

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	<ul style="list-style-type: none"><li>extreme sports</li><li>safety equipment in sports</li></ul>	<ul style="list-style-type: none"><li>discuss extreme sports</li><li>discuss safety in sports</li><li>describe people and actions</li><li>write a biographical paragraph</li></ul>	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	<b>Mission:</b> Connect with our world. <b>Explorer:</b> J. Michael Fay, Conservationist, Explorer-in-Residence  <b>Quote:</b> '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	<ul style="list-style-type: none"><li>history</li><li>famous discoveries</li></ul>	<ul style="list-style-type: none"><li>talk about famous discoveries</li><li>discuss historical mysteries</li><li>speculate about the past</li><li>use examples to support writing</li></ul>	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	<b>Mission:</b> Learn about local history. <b>Explorer:</b> Johan Reinhard, Anthropologist, Explorer-in-Residence  <b>Quote:</b> '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!	<ul style="list-style-type: none"><li>the history of chocolate</li><li>chocolate traditions</li></ul>	<ul style="list-style-type: none"><li>describe types of chocolate</li><li>talk about the uses of chocolate</li><li>discuss the history of chocolate</li><li>write a unified paragraph</li></ul>	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	<b>Mission:</b> Learn about your food. <b>Explorer:</b> Barton Seaver, Chef/Conservationist, National Geographic Fellow  <b>Quote:</b> '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	<b>I love it!</b> <b>Aims:</b> <ul style="list-style-type: none"><li>start a conversation</li><li>change the topic</li><li>bring the topic back on track</li><li>discuss likes and dislikes</li></ul>						<b>Excuse me, please.</b> <b>Aims:</b> <ul style="list-style-type: none"><li>ask for clarification</li><li>express doubt</li><li>interrupt politely</li></ul>				

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4 Water, Water Everywhere	<ul style="list-style-type: none"><li>bodies of water</li><li>water conservation</li></ul>	<ul style="list-style-type: none"><li>identify types of water and their characteristics</li><li>describe recent activities</li><li>talk about saving and wasting water</li><li>understand and explain statistics</li></ul>	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	<b>Mission:</b> Conserve water at school. <b>Explorer:</b> Sandra Postel, Fresh Water Conservationist, National Geographic Fellow  <b>Quote:</b> '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	<ul style="list-style-type: none"><li>small animals</li><li>animal characteristics</li></ul>	<ul style="list-style-type: none"><li>identify small creatures and their characteristics</li><li>describe creatures</li><li>report what other people say</li><li>write a science report</li></ul>	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	<b>Mission:</b> Be curious. <b>Explorer:</b> Mireya Mayor, Primatologist/Conservationist, Emerging Explorer  <b>Quote:</b> '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	<ul style="list-style-type: none"><li>product testing</li><li>advertising</li></ul>	<ul style="list-style-type: none"><li>talk about products and their characteristics</li><li>talk about preferences</li><li>report commands and questions</li><li>write a product review</li></ul>	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 <b>not to break</b> 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 <b>what</b> she <b>needed</b> to do next.</i>	Be an Ad Detective!	Product Reviews	<b>Mission:</b> Be aware of why you are making decisions.  <b>Explorer:</b> Iain Couzin, Behavioral Ecologist Emerging Explorer  <b>Quote:</b> 'Socially contagious behaviour is common in humans.'	Make a collage of ads.
Units 4–6 Let's Talk	<b>I mean ...</b> <b>Aims:</b> <ul style="list-style-type: none"><li>ask a friend for help</li><li>give myself time to think</li><li>correct myself</li><li>show doubt</li></ul>						<b>Actually, it's true.</b> <b>Aims:</b> <ul style="list-style-type: none"><li>express surprise and disbelief</li><li>contest a fact</li><li>quote a source</li><li>agree to disagree / concede</li></ul>				

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7 Wonders of the Natural World	<ul style="list-style-type: none"><li>• natural places</li><li>• caves</li><li>• exploration</li></ul>	<ul style="list-style-type: none"><li>• describe natural places</li><li>• talk about safety rules</li><li>• talk about feelings</li><li>• write a chronological narrative</li></ul>	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 <b>must be worn</b> in dark caves.</i> <i>New species <b>have to be studied</b> in a science lab.</i> <i>They <b>can't be analysed</b> underwater.</i>	an ancestor a bat a column a painting a stalactite a stalagmite	<i>To make</i> someone + adjective <i>Caves <b>make me</b> scared.</i> <i>Heights <b>made her</b> nervous.</i> <i>Matthew Berger <b>made his dad</b> proud.</i>	Discoveries in the Dark	Chronological Narratives	<b>Mission:</b> Connect your school studies to the world. <b>Explorer:</b> Kakani Katija, Bioengineer Emerging Explorer <b>Quote:</b> '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	<ul style="list-style-type: none"><li>• robotics</li><li>• types of robots</li></ul>	<ul style="list-style-type: none"><li>• discuss robots</li><li>• express wishes</li><li>• predict future events</li><li>• write about advantages and disadvantages</li></ul>	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 <b>could</b> program a robot. (But I can't.)</i> <i>I wish my teacher <b>were</b> a robot. (But my teacher is not a robot!)</i>	facial recognition a laser mechanical a sensor voice recognition	Future passive <i>Robots <b>will be programmed</b> to do many of our dangerous jobs one day.</i> <i>Most people <b>won't be required</b> to work more than a few hours a week.</i>	Meet the Bots	Paragraphs of Advantages and Disadvantages	<b>Mission:</b> Use technology wisely. <b>Explorer:</b> Amber Case, Cyborg Anthropologist Emerging Explorer <b>Quote:</b> '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	<ul style="list-style-type: none"><li>• pirates</li><li>• sea adventures</li><li>• shipwrecks</li></ul>	<ul style="list-style-type: none"><li>• discuss shipwrecks and their causes</li><li>• tell stories about pirates</li><li>• talk about deep-water exploration</li><li>• write a paragraph of concession</li></ul>	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><b>As soon as</b> the Santa Margarita sank, people began looking for the silver.</i> <i>Water poured into the Titanic <b>as soon as</b> it hit the iceberg.</i>	correct illegal impossible incorrect legal possible safe unsafe	<i>It is</i> + adjective + <i>to</i> + verb <i><b>It is important to know</b> how to swim.</i>	Journey to the Bottom of the Earth	Paragraphs of Concession	<b>Mission:</b> Be a lifelong learner. <b>Explorer:</b> Daniel Torres Etayo, Archaeologist, Emerging Explorer <b>Quote:</b> '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: <ul style="list-style-type: none"><li>• open a conversation</li><li>• state an opinion and clarify it</li><li>• check understanding</li><li>• confirm an opinion</li></ul>						Please have a look. Aims: <ul style="list-style-type: none"><li>• refer to visuals in a presentation</li><li>• invite questions from the audience</li><li>• end a presentation</li></ul>				