

SAMPLER

includes three full units,
plus a Starter unit.



EXPLORE OUR WORLD

**Bringing the World to the Classroom
— and the Classroom to Life**

NGL.Cengage.com/ourworldtours



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Easy-to-use technology reinforces and enhances the content of the Student Book.

BRINGING THE WORLD TO THE CLASSROOM – AND THE CLASSROOM TO LIFE

Explore Our World is a light and lively primary series in American English. It focuses on listening, speaking, and pronunciation activities, supported by fun and fascinating National Geographic content, images, and video, to ensure young learners of English have the essential language, skills, and knowledge they need to understand their world.

Activities focus on key listening and speaking skills.

The Sounds of English provide pronunciation practice in every unit.

National Geographic video inspires and motivates young learners.



OUR WORLD STARTER	
Unit 3 My Family	12
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To access audio and video samples, please visit NGL.Cengage.com/ourworldtours

The Professional Development Program helps teachers get the most out of *Explore Our World*.



LEARN ENGLISH WITH



NATIONAL GEOGRAPHIC

Explore Our World brings together fun and fascinating information about the real world, supported by stunning National Geographic images and specially-created videos, to motivate and enable young learners to learn English.

Each level of *Explore Our World* includes:

- Fun listening and speaking activities
- Pronunciation practice with *The Sounds of English*
- Songs and language-learning games
- Vocabulary and grammar presentation and practice
- Video activities
- National Geographic Values and Mission pages
- And much more!



VALUES PAGES
Levels 1–3



MISSION PAGES
Levels 4–6



VIDEO ACTIVITIES



THE SOUNDS OF ENGLISH

16 HOURS OF VIDEO FOR YOUNG LEARNERS

National Geographic video is the perfect way to bring your English classroom to life. Created especially for young learners of English, *Explore Our World* Video is fully integrated into the *Explore Our World* teaching and learning materials, with 15–20 fun-filled minutes of video for each unit that includes:

- Original songs
- Language presentation and review
- Games
- Real-world video
- and *Our World* Reader Story Time

Student Book and Video
Level 1



To make it simple to use in the classroom, all *Explore Our World* Video is available on Classroom Presentation Tool DVDs, for use with an interactive whiteboard, or simply a laptop and projector.

Levels 1–3



Levels 4–6



BRING STORYTELLING INTO YOUR CLASSROOM

The *Our World* Readers are six levels of original stories, folktales, myths, and non-fiction from around the globe. Each *Our World* Reader is a great way to support the language covered in the *Explore Our World* Student Books, encourage reading for fun, and bring storytelling into your English language-learning classroom.

To make it easy to use the readers in your curriculum, one graded reader is available to support the theme and language of each *Explore Our World* unit. Each includes fun facts and activities and is also available as Story Time in the *Explore Our World* Video.

- One graded reader for each unit
- 18 Big Books
- Available in the *Explore Our World* Video

Level 3



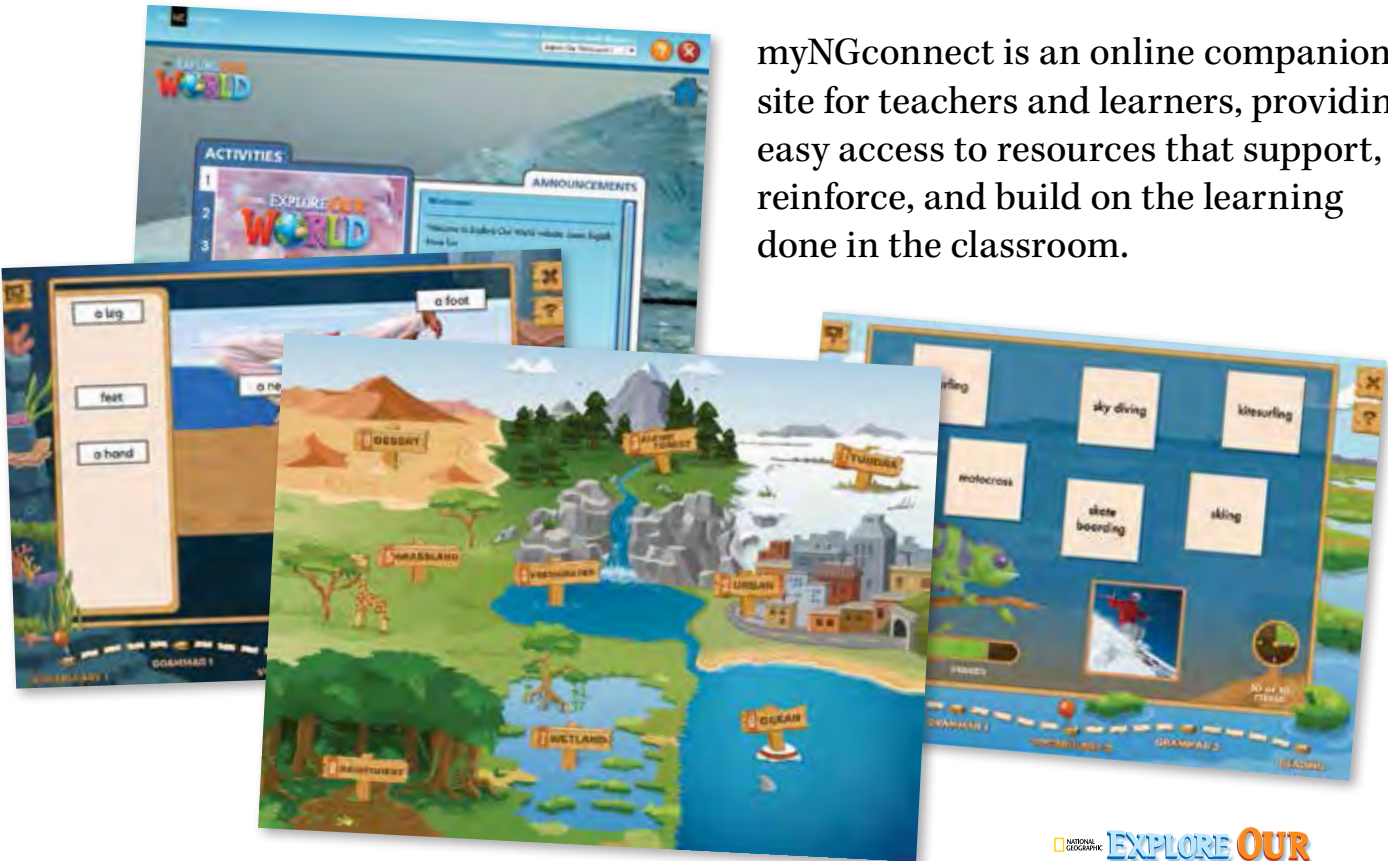
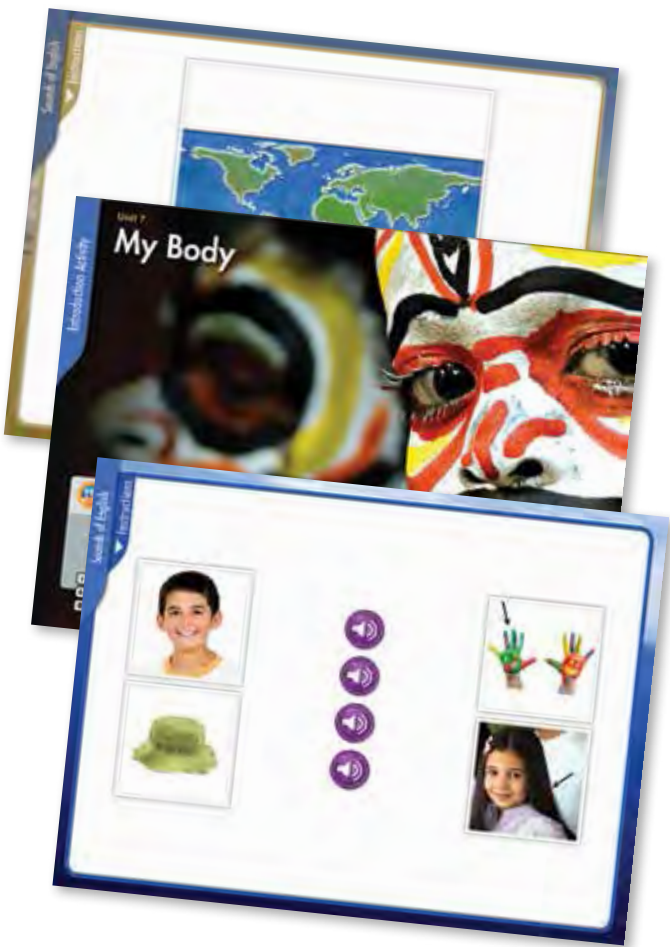
Level 1



