



# Green Line

## Oberstufe

von

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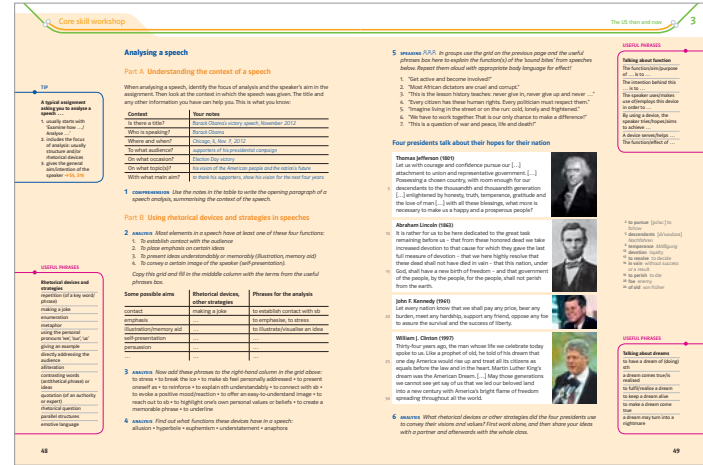
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# So lernen Sie mit Green Line

Start in ein Kapitel

Fürs Abitur trainieren



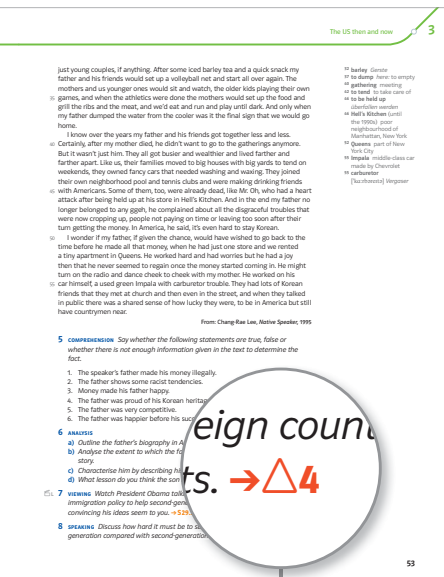
Code  
z5e563

Auf einigen Seiten im Buch finden Sie Green Line-Codes. Diese führen Sie zu weiteren Informationen. Geben Sie den Code einfach in das Suchfeld auf [www.klett.de](http://www.klett.de) ein.

Den Einstieg in ein Topic bildet die **Introduction**.

Im **Core skill workshop** können Sie eine abiturrelevante **Skill** wiederholen und trainieren.

## Thema erarbeiten und vertiefen



In **Texts** finden Sie authentische Texte und Materialien für die weitere Erarbeitung des Themas. Die **Tasks** orientieren sich an den Aufgaben, die Sie im Abitur erwarten und bereiten Sie optimal darauf vor.

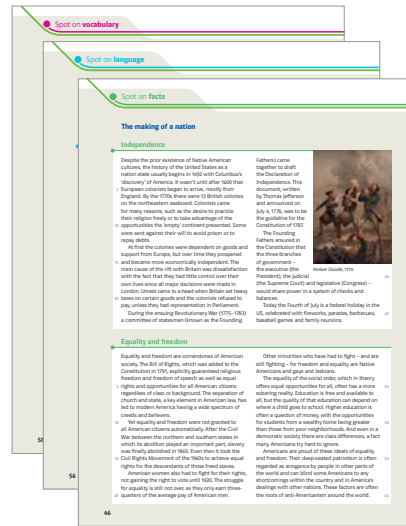
Fördern, fordern, differenzieren

Die roten Dreiecke verweisen auf Hilfen (Δ) und zusätzliche Aufgaben (▲) im **Diff pool**-Anhang.

## Überprüfen



Den Abschluss jedes **Topics** bildet die **Topic task**: Die Aufgabe führt die inhaltlichen Schwerpunkte und die **Core skill** zusammen.



INNERHALB EINES KAPITELS  
Zum Wiederholen kurz vor dem Abitur

Die **Spot on**-Seiten bieten auf einen Blick das inhaltliche **Basiswissen** des **Topics**, den themenspezifischen **Wortschatz** und wichtige **sprachliche Strukturen** mit jeweils passenden Aufgaben. Sie eignen sich auch besonders zum selbstständigen Arbeiten bzw. Wiederholen, denn die Lösungen zu diesen Seiten finden Sie unter dem jeweiligen Green Line-Code des **Topics**.

