

way2go! 7, Coursebook

Task hacks & Deep dives

Unit 01: Ready to rumble

Task hack – exercise 04

Try to be as vague or misleading as possible to make the guessing more fun. For any description, go through the question words to come up with ideas for details.

Where? *in a facility especially built for the hobby, in your own room...*

When? *only in winter, during the holidays, every afternoon...*

Who with? *a team, your best friend, alone...*

What (do you need)? *a certain machine, special equipment...*

Why? *express your emotions, get fit, meet your friends...*

Deep dive – exercise 07

Watch the following video on achieving a healthy school-life balance. What did you know already and what was new for you? Use the vocabulary in exercise 06 to summarise two interesting tips.

<https://www.youtube.com/watch?v=TQgAOkuYWIU>

You can also read about school-life balance here: <https://tenneyschool.com/8-tips-tricks-maintaining-perfect-school-life-balance/>

Task hack – exercise 09

If you can't find a suitable word right away, think about what kind of word you need first.:

- 1 *a way to ... self-care* → You could use a verb or adjective here.
- 2 *dedicate hours ... exercise* → You need a preposition to complete the verb phrase.
- 3 *you're more ... to develop* → Only an adjective can go here.
- 4 *make a big ... over time* → This sentence needs a noun here.
- 5 *a quick or less intense workout is ... progress* → The word must show that something remains true, even in contrast with the first sentence. It has to be an adverb; other types of words wouldn't make sense here because we're not describing the workout itself but rather qualifying the idea of progress — we're saying that progress *continues* to exist.
- 6 *unwind ... guilt* → We need a word that shows *how* you unwind. The missing word must be a preposition that expresses the idea of *lacking something*.
- 7 *now and ... doesn't mean* → What word completes the fixed phrase 'now and ...'?
- 8 *rather than ... social media trends* → Only a gerund collocating with 'trends' works here.
- 9 *something you can look ... to* → You need a preposition to complete the phrasal verb.
- 10 *While one person might thrive by running a kilometre, ... might feel* → You need to contrast 'one' with a second pronoun.
- 11 *can make it hard not to ... yourself to others* → What verb works here?

Deep dive – By the way: Sports in Ireland, p. 15

There is another typical Irish sport that is not mentioned in the text. It is called Camogie. Watch the video below and answer the following questions:

1 Who plays Camogie? 2 Which other Gaelic sport is it similar to? 3 How are the points counted?

<https://www.youtube.com/watch?v=qCRMgGyqrUw>

Task hack – exercise 33

Chart 1: *This chart shows how many people agree with the reasons for ...*

Almost everyone believes that professional athletes ...

Interestingly, less than half of the people surveyed agree that ...

Chart 2: *This chart illustrates the proportion of ...*

There is a striking difference between men's and women's sport.

Only one in ten sports viewed is done by ...

Chart 3: *This chart depicts the change in popularity of sports ...*

Soccer is consistently the most popular sport, with the numbers even rising ...

There has been a dramatic change in the popularity of ...

Deep dive – exercise 36

If you want to find out what your homework habits say about your study style (not just for languages), you can take this quiz:

<https://au.reachout.com/study-work-and-money/exam-stress/quiz-whats-your-at-home-study-style>

Deep dive, p. 23: Way more!

Here's some more material to help you dive deeper into the topics of this unit:

Reading: Randy Ribay, *After the Shot Drops*, 2018: Nasir has to decide between loyalty to his cousin, who is facing homelessness, and his friend Bunny, who is trying to become a basketball star.

Reading: Byron Graves, *Rez Ball*, 2023: Tre Brun takes his dead brothers place in the basketball team to try to lead them to the state championship.

Viewing: There is also a Netflix series called *Rez Ball*, well worth watching, which is not based on the book.

Viewing: *Invictus* (2009): A film based on the true story of how Nelson Mandela attempted to unite a South Africa torn by years of civil strife by getting the South African rugby team to win the 1995 Rugby World Cup.

Podcast: The Australian podcast *the [female] athlete project* has weekly episodes with news and highlights about women's sports. Easy to listen to, with a range of different sports, this podcast is inspirational.

Unit 02: It's all relative

Task hack – exercise 05

- **Opening:** Engage your listeners right from the start by opening with a surprising statement or a question.
Who would you call if you were lost somewhere at three in the morning? For me, the answer is obvious. It's ... / There's one person who sometimes knows me better than I know myself. It's ...
- **Main part:** The PEEL structure could help you to explain in detail why that particular family member is so important to you.
Point: *She is so important to me because ...*
Example: *Every afternoon, we ...*
Explanation: *No one else ...*
Link: *So, you see, she's simply irreplaceable.*
- **Closing:** Try to come back to the idea you expressed in your opening. Tell your listeners how the anecdote you talked about at the beginning ended or refer back to it in some other way.
If you ever get lost, I hope you'll have someone just as caring to look for you.

Deep dive – exercise 11

Watch the tutorial on family structures below and answer the following questions:

- 1 What used to be seen as the ideal family structure?
- 2 Are single-parent families rare?
- 3 What do you call a family of several relatives living together?
- 4 What are stepfamilies, and are they more or less common than nuclear families?
- 5 Who raises 1 in 14 children worldwide?

<https://youtu.be/8HkqJFky538>

Deep dive – By the way, p. 29

Collective nouns aren't just for groups of animals! Check out this introduction from the *Collins Dictionary Language Lovers Blog* to explore more about collective nouns.

- 1 What book can most collective nouns be traced back to, and when was it written?
- 2 Are all the examples of collective nouns in this book intended to be taken seriously?
- 3 Who decides what a collective noun should be?

Skim the whole entry, pick one or two collective nouns you find interesting and read about the story behind these expressions.

<https://blog.collinsdictionary.com/language-lovers/9-weird-and-wonderful-collective-nouns/>

Task hack – exercise 20

Here are some examples of language you could only use with a friend. How could you rephrase them? Apart from formality, think about aspects like grammar, vocabulary, spelling and punctuation, pronunciation, planning and spontaneity, ...

- *Hey, what's up?*
- *Catch you later!*
- *You're kidding me!*
- *So, what's the plan?*

Deep dive – exercise 26

One thing that can make the language of texting difficult to understand is the acronyms and abbreviations people use. Read the 'Popular Social Media Acronyms' section of this blog post and find three acronyms you didn't know. Try to use them in your text messages within the next week!

