

# MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
<p><b>1 GLOBALIZATION</b></p> <p>Listening 1: A radio programme about the global food industry (Environment)</p> <p>Listening 2: A presentation on the global film industry (Business)</p>	NBA making a play for China	<p><b>Key listening skill:</b></p> <ul style="list-style-type: none"> <li>Activating prior knowledge</li> <li>Understanding key vocabulary</li> <li>Using your knowledge</li> <li>Listening for main ideas</li> <li>Listening for detail</li> <li>Listening for opinion</li> <li>Understanding cause and effect</li> <li>Taking notes</li> <li>Synthesizing</li> </ul> <p><b>Pronunciation for listening:</b></p> <ul style="list-style-type: none"> <li>Consonant clusters</li> </ul>	Globalization vocabulary
<p><b>2 EDUCATION</b></p> <p>Listening 1: A meeting between a student and a careers adviser (Education)</p> <p>Listening 2: A conversation between students about paths towards a medical profession (Education)</p>	Langton School science programme	<p><b>Key listening skills:</b></p> <ul style="list-style-type: none"> <li>Listening for advice and suggestions</li> <li>Making inferences</li> <li>Using your knowledge</li> <li>Understanding key vocabulary</li> <li>Listening for main ideas</li> <li>Listening for detail</li> <li>Listening for opinion</li> <li>Taking notes on detail</li> <li>Synthesizing</li> </ul> <p><b>Pronunciation for listening:</b></p> <ul style="list-style-type: none"> <li>Certain and uncertain intonation</li> </ul>	Academic adjectives to describe professions (e.g. <i>manual, medical, technical</i> )
<p><b>3 MEDICINE</b></p> <p>Listening 1: A college seminar about pandemics (Medicine)</p> <p>Listening 2: A debate about flu vaccinations (Medicine)</p>	New 'health tablet' gives instant test result	<p><b>Key listening skills:</b></p> <ul style="list-style-type: none"> <li>Identifying contrasting opinions</li> <li>Strengthening points in an argument</li> <li>Understanding key vocabulary</li> <li>Using your knowledge</li> <li>Listening for attitude</li> <li>Listening for detail</li> <li>Taking notes on main ideas</li> <li>Synthesizing</li> </ul> <p><b>Pronunciation for listening:</b></p> <ul style="list-style-type: none"> <li>Intonation in tag questions</li> </ul>	Health science vocabulary
<p><b>4 THE ENVIRONMENT</b></p> <p>Listening 1: A lecture about habitat destruction (Environment)</p> <p>Listening 2: A talk about the decline of desert habitats (Environment)</p>	Cloning endangered species	<p><b>Key listening skills:</b></p> <ul style="list-style-type: none"> <li>Distinguishing main ideas from details</li> <li>Taking notes on main ideas and details</li> <li>Understanding key vocabulary</li> <li>Using your knowledge</li> <li>Listening for main ideas</li> <li>Listening for detail</li> <li>Summarizing</li> <li>Listening for opinion</li> <li>Listening for text organization</li> <li>Taking notes</li> <li>Synthesizing</li> </ul> <p><b>Pronunciation for listening:</b></p> <ul style="list-style-type: none"> <li>Pauses in prepared speech</li> </ul>	Verbs to describe environmental change

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Modals of present and past probability	Analyzing and using data in pie charts Using data to support an argument	<b>Preparation for speaking:</b> Presenting data Describing a pie chart Drawing conclusions from data <b>Speaking task:</b> Give a presentation using data from a pie chart.
	The future continuous Stating preferences with <i>would</i>	Prioritizing criteria Using priorities to evaluate options	<b>Preparation for speaking:</b> Giving an opinion and making suggestions Agreeing and disagreeing respectfully Compromising and finalizing a decision <b>Pronunciation for speaking:</b> Certain and uncertain intonation <b>Speaking task:</b> Decide as a group which candidate should receive a scholarship.
	Conditionals: • The third conditional • Review of the second conditional – unreal situations	Analyzing background and motivation	<b>Preparation for speaking:</b> Creating persuasive arguments <b>Speaking task:</b> Role-play a debate between representatives from an international aid organization and representatives from a drug company.
	Multi-word prepositions The past perfect	Organizing information in a presentation	<b>Preparation for speaking:</b> Giving background information and explaining a problem Signposting language in a presentation <b>Speaking task:</b> Give a presentation about a change in the environment and discuss possible solutions.

