



Green Line

Oberstufe

von

Dr. Sylke Bakker

Ellen Butzko

Louise Carleton-Gertsch

Paul Dennis

Krista Eichler

Cornelia Kaminski

Nilgöl Karabulut

Hartmut Klose

Silke Krieger

Gerda Piotrowiak

Michael Rogge

Thomas Tepe

Ernst Klett Verlag
Stuttgart · Leipzig

So lernen Sie mit Green Line

Start in ein Kapitel

Fürs Abitur trainieren



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 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

Überprüfen

Im weiteren Kapitel finden Sie Texte und Materialien für die Erarbeitung des Themas auf zwei verschiedenen Niveaus: **Texts** und **Advanced texts**. 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.

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

Spot on vocabulary

Spot on language

Spot on facts

The making of a nation

Independence

Despite the poor education of many American citizens, the history of the United States as a nation who usually begins in 1607 with the discovery of America is known well after 1607 that it is Europe's colonies began to arrive, mostly from England. By the 1770s there were 13 British colonies on the northeastern seaboard. Colonists came for many reasons, such as the desire to practice their religion freely or to take advantage of the opportunities the British colonies presented. Some were just looking for a better life in a new place.

At first the colonies were dependent on goods and support from Europe, but over time they grew up and became more economically independent. The main cause of the 1776 war's independence was the fact that they had little control over their own lives and that their decisions were made by Britain.

London's crown came to a head when Britain set up taxes on certain goods and the colonists rebelled. They argued that they had representation in Parliament. During the American Revolutionary War (1775–1783) a committee of statesmen known as the founding fathers wrote the Constitution of 1787.

Other objectives who have had to fight – and are still fighting – for freedom and equality are Native Americans and gays and lesbians – the equality of the racial order when in theory they equal opportunities for all, after there has more recently, especially in France and Australia to do with the rights of women. The fact that they were a child given in school, higher education is often a matter of time, with the opportunities for students from a wealthy home being greater than those from poor neighborhoods, and even in a democratic society there are class differences, as that they are always in fact to agree.

American are proud of these ideas of equality and freedom. These deep-seated sentiments are often regarded as unique to people in other parts of the world and that there is some American to try to distinguish them from other nations. These factors are often the roots of anti-Americanism around the world.

Equality and freedom

Equality and freedom are cornerstones of American society. The Bill of Rights, which was added to the Constitution in 1791, explicitly guaranteed religious freedom and freedom of speech as well as equal rights and opportunities for all American citizens regardless of class or background. The expansion to all citizens, and the rights of women, led to modern America having a wide spectrum of social structures.

"We equality and freedom were not granted to all American citizens automatically after the Civil War between the northern and southern states in which the abolitionist played an important role in the Civil Rights Movement of the 1950s to achieve equal rights for the descendants of those freed slaves. American citizens also had to fight for their rights, as the gains of the right to vote took a long time to achieve and the right to equality is still not over, as they only own one quarter of the average pay of American men.

Other objectives who have had to fight – and are still fighting – for freedom and equality are Native Americans and gays and lesbians – the equality of the racial order when in theory they equal opportunities for all, after there has more recently, especially in France and Australia to do with the rights of women. The fact that they were a child given in school, higher education is often a matter of time, with the opportunities for students from a wealthy home being greater than those from poor neighborhoods, and even in a democratic society there are class differences, as that they are always in fact to agree.

American are proud of these ideas of equality and freedom. These deep-seated sentiments are often regarded as unique to people in other parts of the world and that there is some American to try to distinguish them from other nations. These factors are often the roots of anti-Americanism around the world.

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 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

Topic 2 The US then and now

Writing content

Write a short text about the independence of the USA. Use the following points:

- Why did the USA become independent?
- How did the USA become independent?
- What are the reasons for the independence of the USA?

Task 1

Write a short text about the independence of the USA. Use the following points:

- Why did the USA become independent?
- How did the USA become independent?
- What are the reasons for the independence of the USA?

Task 2

Write a short text about the independence of the USA. Use the following points:

- Why did the USA become independent?
- How did the USA become independent?
- What are the reasons for the independence of the USA?