Level 6

TECHNOLOGY THAT BRINGS YOUR CLASSROOM TO LIFE

A Classroom Presentation Tool DVD for each level integrates all of the teaching resources, including video, songs, games, and language presentation, making it easy to bring the classroom to life!



myNGconnect is an online companion site for teachers and learners, providing easy access to resources that support, reinforce, and build on the learning done in the classroom.

For young learners with no previous exposure to English, *Our World Starter* is available, which can be used before *Explore Our World*. It is designed to give learners the basic skills for learning the language, including:

- Understanding basic vocabulary in context,
- Comprehending simple content concepts,
- Developing phonemic awareness for the sounds of English,
- And recognizing and writing the alphabet and simple words.

Our World Starter includes:

- Language presentation and practice
- Chants and games
- Listening and speaking activities
- A reading/story for every unit
- 8 pages of introductory writing practice
- And more!



Resources Available:

FOR LEARNERS

- Student Book
- Workbook with Audio CD
- Online Student Activities, powered by myNGconnect

FOR TEACHERS

- Lesson Planner, with Class Audio CD, Assessment Audio CD, and Teacher's Resource CD-ROM
- Classroom Presentation Tool DVD
- Audio CD
- Picture Cards
- Professional Development Video DVD
- Professional Development Classroom Presentation Tool DVD
- Online Teacher Resources, powered by myNGconnect



PROFESSIONAL DEVELOPMENT

Dr. Joan Shin, a respected trainer of Young Learner teachers in over 100 countries, and series editor for *Explore Our World*, has designed a Professional Development Program that helps teachers improve their classroom practice, and get the most out of *Explore Our World*.

Using short videos of real classrooms and interviews with teachers from around the world, the program covers areas and topics such as:

- Using video and technology in the classroom,
- Empowering young learners through real-world content,
- Storytelling,
- And much more!



The Professional Development Program is available on a Video DVD, for individual teacher practice and review, and on a Classroom Presentation Tool DVD, to make it easy to create and support teacher trainings and work shops.

MATERIALS FOR TEACHERS AND LEARNERS

All six levels of *Explore Our World* are fully supported with materials that present, practice, reinforce, and extend the content of the Student Books.

FOR LEARNERS

- Student Book
- Workbook with Audio CD
- *Our World* Readers
- Online Student Activities, powered by myNGconnect

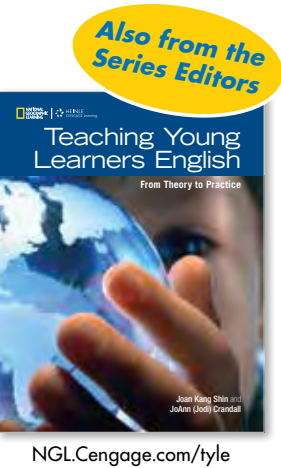
FOR TEACHERS

- Lesson Planner, with Audio CD and Teacher's Resource CD-ROM
- Classroom Presentation Tool DVD
- Assessment Book with Audio CD
- *Explore Our World* Video DVD
- *Our World* Readers Big Books
- Story Time DVD
- Audio CD
- Picture Card Sets (For Levels 1–3)
- Poster Sets
- Professional Development Video DVD
- Professional Development Classroom Presentation Tool DVD
- Online Teacher Resources, powered by myNGconnect



DR. JOANN (JODI) CRANDALL

Dr. JoAnn (Jodi) Crandall is Professor Emerita and former Director of the Language, Literacy and Culture Ph.D. Program, and Co-Director of the MA TESOL Program at the University of Maryland, Baltimore County. She has worked in all areas of ESL/EFL including teaching, curriculum and materials development, standards development and teacher training.



DR. JOAN KANG SHIN

Dr. Joan Kang Shin is the Director of TESOL Professional Training Programs in the Education Department at the University of Maryland, Baltimore County, and specializes in the training and professional development of teachers of English to young learners. In her role she is responsible for administering professional development and teacher training programs that reach teachers in over 100 countries around the world.

