

	Video	Critical thinking skills
<p>UNIT 1 <b>Gathering</b> Page 7</p> <p><b>Campus environment</b></p> <ul style="list-style-type: none"> <li>• <b>Discussions:</b> Three meetings</li> </ul> <p><b>Sociology</b></p> <ul style="list-style-type: none"> <li>• <b>Seminar discussions:</b> Getting from <i>you and me</i>, to <i>we</i></li> </ul>	No man is an island	<p>Listen to language and intonation to infer a speaker's attitude</p> <p>Apply the theories you encounter to other situations</p>
<p>UNIT 2 <b>Games</b> Page 17</p> <p><b>Media studies</b></p> <ul style="list-style-type: none"> <li>• <b>Guest lecture:</b> Video games: lessons for life</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• <b>Student presentations:</b> Game theory</li> </ul>	Reality TV: The harsh reality	<p>Identify key information in an argument you're listening to</p> <p>Select key information to include in notes and summaries</p>
<p>UNIT 3 <b>Nostalgia</b> Page 27</p> <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• <b>Podcast:</b> How to deal with homesickness</li> </ul> <p><b>Psychology</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Memory and smell</li> </ul>	Retro-volution	<p>Organize qualitative data by using categories</p> <p>Identify and study representative samples in your research</p>
<p>UNIT 4 <b>Risk</b> Page 37</p> <p><b>Occupational health</b></p> <ul style="list-style-type: none"> <li>• <b>Interview:</b> The world's most dangerous jobs</li> </ul> <p><b>Sociology / Management</b></p> <ul style="list-style-type: none"> <li>• <b>Seminar discussion:</b> What is acceptable risk?</li> </ul>	Risky business	<p>Notice illustrative examples in arguments, and use them to explain your points</p> <p>Anticipate conclusions based on reasons and evidence you identified in a text</p>
<p>UNIT 5 <b>Sprawl</b> Page 47</p> <p><b>Urban studies</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation:</b> Cars and cities</li> </ul> <p><b>Engineering / Urban planning</b></p> <ul style="list-style-type: none"> <li>• <b>Podcast:</b> Making cities more liveable</li> </ul>	The urban footprint	<p>Recognize logical order to follow lectures and infer information you missed</p> <p>Evaluate what you hear against chosen criteria</p>

Language development	Speaking	Study skills	Unit outcomes
<p>Notice and study binomials (<i>give and take, all or nothing</i> etc.) to use the phrases correctly</p> <p>Use modal verbs to express different levels of directness</p>	<p>Identify and use intonation patterns expressing attitude</p> <p>Review and use phrases for interrupting others</p> <p>Prepare and participate in a meeting about forming a study group</p>	<p>Learn how to effectively participate in small groups</p>	<p><b>Listen to infer attitude</b> in the context of formal and informal conversations</p> <p>Listen to <b>identify the stages of a process</b></p> <p>Prepare and <b>contribute to an informal meeting and discussion</b></p>
<p>Recognize and use prepositional verbs</p> <p>Recognize and use phrasal verbs</p>	<p>Identify the linking /r/ sound to spot word boundaries and listen more effectively</p> <p>Expand and practice phrases for agreeing and disagreeing in formal or informal contexts</p> <p>Plan and take part in a class debate about games</p>	<p>Understand the importance of critical thinking skills in professional and everyday life</p>	<p>Listen to <b>identify key information in an argument</b></p> <p><b>Select key information for summaries and notes</b></p> <p>Plan and take part in a <b>seminar debate</b></p>
<p>Notice and practice phrases and structures expressing approximation</p> <p>Use particularizer and exclusive adverbs to give specific information</p>	<p>Recognize and follow juncture in connected speech</p> <p>Attribute and identify sources of information in your presentations</p> <p>Plan, conduct, and present the findings of a survey on memory</p>	<p>Discuss and explore techniques for listening to extended lectures</p>	<p>Practice <b>organizing data</b> gathered from texts</p> <p>Identify and critique <b>sources of information</b> in listening and speaking</p> <p>Conduct and present a <b>survey and its findings</b></p>
<p>Use nominalization to achieve a more academic and formal tone</p> <p>Notice and use phrases and grammar structures for future predictions</p>	<p>Identify and recognize word stress in word families</p> <p>Change topics, return to earlier points, and stay with your topic to manage conversations</p> <p>Brainstorm, prepare, and present a risk assessment for one of three scenarios</p>	<p>Compare and reflect on your skills and attitudes to critical thinking</p>	<p><b>Anticipate conclusions while you listen</b> based on reasoning and evidence</p> <p>Identify <b>illustrative examples</b> in listening</p> <p>Prepare and present a <b>risk assessment</b> for a hypothetical future scenario</p>
<p>Recognize and make use of positive and negative connotations</p> <p>Notice and study academic verbs to focus on specific meanings of actions</p>	<p>Notice and use stress patterns to contrast information</p> <p>Practice words and phrases for supporting your proposals when speaking</p> <p>Plan and present a proposal for an urban-related project</p>	<p>Think and talk about ways of recording your achievements</p>	<p><b>Listen for the logical order</b> of lectures or presentations</p> <p>Practice <b>critical listening to evaluate</b> according to chosen criteria</p> <p>Prepare and present a <b>project proposal</b> related to an urban issue</p>

