

# EXPLORE OUR WORLD LEVEL I: STUDENT'S BOOK WALK-THROUGH

**Explore Our World** Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young Learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. They will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Explore Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

**Target vocabulary** is presented in meaningful contexts to help students **build fluency** and the confidence to discuss **relevant real-world topics**.

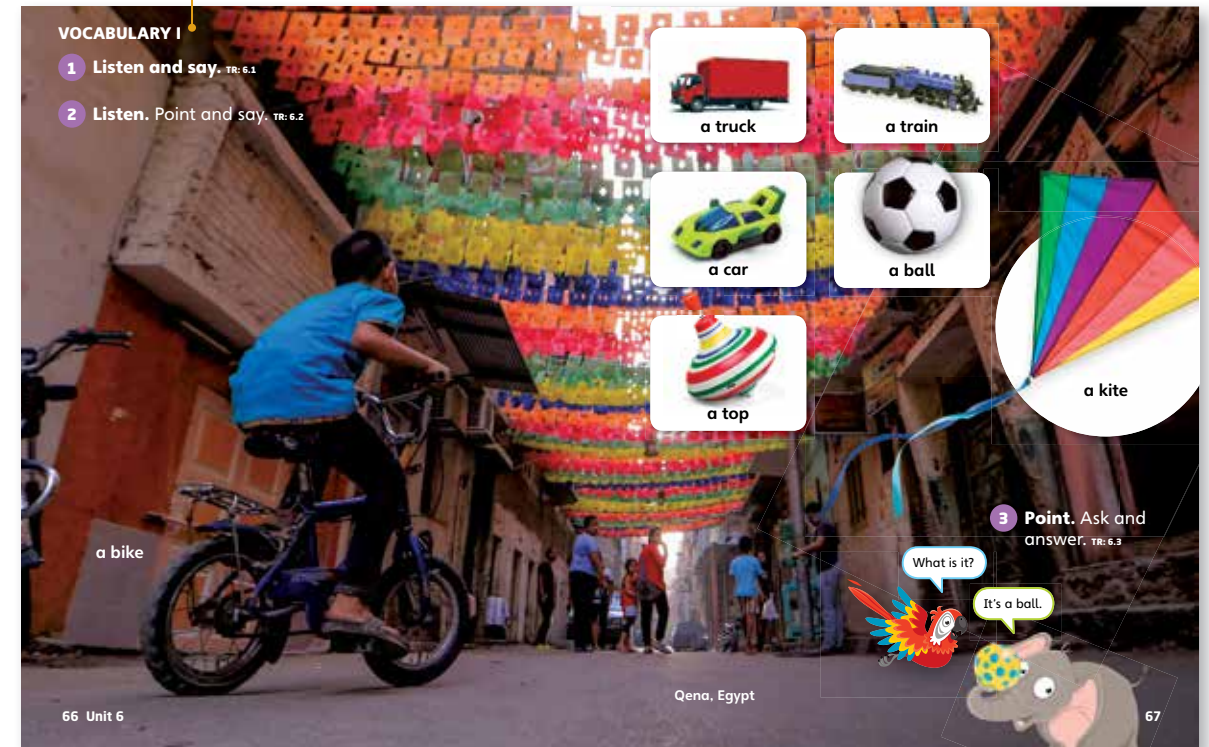
The **Unit Opener** uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and discussion.

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.

All target vocabulary is presented in the **audio program** first in isolation, then in a **contextualized sentence**, as well as in the context of the main presentation.



A list of **unit goals** is followed by a goal-setting activity that focuses students' attention.



Two video segments present and practice **Target Vocabulary**.

A **Video** introduction provides a **preview** of the contents of the unit.



# EXPLORE OUR WORLD LEVEL I: STUDENT'S BOOK WALK-THROUGH

**Grammar charts** include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

**Additional thematic vocabulary** is presented visually. Vocabulary is presented on the **audio program** in isolation.

**Grammar charts** include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.


The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

**GRAMMAR 1**

**Simple present of want: I / you / he, she** TR: 6.4


Do you **want** a kite? Yes, I **do**. No, I **don't**.  
Does she **want** a ball? Yes, she **does**. No, she **doesn't**.

**1 Listen and find.** Draw a line. TR: 6.5



**VOCABULARY 2**

**1 Listen and say.** TR: 6.6




**2 Point and say.** Work with a partner.

**3 Listen and read.** Circle yes or no. TR: 6.7

1. Does he want a robot? yes no  
2. Does he want a puzzle? yes no

**4 Listen.** Say and stick. Work with a partner. TR: 6.8

Number 1. I have a puzzle.  
I don't. I have a robot. Number 2.



