

5. Semester – Kompetenzmodul 5

Unit 1	Collect memories, not destinations	1
Speaking	<p>Speaking about different types of tourism and activities tourists might do (B1)</p> <p>Discussing the pros and cons of tourism (B1)</p> <p>Giving a presentation about Austrian tourist hotspots (B1 – <i>Individual long turn</i>)</p> <p>Speaking about <i>Guinness World Records</i> in travelling (B1)</p> <p>Speaking about teenagers' favourite holiday destinations (B1 – <i>Interaction</i>)</p> <p>Speaking about the positive and negative aspects of going on holiday with your parents, friends or alone (B1)</p> <p>Creating a dialogue at a travel agency (B1)</p> <p>Speaking about your last holiday trip (B1)</p>	
Writing	<p>Writing to request a hotel reservation (B1)</p> <p>Writing an <i>email of inquiry/request</i> about a package tour (B1)</p> <p>Writing an <i>email of inquiry/request</i> about a summer course (B1)</p>	
Reading	Reading an article about the pros and cons of tourism (B1 – <i>Multiple choice</i>)	
Listening	<p>Listening to an interview about overtourism (B1)</p> <p>Listening to an interview with the youngest person to travel to every country in the world (B1 – <i>Multiple matching</i>)</p>	
Language in use	Asking indirect questions (B1)	
Vocabulary	Different types of tourism • Activities tourists might do • The pros and cons of tourism • Talking about travel experiences • Booking a holiday trip	
Unit 2	A world full of waste	18
Speaking	<p>Discussing facts about waste (B1)</p> <p>Giving a presentation about the problem of waste disposal (B1 – <i>Individual long turn</i>)</p> <p>Speaking about recycling and waste management (B1)</p> <p>Speaking about garbage patches in the oceans (B1)</p> <p>Speaking about microplastic pollution and its consequences (B1 – <i>Interaction</i>)</p> <p>Speaking about e-waste (B1 – <i>Individual long turn</i>)</p> <p>Speaking about a zero-waste lifestyle (B1 – <i>Interaction</i>)</p> <p>Giving a presentation about environmental protection (B1 – <i>Individual long turn</i>)</p>	
Writing	<p>Writing a memo (B1)</p> <p>Writing an <i>article</i> about waste reduction at school (B1)</p> <p>Writing a <i>blog comment</i> about the problem of plastic pollution (B1)</p>	
Reading	Reading an article about plastic waste in the oceans (B1/B2 – <i>True/False</i>)	
Listening	<p>Listening to a podcast about different types of waste (B1)</p> <p>Listening to a podcast about the <i>Great Pacific Garbage Patch</i> (B1/B2)</p> <p>Listening to a talk about e-waste (B1/B2 – <i>Short answers</i>)</p>	
Language in use	Passive constructions (B1)	
Vocabulary	Talking about facts about waste • Different types of waste and waste disposal • Plastic pollution • The problem of e-waste • Having a zero-waste lifestyle	
Unit 3	Leaving a lasting impression	34
Speaking	<p>Speaking about your attitude towards advertising (B1)</p> <p>Summarising the results of a survey on teenagers' attitudes towards advertising (B1)</p> <p>Describing advertisements (B1)</p> <p>Giving a presentation about using emotions in advertising (B1 – <i>Individual long turn</i>)</p> <p>Speaking about controversial advertising (B1)</p> <p>Speaking about neuromarketing (B1)</p> <p>Comparing and contrasting pictures (B1)</p> <p>Giving a presentation about retouching images and the consequences (B1 – <i>Individual long turn</i>)</p> <p>Discussing the role of ethics in marketing (B1 – <i>Interaction</i>)</p>	

Writing	Writing a blog comment about neuromarketing (B1) Writing an article about the limits in advertising (B1)
Reading	Reading an article about the importance of emotion in advertising (B1) Reading an article about controversial advertising (B1 – Multiple matching) Reading a text about neuromarketing (B1/B2)
Listening	Listening to four people describing different advertisements (B1) Listening to a speech about the impact of advertising on teenagers' body image (B1 – Multiple choice)
Language in use	Present perfect tense simple and present perfect tense continuous (B1)
Vocabulary	Marketing words • Describing advertisements • Using emotions in advertising • Controversial advertising • Retouching pictures

