

# Map of the book

Unit	Get on board	Experience the world		Understand the world
		Listening	Skills	Listening / Viewing
<b>1</b> <b>Health for all</b> <i>p2</i>	A public health mind map <i>p3</i>	<b>Listening 1</b> What is public health? <i>p4</i>  <b>Listening 2</b> The Ebola virus <i>p6</i>  <b>Language in focus</b> <i>p8</i>	<b>Academic skill</b> Using reliable sources <i>p7</i>	<b>Listening 1</b> The role of AI in the medical field <i>p10</i>  <b>Viewing</b> Five keys to safer food <i>p12</i>  <b>Listening 2 – Voice of China</b> The story of Tu Youyou <i>p14</i>
<b>2</b> <b>Think like an economist</b> <i>p22</i>	How to describe economics? <i>p23</i>	<b>Listening 1</b> Everyday economics: Opportunity cost and sunk cost <i>p24</i>  <b>Listening 2</b> The sharing economy <i>p26</i>  <b>Language in focus</b> <i>p28</i>	<b>Academic skill</b> Explaining disciplinary terminology <i>p25</i>	<b>Listening 1</b> The winner's curse <i>p30</i>  <b>Viewing</b> Budgeting basics <i>p32</i>  <b>Listening 2 – Voice of China</b> CIIE (China International Import Expo) <i>p34</i>
<b>3</b> <b>The power of language</b> <i>p42</i>	The languages you are familiar with <i>p43</i>	<b>Listening 1</b> What can linguists do? <i>p44</i>  <b>Listening 2</b> The spread of English <i>p46</i>  <b>Language in focus</b> <i>p48</i>	<b>Academic skill</b> Using academic language (I) <i>p47</i>	<b>Listening 1</b> Baby language <i>p50</i>  <b>Viewing</b> An ancient whistling language <i>p52</i>  <b>Listening 2 – Voice of China</b> Emojis designed from oracle bone inscriptions <i>p54</i>

	Over to you		Further listening
Skills	Projects	Skills	
<p><b>Listening skill</b> Listening for explanations <i>p10</i></p> <p><b>Critical thinking skill</b> Developing criteria for evaluating solutions <i>p13</i></p> <p><b>Intercultural skill</b> Valuing one's own cultural traditions <i>p15</i></p>	<p><b>Project</b> Giving a presentation on an epidemic in human history <i>p16</i></p>	<p><b>Presentation skill</b> Using signpost language <i>p17</i></p>	<p><b>Conversation</b> <i>p18</i> <b>Passage 1</b> <i>p18</i> <b>Passage 2</b> <i>p19</i> <b>Passage 3</b> <i>p20</i></p>
<p><b>Listening skill</b> Using numbers, symbols and abbreviations in note-taking <i>p31</i></p> <p><b>Critical thinking skill</b> Developing categories for classification <i>p33</i></p> <p><b>Intercultural skill</b> Appreciating cultural diversity <i>p35</i></p>	<p><b>Project</b> Conducting a survey on the sharing economy and reporting the results <i>p36</i></p>	<p><b>Presentation skill</b> Presenting data effectively <i>p37</i></p>	<p><b>Conversation</b> <i>p38</i> <b>Passage 1</b> <i>p38</i> <b>Passage 2</b> <i>p39</i> <b>Passage 3</b> <i>p40</i></p>
<p><b>Listening skill</b> Inferring the meaning of a word from the context <i>p51</i></p> <p><b>Critical thinking skill</b> Giving reasons and evidence to justify claims <i>p53</i></p> <p><b>Intercultural skill</b> Protecting traditional culture through innovation <i>p55</i></p>	<p><b>Project</b> Debating whether or not to rescue dying languages <i>p56</i></p>	<p><b>Presentation skill</b> Using rhetorical devices <i>p57</i></p>	<p><b>Conversation</b> <i>p58</i> <b>Passage 1</b> <i>p58</i> <b>Passage 2</b> <i>p59</i> <b>Passage 3</b> <i>p60</i></p>

