

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    | <ul style="list-style-type: none"><li>weather</li><li>being prepared for weather emergencies</li></ul>  | <ul style="list-style-type: none"><li>talk about types of extreme weather</li><li>describe the damage storms can cause</li><li>identify ways to prepare for extreme weather</li><li>write a personal narrative</li></ul> | a blizzard<br>a drop<br>a drought<br>a flood<br>a hailstorm<br>a heatwave<br>a hurricane<br>lightning  | a range<br>a rise<br>a sandstorm<br>speed<br>a tornado<br>a tropical storm<br>thunder | Future predictions with <i>going to</i> + verb<br><i>Is it <b>going to</b> rain tomorrow?</i><br><i>No, it's <b>going to</b> snow tomorrow.</i>  | an emergency<br>evacuate<br>a plan<br>a shelter<br>supplies<br>a torch | Zero conditional (present tense)<br><i>If the weather is cold, I <b>put</b> my winter coat <b>on</b>.</i>  | Tornado Trouble | Personal Narrative           | <b>Mission:</b> Understand weather.<br><b>Explorer:</b> Tim Samaras (1957–2013), Severe Storm ResearcherEmerging Explorer<br><b>Quote:</b> ‘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    | <ul style="list-style-type: none"><li>animal adaptations</li></ul>  | <ul style="list-style-type: none"><li>describe animal features</li><li>describe how animals protect themselves</li><li>talk about ways animals imitate others</li><li>write a paragraph of classification</li></ul>      | camouflage<br>a characteristic copy<br>frighten<br>hide<br>hunt<br>imitate<br>insect                   | poisonous<br>a predator<br>prey<br>resemble<br>species<br>a spot<br>stripes           | Equative comparisons with <i>as</i> + adj + <i>as</i><br><i>The katydid is <b>as green as</b> the leaf it sits on.</i>   | attack<br>avoid<br>confuse<br>defend<br>escape                         | Question tags<br><i>The jaguar is dangerous, <b>isn't</b> it?</i><br><i>That frog <b>wasn't</b> poisonous, <b>was</b> it?</i>  | Copycat Animals | Paragraphs of Classification | <b>Mission:</b> Protect biodiversity.<br><b>Explorer:</b> Krithi Karanth, Conservation Biologist<br>Emerging Explorer<br><b>Quote:</b> ‘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 | <ul style="list-style-type: none"><li>music</li><li>musical instruments</li><li>musical styles</li></ul>  | <ul style="list-style-type: none"><li>identify musical instruments</li><li>talk about musical styles</li><li>express preferences</li><li>write a paragraph of contrast</li></ul>   | a band<br>a beat<br>a chord<br>a concert<br>a drum<br>a flute<br>a guitar<br>a lead singer<br>a melody | a note<br>perform<br>a piano<br>practise<br>rhythm<br>a saxophone<br>a violin         | Present perfect with <i>ever</i> and <i>never</i><br><i><b>Have</b> you <b>ever</b> listened to hip hop?</i><br><i>Yes, I <b>have</b>.</i><br><i><b>Have</b> you <b>ever</b> been to a concert?</i><br><i>No, I <b>never</b> have.</i> | classical<br>hip-hop<br>jazz<br>pop<br>rock                            | Comparisons with adverbs ( <i>more/less ... than; as ... as</i> )<br><i>He sings <b>more loudly than</b> me.</i><br><i>He practises piano <b>less often than</b> me.</i><br><i>I play the guitar <b>as well as</b> my brother.</i> | It’s All Music  | Paragraphs of Contrast       | <b>Mission:</b> Change through music.<br><b>Explorer:</b> Jack Johnson, National Geographic Arts Ambassador for the Environment<br><b>Quote:</b> ‘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 | <b>‘It’s my turn.’ Aims:</b> <ul style="list-style-type: none"><li>take turns</li><li>give commands</li><li>talk about who won a game</li></ul> |  |  |   |  |  | <b>‘Who’s going to make notes?’ Aims:</b> <ul style="list-style-type: none"><li>talk about a classroom task</li><li>make a request</li><li>offer to do something</li></ul>   |                 |                              |  |   |

| Unit                  | Theme  | Aims  | Vocabulary 1  |  | Grammar 1   | Vocabulary 2   | Grammar 2   | Reading                         | Writing                  | Mission/National Geographic Explorer  | Project                            |
|-----------------------|--|---|---|--|---|--|---|---------------------------------|--------------------------|---|------------------------------------|
