

4 Topics

Maybe these photos and comments can help you to choose.

Topic 1 – Oz 4 us!



Have you ever been to Australia?

Do you know anything about the animals there?

What do young people do there?

► If you choose **Topic 1**, we'll take you Down Under.

Topic 2 – Chilling-out time



Kids today can chill out in lots of different ways:
they can have a good time with friends, do sports or help other people.

► In **Topic 2** you can find out more about kids today and maybe get some ideas.

Topic 3 – Freedom's just another word for ...



There are lots of different ideas of freedom: To a man in a prison in Texas and a young man in New York the word means two very different things.

► Read more about these and other views of freedom in **Topic 3**.

Topic 4 – Global matters



We all live in a modern world and many of us can enjoy the good things that life gives us.
But not everything that we do is good for the Earth.

► **Topic 4** tells you more about our world and its problems.

| Topic 1 | Oz 4 us! | | |
|------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------|-------|
| Check-in | <i>Unterwegs in Australien</i> | Work with a picture: What can you see in photo 1? | 8-9 |
| Aspects | <i>Einführung in die vier Options</i> | Let's talk: Typically Australian | 10-11 |
| Option 1 | <i>Gefährliche Tiere in Australien</i> | Deadly Down Under Task: To find out about dangerous creatures | 12-13 |
| Option 2 | <i>Arbeiten in Australien</i> | Jobs Down Under Task: To learn about job applications | 14-15 |
| Option 3 | <i>Leben und Schule im Hinterland</i> | Living and learning in the Bush Task: To discuss the pros and cons of learning in the Bush | 16-17 |
| Option 4 | <i>Sydney – die größte Stadt Australiens</i> | The Harbour City Task: To 'sell' Sydney | 18-19 |
| Check-out | <i>Wiederholung</i> | Now you can ... | 20-21 |
| Test yourself! 1 | <i>Vorbereitung auf Abschlusstests</i> | True kings of the road: Australian road trains | 22-25 |

To do Topic 1 you'll need: The passive → G1+G2 • Conditional clauses → G4 • Adjectives → Ov6 • Modals → G3

A literature project

| | | |
|-------------------|----------|-------|
| Zueinander stehen | The kiss | 26-29 |
|-------------------|----------|-------|

| Topic 2 | Chilling-out time | | |
|------------------|----------------------------------------|---------------------------------------------------------------|-------|
| Check-in | <i>Junge Leute beim Chillen</i> | Work with a picture: Sum up the situation in photo 1. | 30-31 |
| Aspects | <i>Einführung in die vier Options</i> | Let's talk: Activities | 32-33 |
| Option 1 | <i>Hilferuf an eine Zeitschrift</i> | Streetwise Task: To discuss peer group problems | 34-35 |
| Option 2 | <i>Freunde und Freundschaft</i> | Torn between ... Task: To put a text into a different form | 36-37 |
| Option 3 | <i>Junge Leute und Drogen</i> | No risk, no fun? Task: To discuss the (mis)use of drugs | 38-39 |
| Option 4 | <i>Jobprofile aus Großbritannien</i> | The perfect job? Task: To find a suitable job or career | 40-41 |
| Check-out | <i>Wiederholung</i> | Now you can ... | 42-43 |
| Test yourself! 2 | <i>Vorbereitung auf Abschlusstests</i> | Breaking down barriers | 44-47 |

