
2 His family house soon. (move)
3 He abroad in a few years. (live)
4 He hopes he to Spain next summer. (travel)
5 He's sure he happier in three years' time. (be)

8 SPEAK Ask and answer about your future predictions using the ideas in Ex.7. Are you more of an optimist or a pessimist?

A Do you think you'll be married in five years?

B No, I don't. I won't get married young.

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will: offers, promises and spontaneous decisions

Use *will/won't* + base verb:

- to make offers.
> *I'll carry that bag for you!*
- to make promises.
> *I won't be late again.*
- to make spontaneous decisions.
> *We haven't got much milk. I'll get some today.*

Grammar reference p.129

9 Look at the mini dialogues. Complete the answers using *will/won't* and the verbs below.

buy | help | not break | not forget | open

- 0 A I can't believe you didn't remember my birthday!
B I'm so sorry! I *won't forget* it again.
- 1 A This homework is really hard. I don't understand it.
B I know what to do. I you with it.
- 2 A Oh no! There's no olive oil in the house.
B I some on the way home from school.
- 3 A Here's my phone. Please, be careful with it!
B We it. We promise.
- 4 A Sally, Josh, there's somebody at the door!
B We know! We it.

10 Choose the best alternative.

- 0 *I'm meeting* | *I'll meet* Sara in town at midday.
1 Max *is learning* | *is going to learn* Spanish one day.
2 This timetable says the train *will leaves* | *leaves* at half past two.
3 Don't speak in Italian tomorrow. They *won't understand* | *aren't understanding* you.
4 It's very cold and cloudy, I think *it starts* | *it's going to start* snowing soon.
5 According to the calendar, school *finishing* | *is going to finish* on 10th June next year.
6 I promise I *don't* | *won't* tell anybody your secret.
7 'It's hot!' 'I'll open' | 'I'm opening' the window for you.'

11 THINK PAIR SHARE Imagine Aleksander is joining your class next week. Think about the answers to these questions. Share your ideas.

- How will he feel on his first day?
- How are you going to welcome him?
- What is your class going to do to help him feel at home?

12 SPEAK Write a plan for Aleks' first day at your new school. Decide who will do what and offer to help. Share your ideas.

A Aleks won't know where anything is.

B I'll help with that! I'll give him a tour of the school.

Challenge You choose!

Write a message to Aleks describing how his new school will be. OR Imagine you're moving away next week. How will you feel? What are you going to do to prepare?

1

Our generation

- ▶ **VOCABULARY** Relationships • Life choices
- ▶ **GRAMMAR** Present perfect • Defining relative clauses
- ▶ **FUNCTIONS** Discussing choices



Audio
Video

1.1 Talk about relationships

Stages of relationships

Psychologists believe that all relationships go through different stages. When we spend time with people, we can either **come together** and become closer to each other, or we can **grow apart** if we find it difficult to communicate.



Vocabulary Relationships

1 **008** Match the expressions to the photos. Then listen, check and repeat.

- | | | |
|-------------------------|---------------------|-------------------------|
| 1 get to know | fancy | have a row with |
| care about | hang out with | fall in love with |
| meet | make up with | break up with |
| go on a date with | fall out with | go out with |

2 **SPEAK** Think about the questions. Then discuss and compare your answers.

- Which of the expressions in Ex.1 describe coming together? Which describe growing apart?
- Which ones describe relationships with friends, family or romantic partners?

A What have you got for 'coming together'?

B I've got 'to meet someone' because that's the beginning of every relationship. Then I've got ...

Did you know?

According to scientific studies, we make 396 friends in a lifetime, but only 1 out of 12 friendships lasts.

3 **009** Find the **highlighted** words in the text and match them to their translations. Then listen, check and repeat.

Question

My best friend has just broken up with her boyfriend. It started out well. She ¹had a crush on him, and she was so excited when he ²asked her out! They ³got on well and she was happy, until she saw him with someone else! Now she's upset, and isn't sure if she should ⁴get back together with him. How can I help?

