



Living in London Docklands



Notting Hill, London




Where Anne Hathaway lived
(the wife of William Shakespeare)



An old street, new colours



Office Buildings



Dear Katja,

You wanted to know where I live. Well, here is a view of the house we live in, in the north of Brighton. We have a small garden in front and a big one at the back of our house.

I'm even sending you the floor plans. Have a look!

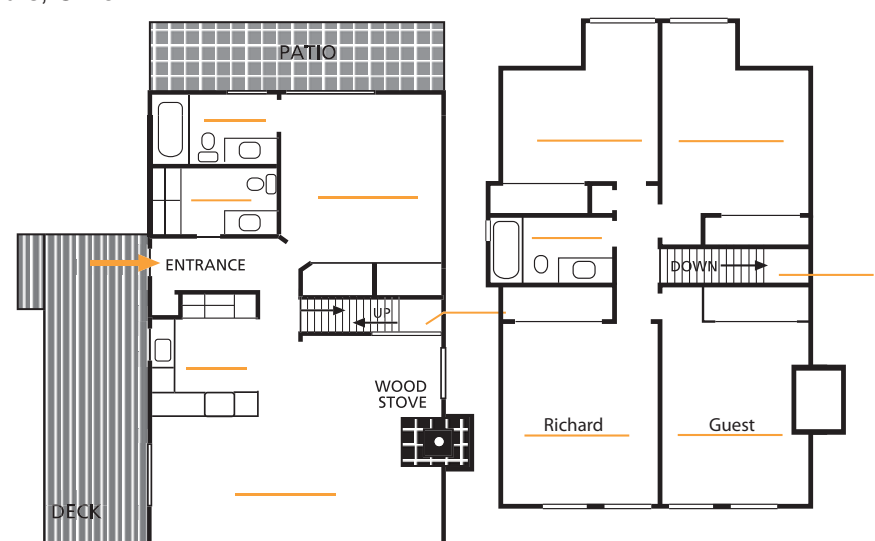
I'll start at the entrance: As you come up the stairs, my room is on the right, in the upper right corner of the floor plan. The room next to mine is my father's office. Lisa's room is opposite, between the upstairs bathroom and our guest room.

Our parents' bedroom, with a private bath, is downstairs, on the main floor. Also on the ground floor we have the kitchen, a large living room and a toilet, of course.

What do you think of the house?

Looking forward to your next e-mail,

Yours, Oliver



main floor – ground floor first floor – loft



The Caines' castle

1 Oliver's home

A1-2

Look at the photos and floor plans on this and the opposite page. What are they called in English?

Which photo shows which type of building? Fill in the letters.

- | | |
|--|---|
| <input type="checkbox"/> A family house | <input type="checkbox"/> Terraced houses |
| <input type="checkbox"/> A block of flats (GB) | <input type="checkbox"/> An apartment building (US) |
| <input type="checkbox"/> A cottage | <input type="checkbox"/> A farm house |
| <input type="checkbox"/> An Office building | <input type="checkbox"/> Houses in a small town |

Study the **floor plans** and read Oliver's **e-mail** to Katja. Underline all the **rooms** he mentions and write them into the floor plans.

Which rooms are on the ground floor? _____

And which rooms are upstairs? _____

Compare your results with a partner.

2 On the fifth floor

A1-2

Listen to Katja's **mp3 file**: Where does she live?

- | | |
|---|---|
| <input type="checkbox"/> In a flat (GB) | <input type="checkbox"/> In an apartment (US) |
| <input type="checkbox"/> In a family house. | <input type="checkbox"/> In the centre. |
| <input type="checkbox"/> In a block of flats. | <input type="checkbox"/> Near the centre. |
| <input type="checkbox"/> In a boarding house. | <input type="checkbox"/> In a village. |
| <input type="checkbox"/> On the _____ floor. | <input type="checkbox"/> Across the Danube. |

Listen again: Where are the following rooms?

- | | | | |
|--|-----|--------------------------|-----------------------|
| The kitchen <input type="checkbox"/> | is | <input type="checkbox"/> | on the left. |
| The living room <input type="checkbox"/> | | <input type="checkbox"/> | right in front. |
| The balcony <input type="checkbox"/> | | <input type="checkbox"/> | on the right. |
| Katja's room <input type="checkbox"/> | | <input type="checkbox"/> | on the top floor. |
| Her mother's room <input type="checkbox"/> | | <input type="checkbox"/> | next to the kitchen. |
| Her brother's room <input type="checkbox"/> | | <input type="checkbox"/> | between the bedrooms. |
| Bathroom and toilet <input type="checkbox"/> | are | <input type="checkbox"/> | in the attic. |

Compare your results with a partner.

