

# MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
<b>1 GLOBALIZATION</b> Reading 1: Turkish treats (Media) Reading 2: What impact has globalization had on food and eating habits in Italy? (Economics)	A world of food in one city	<b>Key reading skill:</b> Making predictions from a text type Using your knowledge to predict content Understanding key vocabulary Making inferences from the text Reading for main ideas Identifying purpose and audience	Academic alternatives to phrasal verbs (e.g. <i>increase, continue, study</i> ) Globalization vocabulary (e.g. <i>consumption, obesity, multinational</i> )	
<b>2 EDUCATION</b> Reading 1: Preparing for success, whatever you want to do (Higher education) Reading 2: Distance or face-to-face learning – what's the difference? (Electronic learning)	Becoming a gondolier	<b>Key reading skill:</b> Making inferences from the text Understanding key vocabulary Vocabulary in context Reading for detail Reading for main ideas	Education vocabulary (e.g. <i>assignment, examination, dissertation</i> ) Academic words (e.g. <i>establishment, motivation, interaction</i> )	
<b>3 MEDICINE</b> Reading 1: The homeopathy debate (Medical ethics) Reading 2: Should healthcare be free? (Economics)	Alternative medicine	<b>Key reading skill:</b> Skimming for key words Reading for detail Identifying opinions Understanding key vocabulary Scanning to find key words Making inferences from the text	Medical vocabulary (e.g. <i>cosmetic surgery, preventable illness, disease epidemic</i> ) Academic vocabulary (e.g. <i>complex, illegal, adequate</i> )	
<b>4 RISK</b> Reading 1: Are you a risk-taker, or are you risk-averse? (Psychology) Reading 2: A government has a duty to protect its citizens from personal, professional and financial risk (Public administration)	Roller coasters	<b>Key reading skill:</b> Previewing a topic before reading Understanding key vocabulary Reading for main ideas Reading for detail Using your knowledge to predict content Scanning to find information Making inferences from the text	Language of freedom (e.g. <i>allow, ban, limit</i> ) Academic nouns (e.g. <i>regulations, legislation, prevention</i> )	
<b>5 MANUFACTURING</b> Reading 1: A brief history of silk (History) Reading 2: How is paper manufactured? (Manufacturing systems)	Making chocolate	<b>Key reading skill:</b> Activating prior knowledge Reading for detail Making inferences from the text Using your knowledge to predict content Reading for main ideas Reading for detail Making inferences from the text	Academic verb synonyms (e.g. <i>alter, distribute, extract</i> ) Nominalization	

	GRAMMAR	CRITICAL THINKING	WRITING
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Noun phrases</li> <li>Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>Understand providing supporting examples</li> <li>Apply supporting examples to statements</li> </ul>	<b>Academic writing skills:</b> <ul style="list-style-type: none"> <li>Essay types</li> <li>Essay structure</li> </ul> <b>Writing task type:</b> Write the first draft of an essay. <b>Writing task:</b> How have food and eating habits changed in your country? Suggest some reasons for these changes.
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Comparison and contrast language</li> <li>Comparison and contrast language in topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze academic and vocational subjects</li> </ul>	<b>Academic writing skills:</b> Analyzing an essay question <b>Writing task type:</b> Write an introduction to an essay (1). <b>Writing task:</b> Outline the various differences between studying a language and studying mathematics. In what ways may they in fact be similar?
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Articles</li> <li>Language of concession</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate actions for avoiding illness</li> <li>Understand whether statements are in favour or against an argument</li> </ul>	<b>Academic writing skills:</b> Write an introduction to an essay (2) <b>Writing task type:</b> Structure body paragraphs in an essay. <b>Writing task:</b> 'Avoiding preventable illnesses is the responsibility of individuals and their families, not governments.' Do you agree?
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Cause and effect</li> <li>Conditional language</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate risks</li> <li>Apply risk evaluation</li> </ul>	<b>Academic writing skills:</b> Topic sentences in body paragraphs <b>Writing task type:</b> Structure 'for and against' arguments in essays. <b>Writing task:</b> 'If children are never exposed to risk, they will never be able to cope with risk.' Give reasons for and against this statement and give your opinion.
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>The passive</li> <li>Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Understand the stages in a process</li> <li>Apply understanding of the stages in a process</li> </ul>	<b>Academic writing skills:</b> Adding detail to your writing <b>Writing task type:</b> Write a description of a process. <b>Writing task:</b> Write a description of a process with which you are familiar.