Answer

I understand your friend feels disappointed. When we fall in love with someone, and they ⁵cheat on us, it hurts. You should listen to her and show that you care about her. In time, she'll realise it's much better to ⁶be single than ⁷be in a couple with somebody she can't ⁸trust.

- A fidarsi di
- B essere (in) una copia
- C avere una cotta (per)
- D andare d'accordo
- E tornare insieme (con)
- F tradire
- G chiedere di uscire
- H essere single

4 Choose the correct preposition.

- 1 Jake is single and he has a crush **in** | **on** | **with** you!
- 2 My cousin and I had a row last week, but we're getting **in** | **on** | **up** well again now.
- 3 After Jas fell out **with** | **out** | **on** Abi, they never made **in** | **on** | **up** again.
- 4 Milo asked me **out** | **on** | **with**! We're going on a date!
- 5 I love hanging **up** | **out** | **on** with Maya.

5 **SPEAK** Ask questions using present perfect + ever. Ask an extra question in the past simple.

- meet a new friend on holiday? Where?
- fall out with someone in your family? Why?
- make up with someone after a row? How?

A Have you ever met a new friend on holiday?

B Yes, I have. I met an English girl called Lisa.

A Where did you meet each other?

Challenge You choose!

Write the script for a romantic scene in a TV show.
OR Create a comic strip about a special friendship.

Vlog This is our story



Before you watch

- 1 Are your friends mainly girls, mainly boys or a combination of the two?

While you watch

- 2 **▶ Video** **010** **WATCH** or **LISTEN**. Who has Max had an argument with?
A a relative B a girlfriend C a friend

Comprehension check

- 3 **▶ Video** **010** **WATCH** or **LISTEN** again. True or false? Write T or F. Correct the false ones.
 - 1 Max often argues with his brother.
 - 2 Max and Jess usually get on very well.
 - 3 They don't spend much time together.
 - 4 Max is planning to go on a date with Jess.
 - 5 Jess is too busy to think about romance.
 - 6 Max wants Jess to speak to his brother.

Your turn

- 4 **OTE** **P** **SPEAK** Ask and answer the questions.
 - 1 Do you think Max and Jess secretly fancy each other? What makes you say that?
 - 2 Do you think it's important to have friends of all genders? Why?
 - 3 Is it possible for girls and boys to be 'just good friends'? What makes you say that?
 - 4 How often do you fall out with family or friends? Why does it happen?

Keep it real

Choose the correct alternative.

- 1 (get on) like a house on fire: **very well** | **badly**.
- 2 cringe: very **interesting** | **embarrassing**.
- 3 (you're) always there for (me): **support** | **annoy**.
- 4 sort of: **in some way** | **not at all**.
- 5 blow over: **start** | **end**.

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- 4 Look at the **highlighted** sentences in the text. Complete the rules with the words below.

for | has | have | How long | since

Present perfect

Use the present perfect (1 / 2 + past participle) to talk about the duration of a situation which began in the past and continues in the present.

Use the present perfect with:

- 3 to give the starting point.
- 4 to give the total period of time.
- 5 to ask about duration.

Grammar reference p.136

- 5 Complete the sentences with the present perfect of the verbs and *for* or *since* if necessary.

- 1 He (have) a crush on you ages.
- 2 We (know) each other May 2021.
- 3 Amy (not see) her BFF a few days.
- 4 I (not get) on well with him we had that big row last summer.
- 5 How long (you/feel) this way about Paul?

- 6 Write the expressions below in the correct part of the table. Can you add any others?

2nd March | 8.30 | 15 minutes | ages | a long time | an hour | Christmas | dinner time | I was little | last winter | my birthday | quite a while | three years | we met | two months | we were born | yesterday

for

since

- 7 Rewrite the sentences using the present perfect with *for* or *since* and the verbs in brackets.