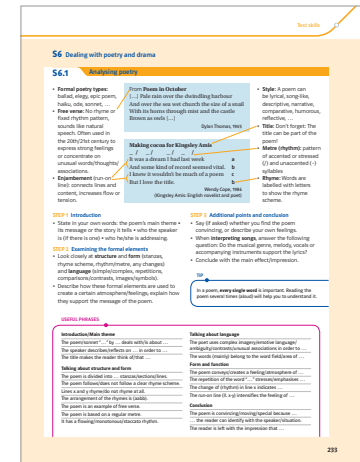
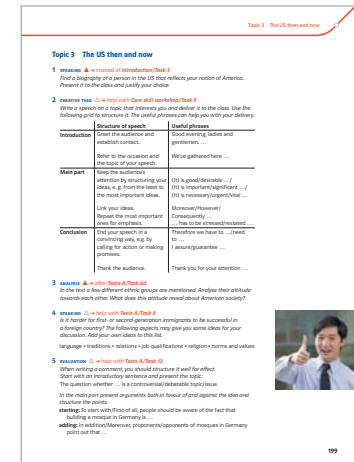
CD-ROM

Die Schüler-CD (CD) enthält **Vocabulary sheets** mit Lernwortschatz zu allen Texten im Buch. Zu den **Spot on**-Seiten und zu **Intercultural communication** enthält sie zusätzlich die Audios und Videos.



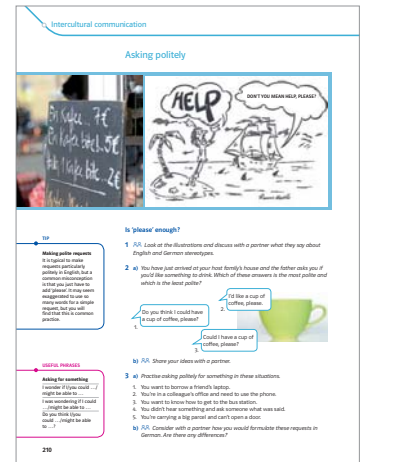
AM ENDE DES BUCHES

## Üben, nachschlagen, sicher kommunizieren



Der **Diff pool** bietet die Möglichkeit, Aufgaben mit Hilfen zu lösen oder anspruchsvollere Aufgaben zu bearbeiten.

Hier finden Sie alle wichtigen **Skills** auf einen Blick mit zusätzlichen Erläuterungen, Tipps und **Useful phrases**.



Auf den **Intercultural communication**-Seiten trainieren Sie, sicher und souverän auf Englisch zu interagieren.

### SYMBOLE

- Δ1 Verweis auf leichtere Aufgaben / Hilfen im **Diff pool**
- ▲2 Verweis auf anspruchsvollere Aufgaben im **Diff pool**
- S28 Verweis auf den Skillsanhang
- 👤 Partnerarbeit
- 👥 Gruppenarbeit
- 📺 Verweis auf die Schüler-CD (Audio, Video, ...)
- 📀 L1/1 Verweis auf die Lehrer-Audio-CDs (z. B. L1/1 = CD1/Track 1)
- 🎬 Verweis auf die Lehrer-Film-DVD
- 🌐 Verweis auf Green Line-Code mit weiteren Materialien

### ABKÜRZUNGEN

- |                |                                |                |                   |
|----------------|--------------------------------|----------------|-------------------|
| <i>adj</i>     | adjective                      | <i>informl</i> | informal          |
| <i>adv</i>     | adverb                         | <i>n</i>       | noun, substantive |
| <i>AE</i>      | American English               | <i>pej</i>     | pejorative        |
| ↔              | antonym                        | <i>pl</i>      | plural            |
| <i>BE</i>      | British English                | <i>sg</i>      | singular          |
| <i>coll</i>    | collocation                    | <i>sb</i>      | somebody          |
| <i>disappr</i> | disapproving                   | <i>sl</i>      | slang             |
| <i>e.g.</i>    | = for example                  | <i>sth</i>     | something         |
| <i>esp</i>     | especially                     | <i>syn</i>     | synonym           |
| <i>fml</i>     | formal                         | <i>v</i>       | verb              |
| <i>hum</i>     | humorous                       | <i>vlg</i>     | vulgar            |
| <i>i.e.</i>    | <i>id est</i> (Lat.) = that is | <i>vs</i>      | versus            |