<https://www.socialchamp.io/blog/social-media-acronyms/>

Task hack – exercise 33

Here are some verb phrases to start off your collection. Find them in the text to understand their meaning in context and write them down. Then look for noun phrases and adjectives you could add.

to transmit/receive a message; to emphasise something; to avoid misunderstandings; to confuse the listener; to clarify a message; to pick up a message

Task hack – exercise 37

Remember the strategies for telling digital stories you've learned last year:

- 1 Come up with an authentic and relatable story to tell.
- 2 Write your story in a personal style, as if you were talking to a friend. Aim for around 250 words.
- 3 Get feedback on your story and revise it.
- 4 Choose three to five pictures to illustrate your story. Decide when to show which picture.
- 5 Practise reading your story so you can tell it in an engaging way.
- 6 Record your digital story using a program like PowerPoint or one of the many apps available for mobile devices.

You can also watch the sample video again: <https://helix.oebv.at/videothek/959717190>

Deep dive, p. 37: Way more!

Here's some more material to help you dive deeper into the topics of this unit:

Reading: Holly Jackson, *The Re-appearance of Rachel Price*, 2024

Bel's mother, Rachel, disappeared 16 years ago. During a true-crime documentary her family agreed to, Rachel re-appears, and Bel must come to grips with a "new normal".

Reading: Aun Liang, *I hope this doesn't find you*, 2024

Sadic Wen is a popular student but has a secret. She crafts emails in which she writes down what she really thinks about the students and teachers in her school. When the drafts get sent out by mistake, her life changes dramatically.

Viewing: *The dark comedy Little Miss Sunshine* (2006) recounts how rather cubby Olive wants to become a beauty queen and how her family support her in pursuing her dream, travelling to California in their beat-up VW bus.

Viewing: The American sitcom *Modern Family* (2009-2020) follows the lives of three diverse families in the Los Angeles area as they navigate the ups and downs of family life.

Podcast: *The Magnetic Communication Podcast* by Sandy Gerber gives advice about communication in professional and personal settings. Every week, listeners get simple communication tips including body language cues, listening tools and conflict resolution.

Unit 03: Coming home

Deep dive – exercise 01

Do you think you would be a good roommate/flatmate if you had to live with others in a college dorm room or shared flat? Take one of these quizzes to find out, then write down three tips for becoming a better roommate based on your evaluation.

<https://www.campuswell.com/are-you-a-good-roommate-quiz/>

<https://www.citizensbank.com/learning/are-you-a-good-roommate.aspx>

Task hack – exercise 03

Plans after school: *travelling the world, studying, job training, starting to work, starting a family ...*

Where you will go: *stay where you are now, move to a different city, move abroad to ...*

Places to live: *at home with parents, on your own, in a shared flat, in student accommodation ...*

How to finance: *money from parents, part-time/full-time job, using savings ...*

For each aspect, remember to give good reasons why this is true for you. (For example, *I've always wanted to see the world, so I plan to travel to as many places as possible before I start university.*)

Deep dive – exercise 23

Does the place where you live – city or country – have an impact on your mental health? In your opinion, which of the following statements are true or false?

- 1 People who live in the country are more physically active. True / False
- 2 If you live close to large areas of green space, you have better mental health. True / False
- 3 Bad air quality is connected to lower life satisfaction in people. True / False

Now read the article “Mental health: how living in the city and country compare” and find out if you were correct.

<https://theconversation.com/mental-health-how-living-in-the-city-and-country-compare-200402>

Task hack – exercise 27

Here are some aspects which should be in your summary:

The case for living in the country:

- Heather Long argues that living in the country is better
- cost of living is lower
- more available space both indoors and outdoors
- stronger sense of community
- convenience of personal transport

The case for living in the city:

- Jessica Reed argues that living in the city is better
- vibrant social life of diverse communities
- convenience of walking and public transport
- more tolerance and empathy
- greater personal freedom and anonymity

Task hack – exercise 36

Here are some descriptions of connections between ideas. Which of the expressions do they connect? Use them to improve your work.

- Disasters such as hurricanes and flooding can cause many health problems.
- Contaminated water can cause a range of illnesses.
- Prompt medical assistance is essential to prevent diseases from spreading.
- A lack of money and a lack of education often go hand in hand.
- If people cannot find regular employment, they are more likely to turn to crime.
- A lack of electricity makes a range of other problems even worse

Deep dive – exercise 39

You can find more photographs of the Grande Hotel by a different photographer here:

<https://firecrackercollective.com/the-grand-hotel/>

Deep dive, p. 57: Way more!

Here's some more material to help you dive deeper into the topics of this unit:

Reading: Connie King Leonard, *Sleeping in my jeans*, 2018

When her boyfriend starts beating her kids, Mattie's mother leaves him and goes to live with Mattie and her little sister in her car. Mattie's dream of earning a college scholarship fades away further when her mother disappears as well.

Reading: Cynthia Voight, *Homecoming*, 2012

The first in a series of 7 books tells the story of Dicey, who is trying to get her younger sibling to Great-Aunt Cilla's house – with no money and no food – after their mother has abandoned them in a parking lot.

Viewing: *The Lady in a Van* (2015) is a very quirky film about the true friendship between writer Alan Bennet and a homeless lady (played by the late Maggie Smith) who parks her van in his driveway and stays there for 13 years.

Podcast: The fairly new podcast *Beyond Youth Homelessness: Conversations that matter*, produced by the grassroots organisation Project Youth, tells the stories of young people with lived experiences of homelessness and disadvantage. The podcast's goal is to work towards a future where youth homelessness doesn't exist.

Unit 04: On the move

Task hack – exercise 05

Here are some ideas for dos and don'ts:

Dos:

Keep copies of important documents like your passport or visa.
 Keep your valuables secure.
 Use credit cards or digital payments rather than cash.
 Book accommodation in safe areas.
 Find out about local laws and cultural norms.
 Learn some basic phrases in the local language.

Don'ts:

Don't share personal information with strangers.
 Don't carry large amounts of cash.
 Don't leave your luggage unattended anywhere.
 Don't ignore safety warnings about your destination.
 Don't accept food or drinks from strangers to avoid getting into an unsafe situation.

Task hack – exercises 13

Here are some ideas on how to encourage people to travel:

- If you're afraid of travelling by plane, take shorter trips that don't involve flying, or go by train instead.
- If you think travelling costs too much, stay in youth hostels and use off-peak train tickets, which are cheaper.
- If you're worried about getting lost in a foreign country, go on a cruise or join an organised trip.
- If you feel nervous about unfamiliar places, visit a neighbouring country where people speak your language and some customs are familiar.
- If you're afraid of falling ill while travelling, bring a basic first-aid kit to help prevent stomach problems or colds.

