

Unit	Theme	Aims	Vocabulary	Language Use	Content Concepts	The Sounds of English	Reading	Writing
0	Greetings	- greet and say goodbye to one another - listen to and respond to classroom instructions - identify and name things that are <i>red</i> and <i>blue</i> - count up to two items		Hello. I'm (Freddy.) What's your name? Hi. I'm (Polly.) Goodbye. Bye. Stand up. Sit down. Open your book. Close your book.	Colours: blue, red Numbers: 1, 2	/h/ hello /aɪ/ hi , goodbye Chant: <i>Hello, hello</i>		
1 My School	Classroom objects	- identify and name classroom objects - ask and answer questions to identify classroom objects - identify and name things that are <i>green</i> and <i>yellow</i> - count up to four items	a book, a chair, a crayon, a desk, paper, a pen, a pencil, a rubber	What is it? It's a (book).	Colours: green, yellow Numbers: 3, 4	/p/ pen /eɪ/ paper /e/ desk Chant: <i>I've got some paper</i>	Time for School	A a B b C c
2 My Toys	Toys	- identify and name toys - ask and answer questions about toys - identify and name things that are <i>brown</i> and <i>orange</i> - count up to six items	a ball, a balloon, a car, a doll, a kite, a lorry, a robot, a teddy bear	Is it a (doll)? Yes, it is. / No, it isn't.	Colours: brown, orange Numbers: 5, 6	/b/ ball /əʊ/ robot /k/ car Chant: <i>Dolls and robots</i>	Birthday Boy	D d E e F f
3 My Family	Family members Rooms in the house	- identify and name family members - ask and answer questions about family members - identify and name rooms in the house - identify and name things that are <i>black</i> and <i>white</i> - count up to eight items	brother, father, grandma, grandpa, mother, sister a bathroom, a bedroom, a kitchen, a living room	Who's this? It's my (brother). Where's (Grandma)? In the (kitchen).	Colours: black, white Numbers: 7, 8	/æ/ black /s/ sister /u:/ room , blue Chant: <i>I love my grandpa!</i>	Eight Is Great	G g H h I i
4 My Body	Parts of the body	- identify and name parts of the body - say what parts of the body people have got - identify and name things that are <i>pink</i> and <i>purple</i> - count up to ten items	arms, ears, eyes, feet, hair, hands, legs, a mouth, a nose	I've got (two hands). He's got/She's got (two hands).	Colours: pink, purple Numbers: 9, 10	/ɑ:/ arm /l/ leg /aʊ/ mouth Chant: <i>One mouth for me</i>	It's Me!	J j K k L l
5 Stories	Fairy tales	- identify and name people and things in a story - identify and name the feelings <i>happy</i> and <i>sad</i> - say what you want - identify and name things that are <i>gold</i> and <i>silver</i>	a crown, a friend, a frog, a king, a prince, a princess, a queen happy, sad	I want a (friend).	Colours: gold, silver	/g/ gold /i:/ queen /ɪŋ/ king Chant: <i>The prince wants silver</i>	New Friends	M m N n O o
6 I Like Food	Food and drink	- identify and name foods and drinks - talk about likes and dislikes - identify and name <i>circles</i> and <i>squares</i>	bananas, biscuits, bread, chicken, noodles, rice, milk, orange juice, water	I like (noodles). I don't like (noodles).	Shapes: a circle, a square	/tʃ/ chicken /n/ noodles /t/ rice Chant: <i>I like chicken</i>	A Picnic	P p Q q R r
7 Clothes	Clothing	- identify and name clothing items - say what you and others are wearing in hot and cold weather - identify and name <i>triangles</i> and <i>rectangles</i>	a coat, a dress, a hat, shoes, shorts, a skirt, socks, trousers, a T-shirt	It's (cold). I'm wearing (a coat). It's (hot). He/She's wearing (shorts).	Shapes: a rectangle, a triangle	/ʃ/ shoe /ɒ/ doll /ɪ/ milk Chant: <i>I want shoes</i>	Clean Clothes	S s T t U u V v
8 Animals	Animals Actions	- identify and name animals - talk about actions that people and animals do - identify and name the shapes <i>heart</i> and <i>star</i>	a crocodile, a giraffe, a hippo, a lion, a monkey, a zebra drink, eat, run, walk	Is (the lion) (eating)? No, it isn't. It's (drinking).	Shapes: a heart, a star	/ʌ/ run /z/ zebra /ə/ lion Chant: <i>Look, I'm a lion</i>	At the Zoo	W w X x Y y Z z Alphabet chant

Our World Level 1 Scope and Sequence

Units 1-9

Unit 0 Welcome to Our World!	Meet the mascots: Eddie the elephant Polly the parrot Mia the monkey Freddy the frog	Greetings; Talking about your birthday: Hello, I'm ... What's your name? Hi. My name's ... How old are you? I'm ... It's my birthday! Happy birthday!	Colours: black blue green orange purple red white yellow	The alphabet: A–Z	Shapes: circle rectangle square star triangle	Numbers: 1–10	Classroom language: draw listen point read say sing sit down stand up walk write
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Unit	Theme	Aims	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
1 My School	classroom objects	- name classroom objects - count classroom objects - name colours of objects	board classroom clock computer crayon map paper pen pencil table	Present simple of <i>to be</i> , third person singular <i>Is it a pencil?</i> Yes, <i>it is</i> . <i>It's a pencil</i> . <i>Is it a crayon?</i> No, <i>it isn't</i> . <i>It's a pen</i> .	book chair desk picture rubber	Question words: <i>what, what colour, how many</i> <i>What is it?</i> <i>It's a table</i> . <i>What colour is it?</i> <i>It's yellow</i> . <i>How many pencils?</i> <i>Three</i> .	Drawing and Writing	Make a name badge.	Value: Work hard at school. Caption: I listen. I talk. I read. I write.	A counting book
2 My World	- nature - animals - plants	- name objects in nature - name colours in nature - talk about nature	bird butterfly grass mountain river rock sea sky sun tree	Present simple of <i>to be</i> , third person singular and plural <i>What is it?</i> <i>It's a bird</i> . <i>What are they?</i> <i>They're birds</i> .	bush cloud flower moon star	Question words: <i>where</i> <i>Where is the butterfly?</i> <i>It's on the flower</i> .	Rainbows	Draw and write about colours.	Value: Enjoy nature. Caption: Stop and look. Enjoy.	A collage about nature
3 My Family	family members	- name family members - talk about family members - use numbers	baby brother father grandfather grandmother mother my family parents photo sister	Present simple of <i>have got</i> , first and second person singular <i>How many brothers have you got?</i> <i>I've got two brothers</i> .	big old short small tall young	Question word: <i>who</i> <i>Who's she?</i> <i>She's my sister</i> .	Families Are Different	Draw and write about your family.	Value: Love your family. Caption: Work and play together.	A family photo poster
4 My House	- rooms in a house - furniture - at-home activities	- name rooms in a house - name furniture - talk about actions	bathroom bed bedroom dining room kitchen lamp living room mirror sofa TV	<i>Is there?/there is</i> <i>Is there a table in the kitchen?</i> Yes, <i>there is</i> .	cleaning cooking eating having a bath sleeping watching TV	Present continuous, third person singular <i>Where's your mother?</i> <i>She's in the kitchen</i> . <i>She's cooking</i> .	Houses are Different	Write about your bedroom.	Value: Be neat. Caption: Be neat. Tidy your room.	A plan of rooms in a house