**Green Line Oberstufe**  
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### CD-ROM

Diesem Arbeitsheft liegt Software bei. Die Urheber und Mitwirkenden sind den entsprechenden Verzeichnissen auf der CD-ROM oder im Anhang dieses Buches zu entnehmen. Sollten Sie Probleme mit dem vorliegenden Programm haben, finden Sie in der Datei „Hotline.txt“, die sich auf der obersten Ebene der CD-ROM befindet, unsere Kontaktdaten und weitere Hilfestellungen. Auf der CD-ROM befindet sich ein ausführliches Handbuch zum Programm.

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| Section                                    | Text theme  | Media/Type of text                |
|--|---|-----------------------------------|
| <b>1 The individual and society</b> 6wi4eu |   |                                   |
| 12 <b>Introduction</b>                     | Social developments and human rights  | Ⓞ Pictures/Quotations             |
| 14 <b>Spot on facts</b>                    | The make-up of society  | Informative texts/<br>Graphs      |
| 16 <b>Core skill workshop</b>              | <b>Analysing a film</b><br>Side Effected <b>17</b>                                    | 🎬 Film                            |
| 19 <b>Texts</b>                            | A new class system in the UK <b>19</b><br>A better society? (Veronica Roth) <b>20</b> | Internet article<br>Novel extract |
| <b>A A question of class</b>               |   |                                   |
| <b>B Generations apart</b>                 | The young versus the old (Fay Weldon) <b>22</b>                                       | Newspaper article                 |
| 24 <b>Spot on language</b>                 | „Work and travel“ auf Hallig Hooge: Schuften bei den Schafen <b>25</b>                | Mediation text                    |
| 26 <b>Spot on vocabulary</b>               |   |                                   |
| 27 <b>Topic task</b>                       | <b>Producing a short film</b>   |                                   |

| Section                                    | Text theme   | Media/Type of text  |
|--|--|---------------------|
| <b>2 The United Kingdom</b> ny56ij         |  |                     |
| 28 <b>Introduction</b>                     | Britishness  | Pictures/Quotations |
| 30 <b>Spot on facts</b>                    | The United Kingdom – a ‘united’ kingdom?   | Informative texts   |
| 32 <b>Core skill workshop</b>              | <b>Analysing a newspaper article</b><br>London riots – one year on <b>33</b>                   | Newspaper article   |
| 35 <b>Texts</b>                            | A <b>The English, the Scots, the Welsh and the Irish</b><br>How British do you feel? <b>35</b> | Quotations          |
| <b>B Britain and the rest of the world</b> | Play no. 77 <b>36</b>  | Ⓞ Play              |
| <b>C Britain and Europe</b>                | Views of three politicians: Churchill, Cook, Cameron <b>37</b>                                 | Ⓞ Speech extracts   |
| <b>D London and the rest of Britain</b>    | The global city <b>38</b>  | 🎬 Newspaper article |
| 40 <b>Spot on language</b>                 | Warum wir Deutschen die Royals so lieben <b>41</b>   | Mediation text      |
| 42 <b>Spot on vocabulary</b>               |  |                     |
| 43 <b>Topic task</b>                       | <b>Creating a class newspaper</b>  |                     |

| Section                               | Text theme   | Media/Type of text                |
|---------------------------------------|--|-----------------------------------|
| <b>3 The US then and now</b> 🌐 z5e563 |  |                                   |
| 44 <b>Introduction</b>                | Abstract ideas and American life<br>American Dream or American nightmare? 45   | Pictures<br>Quotations            |
| 46 <b>Spot on facts</b>               | The making of a nation   | 🗣️📖 Informative texts             |
| 48 <b>Core skill workshop</b>         | <b>Analysing a speech</b><br>Four presidents talk about their hopes for their nation 49<br>Barack Obama's victory speech, November 2012 50 | Speech extracts<br>Speech extract |
| 51 <b>Texts</b>                       | Welcome to all! 51   | Cartoon                           |
| A <b>The immigrant experience</b>     | Native Speaker (Chang-Rae Lee) 52<br>Responding to 9/11 – A mosque near Ground Zero? 54  | 📖 Novel extract<br>Speech extract |
| 56 <b>Spot on language</b>            | Wie Träume unser Wirtschaftsleben beeinflussen 57  | Mediation text                    |
| 58 <b>Spot on vocabulary</b>          |  |                                   |
| 59 <b>Topic task</b>                  | <b>Giving a speech at a youth conference</b>   |                                   |