1 2 3 4 5

68 Unit 6 69

**GRAMMAR 2**

**Questions with this and these** TR: 6.9

Is **this** your teddy bear? No, **it** isn't. It's Sonia's teddy bear.  
**Are these** your toys? No, **they** aren't. They're Mark's toys.

**SHOW AND TELL TODAY**



**1 Look.** Listen and read. Check  yes or no. TR: 6.10

	yes	no
1. Is this Anna's puzzle?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are these Ken's robots?	<input type="checkbox"/>	<input type="checkbox"/>

**2 Play a game.** Cut out the cards in the back of the book. Ask and answer. Play with a partner. TR: 6.11

Are these your tops?  
No, they aren't. They're Tina's tops.



70 Unit 6

**SONG**

**1 Listen.** Read and sing. TR: 6.12

**Let's Play**


There is a shelf on the wall,  
a box on the shelf,  
toys in the box.  
Toys for girls and boys!

New York City, USA

**THE SOUNDS OF ENGLISH** TR: 6.13

**2 Listen and say.**

1. toy	top
2. tall	train
3. truck	closet



71

Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.

**Sticker activities** in each unit provide **reward, motivation, and interactive practice**.

Students work in **pairs or groups** to practice the new words.

**Games** provide a fun context for **communicative grammar practice**.

**Follow-up activities** provide opportunities to use the song for group or pair work.

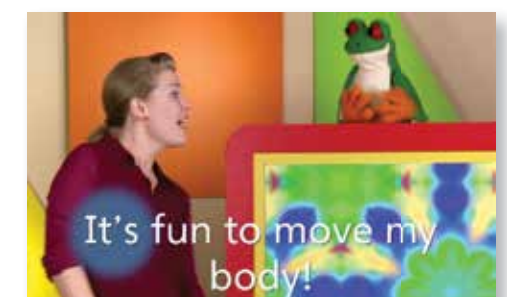
Two videos segment present and practice **Target Vocabulary**.



**Grammar** is presented in two short, **engaging animations**.



The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.



# EXPLORE OUR WORLD LEVEL I: STUDENT'S BOOK WALK-THROUGH

Meaningful, relevant real-world **Readings** develop language through **cross-curricular topics** such as science, nature, history, art, culture, music, and sports.

**READING**

1 **Listen and read.** TR: 6.14

## We ♥ Teddy Bears

People around the world love teddy bears. Children play and sleep with them. There are even teddy bear museums! This museum is in England. It has big and small bears, girl bears, and boy bears. There are bears for everyone!



2 **Ask and answer.** What are your favorite toys?  
Work with a partner. TR: 6.15

What are your favorite toys?



My teddy bear and my train.



72 Unit 6

The **Value** page promotes **universally recognized values** such as “Use your senses” and “Take care of others.”

**VALUE**

## Share your toys.

I share my toys with my friends.



**Think. Pair. Share.**  
What toys do you share with your friends?

Munich, Germany

73

A **Think-Pair-Share** routine helps students form individual ideas, and **discuss and share** them with their classmates.



Each *Explore Our World Video* is 30 minutes of **fun-filled, fully integrated content** that includes:

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Explore Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Explore Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Explore Our World Videos* are available on a Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

### Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1
- Scene 3: Vocabulary 2
- Scene 4: Grammar 1
- Scene 5: Grammar 2
- Scene 6: Song
- Scene 7: Viewing
- Scene 8: Story Time



The *Explore Our World Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Explore Our World Workbook* additional readings and **cumulative review** practice.

The *Explore Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

**Unit 3**  
**My Family**  
**VOCABULARY I**

**1 Listen.** Look and match. TRB 3.1

brother    father    grandmother    grandfather  
 mother    parents    sister

**GRAMMAR I**

Question	Answer
How many sisters do you have?	I <b>have</b> one sister. I <b>don't have</b> any sisters. <i>don't = do not</i>

**1 Listen.** **Circle.** TRB 3.2

1. I have two brothers.   I have two sisters.  
2. I don't have any sisters.   I don't have any brothers.  
3. One, I have one brother.   One, I have one sister.  
4. I don't have big sister.   I don't have a big brother.

**2 Look and listen.** Write. TRB 3.3

little   big   brother   family   sister

Hi, I'm Lisa. I have a big family.  
I have a brother.  
I have a little sister.  
I have a big brother.  
And I have a brother sister, too!

**Where and in or on**

Question	Answer
Where is the moon?	It's <b>in</b> the sky.
Where are the birds?	They're <b>on</b> the rock.

