

EXPLORE OUR WORLD LEVEL 5: 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.

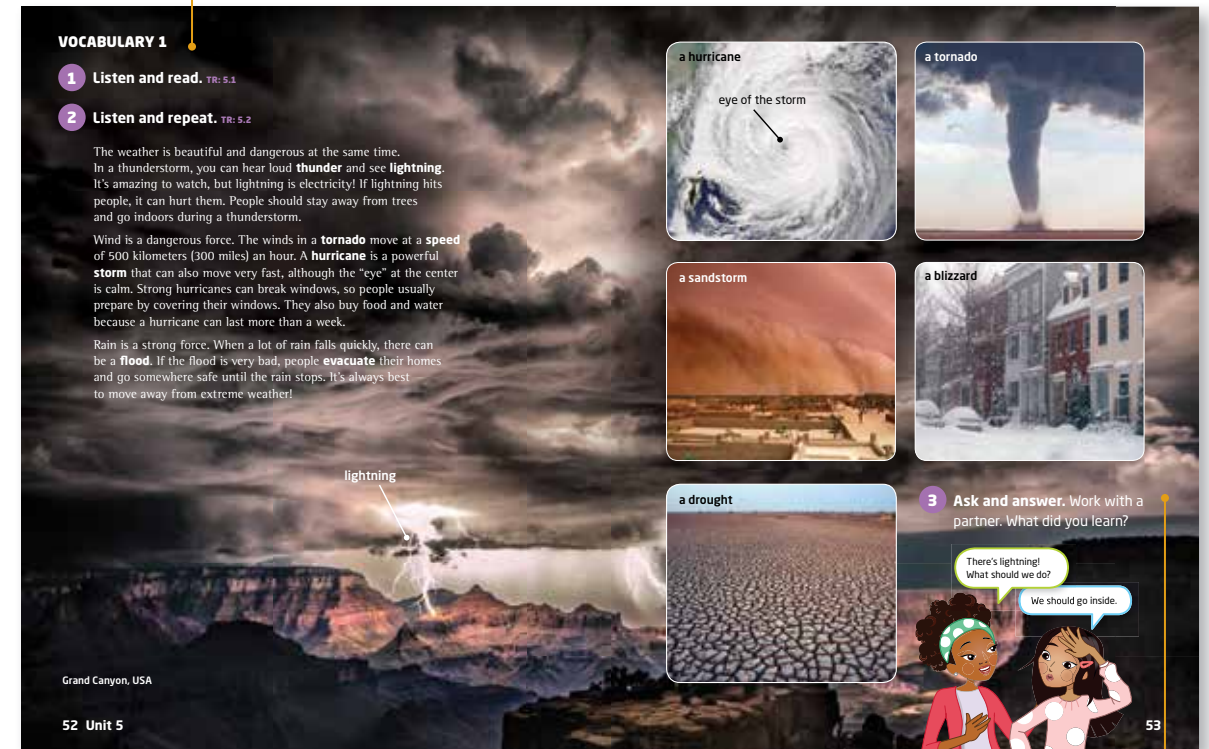
Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.

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**.



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.

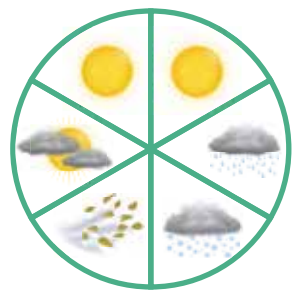
Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

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

GRAMMAR 1

Future predictions and plans with *be going to* TR: 5.3
Is it **going to** rain tomorrow? No, it's **going to** snow tomorrow. I'm **going to** listen to the weather report at 8:00. He's **going to** put on his snow boots.

1 Play a game. Choose a day of the week. Ask your partner about the weather. Spin. Answer your partner's question.



2 Ask and answer. Work with a partner. What are you going to do?

- It's going to rain tomorrow.
- A blizzard is coming.
- You can hear thunder. There's going to be lightning.
- A big storm is coming. It's an emergency!

It's going to rain tomorrow.