	Video	Critical thinking skills
<p>UNIT 6 <b>Legacy</b> Page 57</p> <p><b>Anthropology</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Family food legacies</li> </ul> <p><b>Design / IT</b></p> <ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Technology legacies</li> </ul>	Tracing the family line	<p>Critically assess the validity of other speakers' sources</p> <p>Notice and study the use of the passive voice in source citations</p>
<p>UNIT 7 <b>Expanse</b> Page 67</p> <p><b>Transport studies</b></p> <ul style="list-style-type: none"> <li>• <b>Podcast:</b> The Trans-Siberian Railway</li> </ul> <p><b>Sport and travel</b></p> <ul style="list-style-type: none"> <li>• <b>Talk:</b> Why do people climb mountains?</li> </ul>	Infinite boundaries	<p>Practice distinguishing facts and opinions when you listen</p> <p>Recognize statements that need justification</p>
<p>UNIT 8 <b>Change</b> Page 77</p> <p><b>Zoology</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Metamorphosis—the secrets behind nature's amazing change</li> </ul> <p><b>Economy</b></p> <ul style="list-style-type: none"> <li>• <b>Radio debate:</b> A global tax on changing money?</li> </ul>	Shock to the system	<p>Notice and explore maximizing or exaggerated language</p> <p>Recognize and identify implicit assumptions in texts</p>
<p>UNIT 9 <b>Flow</b> Page 87</p> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>• <b>Debate statement:</b> Not worth a dam</li> </ul> <p><b>Positive psychology</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> The concept of flow</li> </ul>	Volcanic flow	<p>Identify counter-arguments to better understand a speaker's stance</p> <p>Use visual aids and diagrams to organize your notes and presentations</p>
<p>UNIT 10 <b>Conflict</b> Page 97</p> <p><b>Business / Management</b></p> <ul style="list-style-type: none"> <li>• <b>Talk:</b> Conflict of interest</li> </ul> <p><b>International Relations</b></p> <ul style="list-style-type: none"> <li>• <b>Seminar discussion:</b> "The Sporting Spirit"</li> </ul>	The warrior gene	<p>Identify strengths and weaknesses of an argument you're listening to</p> <p>Notice consistency and breaks in patterns in a speaker's arguments</p>

Language development	Speaking	Study skills	Unit outcomes
<p>Create emphasis or stress key information by using inversion</p> <p>Recognize and explore collocations with way</p>	<p>Identify and use pauses for dramatic emphasis</p> <p>Explore and practice techniques used to emphasize important information</p> <p>Brainstorm, plan, and deliver a three-minute speech about an influential person</p>	<p>Discuss and recognize ways to identify the author's position in texts</p>	<p>Listen to <b>assess the validity of a speaker's sources</b></p> <p>Listen to <b>identify source citations</b></p> <p>Prepare and deliver a <b>three-minute speech about an influential person</b></p>
<p>Identify and explore attitude adverbials (<i>naturally, oddly enough</i> etc.) for more effective listening and speaking</p> <p>Study and record abstract nouns</p>	<p>Recognize word stress in abstract nouns</p> <p>Make suggestions, check facts, and ask key questions to negotiate better</p> <p>Brainstorm, discuss, and negotiate plans for a study program</p>	<p>Compare and talk about ways of organizing your personal study online</p>	<p>Listen to <b>distinguish facts from opinions</b></p> <p>Listen to <b>identify statements in need of justification</b></p> <p><b>Prepare and negotiate a study program proposal</b></p>
<p>Review and practice ways of talking about change</p> <p>Review and identify gradable and non-gradable adjectives</p>	<p>Use and notice tonic prominence in intonation patterns</p> <p>Practice words and phrases for adding points to an argument</p> <p>Prepare, plan, and participate in a debate about digital change in education</p>	<p>Distinguish between arguments and disagreements in academic contexts</p>	<p>Listen for <b>exaggerated and maximizing language</b></p> <p>Listen to <b>identify implicit assumptions</b> in texts</p> <p>Research and take part in an <b>organized debate</b></p>
<p>Review and explore irregular plurals in English</p> <p>Work with concordance data to study words in their contexts</p>	<p>Recognize and use intonation patterns that express hesitation or doubt</p> <p>Develop phrases to soften criticism in discussions</p> <p>Brainstorm, produce, and share a promotional message about water economy</p>	<p>Compare and discuss techniques for performing well on exams</p>	<p>Listen to <b>distinguish arguments and counter-arguments</b></p> <p><b>Make use of visual aids and diagrams</b> when listening</p> <p>Prepare and share a <b>short persuasive message</b></p>
<p>Recognize and use hedging and boosting techniques to manage the strength of your arguments</p> <p>Identify and use linkers to join arguments effectively</p>	<p>Notice catenation and linking in connected speech to identify words properly</p> <p>Use reformulating and monitoring language to check and manage conflicting statements or positions</p> <p>Brainstorm, research, and perform a conflict-based role-play</p>	<p>Learn to use categorising techniques to organize information for debates and reports</p>	<p>Listen to <b>recognize strengths and weaknesses of an argument</b></p> <p>Listen for <b>consistent order in speaker's contributions</b> and for <b>inconsistencies</b></p> <p>Prepare and participate in a <b>role-play exercise</b> based on a conflict</p>