

..... **Explore Your World!**

[illegible]

Reading EXPLORER

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, and travel and adventure.



Heinle, part of Cengage Learning, and National Geographic have partnered to create English language learning materials which bring our world and its different cultures to life through both print and multimedia.

Reading Explorer is a four-level reading series which uses carefully adapted National Geographic text, images and video to develop reading and vocabulary skills for learners of English.

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.
- **Vocabulary Builder** boxes highlight 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

Using content from National Geographic, this fantastic new series of graded readers introduces the sights and sounds of the world to English language learners. It is also designed to help learners become better readers of non-fiction, and is a perfect partner for *Reading Explorer*.

- The only series of graded readers with a Lesson Planner, Audio Program and DVD for each level.
- Five main themes cover animals, people, places, activities and science.
- Introduces common features of non-fiction texts, including footnotes, maps, timelines, charts, graphs and other graphic organizers.

American English Sample Pack
978-1-4240-1844-4

elt.heinle.com/footprint



UNIT 1

Amazing Animals

WARM UP

Discuss these questions with a partner.

1. What can humans do that animals can't?
2. What can some animals do that people can't?
3. What is your favorite animal? Why?

▲ A proboscis monkey and its baby jump between trees in Sabah, Malaysia.

9

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

1A

Animal Intelligence

▲ Bottlenose dolphins are social animals.

Before You Read

A. Dolphin Quiz. Read the sentences and circle true (T) or false (F). Then check your answers on page 18.

Fast Facts: The Bottlenose Dolphin

1. Dolphins are mammals (like cats, horses, and people), not fish. T F
2. A dolphin's **brain** is bigger than a human's. T F
3. Dolphins communicate with each other using clicking and **whistling** sounds. T F
4. As adults, dolphins live by themselves. T F

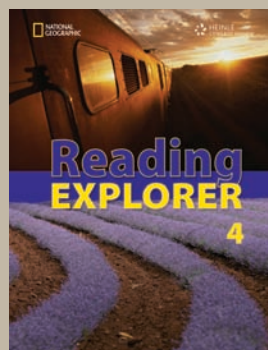
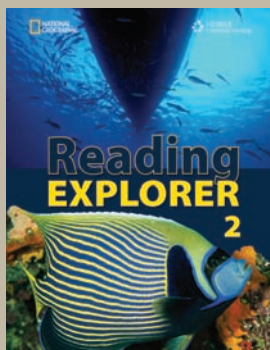
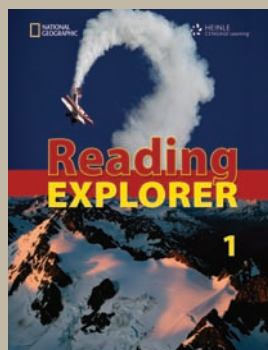
B. Skim for the Main Idea. On the next page, look at the title, subtitles, photos, and captions. What is this reading mainly about?

a. types of dolphins b. things dolphins do c. what dolphins eat

10 Unit 1 Amazing Animals

Reading Comprehension activities include question types commonly found on high-stakes international exams.

Explore Your World!



Read

A. Multiple Choice

Main Idea 1. What is the main idea of the passage?

- a. Dolphins are mammals.
- b. There are many types of dolphins.
- c. Some dolphins live by themselves.
- d. Dolphins communicate with each other.

Detail 2. Which of the following is not a type of dolphin?

- a. A dolphin.
- b. A bottlenose dolphin.
- c. A common dolphin.
- d. A humpback dolphin.

Detail 3. Why do dolphins communicate with each other?

- a. Dolphins communicate with each other using clicking and whistling sounds.
- b. So they can find food.
- c. The dolphins can hear each other.
- d. The dolphins can see each other.

Reference 4. In line 11, the word "pods" refers to...

Vocabulary 5. In the sentence (line 29), "are" is a...

B. Classification

How are dolphins different from humans in the following ways?



The Incredible Dolphin

Many people say dolphins are very **intelligent**. They seem to be able to think, understand, and learn things quickly. But are they **smart** like humans or more like cats or dogs? Dolphins use their brains differently from people. But scientists say dolphin intelligence and human intelligence **are alike** in some ways. How?

FACT 1: Talk to Me

Like humans, every dolphin has its own "name." The name is a special whistle. Each dolphin chooses a **specific** whistle for itself, usually by its first birthday. Actually, scientists think dolphins, like people, "talk" to each other about a lot of things, such as their age, their feelings, or finding food. And, like humans, dolphins use a **system** of sounds and body language to communicate. But understanding their **conversations** is not easy for humans. No one "speaks dolphin" yet, but some scientists are trying to learn.

