MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
1 CONSERVATION Reading 1: Are we living in the digital dark ages? (Information technology) Reading 2: Preserving our heritage (Urban planning)	Preserving traditional perfume making skills	*Key reading skills:* Identifying an argument Using your knowledge Previewing Understanding key vocabulary Reading for main ideas Reading for detail Making inferences Predicting content using visuals Distinguishing fact from opinion Synthesizing	Time expressions Compound adjectives	
2 DESIGN Reading 1: What makes a successful logo? (Marketing) Reading 2: Rebranding and logos (Marketing)	The role of Helvetica font in graphic design	*Key reading skills:* Taking notes in outline form Challenging ideas in a text Previewing Understanding key vocabulary Reading for main ideas Reading for detail Making inferences Synthesizing	Describing emotional responses	
3 PRIVACY Reading 1: Cybercrime is on the rise (Ethics/Law) Reading 2: Combatting cybercrime (Ethics/Law)	Facial recognition technology	*Key reading skills:* Previewing a text Identifying perspective and purpose Understanding key vocabulary Using your knowledge Previewing Reading for main ideas Reading for detail Identifying purpose Synthesizing	Collocations for behaviour Problem–solution collocations	
4 BUSINESS Reading 1: Starting out mobile (Business management) Reading 2: Keeping your customers (Marketing)	Small business Saturday	*Key reading skills:* Working out meaning from context Using your knowledge Understanding key vocabulary Previewing Reading for main ideas Summarizing Making inferences Synthesizing	Business and marketing vocabulary	
5 PSYCHOLOGY Reading 1: The creative mind (Psychology) Reading 2: Can we learn to be more creative? (Psychology)	Lego artist Nathan Sawaya	*Key reading skills:* Annotating a text Interpreting quotes Understanding key vocabulary Previewing Reading for main ideas Annotating Making inferences Predicting content using visuals Using your knowledge Summarizing Synthesizing	Experimental science terminology	

	GRAMMAR	CRITICAL THINKING	WRITING
	Grammar for writing: First and second conditionals	Evaluating facts to build support for an argument	*Academic writing skills:* Paragraph structure and unity Impersonal statements *Writing task type:* Write an argumentative essay *Writing task:* Make and support an argument for what to do with an ageing but culturally or historically significant area or neighbourhood in your city or country.
	Paraphrasing *Grammar for writing:* Non-defining relative clauses Appositives	Determining and applying criteria	*Academic writing skills:* Structuring a summary–response essay Writing a conclusion *Writing task type:* Write a summary–response essay *Writing task:* Summarize criteria and then analyze a logo in terms of those criteria.
	Grammar for writing: Impersonal passive constructions Passive for continuity	Analyzing problems and solutions	*Academic writing skills:* Writing about problems Writing about solutions *Writing task type:* Write a problem–solution essay *Writing task:* Describe an online behaviour that you think is problematic and explain what you think should be done to prevent or eliminate it.
	Expressing contrast *Grammar for writing:* Reductions of subordinate clauses	Analyzing advantages and disadvantages	*Academic writing skill:* Writing about similarities and differences *Writing task type:* Write a compare and contrast essay *Writing task:* Compare and contrast two products or services regarding their potential as a mobile business.
	Grammar for writing: Complex noun phrases with *what*	Synthesizing information from more than one text	*Academic writing skills:* Citing quoted material Writing an expository essay *Writing task type:* Write an expository essay *Writing task:* What is creative thinking? Explain the current understanding of this concept, synthesizing information from different sources.

UNIT	VIDEO	READING	VOCABULARY	
6 CAREERS Reading 1: The skills gap (Education) Reading 2: What is the value of a university education? (Education/Business)	Apprenticeships	*Key reading skills:* Interpreting graphical information Predicting content using visuals Previewing Understanding key vocabulary Reading for main ideas Reading for detail Identifying purpose Making inferences Synthesizing	Compound nouns	
7 HEALTH SCIENCES Reading 1: Air pollution and public health (Medicine) Reading 2: How ocean pollution impacts health (Medicine)	Medical implants	*Key reading skill:* Recognizing discourse organization Using your knowledge Understanding key vocabulary Reading for main ideas Understanding discourse Reading for detail Working out meaning from context Scanning to predict content Making inferences Synthesizing	Verbs and verb phrases for causation Word families	
8 COLLABORATION Reading 1: The value of talent (Business / Sports management) Reading 2: The perfect work team (Business)	Behind the scenes look at the RAF Red Arrows	*Key reading skills:* Using context clues to understand terminology and fixed expressions Previewing Understanding key vocabulary Reading for main ideas Summarizing Reading for detail Working out meaning from context Using your knowledge Synthesizing	Hedging devices	
9 TECHNOLOGY Reading 1: AR: Changing the world around us (Design/Technology) Reading 2: AR in education – A positive or negative development? (Education)	Artificial intelligence (AI)	*Key reading skills:* Drawing out common themes Predicting content using visuals Understanding key vocabulary Reading for main ideas Reading for detail Summarizing Distinguishing fact from opinion Using your knowledge Working out meaning from context Synthesizing	Reporting expert opinions	
10 LANGUAGE Reading 1: Loanwords in English (Linguistics) Reading 2: Linguistic purism and English as a global language (Linguistics/Sociology)	The Miriwoong language	*Key reading skills:* Using background knowledge to annotate a text Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Annotating Making inferences Working out meaning from context Synthesizing	Latin prefixes in academic English	

	GRAMMAR	CRITICAL THINKING	WRITING
	Grammar for writing: Active vs. passive voice to discuss figures	Analyzing information in graphs and other figures	*Academic writing skill:* Making a claim *Writing task type:* Write an argumentative essay with graphical support *Writing task:* What is a good choice for a career path with a secure future?
	Grammar for writing: Cause and effect: logical connectors	Analyzing causes and effects	*Academic writing skill:* Writing about causes and effects *Writing task type:* Write a cause and effect essay *Writing task:* Choose one illness or disease that is commonly caused or made worse by pollution. Discuss the pollution related factors that contribute to the disease or illness.
	Grammar for writing: Concession and refutation	Understanding audience and purpose	*Academic writing skill:* Anticipating counter-arguments *Writing task type:* Write a report giving recommendations *Writing task:* Present your recommendations for assembling and organizing an effective and satisfied team in a report for a young company.
	It clefts *Grammar for writing:* Parenthetical phrases Using the semicolon	Constructing an argument using a premise	*Academic writing skill:* Formal style in academic writing *Writing task type:* Write an argumentative essay *Writing task:* Choose an emerging technology that you think will have positive impact on learning outcomes. Present an argument to support your position.
	Highlighting supporting examples *Grammar for writing:* Hedging predictions	Evaluating and synthesizing arguments	*Academic writing skills:* Avoiding overgeneralizations Refuting counter-arguments *Writing task type:* Write a pros and cons essay *Writing task:* Write an essay on the pros and cons of English medium university education in your country or another country that you know well.