My Family

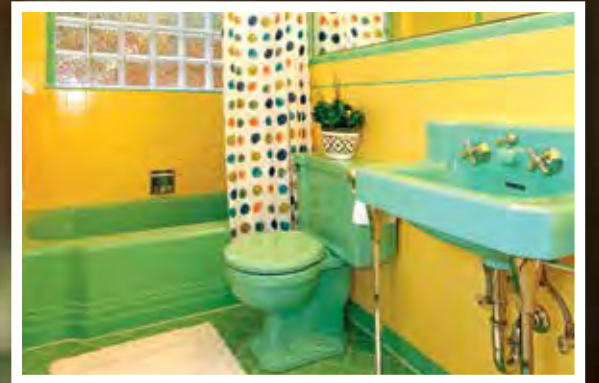
Mother and children on a train, Vietnam

1 Listen and point. TR: A37

2 Point and say.



a kitchen



a bathroom

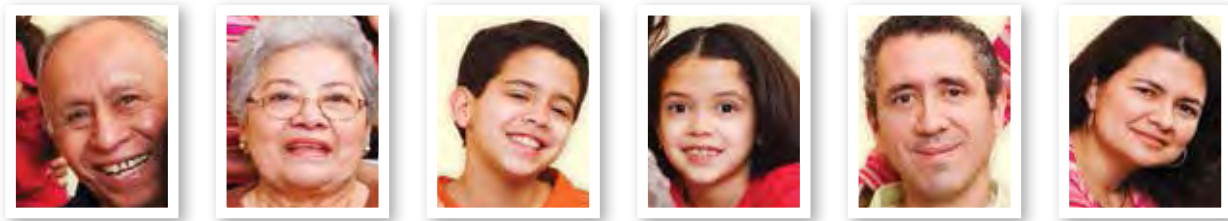


a bedroom



a living room

3 Listen and circle. TR: A38



4 Listen and say. Talk. TR: A39



5 Listen. Look at the rooms. Stick and say. TR: A40



6 Listen and point. Say. TR: A41

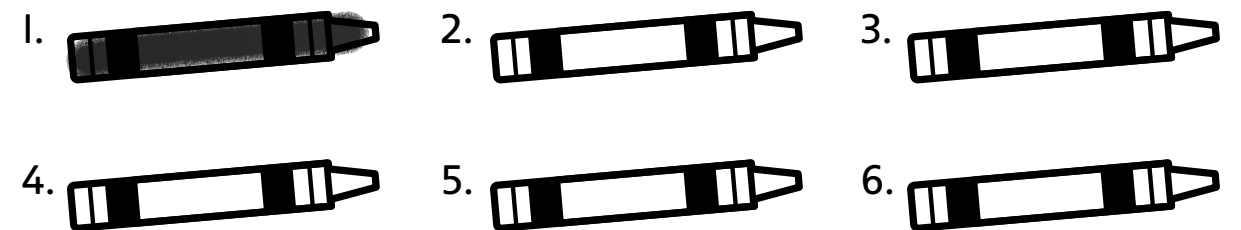


black

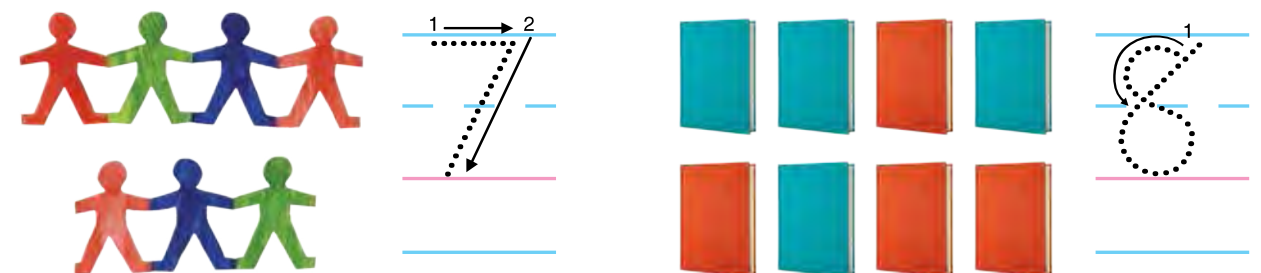


white

7 Listen and color. TR: A42



8 Listen. Count and say. Trace. TR: A43



9 Listen. Count and say. TR: A44



10 Listen and say. Cut out 5 cards on page 87. Ask and answer. TR: A45

How many sisters?



Three sisters.