Use in or on + a place: **in the tree, on the bush**

**1 Read.** **Circle** the letter.

1. The clouds are \_\_\_\_\_ the sky.   a. is   b. on   c. in  
2. The rocks \_\_\_\_\_ in the river.   a. is   b. are   c. on  
3. The moon \_\_\_\_\_ in the sky.   a. is   b. on   c. are  
4. Where \_\_\_\_\_ the birds?   a. is   b. in   c. are  
5. The monkey is \_\_\_\_\_ the rock.   a. in   b. are   c. on

**2 Look.** Write in or on.

1. The bird is \_\_\_\_\_ the tree.   3. The star is \_\_\_\_\_ the sky.  
2. The rocks are \_\_\_\_\_ the river.   4. The bird is \_\_\_\_\_ the stick.

**3 Look and write.**

1. Where is the star? \_\_\_\_\_  
2. \_\_\_\_\_?  
3. \_\_\_\_\_?  
4. \_\_\_\_\_?

**4 Write.** Answer the questions in Activity 3.

1. It's in the sky.   3. \_\_\_\_\_  
2. \_\_\_\_\_   4. \_\_\_\_\_

**5 Look and write.** Look outside. Write 3 questions and answers about what you see.

Where's the sun? It's in the sky.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**READING**

**1 Listen and read.** TRB 4.4

**A House in a Tree**

This house is in a tree. It is a tree house! A tree house can have a living room, a kitchen, and a bedroom.

a bedroom

**2 Read.** **Circle** yes or no.

1. A tree house is in the sky.   yes   no  
2. There is a bedroom in the tree house.   yes   no

**WRITING**

**1 Read.**

I'm Teddy. This is my bedroom. My bed is blue. There is a lamp on a small table.

**2 Look.** Write about your bedroom.

I'm \_\_\_\_\_ . This is \_\_\_\_\_ .  
My \_\_\_\_\_ is \_\_\_\_\_ .  
I have \_\_\_\_\_ .  
There is \_\_\_\_\_ .

**3 Look and write.**

Big letter: <b>W</b>	Where's your sister?	?
Big letter: <b>I</b>	Is she in the kitchen?	.
Big letter: <b>Y</b>	Yes, she's in the living room.	.
Big letter: <b>S</b>	She's watching TV.	.

1. \_\_\_\_\_ here's your grandfather?  
2. \_\_\_\_\_ he in the kitchen?  
3. \_\_\_\_\_ es, he's in the kitchen.  
4. \_\_\_\_\_ e's eating.

**Unit 5**

**Present progressive: am/are/is + verb-ing**

Question	Answer
are you wearing?	I'm wearing white shoes.
is your brother wearing?	He's wearing a hat.
is the girl wearing?	She's wearing a hat.

You can also say:  
My mother's **wearing** a hat. = My mother **is wearing** a hat.  
The baby's **wearing** a hat. = The baby **is wearing** a hat.

**1 Read.** **Circle.**

1. What **is / are** she wearing?   4. I **'m / 're** wearing gloves.  
2. What **is / are** you wearing?   5. You **'s / 're** wearing socks.  
3. **She's / She** wearing a red dress.   6. I'm **wear / wearing** a skirt.

**2 Write.** Complete the questions on p. 18.

**Color and write.** Use Activity 2.

1. She's wearing green pants.  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

**4 Look and write.**

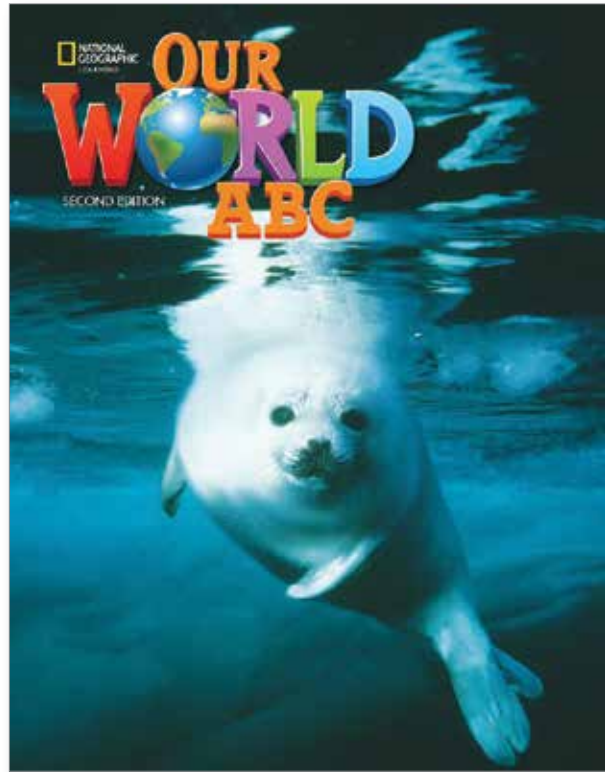
1. What is he wearing?   3. \_\_\_\_\_  
He's wearing pants.   He's wearing a shirt.  
2. \_\_\_\_\_   4. \_\_\_\_\_  
You \_\_\_\_\_   You \_\_\_\_\_