FACT 2: Let's Play

Dolphins are also social animals. They live in groups called **pods**, and they often join others from different pods to play games and have fun—just like people. In fact, playing together is something only intelligent animals do.

FACT 3: Fishermen's Helpers

Dolphins and humans are similar in another way: both make plans to get something they want. In the seas of southern Brazil, for example, dolphins use an interesting **strategy** to get food. When fish are near a boat, dolphins signal¹ to the fishermen to put their nets in the water. Using this **method**, the men can catch a lot of fish. What is the **advantage** for the dolphins? Why do they **assist** the men? The dolphins get to eat some of the fish.

¹ If you **signal** to someone, you make a gesture or sound to tell them something.



▲ Dolphins communicate using sounds and body language.

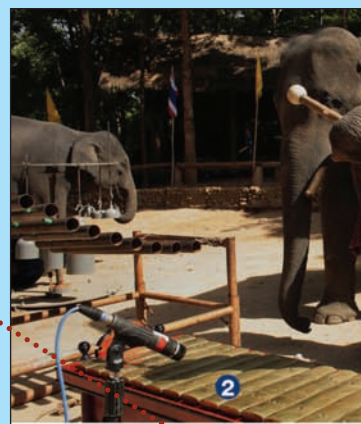
▼ Like humans, dolphins play games together.



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

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.



1B Artists

Before You

A. An Elephant Bar
Items in the picture.
Can an elephant make the animals in the picture to play different instruments?

- 1 _____
- 2 _____
- 3 _____

B. Predict. Which of your answer(s). The your idea(s).

☐ paint ☐ pl

Reading Comprehension

Choice. Choose the best answer for each question.

1. The main idea of the reading?
a. Dolphins are very intelligent animals.
b. There are many different types of dolphins.
c. Dolphins are more intelligent than humans.
d. Dolphins are humans' favorite animals.

2. The sentence about dolphin language is true?
a. A dolphin gets its name from its mother.
b. Dolphins use language to talk about many things.
c. Dolphins whistle, but they don't use body language.
d. Dolphin conversation is easy to understand.

3. Dolphins sometimes help fishermen?
a. Dolphins are kind animals.
b. Dolphins can get food.
c. Dolphins know the men are hungry.
d. Fishermen ask the dolphins for help.

4. In the sentence, "others means other _____",
a. people b. dolphins c. games

5. The sentence "The dolphins get to eat some of the fish."
What does "get to" mean?
a. able to b. have to c. should d. want to

6. **Comparison.** How are dolphins and humans different?
a. Are they the same? Write the answers (a-h) in a diagram.

Dolphins



Answer choices

- a. play games in groups
- b. have their own names
- c. use spoken words to communicate
- d. plan ways to do something
- e. catch fish for food
- f. communicate their feelings to each other
- g. choose their own names
- h. use sounds and body language to talk

Vocabulary Practice

A. Orangutans. Complete the paragraph with the words from the box. One word is extra.

alike conversation intelligent strategy system

The orangutan is known for its red hair and long arms. But did you know that the orangutan is also a very **1. _____** animal? For example, orangutans use a(n) **2. _____** to stay dry when it rains: they take leaves from the trees and use them like an umbrella! These animals don't have a complex¹ language **3. _____** like humans do. But today, some orangutans are learning basic sign language. Maybe, in the future, we will be able to have a simple **4. _____** with them.

¹complex: made up of many parts.

B. Smart Chimp. Match each word in **red** with a definition.

In some ways, animal and human intelligence are **alike**. But just how **smart** are some animals? Scientists in Japan wanted to study memory in humans and chimps. They used this **method**: they showed a group of college students and five-year-old chimps the numbers 1 to 9 in different places on a computer screen, but only for a short while. The test was to remember the **specific** position of the numbers in the correct order. Every time, the chimps were faster than the students. Why? Did someone **assist** the chimps? No, but the animals probably had an important **advantage**: they're young. As both humans and animals get older, memory gets worse. The chimps also had another advantage: humans seem to use more of their brain for language and less for memory.

1. a way of doing something: _____
2. help: _____
3. similar: _____
4. something that helps you succeed: _____
5. exact: _____
6. intelligent: _____

Word Link

The suffixes **-ance** and **-ence** at the end of a word indicate that it is a noun. For example, assistance is the noun form of assist, and means helping someone.

Did You Know?