56 Dealing with poetry and drama

56.1 Dealing with poetry

Formal poetry types

- Free verse**: No rhyme or regular meter.
- Sonnet**: 14 lines, iambic pentameter, rhyme scheme ABAB CDCD EFEF GG.
- Sestina**: 6 lines, 6-line stanza, 6-line stanza, 6-line stanza, 6-line stanza, 6-line stanza, 6-line stanza.
- Haiku**: 3 lines, 5-7-5 syllables.
- Free verse**: No rhyme or regular meter.
- Sonnet**: 14 lines, iambic pentameter, rhyme scheme ABAB CDCD EFEF GG.
- Sestina**: 6 lines, 6-line stanza, 6-line stanza, 6-line stanza, 6-line stanza, 6-line stanza.
- Haiku**: 3 lines, 5-7-5 syllables.

Task 1

Read the poem and answer the questions.

Task 2

Write a short text about the independence of the USA. Use the following points:

- Why did the USA become independent?
- How did the USA become independent?
- What are the reasons for the independence of the USA?

Intercultural communication

Asking politely

Task 1

Write a short text about the independence of the USA. Use the following points:

- Why did the USA become independent?
- How did the USA become independent?
- What are the reasons for the independence of the USA?

Task 2

Write a short text about the independence of the USA. Use the following points:

- Why did the USA become independent?
- How did the USA become independent?
- What are the reasons for the independence of the USA?

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.

SYMBOLS

- Δ1 Verweis auf leichtere Aufgaben / Hilfen im Diff pool
- Δ2 Verweis auf anspruchsvollere Aufgaben im Diff pool
- S28 Verweis auf den Skillsanhang
- Partnersymbol Partnerarbeit
- Gruppenarbeitsymbol Gruppenarbeit
- Ⓢ Verweis auf die Schüler-CD (Audio, Video, ...)
- Ⓛ1/1 Verweis auf die Lehrer-Audio-CDs (z. B. L1/1 = CD1/Track 1)
- 🎬 Verweis auf die Lehrer-Film-DVD (Film)
- 🌐 Verweis auf Green Line-Code mit weiteren Materialien

ABKÜRZUNGEN

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

Green Line Oberstufe
Ausgabe für Niedersachsen

Autorinnen und Autoren: Dr. Sylke Bakker, Oldenburg; Ellen Butzko, Tübingen; Louise Carleton-Gertsch, München; Paul Dennis, Lahnstein; Krista Eichler, Weil der Stadt; Cornelia Kaminski, Fulda; Nilgül Karabulut, Aachen; Hartmut Klose, Seevetal; Silke Krieger, Castrop-Rauxel; Gerda Piotrowiak, Greven; Michael Rogge, Essen; Thomas Tepe, Münster

Beratung: Ilona Aumann, Bramsche; Anette Christiani, Dortmund; Cornelia Kaminski, Fulda; Michael Kleis, Geltendorf; Hartmut Klose, Seevetal; Heike Piornak, Dessau-Roßlau; Dr. Stephan Schüller, Norheim; Dr. Christine Tiefenthal, Hamburg; Harald Weisshaar, Bisingen; Bernd Wick, Neckartenzlingen

1. Auflage 1 5 4 3 2 1 | 2019 18 17 16 15

Alle Drucke dieser Auflage sind unverändert und können im Unterricht nebeneinander verwendet werden.

Die letzte Zahl bezeichnet das Jahr des Druckes.

Das Werk und seine Teile sind urheberrechtlich geschützt. Jede Nutzung in anderen als den gesetzlich zugelassenen Fällen bedarf der vorherigen schriftlichen Einwilligung des Verlages. Hinweis § 52 a UrhG: Weder das Werk noch seine Teile dürfen ohne eine solche Einwilligung eingescannt und in ein Netzwerk eingestellt werden. Dies gilt auch für Intranets von Schulen und sonstigen Bildungseinrichtungen. Fotomechanische oder andere Wiedergabeverfahren nur mit Genehmigung des Verlages.