3 Where do you live?

A2

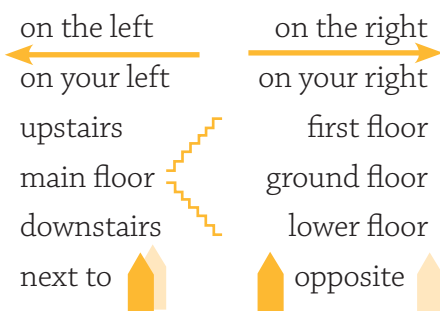
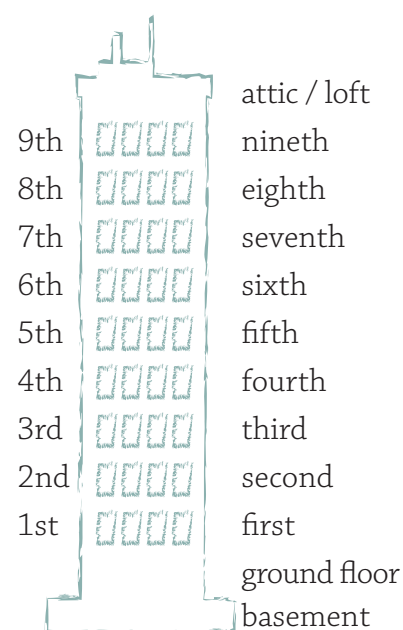
Draw a floor plan of the flat or house you live in and fill in what the rooms are called in English.

Present your drawing to a group of three or four and tell your colleagues how to get to your room.

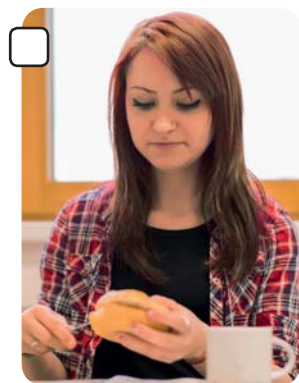
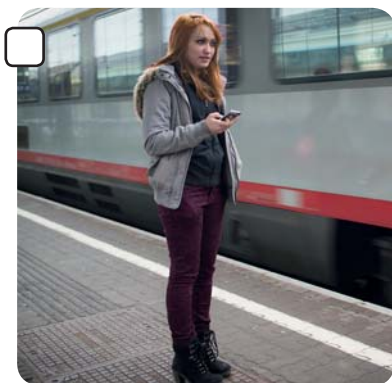
Write an **e-mail** to a friend abroad and tell him or her where and how you live (seven sentences).

Use some of the phrases from above.

floors



Old building, new facade



I wake up at quarter past six every day except at the weekend. The **fm4 morning show** on the clock radio is the kick that gets me out of bed.

I get up and take a shower ... get dressed and ready for work.

My mother has breakfast ready at a quarter to seven. We don't talk much in the morning ... do you?

I leave the house at five past seven to catch the train at 7.11 to Sankt Pölten, listening to the **morning show**.

I arrive at 7.26 and walk to the office. Work at echo media starts at eight with a meeting, so there is enough time for a cup of coffee.

I have lunch with one of the colleagues, about half an hour at around twelve noon, just time for a sandwich and juice, and the **fm4 reality check**.

We take an afternoon break for tea at the office around three. Office hours end at half past four, but sometimes we work longer, with **fm4 connected** via earphones ...

I try to catch the train at 16.59 which gets me to Melk at 17.18. On the way home I look out for people I know, at the café, to find out what's new.

We have dinner around half past six and after that I have time for myself: have a look at the paper, watch my favourite series on TV, visit my friends on Facebook or listen to **fm4 homebase**.

I try to be in bed by half past ten or quarter to eleven ...

FM4 RADIO

FM4 is a youth culture radio station focusing on non-mainstream music. It is bilingual, German and English.

The programming from 1 am till 2 pm is in English, including the current affairs-based **reality check**. Afternoon and evening shows are broadcast in German: following the FM4 'Native Speaker Principle' hosts and guests speak in their mother tongue (German or English).

The **news bulletins** from 6 am to 7 pm every hour on the hour are read in English; the news in German at 06.30, 07.30 and 08.30 and in French at 09.30 and 12.30.

FM4 represents the diversity of youth culture, including music and political analysis as well as general technology developments, games, film, art and literature.

Find FM4 on 103.8 and online at <http://fm4.ORG.at>



FM4 SHOW TIMES

Morning Show	<input type="text"/>
FM4 Update	<input type="text"/>
Reality Check	<input type="text"/>
FM4 Unlimited	<input type="text"/>
FM4 Connected	<input type="text"/>
FM4 Charts	<input type="text"/>
DaviDecks	<input type="text"/>
Swound Sound	<input type="text"/>
Next news in English	<input type="text"/>
in French	<input type="text"/>

1 My days at work

A1-2

Look at the photos of Katja's workday and read her **diary entries**. Study the ways of **telling time** below and underline the words in the text. Then write the times next to the photos.

2 Telling the time

A1-2

06.00	six (o'clock)	six am (in the morning)
06.15	six fifteen	(a) quarter past six
06.45	six forty-five	(a) quarter to seven
07.05	seven oh five	five (minutes) past seven
07.11	_____ eleven	eleven (minutes) past seven
07.26	_____	_____
08.00	eight (o'clock)	_____
12.00	twelve (o'clock)	twelve noon
15.00	three (o'clock)	three pm (afternoon+evening)
16.30	four thirty	half past _____
16.59	four _____	one minute to five
17.18	_____	_____
18.30	six _____	_____
22.45	ten _____	_____ to eleven.
24.00	twelve (o'clock)	twelve midnight

Study the different ways of telling the time, then explain Katja's daily routine to a partner:

Katja wakes up at _____

She has breakfast at _____

3 Sounds great



A2

Listen to the programme preview on **FM4**.
 What time is it? What day?
 At what time will **FM4** shows be broadcast?
 Fill in the show times on the left.
 Do you listen to English language radio? Or watch TV?
 Which is your favourite show?