Today, many trees in Sumatra and Borneo are being cut down, and orangutans are in danger of dying out completely. ▼



Georgis, a chimp, is very intelligent!

Vocabulary Builder

boxes highlight common collocations, affixes, and usage to develop learner independence.



Artistic Animals

Read

and. Using the spaces below, label the numbered
e with the words in blue.
ake music? Some people might say “no,” but
photo are musicians. Each elephant uses its trunk
struments like the drum, or the xylophone.

4 _____
5 _____

these do you think elephants can do? Check (✓)
then read the information on the next page to check

ay music ☐ cook food ☐ play soccer

Musical Elephants

Did You Know?

Every November, thousands of people watch elephants dance and play soccer at the Surin Elephant Round-Up Festival in Thailand.



▲ Sangkruen Chalerk helps elephants at a nature park near Chiang Mai, Thailand.

In the town of Lampang in northern Thailand, there is an unusual¹ group of musicians. They play many different kinds of music—everything from traditional Thai songs to music by Beethoven. Both children and adults love this group. What makes them so popular²? Is it their music? Their looks³? Yes, it's both of these things, but it's also something else: they're elephants.

These musical elephants started at the Thai Elephant Conservation Center (TECC) in Lampang. The TECC protects elephants. It teaches people to understand and care for these huge, but gentle, animals. And, like many zoos around the world, the TECC encourages elephants to paint.

Richard Lair works with the TECC. He knows a lot about elephants. He says some of the animals' paintings are very good. But, in fact, elephants hear better than they see. And so he had an idea: if elephants are intelligent and they have good hearing, maybe they can play music. To test his idea, Lair and a friend started the Thai Elephant Orchestra.⁴ During a performance, the elephants play a variety of instruments, including the drums and the xylophone. The animals also use their voices and trunks to make sounds.

But can elephants really make music properly⁵? Yes, says Lair. They're very creative. Humans encourage the animals to play, but the elephants make their own songs; they don't just copy their trainers or other people. There are now CDs of the group's music, which earn money for the TECC. And the music these artists create is pretty amazing.

¹ If something is **unusual**, it does not happen very often or you do not see it or hear it very often.
² When you refer to someone's **looks**, you are referring to how beautiful or ugly they are.
⁴ An **orchestra** is a large group of musicians who play a variety of instruments together.



Reading Comprehension

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

- Gist 1. Another title for this reading could be _____
a. Teaching Elephants to Paint
b. Elephants in Danger
c. TECC Trainers
d. An Unusual Orchestra
- Detail 2. The elephants at the TECC _____
a. see better than they hear
b. are able to paint
c. copy humans to play music
d. make their own instruments
- Detail 3. Why did Richard Lair start the Thai Elephant Orchestra?
a. He had heard the elephants playing music.
b. He needed to make money for the TECC.
c. He believed elephants could play music.
d. He wanted to be on TV in Thailand.
- Vocabulary 4. In line 25, what does a *variety* of mean?
a. the same kind of b. many different c. two types of d. too many
- Paraphrase 5. Read the last sentence in the passage again. What does it mean?
a. The elephants play great music.
b. Human artists now play with the elephants.
c. The elephants are very beautiful.
d. Human musicians want to copy the elephants' songs.

B. Matching. What is the main idea of each paragraph in the reading?
Match a heading (a–e) with the correct paragraph (1–4). One heading is extra.

- | Paragraph | Heading |
|-----------|---|
| 1. | a. One man's idea: The Elephant Orchestra |
| 2. | b. An unusual group of musicians |
| 3. | c. Why do animals like music? |
| 4. | d. The elephants really can play music! |
| | e. The work of the TECC |

an elephant at the
can play the xylophone
trunk. ▼



Unit 1 Amazing Animals

Vocabulary Practice

A. Elephant Art. Complete the paragraph with the words from the box. One word is extra.

artists
creative
earn
encourage
popular
trainers

Many elephants can paint. In fact, elephants in zoos sometimes draw on the ground with a stick. Seeing this, some elephant 1. _____ show elephants how to hold a paintbrush, and 2. _____ the elephants to choose colors and paint. Of course, not every painting is good. Just like humans, only some elephants are very 3. _____. Now, an online gallery sells paintings by these elephant 4. _____. By doing this, the gallery hopes to 5. _____ money to protect elephants.

