

# EXPLORE OUR WORLD LEVEL 4: 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. Young learners 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 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** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



A goal-setting activity focuses students' attention.

Image **captions** help students and teachers understand the image and make connections with the unit theme.



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

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



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



# EXPLORE OUR WORLD LEVEL 4: 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**

**Comparatives with -er** TR: 4.3  
My best friend is **bigger** than I am. I'm **shorter** than him, too.  
My dog is **friendlier** than my sister's cat. My dog is also **cuter** than her cat.

**1 Compare.** Work with a partner. Talk about the photos. Use words from the box.



big   cute   friendly   old  
short   small   tall   young




**2 Talk about your family.** Work in a group. Take turns. How are you and your relatives different?

I am taller than my cousin, and older, too. I'm friendlier than my sisters.

40 Unit 4

**VOCABULARY 2**

**1 Listen and repeat.** Look at the pictures. Match. TR: 4.4



wavy hair   blond hair  
straight hair   curly hair

glasses

1. She looks just like her mother.      a. But he wears glasses, and I don't.  
2. My cousin is really cute.            b. They both have straight hair.  
3. My cousins are very different.        c. I love his wavy hair.  
4. My brother has blue eyes like me.    d. But they both have curly hair.

**2 Listen and stick.** Work with a partner. Talk about you. TR: 4.5

He has brown hair. I have brown hair, too. She wears glasses. I don't!

1   2   3   4   5

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**GRAMMAR 2**

**Present progressive for future plans** TR: 4.6  
What **are you doing** on Saturday? I'm **going** to my family reunion.  
What **are they doing** at 7:00? They're **having** dinner with their neighbors.

**1 Read.** Complete the sentences. Use the correct form of the word in parentheses.

- Where \_\_\_\_\_ you \_\_\_\_\_ after school? (go)
- What \_\_\_\_\_ you \_\_\_\_\_ on Saturday? (do)
- \_\_\_\_\_ you \_\_\_\_\_ your relatives on the weekend? (visit)
- \_\_\_\_\_ you \_\_\_\_\_ dinner with your family tonight? (have)

**2 Discuss.** Work with a partner. Ask and answer the questions in Activity 1.

**3 Play a game.** Cut out the cards in the back of the book. Play with a partner. Listen, talk, and act it out.

Guess what I am doing after lunch? After lunch, you're playing soccer.

42 Unit 4

**SONG**

**1 Listen, read, and sing.** TR: 4.7


**We're All Different**

I'm taller than you.  
He's taller than me.  
We're all different.  
Yes, we're different.  
And I like being me!

**2 Listen and say.** Listen for the underlined sound in each word. Then say the word.

taller   shorter   friendlier  
father   finger

**THE SOUNDS OF ENGLISH** TR: 4.8



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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**.

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

**The Sounds of English** activities found in every unit provide opportunities for students to listen to and practice English pronunciation.

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



A video segment presents and practices **Target Vocabulary**.



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



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

**Weird but True** engages students with surprising facts.

The **Mission** page promotes **universally recognized values** and highlights the work of a **National Geographic Explorer**.

**READING**

1 Listen and read. TR: 4.9

### Where Do Your Eyes Come From?

The color of your eyes and your hair come from your family. We call them family traits. How tall you are, the shape of your face, and even the shape of your ears are all family traits.

EYE COLOR	
most common	
second most common	
rarest	

You inherit other traits from your family, too. For example, how do you fold your hands? Do you cross your right thumb over your left thumb? Or do you cross your left thumb over your right thumb? Now ask your parents to fold their hands! It's fun to look at these traits with your family and friends. Try it!

**WEIRD BUT TRUE**

Blonds have more hairs on their heads than people with brown hair do.

2 Discuss. Work with a partner. Choose three traits in the box below. Who did you inherit these traits from?

eye color	nose shape	hair color
shape of face	type of hair	

I have straight, dark hair. My mother has straight, dark hair, too.

44 Unit 4

**MISSION**

### Understand the human family.

Think. Pair. Share.

- How are the people in your family different from each other?
- In what ways are all people in the world the same?
- Why is it important to understand how we are different?

These two girls, Marcia and Millie, are twin sisters.

"Everyone alive today descends from one woman who lived in Africa around 180,000 years ago."  
**Spencer Wells**, Geneticist, National Geographic Explorer

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**Infographics** show factual information in fun and sometimes surprising ways.