4 A day in your life



A2

Think of a typical day at school or at work.
 What do you do at what time?
 Make notes and tell your colleagues about it.
 Find out more about **FM4 radio shows** on the Internet.
 Write an **e-mail** telling an English speaking friend about the one you like best (50-100 words). Include the online link(s).

Reaching for the sun

Healthy eating and physical activity go hand in hand. Regular physical activity is essential to keep in shape and improve physical and mental health. It can help to reduce risks of many diseases. And exercises are fun!

hand
arm
elbow
head
eye
nose
ear
neck



shoulder
chest
back
torso
waist
belly
hip
bottom
leg
thigh
knee
calf
ankle
foot
heel
toes

1 Reaching for the sun

A1

- Look at the photo on the left:
- What is the young woman doing?
- And what is the text about?
- Read again and tick the right statements.

Physical activities

- help you to stay in shape.
- keep the doctor away.
- are fun.
- reduce risks of many diseases.
- make you feel better about yourself.

2 Jumping Jack

A2

- Look at the photo on the left and connect the words to the appropriate parts of the body.
- Then read the instructions for physical activities, match the photos and the texts and find the appropriate headline.

Fill in

_____ sit-up, squat, push-up or jumping jack

- _____
- Lie on your front. Lift and lower the body with your arms. Keep your body straight. This exercise is good for your chest, arms and shoulders.



- _____
- Lie on your back. Put your arms behind your head or stretch them forward. Knees are bent. Raise your upper body toward your knees. Extremely good for your belly.



- _____
- Stand upright, raise your arms to the front. Move the hips back and bend the knees to lower the torso. Then return to the upright position. Good for thighs, hips and buttocks.



- _____
- Stand upright, feet together and arms at the sides. Then jump to a position with legs spread wide and the hands touching overhead. Jump again to the original position. Good for warming up and training the whole body.

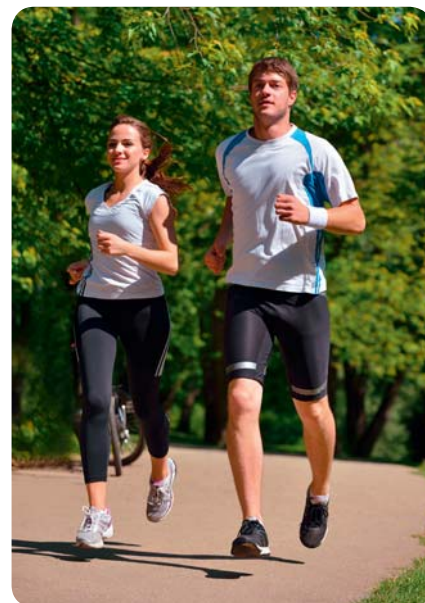


3 Get moving

A2

Read the instructions for basic exercises on the opposite page.
Connect the statements.

- | | | |
|--|-------------------|--------------------------------------|
| Push-ups <input type="checkbox"/> | | <input type="checkbox"/> shoulders. |
| | | <input type="checkbox"/> chest. |
| Sit-ups <input type="checkbox"/> | are good for your | <input type="checkbox"/> buttocks. |
| | train your | <input type="checkbox"/> arms. |
| Squats <input type="checkbox"/> | | <input type="checkbox"/> whole body. |
| | | <input type="checkbox"/> belly. |
| Jumping jacks <input type="checkbox"/> | | <input type="checkbox"/> hips. |
| | | <input type="checkbox"/> thighs. |



4 Health and fitness



A2

Read the text on the right.
Mark what you already do with + and what you should do with !
Then listen to Katja and Oliver on Skype. What about their lifestyle?
Connect the statements.

- | | |
|---------------------------------|---|
| Katja <input type="checkbox"/> | <input type="checkbox"/> gets enough sleep. |
| | <input type="checkbox"/> forgets to drink enough water. |
| | <input type="checkbox"/> eats fruits and vegetables. |
| | <input type="checkbox"/> turns down fast food. |
| | <input type="checkbox"/> reduces fat and sugar. |
| Oliver <input type="checkbox"/> | <input type="checkbox"/> cycles whenever possible. |
| | <input type="checkbox"/> has a lot of friends. |
| | <input type="checkbox"/> tries out new activities. |

Listen again and answer the questions.
What are Katja's hobbies? Which activities did she try out?

- | | | |
|---|--|--|
| <input type="checkbox"/> basketball | <input type="checkbox"/> canyoning | <input type="checkbox"/> climbing |
| <input type="checkbox"/> cycling | <input type="checkbox"/> diving | <input type="checkbox"/> geocaching |
| <input type="checkbox"/> kite surfing | <input type="checkbox"/> mountain biking | <input type="checkbox"/> paragliding |
| <input type="checkbox"/> roller skating | <input type="checkbox"/> sailing | <input type="checkbox"/> skateboarding |
| <input type="checkbox"/> snowboarding | <input type="checkbox"/> volleyball | <input type="checkbox"/> windsurfing |

5 Health and fitness reloaded



A2

What about your lifestyle? What can you improve?
Find information about health and fitness on the **Internet**.
Concentrate on one of the following aspects: fitness in general, sports, eating habits, or a positive view on life. Work in pairs and present your ideas to the class.
You can also look for simple exercises to keep fit on **YouTube** that can be done in classrooms.
Present an exercise to the class and encourage your classmates to move!
Write a summary of how you intend to keep fit (about 100 words).