Task hack – exercise 16

Here are some phrases that could help you with this task:

Summarising the video:

This video explains the key benefits of/how therapy dogs ...

It highlights how the dogs ...

Key takeaways from the video include the fact that these dogs ...

Explaining how travelling can cause stress:

Travelling can be stressful because of ...

People often feel anxious about ... long security lines at airports/crowded train stations or airports/missing trains or flights/dealing with delays and unexpected changes/...

Suggesting ways to travel stress-free:

To reduce stress ... / Stay calm with the help of ...

Make journeys more enjoyable by ... planning ahead and arriving early/keeping travel documents organised/listening to music to help stay calm/choosing comfortable clothing/packing light/...

Task hack – exercise 22

Here are some phrases you can use when discussing the questions.

1 What are some of the disadvantages of public transport?

too crowded, hard to find a seat, not reliable enough, trains or planes can be late/delayed, don't arrive on time; can be smelly or dirty/not clean, uncomfortable; don't run at times when you need them, have intervals that are too big, don't run at night/on Sunday/at the weekend, ...

2 What are some of the most annoying things people might do while using public transport?

talking and laughing too loudly with their friends, talking on their phones, smelly food, putting their luggage on the seats, blocking the door so you can't get off, not letting people get off the tram/bus first, sneezing without covering their noses with their hands, people sometimes have really strong body odour or strong perfumes

Deep dive – exercise 26

Watch the video on the S’Cool Bus and answer the two questions below.

<https://www.youtube.com/watch?v=lt33goK1sak>

- 1 What safety features are involved in riding on such a bus?
- 2 What are some of the advantages of using the bikes mentioned in the video?

The following video shows another way of cycling to school together. Watch it and answer the questions below.

<https://www.youtube.com/watch?v=7HXuo7dExAg>

- 1 Why is this way of cycling to and from school called a ‘bike bus’?
- 2 Why do the kids like the bike bus?
- 3 What is one advantage the bike bus in Glasgow has over the others?

Task hack – exercise 31

Here are some ideas to help you travel more sustainably, along with useful phrases:

- travelling without harming the environment
- travelling in a way that protects nature
- using public transport, or a bicycle instead of a car
- avoiding single-use plastics – e.g. bring your own water bottle
- supporting the local community by not staying in big international chain hotels

Deep dive – exercise 37

Watch the video on trains that clear the tracks of leaves (and snow and ice) and answer the questions:

<https://www.youtube.com/watch?v=cjUIOXpjsR4>

- 1 Why are leaves on the rails a problem? Give two reasons.
- 2 What’s being done to clear the rails?
- 3 Why does climate change affect the railways?
- 4 What is the innovation they are talking about towards the end of the video?

Deep dive, p. 71: Way more!

Here's some more material to help you dive deeper into the topics of this unit:

Reading: Cheryl Strayed's *Wild* (2012) tells the story of a woman who walks the Pacific Crest Trail from the Mojave Desert through California and Oregon to Washington State, a 1100-mile walk that ultimately strengthened and healed her.

Viewing: The book has also been turned into a film (*Wild*, 2024) starring Reese Witherspoon.

Viewing: In the movie *Into the Wild* (2008) the college graduate Chris McCandless decides to cut all ties with his former life and hitchhikes across the US, finding friendship and a new family among fellow dropouts. He goes on living alone in the wilderness of Alaska, which soon turns out to be more difficult than he had anticipated.

If you can't travel, but you want to learn about other countries, follow the blog <https://ayearofreadingtheworld.com>, in which author Ann Morgan reviews books from around the world.

Reading: A classic and its re-write: Mark Twain's *The Adventures of Huckleberry Finn* (1884/85) tells the story of how Huckleberry Finn and his friend Jim escape from Huck's father and Jim's enslavement on a raft, going down the Mississippi towards freedom and a better life. Percival Everett retells this story in his book *James* (2024) from the point of view of James (Jim), Huck's companion. This book is both a travel story and a compelling criticism of the inhumanity of slavery.

Podcast: In *The Sustainable Travel Podcast* different sustainable travellers are being interviewed and asked to tell the audience about how they travel sustainably and give advice on what listeners can do to make their travelling more eco-friendly.

Podcast: The *Zero to Travel Podcast* is intended for newbies and experienced travelers alike, giving insights and ideas about travelling the world on your own terms, regardless of your situation or experience.

Unit 05: Live and learn

Deep dive – exercise 03

Open the link to *Grandshake*, an Australian-based education technology company. Read the list of '10 things they should teach you at school (but don't)':

- 1 Which, if any, of the items on the list do you already learn about in your school?
- 2 Now organise the list according to how important you think they are for your life, with 1 being the most important.
- 3 Are there any life skills which you think are missing from the list?

https://www.grandshake.co/post/things-they-should-teach-at-school?srsltid=AfmBOorMoeJIM66SihienGyh3RQaAqzcDUwzOjKaj_PEcjQS5BDcMIR

Taks hack – exercise 11

Understanding which logical fallacy is behind the arguments can help you disprove them.

- 1** is a ‘slippery slope’ argument. You can disprove it by explaining that even if a decision has a negative consequence (e.g. teenagers who have jobs prioritise work over school), it is not necessarily the case that more negative consequences follow and that these consequences get worse and worse (bad grades, no further education, low-paying jobs).
- 2** is a ‘bandwagon argument’. You can disprove it by explaining that something is not necessarily a good thing just because many people do it. Give examples.
- 3** is a ‘strawman argument’. You can disprove it by pointing out that it is an exaggeration to say that people who want teenagers to have free time at the weekend think they should play video games all the time. There are many other reasons why people do not think teenagers should have free weekends. Give examples.

Taks hack – exercise 15

When you present yourself (content point 1), you should highlight useful skills you have.

Study the list of skills/sub-skills in ex. 13. Which ones might be relevant for working in a pub? Include these in your first paragraph. E.g.: *In addition to speaking English very well, I am responsible and have good time management skills. I take my obligations seriously and always arrive at appointments on time.* Be specific. If you say you have good time management skills, provide an example (e.g. *I always arrive on time*). This will give your reader a better idea of what you mean.