| 4 Life Out There      | <ul style="list-style-type: none"><li>the universe</li><li>space exploration</li><li>possibility of life in space</li></ul>          | <ul style="list-style-type: none"><li>discuss life in space</li><li>discuss space exploration</li><li>express my opinion</li><li>write a persuasive paragraph</li></ul> | atmosphere<br>a comet<br>data<br>debate<br>an extraterrestrial<br>a galaxy<br>a journey                 | orbit<br>a planet<br>search<br>a solar system<br>space<br>the universe | Speculation with <i>may</i> and <i>might</i><br><i>There <b>might</b> be life on other planets.</i><br><i>Yes, but it <b>may</b> be very simple life.</i> | an astronaut<br>communicate<br>a rocket<br>search<br>a space station<br>a spacecraft | Indefinite pronouns ( <i>everyone, someone, anyone, no one</i> )<br><i>Did <b>everyone</b> see that comet?</i><br><i>Does <b>anyone</b> want to be an astronaut?</i><br><i><b>Someone</b> will go to Mars one day.</i><br><i><b>No one</b> can see all the stars in the universe.</i> | Listening for Life              | Paragraphs of Persuasion | <b>Mission:</b> Live curious.<br><b>Explorer:</b> Kevin Hand, Planetary Scientist/ Astrobiologist<br>Emerging Explorer<br><b>Quote:</b> ‘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 | <ul style="list-style-type: none"><li>traditional arts</li><li>arts and crafts</li><li>keeping and passing down traditions</li></ul> | <ul style="list-style-type: none"><li>talk about why it’s good to save traditions</li><li>explain how the past makes me who I am</li><li>write a blog</li></ul>         | art<br>a community<br>culture<br>future<br>generation<br>hold on to<br>a language<br>local<br>pass down | proud<br>share<br>storytelling<br>a tourist<br>a tradition<br>weave    | Gerunds as subjects<br><i><b>Knowing</b> your history is important.</i><br><i><b>Creating</b> art is a good way to share your culture.</i>                | embroidery<br>handmade<br>jewellery making<br>pottery<br>a sculpture                 | Gerunds as objects<br><i>My friends are good at <b>making</b> jewellery.</i><br><i>I like <b>eating</b> traditional foods.</i>  | Modern Music with Ancient Roots | Blog Entries             | <b>Mission:</b> Value your cultural traditions.<br><b>Explorer:</b> Elizabeth Kapu'uwailani Lindsey, Filmmaker/Anthropologist, National Geographic Fellow<br><b>Quote:</b> ‘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 |

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|-------------------------|---|--|---|--|---|---|---|--------------------------|------------------------|--|---------------------|
| 6 Amazing Plants!       | <ul style="list-style-type: none"> <li>plants</li> <li>plant adaptations</li> </ul>   | <ul style="list-style-type: none"> <li>talk about how plants adapt</li> <li>discuss the importance of plants</li> <li>compare plants</li> <li>write a descriptive paragraph</li> </ul> | adapt<br>attract<br>bacteria<br>behaviour<br>digest<br>ground<br>a leaf<br>light<br>roots | a smell<br>a stem<br>a strategy<br>survival<br>trap<br>trick | Passive, present tense<br><i>Insects <b>are attracted</b> to the plant's sweet smell.</i><br><i>How is the insect <b>trapped</b>?</i> | a daisy<br>a petal<br>a rose<br>a thorn<br>a vine | Defining relative clauses with <i>that</i><br><i>I don't want a plant <b>that</b> smells like rotting meat!</i><br><i>I like plants <b>that</b> trick and trap insects.</i> | Is That a <i>Plant</i> ? | Descriptive Paragraphs | <b>Mission:</b> Value plants.<br><b>Explorer:</b> Maria Fadiman, Ethnobotanist, Emerging Explorer<br><b>Quote:</b> '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<br>Units 4–6 | <b>'Can I borrow your bike, please?'</b><br><b>Aims:</b> <ul style="list-style-type: none"> <li>make an informal request</li> <li>make an excuse</li> <li>show understanding / accept 'no' for an answer</li> </ul> |  |   |  |   |   | <b>'It could work.'</b><br><b>Aims:</b> <ul style="list-style-type: none"> <li>make a suggestion</li> <li>agree and disagree</li> <li>respond</li> </ul>                    |                          |                        |  |                     |

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|--------------------------|--|---|--|---|---|---|--|--------------------|-------------------------|---|---|