I know! I'm going to take my umbrella to school.

54 Unit 5

VOCABULARY 2

1 Listen and repeat. Then read and write. TR: 5.4



a plan an emergency a flashlight



supplies a shelter

When a weather forecaster predicts bad weather, you should make a _____ . To protect yourself from bad weather, you can go to a _____ . If the electricity goes off, use a _____ to see in the dark. You can store _____ in a safe place so that you have enough to eat. In an _____ like a hurricane, move quickly but stick to your plan.

2 Listen and stick. Find out what to do next. Place your stickers in the correct order. Work with a partner. TR: 5.5

A hurricane is coming. It's an emergency. Yes, I put emergency in number 1. That's correct.

1 2 3 4 5

55

GRAMMAR 2


Zero conditional (present tense) TR: 5.6
I **put on** my winter coat **if** the weather **is** cold. **If** I **see** lightning, I **go** inside. **If** a sandstorm **comes**, I **close** all the windows.

1 Match and make logical sentences. What do you do in these situations? Write five sentences of your own in your notebook.

If I see lightning when I'm swimming,	I look for a boat.
If it rains,	I wear gloves and boots.
If a storm comes,	I try to stay cool.
If the temperature rises,	I get out of the water.
If a flood comes,	I go inside the house.
If it snows,	I use an umbrella.

2 Play a game. Cut out the cards in the back of the book. Play with a partner. Take turns. Match and make sentences. Keep the cards.

If it rains, I use an umbrella.



56 Unit 5

SONG

1 Listen, read, and sing. TR: 5.7

Bad Weather

There's bad weather on the way!
There's bad weather on the way!
Is it going to storm? Yes, it is!
Is there going to be lightning? Yes, there is!
Is there going to be thunder? Yes, there is!
When there's going to be a storm, I hurry inside!
Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!

THE SOUNDS OF ENGLISH TR: 5.8
weather

2 Listen and say. Pay attention to the sound of the underlined letters in each word. Can you hear the difference?

th <u>an</u> ks	th <u>i</u> s
th <u>un</u> der	th <u>a</u> t
bir <u>th</u> day	some <u>th</u> ing

The Netherlands

57

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**.

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

Future predictions and plans with **be going to**

It's	going to	snow	tomorrow.	It's = It is
I'm		stay	home with my mom.	I'm = I am
We're		watch	a movie.	We're = We are

Question		Answer	
Is	it	going to	snow
What	are	you	do
			tomorrow?
		Yes, it is.	
		No, it isn't.	
		I'm going to stay home.	

Use **be going to** to talk about the future.

1 Write. What are they going to do on a rainy Saturday?

- Mario / walk / in the rain Mario's going to walk in the rain.
- Pedro / read / newspaper _____
- I / write / story _____
- Marta and Carla / listen / radio _____
- Pablo / sleep _____

2 Write. Answer the questions using the given word.

- What's the weather going to be like tomorrow? (storm)
Tomorrow there's going to be a storm.
- What's going to happen if it rains for another day? (flood)

- What are you going to do when there is a drought? (water)

- When she sees lightning, what is she going to hear soon after? (thunder)

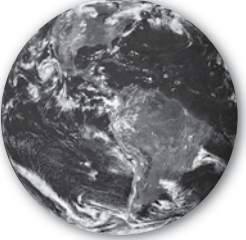
- It's going to snow. What is he going to do? (boots)

42 Unit 5

READING

1 Listen and read. TR: 5.4

Weather Change



Did you know that there is more extreme weather now than in the past? According to many scientists, this change started when people began to burn coal, oil, and gas. The average temperature on Earth is rising. Droughts last longer and are hotter. Ice on mountains melts faster and makes the sea level rise. Some places have less rain, and other places have more rain and floods. In most places, there are more—and stronger—storms. Warmer sea temperatures also make hurricanes stronger.

What can we do to slow weather change?

We can make factories and cars more efficient. We can burn less coal, oil, and gas. We can build stronger houses in safer areas. And we can use less energy.

