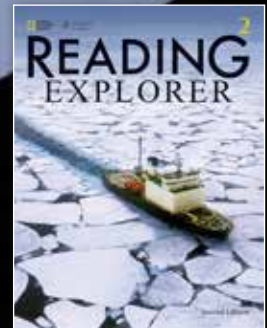


READING EXPLORER

Second Edition



Bringing the world to the classroom.

The new edition of National Geographic Learning's best-selling *Reading Explorer* series brings the world to the classroom through new and updated topics, video, and visuals from National Geographic.

Through a compelling combination of text and imagery, *Reading Explorer* teaches the strategies needed to read and think critically, and inspires a new generation of informed global citizens.

Reading Skills

New **Reading Skill** sections explicitly teach one academic skill or strategy per reading, enhancing learners' reading comprehension.

Reading Comprehension

Multiple Choice. Choose the best answer for each question.

Gist 1. Another title for this reading could be _____.
a. Dangers to Ground Creatures
b. The Importance of Tiny Organisms
c. Saving Small Animals in Cubes
d. The Life of Nutrients

Vocabulary 2. In line 4, *miniature* means _____.
a. very small
b. very large
c. very beautiful
d. very important

Detail 3. Where do most organisms on Earth live?
a. in the sea
b. on or just below the ground
c. deep underground
d. in the air


Main Idea 4. Liittschwager and his team used the cube to _____.
a. collect different species for research
b. count and photograph animal species
c. test the quality of the soil and water
d. protect animals from human activities

Reference 5. In line 17, *their* refers to _____.
a. scientists
b. ground organisms
c. cubes
d. nutrients

Detail 6. Why was it difficult to identify the creatures at the coral reef?
a. Many were new to science.
b. The water was cloudy.
c. They were too small.
d. Many of them looked the same.

Inference 7. Why does Liittschwager call the organisms *little gems* in line 27?
a. They are difficult for him to see.
b. He thinks they are valuable and precious.
c. Many of the organisms are shiny.
d. The organisms look like little stones.

Did You Know?
Many thousands of species—mostly different types of bacteria—live in a single gram of garden soil. Most are still unknown to science.



Reading Skill

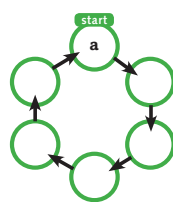
Understanding Sequence

When you sequence events, you put them in the order in which they occur. Sequencing is important for gaining a deeper understanding of the relationship between events in a process. Some common words that can signal sequence are *after*, *then*, *later*, *once*, *when*, and *as soon as*. One way to show sequence is to list the events in a chain diagram.

A. Analyzing. Read the second paragraph of the reading passage again. Underline signal words or phrases that indicate a sequence.


B. Sequencing. Put the life cycle events (a–f) in order in the diagram.

- Plants and animals die.
- Living plants get energy from the nutrients in the soil.
- Plants help to support life for animals and humans.
- Dead material is broken down.
- Dead plants and animals fall to the ground.
- Nutrients are returned to the soil.



Critical Thinking Discuss with a partner. Where in your area would you look for tiny organisms? What do you think you might find? In what ways do you think the world would change if there were no tiny creatures?

David Liittschwager discovered and photographed hundreds of species living in this 3,200-year-old giant sequoia tree called The President.



Critical Thinking activities provide frequent practice in the essential skills needed for success in the classroom and beyond.

Access *Reading Explorer* online – anywhere, anytime!