## New to the second edition

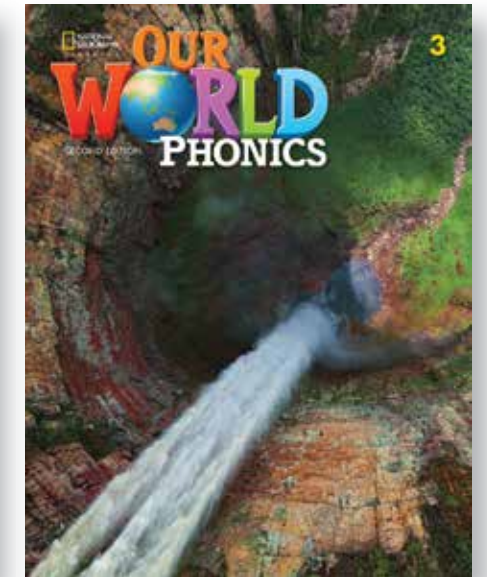
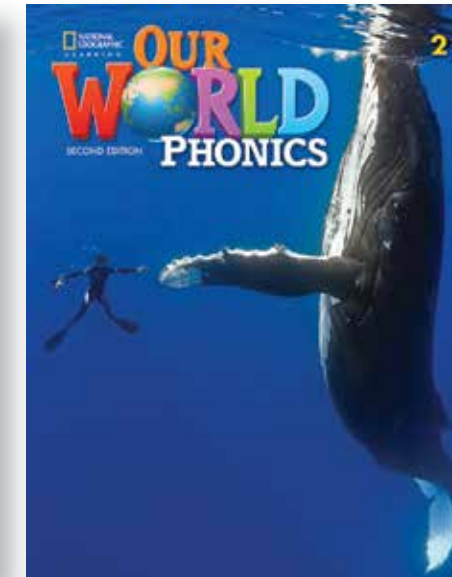
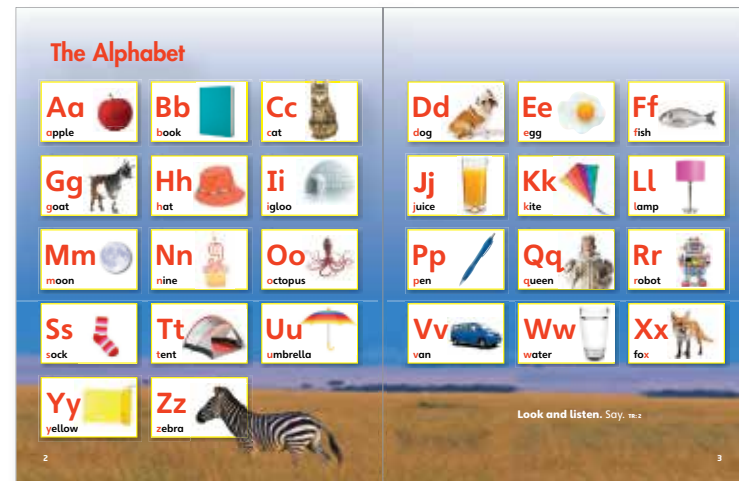
- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at [ELTNGL.com/exploreourworld1](http://ELTNGL.com/exploreourworld1)

## New to the second edition

- **Updated grammar charts** with new exemplars for each grammar topic
- **Student-friendly explanations** of each grammar topic with examples



- **Our World ABC** introduces and practices the letters of the **alphabet**, as well as **numbers**, **shapes**, and some high-frequency words.



- **Our World Phonics** introduces Young Learners to the **sounds and letters of English** and helps them learn and practice sound/spelling relationships in order to develop their listening, speaking, reading, and writing skills.
- **Our World Phonics 1** introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
- **Our World Phonics 2** introduces **long vowels** and **diphthongs**, and **two-letter blends**.
- **Our World Phonics 3** introduces **word stress** and the **schwa sound**, **r-colored vowels**, **three-letter blends**, and other **letter combinations**.