Easy tips for a healthy lifestyle

Everybody wants to be fit, healthy, and live a long active life. Right?
The secret to healthy living is making small changes: drinking enough water, being more physically active and having an optimistic point of view.
Small changes lead to big results!

Here are our tips:

- Get enough sleep
- Eat breakfast
- Drink two litres of water a day
- Snack the healthy way
- Cut down on sugar and fat
- Take a daily walk
- Focus on your strong points
- Make social connections
- Find new activities
- Love your life

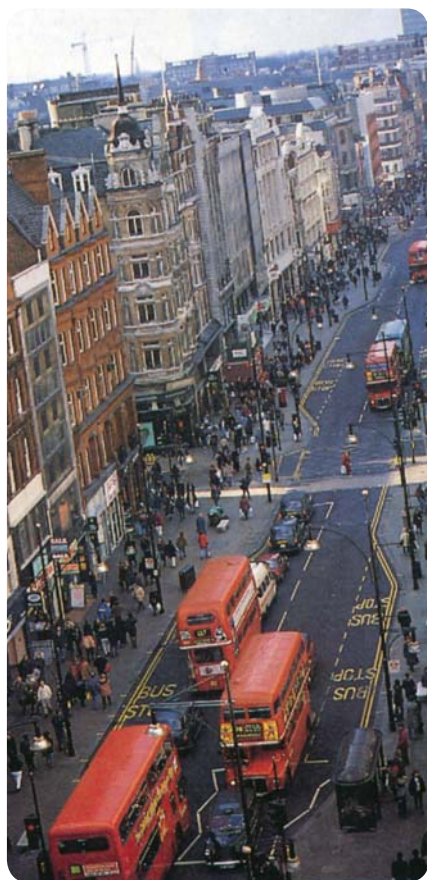




The London Eye



Houses of Parliament



Buses in Oxford Street

London buses are mobile monuments, tourist attractions in transit. A taxi is more direct and the tube (the underground) is quicker, but the slow pace of the bus is ideal to see London.

A travelcard allows you to hop on and off at will.

Some of the best bus routes for shopping and sightseeing are the 94 from Notting Hill Gate east to Oxford Circus, and the 12 from Oxford Circus south and across the Thames.

Your first stop should be the **Notting Hill Coronet**, one of the oldest and grandest cinemas in London. From here it is a short walk to **Portobello Market** where you will find everything from antiques to second-hand clothes. The 94 then travels east along **Kensington Gardens** and **Hyde Park**, then along **Oxford Street**, home of the best and worst of London's shops. It stops in front of **Selfridges**, at 400 Oxford Street, one of the city's top department stores. At Oxford Circus you might want to visit Madame Tussaud's **Rock Circus** and pick up the number 12 bus. In **Regent Street** the 12 passes **Hamleys**, the world's largest toy shop, and goes on to **Trafalgar Square**. Along Whitehall have a look at the Government Buildings, and maybe visit **No 10 Downing Street**.

Get off before the 12 crosses Westminster Bridge for a walk around the **Houses of Parliament**; listen to **Big Ben** and visit **Westminster Abbey**. Across the River Thames take a ride on the **London Eye**, walk the cultural mile to the **South Bank Centre** and enjoy the view of **St Paul's Cathedral** from the **Tate Modern Restaurant**.



Piccadilly Circus



St. Paul's Cathedral and Millennium Bridge from the Tate Modern restaurant



Westminster Abbey

1 London sights

A1

- Have a look at the **photos** on this and the opposite page.
- Discuss the sights with a partner.
- What do you know about them?

2 The number 12 bus

A2

Read the article from **Time Out**, the visitor's guide to London, and answer the following questions.

- What does it say about London buses?
- What are the number 94 and 12 bus routes good for?
- Where does the tour start?
- And where does it end?
- What does it take to get on and off when and wherever you want?
- Which of the sights in the photos can you see from the 94 and 12 buses?

3 It starts in Notting Hill

A2

Look at the **map of London** on the following pages and mark the number 94 and 12 bus **route**.

Ask a partner to help you.

When you have finished compare your results with the others, like this:

- The 94 starts in Notting Hill.
- It travels east along _____.
- stops in front of _____.
- The 12 passes _____.
- goes on to _____.
- crosses _____.

4 A London quiz



A2

Listen to the recording on the sightseeing bus.

Which of the sights do they discuss?

Take notes in your exercise book.

Then think of questions to ask:

When was Trafalgar Square laid out?

How high is Nelson's column?

Where is Admiral Nelson buried?

5 My favourite sights



A2

Find some more information on the **Internet** about the sights of London you like best and write a short text about them (about 100 words).



