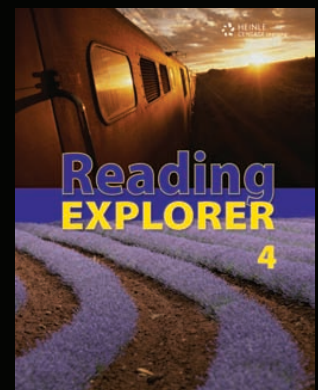
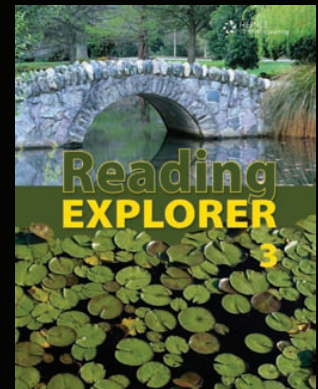
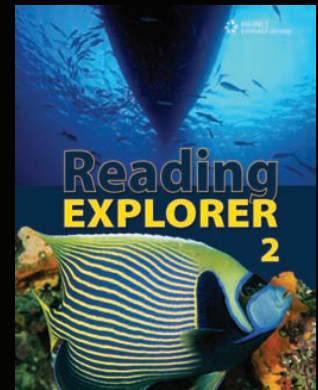




NEW!



**Teach reading and vocabulary
through the lens of the world!**

elt.heinle.com/readingexplorer

Explore Your World!



Each unit in *Reading Explorer* contains two reading passages on a unifying topic and an optional video activity, which can be done in class or at home using the Student CD-ROM. Reading passages cover a wide range of real-world topics including culture, natural science, social issues, the humanities, travel, and adventure.



Topics covered in the four levels of Reading Explorer include:

- Tough Jobs
- Global Warming
- Adventure Destinations
- City Living
- Super Storms
- Legendary Voyages
- Stories and Storytellers
- Ancient Mysteries
- Food and Health
- Green Living

Reading Explorer is a four-level content-based reading series featuring video from National Geographic Digital Media to help develop reading and vocabulary skills for all learners.

The *Reading Explorer* series provides support for learners in key areas:

READING SKILLS

- **Real-world content** supported by stunning visuals develops learners' understanding of the wider world in which they live.
- **Reading passages** introduce a variety of text types, develop visual literacy, and incorporate graphic organizers to help learners become better readers in English.
- **Reading Comprehension** activities include question types commonly found on high-stakes international exams.

VOCABULARY DEVELOPMENT

- **Vocabulary Practice** activities build awareness of high-frequency vocabulary items and provide additional mini-passages for reading practice.
- **Word Link** boxes build vocabulary by highlighting common collocations, affixes, and word usage to develop learner independence.

LANGUAGE REINFORCEMENT

- **Video Activities** include step-by-step activities for additional comprehension and vocabulary practice while motivating students to learn more about a topic.
- **Review Units** recycle vocabulary and reading skills through a vocabulary review and a magazine-like spotlight on UNESCO® World Heritage Sites.
- **Student CD-ROM** for each level contains all 12 video clips, 24 reading passages and 48 vocabulary activities with additional self-scoring exercises.



Also, support classroom reading instruction with the...

Footprint Reading Library with video from National Geographic Digital Media

This fantastic new series of graded content readers introduces the sights and sounds of the world to all learners. It is also designed to help learners become better readers of non-fiction, and is a perfect partner for *Reading Explorer*.

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For a sample pack from the Footprint Reading Library, contact your local Heinle Representative.

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UNIT 4

Other Worlds

WARM UP

Discuss these questions with a partner.

1. Have you recently seen a movie or TV show about space? Describe it.
2. Do you think life exists on other planets? Why or why not?
3. Do you think governments should spend money on space travel and research? Why or why not?

▲ In 1964, Buzz Aldrin II was the first person to walk freely in space.

-13

Real-world content supported by stunning visuals develops learners' understanding of the wider world in which they live.

4A Making Contact

4

5

Before You Read

A. Labeling. Using the spaces below, label the numbered items in the pictures with the words in **blue**.

1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

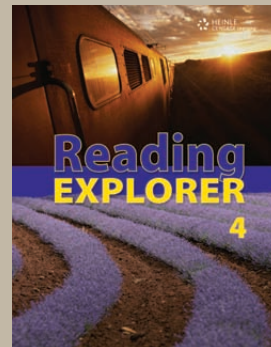
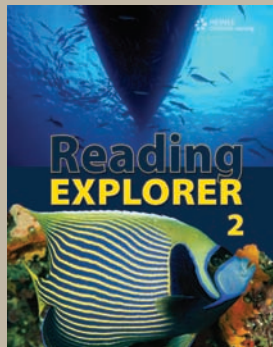
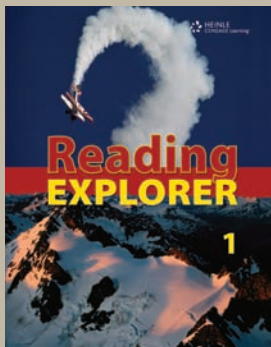
B. Predict. Read the first paragraph on the next page. Answer the questions below. Then read the whole passage to check your ideas.