- 0 My cousin started high school in 2021. (be)
My cousin has been at high school since 2021.
- 1 My teacher moved to Trento in June. (live)
- 2 My parents got married 19 years ago. (be)
- 3 I bought my phone on Thursday. (have)
- 4 The last time we saw her was in May. (not see)
- 5 They became a couple six weeks ago. (be)

Pronunciation *have*

- 8a  012 Listen and repeat the sentences. Notice the pronunciation of *have*.

- 1 /v/ We've been friends for two years. (weak)
- 2 /həv/ How long have you known her? (weak)
- 3 /hæv/ Yes, I have. (strong)

- b  013 Listen and match the pronunciation of *have* to the pronunciations (1–3) above.

- A Who have you seen?
- B I think we have.
- C They've never met my parents.

Talking about ongoing situations

- 9  014 Listen to the game *My Bestie and me* and complete the missing information.

- 1 They answered questions correctly.
- 2 They won two tickets to the

- 10  014 Listen again and answer the questions.

- 1 How long has Samir been awake?
.....
- 2 What time did he wake up?
.....
- 3 How long has he lived in his current home?
.....
- 4 How long have they known each other?
.....
- 5 Where did they meet?
.....

- 11 **WRITE** quiz questions with *How long*. Add two more of your own.

- 1 you/live at your current address?
- 2 you/study/at this school?
- 3 you/speak English?
- 4 you/know/your best friend?
- 5 you/have/your favourite possession?

- 12 **SPEAK** Try to guess another student's answers to the quiz questions. Then ask and answer. How well do you know each other? Look at the key.

A How long have you lived at your current address?

B I've lived there since I was born.

KEY

- 6–7 correct = Are you BFFs?!
- 3–5 correct = You're classmates and friends.
- 0–2 correct = It's time to get to know each other better!

Vocabulary Life choices

◀ **Think back** Put these ages and life stages in order from the youngest to the oldest.

adolescence | childhood | elderly |
 in your early forties | in your late thirties |
 in your mid-twenties | middle-aged

1 **015** Match the expressions to the pictures. Then listen, check and repeat.

- share a house/flat
- get your driving licence
- leave school
- 1 get a job
- do work experience/an apprenticeship
- get engaged/married
- go travelling
- take final exams
- leave home
- go to university/college

1		2	
3		4	
5		6	
7		8	
9		10	

➔ **Vocabulary extension p.256**

2 **THINK PAIR SHARE** When do you think is the best age to do the things in Ex.1? Why? Compare your ideas.

Presentation

3 **016** **READ** and listen. Choose the best alternative title for the text.

- A Children are better with technology
- B A teenager interviews an older relative
- C Things that older people dislike about the young



Gen Z meets Baby Boomer

Social media is a place **where** generations often have rows with each other. Gen Z – people like me **that** were born in the early 2010s – complain that middle-aged people **who** have lots of money are selfish. Baby Boomers – people **who** were born between 1946 and 1964 – think we're too sensitive and just want to be gamers! I asked my grandad some questions to see what he really thinks of us ...

10 **Gen Z** What do you admire about younger people today?

Boomer You're the first generation **who** have always had the internet, I admire digital natives **who** are confident with technology. And you follow your dreams! I had a life **which** my parents chose for me. After I took my final exams and left school, they told me to get a job ...

Gen Z How did you find work before the internet?

20 **Boomer** We used a phone book – it was a very big book **where** you could find everyone's phone number. I did an apprenticeship in a bank when I was 18. I've worked there for 45 years.

Gen Z Wow! Did you go travelling first?

25 **Boomer** No, I didn't have enough money because I got my driving licence at 17, I bought a car, and then I immediately left home. I shared a flat with some people **who** worked at the bank. One of my flatmates became my best friend. He's the one **whose** sister I fell in love with! Sue and I got engaged six months after we met. We've been married since we were 25!