NEW Interactive eBooks

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Features:

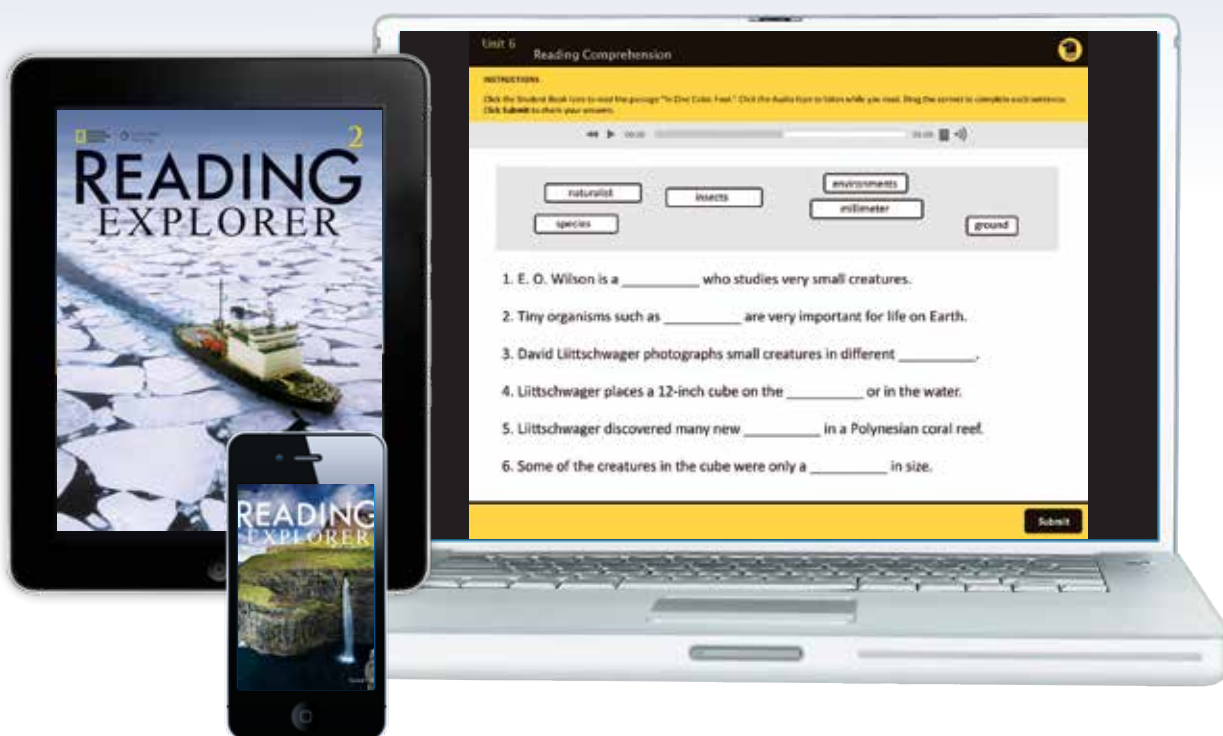
- View on devices running Mac®, Windows®, iOS™, and Android™
- Access video and audio
- Practice with new embedded activities
- Search for keywords or phrases
- Skip to any section with a functional table of contents
- Highlight text and make notes

NEW Online Workbook

With both teacher-led and self-study options, these are Web-based resources for English language courses.

The Online Workbook:

- Gives learners personalized access to a range of automatically-graded exercises
- Reinforces what's been taught in the core materials
- Allows teachers to schedule assignments, monitor student and class progress, and create reports



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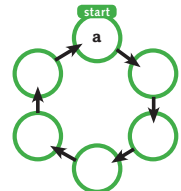
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The updated design blends text, charts, graphs and images, encouraging learners to develop **visual literacy skills** to improve comprehension.

GLOBAL CITIES



5A

John Tomanio and Lawson Parker, NGM Staff. Source: A. T. Kearney

Before You Read

A. Discussion. Study the chart above and read the information about the Global Cities Index. Then answer these questions.

1. Why do you think the city names are in different colors?
2. In what ways are the top four cities similar to and different from one another?
3. What do you think makes the top cities special?

B. Predict. Which city or cities do you think will become more important in the future? Complete the sentence and read the passage to check your ideas.

In the future, I think _____
 will become more important because _____

^ The Global Cities Index is a list of the world's most powerful and important cities. There are 66 cities in total. The top 15 cities in 2011 are listed above. Each city gets a score in five areas.