Unit	Theme	Aims	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
5 Cool Clothes	- clothes - colours	- name clothes - name colours - say what people are wearing	dress gloves hat jacket shirt shoes skirt socks trousers T-shirt	Present continuous, first, second and third person singular <i>What are you wearing?</i> <i>I'm wearing a red dress.</i>	brown pink purple shelf wardrobe	<i>That/those</i> <i>What's that?</i> <i>That's my orange T-shirt.</i> <i>What are those?</i> <i>Those are my purple shoes.</i>	Clothes Are Fun!	Write sentences about clothes.	Value: Take care of your clothes. Caption: Put away your clean clothes.	A stick puppet
6 My Toys	toys	- name and describe toys - talk about wants - talk about possession	ball bike car drum game kite lorry puppet top train	Present simple of to want, first, second and third person singular <i>Do you want a puppet?</i> <i>Yes, I do.</i> <i>Does he want a ball?</i> <i>No, he doesn't. He wants a lorry.</i>	board game doll jigsaw robot teddy bear	<i>This/these</i> <i>Is this your teddy bear?</i> <i>No, it isn't. It's Sonia's teddy bear.</i> <i>Are these our puppets?</i> <i>No, they aren't. They're Mark's puppets.</i>	We ♥ Teddy Bears (We Love Teddy Bears)	Write about a favourite toy.	Value: Share your toys. Caption: Share your toys with your friends.	A cup-and-ball toy
7 My Body	- parts of the body - physical activities	- name parts of the body - talk about parts of the body - talk about actions	arm ear eye feet foot hair hand head leg mouth neck nose	Singular possessive adjectives <i>My hair is brown.</i> <i>Your hair is brown.</i> <i>Her eyes are brown.</i> <i>His hair is brown.</i>	jump long run strong walk	Ability with can <i>I can walk.</i> <i>She can jump.</i> <i>Can you run? Yes, I can.</i>	Sculptures Are Fun	Write about a costume.	Value: Be clean. Caption: Wash your hands. Wash your body. Brush your teeth.	Make a robot.
8 I Like Food	- food - drinks	- name food - talk about likes and dislikes - talk about my favourite food	apple banana biscuit chicken egg fish orange pizza rice salad sandwich soup	Present simple with like, first and second person singular <i>Do you like bananas?</i> <i>Yes, I do. I like bananas.</i>	lemonade milk orange juice tea water	The indefinite article: a, an <i>an apple</i> <i>an orange</i> <i>a banana</i> <i>a biscuit</i>	Fun Food	Write about favourite foods.	Value: Eat good food. Caption: Eat fruit and vegetables. Drink water and juice.	Make a placemat.
9 Animal Friends	- animals - animal actions	- name animals - talk about what animals can do - describe a favourite animal	cat chicken cow dog donkey duck frog goat horse rabbit sheep turtle	Present continuous, third person plural <i>What are the horses doing?</i> <i>They're running.</i> <i>Are they sleeping?</i> <i>No, they aren't.</i>	climb crawl fly see swim	Want + infinitive; first, second, and third person singular <i>Do you want to ride the donkey?</i> <i>No, I don't.</i> <i>What does Anna want to do?</i> <i>She wants to see the ducks.</i>	Animal Babies	Write about a favourite animal.	Value: Be kind to animals. Caption: Give your pet food and water.	A class book about animals

Our World Level 2 Scope and Sequence

Units 1-9

Unit 0	My Family aunt, cousin, dad, grandma, grandpa, me, mum, sister, uncle	Classroom Language Be quiet! Close your book. Go to the board. Hold your card up. Open your book. Put your hand up. Take out your crayons. Work in a group. Work with a partner.	Subject Pronouns I, You, He, She, It, We, You, They	Possessive Adjectives my, your, his, her, its, our, your, their	Numbers one (1) to twenty (20)
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Unit	Theme	Aims	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
1 Fun in Class	- classroom activities - classroom objects	- say what people are doing - say when I use classroom objects - show where things are	colouring counting cutting drawing gluing listening reading rubbing out talking writing	Present continuous, first person plural <i>What are you doing?</i> <i>We're counting crayons.</i>	a felt tip glue a notebook a paintbrush scissors	Present simple short questions and answers using <i>Are there ...?</i> / <i>There are</i> / <i>There aren't</i> <i>Are there any felt tips on the table? No, there aren't.</i> <i>Are there any felt tips in the box? Yes, there are.</i>	Paper Art	Draw and write about you and your friend.	Value: Be tidy. Caption: Put your things away. Be tidy at school and at home.	A container for your school supplies
2 The World of Weather	- clothes - weather	- talk about the weather - talk about my clothes - say when it is hot or cold	boots cloudy cold hot a jumper a raincoat rainy snowy sunny a swimming costume windy	<i>What's + noun + like?</i> <i>It's ...</i> <i>What's the weather like?</i> <i>It's windy.</i>	a coat jeans shorts trainers an umbrella	Imperatives <i>It's cold. Put your coat on.</i> <i>It's hot. Take your jumper off.</i> <i>It's rainy. Don't forget your umbrella.</i>	Snow Animals	Write about a picture of yourself.	Value: Dress for the weather. Caption: Wear the right clothes!	A weather and clothes mobile
3 Fun in the Sun	outdoor activities	- say what I like doing outside - say what I do on different days - say what I like	fly a kite play baseball play basketball play football play a game play hide and seek ride a bike rollerblade skateboard skip	<i>Like + -ing</i> <i>Do you like playing baseball? Yes, I do.</i> <i>It's fun.</i> <i>Do you like skipping?</i> <i>No, I don't.</i> <i>It's boring.</i> <i>What do you like doing?</i> <i>I like playing hide and seek.</i>	bounce a ball catch a ball play tag throw a ball watch a game	<i>Let's + verb</i> <i>Let's throw a ball.</i> <i>Yes! That sounds like fun!</i> <i>Let's bounce a ball.</i> <i>No, thanks.</i>	A Big Ball of Fun	Write about activities you like.	Value: Be a good sport. Caption: Play by the rules. Be fair and take turns. Have fun!	A mural of outdoor activities
4 Inside Our House	- furniture - household objects	- name furniture - name household objects - say where things are	an armchair a bath a bookcase a cooker a fireplace a microwave a rug shelves a shower stairs	Prepositions <i>above</i> <i>behind</i> <i>between</i> <i>in front of</i> <i>next to</i> <i>under</i>	a door a fridge a phone a sink a window	Subject-pronoun agreement with <i>it, they</i> <i>Where's the phone?</i> <i>It's in the kitchen.</i> <i>Where are the lamps?</i> <i>They're in the living room.</i>	Fun Houses	Write about a room in your house.	Value: Help at home. Caption: Help your family. Help with the chores.	A shoebox house
5 Day by Day	daily routines	- talk about what I do every day - talk about when I do things - name parts of the day	brush my teeth get dressed get up go to bed go to school have breakfast have dinner have lunch play computer games play with friends wash my face	Telling the time: exact hour <i>What time is it?</i> <i>It's 1.00.</i> <i>It's one o'clock.</i> <i>When does he go to bed?</i> <i>At 9.00.</i> <i>At nine o'clock.</i>	at night in the afternoon in the evening in the morning late	Adverbs of frequency: <i>always, every day, never</i> <i>What do you do every day?</i> <i>I always play with my sister.</i> <i>What does your brother do on Saturdays?</i> <i>He sleeps! He never gets up before 10 o'clock.</i>	A Day in the Space Station	Write about your favourite day.	Value: Be on time. Caption: Don't be late. Plan your day.	An accordion book describing your daily routine