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<p><b>5 ARCHITECTURE</b></p> <p>Listening 1: A conversation between two property developers (Urban planning)</p> <p>Listening 2: A housing development meeting (Urban planning)</p>	The skyscraper	<p><b>Key listening skills:</b></p> <p>Understanding figurative language</p> <p>Understanding strong and tentative suggestions</p> <p>Understanding key vocabulary</p> <p>Using your knowledge</p> <p>Listening for main ideas</p> <p>Listening for detail</p> <p>Listening for attitude</p> <p>Taking notes</p> <p>Synthesizing</p> <p><b>Pronunciation for listening:</b></p> <p>Emphasis in contrasting opinions</p>	Academic vocabulary for architecture and transformation
<p><b>6 ENERGY</b></p> <p>Listening 1: A radio programme about the island of El Hierro, Spain (Culture; Environment)</p> <p>Listening 2: A chaired meeting about saving energy in an office (Environment)</p>	Jeju Island goes carbon-free	<p><b>Key listening skills:</b></p> <p>Understanding digressions</p> <p>Understanding persuasive techniques</p> <p>Understanding key vocabulary</p> <p>Using your knowledge</p> <p>Listening for main ideas</p> <p>Listening for detail</p> <p>Listening for text organization</p> <p>Taking notes</p> <p>Synthesizing</p> <p><b>Pronunciation for listening:</b></p> <p>Intonation related to emotion</p>	Academic vocabulary for networks and systems
<p><b>7 ART AND DESIGN</b></p> <p>Listening 1: A radio report about graffiti (Art and design; Culture)</p> <p>Listening 2: An informal debate about public art (Art and design)</p>	Contemporary African art sale	<p><b>Key listening skills:</b></p> <p>Inferring opinions</p> <p>Distinguishing fact from opinion</p> <p>Understanding key vocabulary</p> <p>Predicting content using visuals</p> <p>Using your knowledge</p> <p>Listening for main ideas</p> <p>Listening for detail</p> <p>Listening for opinion</p> <p>Making inferences</p> <p>Taking notes</p> <p>Synthesizing</p> <p><b>Pronunciation for listening:</b></p> <p>Stress in word families</p>	Academic vocabulary related to art (e.g. <i>appreciate, interpret, analyze</i> )
<p><b>8 AGEING</b></p> <p>Listening 1: A finance podcast (Economics)</p> <p>Listening 2: Two student presentations on ageing in different countries (Social anthropology)</p>	Never too old to code	<p><b>Key listening skill:</b></p> <p>Understanding specific observations and generalizations</p> <p>Using your knowledge</p> <p>Understanding key vocabulary</p> <p>Listening for main ideas</p> <p>Listening for detail</p> <p>Taking notes</p> <p>Synthesizing</p> <p><b>Pronunciation for listening:</b></p> <p>Elision and intrusion</p>	Academic verbs for support and assistance

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Future forms: <ul style="list-style-type: none"> <li>• Will and be going to for predictions and expectations</li> </ul>	Comparing and evaluating solutions	<p><b>Preparation for speaking:</b> Identifying problems and suggesting solutions:</p> <ul style="list-style-type: none"> <li>• Presenting a problem</li> <li>• Making polite suggestions</li> <li>• Responding to suggested solutions</li> </ul> <p><b>Pronunciation for speaking:</b> Emphasizing a word or idea to signal a problem</p> <p><b>Speaking task:</b> Discuss a housing problem and possible solutions.</p>
	Connecting ideas: <ul style="list-style-type: none"> <li>• Transition words and phrases</li> </ul> The passive voice	Analyzing and evaluating problems and solutions	<p><b>Preparation for speaking:</b> Keeping a discussion moving:</p> <ul style="list-style-type: none"> <li>• Asking for input, summarizing and keeping a discussion moving</li> <li>• Dealing with interruptions and digressions</li> </ul> <p><b>Pronunciation for speaking:</b> Using a neutral tone of voice</p> <p><b>Speaking task:</b> Participate in a discussion about an energy problem and possible solutions.</p>
	Relative clauses	Debate statements and responses Preparing for a debate: <ul style="list-style-type: none"> <li>• Evaluating reasons</li> <li>• Analyzing evidence</li> </ul>	<p><b>Preparation for speaking:</b> Language for debates:</p> <ul style="list-style-type: none"> <li>• Expressing contrasting opinions</li> <li>• Restating somebody's point</li> <li>• Language for hedging</li> </ul> <p><b>Pronunciation for speaking:</b> Stress in hedging language</p> <p><b>Speaking task:</b> Have an informal debate about whether public money should be spent on public art.</p>
	Verbs with infinitives or gerunds	Analyzing and using data from a line graph	<p><b>Preparation for speaking:</b> Referencing data in a presentation:</p> <ul style="list-style-type: none"> <li>• Explaining details and trends in a graph</li> <li>• Explaining causes and effects</li> </ul> <p><b>Pronunciation for speaking:</b> Contrastive stress in numbers and comparisons</p> <p><b>Speaking task:</b> Give a presentation using graphical data on how ageing has changed a country's population over time and the impact this is likely to have on its society in the future.</p>