To do Topic 2 you'll need: Reported speech → G6+G7 • Gerunds → G5

Inhalt

| Topic 3 | Freedom's just another word for ... | | |
|------------------|------------------------------------------------|-------------------------------------------------------------------------------------|-------|
| Check-in | <i>Verschiedene Vorstellungen von Freiheit</i> | Work with a picture: Which of the photos is nearest to your idea of freedom? Why? | 48-49 |
| Aspects | <i>Einführung in die vier Options</i> | Let's listen: A song about freedom | 50-51 |
| Option 1 | <i>Überlegungen zur Todesstrafe</i> | The right to live? Task: To consider arguments for and against the death penalty | 52-53 |
| Option 2 | <i>Der Kampf um Rechte in den USA</i> | Free without rights? Task: To find out about civil rights | 54-55 |
| Option 3 | <i>Spaß hat seine Grenzen!</i> | Joy riding Task: To find out what makes a good story | 56-57 |
| Option 4 | <i>Selbstständig arbeiten</i> | Careers advice Task: To find out about self-employment | 58-59 |
| Check-out | <i>Wiederholung</i> | Now you can ... | 60-61 |
| Test yourself! 3 | <i>Vorbereitung auf Abschlusstests</i> | A child of the 'Stolen Generation' | 62-65 |

To do Topic 3 you'll need: Reported speech → G6+G7 • Modal substitutes → G3+G8

A literature project

| | | | |
|--|--------------------------------|------------|-------|
| | <i>eine seltsame Begegnung</i> | Going home | 66-69 |
|--|--------------------------------|------------|-------|

| Topic 4 | Global matters | | |
|------------------|-------------------------------------------|-----------------------------------------------------------------|-------|
| Check-in | <i>Globalisierung: Vor- und Nachteile</i> | Work with a picture: What strikes you about photos 1 and 2? | 70-71 |
| Aspects | <i>Einführung in die drei Options</i> | Let's listen: We are the world | 72-73 |
| Option 1 | <i>Energieprobleme</i> | Fossil fuels Task: To design a 'new age' car | 74-75 |
| Option 2 | <i>Profil einer erfolgreichen Firma</i> | Sweet success Task: To find out about a company | 76-77 |
| Option 3 | <i>Ein Umweltkrimi</i> | Danger in paradise Task: To retell a story in your own words | 78-81 |
| Check-out | <i>Wiederholung</i> | Now you can ... | 82-83 |
| Test yourself! 4 | <i>Vorbereitung auf Abschlusstests</i> | Greenford Ecovillage, Australia | 84-87 |

To do Topic 4 you'll need: Future forms → G9+G10 • Gerunds → G5 • The passive → G1

Skills

| | | |
|------------------------------------------|---------------------------|--------|
| <i>Inhaltsverzeichnis</i> | List of contents | 88 |
| <i>Sozialformen</i> | Working alone or together | 89–91 |
| <i>Arbeitstechniken und Fertigkeiten</i> | Working skills | 92–106 |

Mediation and communication

| | | |
|-----------------------|----------------------------------|---------|
| <i>Sprachmittlung</i> | Reading, listening and mediating | 107–110 |
|-----------------------|----------------------------------|---------|

Grammar

| | | |
|------------------------|-----------------------|---------|
| <i>Grammatikanhang</i> | Grammatical terms | 111–112 |
| | Grammar points G1–G10 | 113–121 |
| | Overview Ov1–Ov7 | 122–128 |
| | Grammar practice | 129–136 |

Vocabulary

| | | | |
|-------------------|-----------------------------------------|----------------------------|------------------|
| Vocabulary | <i>Wörter richtig schreiben</i> | Mistakes check list | 137 |
| | <i>Übersichtsseite</i> | Introduction | 138 |
| | <i>Chronologische Vokabelliste</i> | | 139–176 |
| Dictionary | <i>Wörterbuch</i> | English–German | 177–217 |
| | | German–English | 218–246 |
| Classroom phrases | <i>Redewendungen für den Unterricht</i> | | 247–248 |
| Irregular verbs | <i>Unregelmäßige Verbformen</i> | | 249–250 |
| Lösungen | | Check-out solutions | 251–256 |
| | | Test yourself! solutions | 256–259 |
| | | Grammar practice solutions | 259–263 |
| Maps | <i>Landkarte</i> | Australia | vorderer Vorsatz |
| | <i>Weltkarte</i> | The English-speaking world | hinterer Vorsatz |