Unit	Theme	Aims	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
6 How Are You?	- feelings - emotions	- say how people look - talk about how people feel - talk about what people are doing	angry bored excited hungry scared silly surprised thirsty tired worried	<i>How are you?</i> <i>I'm (+ adjective)</i> <i>How are you?</i> <i>I'm OK.</i> <i>I'm fine.</i> <i>I'm great!</i> Describe how a person looks <i>He looks worried.</i> <i>No, he's tired.</i>	crying frowning laughing smiling yawning	Regular and irregular plurals parent/parents person/people child/children	Fabulous Faces	Write about a photo of a special event.	Value: Be kind. Caption: Help your friends and family. Be kind to other people.	A paper bag puppet
7 Amazing Animals	- animals - animal abilities - animal characteristics	- identify animals - describe animals - say what animals can and can't do	a camel a crocodile an elephant a giraffe a hippo hop a kangaroo a lion a monkey a panda a parrot a penguin swing a tiger a zebra	Express ability with <i>can/can't</i> <i>A penguin can swim.</i> <i>It can't fly.</i> <i>Can a penguin swim?</i> <i>Yes, it can.</i> <i>Can penguins fly? No, they can't.</i>	big teeth colourful feathers a long trunk sharp claws a short tail	Present simple: subject–verb agreement <i>Has a tiger got sharp claws?</i> <i>Yes, it has.</i> <i>Has a tiger got a trunk? No, it hasn't.</i>	Two Big Birds	Write about your favourite animal.	Value: Respect animals. Caption: It is important to respect animals. Be kind and gentle.	A class set of animal cards
8 The World of Work	- work - professions and occupations	- talk about jobs - talk about where people work - say what I want to be	a bus driver a chef a dentist a doctor a farmer a firefighter a nurse an office worker a police officer a scientist a singer a vet	Present simple to discuss occupations <i>What does your father do?</i> <i>He's a chef.</i> <i>Where does your mother work?</i> <i>She works at home.</i>	an artist a film star a football player an inventor a rock star	Present simple: <i>want</i> + infinitive <i>What do you want to be one day?</i> <i>I want to be a film star.</i>	Wonderful Work!	Write about a person's job.	Value: Work hard. Caption: Work hard and enjoy your work.	A poster about your favourite job
9 Let's Eat!	food	- talk about foods - say what I like to eat - ask politely for things	beans bread burgers carrots ice cream mangoes meat noodles pasta peppers potatoes sweetcorn tomatoes	<i>Any</i> in questions and negatives <i>Are there any tomatoes?</i> <i>No, there aren't any tomatoes.</i>	cheese crisps grapes nuts snacks yoghurt	Polite requests with <i>may</i> May <i>I have some crisps, please?</i>	Super Snacks	Write about favourite snacks.	Value: Eat good food. Caption: Eat fruit and vegetables. Have good snacks. Drink water every day.	A class snack

Our World Level 3 Scope and Sequence

Units 1-9

Unit 0 Welcome to Our Class	Classroom language How do you say ... in English? How do you spell ...? Could you repeat that, please? I don't understand. Can you help me, please? What's the difference between ... and ...?	Seasons and months	Numbers 20 to 1 billion plus minus equals	Ordinal numbers/ maths language	Possessive pronouns	Object pronouns
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Unit	Theme	Aims	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
1 A Helping Hand	helping others daily routines	- talk about caring for others - describe daily routines - talk about how many times people do things	carry feed my pet give (my pet) a bath a goldfish a hamster help hold hands hug pick up protect take care of (my pet) teach	Time phrases with <i>before</i> and <i>after</i> <i>What does she do before breakfast? She gets dressed before breakfast.</i> <i>What does he do after school? He feeds his bird after school.</i>	come home do my homework have a shower have a snack make my bed	Adverbs of frequency <i>I never have lunch at 12.30.</i> <i>I sometimes have lunch at 12.30.</i> <i>I usually have lunch at 12.30.</i> <i>I always have lunch at 12.30.</i>	My Mum, the Aeroplane	Write about taking care of people or animals.	Value: Take care of others. Idea: Sometimes other people need your help. Be caring.	A collage about caring activities
2 My Place in the World	exploring a town giving directions	- ask for help - give directions - talk about my town	a bakery a chemist's a cinema a hospital a museum a park a police station a post office a restaurant a supermarket a toy shop a train station	Requests for help with <i>can</i> <i>Can you help me?</i> <i>Of course. How can I help?</i>	a library a shopping centre a stadium a swimming pool a zoo	Give directions with imperative + adverb <i>Go straight on.</i> <i>Turn left at Third Street.</i> <i>Turn right at the supermarket.</i>	Eye in the Sky	Write about a special place.	Value: Explore your town. Idea: It's fun to find new things to explore in your town.	Sociogram: My World circles
3 On the Move!	transport types of vehicles	- identify different kinds of transport - describe ways of travelling - compare and contrast	an aeroplane a bus a ferry a helicopter a hot-air balloon a motorbike a sailing boat a scooter a ship a taxi an underground train	Agree and disagree with <i>too</i> and <i>not</i> (<i>I do, too. / I don't</i>) <i>I ride my scooter to school.</i> <i>I do, too.</i> <i>I don't. I walk.</i>	coast downhill get off get on park pedal uphill	Express contrast <i>with but</i> <i>My mother gets the bus to work, but my father gets the train.</i>	Hot-Air Balloons	Write about transport.	Value: Be safe on the road. Idea: Stop! Look both ways! Listen!	A class bar chart about types of transport
4 Our Senses	the senses textures sounds flavours	- talk about the senses - talk about how things look, feel, taste, sound and smell - talk about the past	beautiful delicious dry hard loud quiet rough smooth soft sticky terrible ugly	Linking verbs: <i>taste, smell, look, feel, sound</i> <i>The soup smells great.</i> <i>The music sounds terrible.</i> <i>The flowers look beautiful.</i> <i>The baby rabbit feels soft.</i> <i>How does the chicken taste?</i>	bitter salty sour spicy sweet	Use the past simple of <i>to be</i> <i>How was the ice cream?</i> <i>It was delicious.</i> <i>How were the biscuits?</i> <i>They were great.</i>	Amazing Animal Senses	Write about summer.	Value: Enjoy the world through your senses. Idea: Take time to enjoy the world around you. Use all your senses.	A class book of Five Senses poems