Gen Z Have you got any old videos?

35 **Boomer** No! We didn't have phones **that** could take videos. I've got albums **where** I keep old photos.

Gen Z And finally, what's your best advice for young people like me **who** are making big life choices?

40 **Boomer** If you go to university or college, you should study a subject you love. And nobody has one job **which** lasts a lifetime any more, so you should do work experience in different places.

Gen Z Thanks, Grandad. You're the best!

4 Find the words in the text that match the definitions below. Are they people, places or things?

- 1 You could find personal information in this.
- 2 They were born after the internet was invented.
- 3 They were born before 1965.
- 4 You put your printed photographs in these.
- 5 They live together in a house or flat.

Grammar ▶ Watch the Grammar animations

5 Complete the table with *where, which, who, that* or *whose*. Use the examples in the text to help you.

Defining relative clauses

Defining relative clauses come after a noun or some pronouns. They identify which person, place or thing we are talking about. Use:

- 1 / for people
- 2 / for things
- 3 for places
- 4 to indicate possession

You can omit the relative pronoun when it refers to the object of the relative clause.

> You should study a subject (**which/that**) you love.

Grammar reference p.136

6 Complete the sentences with *where, which, who, that* or *whose*. Add – if you can omit the pronoun.

- 1 This is the college I want to go.
- 2 That's the girl got her driving licence last week.
- 3 Work experience is a thing we do when we're 16 or 17.
- 4 That's the gamer videos I like.
- 5 In the series, she got engaged to a boy she met at university.
- 6 This is my big brother works.

7 Rewrite the sentences as a single sentence.

- 0 That's a university. My sister goes there.
That's the university where my sister goes.
- 1 That's a football pitch. We've played there.
- 2 Rosa's playing a game. Marco bought
- 3 That's the girl. Her brother is on my football team.
- 4 This is my cousin. He lives next door.
- 5 That's the church. Our parents met there.

8 THINK PAIR SHARE Write answers for you in each column. Then ask and answer questions.

My favourite people	My favourite places	My favourite things

A Who's Matteo?

B He's a boy who lives next door to me.

Paraphrasing

9 017 Complete the definitions with the words below. Then try to guess the words. Listen and check.

kind | opposite | similar | someone | something | somewhere | what

- 1 It's (a thing) which you get if you pass your driving test.
- 2 It's (a place) where you can go to study medicine or law.
- 3 It's (a person) whose hobby it is to play video games.
- 4 It's a (type) of exam that you take just before you leave school.
- 5 It's the of insensitive.
- 6 It's to a university, but it offers shorter and more practical courses.
- 7 It's people do when they want to see the world.

10 Write definitions for these words using phrases from Ex.9.

a bank | a bestie | digital native | elderly | get married | a granddaughter | complain | a photo | selfish

11 SPEAK Play the game *Taboo*. Secretly write four words. Explain your words without saying them. Use phrases from Ex.9 and defining relative clauses in your definitions. Guess each other's words.

Challenge You choose!

Create some more definitions for *Taboo* (see Ex.11).
OR Describe your favourite people, places and things.



Coming of age traditions

◀ Think back Make a list of important life events. Which do you think are the most important? Why?

1 **SEE THINK WONDER** Look at the photos. What can you see? What do you think is happening? What would you like to find out about the situations?



2 ▶ Video ◀ 018 **WATCH** or **LISTEN**. Match the traditions below to the photos. Watch the video and check.

- 1 **Rumspringa** is what many Amish choose to do during their adolescence.
- 2 **Quinceañera** is a celebration which is for girls.
- 3 A **prom** is a dance that has a king and queen.

3 ▶ Video ◀ 018 **WATCH** or **LISTEN** again. True or false? Write T or F. Correct the false ones.