11 Listen and say. TR: A46

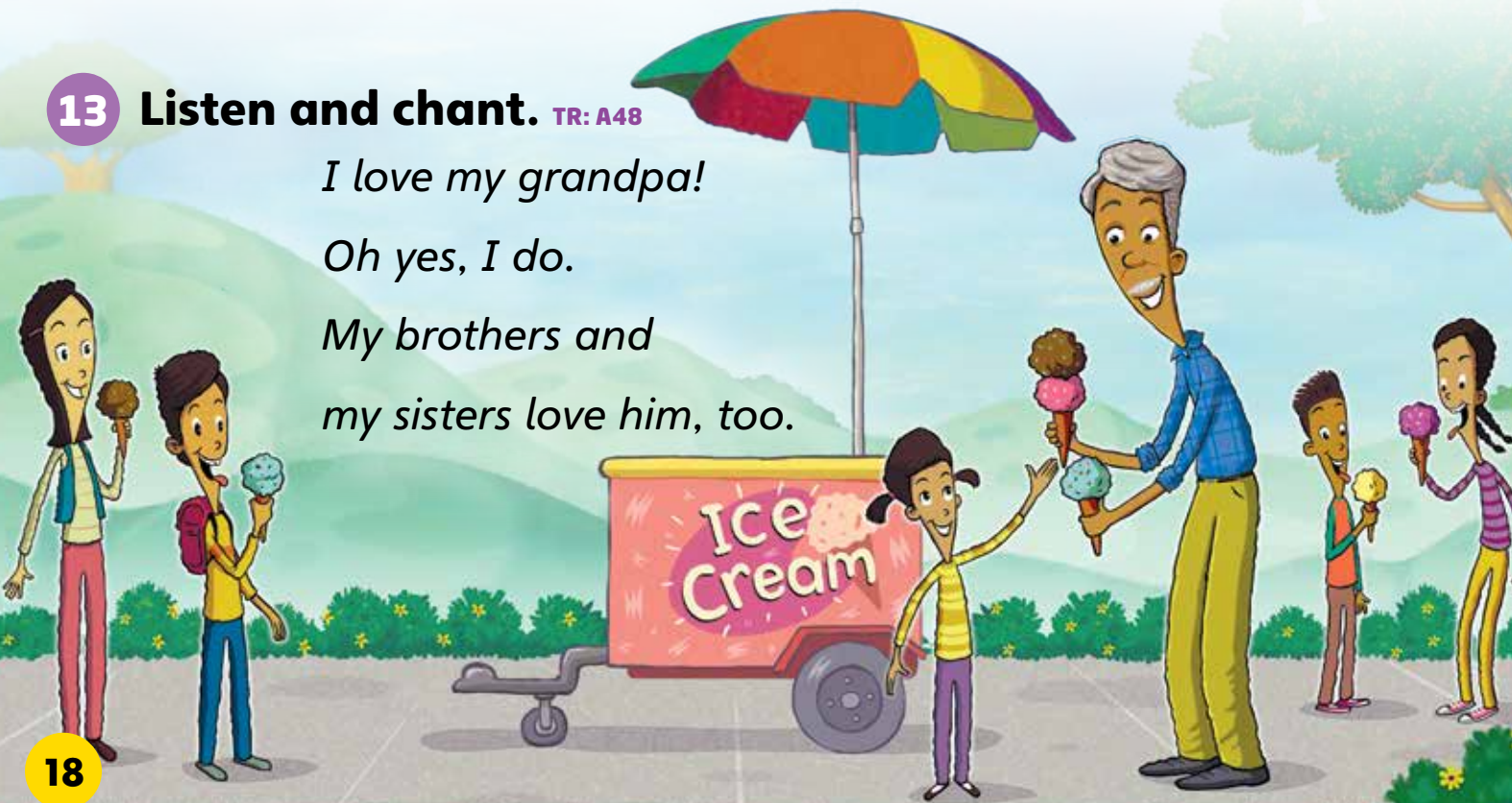


12 Listen. Which words have the sound? Check. TR: A47

sound	word 1	word 2	word 3
l			
2			
3			

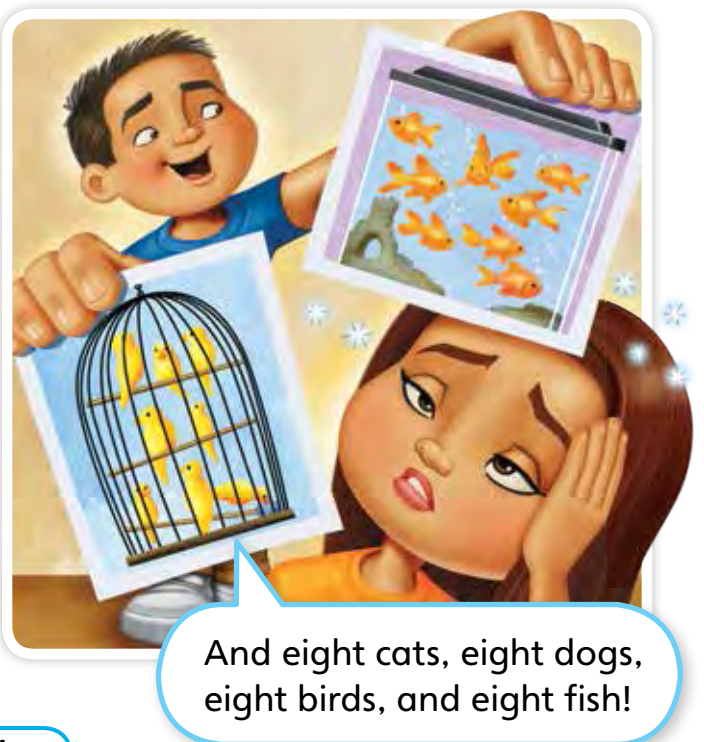
13 Listen and chant. TR: A48

*I love my grandpa!
Oh yes, I do.
My brothers and
my sisters love him, too.*



14 Listen to the story. TR: A49

Eight is Great



15 Do you like the story? Circle.



My Classroom

Look and check.

I see

- ☐ a house.
- ☐ a school.

School in Guilin, China

1 Listen and say. TR: 15

2 Listen. Point and say. TR: 16



GRAMMAR TR: 18

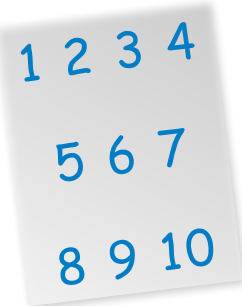
Is it a pencil? Yes, **it is**. **It's** a pencil.
Is it a crayon? No, **it isn't**. **It's** a pen.

4 Look. Listen and **circle**. TR: 19

1



2



3



4



5 Listen and say. TR: 20

a book



a chair

an eraser



a desk



a picture

6 Work with a partner. Point and say.

7 Work with a partner. Guess and stick. TR: 21



1

2

3

4

5

GRAMMAR TR: 22

What color is it?

What is it? It's a clock.

It's a clock.

What color is it? It's yellow.

It's yellow.

How many crayons? Three.

It's yellow.

8 Work in groups. Look and point.
Ask and answer. **TR: 23**



9 Look at the picture. Write.

1. How many crayons? _____
2. What color is the frog? _____
3. How many clocks? _____

10 Listen. Read and sing. **TR: 24**

My School

This is my school.
This is your school.
This is my school.
I like my school.

THE SOUNDS OF ENGLISH **TR: 25**

pen

11 Listen and say.

- pen pencil
- paper purple
- computer map

Drawing and Writing

— a hand

a wall

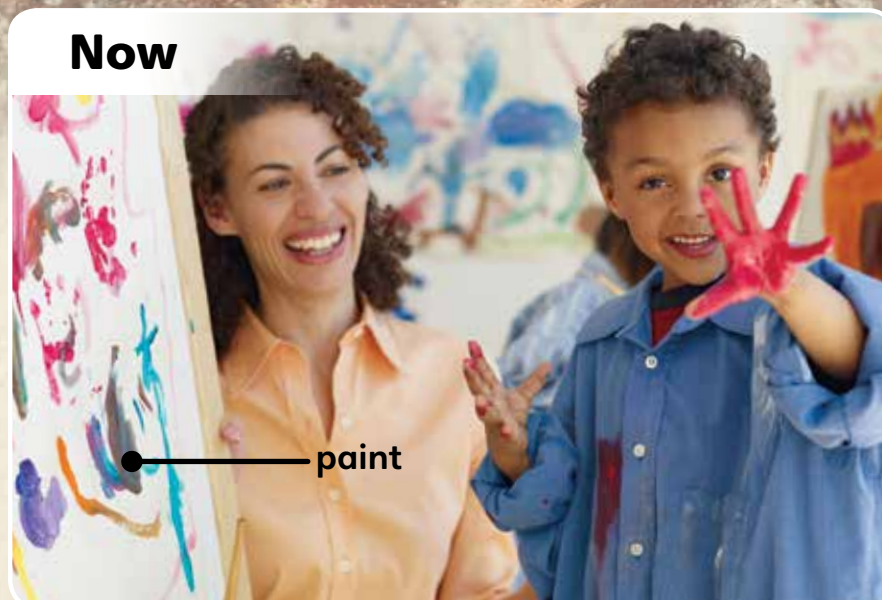
a tablet



a stick

In the past

Now



— paint

a tablet



13 What about you? Circle.

- I draw on a wall paper.
- I draw with a crayon a stick.
- I write with a hand a pencil.