|   |  |                                       |
|---|--|---------------------------------------|
| <b>4 Migration and diversity</b> 🌐 92pp34 |  |                                       |
| 60 <b>Introduction</b>                    | Diversity in the English-speaking world<br>National identity 61      | Pictures<br>Informative text          |
| 62 <b>Spot on facts</b>                   | The consequences of migration  | 🗣️📖 Informative texts                 |
| 64 <b>Core skill workshop</b>             | <b>Practising for oral exams</b><br>Review: Vauxhall 64              | Role cards<br>Review                  |
| 67 <b>Texts</b>                           | Diverse City 67  | 🗣️ Song                               |
| A <b>Diversity and identity</b>           | What does a true German look like? 68<br>Black, British and proud 69 | Internet article<br>Newspaper article |
| B <b>Crossing borders</b>                 | The Tortilla Curtain (T.C. Boyle) 70                                 | 📖 Novel extract/Film posters          |
| 72 <b>Spot on language</b>                | Almanya – Willkommen in Deutschland 73                               | Mediation text                        |
| 74 <b>Spot on vocabulary</b>              |  |                                       |
| 75 <b>Topic task</b>                      | <b>Staging a talk show</b>   |                                       |

|                                      |  |  |
|--------------------------------------|--|--|
| <b>5 Faith and religion</b> 🌐 sq36ms |  |  |
| 76 <b>Introduction</b>               | The importance of religion   | Pictures/Cartoon                       |
| 77 <b>Spot on facts</b>              | Religion in Great Britain and the USA  | Informative texts/<br>Graph            |
| 78 <b>Texts</b>                      |  | 🗣️ Picture/Interview/<br>Graph         |
| A <b>Feelings and facts</b>          | Young Americans' religious attitudes today 78                                |  |
| B <b>Living with religion today</b>  | One nation under God? 80<br>How Christian fundamentalism feeds the divide 81 | Newspaper article<br>Newspaper article |

| Section                         | Text theme   | Media/Type of text                    |
|---------------------------------|--|---------------------------------------|
| <b>6 The media</b> 🌐 2ta7fs     |  |                                       |
| 82 <b>Introduction</b>          | Recent history of the media  | Pictures/Timeline/<br>Quotations      |
| 84 <b>Spot on facts</b>         | Developments in the media  | Graphs/Cartoons/<br>Informative texts |
| 86 <b>Core skill workshop</b>   | <b>Analysing visuals</b>   | Photo/Cartoon/<br>Advertisement       |
| 89 <b>Texts</b>                 |  |                                       |
| A <b>Reality TV</b>             | Reality TV: a ghastly plague upon modern society 89                              | Blog                                  |
| B <b>The meaning of reality</b> | Sharing is caring (Dave Eggers) 91<br>Second-hand experiences (Gillian Flynn) 92 | Novel extract<br>Novel extract        |
| 94 <b>Spot on language</b>      | Du steckst in einer Seifenblase 95   | Mediation text                        |
| 96 <b>Spot on vocabulary</b>    |  |                                       |
| 97 <b>Topic task</b>            | <b>Creating a marketing campaign</b>   |                                       |