How can we prepare for extreme weather? We should have a plan and supplies for emergencies. And people who live in areas that can flood or have hurricanes should evacuate in an emergency.

The coldest temperature ever recorded on Earth was **-89.2°C (-129°F)** at Vostok, Antarctica, on July 21, 1983.

2 Write. Write what you learned from the text. Then work with a partner. Compare your answers.

What did you know?

What did you learn?

What do you want to know?

46 Unit 5

Unit 1





Have to, must, can't, and don't

We	must	come	to school on time.
	have to		

You	can't (must not)	throw	trash in the street.	<i>can't = can not</i>
	Don't	throw	trash in the street.	<i>don't = do not</i>

To talk about rules, use **must, have to, can't, and don't**.

1 Look and read. Circle the correct answer.

-  Everyone **has to / can't** pick up their trash.
-  We **must / can't** recycle our bottles.
-  People **have to / must not** fish in the river.
-  You **must / can't** use your phone in the movie theater.

2 Read and draw.

- You must not touch the sea turtles.
- We have to recycle our trash.
- Don't pollute the ocean!

1

Unit 5

Future predictions and plans with **be going to**

It's	going to	rain	tomorrow.	It's = It is
I'm		call	my friend.	I'm = I am
They're		play	basketball.	They're = They are

Question		Answer	
Is	it	going to	rain
What	are	they	do
			tomorrow?
		Yes, it is.	
		No, it isn't.	
		They're going to play basketball.	

Use **be going to** to talk about the future.

1 Read. Complete the sentences.

- We just saw lightning. Next there is going to be thunder.
- A sandstorm is coming. My parents _____ get the house ready.
- It's snowing. He _____ wear a warm coat.
- It's hot today. I _____ go swimming.

2 Read and write. Answer the questions. Use **going to** and phrases from the box.

bring an umbrella close all the windows evacuate ~~make a snowman~~

- What are you going to do in the snow?
I'm going to make a snowman.
- What are you going to do if it's rainy?

- How is your family going to get ready for the sandstorm?

- What are your cousins going to do if there's a flood?

17

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/exploreourworld5

TEACHER RESOURCES

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

GRAMMAR 2
Objective
Students will
• identify and use direct and indirect objects in a sentence.
Grammar direct and indirect objects
Academic Language direct object, indirect object
Resources TR 3.5; Video Sc. 5; Activity Worksheet 3.3; Workbook p. 24; Grammar Workbook 8–12; Online Practice
Materials toy dinosaur or a picture of a dinosaur, scissors, tape, coin

Warm Up
• **Preteach** Hold up a toy dinosaur or a picture of a dinosaur. Ask *What's this?* (a dinosaur) Call a student up to the front of the room. Hand him the dinosaur. Say *I gave the dinosaur to (Aziz). I gave (Aziz) the dinosaur.* Have students repeat after you.
• Write these sentence frames on the board:
_____ gave the _____ to _____.
_____ gave _____ the _____.
• Call another student up to the front of the room. Have the first student give the dinosaur to the second student. Have the class complete both sentences to describe

Practice
1. Read and write. Rewrite the sentences.
1. My cousin sent a dinosaur book to him.
My cousin sent him a dinosaur book.
2. When I was in the hospital, my uncle gave me a stuffed animal to me.
When I was in the hospital, my uncle gave me a stuffed animal.
3. He became friends with two kids and gave them two comic books.
He became friends with two kids and gave them two comic books.
4. Grandma sent a present to Ben, and he wrote a letter to her.
Grandma sent him a present, and he wrote her a letter.
2. Play a game. Cut out the game board and the cube in the back of the book. Work with a partner. Take turns.
me + 1 space
his/her/their + 0 space
32 Unit 3

Present
• Point out the grammar box at the top of p. 32. Play TR 3.5. Point to the first sentence and ask *What do you show?* (the comic book) *The comic book is what you show. Show is the action. The words comic book receive the action.*
• Then ask *Who do you show the comic book to?* (James) *You show it to James. Show is the action. The word James tells who received the action or item. Read aloud both sentences again and say both sentences mean the same thing.*
• Ask these questions about the other sentences in the grammar box: *What did my dad give?* (this fossil) *Who did he give it to?* (me) *What did my mom buy?* (stuffed animals) *Who did she buy the stuffed animals for?* (them)