Task hack – exercise 20

Here are some ideas on how to approach a text-matching exercise:

- Skim through the text and the options to be matched, thinking about where they might fit, before reading the text.
- Underline keywords in the options.
- Read the text for gist the first time and don’t worry if you can’t match all the options.
- Be strategic: if a text has already been matched to two options, it probably won’t match a third.
- Make sure you match according to what you read, not what you think is true. If necessary, re-read sections to confirm your understanding.

Deep dive – exercise 20

Open this parenting styles quiz: <https://psychcentral.com/quizzes/parenting-style-quiz>

- 1** Take the quiz as a ‘helicopter’ parent who wants to control their child’s actions.
- 2** Check if the results of the quiz fit this parenting style.
- 3** Retake the quiz as a ‘free-range’ parent who lets their child make their own decisions.
- 4** Again, check if the results of the quiz fit this parenting style.
- 5** Do you think the results are accurate? Why?/Why not?

Task hack – exercise 32**Here are some ideas for your script:**

- Find a good name for your university.
- Highlight strong programmes or departments (e.g. engineering, arts, sciences).
- Mention high rankings, qualified professors or research opportunities.
- Talk about clubs, sports, student organisations or events.
- Emphasise a vibrant and inclusive student community.
- Describe the library, labs, dorms, cafeterias and technology available.
- Mention the city or region, nearby attractions, climate and culture.
- Talk about internships, job placement services, alumni success stories.
- Include counseling, academic advising, tutoring and health services.
- Point out the multicultural environment, exchange programmes, English-taught courses.
- Mention financial aid, scholarships or cost-effective living.
- End with a strong message, such as “Apply today!” or “Join our university family!”

Deep dive, p. 85: Way more!**Here’s some more material to help you dive deeper into the topics of this unit:**

Reading: If you want to learn more about logical fallacies, *The Fallacy Detective: Thirty-Eight Lessons on How to Recognize Bad Reasoning* (2015) by Nathaniel and Hans Bluedorn is a fun introduction into recognising and avoiding them, using comics to illustrate them.

Viewing: There are several films that explore different approaches to teaching, including *Dangerous Minds* (1995), in which Michelle Pfeiffer plays a former Marine working with difficult students (Disney+) and *Freedom Writers* (2007), starring Hilary Swank, in which a dedicated teacher gives her troubled pupils a voice through diary writing.

Viewing: A cult classic is the film *School of Rock* starring Jack Black. Fired from his own band, Dewey Finn pretends to be a substitute teacher at an expensive school. He needs money, so sets up a secret rock band to win a competition and claim the prize money.

Podcast: The *TED Talks Daily* podcast provides listeners with a range of TED Talks given by experts on a broad range of topics. In the episode “How to fight (and win) an information war”, Peter Pomerantsev sheds light on how to fuse forgotten research with technology to help break through echo chambers and propaganda.

Unit 06: To thine own self be true

Deep dive – exercise 04

Find a video about trad wives on the internet and analyse it using the questions below. Report back to the class about your video:

- 1 Is the video promoting, criticising or neutrally presenting the tradwife lifestyle?
- 2 Who is the speaker/person who created the video, and what is their background and perspective?
- 3 Are traditional gender roles seen as natural, better or simply one option among many?
- 4 What values and assumptions does the video suggest about gender roles, family, religion and work?
- 5 How might different audiences (e.g. INCELS, feminists, young people, religious groups) react to this video?
- 6 Remember to give reasons and examples from the video to support your answers.

Deep dive – By the way, p. 95

Look for a dog video that you find funny, show it to a partner and explain why you think it's funny. Here are some questions that might help you:

- 1 What behaviour does the dog show, and why do we find it funny or surprising?
- 2 Does the way the dog looks and how it moves add to the humour?
- 3 Would the same situation be funny if a human did the same thing? Why?/Why not?

Task hack – exercise 12

Here is a reminder of some useful strategies for a multiple-choice listening task:

- 1 Scan the questions and the four options to get an idea of what you are listening for.
- 2 Underlining keywords might help.
- 3 Predict the type of answer you might hear. Will it be a number, a place, somebody's opinion?
- 4 Take notes or mark any options that sound possible, but that you're not sure about.
- 5 Remember that the information you need is often expressed in different words from those in the options, so listen for meaning, not exact words.

Task hack – exercise 15

Here are some arguments for and against young people owning pets to get you started. Read through the list and pick the ones that sound convincing to you:

- Pets can be a source of unconditional love when life is difficult.
- Finding reliable pet care when during family holidays can be difficult.
- Many young people suffer from allergies and may be allergic to pets.
- Interacting with pets can lower stress levels.
- When you own a pet, you have the opportunity to socialise with other pet owners.
- Pets can get sick, which can be stressful for young pet owners.
- Taking care of a pet fosters patience and empathy.
- Feeding, walking, cleaning and playing with a pet can take up a lot of time.

Task hack – exercise 17

If you want to find out which content point is dealt with in each paragraph, you only have to read the first sentence. This is the topic sentence. Although it does not use the exact same words, it refers to one of the content points (e.g. “can cause problems at home” refers to “the teen-parent relationship”).

Remember PEEL: The topic sentence announces the *point* of the paragraph. The following sentences provide *explanations* and *examples* that support the point.

Task hack – exercise 22

Here are some sentence starters that might help you:

- 1 *I usually ask ... for advice because ... / When I have to make a difficult decision, I sometimes ...*
- 2 *It depends on the situation, but I normally take about ...*
- 3 *I think it's more important to balance emotions and facts because ...*
- 4 *Something that often helps me is ... / To find a good solution, I also try to ...*

Deep dive – exercise 29

If you want to learn more about *Romeo and Juliet*, here are some podcasts you could listen to:

https://www.nextchapterpodcasts.com/romeo-and-juliet?utm_source=chatgpt.com is a modern take on the play in several episodes.

https://www.grsf.org/romeoandjulietthepodcast?utm_source=chatgpt.com is a radio performance of the play in 6 episodes and a script you can read while listening to the actors.

https://www.bbc.co.uk/programmes/m0014gml?utm_source=chatgpt.com discusses the poetry and power of the play in 50 minutes with various guests.

The RSC (Royal Shakespeare Company) regularly stages Shakespeare’s plays in its two locations in Stratford-upon-Avon and the Barbican in London. What do you expect to find on their website about *Romeo and Juliet*? Write down three things you expect to find, then go to <https://www.rsc.org.uk/romeo-and-juliet/> and check what’s there.

