

# Map of the book

Unit	Academic exploration 1 & 2		
	Reading	Reading skills	Developing cultural awareness
<b>1</b> <b>Challenge</b> p2	<b>Reading 1</b> Environment <i>Climate change</i> 101 p6  <b>Reading 2</b> Environment <i>Thirstier than ever</i> p14  <b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p10; p17	Using headings to predict content p9  Identifying commentary on evidence p19	<b>Viewing</b> Saihanba—A green miracle in China p12  <b>Mini-project</b> Making a presentation on China's efforts to tackle deforestation and soil erosion p13
<b>2</b> <b>Expanse</b> p26	<b>Reading 1</b> Sociology <i>The benefits of urbanization</i> p30  <b>Reading 2</b> Sociology <i>Overpopulation: A problem or a myth?</i> p38  <b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p33; p41	Understanding emotive language p35  Identifying persuasion techniques p43	<b>Viewing</b> China's new model for urbanization p36  <b>Mini-project</b> Making a presentation on the topic of "innovation-based urbanization in China" p37
<b>3</b> <b>Behavior</b> p50	<b>Reading 1</b> Criminology <i>Born criminal?</i> p54  <b>Reading 2</b> Neuroscience <i>Is your brain ready yet?</i> p62  <b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p57; p65	Identifying in-text referencing p59  Identifying cause and effect p67	<b>Viewing</b> Chinese moral education p60  <b>Mini-project</b> Designing an e-poster to introduce famous Chinese quotes of moral education p61

## Academic writing

Critical thinking	Language for writing	Writing skills	Tasks
<p>Evaluating supporting data <i>p20</i></p>	<p><b>Vocabulary development</b> ⓘ Verb and noun collocations</p> <p><b>Grammar</b> ⓘ Verb patterns: verb + preposition + gerund; verb + object + <i>to</i> + base form</p>	<p>Commenting on sources <i>p24</i></p>	<p>Writing a problem-and-solution essay on global warming <i>p25</i></p>
<p>Assessing the logic of an argument <i>p44</i></p>	<p><b>Vocabulary development</b> ⓘ Adjective and noun collocations</p> <p><b>Grammar</b> ⓘ Appositive clauses</p>	<p>Paraphrasing <i>p48</i></p>	<p>Writing a persuasive essay on why education for all children is necessary in the fight against overpopulation <i>p49</i></p>
<p>Strengthening an argument <i>p68</i></p>	<p><b>Vocabulary development</b> ⓘ Vocabulary for describing cause and effect</p> <p><b>Grammar</b> ⓘ Inverted conditionals: unreal past</p>	<p>Anaphoric and cataphoric referencing <i>p72</i></p>	<p>Writing a cause-and-effect essay to analyze delinquent behavior in teenagers <i>p73</i></p>

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<p><b>4</b></p> <p><b>Change</b> p74</p>	<p><b>Reading 1</b> <b>Industry</b> <i>Rust Belt dystopia</i> p78</p> <p><b>Reading 2</b> <b>Business</b> <i>Leadership and change management</i> p86</p> <p><b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p82; p89</p>	<p>Asking questions while reading a text p81</p> <p>Recognizing analogies to understand concepts / ideas p91</p>	<p><b>Viewing</b> China's high-speed railway p84</p> <p><b>Mini-project</b> Delivering a speech on China's high-speed railway p85</p>
<p><b>5</b></p> <p><b>Energy</b> p98</p>	<p><b>Reading 1</b> <b>Technology</b> <i>The oldest energy source</i> p102</p> <p><b>Reading 2</b> <b>Technology</b> <i>Fracking—the future?</i> p110</p> <p><b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p105; p114</p>	<p>Creating flow charts p107</p> <p>Annotating the text using the Cornell system p113</p>	<p><b>Viewing</b> China's global leadership in renewable energy p108</p> <p><b>Mini-project</b> Designing an exhibition panel to introduce China's achievements in developing renewable energy p109</p>
<p><b>6</b></p> <p><b>Conflict</b> p122</p>	<p><b>Reading 1</b> <b>Psychology</b> <i>Groupthink</i> p126</p> <p><b>Reading 2</b> <b>Business</b> <i>Successful teams and conflict</i> p134</p> <p><b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p129; p137</p>	<p>Identifying citation functions p131</p> <p>Identifying and evaluating good quality sources p139</p>	<p><b>Viewing</b> China's democratic centralism p132</p> <p><b>Mini-project</b> Writing a radio script to introduce the "two sessions" p133</p>

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<p>Inferring criticism <i>p92</i></p>	<p><b>Vocabulary development</b> ⓘ Attributive language</p> <p><b>Grammar</b> ⓘ Participle clauses</p>	<p>Integrating sources in your writing <i>p96</i></p>	<p>Writing a summary of the text “Leadership and Change Management” <i>p97</i></p>
<p>Identifying bias <i>p116</i></p>	<p><b>Vocabulary development</b> ⓘ Vocabulary for describing energy production</p> <p><b>Grammar</b> ⓘ Using verbs correctly</p>	<p>Defining technical terms <i>p120</i></p>	<p>Writing a process description on how hydroelectric energy is produced <i>p121</i></p>
<p>Critical thinking review <i>p140</i></p>	<p><b>Vocabulary development</b> ⓘ Adverbs of stance</p> <p><b>Grammar</b> ⓘ Subordinating conjunctions</p>	<p>Writing a reference list <i>p144</i></p>	<p>Writing an argumentative essay on the role of cooperation and conflict in team performance <i>p145</i></p>