BE THE EXPERT
Grammar in Depth
In addition to a subject and verb, some sentences also have a direct object and an indirect object. The direct object is a noun or pronoun. It answers the question *what?* For example: *My dad gave this fossil to me.* (What did dad give? A fossil.)
The indirect object is a noun or pronoun. It answers the question *to/for whom?* For example: *My dad gave this fossil to me.* (To whom did dad give the fossil? To me.)
In a sentence with both a direct and an indirect object, two patterns are possible (with no change in meaning) with verbs like *buy, give, make, show, send and tell.* For example:
My dad gave this fossil to me. (Notice the use of *to* before the pronoun here.)
D.O. I.O.
My dad gave me this fossil.
I.O. D.O.
With verbs like *buy* and *make* the indirect object is preceded by *for* (not *to*). For example:
My mom bought stuffed animals for them.
D.O. I.O.
The teacher made a cake for the class.
D.O. I.O.

Workbook and Online Practice
Grammar 2
✓ **Formative Assessment**
Can students
• identify and use direct and indirect objects in a sentence?
Ask students questions such as *What presents did you get for your last birthday? Who gave you each present? Make sure students answer in complete sentences.*
Grammar 2 85

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

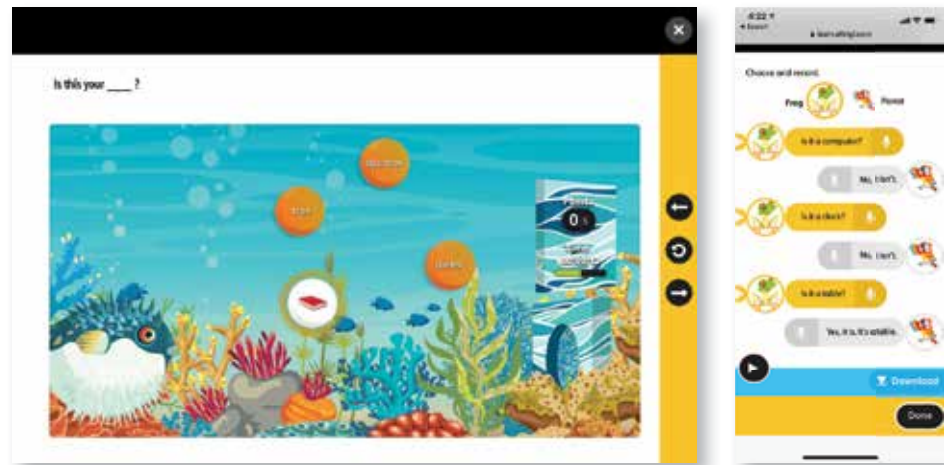
Explore Our World, Second Edition's Online Practice is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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 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 with an access code and course activation key. It's optimized for all devices.