Work hard in school.

I listen. I talk.
I read. I write.

Copy.

I work hard in school.

What's for Dinner?

Look and circle.

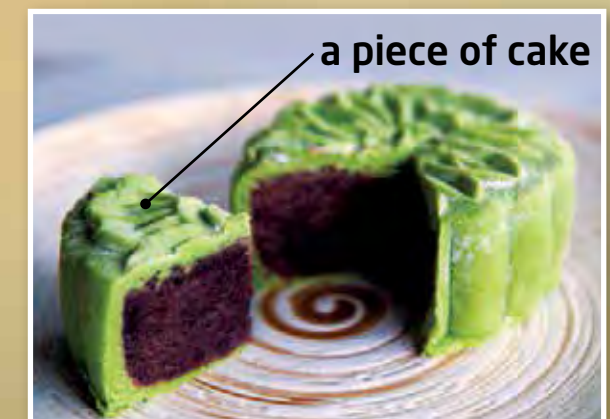
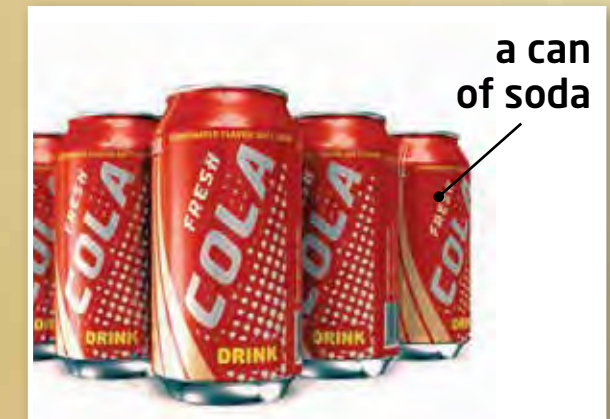
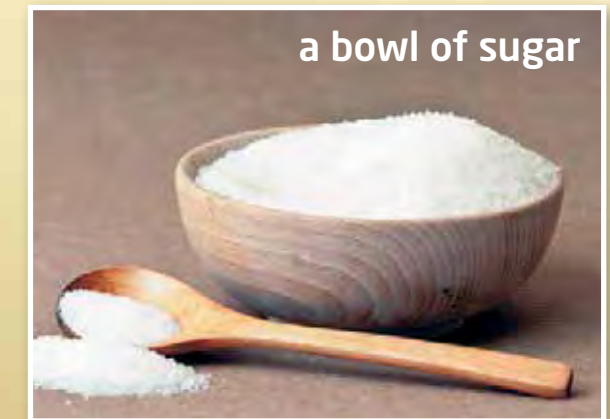
1. He's _____.
a. swimming b. fishing
2. He's having _____ for dinner.
a. fish b. vegetables

Traditional Fishing,
Mare, New Caledonia

1 Listen and read. TR: 70

2 Listen and say. TR: 71

We all love food. We can find food in stores or at the market. What's your favorite food? Let's go shopping!



a loaf of bread

3 Work with a partner. Say what you see. Add on to the sentence each time. Take turns.

At the market, I see a jar of olives.

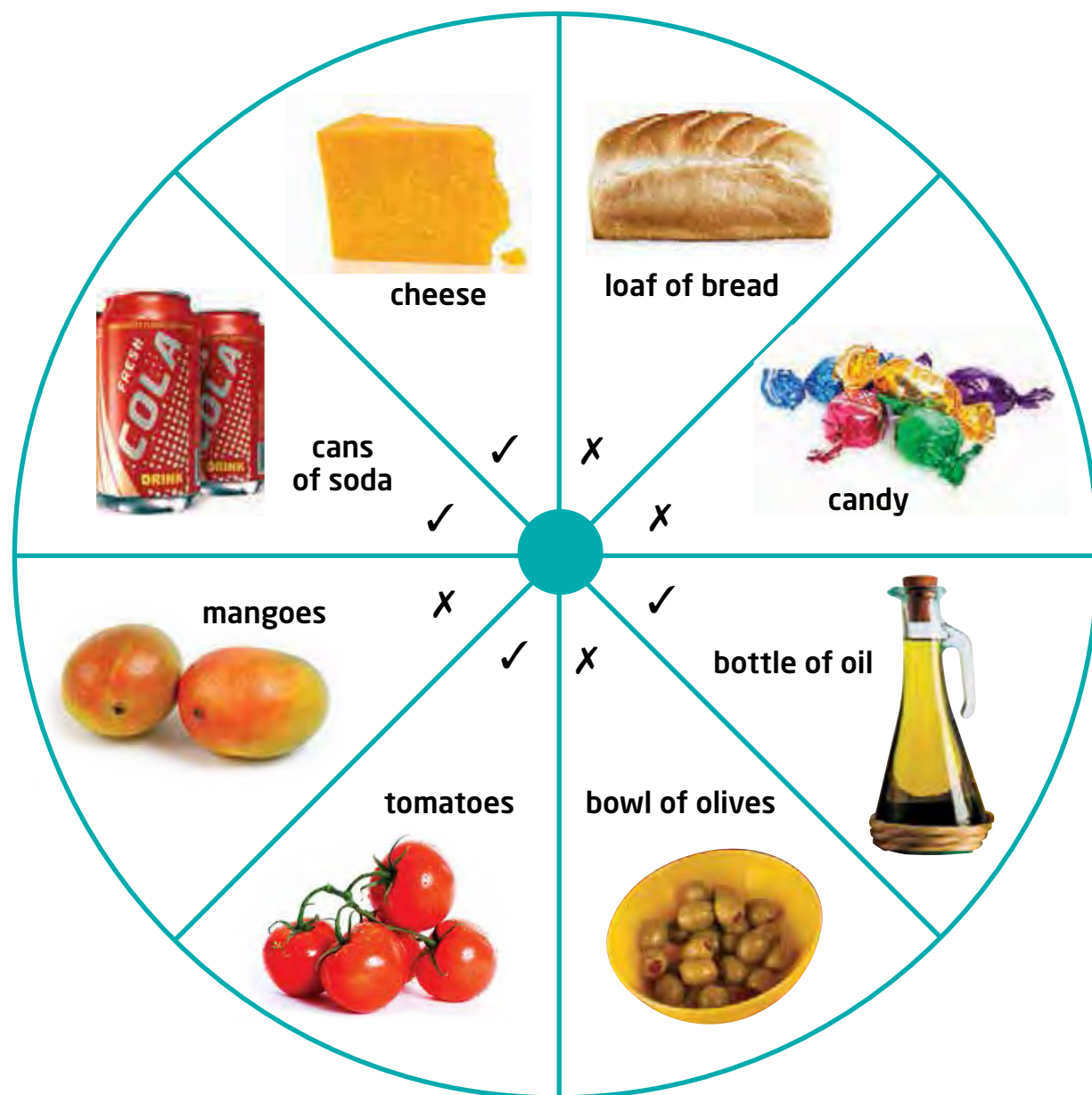
At the market, I see a jar of olives and a loaf of bread.