Unit	Theme	Aims	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
5 Animal Habitats	animal habitats animal characteristics	- name animal habitats. - say what animals look like - talk about animal homes	a cave a desert a forest grasslands a hive ice an island mud a nest a rainforest snow underground a web wetlands	Cause and effect with <i>why</i> and <i>because</i> <i>Why does a giraffe eat leaves at the tops of trees?</i> <i>Because it's got a long neck.</i>	fur horns a pouch a tongue wings	Infinitives of purpose <i>Giraffes use their long tongues to clean their ears.</i> <i>Goats use their horns to fight.</i>	Amazing Rainforests	Write about an animal you like.	Value: Protect animal habitats. Idea: Protect animal homes. Remember we share our world with animals.	Make mobiles for habitats.
6 What's for Dinner?	foods quantities meals	- name foods - talk about quantities - talk about favourite meals	a bag of rice a bottle of oil a bowl of sugar a box of cereal a bunch of bananas a can of fizzy drink a glass of juice a jar of olives a loaf of bread a piece of cake	Countable and uncountable nouns with <i>some</i> and <i>any</i> <i>Are there any oranges? Yes, there are some in the fruit bowl.</i> <i>Are there any bananas? No, there aren't any.</i>	buy compare money price put away	Countable and uncountable nouns with <i>a few</i> and <i>a little</i> <i>Are there any biscuits? Yes, there are a few.</i> <i>Is there any orange juice? Yes, there is a little.</i>	What I Eat	Write about your favourite meal.	Value: Eat nutritious food. Idea: Eat fresh food. Eat good food. Read the labels on boxes and cans.	Organise a taste test day
7 Feeling Fit	exercising healthy habits	- name parts of the body - talk about the past - talk about good and bad habits	a back bend a bone a chest an elbow fingers a knee a muscle a shoulder a stomach stretch toes	Past simple with <i>did</i> and short answers <i>Did you wash your hands this morning? Yes, I did.</i> <i>Did you brush your teeth? No, I didn't.</i>	do exercise eat fruit eat junk food eat vegetables get some rest	Talk about quantity using <i>enough</i> and <i>too</i> . <i>It's important to get enough sleep.</i> <i>Don't stay up too late.</i>	Are You Playing Enough Computer Games?	Write about keeping fit.	Value: Be good to your body. Idea: Take care of your body. Exercise.	Make a Good Habits poster
8 Let's Celebrate!	celebrations festivals cultural traditions	- talk about celebrations and festivals - say what happened in the past - talk about cultural traditions	celebrate a costume dance decorations dress up a feast fireworks a lantern a mask a parade a party remember	Past simple of regular verbs: questions and long answers <i>Did you watch the parade? Yes, I watched the parade.</i>	balloons a birthday cake candles an invitation a present	Past simple of irregular verbs: questions and long answers <i>Did you go to the parade? Yes, I went to the parade.</i> <i>Did you see the fireworks? Yes, I saw the fireworks.</i>	November Celebrations	Write about a celebration.	Value: Celebrate your culture. Idea: Enjoy your traditions and festivals.	Make a parade mask
9 My Weekend	hobbies spare-time activities	- talk about spare-time activities - talk about the past - talk about hobbies	busy eat out exciting go on a picnic go to the beach go to the cinema interesting lose stay at home text my friends visit a museum win	Past simple with <i>didn't</i> in long answers <i>How was your weekend? It was boring. I didn't do anything special.</i> <i>What did you do? I went to a football match.</i> <i>Did your team win? No, they didn't win. They lost.</i>	go fishing go hiking go horse riding go ice skating go swimming	Go + <i>-ing</i> form in the past simple. <i>What did you do last weekend?</i> <i>We didn't go hiking.</i> <i>We went swimming.</i>	Wow! Look at That!	Write about a good weekend.	Value: Try new things. Idea: Discover the things you love.	Make a class scrapbook