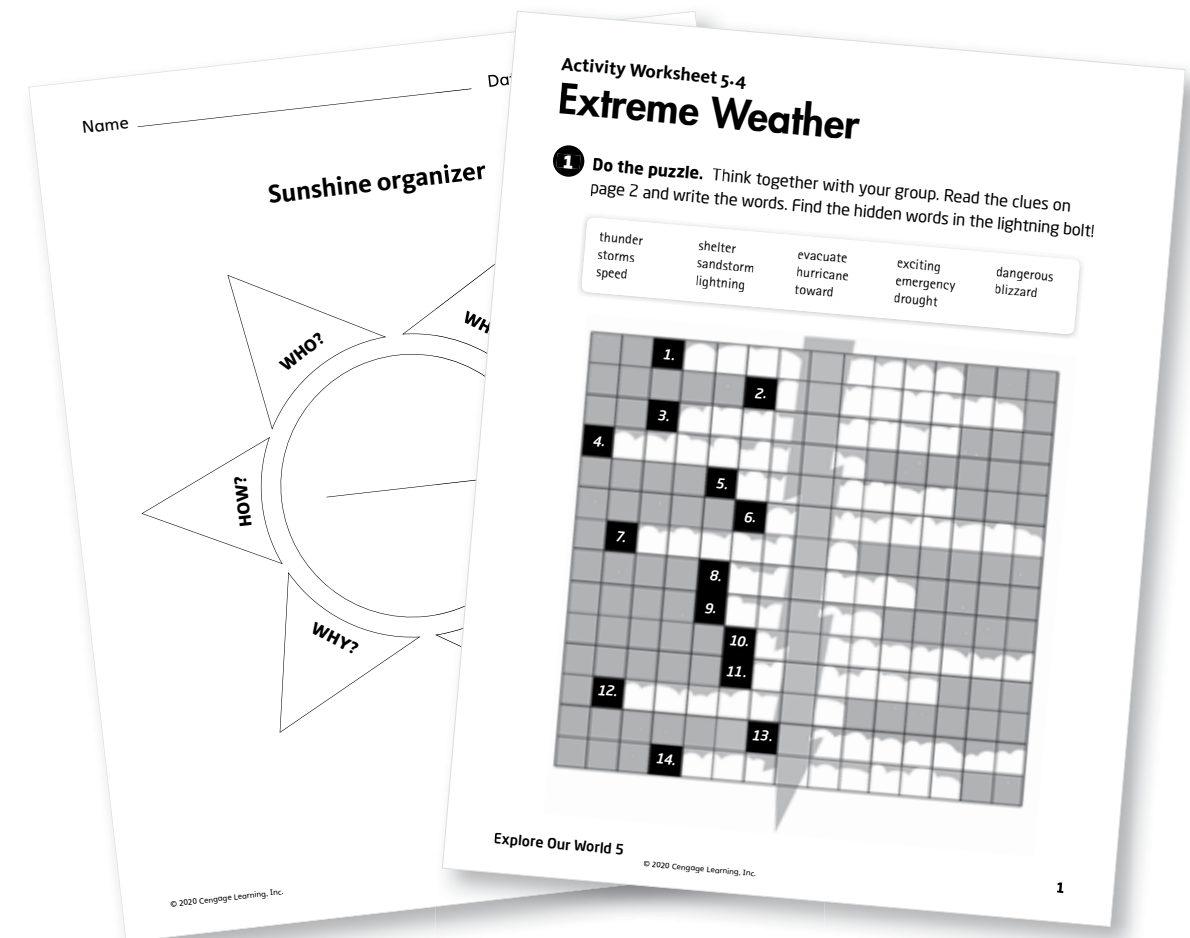
Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/exploreourworld5.

Teacher Resource Website

Teacher resources can be found at 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 5 Readers