- 1 People who are 15 can drive in the USA.
- 2 *Quinceañera* is a tradition which comes from the USA.
- 3 *Quinceañera* is the party which happens after a couple gets married.
- 4 For many years, high schools have had parties which are called proms.
- 5 The Amish are people who use a lot of technology.
- 6 *Rumspringa* is a time when Amish teenagers can experience life outside the Amish community.

Listening strategy

Recognise exemplification When you give examples, use these words and phrases: *for example, for instance, (things) like, such as, including.*

4 ◀ 019 Read the strategy. **LISTEN** to three teenagers talking about their personal experiences. Write examples for each category as you hear them. Compare your answers.

Clothes	Presents	Relationships	Life choices

5 ◀ 019 **NOTE** **LISTEN** again and match the sentences to speakers 1-3.

- A He/She has left school and is now studying.
- B He/She has lived with friends for a while.
- C He/She has family in a different country.
- D He/She hasn't got his/her driving licence.
- E He/She has a relative who's going out with someone.
- F He/She has a friend of a different gender.
- G He/She has passed his/her driving test.

6 **COMPARE CULTURES!** Ask and answer the questions.

- 1 Which of these ceremonies or events would you like to experience? Why?
- 2 On what occasions have you dressed in formal clothes? What did you wear?
- 3 What is your favourite celebration? Why?

Digital citizenship

Write an e-invitation for an English-speaking friend to a celebration that you are organising.

- Describe what will happen during the event.
- Give practical information, e.g. time, place, dress.
- Design an electronic invitation for your event.

Did you know?

A proposal is an offer or invitation, and a *promposal* is when somebody asks you to be their prom partner.





Discussing choices

Think back Which subjects do you do in your final exams? At what age do you take final exams?

Culture tip!

In year 9 at school, British students choose their subjects for GCSE exams in year 11. Most do nine subjects. In year 11, they choose three or four subjects for their final exams, A levels, in year 13.

1 **Video** **020** **WATCH** or **LISTEN** and read. What decision does Ella need to make?

Aaron Hey, Ella. How's it going?

Ella Badly. I'm still trying to choose which A levels to do.

Aaron Really? You've had ages to think about it. Haven't you decided yet?

Ella No! I don't want to get it wrong, so I can't make up my mind ...

Aaron Well, have you considered what you want to do after you leave school?

Ella I'm thinking about going to university and studying languages ...

Aaron So, what are your options?

Ella I've already chosen Spanish and German, but I'm not sure whether to study French or photography as the third subject. Which do you think is best?

Aaron They're both subjects that I know nothing about! It's up to you, Ella.

Ella I'm in two minds about it. I've studied French for years and it's easy, so I'm leaning towards that option. But photography sounds much more interesting.

Aaron Have you thought about looking at the UCAS website? It's full of useful advice.

Ella Great idea, Aaron. Thanks!

Aaron No problem, Ella.

2 Role-play the dialogue.

3 **021** Complete the phrases from the dialogue. Then listen, check and repeat.

Phrasebook

Asking about choices

- > What are your¹
- > Have you² what (you want to do)?
- > Have you³ about (looking online)?
- > Which do you⁴ is best?

Discussing choices

- > I'm trying to⁵ which ...
- > I'm thinking⁶
- > I'm not sure⁷ to do ... or ...
- > I can't decide /⁸ up my mind.
- > I'm in⁹ minds about ...
- > I'm leaning¹⁰ (that option).
- > I've (already) decided /¹¹
- > It's¹² to you!

4 **SPEAK** Discuss these choices. Then choose one situation and practise a dialogue using phrases from Ex.3.

- You're both going to a wedding and you aren't sure what to wear.
- You're hanging out together in town, and you don't know what to do next.
- You're both in a restaurant looking at the menu, and you're trying to decide what to eat.



Decisions, decisions, decisions ...

Every day we make simple decisions, like which jacket to wear and what food to eat. However, as we get older, the choices we **face** get more difficult. ¹

Some choices, such as getting engaged, can change our lives completely. So, what are our five biggest decisions in life and how can we get them right?