Listen and say. Write. TR: 25 and 26

abcdefghijklmnopqrstuvwxyz

water

fox

W w w

W w w

X x x

X x x

20

Listen and say. Write. TR: 27 and 28

abcdefghijklmnopqrstuvwxyz

yellow

zebra

y y y

Y Y Y

z z z

Z Z Z

21

6 What sound do you hear? Listen and write. TR: 6.7

ou or oa

1. 2. 3. 4.

m\_\_th r\_\_d c\_\_t h\_\_se

ai or ee

5. 6. 7. 8.

t\_\_th r\_\_n sl\_\_p gr\_\_n

oi or ow

9. 10. 11. 12.

c\_\_n fl\_\_er c\_\_ br\_\_n

ue or oo

13. 14. 15. 16.

gl\_\_ b\_\_k c\_\_kie bl\_\_

aw or ie

17. 18. 19. 20.

p\_\_ fl\_\_s t\_\_ y\_\_n

7 Follow the words with the same vowel sound. Then listen to check your answers. TR: 6.8

mouse point juice read phone

blue cold toys flower teeth

bail shout pool road eat

7

# TEACHER RESOURCES

The **Lesson Planner** with **Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach, and supplement lessons.

**READING**  
Objectives  
Students will  
• use photos and maps to compare and contrast.  
• talk about clothes worn by people all over the world.  
Reading Strategy Compare and Contrast  
Academic Language check, draw a line  
Content Vocabulary costume  
Resources TR: 5.13-5.14; Flashcards 72-74; Graphic Organizer: Venn diagram; Workbook p. 46; TR: 5.8; Online Practice  
Materials a soft cloth or foam ball

**READING**  
1 Listen and read. **Clothes Are Fun!**  
People all over the world wear special clothes on special days. Sometimes they are clothes from the past.

**2 Listen and read.** Look. Circle yes or no.  
1. The children from Turkey are wearing shoes.  yes  no  
2. The girls from Korea are wearing dresses.  yes  no  
62 Unit 5

**Warm Up**  
• **Activate prior knowledge** Form groups of four. Give each group one or two cards from Flashcards 72-74. Say *Talk about the clothes. What is it? What color is it?* Write sentences.  
• Give students five minutes to discuss and write about their cards. Then have groups present their cards and read aloud their sentences to the class.

**Present**  
• **Graphic literacy** Have students open their books to p. 62. Read the title aloud to students. Then point out the photos and the map. Say *I see three photos and a map of the world. Say the words by the photos and labels. Read the photo labels on p. 62 aloud: Korea, Turkey, Peru. Say the labels name countries. Guide students to match the three labels to the words on the map.*  
• Read each country name again as you point to the corresponding photo. Say *The map shows where the people in the photos are from.* Have students read the labels with you as they point.

**Practice**  
• **Read together** Say *Now let's listen.* Play TR: 5.13 and have students read along. Play the track a second time, pausing at the end of each sentence.  
• **After the first sentence, ask What is this about? (wearing special clothes on special days) Ask What's an example of a special day? (a birthday) After the second sentence, say We read about writing from the past. Now we're looking at pictures of clothes from the past.**

**Apply**  
• Point to the directions and read them aloud. Say *Listen first.* Point to the first item. Play TR: 5.14, and pause after item 1.  
• Say *It says, The children from Turkey are wearing shoes. Let's look for the photo that says Turkey. Point to the photo and label. Say Here it is. The children are wearing white shoes. Read item 1 again and say I circle yes. Model circling.*  
• Have students complete item 2 on their own. Ask *Are the girls from Korea wearing dresses? (yes) Are they wearing shoes? (yes)*  
• **Expand** Have pairs make a Venn diagram to compare their clothes. Explain the three sections of the diagram: Student 1, both students, Student 2. For the overlapping section, they can list any clothing or color they are both wearing. When students are done, ask them to do a show-and-tell of their work with another pair.

**Wrap Up**  
• Have students stand in a circle. Ask *Are you wearing (a white shirt)?* Toss a soft ball to a student wearing (a white shirt). Have him answer *Yes, I'm wearing (a white shirt).* Have that student ask a similar question (*Are you wearing a blue shirt?*) and toss the ball to another student. Continue until all students have had a turn.

**BE THE EXPERT**  
**About the Photos**  
The large photo on p. 62 shows two South Korean girls at a railway station in Seoul, wearing traditional clothes. The family is traveling for the three-day Chuseok, or Harvest Moon festival. The photo at the top right shows children in traditional dress, marching in a parade in Ankara, Turkey. The girls from Peru are wearing many layers of warm clothes because the temperature in the Andes, where they live, does not reach above 21° Celsius (70° Fahrenheit) for much of the year.

