

# LANGUAGE MAP

| Unit                                 | Theme                                                                                                                                                                                                                     | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language Practice I                                                                                           | Language Practice II                                                                                                                            | Skills                                                                                                                    |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Welcome</b><br>The Power of Music | Music: a bridge between the inner and outer worlds.                                                                                                                                                                       | <b>Reading Section:</b> <i>Music Is Power</i> , by Richard Ashcroft ( <b>song lyrics</b> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>music appreciation</li> </ul>                                          | <ul style="list-style-type: none"> <li>infinitive and gerund forms</li> </ul>                                                                   |                                                                                                                           |
| <b>1</b><br>We're All Immigrants     | Immigration and its influence on the identities of individuals and nations.                                                                                                                                               | <b>Reading Section:</b> [...] <i>Beautiful Portraits of Black Identity Challenging the "One-Drop" Rule</i> ( <b>article</b> about a book that explores complexities of Black identity and self-identification).<br><b>Review:</b> <i>The Visitor</i> (a <b>movie synopsis</b> ).<br><b>Workbook:</b> <i>Japanese in Brazil, an Enduring Legacy</i> ( <b>online article</b> about the effects of Japanese immigration on the Brazilian society).                                                                                                                                                                                | <ul style="list-style-type: none"> <li>immigration and cultural identity</li> <li>parts of speech</li> </ul>  | <ul style="list-style-type: none"> <li>modal verbs</li> <li>phrasal modals</li> </ul>                                                           | <b>Reading Skills:</b> making inferences.<br><b>Study Skills:</b> using podcasts to learn English.                        |
| <b>2</b><br>Speak Your Mind          | Freedom of expression.                                                                                                                                                                                                    | <b>Reading Section:</b> <i>Reporters Without Borders for Freedom of Information</i> ( <b>informative text</b> about the nonprofit organization Reporters Without Borders); <i>World Press Freedom Index 2015: Decline on All Fronts</i> ( <b>report</b> about the results of the 2015 World Press Freedom Index).<br><b>Review:</b> <b>cartoons</b> and a <b>quote</b> about freedom of expression.<br><b>Workbook:</b> <i>Opinion: Freedom of the press includes the freedom not to publish</i> ( <b>opinion essay</b> about the criticism some media outlets received after deciding not to publish controversial material). | <ul style="list-style-type: none"> <li>freedom of expression and protests</li> <li>adjectives</li> </ul>      | <ul style="list-style-type: none"> <li>past tenses</li> </ul>                                                                                   | <b>Reading Skills:</b> scanning.<br><b>Study Skills:</b> learning English with newspapers.                                |
| <b>Review 1</b> p. 29                |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                               |                                                                                                                                                 |                                                                                                                           |
| <b>3</b><br>Fun for All              | Entertainment and leisure.                                                                                                                                                                                                | <b>Reading Section:</b> <i>Airports Begin Offering More Entertainment Options to Travelers</i> ( <b>article</b> about changes in the entertainment options at airport waiting areas).<br><b>Review:</b> <i>Flying Solo</i> ( <b>magazine article</b> about going to the movies alone).<br><b>Workbook:</b> <i>Why You Should Schedule Your Free Time</i> ( <b>post</b> from a lifestyle <b>blog</b> on managing free time).                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>leisure and entertainment</li> <li>idioms</li> </ul>                   | <ul style="list-style-type: none"> <li>future time: <i>will</i> and <i>be going to</i></li> <li>future continuous and future perfect</li> </ul> | <b>Reading Skills:</b> understanding complex sentences.<br><b>Study Skills:</b> using social bookmarking as a study tool. |
| <b>4</b><br>The Era of Big Data      | <ul style="list-style-type: none"> <li>Information and communication technologies (ICTs): unlimited access to information and communication.</li> <li>ICTs and their ethical implications: piracy and privacy.</li> </ul> | <b>Reading Section:</b> <i>Data, Data Everywhere</i> ( <b>online article</b> about how the large amount of information available can bring both benefits and problems).<br><b>Review:</b> <i>Your favorite band's new album is out on Friday</i> ( <b>online article</b> about why the music industry has changed the day albums are released).<br><b>Workbook:</b> <i>Police face new ethical dilemma in increasingly digital world</i> ( <b>online article</b> about a new code of ethics for the police to deal with concerns over electronic intrusion).                                                                   | <ul style="list-style-type: none"> <li>information and communication technologies</li> <li>adverbs</li> </ul> | <ul style="list-style-type: none"> <li>perfect aspect</li> </ul>                                                                                | <b>Reading Skills:</b> predicting.<br><b>Study Skills:</b> content curation.                                              |
| <b>Review 2</b> p. 47                |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                               |                                                                                                                                                 |                                                                                                                           |