| 7 Volcanoes              | <ul style="list-style-type: none"> <li>how volcanoes form</li> <li>types of volcanoes</li> </ul>   | <ul style="list-style-type: none"> <li>discuss volcanoes</li> <li>describe how a volcano erupts</li> <li>make predictions</li> <li>write a process paragraph</li> </ul>   | ash<br>calm<br>cover<br>crack<br>create<br>deep<br>erupt<br>explode                  | gas<br>heat<br>inside<br>melted/molten<br>steam<br>a surface<br>thick<br>a volcano  | First conditional:<br><i>(If + present tense, will + verb)</i><br><i>If rain <b>hits</b> the lava, it'll turn into steam.</i><br><i>I <b>will</b> go to a safe place if the volcano erupts.</i>                                     | active<br>cone<br>crater<br>dormant<br>extinct                    | Cause and effect with <i>because of</i><br><i><b>Because of</b> the ash, the animals could not breathe.</i><br><i>The trees died <b>because of</b> the heat from the lava.</i>   | Active Volcanoes   | Process Paragraphs      | <b>Mission:</b> Help in a disaster.<br><b>Explorer:</b> Patrick Meier, Crisis Mapper<br>Emerging Explorer<br><b>Quote:</b> 'Crisis mapping can pinpoint urgent needs instantly, saving time and lives.'   | Model of an erupting volcano              |
| 8 Reduce, Reuse, Recycle | <ul style="list-style-type: none"> <li>the environment</li> <li>pollution</li> <li>recycling</li> <li>art made from recycled materials</li> </ul>                      | <ul style="list-style-type: none"> <li>discuss the importance of reducing, reusing, and recycling</li> <li>discuss art from recycled materials</li> <li>talk about what I can do to help the environment</li> <li>write a biographical paragraph</li> </ul> | build<br>design<br>energy-efficient<br>environment<br>a landfill site<br>man-made    | natural<br>recycle<br>reduce<br>renewable<br>reuse<br>rubbish<br>save<br>throw away | Passive with modals, present tense<br><i>Natural things <b>can be grown</b> again.</i><br><i>Many things <b>can be made</b> into art!</i>   | cardboard<br>chemicals<br>glass<br>metal<br>tools                 | Clauses with <i>when</i><br><i><b>When we recycle rubbish</b>, we save on materials and energy.</i><br><i>An artist's work may surprise us <b>when we first see it</b>.</i>  | Found Art          | Biographical Paragraphs | <b>Mission:</b> Help reduce our human footprint.<br><b>Explorer:</b> Alexandra Cousteau, Water Advocate and Environmental Filmmaker<br>Emerging Explorer<br><b>Quote:</b> '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!    | <ul style="list-style-type: none"> <li>types of holidays</li> <li>holiday activities</li> <li>holiday destinations</li> </ul>  | <ul style="list-style-type: none"> <li>talk about different holiday places</li> <li>talk about what I would do in different situations</li> <li>express preferences</li> <li>write a review</li> </ul>  | a beach<br>camping<br>a guide<br>hike<br>a hotel<br>a photo safari<br>relax<br>ruins | a tent<br>a theme park<br>a ticket<br>a tour<br>a water park<br>wildlife            | Second conditional<br><i>(if + past tense, would + verb)</i><br><i>If we <b>went</b> on a photo safari, I <b>would take</b> pictures of lions.</i><br><i>I'd <b>go</b> mountain climbing if I <b>weren't</b> afraid of heights.</i> | an airport<br>a passport<br>souvenirs<br>a suitcase<br>sunglasses | Preference with <i>would rather</i><br><i>I <b>would rather</b> go on an ecotour than go to a theme park.</i><br><i>We'd <b>rather</b> go on a tour than stay at the hotel.</i>  | Tree-house Holiday | Reviews                 | <b>Mission:</b> Be a respectful tourist.<br><b>Explorer:</b> Joseph Lekuton, Teacher<br>Emerging Explorer<br><b>Quote:</b> 'To bridge cultures you must mix people together. Education and travel are the best teachers.'   | A tourist brochure                        |
| Let's Talk,<br>Units 7–9 | <b>'Definitely not!'</b><br><b>Aims:</b> <ul style="list-style-type: none"> <li>agree and disagree</li> <li>discuss possibilities</li> <li>ask for opinions</li> </ul> |   |  |   |   |   | <b>'Our presentation is about ...'</b><br><b>Aims:</b> <ul style="list-style-type: none"> <li>introduce ourselves</li> <li>explain what our presentation is about</li> <li>check with the audience</li> <li>get started</li> </ul> |                    |                         |   |   |