

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 videos, 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 lexicon practice.

Starter

- 8 units
- 6 lessons per unit

Levels 1-6

- 8 units
- 10 lessons per unit

UNIT CLOSE UP

Unit Opener

Cross-curricular topics, with art 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 focus, relevant real-world topics.



Grammar 1/Vocabulary 2

Target grammar is presented and practiced in context with relevant vocabulary of real-world language and opportunities for free communication using all five language skills.

Additional grammar vocabulary is presented with follow activities.

Grammar 2

Additional target grammar is presented with communicative games.



Song with The Sounds of English

Original songs support the unit theme, model natural English and introduce, and reinforce target vocabulary and grammar.

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



Values/Mission

In Levels 1-3, Think, Pair, Share, activities help students consider community-responsible values.

In Levels 4-6, the module helps students consider the mission of National Geographic Explorers, and discuss what their thoughts will discuss.

Reading

Thematic, relevant, relevant Readings, with illustrations, What-Not-True.

COMMUNICATE MORE, ACHIEVE MORE

Think, Pair, Share.

Individual lessons present community-responsible values and the globally-relevant mission 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 letter 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 exams, mastery tests, final exams, and a placement test, available through the online ExamView Assessment Suite.



BRING EXPLORE OUR WORLD TO LIFE WITH SPARK

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GRAMMAR 1

Possessive adjectives 1B 7.9

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. 1B 7.8

My eyes are red.



78 Unit 7

VOCABULARY 2

1 **Listen and say.** 1B 7.6



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

3 **Say and stick.** Work with a partner. 1B 7.7

Number 1.
He can jump.



Yes, he can jump. My turn.

1

2

3

4

5

79

LEVEL 1 STUDENT'S BOOK

READING

1 **Listen and read.** 1B 7.12

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

VIDEO

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

Vocabulary a jump, run

Grammar • Possessive adjectives

Grammar • Ability verb can

Song My body

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

Story Time My body, Your body

Resources Video 16, 1-18

Materials audio map

Before You Watch

- Play Scene 1: Introduction. Say *The video is about the body*. Draw a teddy bear on the board and have students tell you which 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 *What words would you use and hear on screen all people*.

After You Watch

- Put students in pairs and have them compare their lists. Then play *Who Heard?* Chart *Who heard jumps, claps? Who didn't jump, clap?* Model the answer: *I heard jumps, claps. I didn't jump, clap.* Repeat the activity for each target word that students listed.



Zoom In

Vocabulary

- Return 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 tape and get doing different body, 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 animal to ask questions such as: *Can he run, jump? (elephant) Does he jump, run? (giraffe) Is he mouth big? (elephant) What can't it do? (elephant), (rhinoceros) Have students answer or complete sentences.*

Story Time

- View Scene 1: 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 her eyes brown? Is his mouth big?*



My Body, Your Body

Read to children and strongly compare parts of their bodies. Are the girl's eyes like the frog's? Is the boy's mouth like the horse's? Is the girl's hair like the horse's?

Before You Read

- **Product** Hold up the reader. Say *I wish all the kids I met if together. My body, Your Body. What do you know about it 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 (child's) hair too. We both have hair.*
- Say *We can also tell how things are different. I have (brown) hair. (Child's) hair, (brown) 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 (child) what the child says. Point to the second circle and say (animal) 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.
 - pg. 4: *What does the girl's hair look like?* (brown)
 - pg. 5: *What does the frog say?* (My eyes are red.)
- Add the 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, hair, long hair, an ear, a nose

Academic Language earth, different, same

Grammar Possessive adjectives; ability verb can

Resources Video 16, 16-Story Time, Graphics, Diagrams, 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*, *also*, and *some* 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.