1. What do Shostak and Barnett think?
 - a. We might soon communicate with beings from space.
 - b. We will probably never find intelligent life outside Earth.
 - c. We have probably already contacted beings from space.
2. What is one possible reason for Shostak and Barnett's opinion?

44 Unit 4 Other Worlds

Reading Comprehension activities include question types commonly found on standardized exams.

Explore Your World!



Reading

A. Multiple Choice

Purpose 1. What is the purpose of the passage?

- a. to give readers information
- b. to describe a place
- c. to explain a process
- d. to compare two things

Detail 2. Between 2000 and 2010, the number of people who traveled to Mars _____.

- a. increased
- b. decreased
- c. stayed the same
- d. grew faster

Detail 3. Why are some scientists interested in Mars?

- a. to learn more about the planet
- b. to lower the cost of space travel
- c. to grow food on the planet
- d. to prepare for a possible invasion

Inference 4. Which statement is most likely true?

- a. Beings from other planets have visited Earth.
- b. Humans have visited other planets.
- c. Humans have visited Mars.
- d. Human beings have visited other planets.

Vocabulary 5. In line 18, what does the word "so" mean?

- a. So

B. For and Against

Which side do you agree with?

Send

Reasons for

1. We can learn if _____ planets is possible.
2. We can create _____ other planets.
3. The things we learn about _____ health, and _____ humans on Earth.

Life Beyond Earth?

1 Is there intelligent life on other planets? For years, scientists said "no," or "we don't know." But today this is changing. Seth Shostak and Alexandra Barnett are astronomers. They believe intelligent life exists somewhere in the universe.¹ They also think we will soon **contact** these beings.²

Why do Shostak and Barnett think intelligent life exists on other planets? The first reason is time. Scientists believe the universe is about 12 billion years old. This is too long, say Shostak and Barnett, for only one planet in the **entire** universe to have intelligent life. The second reason is size—the universe is huge. Tools like the Hubble Telescope "have shown that there are at least 100 billion ... galaxies," says Shostak. And our galaxy, the Milky Way, has at least 100 billion stars. Some planets **circling** these stars might be similar to Earth.

Looking for Intelligent Life

Until recently, it was difficult to search for signs of intelligent life in the universe. But now, **powerful** telescopes allow scientists to **identify** smaller planets—the size of Mars or Earth—in other solar systems. These planets might have intelligent life.

Making Contact

Have beings from space already visited Earth? Probably not, says Shostak. The distance between planets is too great. Despite this, intelligent beings might eventually contact us using other methods, such as radio signals.³ In fact, they may be trying to communicate with us now, but we don't have the right tools to receive their messages. But this is changing, says Shostak. By 2025, we could make contact with other life forms in our universe.

¹ The **universe** is all of space—all stars, planets, and other objects.
² A person or other living creature (for example, an animal) is a **being**.
³ A **radio signal** is a way of sending information using radio waves.

Did You Know?
 In 2007, scientists in Chile discovered the most Earth-like planet ever. Called Gliese 581c, it is about 20 light-years away from Earth.



▲ The Hubble Space Telescope has shown that there are billions of galaxies.

▼ A photo of a galaxy taken with the Hubble Telescope



Reading passages introduce a variety of text types, develop visual literacy, and incorporate graphic organizers, to help learners become better readers.

A second reading passage in each unit expands learners' knowledge of the topic and builds vocabulary.

Vocabulary Practice activities present and reinforce high-frequency vocabulary items.

4B

Living on the Red Planet

▲ The photo of the rocky surface of Mars was taken by the U.S. spaceship Viking 2 in 1976.



▲ In 1962 an Atlas rocket launched into space carrying John Glenn, the first American astronaut to orbit (travel around) the Earth.

Before You Read

A. Completion. Read the passage and choose the correct form of the word in parentheses. Write the word in the space provided.
 astronaut: a person who travels in space
 colony: a place where people live and work together
 establish: to make something new
 rocket: a vehicle that travels through space

Robert Zubrin is an astronaut. He thinks we should establish a colony on Mars. He wants to send humans to Mars and then use the planet into a new colony.