Unit 4	Raise your voice!	50
Speaking	Speaking about the importance of human rights (B1) Speaking about the exploitation of human rights in the garment industry (B1) Discussing quotes about fashion (B1) Giving a presentation about fast fashion (B1 – Individual long turn) Speaking about human rights violations around the world (B1 – Interaction) Speaking about teenagers' attitudes towards politics (B1) Discussing ways to make a city more attractive to young people (B1) Giving a speech about fundamental rights for society (B1 – Individual long turn)	
Writing	Writing a summary of an article about young people and their interests in politics (B1) Writing an email to the editor about youth political engagement (B1) Writing a report about human rights violations (B1)	
Reading	Reading an article about young people and their interests in politics (B1 – Short answers)	
Listening	Watching a YouTube video about human rights (B1) Listening to an interview about working conditions in clothing factories (B1 – Multiple matching) Listening to a short statement about human rights violations (B1)	
Language in use	<i>I wish/If only</i> (B1)	
Vocabulary	Talking about human rights • Exploitation of human rights in the garment industry • Talking about fast fashion • Teenagers and politics • Collocations with <i>government, law, election</i> and <i>vote</i>	

Unit 5	Living in a smart world	67
Speaking	Speaking about smart devices/gadgets teenagers use (B1) Giving a presentation about a smart device/gadget everybody should have (B1 – Individual long turn) Speaking about different smart home devices and their functions (B1) Giving a presentation about smart homes (B1 – Individual long turn) Speaking about the benefits and downsides of living in a smart city (B1) Speaking about digital footprints (B1 – Interaction) Interpreting cartoons criticising the use of smart technology (B1) Giving a presentation about smart city projects (B1 – Individual long turn)	
Writing	Writing a blog entry about possible downsides of smart devices (B1) Writing an article about why smart devices are so popular (B1)	
Reading	Reading an article about smart cities (B1 – Multiple choice)	
Listening	Listening to a smart city resident speaking about his morning routine (B1) Listening to a podcast about digital footprints (B1 – Short answers)	
Language in use	<i>I prefer/I'd prefer/I'd rather</i> Adjective – adverb	
Vocabulary	Smart devices and their functions • Smart homes • Smart city life • The downsides of smart technology	

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Unit 6	Only the sky is the limit	83
Speaking	Discussing quotes about setting limits in life (B1) Speaking about having restrictions in life (B1) Giving a presentation about the benefits and downsides of risk-taking for teenagers' personal growth (B1 – <i>Individual long turn</i>) Speaking about limitations when climbing the career ladder (B1) Interpreting cartoons on technological advancements (B1) Discussing the limits of technology (B1 – <i>Interaction</i>) Speaking about the future of technology (B1) Giving a presentation about the importance of personal development and growth (B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>report</i> about technological advancements (B1) Writing a <i>blog comment</i> about the limits of future technology (B1)	
Reading	Reading an article about teens and risk-taking (B1 – <i>Multiple matching</i>)	
Listening	Listening to a speech about the importance of taking control over our lives and our limits (B1) Listening to a talk about challenges when climbing the career ladder (B1 – <i>Multiple matching</i>)	
Language in use	Zero conditional (B1) Conditional I, II and III (B1) Mixed conditionals (B1)	
Vocabulary	Collocations with <i>limit</i> • Risk-taking • Limitations when climbing the career ladder • Limits in technological advancements	

Self-assessment checklist 5. Semester – Kompetenzmodul 5

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6. Semester – Kompetenzmodul 6

Unit 7	Through the lens of media	101
Speaking	Speaking about how you access the news (B1) Discussing a quote about the media (B1) Speaking about the topic of fake news (B1) Giving a presentation about how young Austrians access the news (B1 – <i>Individual long turn</i>) Speaking about objectivity in the news (B1 – <i>Interaction</i>) Interpreting a picture on the topic of good news versus bad news (B1) Giving a talk about digital detox (B1 – <i>Individual long turn</i>) Giving a presentation about media awareness (B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog comment</i> about the power of mass media (B1) Writing an <i>article</i> about young people's interest in the news (B1)	
Reading	Reading an article about fake news (B1 – <i>True/False</i>)	
Listening	Listening to a talk about how to choose your news (B1) Listening to an interview about digital detox (B1 – <i>Short answers</i>)	
Language in use	Participle constructions (B1)	
Vocabulary	Accessing the news • Different types of media • Fake news • Digital detox • Media awareness	