Our World Level 4 Scope and Sequence

Units 1-9

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
1 All in Our Family	family personal features/ characteristics	- describe physical appearance - describe emotions - talk about plans - write a diary entry	bigger cleverer different faster friendlier nicer older relatives shorter	slower smaller stronger taller uglier younger	Comparatives with -er and -ier <i>My best friend is bigger than I am. I'm shorter than he is.</i> <i>My dog is friendlier than my sister's cat. My dog is younger than her cat.</i>	blond hair curly hair glasses straight hair wavy hair	Express future plans using the present continuous: <i>What are you doing on Saturday?</i> <i>I'm going to a family reunion.</i>	Where Do Your Eyes Come From?	Diary entries	Mission: Understand the human family. Explorer: Spencer Wells, Geneticist, Explorer-in-Residence Quote: 'Everyone alive today descends from one woman who lived around 180,000 years ago.'	Class Big Book: Report on family features
2 Fresh Food	fresh food growing plants farming	- talk about obligation - describe frequency - discuss and order food - express my opinion	aubergine cabbage chillies courgette cucumber dig green beans grow lettuce	onion pick plant pumpkin ready ripe water weed	Express obligation with <i>have to</i> + verb <i>I have to water the vegetables every day.</i> <i>She has to plant the tomatoes in a sunny place.</i> <i>I don't have to buy any more seeds.</i>	every day how often on (Friday) once (a month) three times (a week) twice (a year)	Order using <i>would like</i> <i>What would you like for lunch?</i> <i>I'd like a bowl of vegetable soup.</i>	Where's Your Food From?	Paragraphs of Opinion	Mission: Appreciate local food. Explorer: Juan Martínez, Environmentalist, Emerging Explorer Quote: 'Learning how to grow jalepeños changed my life.'	Plant cards
3 A Long Time Ago and Today	life in the past vs. life today housework	- describe what people did in the past - talk about what the past was like - compare the past and the present - write a unified paragraph	begin computer game do the washing up electric lights fire household jobs/ housework learn	life make mobile phone sew spend time tell stories things town	Contrast with <i>but</i> and <i>instead</i> <i>A long time ago, children walked to school, but I ride my bike.</i> <i>Many years ago, people didn't have TV. They told stories instead.</i>	difficult expensive important modern old-fashioned	Comparatives with <i>more</i> + adjective <i>Life was more difficult back then.</i> <i>That mobile phone is more expensive than this one.</i>	From Walking to Biking	Paragraph Unity	Mission: Appreciate the past. Explorer: Stephen Ambrose (1936–2002), Historian, Explorer-in-Residence Emeritus Quote: 'The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future.'	A poster about life in the past and life now
Let's Talk Units 1–3	Hello! Aims: - greet people (formally and informally) - say please and thank you (formally and informally)						I agree. Aims: - ask for other people's opinions - agree and disagree - make generalisations				

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
4 Get Well Soon!	health illness	- talk about health and illness - describe actions - give advice - talk about cause and effect	bandage cast cough earache feel dizzy first-aid kit germ have a cold	have a temperature headache medicine sneeze stomach ache thermometer tissue toothache	Give advice with <i>should</i> <i>I've got a bad toothache. What should I do?</i> <i>You shouldn't wait any longer. Your mum should take you to the dentist.</i>	broken leg bruise (n) burn (n) cut (n) scratch (n)	Reflexive pronouns <i>Ouch! I cut myself.</i> <i>Be careful. Don't hurt yourself.</i> <i>My brother burned himself on the cooker. He shouldn't cook by himself.</i> <i>Look at that bandage. Did she hurt herself?</i>	Why Do We Sneeze?	Paragraphs of Cause and Effect	Mission: Be prepared. Explorer: Hayat Sindi, UNESCO Goodwill Ambassador for Sciences, Emerging Explorer Quote: 'My mission is to find simple, inexpensive ways to check on the health of people in distant places and difficult conditions.'	A family first aid kit
5 My Favourites	entertainment	- identify different types of entertainment - compare people and activities - talk about my favourite people and things - give my opinion	actor amazing athlete brave cool famous film funny great	handsome person popular pretty talented wonderful	Superlatives with –est and <i>most</i> <i>I think Yao Ming is the greatest basketball player in the world.</i> <i>J.K. Rowling is the most talented writer I know.</i> <i>In your opinion, what's the funniest film of all?</i>	hobby school subject sport TV programme writer	Irregular comparatives and superlatives: <i>better, the best, worse, the worst</i> <i>I'm good at music. I'm better than my friend at sports. And I'm the best in our class in English!</i> <i>A cough is bad; a cold is worse; but a stomach ache is the worst!</i>	Amazing Acrobats	Reviews	Mission: Find a role model. Explorer: Aparajita Datta, Wildlife Biologist, Emerging Explorer Quote: 'When I was a young girl I always wanted to be working with wildlife. But it's only because I had really great science teachers in school who gave me that interest in biology.'	A class book about famous people

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
6 Wonders of the Sea	the ocean sea creatures ocean pollution	• identify sea life • describe characteristics of sea life • talk about protecting the oceans • write a paragraph of contrast	creature fish disappear dolphin layer midnight octopus pollution	resource sea sponge shark squid sunlight tortoise turtle whale zone	Express obligation/ necessity with <i>must</i> and <i>have to</i> and prohibition with <i>can't</i> and <i>don't</i> <i>We have to keep the oceans clean.</i> <i>We must protect the oceans.</i> <i>You can't throw rubbish into the sea.</i> <i>Don't leave food on the beach.</i>	biodegradable oil spill overfishing plastic recycling rubbish	Make predictions with <i>will</i> and <i>won't</i> <i>What will happen in the future?</i> <i>Sea animals and plants will disappear.</i> <i>We won't have as much food as we need.</i>	Colourful Corals	Paragraphs of Contrast	Mission: Protect the oceans. Explorer: Sylvia Earle, Oceanographer, Explorer-in-Residence Quote: 'With every drop of water you drink, every breath you take, you're connected to the ocean. No matter where on Earth you live. Taking care of the ocean means taking care of us.'	Posters and cards about ways to help sea animals
Let's Talk Units 4–6	What's wrong? Aims: • ask how someone is feeling • describe how I feel • show that I care or understand • make a suggestion						I don't understand. Aims: • politely interrupt • express confusion • check that someone understands • thank someone and reply				