Task hack – exercise 32

If you match these words correctly, you will have one example for each category:

debated – consistently – have – hotly – interests – long-term – perform – proof

Task hack – exercise 35

Here are some ideas to get you started with this task:

- Where does Shakespeare go? To the countryside or the city, to a school or university?
- What modern things might he notice? Clothes, cars, phones, how people communicate, ...
- Here are some questions he might ask: Do women still fight for their rights? Are people still judged by the way they look? Are there still kings and queens ruling countries? Do people still fight wars?

Deep dive, p. 105: Way more!

Here’s some more material to help you dive deeper into the topics of this unit:

Reading: Find out more about Shakespeare’s England in *Shakespeare’s Restless World* by Neil MacGregor. The author looks at 20 items from Shakespeare’s era and uses them to explain what Elizabethan life was like.

Podcast: The series is also available as a podcast on the BBC:

<https://www.bbc.co.uk/programmes/b017gm45>

Podcast: *Where There’s a Will: Finding Shakespeare* finds the surprising places Shakespeare shows up outside of the theatre. The presenters ask what it is about Shakespeare that’s given him a continuous afterlife in all sorts of unexpected ways.

Podcast: In the BBC Radio 4 podcast *You're Dead to Me*, the host Greg Jenner is joined by a comedian as well as an expert historian to learn and laugh about the past. They have an episode on Shakespeare, where they talk about the life, legend and legacy of William Shakespeare in a funny yet insightful manner.

Reading: Bill Bryson's *Shakespeare* (illustrated edition 2009) is an interesting read.

Viewing: Always a feast for the eyes, Baz Luhrmann's films are well-known for their colourful settings and funky music. His 1996 version of Shakespeare's *Romeo and Juliet* is well worth watching.

Viewing: The BAFTA Award Nominated comedy series *Upstart Crow* tells the story of Shakespeare's early career. You can rent it on Amazon Prime.

Viewing: The dog-lovers among you will enjoy the Netflix documentary *Inside the Mind of a Dog*, in which experts explain dogs' behaviour and explore their various talents, such as serving as support animals for people with illness or disability. If you're more of a cat person, there's the documentary *Inside the Mind of a Cat* too!

Viewing: Those of you with a dark sense of humour might like *Wilfred*, an American dark comedy series about Ryan, a man who sees his neighbour's dog, Wilfred, as a man in a dog suit. The show explores themes of mental illness, reality and the human condition through their unusual friendship.

Unit 07: You be the judge

Task hack – exercise 04

Here are some sentence beginnings for your summary:

- *Kettering Council plans to/is trying to/wants to ...*
- *They believe/claim/argue that skateboarding is ...*
- *The skateboarders say that they are/feel that this is/strongly disagree, saying ...*
- *Many people/many communities support ...*
- *The skateboarders themselves need to speak out/defend their right to skate/should actively take part in ...*

Task hack – exercise 09

Here are some phrases you can use for the discussion:

- *In my opinion, ... is a serious offence because ...*
- *I would put ... in the category of ... since ...*
- *Compared to ... , I think ... is less serious because ...*
- *We could say that the three most serious crimes are ...*
- *Let's consider the impact of ...; it affects ... and could have long-term consequences.*
- *If we think about which crimes cause the most harm, then ... definitely belongs in the top three.*

Task hack – exercise 10

Here are some arguments for *and* against the view that graffiti should be considered vandalism. Highlight the arguments that match your position (i.e. whether or not you believe graffiti is vandalism). Include the most convincing arguments in the first paragraph of your blog comment.

- Graffiti is often sprayed on private property without the owner’s consent.
- Graffiti causes damage to façades.
- Graffiti enables people who would never visit a museum to experience art.
- It is expensive to remove unwanted graffiti.
- Most of the images sprayed on buildings are not beautiful.
- Many graffiti artists are highly talented and create moving works.
- Graffiti can bring social issues to people’s attention.
- When there is a lot of graffiti, people may think that an area is dangerous and avoid it.
- Graffiti can brighten unattractive areas of a city.

Deep dive – exercise 16

Read the reviews of *A Bigger Picture*, a book by Ugandan climate activist Vanessa Nakate.

<https://www.panmacmillan.com/authors/vanessa-nakate/a-bigger-picture/9781529075724>

- 1 Why do you think these reviewers have been chosen?
- 2 Would you like to read the book? Why?/Why not?

Task hack – exercise 22

Here are some more reasons for or against gun control:

In favour of gun control:

- lower suicide rates
- fewer shootings in countries with strict laws
- limited access for unstable individuals
- safer public spaces

Against gun control

- criminals always able to get guns, restrictions only affecting citizens who follow law
- police response times can be long, people need guns for personal safety
- hunters and sports shooters need access to guns
- growth of black markets

Deep dive – exercise 23

Watch the speech given by Jacinda Ardern, the former Prime Minister of New Zealand, two weeks after the mosque shootings in Christchurch:

<https://www.youtube.com/watch?v=YdGq3frFsRo>

- 1 What is the main message of her speech?
- 2 According to her, how can every individual take responsibility for combatting hate?
- 3 What is her message to the global community? What is she demanding a collective effort for?

Deep dive – exercise 33

Look at this fact sheet on ‘Gas Pipelines and Your Health’ by an American organisation:

<https://www.momscleanairforce.org/resources/gas-pipelines-and-your-health/>

Then answer the following questions:

- 1 How does this fact sheet give the reader a sense of danger (e.g. the pictures)?
- 2 How does the organisation help people to share their message?

Task hack – exercise 37

Here’s some help with finishing the sentences with 4 words:

1 The pipeline route crosses the one local ...: Listen for a section where Eryn talks about the location or the pipeline and the route it was planned to take. “... the one local ...” indicates that it’s the only one of its kind, so listen for phrases that suggest this.

2 Eryn is fed up with the conventional image of the ...: Listen for when Eryn talks about how her people are represented or about stereotypes. Which phrase could describe the traditional image? If Eryn is unhappy or fed up, she will use emotional words to express this.

3 It was essential for the protesters to stay ...: Listen for the section where Eryn talks about the attitude and goals of the protesters and how they wanted to behave during the protest. You might hear words like peace, strength or non-violent.

4 Eryn witnessed police animals attacking ...: Listen for a part where Eryn describes police violence that involves animals. She might mention specific groups of people.

5 The protesters were motivated by concern for ...: Listen for the part where Eryn describes what inspired/motivated/strengthened the protesters? What kept them going?

6 The police complained the protests impacted their ...: Listen for the section where Eryn describes what the police said about the protesters? Did they mention specific problems? Your answer should reflect something that the police complained about or criticised.