**Reading Strategy**  
**Compare and Contrast** Many students identify information more easily when it's sorted for them visually. A Venn diagram is an ideal tool to help students organize information in order to compare and contrast. Write similarities, or details shared by both items, in the overlapping area in the middle of a Venn diagram. Differences, or details specific to each item, belong on either side of the diagram.

**Related Vocabulary**  
train

**Workbook and Online Practice**  
Reading  
✓ **Formative Assessment**  
Can students  
• use photos and maps to compare and contrast?  
Have students look at the photos and map on p. 62. Have them point to each photo and the matching country on the map. Ask *What color shoes are the girls from Korea wearing? What color shoes are the children from Turkey wearing?*  
• talk about clothes worn by people all over the world?  
Point to one of the photos on p. 62 and ask *Where are they? What's she wearing? What are they wearing?*

140 Unit 5 Reading 141

## Explore Our World Flashcards including The Sounds of English

The **Explore Our World Flashcards including The Sounds of English** provide additional support for vocabulary and English pronunciation and phonics.

The **Flashcards** include **all target vocabulary**. The **Sounds of English Cards** include individual and **contrasted English words** with related images and spellings.



## Poster Sets

Eight full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic **Explore Our World** values.

## The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point-of-use
- **Formative Assessment** suggestions
- a handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Explore Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

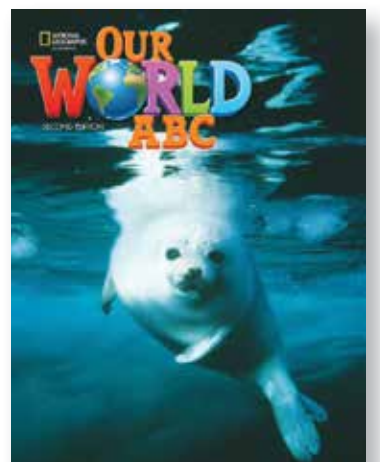
## Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach, and supplement lessons in *Our World Phonics* 1, 2, and 3, including:

- a detailed **Scope & Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities, and Wrap Ups
- an **audio CD** for each level of *Our World Phonics*.

## Assessment

The **ExamView® Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher's Website.



# DIGITAL RESOURCES

## Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Explore Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



## New Online Practice and Learning Management System

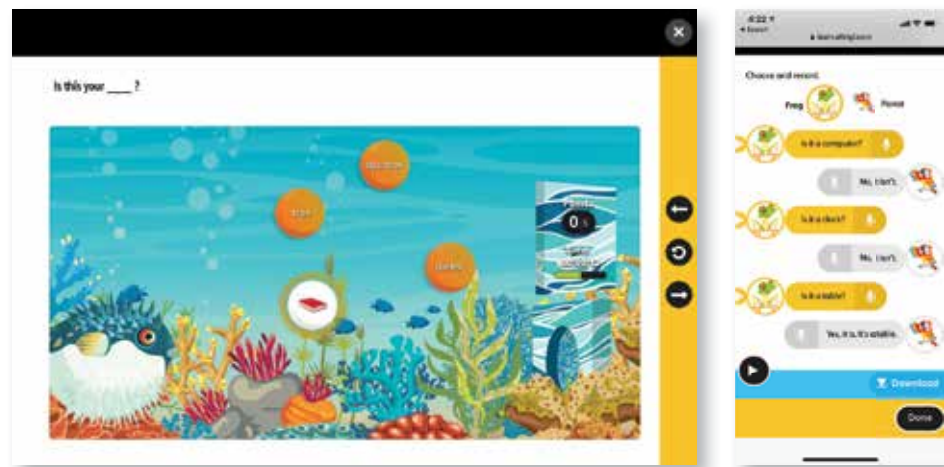
*Explore Our World* Second Edition's **Online Practice** is **completely new**, with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at [learn.eltngl.com](http://learn.eltngl.com) with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through [learn.eltngl.com](http://learn.eltngl.com) with an access code and course activation key. It's optimized for all devices.