Decision 1

How long have you studied your subjects? ²

Or maybe you've chosen useful ones for a course or apprenticeship that interests you. Or maybe you haven't decided what to do after your final exams? For somebody who feels **overwhelmed** by all the options, this can be a tough decision to make.

Decision 2

Have you considered which college you want to apply to? Have you thought about what you'd like to study? Or are you leaning towards starting work as soon as you leave school? ³

And for this reason, it is quite normal to feel a little worried or stressed about it. Fortunately, a career advisor can give you lots of good advice and **guidance**.

Decision 3

Gap years have been popular for decades. Whether it's working with elephants in Botswana or helping on a farm in the Austrian mountains, some people benefit from a year out where they go travelling or do work experience. This can also increase your **independence** and self-esteem. ⁴

Before deciding, consider: are you younger than your classmates? Do you want more time to consider your options while you learn new skills or explore the world?

Decision 4

Some of your friendships will last a **lifetime** and others will disappear. When you leave school, and move somewhere where you don't know anyone, you'll still be able to stay in touch with old friends on social media. ⁵

Good friends are people whose trust you've earned and who improve your life. Bad friends always take and never give, and sometimes, friends just **grow apart** from each other.

Decision 5

Perhaps you're happy to be single or maybe you've had a crush on someone for ages. The average age for getting married in the USA is 32, so there is no **hurry** to get to know someone special and fall in love. It's very common for boyfriends and girlfriends to break up with each other, too. ⁶

And you don't need to be in a couple to feel satisfied and complete in life – you as an individual are enough!

How to make decisions and stay cool with ICED!

Step 1: Identify What do I need to decide? Make sure you know exactly what the choice is and why you're making it.

Step 2: Choices What are your options? You usually have more than one direction **available**. Consider all the alternatives.

Step 3: Evaluate What are the pros and cons? List them in two columns for each decision and compare them.

Step 4: Decide Which is the best choice right now? You've considered it for long enough, now it's time to make up your mind!



Before you read

- 1 **THINK PAIR SHARE** What decisions have you made since you became a teenager? How did they go? Compare your ideas.

While you read

- 2 **022 READ** the text. Match decisions 1–5 to the questions below.
- Should I study or get a job after I leave school?
 - Should I be in a relationship or stay single?
 - Who should I be friends with?
 - Which subjects should I choose?
 - Should I take a year off after my final exams?

Comprehension check

Reading strategy

Dealing with unknown words When you see an unknown word, try to guess what it means: *It's probably a kind of (animal)/It looks like a way of (cooking)*. Then ask yourself, does this help me to understand or do I need to look it up?

- 3 Read the strategy. Then read the sentences in Ex.4 from the text. Do you know the words in **bold**? If not, what do you think they mean? Compare your answers and check in a dictionary.
- 4 **OTE P INV** Read the text again. Choose sentences A–H to fill gaps 1–6 in the text. There are two extra sentences you do not need.
- A But you'll probably want to meet new friends too, just choose **wisely**!
 - B However, for others it's just **distracting**.
 - C Thankfully, all **broken hearts heal** in time.
 - D This **proves** that work experience is important.
 - E You've probably **picked** them because you're good at them.
 - F Don't worry, it's never too late to **change your mind**.
 - G In addition, the **outcomes** become more serious.
 - H Unfortunately, which career path to follow is one of life's **trickiest** decisions.

Vocabulary

- 5 Find the **highlighted** words in the text and match them to their translations.
- | | |
|----------------------|-----------------|
| 1 face (v) | A disponibile |
| 2 overwhelmed | B allontanarsi |
| 3 guidance | C tutta la vita |
| 4 independence | D fretta |
| 5 lifetime | E affrontare |
| 6 grow apart | F sopraffatto/a |
| 7 hurry (n) | G consiglio |
| 8 available | H indipendenza |

Discussion

- 6 **THINK CRITICALLY** Read the problems. Which paragraphs do they match in the text? Which is the most difficult to solve? Number them from 1 (easiest) to 4 (hardest).

