MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
1 PLACES Reading 1: Rise of the megacities (Geography) Reading 2: Homestay holidays (Travel and Tourism)	Life in faraway places	*Key reading skill*: Scanning for numbers Understanding key vocabulary Making predictions Reading for main ideas Reading for detail Scanning to find information Working out meaning Scanning to predict content Making inferences	Vocabulary to describe places (e.g. *exciting, interesting, polluted, noisy, boring*)	
2 FESTIVALS AND CELEBRATIONS Reading 1: Celebrate! (Sociology) Reading 2: Muscat Festival (Cultural Studies)	Festivals: Mongolia	*Key reading skill*: Previewing Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Recognizing text type	Vocabulary to describe festivals (e.g. *lucky, culture, traditional, history, highlights*)	
3 SCHOOL AND EDUCATION Reading 1: La Masia: the best footballers in the world (Education) Reading 2: My Princeford experience (Education)	A reading class	*Key reading skill*: Skimming Understanding key vocabulary Using visuals to predict content Reading for main ideas Reading for detail Understanding discourse Making inferences Previewing Using your knowledge	Vocabulary to describe education (e.g. *a principal, a lecturer, a lab, a graduate, an office*)	
4 THE INTERNET AND TECHNOLOGY Reading 1: Someone's always watching you online … (Information Technology) Reading 2: Video games (Information Technology)	The rise of social media	*Key reading skill*: Making inferences Scanning to predict content Reading for main ideas Reading for detail Understanding key vocabulary Identifying type	Vocabulary to describe the internet and technology (e.g. *an online game, a computer program, a chat room, internet banking, a smartphone*)	
5 LANGUAGE AND COMMUNICATION Reading 1: Writing systems (Linguistics) Reading 2: Language change: a study guide (Linguistics)	The importance of codes	*Key reading skill*: Reading for main ideas Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Making inferences	Vocabulary to describe language and communication (e.g. *sign, symbol, information, money, word*)	

	GRAMMAR	CRITICAL THINKING	WRITING
	Nouns, verbs and adjectives *Grammar for writing*: • Sentence structure 1: subject + verb • *There is / There are*	• Understand the differences between two texts • Evaluate information using a T-chart • Analyze positives and negatives using a T-chart • Create your own T-chart to organize your ideas	*Academic writing skills*: • Capital letters and full stops *Writing task type:* Write descriptive sentences. *Writing task*: Describe the place where you live. Write about the positives and negatives.
	Prepositions of time and place: *on, in, at* Adverbs of frequency *Grammar for writing 2*: • Sentence structure 2: subject and verb order • Prepositional phrases	• Apply your knowledge to a calendar • Evaluate events in your country from an outsider's point of view • Create a spider diagram to organize ideas	*Academic writing skills*: • Paragraph organization 1: organizing sentences into a paragraph *Writing task type:* Write a descriptive paragraph. *Writing task*: Describe a festival or special event.
	Education nouns Plural nouns *Grammar for writing*: • Subject pronouns • *because* and *so*	• Remember information from texts • Analyze information in your notes • Create a *wh-* chart to organize information	*Academic writing skills*: • Paragraph organization 2: topic and supporting sentences *Writing task type:* Write a descriptive paragraph. *Writing task*: Describe your education.
	Compound nouns Giving opinions *Grammar for writing*: • *and, also* and *too* • *but* and *however*	• Analyze an essay question • Evaluate advantages and disadvantages • Create your own list of advantages and disadvantages	*Academic writing skills*: • Topic sentences *Writing task type:* Write a one-sided opinion paragraph. *Writing task*: The internet has made our lives better. Do you agree or disagree?
	Countable and uncountable nouns Articles: *a, an* or no article *Grammar for writing*: • Quantifiers: *some, many, a lot of, a few, a little*	• Evaluate ideas and examples using an ideas map • Create your own ideas and examples/evidence	*Academic writing skills*: • Supporting sentences • Giving examples: *like, such as* and *for example* *Writing task type:* Write a descriptive paragraph. *Writing task*: How is your language different from 50 years ago? Describe the way that people speak and write your language has changed.