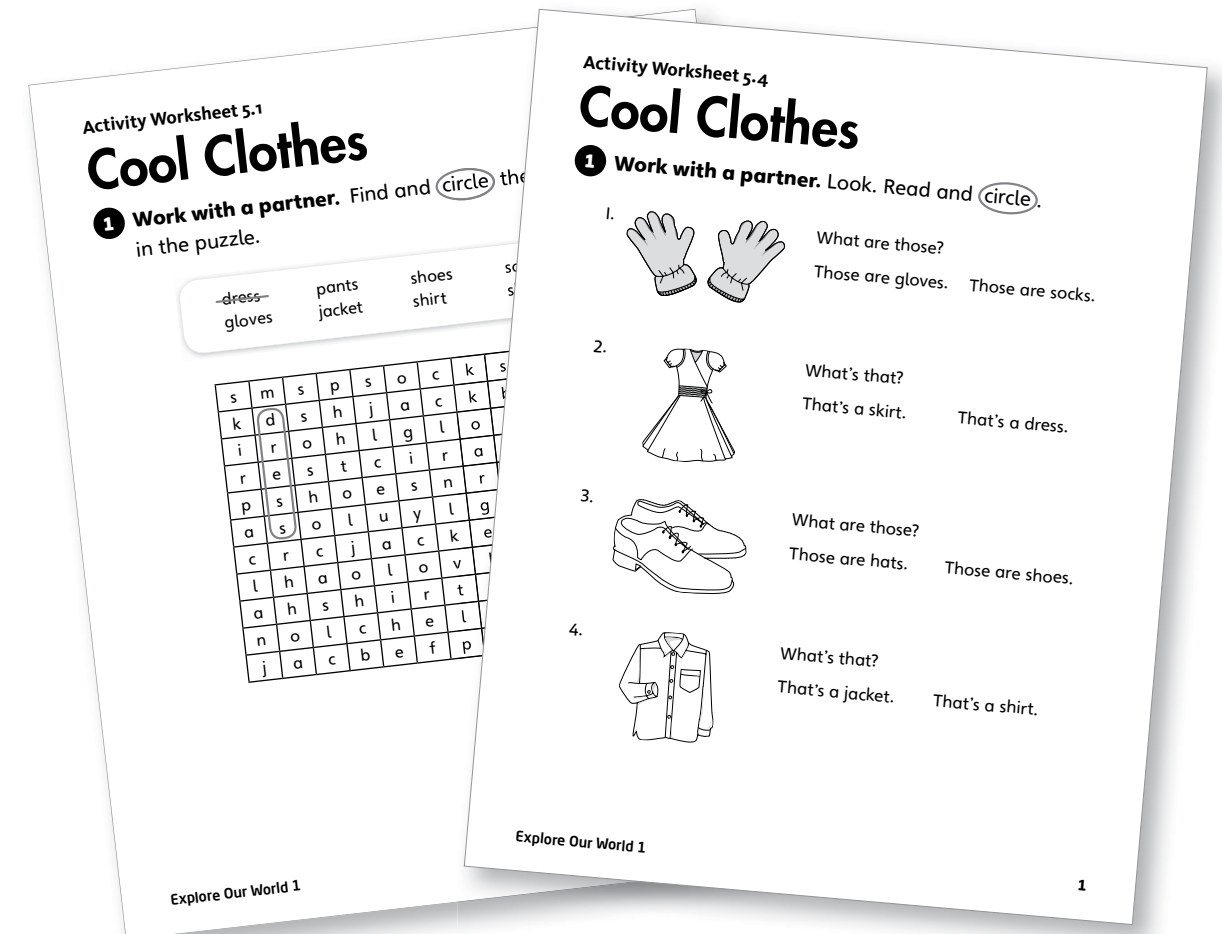
## Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at [ELTNGL.com/exploreourworld1](http://ELTNGL.com/exploreourworld1).

## Teacher Resource Website

Teacher resources can be found at [ELTNGL.com/exploreourworld](http://ELTNGL.com/exploreourworld) and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView® Assessment Suite**