Stormalong and the Giant Octopus

Sweet Surprises: Accidental Food Inventions

Hurum's Hobby

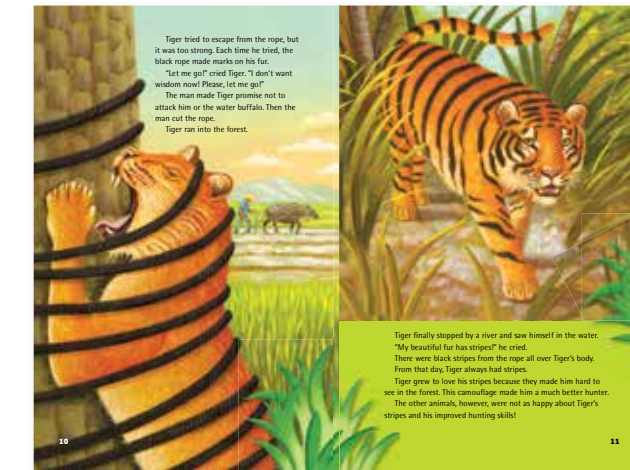
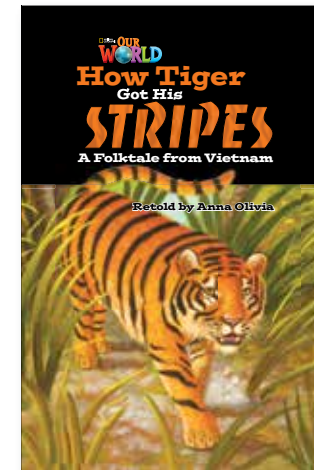
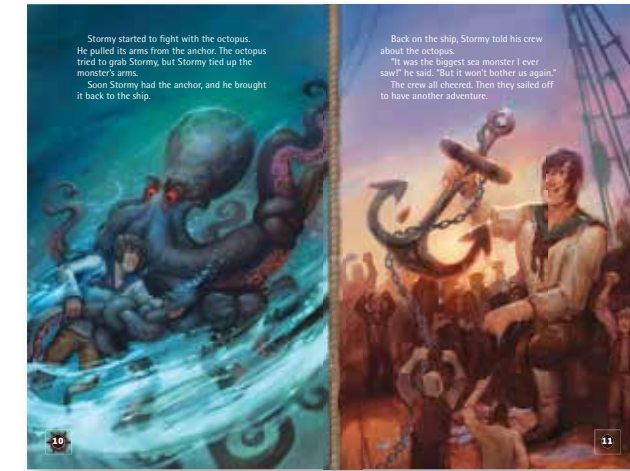
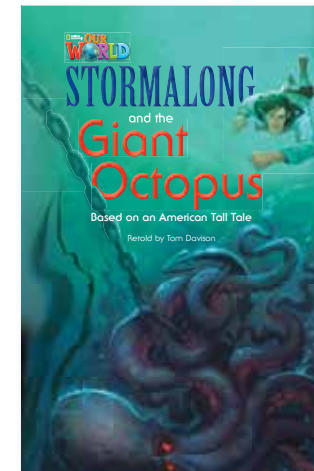
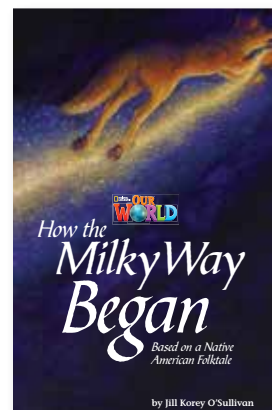
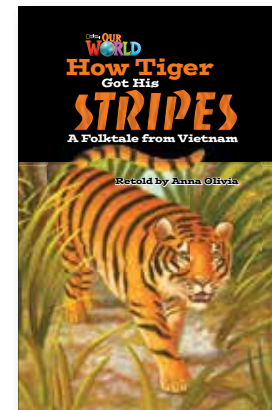
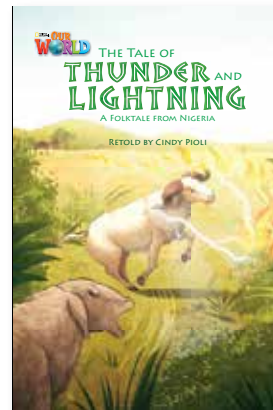
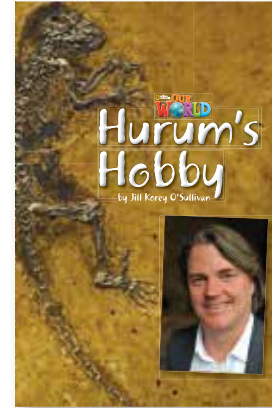
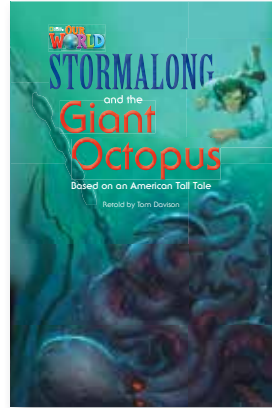
The Tug-of-War

The Tale of Thunder and Lightning

How the Tiger Got His Stripes

The Songbirds' Flute

How the Milky Way Began



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.

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.