|                                      |   |                                    |
|--------------------------------------|---|------------------------------------|
| <b>7 Science and utopia</b> 🌐 n5fq6v |   |                                    |
| 98 <b>Introduction</b>               | Visions of the future<br>Milestones in science and technology 98  | 📖 Quiz/Pictures                    |
| 100 <b>Spot on facts</b>             | Science and technology changing society   | Informative texts/<br>Cartoon      |
| 102 <b>Core skill workshop</b>       | <b>Writing an argumentative text</b><br>Clean, safe and it drives itself 104                            | Newspaper article                  |
| 105 <b>Texts</b>                     |   |                                    |
| A <b>The privacy debate</b>          | Freedom or security? (Cory Doctorow) 105<br>Yes, Big Brother is watching you. But for a good reason 106 | Novel extract<br>Newspaper article |
| B <b>Donate yourself</b>             | Never Let Me Go 108<br>Life as a spare part – a review (Roger Ebert) 109                                | Film script<br>Film review         |
| 110 <b>Spot on language</b>          | Drohnen werden unseren Alltag revolutionieren 111 🗣️📖   | Mediation text                     |
| 112 <b>Spot on vocabulary</b>        |   |                                    |
| 113 <b>Topic task</b>                | <b>Writing posts for a youth blog</b>   |                                    |

|   |  |                                     |
|---|--|-------------------------------------|
| <b>8 Ecological challenges</b> 🌐 p3bk2n |  |                                     |
| 114 <b>Introduction</b>                 | Different ecological issues  | Pictures                            |
| 115 <b>Spot on facts</b>                | Global facts   | Informative texts/<br>Graph         |
| 116 <b>Texts</b>                        |  |                                     |
| A <b>Losing our habitats</b>            | The last parakeet (Kate McCorkle) 116  | Short story/Pictures                |
| B <b>Human responsibility</b>           | The ocean is broken 118<br>Time capsule found on the dead planet (Margaret Atwood) 119 | 🗣️ Newspaper article<br>Short story |


| Section   | Text theme  | Media/Type of text               |
|---|---|----------------------------------|
| <b>9 Globalisation</b> 🌐 7wi6zu                 |   |                                  |
| 120 <b>Introduction</b>                         | Global perspectives   | 🖼️ Pictures/Quotations           |
| 122 <b>Spot on facts</b>                        | Chances and challenges of globalisation   | Informative texts/<br>Cartoons   |
| 124 <b>Core skill workshop</b>                  | <b>Dealing with mediation tasks</b><br>Straßenfußball verbindet 124<br>Kickfair 126 | Mediation text<br>Mediation text |
| 127 <b>Texts</b>                                | The world until yesterday 127   | Book extract                     |
| A <b>Different cultures and lifestyles</b>      | Why IKEA took China by storm 128  | Newspaper article                |
| B <b>Global production and its consequences</b> | Textile workers in Bangladesh 129   | 📄 Internet article/<br>Graph     |
| C <b>Limited resources</b>                      | The Aqueduct (Ray Bradbury) 130   | 📄 Short story/Cartoon            |
| 132 <b>Spot on language</b>                     | Globalisierung am Scheideweg 133  | Mediation text                   |
| 134 <b>Spot on vocabulary</b>                   |   |                                  |
| 135 <b>Topic task</b>                           | Creating a special issue of the school newspaper                                    |                                  |

|                                      |  |  |
|--------------------------------------|--|--|
| <b>10 The world of work</b> 🌐 ew755v |  |  |
| 136 <b>Introduction</b>              | What is work?  | Pictures/Cartoon                           |
| 138 <b>Spot on facts</b>             | Work then and now  | 📄 📄 Informative texts/<br>Cartoon/Graph    |
| 140 <b>Core skill workshop</b>       | <b>Applying for a job</b>  |  |
| 143 <b>Texts</b>                     | The best job in the world? 143   | 🖼️ Job descriptions                        |
| A <b>Different types of jobs</b>     |  |  |
| B <b>The reality of work</b>         | A day in the life ... 144<br>Night workers (Helen Dunmore) 145<br>Living your work (Ben Mezrich) 146 | Newspaper article<br>Poem<br>Novel extract |
| 148 <b>Spot on language</b>          | Marissa Mayers neue Leistungsgesellschaft 151  | 📄 📄 Mediation text                         |
| 152 <b>Spot on vocabulary</b>        |  |  |
| 153 <b>Topic task</b>                | Applying for a job   |  |