B. Predict. Read the passage and predict the reasons. Then read the passage.

Sending humans to Mars is a risky idea because . . .

Comprehension

Choice. Choose the best answer for each question.
 1. What is the main purpose of this passage?
 a. To give reasons for and against human space travel
 b. To describe what life is like on the moon
 c. To describe the history of space travel
 d. To compare Mars and the moon
 2. Between 2020 and 2030, some countries plan to send astronauts to _____.
 a. Mars b. other Earth-like planets c. the moon d. another solar system

3. Which of the following is NOT a reason for creating space stations on the moon?
 a. To learn more about human society on Earth
 b. To study Earth's population
 c. To provide food for humans on Earth
 d. To provide a place for humans to live on other planets
 4. Which of the following would Stephen Hawking probably agree with?
 a. Humans should colonize other planets.
 b. Humans should stay on Earth, not move into space.
 c. Humans should colonize other planets.
 d. Humans should stay on Earth, not move into space.
 5. Which of the following is NOT a reason why space colonies won't be safe in space?
 a. Humans can change *in addition to* _____.
 b. And c. Or d. However

Against. Complete the chart with information given in the reading. Write the reasons you agree with?

Reasons for	Reasons against
1. Space travel is very _____—it costs a lot of money.	
2. Long trips in space can cause many _____ in humans.	
3. Life on other planets would be very _____ . People would have to _____ most of the time.	

Vocabulary Practice

A. Completion. Complete the information with the correct form of words from the box. One word is extra.

- | | |
|-------------|---------|
| benefit | settler |
| journey | surface |
| independent | survive |



▲ This photo was taken by NASA's Phoenix Mars Lander on May 25, 2008. Scientists believe that water may still exist under the planet's surface.

For early 1. _____ on Mars, one of the most difficult things at first would be finding water. On Earth, we use a lot of water every day.

On Mars, people would have to use much less—for example, by washing with a sponge and not taking a shower. Of course, we need water to 2. _____. At first, we would have to bring it to Mars with us. But scientists think water existed on Mars in the past, and it may still be under the 3. _____ of the planet. So, in time, as we change Mars, the planet might be able to have water again. This would then make us more 4. _____ from Earth.

A trip to Mars would take at least a year—six months to get there and six months to return to Earth. This sounds like a long time, but think about it: people used to go on six-month 5. _____ to Australia by ship all the time.

B. Words in Context. Complete each sentence with the best answer.

- One of China's **neighbors** is _____.
 a. Chile b. Mongolia
- A person who studies **medicine** probably wants to be a(n) _____.
 a. doctor b. astronaut
- If a group of people **spread out**, they _____.
 a. come together in one place b. move away from each other
- If we make **advances** in science or technology, we _____ in those areas.
 a. do worse b. improve
- If something **benefits** you, it _____ you.
 a. helps b. hurts

Word Link *in, im* = not: independent, impolite, impossible

Word Link and Word Partnership boxes build vocabulary by highlighting common collocations, affixes, and usage to develop learner independence.



COLONIES IN SPACE



Read

the definitions. Complete the paragraph
m of the words in blue.

Who travels into space
ere people with similar backgrounds live together
or start something, e.g., a system or organization
sed to travel to space

1) _____ scientist; he designs
s we should send 2. _____ into
o visit. Zubrin wants to 3. _____ a
_____ on the planet Mars. He wants to change
y place for humans to live.

entence below. Circle your answer and give
and compare your ideas with those in

nto space to live (is / is not) a good

Stephen Hawking, one of the world's most important scientists, believes that to **survive**, humans must move into space: "Once we **spread out** into space and establish **independent** colonies, our future should be safe," he says.

Today, the United States, India, China, and Japan are all planning to send astronauts back to Earth's closest **neighbor**: the moon. Each country wants to create space stations there between 2020 and 2030. These stations will prepare humans to visit and later live on Mars or other Earth-like planets.

Robert Zubrin, a rocket scientist, thinks humans should colonize space. He wants to start with Mars. Why? There are several advantages: for one, sending people to the moon and Mars will allow us to learn a lot—for example, whether living on other planets is possible. Then, we can eventually create new human societies on other planets. In addition, the **advances** we make for space travel in the fields of science, technology, **medicine**, and health can also **benefit** us here on Earth.