7 The police declined to drink ...: Listen for the part where Eryn describes what the Native Americans did for the police. What did they bring the police?

Deep dive, p. 119: Way more!**Here's some more material to help you dive deeper into the topics of this unit:**

Reading: If you want to read more about the great Indian leader Gandhi, you can read *Gandhi: An Autobiography – The Story of My Experiments With Truth*, in which he recounts the story of his life.

Reading: Nelson Mandela's autobiography *Long Walk to Freedom* (1994) recounts his early years and education, his battle against apartheid, and how he became South Africa's first democratically elected president, more or less straight from his prison cell on Robben Island.

Reading: If you're interested in Native American literature, there are several books you might want to check out. One of these is *The Absolutely True Diary of a Part-Time Indian* (2007) by Sherman Alexie. This coming-of-age novel is narrated by 14-year-old Arnold Spirit Jr., a Native American boy living on the Spokane Indian Reservation. Arnold decides to leave the reservation and attend an all-white high school 22 miles away in search of a better education.

Reading: Another famous Native American Author is Joy Harjo, and her collection of poems *Conflict Resolution for Holy Beings* (2015) might be of interest to those of you who enjoy poems.

Viewing: Looking for a film where you can root for the criminals? In *Army of Thieves*, a cool and clever thief puts together a team for a very special heist. Their secret weapon? A nerdy bank teller named Dieter, played by Matthias Schweighöfer.

Viewing: The film *Selma* on Netflix recreates the three-month period in 1965 when Dr Martin Luther King, Jr. led a campaign for equal voting rights in the USA. The protests in Selma were historic and ground-breaking.

Viewing: Richard Attenborough's monumental film *Gandhi* (1982) traces Gandhi's life from South Africa to leading the Indian independence movement and his assassination in 1948.

Viewing: Watch Jamila Raqib talk about *The secret to effective nonviolent resistance*
https://www.ted.com/talks/jamila_raqib_the_secret_to_effective_nonviolent_resistance

Podcast: The first season of *Serial* investigates a true crime case looking into the death of a young girl to prove the teenage boy arrested was not the real killer. Find episode 1 here:
<https://open.spotify.com/episode/2ZRVxPgjm8aPRqYf1FA7WV>

Podcast: In the podcast *Lady Killers*, Lucey Orsley investigates the true crimes of Victorian women from a contemporary, feminist perspectives. She takes the listeners back in time and tries to find out whether the women in question had actually committed the crimes they were accused of.

Unit 08: Culture culture

Deep dive – exercise 09

Watch this video tour of the Globe Theatre in London:

<https://www.youtube.com/watch?v=Ck6S5c0Zv4c>

- 1 Which three aspects of the Globe Theatre would you have enjoyed in Shakespeare's time and which three would you not have enjoyed (e.g. the weather, the seats or the ticket prices)?
- 2 The tour guide mentions the Great Fire of London. Find out some facts about this historic event and share them with the class.
- 3 The tour ends in the gift shop. Think of two gift ideas that could be sold in the shop, e.g. a raincoat decorated with Shakespearean quotes for wet performances.

Task hack – exercise 10, question 03

Here are some examples of what is currently considered to be 'low' culture:

- reality TV shows
- social media
- video games
- memes or internet slang
- street art

What makes something become 'high' culture?

- It's creative.
- It's technically impressive.
- It influences people.
- It captures the spirit of an era.
- It reflects somebody's identity.
- It reflects social change.

Here are some phrases you might need for the discussion:

We might see ... being viewed differently. / It's likely that ... / Who knows, maybe ... / There's a chance that ...

... could become more respected. / ... might gain recognition as ... / ...could evolve into ... / ...might be re-evaluated as ... / ... may eventually be studied for its ...

Task hack – exercise 12**Remember how ‘high’ and ‘low’ culture are defined:**

High culture: ‘traditional’ or ‘elite’ culture:

- Often includes classical music, fine art, theatre, literature, opera, etc.
- Usually seen as more intellectual or ‘serious’.

Low culture: ‘popular’ or mass culture:

- Includes pop music, reality TV, memes, comic books, social media poetry, etc.
- Often meant to entertain, be fun, or appeal to many people.

a Kate Bush’s *Wuthering Heights*

- Is pop music usually considered low or high culture?
- The lyrics are based on Emily Brontë’s *Wuthering Heights*. Does that make the song more artistic?
- Can something popular also have ‘high culture’ elements?

b *Bridgerton* Soundtrack – orchestral pop covers

- What kind of music is used (pop or classical)?
- How does the classical style affect the feel of the music?
- Does combining styles create a new kind of cultural experience?

c Erich Wurm’s *Gherkins*

- Is this a traditional form of art?
- How do museums or galleries influence how we see art?
- Can something strange or humorous still be ‘high culture’?

d Poem *Art takes time* (instapoetry)

- Where do you think was this poem published?
- Is it written in a complex or simple style?
- How does it compare to traditional poetry?

Useful sentence starters:

I would consider this mostly high/low culture because ...

It includes elements of both, such as ...

Although it’s popular, it still ...

The use of ... makes it feel more artistic/intellectual.

Deep dive – exercise 12

Watch this video clip, in which Erwin Wurm talks about one of his exhibitions in the UK:

<https://www.youtube.com/watch?v=SpAHHV6uy8g>

Take notes to answer these questions:

- 1 What is Erwin Wurm's idea of sculpture?
- 2 Why does he use ordinary objects like gherkins in his work? What message does he want to convey by this?
- 3 Do you think his sculptures are art? Or are they just funny? Can they be both?
- 4 Which sculpture from the video do you remember, and why?

Task hack – exercise 14

Some aspects you could consider:

- In a text message, you usually don't address the recipient by name, whereas in an email, you start with a salutation (e.g. "Dear Ms Donati").
- In a text message, you often use incomplete sentences and acronyms/abbreviations because you want to keep the message short (e.g. "OMG just saw the best thing EVER!")
- While your friend might not be very interested in art (although they might love it – it depends on the friend), your teacher is an expert and you can use technical language (e.g. "I found the symbolism of the installation fascinating").
- A text message would probably be written while you are looking at the artwork, so it is very spontaneous and would probably include a photograph (e.g. "Check it out"). When writing an email, you have usually had time to think, resulting in a more organised and structured text (e.g. "I did not like it at first, but when I thought about it, I understood that ...").

