LEARN YOUR WORLD

Experience more of the real world with content that motivates learners to use English, including surprising photography, meaningful stories and readings, immersive video, and incredible National Geographic Explorers.

Explore Our World is perfect for the communicative classroom, with a focus on listening, speaking and pronunciation skills and activities, lots of cross-curricular exposure and extensive skills and literacies practice.

Starter	Levels 1–6
• 8 units • 6 lessons per unit	• 8 units • 10 lessons per unit

UNIT CLOSE UP

Unit Opener
Cross-curricular topics, with unit goals and a goal-setting activity, are introduced through stimulating photos that encourage speaking and discussion.



Vocabulary 1
Target vocabulary is presented in meaningful context to help students build fluency and confidence in discuss relevant real-world topics.





Grammar 1/Vocabulary 2
Target grammar is presented and practiced in context with relevant examples of real-world language and opportunities for real communication using all five language skills.

Additional thematic vocabulary is presented with visual support.

Grammar 2
Additional target grammar is presented with communicative games.



Song with The Sounds of English
Original songs support the unit theme, model natural rhythm and intonation, and incorporate target vocabulary and grammar.

The Sounds of English presents and practices key English sounds for phonemic awareness.



Value/Mission
In levels 1–3, **Think. Pair. Share.** routines help students consider universally recognized values.

In levels 4–6, the routine helps students consider the missions of National Geographic Explorers and share and share their thoughts with classmates.

Reading
Meaningful, relevant real-world **Readings**, with infographics, **Weird But True**

COMMUNICATE MORE, ACHIEVE MORE

Think. Pair. Share.
Individual lessons present universally recognized values and the globally relevant missions of National Geographic Explorers, with consistent Think. Pair. Share. teaching routines that help students discuss and share their thoughts and opinions.



Sound It Out
Introduce the sounds and letters of English and explore sound/spelling relationships with the **ABC Book**, **Phonics Books**, and **The Sounds of English** activities and flashcards.



Prepare, Assess, Progress
Help students show what they've learned and prepare for exams with customizable unit quizzes, mastery tests, final exams, and a placement test, available through the online **ExamView® Assessment Suite**.





BRING EXPLORE OUR WORLD TO LIFE WITH SPARK

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.

Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support helps you focus on what matters most: student success.



Visit
ELTNGL.com/ExploreOurWorld
to request a Spark trial

LIVEWORKSHEETS

GRAMMAR 1

Possessive adjectives

My hair is brown.
His hair is brown.
Your eyes are brown.
Her eyes are brown.

1 Look and listen. Write the number in the box.











78 Unit 7

VOCABULARY 2

1 Listen and say.







2 Point and say. Work with a partner.

3 Say and stick. Work with a partner.



1	2	3	4	5

79

READING

1 Listen and read.

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man. His legs are big. Look at the dog. Its ears are long.



Fernando Botero's
Man on a Horse

2 Ask and answer. Work with a partner.

1. Do you like balloons?
2. Do you like dogs?
3. What animals do you like?

Jeff Koons'
Balloon Dog



82 Unit 7

VALUE

Be clean.

Wash your hands and body. Brush your teeth.



Think. Pair. Share.
How do you keep clean?

83

LIVEWORKSHEETS

VIDEO

Vocabulary 1 a hand, a leg, a head, an eye, a nose, a mouth, an ear

Vocabulary 2 jumps, ran

Grammar 1 Possessive adjectives

Grammar 2 Ability with *can*

Song *My Body*

Viewing parts of the body; actions and words that describe the body

Story Time *My Body, Your Body*

Resources Video 1a, 1–13

Materials world map

Before You Watch

- Play Scene 1: Introduction. Say *This video is about the body.* Draw a teddy bear on the board and have students tell you what to add. Label the parts of its body, including its eyes, nose, mouth, ears, hands, legs, and feet.