Portobello Market

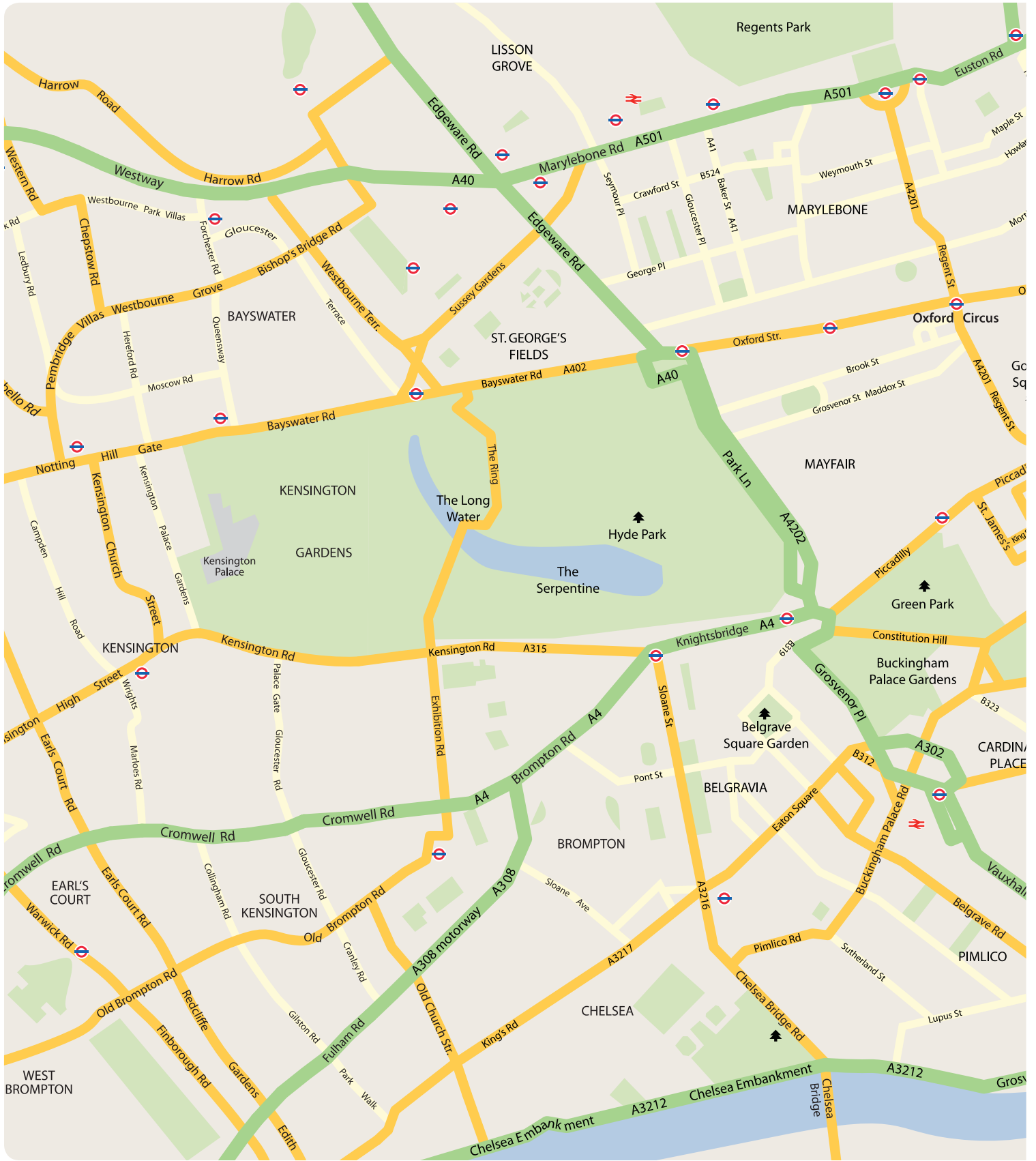


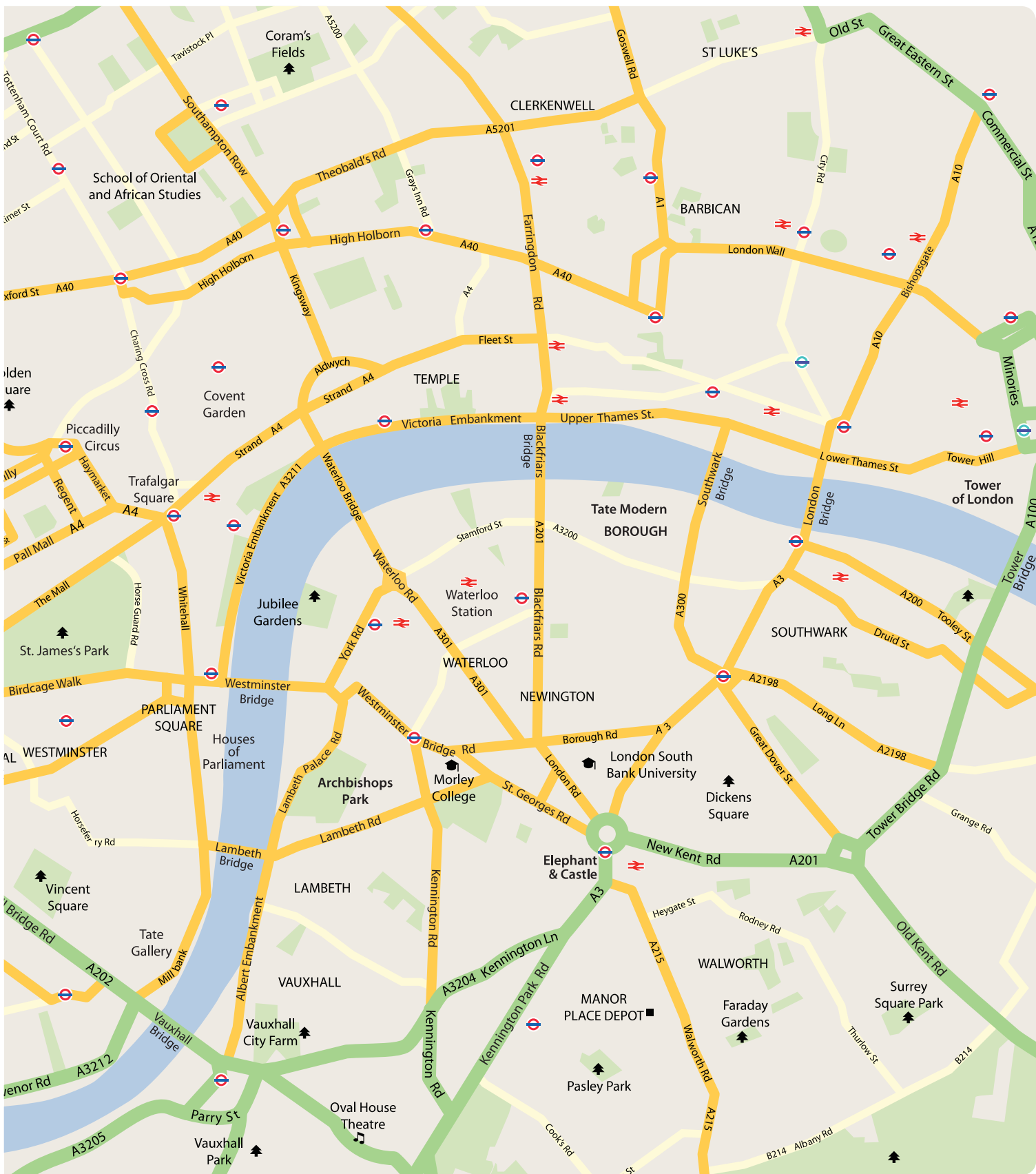
Bus no. 94



Trafalgar Square

Map of London





I can	Listening	I need more practice	Unit	Level
	understand simple phrases, questions and information relating to safety and recycling rules at the workplace.		19A	A1-A2
	understand simple phrases and basic information relating to shopping at a fashion shop, e.g. clothes, colours and payment.		20A	A2
	understand simple phrases and questions at a restaurant, e.g. ordering food and drink and paying the bill.		21A	A2
	understand general information and specific details in a discussion relating to films and genres.		22A	A2
	understand relevant information in a discussion about health and fitness.		23A	A2
	understand simple phrases, questions and information relating to local transport around town.		24A	A2
	understand words and phrases of announcements relating to London sights and shops.		25A	A2

I can	Reading	I need more practice	Unit	Level
	pick out the information I need from a memo about safety, recycling and etiquette at work.		19A	A1-A2
	understand information I need relating to British currency, fashion labels and colours, price tags and receipts.		20A	A1-A2
	pick out information about restaurant food and drink from a menu, from business cards and from the Internet.		21A	A1-A2
	understand relevant information in short film reviews, e.g. kind of film, actors, story etc..		22A	A2
	understand tips for healthy living and follow instructions for physical exercises.		23A	A2
	understand key information in a short text and from the Internet about means of local transport in England.		24A	A2
	identify key information in a magazine report about sight-seeing in London and mark the route on a map.		25A	A2-B1