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
7 Good Idea!	inventions	• talk about inventions • talk about habits in the past • describe how to use an invention • write about facts and opinions	battery creativity electricity fail idea imagination invent	invention problem solution succeed try useful wheel	Describe habits in the past with <i>used to</i> + verb <i>People used to rub out writing with bread.</i> <i>We didn't use to have batteries.</i> <i>Why did people use to read by candlelight?</i>	lift move put turn use	Impersonal <i>you</i> <i>You need to have creativity to invent things.</i> <i>You should always try again if you fail.</i> <i>What do you do with this invention? Do you play with it?</i>	Creative Kids	Paragraphs of Fact and Opinion	Mission: Use your imagination and creativity to solve problems. Explorer: Aydogan Ozcan, Electrical Engineer, Emerging Explorer Quote: 'In science it's always a long train of ideas. Many succeed, but in between you often fail ... science is entirely based on curiosity.'	An invention
8 That's Really Interesting!	hobbies	• talk about hobbies and interests • give information about people • describe and explain a hobby • write a paragraph of explanation	alone avatar collect compete controller co-operate creative	enjoy music group point score screen take photos together	Defining relative clauses with <i>who</i> <i>The person who has the highest score wins the game.</i> <i>My friend who collects DVDs knows a lot about films.</i>	a comic book a dinosaur a fossil an insect a soft toy	Direct and indirect object pronouns <i>My dad gave <u>this fossil</u> to me → My dad gave me <u>this fossil</u>.</i>	Hide and Seek	Paragraphs of Explanation	Mission: Enjoy a hobby. Explorer: Jørn Hurum, Palaeontologist, Emerging Explorer Quote: 'As a child, I felt very alone with my interest in fossils. Finally, at age 13, I discovered there was a museum in Norway that actually employed people to study fossils.'	Present a hobby
9 The Science of Fun	the scientific principles behind some sports and hobbies	• identify actions which use force • understand and make definitions • read a text and re-tell the information • write a paragraph of cause and effect	backwards balance connect down fall over force forwards friction	happen pull push rub skater spin swing	Cause and effect with double comparatives: <i>The more... the more...</i> <i>The more force you use, the faster you go.</i> <i>The more difficult the jump, the more practice you need.</i>	away from direction gravity lean towards	Defining relative clauses with <i>which</i> <i>The force which pulls you toward the centre of the Earth is called gravity.</i> <i>Skates are special shoes which you wear when you go ice skating.</i>	Up, Down and All Around!	Paragraphs of Cause and Effect	Mission: Think creatively and critically. Explorer: Stephon Alexander, Theoretical Physicist, Emerging Explorer Quote: 'When something unexpected or unusual happens, I am always curious to find out why.'	Reinvent the wheel
Let's Talk Units 7–9	Wow, that's amazing! Aims: • ask questions • show I'm interested • keep the conversation going						What does that mean? Aims: • interrupt someone (formally and informally) • ask the meaning and ask how to spell or say something • explain a meaning and give a spelling • say that I don't know				

Our World

Level 5

Scope and Sequence

Units 1-9

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/Explorer	Project
1 Extreme Weather	- weather - being prepared for weather emergencies	- talk about types of extreme weather - describe the damage storms can cause - identify ways to prepare for extreme weather - write a personal narrative	a blizzard a drop a drought a flood a hailstorm a heatwave a hurricane lightning	a range a rise a sandstorm speed a tornado a tropical storm thunder	Future predictions with <i>going to</i> + verb <i>Is it going to rain tomorrow?</i> <i>No, it's going to snow tomorrow.</i>	an emergency evacuate a plan a shelter supplies a torch	Zero conditional (present tense) <i>If the weather is cold, I put my winter coat on.</i>	Tornado Trouble	Personal Narrative	Mission: Understand weather. Explorer: Tim Samaras (1957–2013), Severe Storm ResearcherEmerging Explorer Quote: ‘It all started when I was about six years old and saw that fantastic tornado in <i>The Wizard of Oz</i> .’	A wind speed indicator
2 Copycat Animals	animal adaptations	- describe animal features - describe how animals protect themselves - talk about ways animals imitate others - write a paragraph of classification	camouflage a characteristic copy frighten hide hunt imitate insect	poisonous a predator prey resemble species a spot stripes	Equative comparisons with <i>as</i> + adj + <i>as</i> <i>The katydid is as green as the leaf it sits on.</i>	attack avoid confuse defend escape	Question tags <i>The jaguar is dangerous, isn't it?</i> <i>That frog wasn't poisonous, was it?</i>	Copycat Animals	Paragraphs of Classification	Mission: Protect biodiversity. Explorer: Krithi Karanth, Conservation Biologist Emerging Explorer Quote: ‘We need to increase people’s interest and awareness about wildlife and conservation issues and reduce the general disconnect from nature.’	A classroom collage of ecosystems or habitats
3 Music in Our World	- music - musical instruments - musical styles	- identify musical instruments - talk about musical styles - express preferences - write a paragraph of contrast	a band a beat a chord a concert a drum a flute a guitar a lead singer a melody	a note perform a piano practise rhythm a saxophone a violin	Present perfect with <i>ever</i> and <i>never</i> <i>Have you ever listened to hip hop?</i> <i>Yes, I have.</i> <i>Have you ever been to a concert?</i> <i>No, I never have.</i>	classical hip-hop jazz pop rock	Comparisons with adverbs (<i>more/less ... than; as ... as</i>) <i>He sings more loudly than me.</i> <i>He practises piano less often than me.</i> <i>I play the guitar as well as my brother.</i>	It’s All Music	Paragraphs of Contrast	Mission: Change through music. Explorer: Jack Johnson, National Geographic Arts Ambassador for the Environment Quote: ‘Music can change the world. It can inspire people to care, to do something positive, to make a difference.’	Musical instruments made out of recycled materials.
Let’s Talk Units 1–3	‘It’s my turn.’ Aims: - take turns - give commands - talk about who won a game						‘Who’s going to make notes?’ Aims: - talk about a classroom task - make a request - offer to do something				

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/National Geographic Explorer	Project
4 Life Out There	- the universe - space exploration - possibility of life in space	- discuss life in space - discuss space exploration - express my opinion - write a persuasive paragraph	atmosphere a comet data debate an extraterrestrial a galaxy a journey	orbit a planet search a solar system space the universe	Speculation with <i>may</i> and <i>might</i> <i>There might be life on other planets.</i> <i>Yes, but it may be very simple life.</i>	an astronaut communicate a rocket search a space station a spacecraft	Indefinite pronouns (<i>everyone, someone, anyone, no one</i>) <i>Did everyone see that comet?</i> <i>Does anyone want to be an astronaut?</i> <i>Someone will go to Mars one day.</i> <i>No one can see all the stars in the universe.</i>	Listening for Life	Paragraphs of Persuasion	Mission: Live curious. Explorer: Kevin Hand, Planetary Scientist/ Astrobiologist Emerging Explorer Quote: ‘We finally have the tools and technology to answer this age-old question: Are we alone? Jupiter’s moon Europa is a beautiful place to go and explore that question.’	Model of another planet with life
5 Arts Lost and Found	- traditional arts - arts and crafts - keeping and passing down traditions	- talk about why it’s good to save traditions - explain how the past makes me who I am - write a blog	art a community culture future generation hold on to a language local pass down	proud share storytelling a tourist a tradition weave	Gerunds as subjects <i>Knowing your history is important.</i> <i>Creating art is a good way to share your culture.</i>	embroidery handmade jewellery making pottery a sculpture	Gerunds as objects <i>My friends are good at making jewellery.</i> <i>I like eating traditional foods.</i>	Modern Music with Ancient Roots	Blog Entries	Mission: Value your cultural traditions. Explorer: Elizabeth Kapu'uwailani Lindsey, Filmmaker/Anthropologist, National Geographic Fellow Quote: ‘I’m committed to protecting the cultures of the world in the hope that the wisdom of their elders is remembered.’	A time capsule showing our culture