| Section                            | Text theme  | Media/Type of text                    |
|------------------------------------|---|---------------------------------------|
| <b>11 India</b> 🌐 bq83i8           |   |                                       |
| 154 <b>Introduction</b>            | Aspects of India  | Pictures/Map                          |
| 156 <b>Spot on facts</b>           | India – an overview   | Informative texts                     |
| 158 <b>Core skill workshop</b>     | <b>Analysing an extract from a novel</b><br>Extract from The Accidental Apprentice<br>(Vikas Swarup) 159  | Novel extract                         |
| 161 <b>Texts</b>                   | Street-smart 161  | 🖼️ Book extract                       |
| A <b>A nation of entrepreneurs</b> | A competitive edge 162  | 📄 Book extract                        |
| B <b>The rich-poor divide</b>      | Slums in Vakola (Aravind Adiga) 163<br>India has one third of the world's poorest, says World<br>Bank 164 | Novel extract<br>Newspaper article    |
| C <b>Popular culture</b>           | Cricket – India's national sport 165<br>Bollywood 165   | Informative text<br>Newspaper article |
| 166 <b>Spot on language</b>        | India holidays 166<br>15 Tage Indien 167  | Advertisement<br>Mediation text       |
| 168 <b>Spot on vocabulary</b>      |   |                                       |
| 169 <b>Topic task</b>              | Organising an Indian literature festival  |                                       |

|  |   |                                     |
|--|---|-------------------------------------|
| <b>12 International relations</b> 🌐 jy9z2b                 |   |                                     |
| 170 <b>Introduction</b>                                    | Trouble spots   | Map                                 |
| 171 <b>Spot on facts</b>                                   | The European Union  | Informative text/<br>Pictures/Graph |
| 172 <b>Texts</b>   |   |                                     |
| A <b>Military power</b>                                    | Can the EU become the world's policeman? 172  | Newspaper article                   |
| B <b>The EU and the UK – another special relationship?</b> | "EU treatment of human rights is second to none" 174<br>"If we left, we would get back our democracy" 174 | Cartoon/Speech<br>🖼️ extracts       |
| C <b>The new old anti-Americanism</b>                      | Der neue alte Antiamerikanismus 175   | 📄 Mediation text                    |

|   |  |                               |
|---|--|-------------------------------|
| <b>13 Political systems</b> 🌐 us23yz                        |  |                               |
| 176 <b>Introduction</b>                                     | Young people and politics              | 🖼️ Pictures/Graph             |
| 177 <b>Texts</b>  |  |                               |
| A <b>Young people and politics</b>                          | Teen "rights" of passage 177           | Internet article              |
| 178 <b>Spot on facts</b>                                    | Political systems in the US and the UK | Informative texts/<br>Diagram |
| 180 <b>Texts</b>  | The Negotiator (Frederick Forsyth) 180 | Novel extract                 |
| B <b>Old characteristics and new political developments</b> | Open government 181                    | Quotations                    |

| Section  | Text theme   | Media/Type of text        |
|--|--|---------------------------|
| <b>14 The Englishes</b>  g77e4v |  |                           |
| 182 <b>Introduction</b>  | The role of English in the world                                       | Ⓛ Pictures/ Cartoon Graph |
| 184 <b>Spot on facts</b>   | English  | Ⓢ Ⓛ Informative texts     |
| 186 <b>Core skill workshop</b>   | <b>Analysing a listening text</b>                                      | Ⓢ Ⓛ Interviews/Song       |
| 189 <b>Texts</b>   | English – the global language of pop music? <b>189</b>                 | Newspaper article         |
| <b>A The global spread of English</b>  | Why diet is a four-letter word in Germany <b>190</b>                   | Newspaper article         |
| <b>B Language and cultural identity</b>  | Learn English online: How the internet is changing language <b>191</b> | Newspaper article         |
|  | The other hand (Chris Cleave) <b>192</b>                               | Ⓛ Novel extract           |
| 194 <b>Spot on language</b>  | Warum Denglish Sprachmüll ist <b>195</b>                               | Mediation text            |
| 196 <b>Spot on vocabulary</b>  |  |                           |
| 197 <b>Topic task</b>  | <b>Creating a podcast</b>  |                           |