GRAMMAR TR: 72

Are there **any** oranges?
Are there **any** bananas?
Is there **any** milk?
Is there **any** bread?

Yes, there are **some** in the fruit bowl.
No, there aren't **any**.
Yes, there is **some** in the fridge.
No, there isn't **any**.

4 Play a game. Play with a partner. Spin. Ask and answer.



Are there any cans of soda?

Yes, there are.

5 Listen and say. Read and write. TR: 73



money



put away



a price



compare



buy

- Which drink is better for you? Let's _____ them.
a. buy b. compare c. eat
- Can you help me _____ the food in the fridge, please?
a. compare b. put away c. buy
- The _____ of that loaf of bread is ninety cents.
a. price b. money c. smell
- Let's _____ some milk. We don't have any.
a. compare b. put away c. buy

6 Listen and stick. Work with a partner. TR: 74

1

2

3

4

5

GRAMMAR TR: 75

Are there any cookies?
Is there any orange juice?

Yes, there are **a few**.
Yes, there is **a little**.

7 Read and write.

1. Is there any ice cream? Yes, there _____.
2. Are there any grapes? Yes, there _____.
3. Is there any milk? Yes, there _____.
4. Are there any potatoes? Yes, there _____.

8 Play a game. Cut out the game board and the cards on page 111. Put the cards on the board. Play with a partner.

B1. Is there any soda?

No, there isn't any soda.
A1. Are there any eggs?

Yes, there are a few. Here you are.

9 Listen. Read and sing. TR: 76

Let's Go Shopping!

*Let's go shopping. Let's go shopping,
let's go shopping today.
Let's go shopping to buy some food,
then go home to put it away.*

*A bowl of pasta, a jar of spice,
a glass of juice, and cake are nice!
Let's go now. Let's buy some food.
Let's go shopping, just me and you!*

THE SOUNDS OF ENGLISH TR: 77

juice

10 Listen and say.

- | | |
|------------|--------|
| 1. juice | jar |
| 2. jacket | jeans |
| 3. giraffe | orange |

11 Listen and read. TR: 78

What I Eat

We all eat different things. The photographer Peter Menzel travels to different countries to see what people eat. These are some of his photos. They show what one person eats in one day.

Cao is 16. She's an acrobat and works in the circus. She has yogurt and fruit for breakfast. For lunch she has a bowl of rice with meat, eggs, and onions. She doesn't have dinner because she performs in a show every evening.



acrobat, China

Akbar is a bread baker. He has eggs, salad, and some tea for breakfast. He doesn't stop working for lunch. He has some snacks—a bunch of grapes, some tomatoes, and some of his bread. He has a big dinner at home. He eats meat, rice, yogurt, and some more of his bread!

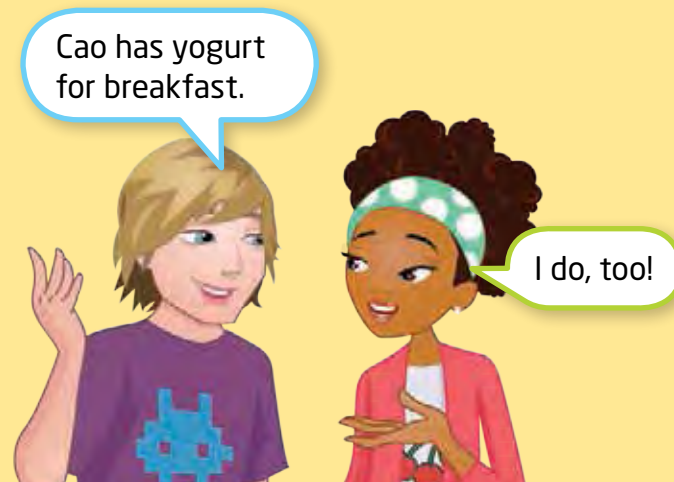


baker, Iran



Every day, half the people in the world eat rice.

12 Work with a partner.
What do the people eat?
What do you eat?



Cao has yogurt for breakfast.

I do, too!

Eat nutritious food.



Eat fresh food. Eat good food. Read the labels on boxes and cans.

What do you eat? Is your food good for you?



Bear fishing, Brooks Falls, Alaska

Reduce, Reuse, Recycle

Check T for *True* and F for *False*. Then answer the questions.

1. Each sculpture is a little different. ☐ T ☐ F
2. The sculptures are made from trash. ☐ T ☐ F
3. What do you think of the sculptures?
4. Are they art?

1 Listen and read. TR: 27

2 Listen and repeat. TR: 28

Every day we make **trash**. Where does it go? Some of it is buried in the ground. Some of it floats in the ocean. Yuck! Instead, let's make choices that are better for the **environment**. We can **conserve** instead of **throw away**.

There are three things that can be done: **reduce**, **reuse**, and **recycle**. When we use plastic bottles to hold flowers, we reuse. When plastic bottle are changed into new bottles, we recycle. What happens when we don't use plastic bottles at all? We reduce trash!



Can we **design** things to reduce, reuse, and recycle? Yes! We can **build energy-efficient** houses. We can make art with **natural** things or reused things. The possibilities are endless!



3 Work with a partner. What did you learn? Ask and answer.

Where does our trash go?

Right. And some trash goes into the oceans.



Some of it goes in the ground.