**Graphic organizers** help students collect, organize, and visualize information.

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

A quote by a National Geographic Explorer and a **Meet the Explorer** video help students learn more about these inspirational people who are making a difference in the world.



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
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Explore Our World Videos* are available on 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: Meet the Explorer
- Scene 9: Story Time
- Scene 10: Wrap Up and Credits



The *Explore Our World Workbook* has activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 8 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.

**New to the second edition**

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

**GRAMMAR 1**

**Comparatives with -er**

I'm	<b>taller</b>	<b>than</b>	you (are).
You're	<b>older</b>		I am.
Maria is	<b>shorter</b>		Carlos.
She's			he is / him.
My cat is	<b>cuter</b>		your cat.
Dogs are	<b>friendlier</b>		cats.

Add -er: tall → taller old → older short → shorter  
But: cute → cuter friendly → friendlier

**1 Read and write.** Complete the paragraph.

Naomi and Zoe are sisters. Most people think they look the same, but their mom and dad know who is who! Naomi was born three minutes before Zoe, so she's older (old) than Zoe. Naomi is also a bit \_\_\_\_\_ (tall) than Zoe, and her hair is \_\_\_\_\_ (short) than Zoe's hair. Zoe likes to talk to everyone. She's \_\_\_\_\_ (friendly) than Naomi. She also has \_\_\_\_\_ (big) eyes than Naomi.

**2 Look and write.** Write two or three sentences about these three people.

cute friendly old short small

**3 Write.** What about you? Compare two people in your family. Make true sentences.

- \_\_\_\_\_
- \_\_\_\_\_

30 Unit 4

**VOCABULARY 2**

**1 Unscramble the words.** Then draw a line from the words to the pictures.

- iashtgrt riah \_\_\_\_\_
- yavw irah wavy hair
- ruycl ahri \_\_\_\_\_
- dolbn \_\_\_\_\_
- slesags \_\_\_\_\_

**2 Listen and answer.** Check the pictures that are described. **TR. 4.1**

1a 1b 2a 2b 1c 1d

**3 Write.** Describe the boy's dad. Use the words from Activity 1.

- He doesn't wear glasses. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**Unit 4**

**Comparatives with -er**

I'm	<b>older</b>	<b>than</b>	you (are).
You're	<b>older</b>		I am / me.
Keiko is	<b>taller / shorter</b>		Masa.
She's			he is / him.
My cat is	<b>cuter</b>		your cat.
Dogs are	<b>friendlier</b>		cats.

Add -er: tall → taller old → older short → shorter  
But: cute → cuter friendly → friendlier

**1 Read and write.** Complete the sentences.

- Jon is taller (tall) than his sister.
- My mom is \_\_\_\_\_ (young) than my dad.
- My dad is \_\_\_\_\_ (old) than I am.
- My teacher is \_\_\_\_\_ (smart) than his students.
- Are dogs \_\_\_\_\_ (friendly) than cats?

**2 Read and write.** Write the opposite to complete the sentences.

- My mom is short. Your mom is much taller than my mom.
- My grandmother is old. Jake's grandmother is \_\_\_\_\_ my grandmother.
- Your school is small. My school is \_\_\_\_\_ your school.
- My brother's hamster is big. My sister's hamster is \_\_\_\_\_ his hamster.
- My cat is not friendly at all. Your cat is much \_\_\_\_\_ my cat.

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**3 Look and write.** Complete the sentences to compare the people.

- Grandpa is taller than Dad.
- Carlos is \_\_\_\_\_ Mom and Dad.
- Mom is \_\_\_\_\_ Grandma.
- Carlos is \_\_\_\_\_ Grandma.
- Grandma is \_\_\_\_\_ Grandpa.
- Mom's hair is \_\_\_\_\_ than Grandma's hair.

**4 Write.** Compare the people and things.

- one of your parents / you \_\_\_\_\_
- two family members \_\_\_\_\_
- your best friend / you \_\_\_\_\_
- your teacher / your mom \_\_\_\_\_
- your favorite wild animal / your pet \_\_\_\_\_

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**New to the second edition**

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- **Cumulative review** sections that expose students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at [ELTNGL.com/exploreourworld4](http://ELTNGL.com/exploreourworld4)

# TEACHER RESOURCES

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

**VOCABULARY 1**  
Objectives  
Students will  
• identify and use adjectives to make comparisons.  
• discuss how family members are different.  
Vocabulary relatives, different, cuter, smarter, friendlier, older, younger, taller, shorter, bigger, smaller  
Content Vocabulary reunion, care for  
Resources TR: 4.1–4.2; Video Sc. 2; Activity Worksheet 4.1; Graphic Organizer; Two-column chart; Workbook pp. 28–29; Online Practice

**Warm Up** ●●●  
• **Activate prior knowledge** Draw a two-column chart on the board with headings **Name** and **is my...**

Name	is my...