© Ernst Klett Verlag GmbH, Stuttgart 2015. Alle Rechte vorbehalten.
www.klett.de

Redaktion: Mark Borrill, Tino Frey; Peter Cole, Stuttgart
Herstellung: Marietta Heymann

Gestaltung: normaldesign GbR, Schwäbisch Gmünd
Titelbild: Getty Images RF (Photodisc), München
Illustrationen: Virginia Romo, Stuttgart (Illustrationen); Christian Dekelver, Weinstadt (Landkarten)

Satz: Wiebke Hengst, Ostfildern
Druck: Himmer AG, Augsburg

Printed in Germany
ISBN 978-3-12-530406-2



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.

Aufnahmeleitung: Ernst Klett Verlag GmbH
Produktion: John Green TEFL Audio, London; RBA Productions, Andrew Branch, Brighton

Sprecherinnen und Sprecher: Max Berendt, Elaine Claxton, Teresa Gallagher, James Goode, Abigail Hardiman, Jonathan Keeble, Harriet Kershaw, Kate Lock, Rachael Louise Miller, Richard Pearce, Nigel Pilington, Bill Roberts, Martin Sherman







Vocabulary sheets: Lektorat editoria, Fellbach; Anja Treinies, Düsseldorf

Quellen: Ein ausführliches Quellenverzeichnis finden Sie bei den Text- und Bildquellen.






Presswerk: Osswald GmbH & Co., Leinfelden-Echterdingen

Tradition and change

1 The United Kingdom ny56ij

12	Introduction	Britishness	Pictures/Quotations
14	Spot on facts	The United Kingdom – a ‘united’ kingdom?	Informative texts
16	Core skill workshop	Analysing a newspaper article London riots – one year on 17	Newspaper article
19	Texts		
	A The English, the Scots, the Welsh and the Irish	How British do you feel? 19	Quotations
	B Britain and the rest of the world	Play no. 77 20	 L Play
	C Britain and Europe	Views of three politicians: Churchill, Cook, Cameron 21	 L Speech extracts
	D London and the rest of Britain	The global city 22	 L Newspaper article
xx	Advanced texts		
	E The North and the South	“Dark and true and tender is the north” 24	 L Newspaper article
	F People at the top and the bottom	The Royals 26 Welfare recipients – a speech by David Cameron 28	 L Newspaper article  L Speech extract
	G City boys	Growing up in Hackney 30 City Boy (Peter Daniels) 31	Book extract Poem
33	Spot on language	Warum wir Deutschen die Royals so lieben 33	Mediation text
34	Spot on vocabulary		
35	Topic task	Creating a class newspaper	

2 The US then and now z5e563

36	Introduction	Abstract ideas and American life American Dream or American nightmare? 37	Pictures Quotations
38	Spot on facts	The making of a nation	 S  L Informative texts
40	Core skill workshop	Analysing a speech Four presidents talk about their hopes for their nation 41 Barack Obama’s victory speech, November 2012 42	Speech extracts Speech extract
43	Texts		
	A The immigrant experience	Welcome to all! 43 Native Speaker (Chang-Rae Lee) 44 Responding to 9/11 – A mosque near Ground Zero? 46	Cartoon  L Novel extract Speech extract
48	Advanced texts		
	B Equality and the Dream	Liberty and justice for all? (Harper Lee) 48 A dream deferred 50	 L Novel extract Newspaper article
	C An ongoing debate: America’s gun culture	America’s poorly regulated gun culture 51 Do we have the courage to stop this? 52	Pictures Newspaper article
	D Ethnic minorities	As I Grew Older (Langston Hughes) 54 stupid america (Abelardo Delgado) 55	 L Poem Poem
56	Spot on language	Wie Träume unser Wirtschaftsleben beeinflussen 57	Mediation text
58	Spot on vocabulary		
59	Topic task	Giving a speech at a youth conference	