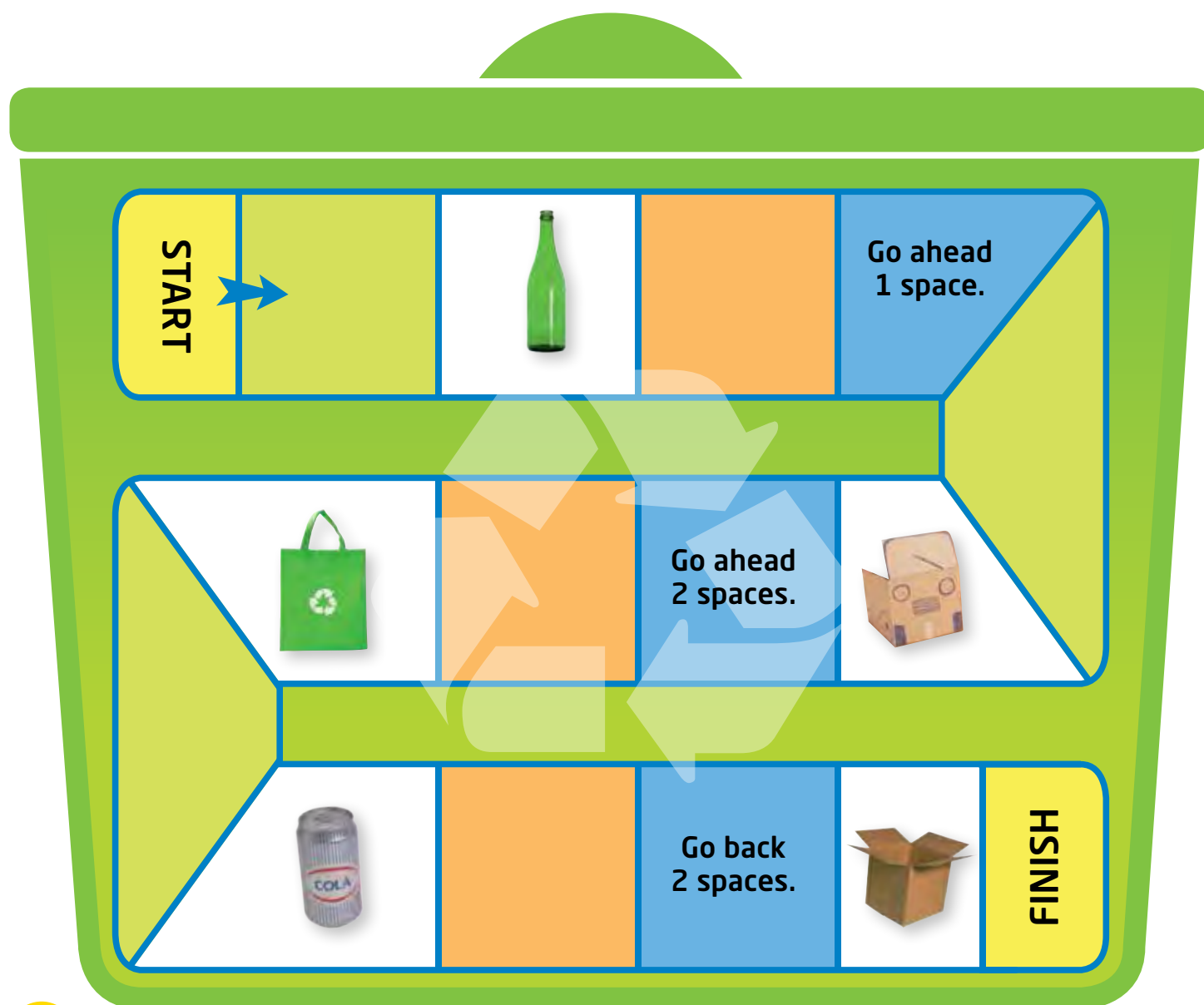
GRAMMAR TR: 29

Natural things **can be grown** again. Aluminum cans **must be melted** to be recycled.
Many things **can be made** into art! Some plastics **may be put** in recycling containers.

- 4 **What things can be done to reduce, reuse, and recycle?** Use the words in the list. Say sentences. Then write them in your notebook.

reused made put thrown away built conserved designed

- 5 **Play a game.** Cut out the cards on page 103. Play with a partner. Take turns. Make a sentence.



- 6 **Listen and repeat.**
Then read and write. TR: 30

chemicals



cardboard



metal



glass



tools

1. It is clear or colored. It is used to make bottles or windows. _____
2. It is made from paper. It is used to make shoe boxes. _____
3. They are used to clean things. Don't drink them! _____
4. They help us do things that we can't do with just our hands. _____
5. This is used to make cans and cars. Things made of this are strong. _____

- 7 **Listen and stick.** TR: 31

1

2

3

4

5

GRAMMAR TR: 32

When we recycle trash, we save on materials and energy.
An artist's work may surprise us **when we first see it**.

- 8 Read and write.** How do you and your friends help the environment? Use the words in the box.

bike light paper plastic bottle shopping bag trash water

1. When we leave the house, we turn off the lights.
2. _____ when _____.
3. When _____, _____.
4. When _____, _____.
5. _____ when _____.

- 9 Play a game.** Cut out the cards on page 103. Play with a partner. Make sentences. Take turns.



10 Listen, read, and sing. TR: 33

The Three Rs

Reduce. Reuse. Recycle.

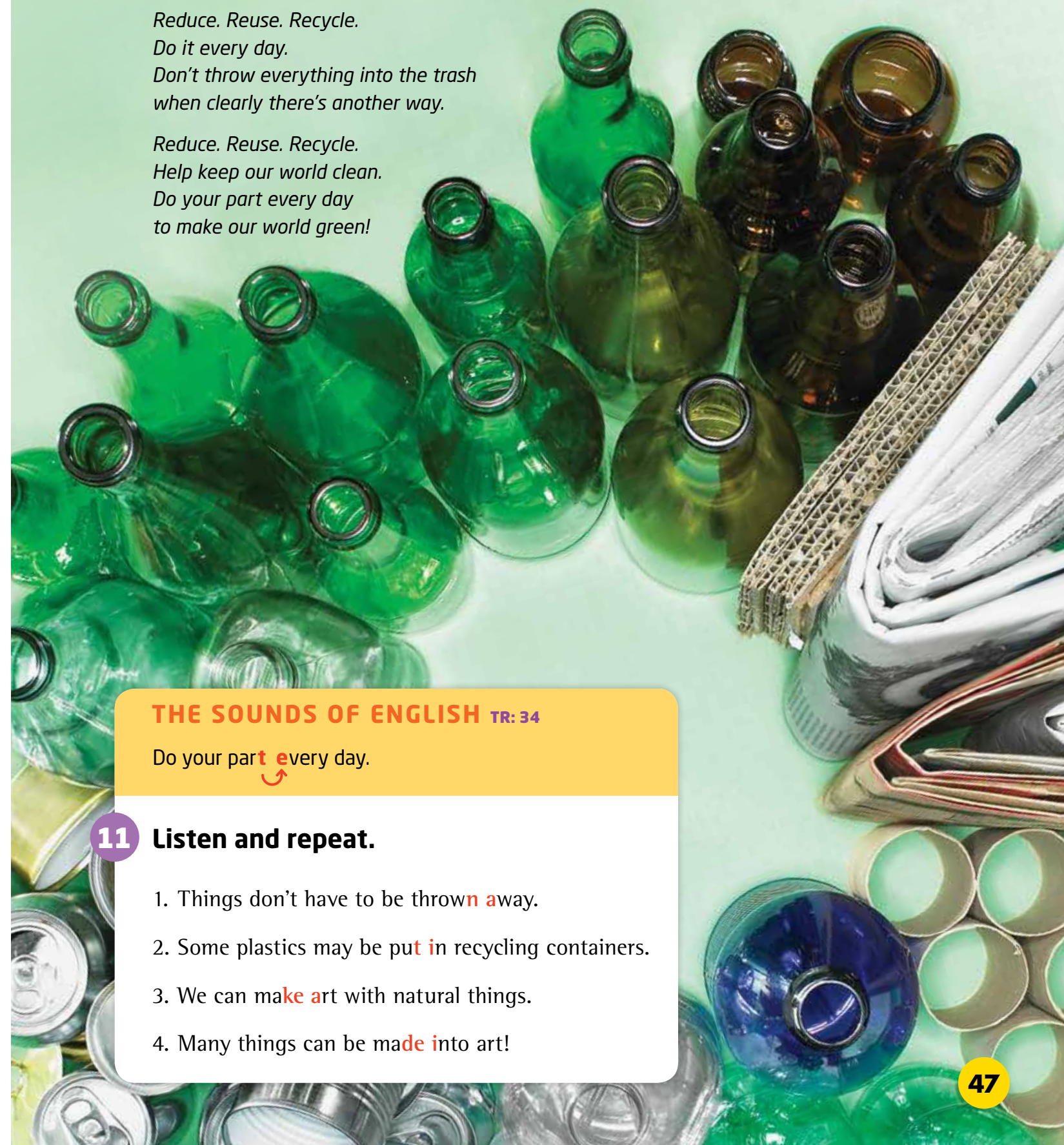
Do it every day.