| Unit                           | Theme                               | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Language Practice I                                                                                                                         | Language Practice II                                                                                                                                           | Skills                                                                                                                           |
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| <b>5</b><br>It's a Small World | The pros and cons of globalization. | <b>Reading Section:</b> <i>Globalization: Villain or Hero?</i> ( <b>transcript</b> of a debate between the former editor-in-chief of <i>Newsweek International</i> and the author of <i>Localization: A Global Manifesto</i> ).<br><b>Review:</b> <i>Globalization in a nutshell: A pharmacy in Paris is a Korean tourist attraction</i> ( <b>online article</b> about a pharmacy that capitalizes on Koreans' passion for cosmetics).<br><b>Workbook:</b> <i>Globalization: Good or Bad?</i> ( <b>flowchart</b> showing the economic, social, political, and technological advantages and disadvantages of globalization).                                                                | <ul style="list-style-type: none"> <li>◦ globalization: pros and cons</li> <li>◦ phrasal verbs</li> </ul>                                   | <ul style="list-style-type: none"> <li>◦ passive voice</li> <li>◦ causative form</li> <li>◦ passive voice of verbs with direct and indirect objects</li> </ul> | <b>Reading Skills:</b> distinguishing between main and supporting ideas.<br><br><b>Study Skills:</b> websites for exam practice. |
| <b>6</b><br>Cyberactivism      | Online activism.                    | <b>Reading Section:</b> <i>#BringBackOurGirls: The Power of a Social Media Campaign</i> ( <b>opinion essay</b> about the #BringBackOurGirls campaign and how it has shown that social media is a powerful tool for activism).<br><b>Review:</b> <i>With 50,000 Donations, Humans of New York Fundraiser Sets Indiegogo Record</i> ( <b>online article</b> about how a photoblog managed to help raise over US\$1.4 million for a school fund).<br><b>Workbook:</b> <i>How Idealist.org Wants to Crowdfund Activism</i> ( <b>online article</b> about a website that connects idealists with opportunities for action and collaboration, which is expanding its agenda into cyberactivism). | <ul style="list-style-type: none"> <li>◦ cyberactivism</li> <li>◦ prefixes and suffixes</li> <li>◦ linking words and expressions</li> </ul> | <ul style="list-style-type: none"> <li>◦ relative clauses</li> </ul>                                                                                           | <b>Reading Skills:</b> separating fact from opinion.<br><br><b>Study Skills:</b> using social media to improve language skills.  |

### Review 3 p. 65

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| <b>7</b><br>Nature's Power | Natural disasters: causes and consequences. | <b>Reading Section:</b> <i>Christmas Floods Cause Misery for Hundreds throughout the UK</i> ( <b>online article</b> with testimonials about severe floods that hit parts of the UK).<br><b>Review:</b> <i>Are We Too Hard on Mother Nature?</i> ( <b>magazine article</b> about environmental disasters triggered by human error).<br><b>Workbook:</b> <i>Melinda: Earthquake Survivor</i> ( <b>prologue</b> to an e-book).                 | <ul style="list-style-type: none"> <li>◦ natural disasters and extreme weather conditions</li> <li>◦ expressing condition without <i>if</i></li> </ul> | <ul style="list-style-type: none"> <li>◦ conditionals (zero, first, second, and third)</li> </ul> | <b>Reading Skills:</b> summarizing.<br><br><b>Study Skills:</b> understanding and using visuals: graphic organizers. |
| <b>8</b><br>What's Next?   | Life after high school.                     | <b>Reading Section:</b> <i>So You Didn't Go to College? Don't Sweat It!</i> ( <b>post</b> on a <b>professional networking blog</b> about alternatives to going to college straight after high school).<br><b>Review:</b> <i>Summer Orientation for Freshmen</i> (university <b>welcome letter</b> to new students).<br><b>Workbook:</b> <i>Most Likely to... Almost Twenty Years Later</i> ( <b>article</b> from a high school newsletter). | <ul style="list-style-type: none"> <li>◦ life after high school</li> <li>◦ reporting verbs</li> </ul>                                                  | <ul style="list-style-type: none"> <li>◦ reported speech</li> <li>◦ reported questions</li> </ul> | <b>Reading Skills:</b> text organization.<br><br><b>Study Skills:</b> using Pinterest as a study tool.               |

### Review 4 p. 83

### Extension p. 85

### Language Reference p. 89

### Viewing p. 109

### Workbook p. 113