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<b>6 ENVIRONMENT</b> Reading 1: Disaster mitigation (Meteorology) Reading 2: Combating drought in rural Africa: a report (Environment)	The Three Gorges Dam	<b>Key reading skill:</b> Identify cohesive devices (pronouns and synonyms) Understanding key vocabulary Reading for main ideas Reading for detail Making inferences from the text Using your knowledge to predict content	Natural disaster vocabulary (e.g. <i>natural, major, severe</i> ) Academic noun phrases	
<b>7 ARCHITECTURE</b> Reading 1: Are green buildings too costly? (Environmental planning) Reading 2: Which is more important when designing a building: beauty or function? (Building design)	Islamic architecture	<b>Key reading skill:</b> Skimming Using your knowledge to predict content Understanding key vocabulary Reading for detail Making inferences from the text Reading for main ideas	Academic word families (e.g. <i>function, environment, responsibility</i> ) Architecture and planning (e.g. <i>conservation, skyscrapers, outskirts</i> )	
<b>8 ENERGY</b> Reading 1: Slides from a presentation on energy (Energy development) Reading 2: The world is running out of many vital natural resources. Discuss the most effective ways to address this problem. (Environment)	Alternative energy	<b>Key reading skill:</b> Working out meaning from context Understanding key vocabulary Reading for detail Using your knowledge to predict content Making inferences from the text	Energy collocations (e.g. <i>fossil fuel, renewable energy, air pollution</i> ) Formal and informal academic verbs (e.g. <i>consult, deliver, instigate</i> )	
<b>9 ART</b> Reading 1: Art for art's sake? (Fine art) Reading 2: Should photography be considered a fine art, like painting or sculpture? (Photography)	Art and design (A Leonardo da Vinci design)	<b>Key reading skill:</b> Scanning to find information Understanding key vocabulary Using your knowledge to predict content Reading for detail Making inferences from the text Paraphrasing	Quotations and reporting information (e.g. <i>state, say, argue</i> ) Describing art (e.g. <i>abstract, figurative, lifelike</i> )	
<b>10 AGEING</b> Reading 1: The social and economic impact of ageing (Economics) Reading 2: What are the effects of a young population on a society? (Social anthropology)	The Khanty of Siberia	<b>Key reading skill:</b> Using your knowledge to predict content Reading for detail Making inferences from the text Understanding key vocabulary Reading for main ideas Working out meaning from context	Retirement and the elderly (e.g. <i>pension, retirement, memory</i> ) Academic collocations with prepositions (e.g. <i>rely on, in contrast, range of</i> )	

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	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Expressing solutions using it</li> </ul>	<ul style="list-style-type: none"> <li>Analyze strategies</li> <li>Create a diagram analyzing strategies in terms of cost and time</li> </ul>	<b>Academic writing skills:</b> Paragraph structure in essays <b>Writing task type:</b> Write a report referring to a case study. <b>Writing task:</b> Write a report which provides both short- and long-term solutions to an environmental problem. Refer to a specific case study in your report.
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Register in academic writing</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate arguments</li> <li>Analyze arguments</li> </ul>	<b>Academic writing skills:</b> Ordering information <b>Writing task type:</b> Write a persuasive essay <b>Writing task:</b> Which is more important when building or buying a new home: its location or its size?
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Relative clauses</li> <li>Defining and non-defining relative clauses</li> <li>Phrases to introduce advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate your answers to a questionnaire</li> <li>Understand alternative energy sources</li> </ul>	<b>Academic writing skills:</b> Editing language Spelling Countable/uncountable nouns <b>Writing task type:</b> Write a problem–solution essay. <b>Writing task:</b> The world is unable to meet its energy needs. What three sources of renewable energy would be most effective in solving this problem in your country? Which is your preferred option?
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Substitution</li> <li>Ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>Understand supporting and challenging statements</li> <li>Evaluate statements</li> </ul>	<b>Academic writing skills:</b> Coherence <b>Writing task type:</b> Write an essay using quotations. <b>Writing task:</b> Fashion, cooking, video games and sport have all been likened to fine art. Choose <i>one</i> of these and discuss whether it should be considered fine art, comparable to painting or sculpture.
	<b>Grammar for writing:</b> <ul style="list-style-type: none"> <li>Numerical words and phrases</li> <li>Language of prediction</li> </ul>	<ul style="list-style-type: none"> <li>Analyze data</li> <li>Apply data analysis</li> <li>Understand advantages</li> </ul>	<b>Academic writing skills:</b> Interpreting graphs and charts <b>Writing task type:</b> Describe population data and its implications. <b>Writing task:</b> The population pyramids show the global population by age in 1950 and 2010 and the projected figures for 2100. Write an essay describing the information and suggesting what the potential global impact could be if the 2100 projections are correct.