

# MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY
<p><b>1 PLACES</b></p> <p>Reading 1: Rise of the megacities (Geography)</p> <p>Reading 2: Homestay holidays: a home away from home (Travel and Tourism)</p>	<p>Destination Jakarta</p>	<p><b>Key reading skill:</b></p> <p>Scanning for numbers</p> <p>Understanding key vocabulary</p> <p>Using your knowledge</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Scanning to find information</p> <p>Scanning to predict content</p> <p>Making inferences</p> <p>Synthesizing</p>	<p>Vocabulary to describe places (e.g. <i>modern, cheap, expensive, noisy</i>)</p>
<p><b>2 FESTIVALS AND CELEBRATIONS</b></p> <p>Reading 1: Celebrate! (Sociology)</p> <p>Reading 2: Muscat Festival (Cultural Studies)</p>	<p>New Year celebrations in the UK</p>	<p><b>Key reading skill:</b></p> <p>Previewing a text</p> <p>Understanding key vocabulary</p> <p>Previewing</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Recognizing text type</p> <p>Scanning to predict content</p> <p>Synthesizing</p>	<p>Vocabulary to describe festivals (e.g. <i>lucky, culture, traditional, history, highlight</i>)</p>
<p><b>3 THE INTERNET AND TECHNOLOGY</b></p> <p>Reading 1: Someone's always watching you online ... (Information Technology)</p> <p>Reading 2: Video games for kids: win or lose? (Information Technology)</p>	<p>Predictive advertising</p>	<p><b>Key reading skills:</b></p> <p>Reading for main ideas</p> <p>Making inferences</p> <p>Understanding key vocabulary</p> <p>Scanning to predict content</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Making inferences</p> <p>Using your knowledge</p> <p>Recognizing text type</p> <p>Synthesizing</p>	<p>Vocabulary to describe the internet and technology (e.g. <i>a computer program, a smartphone</i>)</p>
<p><b>4 WEATHER AND CLIMATE</b></p> <p>Reading 1: Extreme weather (Geography)</p> <p>Reading 2: Surviving the sea of sand: how to stay alive in the Sahara Desert (Environmental Science)</p>	<p>Tornadoes</p>	<p><b>Key reading skills:</b></p> <p>Reading for detail</p> <p>Using your knowledge to predict content</p> <p>Understanding key vocabulary</p> <p>Using your knowledge</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Recognizing text type</p> <p>Synthesizing</p>	<p>Collocations with <i>temperature</i></p> <p>Vocabulary to describe a graph</p>

	GRAMMAR	CRITICAL THINKING	WRITING
	<p>Nouns and adjectives Countable and uncountable nouns Articles: <i>a, an</i>, zero article</p> <p><b>Grammar for writing:</b></p> <ul style="list-style-type: none"> <li>• Simple sentences 1: Subject + verb</li> <li>• <i>There is / There are</i></li> </ul>	Evaluating positives and negatives	<p><b>Academic writing skills:</b> Capital letters and punctuation</p> <p><b>Writing task type:</b> Write descriptive sentences</p> <p><b>Writing task:</b> Describe the place where you live. Write about its positives and its negatives.</p>
	<p>Prepositions of time and place Adverbs of frequency</p> <p><b>Grammar for writing:</b> Simple sentences 2:</p> <ul style="list-style-type: none"> <li>• Objects and extra information</li> <li>• Prepositional phrases</li> </ul>	Identifying important information	<p><b>Academic writing skills:</b> Paragraph organization: organizing sentences into a paragraph</p> <p><b>Writing task type:</b> Write a descriptive paragraph</p> <p><b>Writing task:</b> Describe a festival or special event.</p>
	<p>Compound nouns Giving opinions</p> <p><b>Grammar for writing:</b></p> <ul style="list-style-type: none"> <li>• Connecting ideas: <i>And, also</i> and <i>too</i></li> <li>Compound sentences <i>However</i></li> </ul>	Identifying appropriate answers	<p><b>Academic writing skills:</b> Topic sentences</p> <p><b>Writing task type:</b> Write a one-sided opinion paragraph</p> <p><b>Writing task:</b> The internet wastes our time. It does not help us do more work. Do you agree or disagree?</p>
	<p><b>Grammar for writing:</b></p> <ul style="list-style-type: none"> <li>• Comparative and superlative adjectives</li> </ul>	Analyzing graphs	<p><b>Academic writing skills:</b> Topic sentences for descriptive paragraphs about a graph Supporting sentences Giving examples: <i>like, such as</i> and <i>for example</i></p> <p><b>Writing task type:</b> Write a paragraph describing data from graphs</p> <p><b>Writing task:</b> Compare the weather in two places, using information from graphs.</p>