While You Watch

- Have students look and listen for target words that name parts of the body and actions. Say *Write each word you see and hear on a sheet of paper.*

After You Watch

- Put students in pairs and have them compare their lists. Then play Who Heard? Chant *Who heard (clap, clap)/ This Word (clap, clap)/ Jump.* Model the answer: *I heard (clap, clap)/ This Word (clap, clap)/ Jump.* Repeat the activity for each target word that students listed.



Zoom In

Vocabulary

- Point to each word and ask the class to say it as it appears. Pause the video as Freddy the frog practices each vocabulary word for a body part. Play the video again to hear what Freddy says.

Grammar

- As students watch the boy and girl doing different tasks, ask relevant questions such as *Can she run?* Ask as many questions as possible. Cover up the sentences on the screen, if possible.

Song

- Use the song to review words that name parts of the body. As you play the song, have students point to each body part on themselves or in a picture. Then replay the song. Have students copy each action that Anna and Freddy perform.

Viewing

- Stop after each rewind to ask questions such as *Are his eyes small?* (elephant) *Are its legs long?* (giraffe) *Is its mouth big?* (lion) *What can it do?* (kangaroo, cheetah) Have students answer in complete sentences.

Story Time

- View Scene 9: Story Time. Pause each time Anna says something about a body part, such as "My eyes are brown. Are your eyes brown, too?" Have students answer the question.
- View *My Body, Your Body* a second time, without pausing. After students have viewed the video twice, play it again and pause at still images. Ask questions such as *Are his eyes brown? Is his mouth big?*



My Body, Your Body

Read as children and animals compare parts of their bodies. Are the girl's eyes like the frog's? Is the boy's mouth like the hippo's? Is the girl's hair like the llama's?

Before You Read

- **Predict** Hold up the reader. Say *Look at the title. Let's read it together. My Body, Your Body. What do you think this is about? Let's read to find out!*
- **Introduce the strategy** Say *We can tell how things are the same.* Point to your hair and say *I have hair.* Point to a student's hair and say *(Abdul) has hair. We both have hair.*
- Say *We can also tell how things are different. I have (brown) hair. (Abdul) has (black) hair. Our hair is different.*
- Draw a Venn diagram on the board with the labels **What the child says** and **What the animal says.** Say *Look and listen to what the children and animals say.* Point to the first circle and say *Write what the child says.* Point to the second circle and say *Write what the animal says.*

While You Read

- Read the book aloud to students. Stop every few pages to ask questions and help students fill in the Venn diagram.
  - p. 4: *What color are the girl's eyes?* (brown)
  - p. 5: *What does the frog say?* (My eyes are red.)
- Add this information to the diagram. Continue with other pages in the book.

After You Read

- Put students in pairs and have them compare their Venn diagrams and discuss any differences. Then complete the overlap part of the Venn diagram as a class. Ask *What do the children and animals both have?* Have students help you add things that are the same, such as two eyes, one head, and one body.

UNIT 7 READER

Text Type nonfiction text

Reading Strategy Compare and Contrast

Vocabulary an eye, a mouth, long hair, an ear, a nose

Academic Language both, different, same

Grammar Possessive adjectives; ability with *can*

Resources Video 1b, 14—Story Time; Graphic Organizer: Venn diagram

BE THE EXPERT

Reading Strategy

Compare and Contrast Students compare things to tell how they are alike; they contrast things to tell how they are different. Words such as *both, alike,* and *same* signal similarities. Words such as *but, however,* and *unlike* signal differences.

Help students grasp the concepts of alike and different by holding up two familiar classroom objects, such as a magazine and a book, and discussing ways they are similar and different.

Text Background

My Body, Your Body is a nonfiction text. The purpose of a nonfiction text is to inform readers about a topic. Information in a nonfiction text may be organized into different sections with different headings. Nonfiction texts often include text features such as photos, drawings, tables, charts, diagrams, and other visual aids that help readers better understand the subject matter.

LIVEWORKSHEETS