Section	Text theme	Media/Type of text
3 The individual and society 🌐 6wi4eu		
60	Introduction	Social developments and human rights 📖 Pictures/Quotations
61	Spot on facts	The make-up of society Informative texts/ Graphs
64	Core skill workshop	Analysing a film Side Effected 65 📺 Film
67	Texts	A new class system in the UK 67 Internet article
	A A question of class	A better society? (Veronica Roth) 68 Novel extract
	B Generations apart	The young versus the old (Fay Weldon) 70 Newspaper article
72	Advanced texts	A generation of individualists 72 Newspaper article
	C Social attitudes	Richard Cory (Edwin A. Robinson) 74 Poem
	D How technology is changing society	No hiding place (Dave Eggers) 75 Novel extract How not to be alone (Jonathan Safran Foer) 78 Newspaper article
80	Spot on language	„Work and travel“ auf Hallig Hooge: Schuffen bei den Schafen 81 Mediation text
82	Spot on vocabulary	
83	Topic task	Producing a short film

National identity, ethnic/cultural diversity

4 India 🌐 bq83i8		
84	Introduction	Aspects of India Pictures/Map
86	Spot on facts	India - an overview Informative texts
88	Core skill workshop	Analysing an extract from a novel Extract from The Accidental Apprentice (Vikas Swarup) 89 Novel extract
91	Texts	Street-smart 91 📖 Book extract
	A A nation of entrepreneurs	A competitive edge 92 📖 Book extract
	B The rich-poor divide	Slums in Vakola (Aravind Adiga) 93 Novel extract India has one third of the world's poorest, says World Bank 94 Newspaper article
	C Popular culture	Cricket - India's national sport 95 Informative text Bollywood 95 Newspaper article
96	Advanced texts	Interview with Tarquin Hall 96 📖 Interview
	D Hinduism and India's caste system	India dishonoured? 98 Book extract
	E Tradition and gender roles	Cartoons for change in the New Delhi metro 100 Internet article/ Cartoons
	F The history of India	The sun sets on the British Empire 101 📖 Book extract Train to Pakistan (Kushwant Singh) 102 Novel extract

	Section	Text theme	Media/Type of text
104	Spot on language	India holidays 104 15 Tage Indien 105	Advertisement Mediation text
106	Spot on vocabulary		
107	Topic task	Organising an Indian literature festival	

5 Migration and diversity 🌐 92pp34

108	Introduction	Diversity in the English-speaking world National identity 109	Pictures Informative text
110	Spot on facts	The consequences of migration	📖L 🗎S Informative texts
112	Core skill workshop	Practising for oral exams Review: Vauxhall 112	Role cards Review
115	Texts A Diversity and identity	Diverse City 115 What does a true German look like? 116 Black, British and proud 117	🗎L Song Internet article Newspaper article
	B Crossing borders	The Tortilla Curtain (T.C. Boyle) 118	📖L Novel extract/Film posters
120	Advanced texts C Immigration policy	Immigration, integration and British values 120	Speech
	D Dealing with prejudice	Disgraced (Ayad Akhtar) 122 The fashion industry's problem with race 124	🗎L Play Newspaper article
	E Immigration in Australia and Canada	From: A short history of immigration 125 This is who I am, an immigrant 126	Poem Internet article
128	Spot on language	Almanya - Willkommen in Deutschland 129	Mediation text
130	Spot on vocabulary		
131	Topic task	Staging a talk show	







Globalisation

6 Globalisation 🌐 7wi6zu

132	Introduction	Global perspectives	📖L Pictures/Quotations
134	Spot on facts	Chances and challenges of globalisation	Informative texts/ Cartoons
136	Core skill workshop	Dealing with mediation tasks Straßenfußball verbindet 136 Kickfair 138	Mediation text Mediation text
139	Texts A Different cultures and lifestyles	The world until yesterday 139 Why IKEA took China by storm 140	Book extract Newspaper article
	B Global production and its consequences	Textile workers in Bangladesh 141	🗎L Internet article/ Graph
	C Limited resources	The Aqueduct (Ray Bradbury) 142	🗎L Short story/Cartoon
144	Advanced texts D NGOs, civil society and global players	Working for an NGO 144 Are NGOs fit for their purpose? 145 Starbucks celebrates record revenues 146 Capital has a nationality 146	Interview Newspaper article Newspaper article Book extract