Have students use the chart to list family members. Model the activity. Write (Maria) in the first column and (mother) in the second column. Say (Maria) is my (mother)'s name.  
• When students are done, ask *Who is in your family? How are the people in your family different from you? Who's older than you? Who's taller?*

**Present** ●●●  
• Say *Open your books to pages 38–39. Look at the photos of family members and the photos of the pets. Point to each photo and read aloud the labels. Have students repeat. Say These words tell about people or animals.*  
• Say *Three photos have pairs of words. Point out bigger and smaller. Ask What's the connection between the words? (They are opposites.)*  
• Say *Raise your hand if you have a family member who is tall. Then ask Are you taller than one of your family members? Who? Repeat with several other vocabulary words.*

**Practice** ●●●  
• Say *We're going to read and listen to information about how family members are different. Read the paragraph on page 38 and the words on pages 38 and 39 as you listen. Play TR: 4.1.*

**BE THE EXPERT**  
Vocabulary Strategy  
Antonyms Words with opposite meanings are antonyms. Antonyms describe how two things are different. Point out a photo with a pair of antonyms and use the antonyms in a sentence. Have students use the other pairs of antonyms in sentences.  
Teaching Tip  
Physical appearance can be a sensitive issue. Avoid situations in which students are questioned about characteristics they may feel sensitive about. Remind students to treat each other with respect when discussing physical traits.

**Workbook and Online Practice**  
Vocabulary 1  
Formative Assessment  
Can students  
• identify and use adjectives to make comparisons?  
Ask Sara is 9 years old. Tom is 7 years old. Who's younger?  
• discuss how family members are different? Point to a picture of two family members and ask Who's shorter?

**Wrap Up** ●●●  
• Have students complete sentences with the correct word. Write on the board.  
The people in a family are \_\_\_\_\_ (relatives)  
The opposite of "some" is \_\_\_\_\_ ("different")  
My grandmother is 78. She is \_\_\_\_\_ than me. (older)

**Review** ●  
• For additional practice, direct students to Activity Worksheet 4.1.

## 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.

## 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 Resource 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

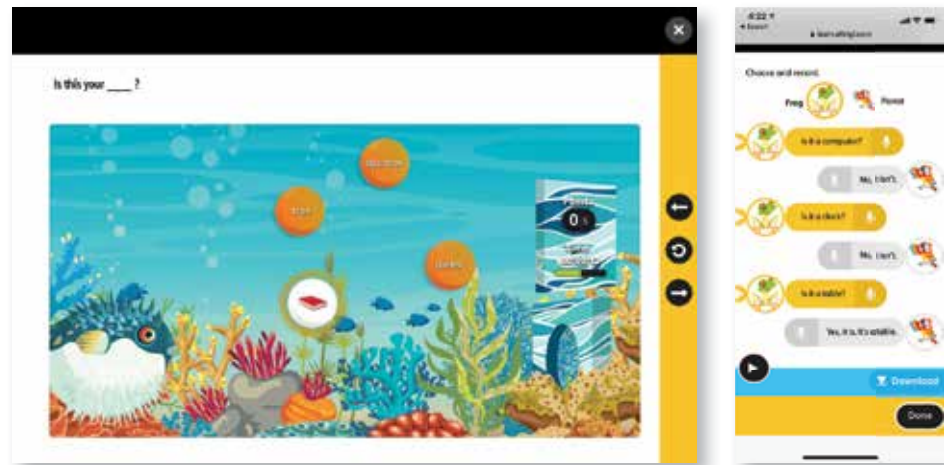
*Explore Our World, Second Edition's Online Practice* is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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
- The Sounds of English
- Grammar
- Reading
- Review
- Let's Talk



The 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.

