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 CDs at the Library of Congress	**_Key reading skill:_** Identifying an argument Using your knowledge to predict content Previewing Understanding key vocabulary Reading for main ideas Reading for detail Making inferences Predicting content using visuals Distinguishing fact from opinion Synthesizing	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 Predicting content using visuals Making inferences Synthesizing	Describing emotional responses		
3 PRIVACY Reading 1: Cyber harassment (Ethics / Law) Reading 2: Combatting cyber harassment (Ethics / Law)	The Safer Internet campaign	**_Key reading skills:_** Previewing a text Identifying purpose and tone Understanding key vocabulary Using your knowledge to predict content Previewing Reading for detail Identifying purpose Reading for main ideas 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 skill:_** Working out meaning from context Using your knowledge to predict content Understanding key vocabulary Previewing Reading for main ideas Reading for detail 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 Making inferences Predicting content using visuals Synthesizing	Experimental science terminology		

		GRAMMAR	CRITICAL THINKING	WRITING
		Time expressions ***Grammar for writing:*** Conditional sentences	Evaluating facts	***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 that 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:*** Reduction of subordinate clauses	Analyzing advantages and disadvantages	***Academic writing skills:*** 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)	Vocational training	*Key reading skill:* 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: Superbugs (Medicine) Reading 2: The globalization of infection (Medicine)	Growing concerns over antibiotic usage and resistance	*Key reading skill:* Recognizing discourse organization Using your knowledge to predict content Understanding key vocabulary Reading for main ideas Understanding discourse Reading for detail Scanning to predict content Making inferences Synthesizing	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 Using context clues to understand fixed expressions Previewing Understanding key vocabulary Reading for main ideas Summarizing Reading for detail Working out meaning from context Using your knowledge to predict content Synthesizing	Language for hedging	
9 TECHNOLOGY Reading 1: AR: Changing the world around us (Design / Technology) Reading 2: AR in education – A positive or negative development? (Education)	Phone hacking	*Key reading skill:* Drawing out common themes Predicting content using visuals Understanding key vocabulary Reading for main ideas Summarizing Distinguishing fact from opinion Using your knowledge to predict content Reading for detail Working out meaning from context Synthesizing	Reporting expert opinions *It* clefts	
10 LANGUAGE Reading 1: Loanwords in English (Linguistics) Reading 2: Linguistic purism and English as a global language (Linguistics / Sociology)	Irish	*Key reading skill:* Using background knowledge to annotate a text Understanding key vocabulary Using your knowledge to predict content Reading for main ideas Reading for detail Making inferences Working out meaning from context Synthesizing	Latin prefixes in academic English Highlighting supporting examples	

		GRAMMAR	CRITICAL THINKING	WRITING
		Grammar for writing: Active vs passive voice to discuss figures	Analyzing information in graphs and other figures	*Academic writing skills:* 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?
		Verbs and verb phrases for causation *Grammar for writing:* Cause and effect: logical connectors	Analyzing causes and effects	*Academic writing skills:* Writing about causes and effects *Writing task type:* Write a cause-and-effect essay *Writing task:* Choose one infectious disease and discuss the factors that may have contributed to its development and spread or could do so in the future.
		Grammar for writing: Acknowledgement and concession	Understanding audience and purpose	*Academic writing skills:* 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 for a start-up company.
		Grammar for writing: Parenthetical phrases Using the semicolon	Constructing an argument using a premise	*Academic writing skills:* Formal style in academic writing *Writing task type:* Write an argumentative essay *Writing task:* Make and support an argument as to whether the use of a particular technology in education will have a positive or negative impact on learning outcomes.
		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.