	Section	Text theme	Media/Type of text
	E Developing and developed world	West African nations pay a price for EU e-waste 147 Reshoring manufacturing: Coming home 148 Global learning 149	Internet article Newspaper article Internet article
152	F The individual in a global world	Over the mountains my true love waits 150	Short story extract
	Spot on language	Globalisierung am Scheideweg 153	Mediation text
154	Spot on vocabulary		
155	Topic task	Creating a special issue of the school newspaper	

7 The world of work ew755v

156	Introduction	What is work?	Pictures/Cartoon
158	Spot on facts	Work then and now	  Informative texts/ Cartoon/Graph
160	Core skill workshop	Applying for a job	
163	Texts	The best job in the world? 163	 Job descriptions
	A Different types of jobs		
	B The reality of work	A day in the life ... 164 Night workers (Helen Dunmore) 165 Living your work (Ben Mezrich) 166	Newspaper article Poem Novel extract
168	Advanced texts	Spoof advert 168	Job advertisement
	C Finding and applying for a job	Real advert 168 Mr Penumbra's 24-hour bookstore (Robin Sloan) 170	 Job advertisement Novel extract
	D The future of work	Many more of us will work from home – or a cafe – says BT futurologist 173	Newspaper article
174	Spot on language	Marissa Mayers neue Leistungsgesellschaft 177	  Mediation text
178	Spot on vocabulary		
179	Topic task	Applying for a job	

The media

8 The media 2ta7fs

180	Introduction	Recent history of the media	Pictures/Timeline/ Quotations
182	Spot on facts	Developments in the media	Graphs/Cartoons/ Informative texts
184	Core skill workshop	Analysing visuals	Photo/Cartoon/ Advertisement
187	Texts		
	A Reality TV	Reality TV: a ghastly plague upon modern society 187	Blog
	B The meaning of reality	Sharing is caring (Dave Eggers) 189 Second-hand experiences (Gillian Flynn) 190	Novel extract Novel extract
192	Advanced texts		
	C Journalism in the twenty-first century	Open journalism 192 Citizen journalists 193	Blog  Newspaper article
	D The whistle-blower	Marcus's dilemma (Cory Doctorow) 194	 Novel extract
	E Etiquette, ethics and the media	Mobile phone use by many is outrageously rude 196 Phubbing/Online safety 197	Newspaper article Advertisements

	Section	Text theme	Media/Type of text
	F The power of transmedia	The death of a friend 198 Transmedia and marketing 199	Book extract Interview
200	Spot on language	Du steckst in einer Seifenblase 201	Mediation text
202	Spot on vocabulary		
203	Topic task	Creating a marketing campaign	










Science and technology

9 Science and utopia n5fq6v

204	Introduction	Visions of the future Milestones in science and technology 204	 Quiz/Pictures
206	Spot on facts	Science and technology changing society	Informative texts/ Cartoon
208	Core skill workshop	Writing an argumentative text Clean, safe and it drives itself 210	Newspaper article
211	Texts A The privacy debate	Freedom or security? (Cory Doctorow) 211 Yes, Big Brother is watching you. But for a good reason 212	Novel extract Newspaper article
	B Donate yourself	Never Let Me Go 214 Life as a spare part – a review (Roger Ebert) 215	Film script Film review
216	Advanced texts C Artificial intelligence	Artificial intelligence is a dream we shouldn't be having 216	Interview/ Statistics
218	Spot on facts	What can we do with genetics?	  Informative texts
219	Advanced texts D Genetics – hopes and fears	Gene test could soon see if future lovers are compatible 219 Genetically engineering 'ethical' babies 220	 Newspaper article/Cartoon Newspaper article
	E Visions of the future	Echo Boy (Matt Haig) 222	Novel extract
224	Spot on language	Drohnen werden unseren Alltag revolutionieren 225	  Mediation text
226	Spot on vocabulary		
227	Topic task	Writing posts for a youth blog	

