

INHALT

	Lerninhalte	Your task (Lernaufgabe)	Texte
Unit 1 Life down under	- Geografie und Sehenswürdigkeiten Australiens kennen lernen über Besonderheiten von Land und Leuten sprechen - sich in Notfallsituationen verständigen - sich mit der Geschichte und Kultur der australischen Ureinwohner/innen befassen - Interessantes über Sydney und Melbourne erfahren - Zeitformen korrekt verwenden - eine Präsentation vorbereiten, halten und auswerten	A presentation about Australia selbstständig für eine Präsentation recherchieren, sie erstellen und vortragen; dazu Feedback geben und erhalten (p. 25)	Magazine articles <i>Ban on climbing Uluru comes nearer</i> (p. 10) <i>Proud to be a new Australian</i> (p. 10) <i>Fighting bush fires between exams</i> (p. 11) <i>Australia's deadliest animals</i> (p. 11) <i>First Australians</i> (p. 15) Website <i>Royal Flying Doctor Service</i> (p. 12) Teens' real life stories <i>Living in the Kimberley</i> (p. 18) <i>I'm a mud racer</i> (p. 18) <i>Beach culture</i> (p. 18) <i>One day changed my life</i> (p. 18) Text adapted from the novel Swerve (pp. 20–23)
*MORE CHALLENGE A different world	- eine Geschichte über einen japanischen Gastschüler in Tasmanien erschließen - mit idiomatischen Wendungen umgehen		Text adapted from The Spare Room (pp. 26–27) Cartoons <i>English idioms</i> (p. 28)
Unit 2 Respect	- über <i>cyberbullying</i> sprechen und mögliche Auswege diskutieren - sich über den Umgang mit <i>peer pressure</i> austauschen - ein Experiment zum Thema Diskriminierung durchführen und reflektieren - berichten, was jemand gesagt hat - lernen und üben, wie Konversationen gelingen	Do something! in Gruppenarbeit ein Projekt gegen Diskriminierung erarbeiten und präsentieren (p. 39)	Magazine articles <i>Jamaal – It doesn't have to be uncool</i> <i>Emily – It really hurt</i> (p. 34) Newspaper report <i>Player and his teammates say "enough"</i> (p. 37) Text <i>"Natasha's side of the story" and "Matt's side of the story"</i> , adapted from the novel Watching you, watching me (pp. 43–47)
*MORE CHALLENGE Living with disability	- zwei authentische Texte über das Leben mit Behinderungen erschließen - eigenes Verhalten reflektieren		Blog entry <i>The kid in a wheelchair</i> (p. 50) Online article <i>A fashion model and a role model</i> (p. 50)

Kompetenzen	Sprache	Seite
Listening: advert <i>The Flying Doctors</i> (p. 12) conversations <i>Emergencies on the beach</i> (p. 13) radio interviews (p. 16) teens' audio stories for a competition (p. 18) Speaking course (1) Giving a presentation (pp. 24–25) discussion <i>Australia – a place to visit?</i> (p. 11) silent dialogue <i>Getting help</i> (p. 13) Reading: articles <i>What makes Oz special?</i> (pp. 10–11) <i>Tips from the RFDS website</i> (p. 12), <i>First Australians</i> (p. 15); <i>One country, two centres</i> (p. 17) Writing: Artikel <i>Tips for tourists in Australia</i> (p. 13) zusammenfassen, was man einem Text entnommen hat (p. 15) einen Artikel schreiben, wo man leben möchte (p. 17) Mediation (+ intercultural competence): Teile eines Songtexts analysieren und sprachmitteln (p. 14) Viewing (+ intercultural competence): <i>An Australian road trip</i> (p. 9); <i>The Burdekin Crew</i> (p. 14) <i>How to improve your presentations</i> (p. 24)	Wortschatz und Strukturen <i>describing places and activities; avoiding emergencies; getting help, talking about a difficult history; teens' everyday life in Australia; useful phrases for presentations</i> using tenses correctly revision: simple present, simple past, going to-future, past progressive (p. 19) *STOP! CHECK! GO! (pp. 29–31) Üben und vertiefen; Lernfortschritte erkennen	8
Listening: dialogues <i>Fun with idioms</i> (p. 28) Speaking: das Leben in einer anderen Kultur erörtern (p. 27) Reading: <i>Akira's first morning, Being me in English</i> (pp. 26–27) Mediation: English and German idioms (p. 28)	Wortschatz und Strukturen <i>talking about cultural differences</i> dealing with idioms (p. 28)	26
Listening: dialogues <i>Come shopping with me!</i> (p. 36); <i>Guess what happened last night</i> (p. 40) Speaking course (2) Successful conversations (pp. 48–49) Auswege aus <i>cyberbullying</i> -Situationen diskutieren (p. 33) sprechen über rassistisches Verhalten (p. 37) role-plays <i>Why don't you go out with us?</i> (p. 36) <i>Badges – a group experiment</i> (p. 37) Reading: articles about peer pressure (p. 34) Writing: comment <i>Peer pressure is a big problem for teenagers</i> (p. 35) Study skills: einen Slogan erschließen (p. 38) Viewing (+ intercultural competence): <i>Friends ..</i> (pp. 32–33) <i>'What you say matters' by Brothablack</i> (p. 38) <i>Dos and don'ts in conversations</i> (p. 48)	Wortschatz und Strukturen <i>speculating about a conflict, giving advice; supporting an opinion with arguments, reflecting on feelings and interactions; planning and presenting a project, useful phrases for conversations</i> indirect speech in statements, questions and commands (pp. 40–42) *STOP! CHECK! GO! (pp. 53–55) Üben und vertiefen; Lernfortschritte erkennen	32
Listening: radio interviews <i>Do the right thing</i> (p. 51) Reading: blog entry; article (p. 50) Speaking: Reaktionen auf Texte verbalisieren und eigene Haltungen reflektieren (p. 51) eine Präsentation erstellen und vortragen (p. 51)	Wortschatz und Strukturen <i>talking about feelings and attitudes</i> participles (-ing-forms) instead of subordinate clauses (p. 52)	50