I can	Speaking	I need more practice	Unit	Level
	ask and answer questions about safety signs and safety gear, recycling, work wear and etiquette at work		19A	A2
	carry out a short rehearsed dialogue in a fashion shop, describe fashion items and deal with prices and exchange rates.		20A	A2
	carry out a short rehearsed dialogue in a restaurant, ordering food and drink and paying the bill.		21A	A1-A2
	participate in a discussion relating to films and actors/actresses I like and describe a film I want to see.		22A	A1-A2
	participate in a discussion about health and fitness and give instructions for some exercises.		23A	A2
	ask and answer questions about local transport in the area where I live and give a report about getting around in England.		24A	A2
	ask and answer questions about a sightseeing tour in London and describe some of the sights.		25A	A2

I can	Writing	I need more practice	Unit	Level
	write a note explaining policy on safety, work wear, use of energy, recycling and etiquette at my place of work.		19A	A2
	write a short text about a shopping trip, describing fashion items, prices and exchange rates.		20A	A2
	write a short review of a restaurant I like and describe the food and drink I had.		21A	A2
	write a short text about a film I have seen, what it was about, who was in it and how I liked it.		22A	A2
	write a summary of what I do to I keep in shape and describe some of the exercises.		23A	A2
	write a short report about local transport in the area where I live and work.		24A	A2
	write a short text about some sights along a sightseeing tour of London.		25A	A2

Unit 25A A London quiz

Self assessment

We're now approaching the .
You can already see Big Ben, the famous at the Houses of Parliament. is actually the name of the bell which chimes the hours.

