

# 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) Listening 2: A presentation on the global film industry (Business)</p>	<p>The World Trade Organization</p>	<p><b><u>Key listening skills:</u></b> Activating prior knowledge Expressing opinion</p> <p><b><u>Additional skills:</u></b> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for text organization Making inferences Taking notes on main ideas and detail Synthesizing</p> <p><b><u>Pronunciation for listening:</u></b> Consonant clusters</p>	<p>Globalization vocabulary</p>
<p><b>2 EDUCATION</b></p> <p>Listening 1: A podcast about applying to universities in different countries (Education) Listening 2: A conversation between students about paths towards a medical profession (Education)</p>	<p>Langton School Science programme</p>	<p><b><u>Key listening skills:</u></b> Listening for advice and suggestions Making inferences</p> <p><b><u>Additional skills:</u></b> Understanding key vocabulary Listening for main ideas Listening for opinion Synthesizing</p> <p><b><u>Pronunciation for listening:</u></b> Certain and uncertain intonation</p>	<p>Academic adjectives to describe professions (e.g. <i>manual, medical, technical</i>)</p>
<p><b>3 MEDICINE</b></p> <p>Listening 1: A college seminar about a way of helping people (Medicine) Listening 2: A debate about antibiotics (Medicine)</p>	<p>Telemedicine</p>	<p><b><u>Key listening skills:</u></b> Identifying contrasting opinions Strengthening points in an argument</p> <p><b><u>Additional skills:</u></b> Understanding key vocabulary Using your knowledge Listening for attitude Listening for detail Taking notes on main ideas</p> <p><b><u>Pronunciation for listening:</u></b> Intonation in tag questions</p>	<p>Health science vocabulary</p>
<p><b>4 THE ENVIRONMENT</b></p> <p>Listening 1: A lecture about habitat destruction (Environment) Listening 2: A talk about the decline of desert habitats (Environment)</p>	<p>The effects of climate change on wildlife</p>	<p><b><u>Key listening skills:</u></b> Distinguishing main ideas from details Strengthening points in an argument</p> <p><b><u>Additional skills:</u></b> Using your knowledge Listening for main ideas Listening for detail Summarizing Listening for opinion Listening for text organization Synthesizing</p> <p><b><u>Pronunciation for listening:</u></b> Pauses in prepared speech</p>	<p>Verbs to describe environmental change</p>

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Modals of present and past probability	Using data to support an argument Analyzing and using data in pie charts	<b><u>Preparation for speaking:</u></b> Presenting data Describing a pie chart Drawing conclusions from data <b><u>Speaking task:</u></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><u>Preparation for speaking:</u></b> Giving an opinion and making suggestions Agreeing and disagreeing respectfully Compromising and finalizing a decision <b><u>Pronunciation for speaking:</u></b> Certain and uncertain intonation <b><u>Speaking task:</u></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><u>Preparation for speaking:</u></b> Creating persuasive arguments <b><u>Speaking task:</u></b> Role play a debate
	Multi-word prepositions The past perfect	Organizing information in a presentation	<b><u>Preparation for speaking:</u></b> Giving background information and explaining a problem Using signposting language in a presentation <b><u>Speaking task:</u></b> Give a problem and solution presentation.

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<p><b>5 ARCHITECTURE</b></p> <p>Listening 1: A conversation between two property developers (Urban planning) Listening 2: A housing development meeting (Urban planning)</p>	The skyscraper	<p><b><u>Key listening skills:</u></b> Understanding figurative language Understanding strong and tentative suggestions</p> <p><b><u>Additional skills:</u></b> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for attitude Taking notes on main ideas and detail</p> <p><b><u>Pronunciation for listening:</u></b> 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) Listening 2: A chaired meeting about saving energy in an office (Environment)</p>	Two cities aiming to be sustainable	<p><b><u>Key listening skills:</u></b> Understanding digressions Understanding persuasive techniques</p> <p><b><u>Additional skills:</u></b> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for text organization Taking notes on main ideas Synthesizing</p> <p><b><u>Pronunciation for listening:</u></b> 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) Listening 2: An informal debate about public art (Art and design)</p>	Technology in art	<p><b><u>Key listening skills:</u></b> Inferring opinions Distinguishing fact from opinion</p> <p><b><u>Additional skills:</u></b> Understanding key vocabulary Predicting content using visuals Using your knowledge Listening for main ideas Listening for detail Making inferences Taking notes on opinion and detail</p> <p><b><u>Pronunciation for listening:</u></b> 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) Listening 2: Two student presentations on ageing in different countries (Social anthropology)</p>	Never too old to code	<p><b><u>Key listening skills:</u></b> Understanding specific observations and generalizations Distinguishing fact from opinion</p> <p><b><u>Additional skills:</u></b> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Listening for text organization Synthesizing</p> <p><b><u>Pronunciation for listening:</u></b> Elision and intrusion</p>	Academic verbs for support and assistance

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Future forms: <ul style="list-style-type: none"> <li>• <i>Will</i> and <i>be going to</i> for predictions and expectations</li> </ul>	Comparing and evaluating solutions	<p><b><u>Preparation for speaking:</u></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><u>Pronunciation for speaking:</u></b> Emphasizing a word or idea to signal a problem</p> <p><b><u>Speaking task:</u></b> Discuss a housing problem and possible solutions.</p>
	Connecting ideas The passive voice	Analyzing and evaluating problems and solutions	<p><b><u>Preparation for speaking:</u></b> Keeping a discussion moving:</p> <ul style="list-style-type: none"> <li>• Asking for input in a discussion, summarizing and keeping a discussion moving</li> <li>• Dealing with interruptions and digressions</li> </ul> <p><b><u>Pronunciation for speaking:</u></b> Using a neutral tone of voice</p> <p><b><u>Speaking task:</u></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><u>Preparation for speaking:</u></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><u>Pronunciation for speaking:</u></b> Stress in hedging language</p> <p><b><u>Speaking task:</u></b> Participate in 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><u>Preparation for speaking:</u></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><u>Pronunciation for speaking:</u></b> Contrastive stress in numbers and comparisons</p> <p><b><u>Speaking task:</u></b> Give a presentation using graphical data</p>