UNIT	VIDEO	READING	VOCABULARY
<p><b>5 SPORTS AND COMPETITION</b></p> <p>Reading 1: Five unusual sports (Sports Science)</p> <p>Reading 2: Tough guy: a race to the limit (Sports Science)</p>	A 96-year-old bungee jumper	<p><b>Key reading skill:</b></p> <p>Scanning to predict content</p> <p>Understanding key vocabulary</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Recognizing text type</p> <p>Previewing</p> <p>Understanding discourse</p> <p>Working out meaning</p> <p>Synthesizing</p>	Vocabulary to describe sport
<p><b>6 BUSINESS</b></p> <p>Reading 1: Are you ready for the world of work? (Human Resources)</p> <p>Reading 2: The story of Google (Business)</p>	Amazon's fulfilment centre	<p><b>Key reading skills:</b></p> <p>Working out meaning from context</p> <p>Annotating a text</p> <p>Understanding key vocabulary</p> <p>Scanning to predict content</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Working out meaning from context</p> <p>Identifying audience</p> <p>Making inferences</p> <p>Synthesizing</p>	Collocations with <i>business</i> Business vocabulary
<p><b>7 PEOPLE</b></p> <p>Reading 1: Incredible people: Ben Underwood (Sociology)</p> <p>Reading 2: More incredible people (Sociology)</p>	Treasure hunter Vincent Thurkettle	<p><b>Key reading skill:</b></p> <p>Skimming</p> <p>Understanding key vocabulary</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Working out meaning from context</p> <p>Identifying purpose</p> <p>Making inferences</p> <p>Synthesizing</p>	Adjectives to describe people
<p><b>8 THE UNIVERSE</b></p> <p>Reading 1: The rise of commercial space travel (Space Science)</p> <p>Reading 2: Life on other planets (Space Science)</p>	Going to the International Space Station	<p><b>Key reading skill:</b></p> <p>Identifying the author's purpose</p> <p>Understanding key vocabulary</p> <p>Using your knowledge</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Identifying purpose</p> <p>Scanning to predict content</p> <p>Making inferences</p> <p>Distinguishing fact from opinion</p> <p>Synthesizing</p>	Vocabulary for giving evidence and supporting an argument

	GRAMMAR	CRITICAL THINKING	WRITING
	Prepositions of movement <b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>• Subject and verb agreement</li> </ul>	Analyzing a diagram	<b>Academic writing skills:</b> Ordering events in a process Removing unrelated information <b>Writing task type:</b> Write a process paragraph <b>Writing task:</b> Describe the Sydney Triathlon.
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>• The present simple and the past simple</li> <li>• Time clauses with <i>when</i> to describe past events</li> </ul>	Organizing events chronologically	<b>Academic writing skills:</b> Adding detail to main facts <b>Writing task type:</b> Write a narrative paragraph <b>Writing task:</b> Write a narrative paragraph about the history of a business.
	Noun phrases with <i>of</i> <b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>• Modals of necessity</li> </ul>	Categorizing ideas	<b>Academic writing skills:</b> Concluding sentences <b>Writing task type:</b> Write an explanatory paragraph <b>Writing task:</b> Who do you think is a good role model? Why? Write a paragraph explaining the qualities that make that person a good role model.
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>• <i>That</i> clauses in complex sentences</li> <li>• Infinitives of purpose</li> <li>• <i>Because</i> and <i>so</i></li> </ul>	Evaluating arguments	<b>Academic writing skills:</b> Essay organization <b>Writing task type:</b> Complete an opinion essay <b>Writing task:</b> Should governments spend more money on space exploration? Give reasons and examples to support your opinion.