*Don't throw everything into the trash
when clearly there's another way.*

Reduce. Reuse. Recycle.

Help keep our world clean.

*Do your part every day
to make our world green!*



THE SOUNDS OF ENGLISH TR: 34

Do your part **every** day.

11 Listen and repeat.

1. Things don't have to be thrown **away**.
2. Some plastics may be put **in** recycling containers.
3. We can make **art** with natural things.
4. Many things can be made **into** art!

12 Listen and read. TR: 35

Found Art

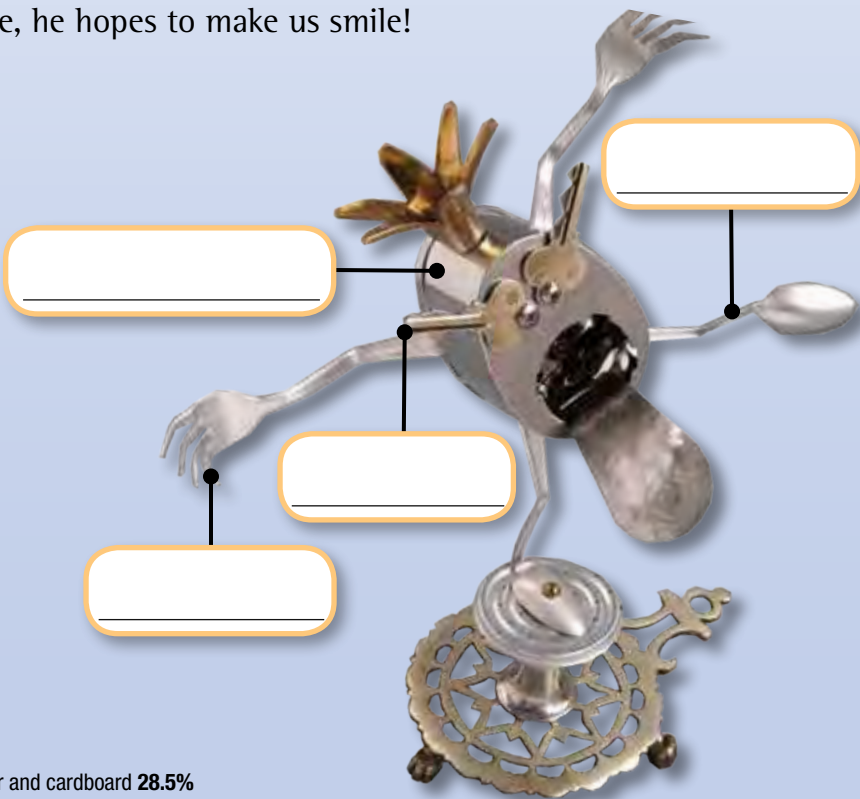
It's time to clean up your house! There are broken toys, old metal spoons, cardboard boxes, and other things. For most of us, these things are trash, so we throw them away. But artist and teacher Brian Marshall likes to make art with the things he finds. Since Marshall was a child, he has made hundreds of robot sculptures from reused materials. We call this "found art." With his fun, creative designs, Marshall hopes to send us a message—it is possible to reuse and recycle more in our world. And of course, he hopes to make us smile!



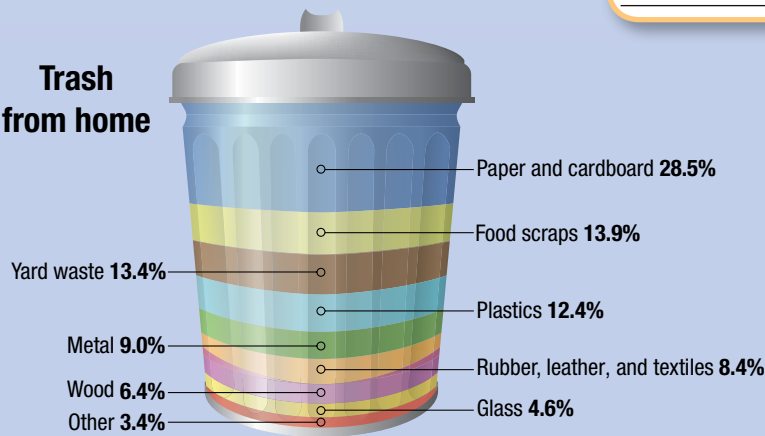
Recycling old aluminum cans into new ones uses 95% less energy than making new cans.

13 Label. Use these words.

- fork
- key
- pencil sharpener
- spoon



Trash from home



Artist Brian Marshall makes robot sculptures from found objects.

14 Make an information graphic. Work with a group. Discuss how much trash your school creates. Share your ideas with the class.

Help reduce our human footprint.

How does your class reduce, reuse, and recycle?

Earth at night



Alexandra Cousteau
Water Advocate
and Environmental Filmmaker
Emerging Explorer



"People have created the problem, so it's critical to get the public excited and eager to participate in a solution."

NATIONAL GEOGRAPHIC

EXPLORE OUR WORLD

For ISBNs, more information, or to order, please visit NGL.Cengage.com/ourworldtours or contact your local representative.

MATERIALS FOR ALL YOUNG LEARNERS