But not everyone thinks sending humans into space is a smart idea. Many say it's too expensive to send people, even on a short **journey**. And most space trips are not short. A one-way trip to Mars, for example, would take about six months. People traveling this kind of distance face a number of health problems. Also, for many early space **settlers**, life would be extremely difficult. On the moon's **surface**, for example, the air and the sun's rays¹ are very dangerous. People would have to stay indoors most of the time.

Despite these concerns, sending people into space seems certain. In the future, we might see lunar² cities and maybe even new human cultures on other planets. First stop: the moon.

¹ The sun's rays are narrow beams of light from the sun.
² Lunar means related to the moon.

"Once we spread out into space and establish independent colonies, our future should be safe."
—Stephen Hawking



Did You Know?
The meals astronauts eat in space include food like pasta and chocolate cake or, for Japanese astronauts, ramen noodles.

Maps, captions, charts and graphs **develop learners' visual literacy** and ability to read information effectively.

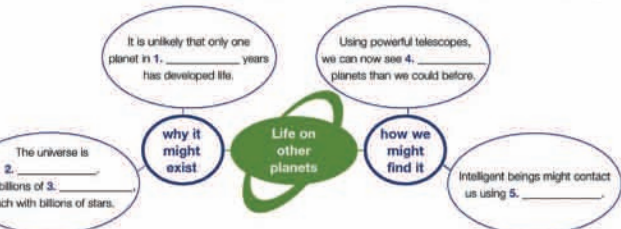
Review Units recycle vocabulary and reading skills through a vocabulary review and a magazine-like spotlight on UNESCO® World Heritage Sites.

Reading Comprehension

A. Multiple Choice. Choose the best answer for each question.

- Purpose** 1. What is the main purpose of this reading?
a. to explain how life started on Earth
b. to explain the beliefs of two scientists
c. to show how telescopes work
d. to describe what life on other planets might look like
- Main Idea** 2. What would be a good title for the second paragraph?
a. Earth: The Only Planet with Intelligent Life
b. The Age and Size of the Universe
c. Our Galaxy: The Milky Way
d. Why Intelligent Life Might Exist
- Detail** 3. Why was it harder to look for signs of intelligent life in the universe in the past?
a. Planets used to be farther apart.
b. We did not have the right tools.
c. We could only see smaller planets from Earth.
d. all of the above
- Detail** 4. What kinds of planets are most likely to have intelligent life?
a. smaller planets in our solar system
b. smaller planets in other solar systems
c. larger planets in our solar system
d. larger planets in other solar systems
- Reference** 5. In line 34, what does *life forms* refer to?
a. messages b. radio signals c. intelligent beings d. planets

B. Summary. Complete the diagram below with words from the reading.



Vocabulary Practice

A. Completion. Complete the information with words from the box. One word is extra.

allow identify powerful message search for tool

Does life exist on other planets? To answer this question, scientists are using different methods. Some use 1. _____ radio telescopes. Using these, they hope to get 2. _____ from intelligent life on faraway planets.

Other scientists are also 3. _____ life in and outside our solar system. But these scientists aren't only looking for intelligent (human-like) life. They want to 4. _____ any kind of living thing on other planets. To do this, these scientists use special 5. _____ that test whether any kind of life exists on the planet.

B. Words in Context. Complete each sentence with the best answer.

- We measure **distance** in _____.
a. kilometers b. kilograms
- If exercise **allows** you to relax, it makes it _____ for you to relax.
a. possible b. difficult
- If you **contact** someone, you communicate with him or her _____.
a. in person b. by phone, email, etc.
- If you have lived in a place your **entire** life, you have lived there _____ of your life.
a. some b. all
- The moon **circles** the Earth. This means the moon goes _____ the Earth.
a. around b. above

Word Partnership

Use **message** with:
(v) give someone a message, leave a message, take a message, get a message, send a message;
(adj.) clear message, important message, powerful message, strong message.



▲ The radio telescope in Canberra, Australia, is one of three that form NASA's Deep Space Network. The other two are in Madrid, Spain, and California, U.S.A.

EXPLORE

The M

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The Hidden Warriors

World Heritage Spotlight

Site: **Mausoleum of the First Qin Emperor**
 Location: **Xi'an, China**
 Category: **Cultural**
 Status: **World Heritage Site since 1987**



In 1974, local farmers in the Shaanxi Province of China made an amazing discovery: a huge army of buried warriors. The soldiers, each a life-size statue, had been hidden for more than 2,200 years, silently protecting their leader's tomb.

When uncovered, the statues were standing in the exact position of a real army. Experts have since learned much from them about the fighting strategies of ancient China. Today, this fearless army also stands as a world-famous artistic wonder. Each statue was made by hand and has a unique face. Most likely, their bodies were once entirely painted in bright colors.