Deep dive – exercise 26

Watch this video, in which Terry Pratchett discusses his work and writing process and what inspires him to write <https://www.youtube.com/watch?v=3FWss4SFrjM>

Take notes on what he says about:

- his approach to developing characters in his novels.
- the role humour plays in his writing.
- what he thinks about the relationship between fantasy novels and real-world novels.
- personal experiences that have shaped him as a writer.

Share your notes with a partner.

Task hack – exercise 35**Here are some ideas for digital stories about fan culture:**

If you have personal experience of fan culture, you could share how you discovered an exciting new fandom, or recount a meeting with another fan, whether in real life or online. Such encounters can be positive or negative experiences, and either would make a good story.

Even if you don't have any personal experience of fan culture, you could still talk about your encounters with fans. Perhaps you've seen a football celebration, watched a report about a fan convention on TV, or come across something online. Think about how these moments made you feel. Was it a positive experience – for example, did you enjoy seeing people so passionate and enthusiastic? Or did it feel more negative, maybe because you felt left out or didn't understand the excitement? Either way, your perspective could make for an interesting and meaningful story.

Deep dive, p. 139: Way more!**Here's some more material to help you dive deeper into the topics of this unit:**

Reading: Tracy Chevalier's novel *Girl with a Pearl Earring* (1999) retells the story of Dutch painter Johannes Vermeer and his most famous painting. Her recent *The Glassmaker* (2025) tells the story of a (female) glassmaker on Murano, interweaving it with the history of Venice over the centuries.

Reading: *An Equal Music* (2004) by Vikram Seth is a story about how music can dominate the lives of musicians, letting them find joy, passion, love, but also loss.

Viewing: If you're interested in the concept of fandom, watch *Bigger Than Me: A Documentary About Fandom* here: <https://www.youtube.com/watch?v=fGDtTRPgfrw>

Podcast: For the Harry Potter fans among you, there is a podcast on Harry Potter fanfiction called *Fanatical Fics and Where to Find Them*. The hosts Sequoia Simone and Kim Harries read and react to some of the craziest, funniest and most outlandish fanfiction on the internet.

Podcast: In another TED Talk, Ive Blake argues that we should reevaluate our often stereotypical view of so-called 'fangirls', emphasising the importance of embracing our own unbridled enthusiasm for the things, people and interests that we admire and enjoy. If you're interested, search for the TED Talks *For the Love of Fangirls*.

Unit 09: Someone's watching**Deep dive – exercise 08**

Drawing the Times is a website for graphic journalism. Go to <https://drawingthetimes.com> and prepare a three-minute presentation about one of the questions below:

- 1 What is the website about, and how does it combine comics and journalism?
- 2 Choose one comics article. What is its topic, and how does its coverage differ from that of traditional media outlets?
- 3 Who are the target readers of the website? Analysing the tone and content will help you to form an opinion on this.
- 4 Do you think graphic journalism is an effective way to report real-world issues? Why?/Why not?

Task hack – exercise 13, question 02

Here are some differences between traditional media outlets and newsfluencers:

Institutional independence vs personal branding

Established media outlets: Emphasise editorial independence, professional ethics, and accountability structures. Their statements often highlight safeguards against bias and misinformation.

Newsfluencers: Typically operate independently, without editorial oversight. Their content is often more personal and relatable, but also more susceptible to bias, misinformation, or manipulation.

Fact-checking and accuracy vs virality and engagement

BBC & CNN: Employ dedicated fact-checking teams and rigorous verification processes. Their credibility relies heavily on accuracy and trustworthiness.

Newsfluencers: Often prioritise speed and audience engagement over verification. Some resort to clickbait or sensationalist content to increase views and shares.

Transparency and accountability vs algorithm-driven narratives

Established media outlets: Public broadcasters like the BBC disclose their funding sources and provide clear mechanisms for handling complaints and corrections.

Newsfluencers: Rely heavily on social media algorithms that reward emotionally charged or controversial content, sometimes at the cost of journalistic standards.

Regulation and ethical standards vs free speech without oversight

Traditional media: Are bound by journalistic codes of conduct, legal obligations, and regulatory frameworks.

Newsfluencers: Operate with greater freedom of expression but are less accountable, facing fewer consequences for spreading misinformation or harmful narratives.

Task hack – exercise 22**Arguments in favour of press freedom:**

- Without a free press, those in power can act without fear of exposure or accountability.
- Corruption and abuse of power often go unchecked.
- State-controlled narratives dominate public discourse, making it difficult to verify the truth.
- Public trust in official information declines.
- Human rights abuses remain hidden from both the public and the international community.
- Reports on repression, violence, and injustice may be suppressed or never reach wider audiences.
- A free press is essential for informed voting, public debate, and meaningful civic participation.
- Opposition voices are marginalised or silenced entirely.
- Activists, dissidents, and minority groups struggle to be heard or to organise effectively.

Arguments against a completely free press:

- The media may sometimes prioritise speed or sensationalism over accuracy, leading to the spread of misinformation.
- Unrestricted reporting can disclose sensitive information that could compromise public safety or national security.
- Invasive or defamatory coverage can unfairly harm individuals' lives, reputations, and mental well-being.
- Poorly verified or exaggerated financial reporting can provoke stock market instability or public panic, even when the underlying claims are unfounded.

Deep dive – exercise 27**Read this article:**

<https://www.linkedin.com/pulse/my-five-favourite-loyalty-program-fails-how-could-have-stevens-pqfre/>

How do you think the five companies could have created better loyalty programmes?

Task hack – exercise 30

Here are some sentence starters to get you going in the discussion:

- 1 *Yes, I think transparency builds trust because ... / If a company shows how my data is protected, I'm more likely to ...*
- 2 *I don't want apps to access my ... / I would never share ... because it's too sensitive/private. / Even if I trust the brand, I think ... should stay personal because ...*
- 3 *Yes, I usually check them because ... / No, I never bother with ...*
- 4 *I think gamified programs are fun because ... / They make you feel like ... / It can be addictive, especially when people want to reach the next level just to ...*
- 5 *The biggest consequence could be identity theft or ... / I think the company should take responsibility because ...*

Task hack – exercise 35

- 1 a word that introduces a list of options or choices
- 2 *once* indicates something you did in the past, so you need a past tense verb here
- 3 When something is 'abundant', there is a lot of it. You need a plural noun here.
- 4 A linking word that means 'as a consequence'.
- 5 An adjective that can describe a person who pays attention because of their curiosity about something.
- 6 What is shaped by algorithms? You need a plural noun.
- 7 A phrase that says that something will probably happen as a consequence of shopping online.
- 8 An expressive adverb that goes together with compelling (= fascinating).
- 9 Videos may be compelling, but ...: you need an expression here that explains why these videos are problematic.
- 10 An adjective which describes a friend whose recommendation you would follow.
- 11 A linking word that introduces a new (and more important) point.
- 12 An expression here that describes the ways in which the algorithm influences your decisions.
- 13 A word that means *whenever*.
- 14 An expressive adverb that goes with *foolproof*.
- 15 A phrase that describes how the algorithm works.