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Unit 3 Looking forward	- über <i>life skills</i> und die eigene Zukunft sprechen - persönliche Stärken, Schwächen und Vorlieben beschreiben - Stellenangebote verstehen - über den persönlichen Idealberuf sprechen - CV und <i>cover letter</i> verfassen lernen - sich mit Freiwilligendiensten befassen - Fragen formulieren und <i>question tags</i> verwenden - sich auf <i>job interviews</i> vorbereiten	Who will get the job? Bewerbungsgespräche durchführen und evaluieren (p. 73)	Quiz <i>Are you ready for the real world?</i> (p. 56) Adverts <i>Internet job ads</i> (pp. 60–61) Official documents CV (p. 62) <i>Cover letter</i> (p. 63) Website <i>European Volunteer Network</i> (p. 64) Online article <i>Work and travel</i> (p. 65) Text adapted from the short story <i>Seashell Motel</i> (pp. 68–70)
*MORE CHALLENGE Looking to the future	- kreatives Schreiben in unterschiedlichen Genres <i>let/make</i> verwenden		Example texts (p. 75) a self-description, a story, a dialogue and a poem
Unit 4 Generation like	- sagen, was man <i>cool</i> oder <i>uncool</i> findet - eigene digitale Gewohnheiten reflektieren - über Selbstdarstellungen sprechen (<i>profiles, selfies, tattoos</i>) - mit Werbestrategien umgehen lernen - sagen, was passiert wäre, wenn ... - sich an Diskussionen beteiligen	Cool talk eine Präsentation zum Thema <i>What's (not) cool and why?</i> halten (p. 81)	Articles <i>Being a screenager</i> (p. 82) <i>Your kind of profile picture?</i> (p. 84) <i>Are you ad-savvy?</i> (p. 86) <i>Hundreds of teenagers gatecrash party</i> (p. 88) Text adapted from the novel <i>Gamer</i> (pp. 90–94) Book review <i>Gamer</i> (p. 95)
*MORE CHALLENGE Street art	- über Kunst im öffentlichen Raum sprechen - einen Film über Banksy kennen lernen - Sidewalk poetry		Film review <i>Exit through the gift shop</i> (p. 99)

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Kompetenzen	Sprache	Seite
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Reading: a conversation about Volunteer programmes (p. 74) Writing: <i>creative writing</i> (p. 75); <i>writing a conversation</i> (p. 76)	Wortschatz und Strukturen <i>let/make + object + infinitive</i> (p. 76)	74
Listening: interviews <i>Teens react</i> (p. 80); <i>Digital habits</i> (p. 83) Speaking course (4) Taking part in discussions (pp. 96–97) role-play discussing different viewpoints (p. 83) Reading: reading for details and note-taking (pp. 82–83) finding the main points of a text (pp. 86–87) Writing: a written discussion <i>For and against tattoos</i> (p. 85) keeping an ad diary; writing an ad report (p. 87) <i>An email to the author</i> (p. 94) Mediation: talking about the ad industry (p. 87) Viewing (+ intercultural competence): <i>Shocking news!</i> (p. 96)	Wortschatz und Strukturen <i>talking about digital habits, describing photos, talking about advertising strategies, taking part in discussions, argumentative writing</i> conditional sentences type 3 (p. 89) gerund (-ing-form) or to-infinitive (p. 129) *STOP! CHECK! GO! (pp. 101–103) Üben und vertiefen; Lernfortschritte erkennen	80
Listening: presentation <i>An outdoor art gallery</i> (p. 98) Speaking: <i>Talking about street art</i> (p. 98, 100) Reading: review <i>Exit through the gift shop</i> (p. 99) Writing: einen <i>film review</i> verfassen (p. 99) sidewalk poetry dichten (p. 100)	Wortschatz und Strukturen <i>describing and analysing street art and sidewalk poetry and giving one's personal reaction; reviewing a film</i>	98

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