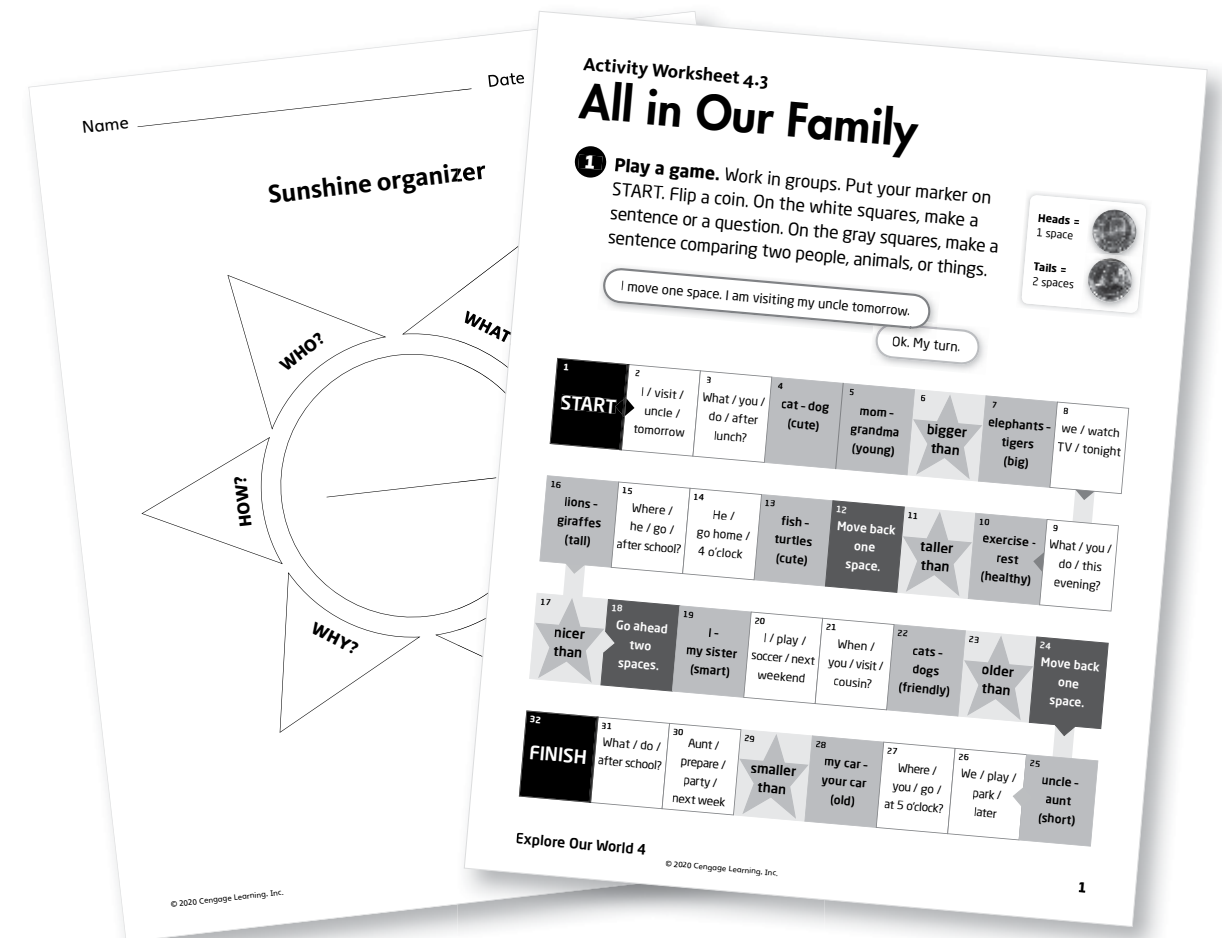
## Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at [ELTNGL.com/exploreourworld4](http://ELTNGL.com/exploreourworld4).