The is 6 metres 86 across, and the hands are long. The first was held here in 1275. Most of the original Parliament burnt down in a fire. It was re-built in neo-Gothic style and in 1852. There are and staircases. You can watch parliament in session from the .

Every king and of England since William the Conqueror in 1066 has been crowned in Abbey. Many royals, and many poets too, are buried here. The best time to visit is , when the tourists are still asleep.

- Listen to the recording on a sightseeing bus as often as you need to and fill in the missing information.
- Compare your results with a partner, taking turns in reading the text line by line.
- If your results don't match, listen again or consult a pair near you.
- How many of the answers did you get right at the beginning?
- And in the end?
- Practise reading one of the paragraphs for presentation to the class.
- How did your presentation compare to the others?
- How would you grade your performance?
- Teacher's grade & signature:

Portfolio Ideas

Revise, for instance, your note explaining the policy on **safety**, work wear, **recycling** and **etiquette** at work (Unit 19A) and combine it with your report about **local transport** in the area where you work and make it into a memo for exchange students (Unit 24A).

Combine your text about a **shopping** trip (Unit 20A) with your **restaurant review** (Unit 21A) and the text about London **sights** (Unit 25A) so that they form a **summary** of a trip to London – or produce a summary of sights, shopping and eating out in the area where you live and work. The text about a **film** you have seen (Unit 23A) would also fit nicely. Don't forget to put a date on your text(s) and keep them in your **Portfolio**.



Housework – a fair deal?

In Austria housework is still a woman's affair. Women spend an average of about five hours a day on shopping, cooking, washing, cleaning and childcare – while men contribute less than three hours.

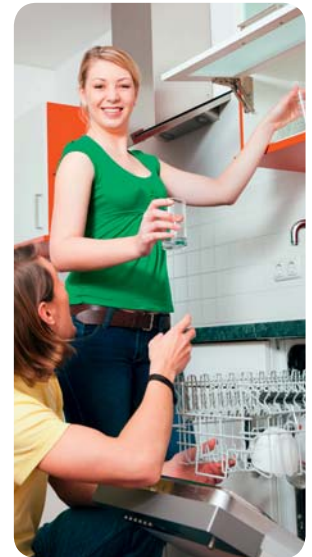
Tasks	Men	Women	
	minutes per day		per cent
Cleaning	27	98	78.4
Washing, ironing	15	21	58.3
Cooking	32	77	70.6
Shopping	26	34	56.7
Childcare	11	33	75.0
Gardening	16	15	48.4
Repairs, maintenance	29	3	9.4
Additional work	19	21	52.5
Aggregate (total)	175	302	63.3

According to United Nations statistics women don't fare much better in other countries. While professional household help is employed and paid for, a woman's work goes unpaid. It includes all the everyday jobs that keep a family going and a household running.

Men should pull more weight!

Country	Average time spent at unpaid work (hours and minutes per day)	
	Women	Men
Australia	5:13	2:52
Germany	5:01	3:07
Sweden	4:21	3:07
United Kingdom	5:06	2:55
Canada/USA	4:12/4:19	2:42/2:40
Austria (?)		

Based on United Nations: *The World's Women*



A Housework Contract

I agree to take a fair share of housework.

Household Tasks	Fair Share
<input type="checkbox"/> household cleaning	_____
<input type="checkbox"/> cooking meals	_____
<input type="checkbox"/> washing up	_____
<input type="checkbox"/> washing clothes	_____
<input type="checkbox"/> ironing	_____
<input type="checkbox"/> making the beds	_____
<input type="checkbox"/> rubbish disposal	_____
<input type="checkbox"/> cleaning shoes	_____
<input type="checkbox"/> paying the bills	_____
<input type="checkbox"/> keeping accounts	_____
<input type="checkbox"/> maintenance, repairs	_____
<input type="checkbox"/> car wash and cleaning	_____
<input type="checkbox"/> gardening	_____
<input type="checkbox"/> taking care of pets	_____
Additional Tasks	
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____



1 Housework

A1-2

- Look at the **photos** on this and the opposite page.
- What are the people doing?
- What are the tasks called in English?
- Write the appropriate words below the photos.



2 UN statistics

A2

- Read the excerpt from the United Nations **Women's Report** on the opposite page.
- How much time do women spend on cleaning, washing, ironing, cooking, shopping, etc?
- How many minutes per day?

Women	spend 98 minutes on	cleaning.
Men	_____	washing.
My father	spends _____	cooking.
My mother	_____	childcare.
_____	don't/doesn't do very much	housework.



- How much time do men and women spend on housework in other countries?
- Do they get paid for housework?
- Fill in the data for Austria.
- Discuss the statistics with a partner and make notes.