The terracotta warriors are part of the giant mausoleum of Emperor Qin Shihuang. The entire structure, 57 square kilometers (22 square miles), is still being unearthed. In addition to his army, experts believe the Emperor had a whole timeless town of people and animals around him in death.



Whatever direction attackers approached from, Emperor Qin Shihuang's army of more than 7,000 warriors stood ready to protect him.

Glossary

mausoleum: a place for a tomb
mercury: a silver metal which, as a liquid, is used in thermometers to measure temperature
terracotta: brown-red clay, used for making objects such as flower pots, roof tiles, and statues

The First Emperor

Emperor Qin Shihuang, a proud leader who ruled from 221 B.C. to 210 B.C., was the first emperor to govern a united China. Over 700,000 people were involved in the construction of his mausoleum. Among his many other achievements, the Emperor was responsible for building the first of China's great walls.

Secrets of the Tomb

Emperor Qin Shihuang's giant tomb has not yet been opened, as archaeologists are worried that air and light may damage the objects in the tomb and perhaps the Emperor's body. No one knows exactly what is inside, but ancient texts say that the tomb is designed to look like a city, with rivers of mercury and a sky that shines with treasures. One day, experts hope to investigate the truth of these legends. Until significant advances in technology have been achieved, however, Emperor Qin Shihuang's tomb remains untouched.

The Emperor's Entertainers

In 1998, 12 statues with more playful expressions than the Emperor's soldiers and officials were found at the mausoleum. According to experts, these statues, including this headless acrobat (pictured), were apparently based on real-life entertainers who performed for the Emperor and his family.



The Hidden Warriors 143

RE MORE

Moon

Read the sentences. Then match each word in definition.

The moon's atmosphere protects the planet from many of the sun's rays, and even debris (like flying rocks) in space. The moon's orbit around the sun. It takes about 365 days for it to complete one cycle around the sun.

_____ pieces of something
 _____ of air and other gases
 _____ around the Earth
 _____ of repeating events

Watch the video, *The Moon*. Then complete the sentences below using the correct form of words from the box. Two words are extra.

entire message surface
 identify neighbor tool
 journey powerful

For centuries, people have studied the moon. In the past, some people believed the moon was made of cheese. Others believed it was so close to Earth that it could change people into werewolves!¹ Today, we know a lot more about the moon: it is about one-quarter the size of Earth. The moon is the nearest celestial body to Earth. The moon is about 386,250 km (240,000 miles) from Earth. It formed about 4.6 billion years ago from rock and debris that surrounded Earth.

The Italian astronomer and scientist Galileo first looked at the moon with a(n) _____ telescope. In 1969, astronauts Neil Armstrong and Buzz Aldrin made the first _____ moon landing. In a(n) 6. _____ from the moon's surface, Armstrong said, "That's one small step for a man, one giant leap for mankind." The moon 8. _____ and it looks different in the sky at different times of the month. We call these different views the "phases of the moon." It takes about 29 days for the moon to complete a(n) _____ cycle from full to full.

¹ A werewolf is a being that is part human, part wolf.



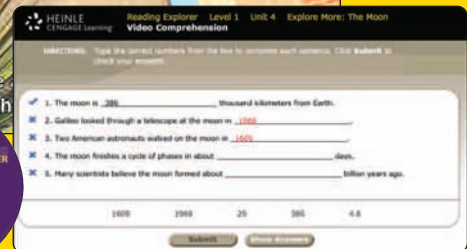
▲ A half moon is created as the moon circles the Earth.

C. Think About It.

- How big is the moon? When and how did it form?
- In the past, what were some beliefs about the moon? Are there any beliefs or stories about the moon in your country?

To learn more about the moon and space travel, visit elt.heinle.com/explorer

Video Activities include step-by-step activities for additional comprehension and vocabulary practice while motivating students to learn more about a topic.



Student CD-ROM contains all 12 video clips, 24 reading passages and 48 vocabulary activities with additional self-scoring exercises.

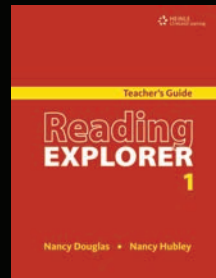
Reading EXPLORER

Reading Explorer comes with resources to help teachers present language, provide practice and conduct assessment effectively and conveniently.

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Teacher's Guide for each level provides teachers with all the support and information they need, and includes:

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- notes, suggestions and answer keys
- background knowledge for each reading



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Audio CD

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