

Scope and sequence

| Unit | Starting out | Understanding ideas |
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| 1 P2 What lies beneath | Unit introduction | Video: Digging down Going underground |
| 2 P18 The gender divide | Unit introduction | Video: Between men and women Pink vs blue <i>Learning to learn:</i> Achieving a logical flow in an essay |
| 3 P34 The two faces of medicine | Unit introduction | Video: Allergies Searching for cures <i>Learning to learn:</i> Identifying essay structure: popular science passages |
| 4 P50 The voice of the media | Unit introduction | Video: Real or fake? Have I got news for you! <i>Learning to learn:</i> Understanding italics |
| Appendices | Learning aid P67 Words and expressions P111 | Vocabulary P117 Names and places P124 |

| Using language | Developing ideas | Presenting ideas | Reflection |
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| <p><i>Vocabulary:</i> Talking about the underground world and its benefits</p> <p><i>Grammar:</i> Subjunctive mood (1): the second conditional</p> | <p>Audio: A lecture on the structure of the Earth</p> <p>Journey to the centre of the Earth (adaptation)</p> <p><i>Learning to learn:</i> Changing text type</p> <p><i>Writing skills:</i> Describing a scene</p> | <p>Holding an exhibition: “All About the Underground World”</p> | |
| <p><i>Vocabulary:</i> Talking about rules / expectations</p> <p><i>Grammar:</i> Subjunctive mood (2): the third conditional & mixed conditionals</p> | <p>Audio: A lecture about Coco Chanel</p> <p>A doll’s house (adaptation)</p> <p><i>Writing skills:</i> Writing a review of a play</p> | <p>Giving a speech on gender equality</p> | |
| <p><i>Vocabulary:</i> Talking about achievement / perseverance</p> <p><i>Grammar:</i> Subjunctive mood (3): in <i>that</i>-clauses after verbs making commands or requests</p> | <p>Audio: An introduction to penicillin</p> <p>Avoiding the antibiotic apocalypse</p> <p><i>Writing skills:</i> Writing a problem-solution essay</p> | <p>Writing a report on the development of medicine</p> | |
| <p><i>Vocabulary:</i> Expressing attitude / giving examples</p> <p><i>Grammar:</i> Subjunctive mood (4): <i>were / had / should</i> in <i>if</i>-clauses or conditionals without <i>if</i></p> | <p>Audio: An introduction to three powerful photographs</p> <p>The power of the lens</p> <p><i>Writing skills:</i> Writing a feature article</p> | <p>Writing a proposal for creating a We-media account</p> | |