3 Working together

A2

- Look at the **Housework Contract** and listen to the interview with Monika and her family: her husband Tom, who is American, and their son Brian.
- First listen for the type of housework they discuss.
- Then listen and **keep scores**:
 - Fill in **M3** for Monika if she does the job all the time, **M2** if she does it most of the time, and **B1** if Brian does it sometimes;
 - T1** if Tom does the job sometimes and **B2** if Brian does it most of the time, etc.
- Then add up the scores (total) and compare your results with others in your class.



4 What about teamwork?

A2

- Who does the housework in your family?
- What do **you** do around the house or in your flat?
- Go through the Housework Contract again and score yourself.
- Write a short **report** about the situation in your household: compare your results to the numbers in the UN report (about 100 words).





HEADLINES

A night that changed the world

Nuclear disaster in Japan

First steps on the moon

Gold medal for Austria

Terrorists attack U.S.

Elected president of South Africa

Welcome to Europe!

In the morning of 11 September two planes crashed into the twin towers of the World Trade Center in New York City. After a number of explosions, both towers of the World Trade Center collapsed. 2749 people died, among these many fire-fighters and police officers.

Austria became a Member State of the European Union together with Finland and Sweden. In a referendum 66.58% of the people in Austria voted in favour of joining the EU. It was the EU's fourth enlargement.

The Berlin Wall is history: at midnight of November 9 the East German government announced that citizens of the German Democratic Republic were free to cross the country's borders. Crowds of East Germans crossed the checkpoints and climbed onto the Wall, celebrating a historic street party with West Germans on the other side.

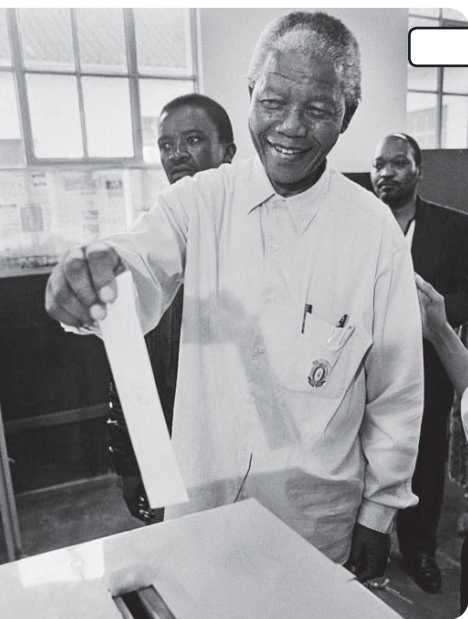
After more than three hundred years of white rule, Nelson Mandela (1918-2013) became the first black president of South Africa. His party, the African National Congress (ANC) won 252 of 400 seats in the first democratic elections. *"It always seems impossible until it's done."* (Nelson Mandela)



An earthquake recorded as 9.0 on the Richter scale set off a tsunami that sent walls of water washing over coastal cities in the north of Japan. Severe damage to two nuclear plants in Fukushima resulted in a nuclear disaster reaching Level 7 on the International Nuclear Event scale.

The spacecraft Apollo 11 successfully landed on the moon. It was the American astronaut Neil Armstrong who became the first man to walk on the Moon. As he put his left foot down Armstrong declared: *"That's one small step for man, one giant leap for mankind."*

Unbelievable! In the dramatic final of the 42nd Alpine World Ski Championships in Schladming Marcel Hirscher fulfilled his dream. He won the slalom gold medal on the last day of the World Championship in his home country.



1 Headlines

A2

- Look at the news **headlines** on the opposite page and read the **news**.
- Find a headline for each news item and write it above the corresponding text.
- Work with a partner.
- Which words in the news texts helped you to find the headline?
- Underline these words.



2 Historic News

A2-B1

- Look at the news items on the opposite page and listen to the news.
- Tick the newspaper items mentioned on the radio.
- Listen again and connect the following news items.

- | | | |
|-----------------|---|--|
| In _____ (year) | the first men <input type="checkbox"/> | <input type="checkbox"/> was elected president ... |
| _____ | people in Berlin <input type="checkbox"/> | <input type="checkbox"/> landed on the moon. |
| _____ | Nelson Mandela <input type="checkbox"/> | <input type="checkbox"/> celebrated the fall of ... |
| _____ | Austria <input type="checkbox"/> | <input type="checkbox"/> was hit by a tsunami. |
| _____ | the World Trade Center <input type="checkbox"/> | <input type="checkbox"/> joined the EU ... |
| _____ | Japan <input type="checkbox"/> | <input type="checkbox"/> was attacked by ... |
| _____ | Schladming <input type="checkbox"/> | <input type="checkbox"/> hosted the Alpine Ski World Championship. |



- When did it all happen?
- Listen again and write the years next to the appropriate photos.

1995 1969 1994 2013 1989 2011 2001

- Compare your results with a partner.



3 Today's news

A2-B1

- Listen to today's news on <http://oe1.orf.at/english> or the news in English on FM4 and find answers to the following questions:

- What happened?
- Where did it take place?
- Who was involved?

- Make notes and discuss the news in a small group.



4 Yesterday's news

A2-B1

- Do you remember any other important news from the past?
- Which ones?
- In a group of three or four discuss and choose a topic.
- Research your topic on the **Internet** and make notes of what happened, where it took place and who was involved.
- Write a **news item** (about 100 words), then present it to the class.