| Section                                     | Text theme | Media/Type of text |
|---|------------|--------------------|
| <b>Diff pool</b>                            |            |                    |
| 198 <b>1 The individual and society</b> 198 |            |                    |
| <b>2 The United Kingdom</b> 198             |            |                    |
| <b>3 The US then and now</b> 199            |            |                    |
| <b>4 Migration and diversity</b> 200        |            |                    |
| <b>5 Faith and religion</b> 201             |            |                    |
| <b>6 The media</b> 201                      |            |                    |
| <b>7 Science and utopia</b> 202             |            |                    |
| <b>8 Ecological challenges</b> 203          |            |                    |
| <b>9 Globalisation</b> 203                  |            |                    |
| <b>10 The world of work</b> 204             |            |                    |
| <b>11 India</b> 205                         |            |                    |
| <b>12 International relations</b> 206       |            |                    |
| <b>13 Political systems</b> 207             |            |                    |
| <b>14 The Englishes</b> 207                 |            |                    |

| Section                            | Text theme   | Media/Type of text |
|------------------------------------|--|--------------------|
| <b>Intercultural communication</b> |  |                    |
| 209 <b>Introduction</b>            | Intercultural communication and intercultural competence   | Informative text   |
| 210 <b>Asking politely</b>         | Is 'please' enough?; Saying 'yes' and 'no'   | Ⓢ Ⓛ Dialogues      |
| 212 <b>Opinions and criticisms</b> | Saying what you think  | Ⓢ Ⓛ Dialogues      |
| 214 <b>Making a complaint</b>      | Complaining politely   | Ⓢ Ⓛ Dialogues      |
| 216 <b>Register</b>                | How formal do you need to be?; Formal and informal situations  | Ⓢ Ⓛ Dialogues      |
| 218 <b>Small talk (I)</b>          | You actually talk to strangers?; Ice-breakers; What can you do if you don't know the person?; Keeping small talk small | Ⓢ Ⓛ Dialogues      |
| 220 <b>Small talk (II)</b>         | How to keep the conversation going; How can I end the conversation or tell when the conversation is over?              | Ⓢ Ⓛ Dialogues      |
| 222 <b>Negotiating</b>             | The fine art of negotiation; Negotiation tactics; Language for negotiation   | Ⓢ Ⓛ Dialogues      |
| 224 <b>Watch your English!</b>     | Bad influences and false conceptions; English as a lingua franca; Adjusting to the situation                           | Ⓢ Ⓛ Dialogues      |

| Section                      | Text theme  | Media/Type of text |
|------------------------------|---|--------------------|
| <b>Skills</b>                |   |                    |
| 226 <b>Table of contents</b> |   |                    |
| 227 <b>Word skills</b>       | <b>S1</b> Learning vocabulary with vocabulary sheets; <b>S2</b> Guessing new words; <b>S3</b> Working with a dictionary   |                    |
| 229 <b>Text skills</b>       | <b>S4</b> Dealing with non-fictional texts; <b>S5</b> Dealing with narrative texts; <b>S6</b> Dealing with poetry and drama; <b>S7</b> Characterisation; <b>S8</b> Narrative perspectives; <b>S9</b> Narrative techniques; <b>S10</b> Style and stylistic devices; <b>S11</b> Skimming, scanning and taking notes |                    |
| 240 <b>Writing skills</b>    | <b>S12</b> Creative writing; <b>S13</b> Summary; <b>S14</b> Essay; <b>S15</b> Speech; <b>S16</b> Review; <b>S17</b> Newspaper article; <b>S18</b> Letter; <b>S19</b> Term paper and quoting; <b>S20</b> Paragraphs, editing and checking  |                    |
| 254 <b>Listening skills</b>  | <b>S21</b> Listening comprehension  |                    |
| 255 <b>Speaking skills</b>   | <b>S22</b> Presentation; <b>S23</b> Dialogue; <b>S24</b> Discussion and debate; <b>S25</b> Interview  |                    |
| 260 <b>Mediating skills</b>  | <b>S26</b> Mediating and translating skills   |                    |
| 262 <b>Special skills</b>    | <b>S27</b> Statistics, diagrams and maps; <b>S28</b> Working with visuals; <b>S29</b> Working with films; <b>S30</b> Making a survey; <b>S31</b> Advertising; <b>S32</b> Doing research; <b>S33</b> Peer evaluation; <b>S34</b> Dealing with exam tasks (with <i>Operatoren</i> )                                 |                    |

| Section                               | Text theme | Media/Type of text |
|---------------------------------------|------------|--------------------|
| <b>Appendix</b>                       |            |                    |
| 274 <b>Glossary of literary terms</b> |            |                    |
| 279 <b>Classroom methods</b>          |            |                    |