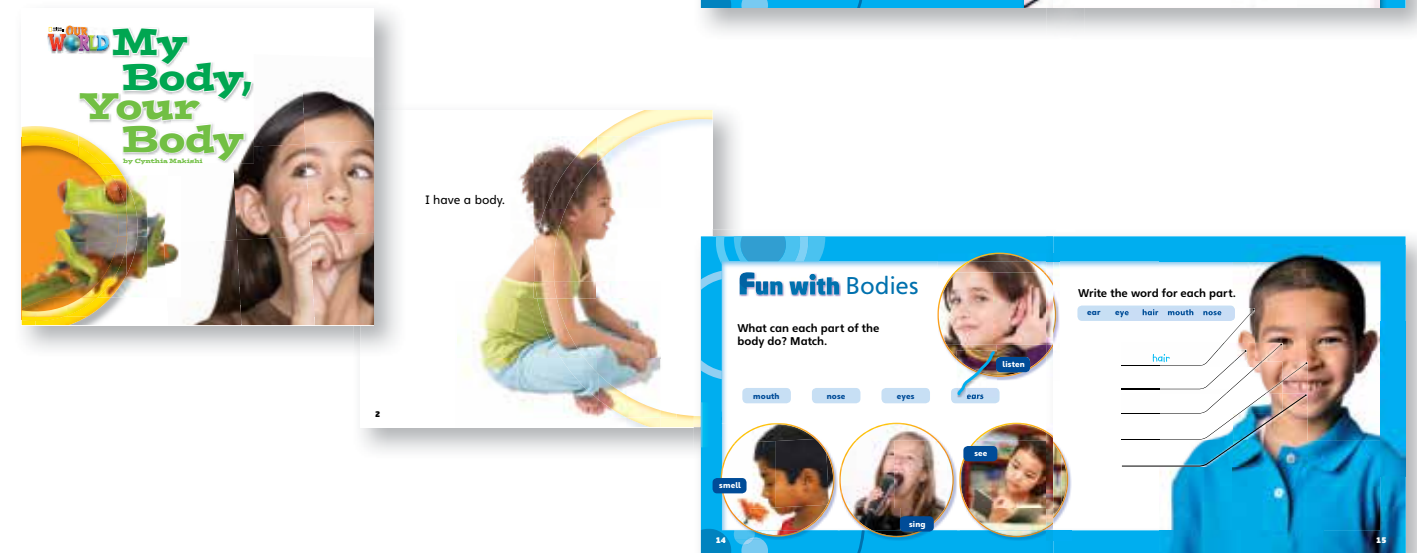
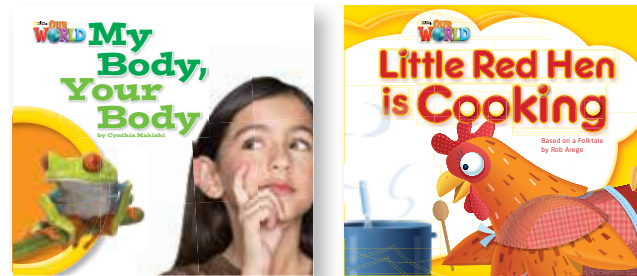
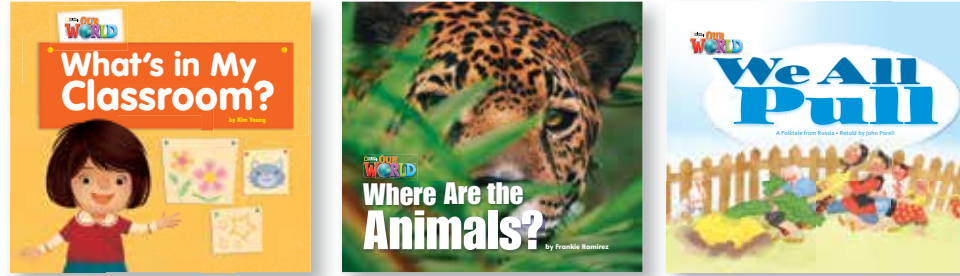


# READERS

The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

## Level 1 Readers

- What's in My Classroom?*
- Where Are the Animals*
- We All Pull*
- The Three Bears*
- The King's New Clothes*
- The Toys*
- My Body, Your Body*
- Little Red Hen is Cooking*



All Readers come alive and are available on the **video program**, on **Story Time DVDs**, and on the **Classroom Presentation Tool**.

# PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your Young Learners with resources available online.

## New to the second edition

Four new videos show teachers how to use the Lesson Planner. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading
- how to teach writing

## Three-Step Routines

A series of three-step teaching routines offers teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: [ELTNGL.com/OurWorldPD](http://ELTNGL.com/OurWorldPD).

## Additional Resources include:

- downloadable training videos for preprimary and primary teachers
- preview and review training slides
- handouts for workshops
- links to additional development resources



### THREE-STEP GRAMMAR ROUTINE

#### Step 1: Introduce the Grammar

- Connect to students' background knowledge.
- Model the Grammar topic by **giving a personal example** or using it in a **real-world context**.
- Read or have a student read aloud the **Student's Book** Grammar examples.
- Play the **audio track** and have students listen.

#### Step 2: Practice the Grammar

- Have students complete the **Student's Book activities**. Have partners or small groups **share their work**.
- Help students **explore and expand** on the topic with a **graphic organizer, diagram**, or other **visual aid**.

*(Optional)*

- Have students practice using the Grammar topic when it appears in the unit **Song** or applies to the **Unit Opener photograph** or other lessons.

#### Step 3: Apply the Grammar

- Have **pairs** or **small groups** work together to complete and share the personalized or open-ended Student's Book activities.
- Have students **personalize** the grammar topic by
  - **asking and answering** questions.
  - **illustrating** and **acting out** original **dialogues** or **role-plays** that use target grammar.
  - creating and labeling **diagrams, models, photo-essays**, and other types of **classroom presentations** that feature the topic being taught.