Unit	Get on board	Experience the world		Understand the world
		Listening	Skills	Listening / Viewing
<b>4</b> <b>Dancing with nature</b> <i>p62</i>	Global environmental issues <i>p63</i>	<b>Listening 1</b> What is environmental science? <i>p64</i>  <b>Listening 2</b> Plastic pollution <i>p66</i>  <b>Language in focus</b> <i>p68</i>	<b>Academic skill</b> Using different kinds of evidence to support arguments <i>p67</i>	<b>Listening 1</b> An environmental monitor's working journal <i>p70</i>  <b>Viewing</b> The carbon footprint of a sandwich <i>p72</i>  <b>Listening 2 – Voice of China</b> Sanjiangyuan National Park <i>p74</i>
<b>5</b> <b>What is history?</b> <i>p82</i>	What does history mean to you? <i>p83</i>	<b>Listening 1</b> What do historians do? <i>p84</i>  <b>Listening 2</b> The commemoration of V-J Day <i>p86</i>  <b>Language in focus</b> <i>p88</i>	<b>Academic skill</b> Communicating with your professor about academic issues <i>p85</i>	<b>Listening 1</b> The history and evolution of chopsticks <i>p90</i>  <b>Viewing</b> Who built the pyramids? <i>p92</i>  <b>Listening 2 – Voice of China</b> China retrieved 68 cultural relics from Britain <i>p94</i>
<b>6</b> <b>Toward a brave new future</b> <i>p102</i>	If there were a time machine <i>p103</i>	<b>Listening 1</b> Technologies of the future <i>p104</i>  <b>Listening 2</b> Building houses on other planets <i>p106</i>  <b>Language in focus</b> <i>p108</i>	<b>Academic skill</b> Using academic language (II) <i>p107</i>	<b>Listening 1</b> Future food <i>p110</i>  <b>Viewing</b> Batteries of the future <i>p112</i>  <b>Listening 2 – Voice of China</b> Unfurling China's national flag on the moon <i>p114</i>
U校园智慧教学云平台使用指南 <i>p122</i>				

	Over to you		Further listening
Skills	Projects	Skills	
<p><b>Listening skill</b> Listening for cause and effect <i>p70</i></p> <p><b>Critical thinking skill</b> Raising meaningful questions and pursuing answers <i>p73</i></p> <p><b>Intercultural skill</b> Analyzing the relationship between humans and nature in Chinese culture <i>p75</i></p>	<p><b>Project</b> Holding a seminar on reducing carbon footprint <i>p76</i></p>	<p><b>Presentation skill</b> Responding spontaneously <i>p77</i></p>	<p><b>Conversation</b> <i>p78</i> <b>Passage 1</b> <i>p78</i> <b>Passage 2</b> <i>p79</i> <b>Passage 3</b> <i>p80</i></p>
<p><b>Listening skill</b> Using a key word outline to take notes <i>p90</i></p> <p><b>Critical thinking skill</b> Invalidating assumptions <i>p93</i></p> <p><b>Intercultural skill</b> Using the DAE model to interpret cultural artifacts <i>p95</i></p>	<p><b>Project</b> Giving a 3-minute speech on an important event in history <i>p96</i></p>	<p><b>Presentation skill</b> Managing your time in a speech <i>p97</i></p>	<p><b>Conversation</b> <i>p98</i> <b>Passage 1</b> <i>p98</i> <b>Passage 2</b> <i>p99</i> <b>Passage 3</b> <i>p100</i></p>
<p><b>Listening skill</b> Using the Cornell system for note-taking <i>p110</i></p> <p><b>Critical thinking skill</b> Developing intellectual courage <i>p113</i></p> <p><b>Intercultural skill</b> Interpreting the symbolic meaning of national flags <i>p115</i></p>	<p><b>Project</b> Giving a group presentation about life in the future <i>p116</i></p>	<p><b>Presentation skill</b> Making smooth transitions between speakers in a group presentation <i>p117</i></p>	<p><b>Conversation</b> <i>p118</i> <b>Passage 1</b> <i>p119</i> <b>Passage 2</b> <i>p119</i> <b>Passage 3</b> <i>p120</i></p>