The Englishes

10 The Englishes g77e4v

228	Introduction	The role of English in the world	 Pictures/Cartoon Graph
230	Spot on facts	English	  Informative texts
232	Core skill workshop	Analysing a listening text	  Interviews/Song
235	Texts A The global spread of English	English – the global language of pop music? 235 Why diet is a four-letter word in Germany 236	Newspaper article Newspaper article
	B Language and cultural identity	Learn English online: How the internet is changing language 237 The other hand (Chris Cleave) 238	 Novel extract
240	Advanced texts C Dialects of English	Voices from Britain 240 The history and future of British dialects 240 Mind your language 240	 Interviews  Interviews  Interviews

	Section	Text theme	Media/Type of text
	D Linguistic imperialism	Linguistic imperialism – Just speak English? 241	Newspaper article
	E All the Englishes	Mother Tongue (Amy Tan) 242	Memoir
	F English worldwide	Six countries 245	ⓄL Interviews
	G The future of English	English will die out like Latin 246 English on the internet 247	Newspaper article Graphs
248	Spot on language	Warum Denglisch Sprachmüll ist 248	Mediation text
250	Spot on vocabulary		
251	Topic task	Creating a podcast	

Shakespeare

	Section	Text theme	Media/Type of text
	11 Shakespeare 🌐 h4e4bt		
252	Introduction	Theatre and entertainment – then and now	📖L Pictures/Quotations
254	Spot on facts	Shakespeare's life and times	📄S ⓄL Informative texts
256	Core skill workshop	Analysing a scene from a play Scenes from: The Taming of the Shrew, A Midsummer Night's Dream, Much Ado About Nothing 256 Othello: Planting the seeds of doubt 258	ⓄL Play ⓄL Play
259	Texts		
	A On the stage	It was hard being an Elizabethan actor (Bill Bryson) 259	Book extract
	B The way to success	Macbeth: The opening scene 261 Othello: The opening scene 262	ⓄL Graphic novel ⓄL Play
	C Shakespeare in film	Shakespeare in Love 263	Film script
264	Advanced texts	Macbeth: Power and ambition 264	📖L ⓄL Play
	D Insights into the human mind	Othello: Manipulation 265	ⓄL Play
	E Shakespeare – fame and fortune?	Writing Shakespeare (Stephen Greenblatt) 266 Sonnet 91 267 Fear no more 268 How could a commoner write such great plays? 269	Book extract ⓄL Poem ⓄL Poem Film review
	F Not for an age, but for all time	Shakespeare: A life on stage 270	Newspaper article
272	Spot on language	Shakespeares „Homies“ reden jetzt Jugendslang 273	Mediation text
274	Spot on vocabulary		
275	Topic task	Filming a scene from Shakespeare	

Diff pool

276	1 The United Kingdom 276	7 The world of work 282
	2 The US then and now 277	8 The media 283
	3 The individual and society 278	9 Science and utopia 284
	4 India 279	10 The Englishes 286
	5 Migration and diversity 280	11 Shakespeare 287
	6 Globalisation 281	

Intercultural communication

289	Introduction	Intercultural communication and intercultural competence	Informative text
290	Asking politely	Is 'please' enough?; Saying 'yes' and 'no'	ⓄS ⓄL Dialogues
292	Opinions and criticisms	Saying what you think	ⓄS ⓄL Dialogues
294	Making a complaint	Complaining politely	ⓄS ⓄL Dialogues
296	Register	How formal do you need to be?; Formal and informal situations	ⓄS ⓄL Dialogues
298	Small talk (I)	You actually talk to strangers?; Ice-breakers; What can you do if you don't know the person?; Keeping small talk small	ⓄS ⓄL Dialogues
300	Small talk (II)	How to keep the conversation going; How can I end the conversation or tell when the conversation is over?	ⓄS ⓄL Dialogues
302	Negotiating	The fine art of negotiation; Negotiation tactics; Language for negotiation	ⓄS ⓄL Dialogues
304	Watch your English!	Bad influences and false conceptions; English as a lingua franca; Adjusting to the situation	ⓄS ⓄL Dialogues

Skills

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

Appendix

354	Glossary of literary terms		
359	Classroom methods		