..... **A** My final exams are in five months and I have no idea what to do next. My parents want me to go to uni, but I don't feel ready yet. What are my options?

..... **B** My bestie and I have always got on really well but now she's got a boyfriend! They're always together and I feel left out. Any advice?

..... **C** I'm trying to choose which high school to go to, but I'm in two minds – I've always been good at science and languages. Which do you think is best?

..... **D** I've fancied a good friend for ages, and I'm not sure whether to ask them out or keep my feelings a secret. I don't want to lose their friendship. HELP!

Discussion strategy

Encouraging contributions from others

In discussions, everybody should try to participate and allow others to participate equally, too. Encourage contributions from others by asking questions such as: *Do you agree? What are your views? Why do you think that?*

- 7 **DISCUSS** Read the strategy. Choose two of the problems from Ex.6. Using ICED, discuss the options and come to the best decision for them.
- 8 **FEEDBACK** Answer the questions about your discussion. Share your ideas.
- Did you both participate equally?
 - Did your partner encourage you to contribute?
 - Did you help your partner to contribute?
 - Did you manage to agree on the best decision?
 - What could you do better next time?

→ **Citizenship p.246**

Writing

- 9 **OTE P** Your penfriend, Luke, has asked you to describe your best friend or someone who you care about. **WRITE** a reply to Luke's email (100–130 words). In your email:
- say who your special person is and when you met each other.
 - give reasons why you get on well.
 - describe some of the experiences you've shared since you've known each other.

→ **Writing bank p.236**

2

Our holidays

- ▶ **VOCABULARY** Holidays and holiday activities • Travel and tourism
- ▶ **GRAMMAR** Verb + *-ing* vs verb + infinitive • Past continuous
 - Past continuous vs past simple
- ▶ **FUNCTIONS** Asking for and giving directions



Audio
Video

2.1 Talk about a holiday

Amazing holidays



We've just arrived and we're going to start our
1 by doing some
2 Yay! **#Rome**



Here we are at the Gran Sasso. Our tents are ready for tonight and so our 3 holiday can begin. So excited to be going 4 ! **#GranSasso**



We've arrived! Our Bed & Breakfast is right next to the
5 So cool!
#funinthesun



We're on our 6 and having fun. We're staying at youth hostels along the way. **#ontheroad**



This is our first day at Mirabilandia and we've already done the iSpeed. Wow! We love 7 s!
#rollercoasterride



We're here at the hotel. Soon we're going to the pool and then to dinner. A 8 isn't so boring actually! **#thisisthelife**



We made two new friends today. Now this is what I call a 9 !
#naturelovers



Let the fun begin! I just love an
10
like this! **#whitewater rafting**



11 for the first time! Yikes! But don't worry, I've got an instructor.
#snowtime!!!



Enjoying a quick
12 , just for a few days. **#longweekend**

Vocabulary Holidays and holiday activities

- ▶ **023** Look at the photos and complete the posts with the holidays below. Then listen and check.
adventure holiday | backpacking | beach | camping | day trip | minibreak | package holiday | road trip | sightseeing | skiing | theme park | safari
- ▶ **SPEAK** Ask and answer the questions in the quiz.
- ▶ Make questions of your own. Ask your partner the questions and decide which holiday is best for them.

A What do you normally put in your suitcase?

B Sunglasses and a swimsuit.

Holiday quiz!

- ▶ What do you like doing on holiday?
 - dancing and going to parties
 - swimming and doing sports
 - relaxing and chilling out
- ▶ What do you like eating?
 - I like gourmet food at a nice restaurant.
 - I love burgers and fries.
 - I always want something different.
- ▶ What do you like seeing?
 - famous places
 - a different place every day
 - sandy beaches