

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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 have to + 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 would like <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 jalapeños changed my life.' | Plant cards |
| 3 A Long Time Ago and Today | life in the past vs. life today housework | <ul style="list-style-type: none"> 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 but and instead <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 more + 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: <ul style="list-style-type: none"> greet people (formally and informally) say please and thank you (formally and informally) | | | | | I agree. Aims: <ul style="list-style-type: none"> ask for other people's opinions agree and disagree make generalisations | | | | |

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| 4 Get Well Soon! | health illness | <ul style="list-style-type: none"> 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 should <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 | <ul style="list-style-type: none"> 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 most <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: better, the best, worse, the worst <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 |

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| 6 Wonders of the Sea | the ocean sea creatures ocean pollution | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ask how someone is feeling describe how I feel show that I care or understand make a suggestion | | | | | I don't understand. Aims: <ul style="list-style-type: none"> politely interrupt express confusion check that someone understands thank someone and reply | | | | | |

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| 7 Good Idea! | inventions | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 this fossil to me → My dad gave me this fossil.</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 | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ask questions show I'm interested keep the conversation going | | | | | What does that mean? Aims: <ul style="list-style-type: none"> 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 | | | | | |