Unit 8	The road to success	116
Speaking	Giving a presentation about what determines success (B1 – <i>Individual long turn</i>) Speaking about boosting a company's success (B1) Talking about the pros and cons of a success-oriented society (B1) Giving a presentation about bullying (B1 – <i>Individual long turn</i>) Speaking about workplace bullying (B1 – <i>Interaction</i>) Giving a presentation about different kinds of employment (B1 – <i>Individual long turn</i>) Speaking about the stress of success (B1 – <i>Interaction</i>)	
Writing	Writing a <i>circular email</i> about an in-house training workshop (B1) Writing a <i>blog comment</i> about why success has nothing to do with luck (B1)	

Reading	Reading an article about bullying at schools (B1 – <i>Short answers</i>)
Listening	Listening to a talk about eight secrets of success (B1) Listening to a talk about continuous success in business (B1 – <i>Multiple choice</i>)
Language in use	Linking words (B1)
Vocabulary	Success in business • The pros and cons of a success-oriented society • School/workplace bullying • Different kinds of employment • The stress of success
Unit 9	Consumerism and throwaway society 132
Speaking	Discussing quotes about consumerism (B1) Speaking about the effects of consumerism and how to escape it (B1 – <i>Interaction</i>) Discussing the topic of overconsumption (B1) Talking about food waste facts (B1) Interpreting a graph/chart/diagram or statistics on food waste (B1) Summarising the main information of a talk about the topic of throwaway culture (B1) Giving a presentation about the effects of being a throwaway culture (B1 – <i>Individual long turn</i>) Speaking about a sustainable and happy relationship/friendship (B1 – <i>Interaction</i>) Speaking about the problem of food waste and what can be done to reduce it (B1 – <i>Interaction</i>)
Writing	Writing a <i>report</i> about food waste (B1) Writing an <i>email of application</i> (B1) Writing a <i>blog entry</i> about Austrian teenagers' consuming behaviour (B1)
Reading	Reading an article about today's consumer society (B1 – <i>Multiple choice</i>)
Listening	Listening to an interview about planned obsolescence (B1/B2 – <i>Multiple matching</i>) Listening to a talk about relationships in the 21 st century (B1)
Language in use	Modal verbs (<i>may/might/could/(not) have to/must/mustn't/(not) be allowed to/needn't/should (not)/ought (not) to</i>) (B1)
Vocabulary	Consumerism • Throwaway society • Planned obsolescence • Sustainable relationships/friendships in the 21 st century • Food waste
Unit 10	Be smart. Be well. 149
Speaking	Speaking about factors that affect a child's IQ (B1/B2) Discussing quotes by Albert Einstein about intelligence (B1) Answering common IQ-related questions in job interviews (B1) Giving a presentation about how intelligence matters in life (B1 – <i>Individual long turn</i>) Talking about the difference between IQ and EQ (B1) Speaking about the pros and cons of smart classes (B1 – <i>Interaction</i>) Giving a presentation about artificial intelligence (B1 – <i>Individual long turn</i>)
Writing	Writing a <i>leaflet</i> about the opportunities and risks of artificial intelligence (B1/B2) Writing an <i>article</i> about what makes a person smart (B1/B2)
Reading	Reading an article about IQ tests (B1/B2 – <i>Multiple matching</i>)
Listening	Listening to people giving their views on intelligence (B1/B2 – <i>Multiple matching</i>) Listening to an interview about emotional intelligence (B1/B2 – <i>Short answers</i>)
Language in use	Comparison of adjectives (A2/B1) Adjectives of size, quantity and power (B1)
Vocabulary	IQ tests • Factors that affect one's IQ • Emotional intelligence (EQ) • Artificial intelligence • Smart classes • Learning apps and teaching platforms

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Unit 11	Born to create	166
Speaking	Describing paintings (B1) Discussing quotes about art (B1) Speaking about the pros and cons of graffiti (B1) Giving a presentation about the benefits and downsides of a career as an artist (B1 – <i>Individual long turn</i>) Talking about different cases of art censorship of famous musicians (B1) Speaking about freedom of speech in the arts (B1/B2 – <i>Interaction</i>) Giving a presentation about more art lessons at your school (B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog comment</i> about graffiti (B1) Writing a <i>report</i> about the number of visitors in the most famous museums in London (B1/B2)	
Reading	Reading an article about Irvine Welsh on art censorship (B1/B2 – <i>Short answers</i>)	
Listening	Listening to a talk about graffiti (B1) Listening to a talk about what art really is (B1/B2 – <i>Multiple matching</i>) Listening to an interview between an artist and a Higher Technical College student (B1)	
Language in use	Gerund and infinitive (B1)	
Vocabulary	What art is • Censorship and freedom of speech in the arts • Graffiti • Describing art • Making a career as an artist • More art lessons at school • Can everyone be an artist?	
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