Deep dive, p. 153: Way more!

Here's some more material to help you dive deeper into the topics of this unit:

Reading: A classic, George Orwell's *1984* is a great read – and very close to today's political world.

Reading: *Precipice* (2026) by Rober Harris will make you see the UK's involvement in the First World War in a new light.

Viewing: The Netflix documentary *Post Truth Times – We, the media* explores the rise of disinformation and the erosion of trust in the mainstream media.

Podcast: Listen to two former British politicians discuss contemporary political and social issues on *The Rest is Politics* in a lively debate. Alastair Campbell and Rory Stewart 'disagree agreeably' on a wide range of topics.

Podcast: The podcast *Stuff You Should Know* has a huge range of different topics. Here is an episode on *How Free Speech Works*: <https://www.iheart.com/podcast/1119-stuff-you-should-know-26940277/episode/how-free-speech-works-29467396/>

Unit 10: Iceberg and outback

Task hack – exercise 06

Here are some ideas:

How Austrians see themselves:

- *We are good at skiing and other winter sports.*
- *We are very different from the Germans.*
- *We are a neutral country.*
- *We have a very rich and interesting history because Austria was once a powerful empire.*
- *We appreciate music and culture; many famous musicians and artists were Austrian.*
- *We cherish our traditions.*
- *We are open-minded and tolerant.*

How others see Austria:

- *It is a small, landlocked country*
- *People live in very close-knit communities, and it is not easy for a newcomer to be accepted.*
- *People are proud of the city or region they come from.*
- *The mountains look just like the film The Sound of Music.*
- *The country is wealthy and safe.*
- *People value a comfortable lifestyle and tend to be very proud of their homes.*
- *Austrian bureaucracy is difficult to deal with.*

Deep dive – exercise 08

Take this *Culture Iceberg Theory Quiz* to test your understanding of the concept:

<https://www.coursehero.com/quiz/14270/culture-iceberg-theory-quiz/>

Task hack – exercise 12

- 1 *not aware* = ?
- 2 *something seems* + adjective
- 3 complete the verb form: *no matter where you are travel...*
- 4 *you feel* + adjective
- 5 *you sound* + adjective
- 6 *to experience discomfort* = *to be...*? (adjective)
- 7 *to feel very bad* = *to feel...*? (adjective)
- 8 the feeling of being unsure about something (noun)
- 9 *marvel at* + noun
- 10 *embrace with* + noun

Deep dive – exercise 17

Watch the short video on the Sámi people: https://www.youtube.com/watch?v=w_DUAzQMH_w

- 1 How did the Sámi people live in former times and what do they do nowadays?
- 2 What countries do they mostly live in?
- 3 How many people live in these four countries?
- 4 What kind of clothes are traditional for the Sámi people?

Task hack – exercise 23

Remember the strategies for solving a multiple matching task:

- Read all the sentence options first, even if one seems to fit immediately.
- Sometimes a ‘good’ sentence fits more than one gap, but only one will be perfect.
- Identify how the paragraphs and ideas connect.
- Look for topic sentences, conclusions, examples, or contrasts that may signal where a sentence fits logically.
- Focus on words like *however*, *for example*, *in contrast*, *as a result* as they give clues about the logical relationship.
- Check for pronouns or determiners (e.g. *this*, *they*, *such*, *the problem*) that must refer to something earlier or later in the text.
- Check whether the tense, pronouns, and grammar structure of the sentence to be inserted fit with what comes before and after the gap.
- After placing the sentences, re-read the full text to make sure it flows smoothly and logically.
- Make sure the sentence flows grammatically and logically in context.
- Cross out the options you’ve used so you don’t use them twice accidentally.
- Make notes of options you are not sure about, but don’t fill them in straight away.

Deep dive, p. 169: Way more!**Here's some more material to help you dive deeper into the topics of this unit:**

Reading: Erin Meyer's *The Culture Map* (2016) was written with businesspeople in mind. It is also an interesting and fun reading for all people interested in finding out how our cultural heritage shapes our lives.

Reading: Doris Pilkington's *Follow the Rabbit-Proof Fence* is the true account of the escape of her mother, aunt and cousin from Moore River Native Settlement and the basis of the film *Rabbit-Proof Fence*. Doris Pilkington herself spent most of her youth in the same camp her mother escaped from.

Reading: *The Secret River* (2005), by Kate Grenville, is about a British convict who is transported to New South Wales in the 19th century together with his family. It tells the story of early British settlement in Australia from the settlers' point of view. However, Aboriginal people received the book favourably, acknowledging it as Grenville's "way of saying: this is how I'm sorry."

Reading: Set 30 years earlier than *The Secret River*, Grenville's *The Lieutenant* (2008) is based on the notebooks Lieutenant William Dawes kept of his stay with the First Fleet in Australia and his friendship with an Aboriginal girl who teaches him her language while learning English.

Viewing: The series *Emily in Paris* (2020) has often been ridiculed for showing a lot of stereotypes, from rather naïve Americans to sexist French. Watch a couple of episodes and see if you agree with the criticism.

Viewing: *Rabbit-Proof Fence* (2002) tells the story of how, in 1931, three half-white, half-Aboriginal girls escape after being plucked from their houses to be trained as domestic staff and set off on a journey across the Outback.

Podcast: The *History Extra Podcast* features an episode about Aboriginal peoples called *Aboriginal Australians: A Modern History*, in which historian Richard Broome discusses the experiences of Australia's indigenous peoples after the arrival of white settlers. It's a story of exploitation and oppression, but also of agency and cultural independence.

Podcast: *Aboriginal Way* is a podcast hosted by South Australian Native Title Services, a not-for-profit company assisting Aboriginal people in South Australia to gain recognition and to protect their native title rights and interest. The podcast aims to give a voice to 'Traditional Owners' and explore their enduring connection to the land. The podcast reports on current issues encountered by Aboriginal peoples in South Australia.