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/Explorer	Project
6 Amazing Plants!	- plants - plant adaptations	- talk about how plants adapt - discuss the importance of plants - compare plants - write a descriptive paragraph	adapt	a smell	Passive, present tense <i>Insects are attracted to the plant's sweet smell.</i> <i>How is the insect trapped?</i>	a daisy a petal a rose a thorn a vine	Defining relative clauses with <i>that</i> <i>I don't want a plant that smells like rotting meat!</i> <i>I like plants that trick and trap insects.</i>	Is That a <i>Plant</i> ?	Descriptive Paragraphs	Mission: Value plants. Explorer: Maria Fadiman, Ethnobotanist, Emerging Explorer Quote: 'On my first trip to the rainforest I met a woman who was in terrible pain because no one in her village could remember which plant would cure her. I saw that knowledge was truly being lost and in that moment I knew this was what I wanted to do with my life.'	A local plant guide
Let's Talk Units 4–6	'Can I borrow your bike, please?' Aims: - make an informal request - make an excuse - show understanding / accept 'no' for an answer					'It could work.' Aims: - make a suggestion - agree and disagree - respond					

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/National Geographic Explorer	Project
7 Volcanoes	• how volcanoes form • types of volcanoes	• discuss volcanoes • describe how a volcano erupts • make predictions • write a process paragraph	ash calm cover crack create deep erupt explode	gas heat inside melted/molten steam a surface thick a volcano	First conditional: (If + present tense, will + verb) <i>If rain hits the lava, it'll turn into steam.</i> <i>I will go to a safe place if the volcano erupts.</i>	active cone crater dormant extinct	Cause and effect with <i>because of</i> <i>Because of the ash, the animals could not breathe.</i> <i>The trees died because of the heat from the lava.</i>	Active Volcanoes	Process Paragraphs	Mission: Help in a disaster. Explorer: Patrick Meier, Crisis Mapper Emerging Explorer Quote: 'Crisis mapping can pinpoint urgent needs instantly, saving time and lives.'	Model of an erupting volcano
8 Reduce, Reuse, Recycle	• the environment • pollution • recycling • art made from recycled materials	• discuss the importance of reducing, reusing, and recycling • discuss art from recycled materials • talk about what I can do to help the environment • write a biographical paragraph	build design energy-efficient environment a landfill site man-made	natural recycle reduce renewable reuse rubbish save throw away	Passive with modals, present tense <i>Natural things can be grown again.</i> <i>Many things can be made into art!</i>	cardboard chemicals glass metal tools	Clauses with <i>when</i> <i>When we recycle rubbish, we save on materials and energy.</i> <i>An artist's work may surprise us when we first see it.</i>	Found Art	Biographical Paragraphs	Mission: Help reduce our human footprint. Explorer: Alexandra Cousteau, Water Advocate and Environmental Filmmaker Emerging Explorer Quote: 'People have created the problem, so it's critical to get the public excited and eager to participate in a solution.'	An art piece made with recycled materials
9 Wonderful Holidays!	• types of holidays • holiday activities • holiday destinations	• talk about different holiday places • talk about what I would do in different situations • express preferences • write a review	a beach camping a guide hike a hotel a photo safari relax ruins	a tent a theme park a ticket a tour a water park wildlife	Second conditional (if + past tense, would + verb) <i>If we went on a photo safari, I would take pictures of lions.</i> <i>I'd go mountain climbing if I weren't afraid of heights.</i>	an airport a passport souvenirs a suitcase sunglasses	Preference with <i>would rather</i> <i>I would rather go on an ecotour than go to a theme park.</i> <i>We'd rather go on a tour than stay at the hotel.</i>	Tree-house Holiday	Reviews	Mission: Be a respectful tourist. Explorer: Joseph Lekuton, Teacher Emerging Explorer Quote: 'To bridge cultures you must mix people together. Education and travel are the best teachers.'	A tourist brochure
Let's Talk, Units 7–9	'Definitely not!' Aims: • agree and disagree • discuss possibilities • ask for opinions						'Our presentation is about ...' Aims: • introduce ourselves • explain what our presentation is about • check with the audience • get started				

Our World Level 6 Scope and Sequence

Units 1-9

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
1 Exciting Sports	- extreme sports - safety equipment in sports	- discuss extreme sports - discuss safety in sports - describe people and actions - write a biographical paragraph	accident	land (v.)	Present perfect with <i>for</i> and <i>since</i> <i>Kitesurfing has been popular for about 15 years.</i> <i>Surfing and skateboarding have been popular since the 1970s.</i>	brakes elbow pads a helmet knee pads a life jacket	Intensifiers (<i>very, really, incredibly, extremely, absolutely, so</i>) <i>Skateboarding is extremely cool.</i> <i>That trick is incredibly scary.</i>	Amazing Adventurers	Biographical Paragraphs	Mission: Connect with our world. Explorer: J. Michael Fay, Conservationist, Explorer-in-Residence Quote: 'If you're a young person and you like to walk, climb trees, or explore, keep doing that. Because this world needs more people that are connected to Earth.'	Plan an extreme sports camp.
2 History's a Mystery	- history - famous discoveries	- talk about famous discoveries - discuss historical mysteries - speculate about the past - use examples to support writing	analyse bury a cause die discover excavate gold a mummy an object	preserve a ruler a statue a tattoo a thief a tomb a treasure	Passive in the past simple <i>The Sphinx was built around 2500 BCE.</i> <i>It wasn't excavated until 1925.</i> <i>When were the statues discovered?</i> <i>The statues were found in 1974.</i>	an artefact a CT scan a DNA test a sample a site	Past passive with <i>by</i> + agent <i>The mummy was found by hikers.</i> <i>The tomb wasn't found by an archaeologist.</i>	The Amazing Discovery of King Tut	Paragraphs of Exemplification	Mission: Learn about local history. Explorer: Johan Reinhard, Anthropologist, Explorer-in-Residence Quote: 'I decided that I wanted to learn more about civilisations of the past and about people living totally different lives from mine. I could not believe my luck when I found there was an actual profession for this type of work – anthropology.'	Research a mystery.
3 Chocolate!	- the history of chocolate - chocolate traditions	- describe types of chocolate - talk about the uses of chocolate - discuss the history of chocolate - write a unified paragraph	bar caramel cinnamon filling hot chocolate liquid milkshake an occasion	origin a pod powder solid a spice type vanilla	Past continuous <i>By 250 CE people were drinking hot chocolate.</i> <i>We were still talking about chocolate when the bell rang.</i>	a gram an ingredient mix pour a recipe a teaspoon	Cause and effect with <i>so that</i> and <i>would/could</i> <i>The boy printed out the recipe so that he could read it while he was cooking.</i>	The Story of Chocolate	Paragraph Unity	Mission: Learn about your food. Explorer: Barton Seaver, Chef/Conservationist, National Geographic Fellow Quote: 'We all have a chance to save the earth, through our fork, through our plates.'	Make a collection of chocolate recipes.
Units 1–3 Let's Talk	I love it! Aims: - start a conversation - change the topic - bring the topic back on track - discuss likes and dislikes						Excuse me, please. Aims: - ask for clarification - express doubt - interrupt politely				