1 | The Global Cities Index

"New York City is a star—the city of cities," wrote author John Gunther. But why is New York—or London, Paris, or Tokyo—a great city? To answer this question, the creators of the Global Cities Index looked at five **factors**:

Factor	What it Measures
Business	How many global companies are in the city? Does the city do a lot of international business?
People	Does the city attract talented ¹ people from around the world? Are the city's universities good? How many residents have college degrees?
Media	Is it easy to get news and information from different sources (TV, radio, Internet)? How many residents have Internet access ?
Entertainment	Does the city have many entertainment options : museums, sports, music, and different types of restaurants?
Politics	How many embassies ² and international organizations ³ are in the city?

- 1 A **talented** person has special skills and can do something well.
- 2 An **embassy** is a government building where officials from a foreign country work.
- 3 An **organization** is a group of people. The members of an organization work together for a certain reason.

Each unit contains two related reading passages covering a variety of real-world topics including culture, natural science, social issues, the humanities, travel, and adventure.



Video

Reading Explorer includes new Viewing activities, expanding opportunities for learners to synthesize information from multiple sources and apply newly acquired language skills in meaningful ways.

VIEWING Peru's Hidden Treasure

Before You Watch

A. Matching. Read the information and match the words below with the definitions.

Tomb raiding, also known as **grave robbing**, is the act of uncovering a tomb and stealing jewelry, **pottery**, or other artifacts. Robbers can often sell these items for very high prices. This photo shows a tomb that, luckily, archeologists found before it was robbed. It shows the **remains** of a **priest** who held great power during Peru's ancient Moche civilization.



- | | | |
|------------|---|---|
| 1. remains | • | a. a man who leads or performs religious ceremonies |
| 2. priest | • | b. cups, dishes, and other objects made from baked clay |
| 3. pottery | • | c. parts of the body that are left after a person has been dead for a long time |
| 4. grave | • | d. a place where a dead person is buried |

Viewing 145

While You Watch

A. Noticing. Check (✓) the sentences about the Moche people that are true.

- They lived in northern Peru.
- They lived at the same time as the Inca.
- They grew corn, beans, and peanuts.
- They disappeared at the end of the tenth century.

B. Completion. Circle the word or words that best complete each caption.



The Moche people were successful farmers and (**hunters** / **traders**).



The archeologist says reconstructing a culture is like putting together a (**jigsaw puzzle** / **broken mirror**).



The warrior priest in the art is (**probably** / **probably not**) the same person in the tomb.



People will be able to see the tomb's artifacts in (**a museum** / **an art gallery**).

After You Watch

Critical Thinking. Discuss these questions with a partner.

- Sometimes ancient artifacts are sold to private collectors. Do you think this is OK, or should they always be kept in public museums?
- In what ways is the discovery in this video similar to and different from the other discoveries discussed in this unit?

Answers to Before You Read, page 140:

- True. They were built over 4,000 years ago—starting in about 2550.
- True. The top of one of the pyramids still has its white-colored covering.
- True. It was the tallest structure (800, 3,800 years—until England's Lincoln Cathedral was built in about

146 Viewing



Video content from National Geographic is available on DVD, Instructor and Student eBooks, and Online Workbook, allowing learners to engage with dynamic National Geographic content in the classroom or at home.

Bring the world to the classroom with the new edition of *Reading Explorer*!

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Student Book with Online Workbook Access Code	978-13052-54503
Online Workbook	978-13052-54398
eBook	978-13052-52592
Classroom Audio CD/DVD Package	978-12858-47016
Teacher's Guide	978-12858-47023
Instructor's eBook	978-13052-52653
Assessment CD-ROM with ExamView®	978-12858-47030
Level 1	
Student Book	978-12858-46859
Student Book with Online Workbook Access Code	978-13052-54527
Online Workbook	978-12858-46873
eBook	978-13052-52554
Classroom Audio CD/DVD Package	978-12858-46880
Teacher's Guide	978-12858-46866
Instructor's eBook	978-13052-52615
Assessment CD-ROM with ExamView® (Levels 1–3)	978-12858-46897
Level 2	
Student Book	978-12858-46903
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