## 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 4 Readers

*Tortoise and Hare's Race*

*Holiday Colors and Lights*

*Coyote's Weekend*

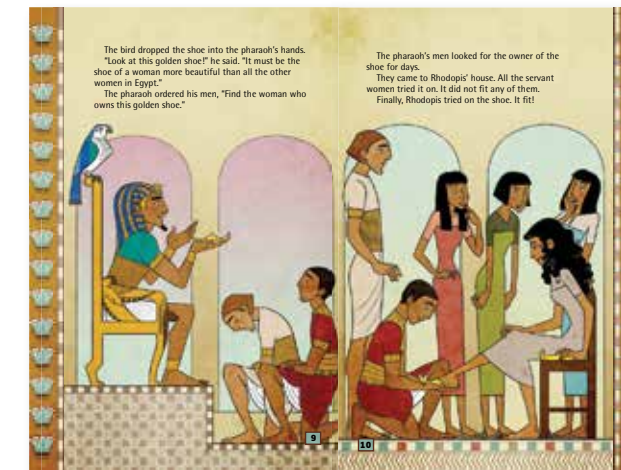
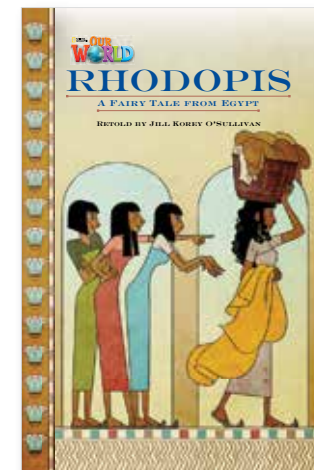
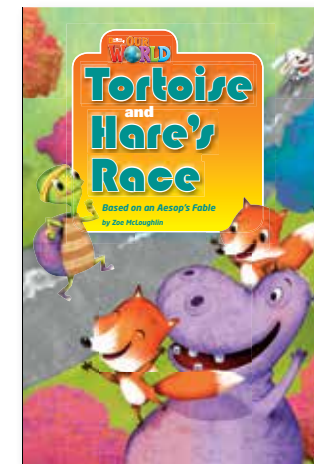
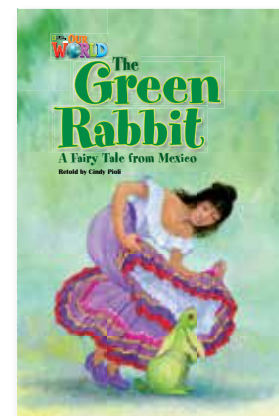
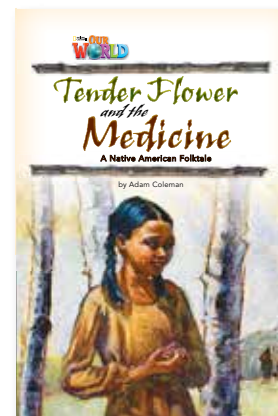
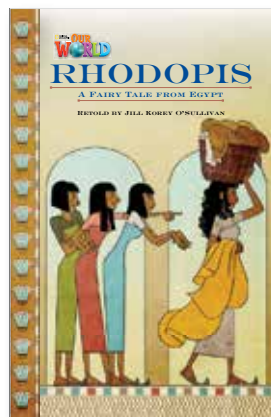
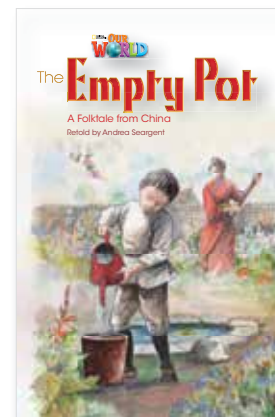
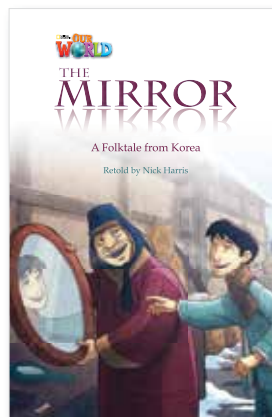
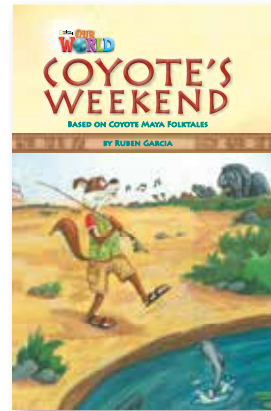
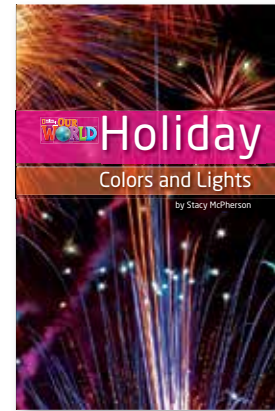
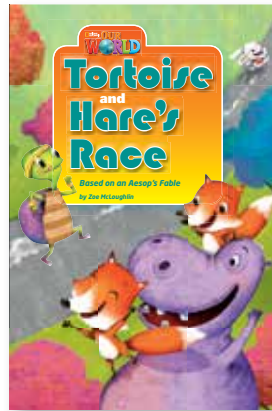
*The Mirror: A Folktale from Korea*

*The Empty Pot: A Folktale from China*

*Rhodopis: A Fairy Tale from Egypt*

*Tender Flower and the Medicine: A Native American Folktale*

*The Green Rabbit: A Fairy Tale from Mexico*



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 offer 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).

## The website includes:

- 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.