Unit	Theme	Aims	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
4 Water, Water Everywhere	- bodies of water - water conservation	- identify types of water and their characteristics - describe recent activities - talk about saving and wasting water - understand and explain statistics	carve a drop of water filter float freeze fresh water a glacier a lake	salt water a sea sea level soak a swamp a waterfall wet	Present perfect continuous (<i>has/have + been + verb –ing</i>) <i>How long have you and your sister been taking swimming lessons?</i> <i>I've been taking swimming lessons for three months.</i> <i>My sister has been taking swimming lessons since March.</i>	a drain leak running water save a tap waste	Subordinating conjunctions with <i>-ever</i> (<i>whatever, whenever, wherever, whoever</i>) <i>Do whatever you can to save water.</i> <i>Save fresh water whenever you can and wherever you go.</i> <i>Whoever threw paint down the drain is in trouble!</i>	A World of Water	Paragraphs of Information	Mission: Conserve water at school. Explorer: Sandra Postel, Fresh Water Conservationist, National Geographic Fellow Quote: 'I just want to do my part to be sure we humans conserve water and share it with all of life.'	Make a world map of water.
5 It's a Small World	- small animals - animal characteristics	- identify small creatures and their characteristics - describe creatures - report what other people say - write a science report	a cell a centimetre common female grab a habitat horrible a human	male a microscope a millimetre an organism thin	Indirect speech (reported statements) <i>'This sea horse lives near coral.'</i> <i>My dad said that this seahorse lived near coral.</i>	adult furry pointed spotted strange tiny	Non-coordinate adjectives (order of adjectives: opinion, size, age, shape, color, origin, material) <i>These cute grey furry animals are called marmosets.</i>	Life Is Everywhere	Science Reports	Mission: Be curious. Explorer: Mireya Mayor, Primatologist/Conservationist, Emerging Explorer Quote: 'The more questions I asked, the more it became clear to me that much about our natural world still remained a mystery.'	Create a poster about two related animals.

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
6 Good Choice	- product testing - advertising	- talk about products and their characteristics - talk about preferences - report commands and questions - write a product review	break cost a crash test a customer dip drop a dummy fix impact	a manufacturer a product quality safety tear test waterproof	Indirect speech (reported commands) <i>'Don't break my toys.'</i> <i>My brother told me not to break his toys.</i>	an app a key reception a text message wear and tear Wi-Fi	Indirect speech (reported questions) <i>'What do I need to do next?'</i> <i>Lisa asked me what she needed to do next.</i>	Be an Ad Detective!	Product Reviews	Mission: Be aware of why you are making decisions. Explorer: Iain Couzin, Behavioral Ecologist Emerging Explorer Quote: 'Socially contagious behaviour is common in humans.'	Make a collage of ads.
Units 4–6 Let's Talk	I mean ... Aims: - ask a friend for help - give myself time to think - correct myself - show doubt						Actually, it's true. Aims: - express surprise and disbelief - contest a fact - quote a source - agree to disagree / concede				

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project
7 Wonders of the Natural World	• natural places • caves • exploration	• describe natural places • talk about safety rules • talk about feelings • write a chronological narrative	ascend by accident chase cross curiosity descend a headlamp locate a risk	a rope safety equipment shine a stream trip over a tunnel underwater	Passive with modal verbs <i>Headlamps must be worn in dark caves.</i> <i>New species have to be studied in a science lab.</i> <i>They can't be analysed underwater.</i>	an ancestor a bat a column a painting a stalactite a stalagmite	<i>To make</i> someone + adjective <i>Caves make me scared.</i> <i>Heights made her nervous.</i> <i>Matthew Berger made his dad proud.</i>	Discoveries in the Dark	Chronological Narratives	Mission: Connect your school studies to the world. Explorer: Kakani Katija, Bioengineer Emerging Explorer Quote: 'I am inspired by nature and I try to take what I learn about nature and apply those lessons to design things people can use and to help us understand more about the world we live in.'	Make a diorama.
8 Robots Rule	• robotics • types of robots	• discuss robots • express wishes • predict future events • write about advantages and disadvantages	a command a companion complex control dangerous a feature information mobile precise	program (v.) a remote control respond to science fiction social a task	Express present wishes with <i>wish</i> + subjunctive <i>I wish I could program a robot. (But I can't.)</i> <i>I wish my teacher were a robot. (But my teacher is not a robot!)</i>	facial recognition a laser mechanical a sensor voice recognition	Future passive <i>Robots will be programmed to do many of our dangerous jobs one day.</i> <i>Most people won't be required to work more than a few hours a week.</i>	Meet the Bots	Paragraphs of Advantages and Disadvantages	Mission: Use technology wisely. Explorer: Amber Case, Cyborg Anthropologist Emerging Explorer Quote: 'From earliest times, humans had tools like hammers that extended our physical self. Today's technology extends our mental self. It's changing the way we experience the world.'	Design a robot.
9 Amazing Adventures at Sea	• pirates • sea adventures • shipwrecks	• discuss shipwrecks and their causes • tell stories about pirates • talk about deep-water exploration • write a paragraph of concession	a captain capture cargo a crew dive drown an iceberg a legend a lifeboat	a passenger a pirate a sailor a shipwreck sink silver a weapon	Time clauses with <i>as soon as</i> <i>As soon as the Santa Margarita sank, people began looking for the silver.</i> <i>Water poured into the Titanic as soon as it hit the iceberg.</i>	correct illegal impossible incorrect legal possible safe unsafe	<i>It is</i> + adjective + <i>to</i> + verb <i>It is important to know how to swim.</i>	Journey to the Bottom of the Earth	Paragraphs of Concession	Mission: Be a lifelong learner. Explorer: Daniel Torres Etayo, Archaeologist, Emerging Explorer Quote: 'There are thousands of undiscovered shipwrecks and ancient sites in Cuba. It's an immense field of work waiting for archaeologists to explore.'	Plan your first exploration.
Units 7–9 Let's Talk	See what I mean? Aims: • open a conversation • state an opinion and clarify it • check understanding • confirm an opinion						Please have a look. Aims: • refer to visuals in a presentation • invite questions from the audience • end a presentation				