UNIT	VIDEO	READING	VOCABULARY	
6 WEATHER AND CLIMATE Reading 1: Extreme weather (Geography) Reading 2: Surviving the Sea of Sand (Environmental Science)	Stormchasers	*Key reading skill*: Using your knowledge to predict content Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type	Vocabulary to describe temperatures and graphs (e.g. *high, low, rise, drop, an increase, a decrease*)	
7 SPORTS AND COMPETITION Reading 1: Five strange sports (Sports Science) Reading 2: Tough man: a race to the limit (Sports Science)	Sports and competition	*Key reading skill*: Scanning to predict content Understanding key vocabulary Skimming Reading for detail Recognizing text type Previewing Reading for main ideas Understanding discourse Working out meaning	Vocabulary to describe prepositions of movement (e.g. *past, through, across, along, over*)	
8 BUSINESS Reading 1: Are you ready for the world of work? (Human Resources) Reading 2: You can choose your grandma! (Business)	The changing world of business	*Key reading skill*: Working out meaning from context Scanning to predict content Reading for main ideas Reading for detail Working out meaning Identifying the audience Understanding key vocabulary Scanning to predict content Making inferences	Vocabulary to describe business (e.g. *set up, a business partner, an employee, employ, a product*)	
9 PEOPLE Reading 1: Respect! (Sociology) Reading 2: People I admire (Sociology)	Mine rescue	*Key reading skill*: Reading for detail Understanding key vocabulary Scanning to predict content Reading for main ideas Identifying purpose Making inferences	Vocabulary to describe people (e.g. *reliable, talented, patient, sensible, selfish*)	
10 SPACE AND THE UNIVERSE Reading 1: Alien Planet (Space Science) Reading 2: Life on other planets (Space Science)	Our journey into space	*Key reading skill*: Scanning to find information Previewing Understanding key vocabulary Reading for main ideas Working out meaning Scanning to predict content Making inferences	Vocabulary to describe giving evidence and supporting an argument (e.g. *studies, reports, research, an expert*)	

	GRAMMAR	CRITICAL THINKING	WRITING
	Collocations with *temperature* Describing a graph ***Grammar for writing***: • Comparative and superlative adjectives	• Analyze a graph • Evaluate a table and a graph	***Academic writing skills***: • Introductory sentences for descriptive paragraphs about a graph ***Writing task type:*** Write sentences to describe a graph. ***Writing task***: Describe a graph.
	Prepositions of movement ***Grammar for writing***: • Subject and verb agreement	• Analyze a diagram • Apply information to a description and a diagram	***Academic writing skills***: • Ordering events in a process • Eliminating irrelevancies ***Writing task type:*** Write a process paragraph. ***Writing task***: Write a process paragraph to describe the Sydney triathlon.
	Collocations with *business* Business vocabulary ***Grammar for writing***: • Past and present tenses • Clauses with *when*	• Analyze a spider diagram • Create a timeline to organize events	***Academic writing skills***: • Adding detail ***Writing task type:*** Write a narrative paragraph. ***Writing task***: Write a narrative paragraph about the business history of Google.
	Noun phrases with *of* Adjectives to describe people ***Grammar for writing***: • Subject and object pronouns • Possessive adjectives	• Apply information to a category • Analyze photographs • Create an idea wheel to categorize information	***Academic writing skills***: • Concluding sentences ***Writing task type:*** Write an explanatory paragraph. ***Writing task***: Describe a person you admire and explain why.
	Giving evidence and supporting an argument *should* and *it is important to* ***Grammar for writing***: • Developing sentence structure • Infinitive of purpose	• Analyze an essay question • Evaluate arguments for and against • Create evidence and examples for arguments	***Academic writing skills***: • Essay organization ***Writing task type:*** Write a balanced opinion essay. ***Writing task***: Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.