▲ This painting, called “Green Symphony,” was painted by Phong, an elephant at the Royal Thai Conservation Center. Courtesy of NOKIA.COM

B. Words in Context. Read each sentence or question and choose the correct answer.

- A *gentle* person _____ hurt an animal.
a. wouldn't b. would
- A *huge* animal is very _____.
a. large b. small
- If something is *popular*, _____ people like it.
a. a lot of b. very few
- If you do something *properly*, you do it _____.
a. poorly b. correctly
- Which is an example of a musical performance?
a. an orchestra playing music by Mozart
b. a teacher explaining how to read music

Word Link

We can add **-ist** to words to form nouns. These nouns often describe jobs, for example, *artist* and *scientist*.

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.

EXPLOR

Monkey

A. Preview. Ma

coconut



B. Summarize.
Then complet
of the words

advantage
assistance
creative

Some monkeys school! Sompor Thailand's Mon creative way to coconuts from t shows the anima Later, Saewkwo 3. The monkey we animal from the 5.

Coconuts are ve used in many fo coconuts are pic can 8. probably couldn their helpers—th important, most

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

More

Monkey College

Match a word in the box with an item in the picture.

monkey rope trainer



1. _____
2. _____
3. _____

Watch the video, *Monkey College*. Write the summary below using the correct form of the words in the box. Two words are extra.

earn encourage gentle huge intelligent method perform popular trainer

are so 1. _____ they get to go to _____ in Sawkwo is a(n) 2. _____ at _____ key Training College in Surat Thani. He uses a _____ teach monkeys a very important job—how to pick _____ all trees. First, he holds the monkey's hands. He _____ how to spin (turn) a coconut to take it from a tree. _____ takes the monkey to a high tree and he _____ the animal to climb up and pick the fruit. _____ wears a rope. Using this, Sawkwo can direct the _____ ground. The 4. _____ of using this _____ is that the trainer doesn't have to climb a tree. _____ ry 6. _____ in Thailand: they are _____ ods. A(n) 7. _____ number of _____ ked each month (almost two million!). Farmers _____ a lot of money from this fruit. But they _____ n't do this without 9. _____ from _____ the monkeys. Because these animals are so _____ are treated well by farmers.

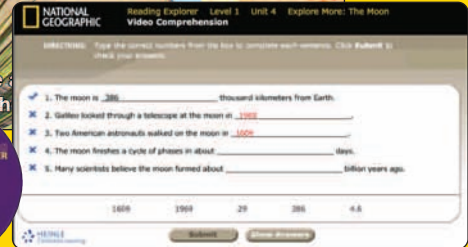


C. Think About It.

1. How does Somporn Saewkwo teach the monkeys?
2. Do you think monkeys are more (or less) intelligent than other animals you read about in this unit? Why?

To learn more about amazing animals, visit elt.cengage.com/ing

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.

Before you read page 10:
1. T, 2. T, 3. T, 4. F. Most bottlenose dolphins live in groups, called pods.

Reading EXPLORER

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

Teacher's Guide

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

- step-by-step lesson plans for each unit
- notes, suggestions and answer keys
- background knowledge for each reading

DVD

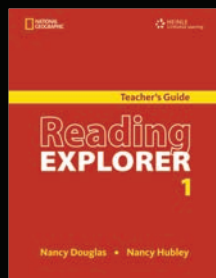
DVD includes 12 video clips—one for each unit—allowing teachers to bring the reading texts to life in the classroom.

Classroom Audio CD

Classroom Audio CD for each level contains a complete recording of each reading passage in the Student Book.

ExamView® Assessment CD-ROM

ExamView® Assessment CD-ROM is a test-generating software with a data-bank of ready-made questions designed to allow teachers to carry out assessment quickly and conveniently.



**Request your sample
of *Reading Explorer* today.**

Asia

Head Office (Singapore)
Tel: 65-6410-1200
Fax: 65-6410-1208

Colombia, Ecuador and Venezuela

Tel: (571) 292 2040
Fax: (571) 424 7359

China

Tel: 86-10-8286-
2095/96/97
Fax: 86-10-8286-2089

Mexico and Central America

Tel: (52 55) 1500 6000
Fax: (52 55) 1500 6019
Toll free:
01-800-800-3768

Hong Kong

Tel: (852)-2612 1833
Fax: (852)-2408 2498

Peru

Tel: (51-1) 2243-782
Fax: (51-1) 2418-492

Japan

Tel: 81-3-3511-4390
Fax: 81-3-3511-4391

Puerto Rico and the Caribbean

Tel: (787) 641-1112
Fax: (787) 641-1119

Korea

Tel: 82-2-322-4926
Fax: 82-2-322-4927

Europe, Middle East and Africa

Head office (London)
Tel: +44 (0) 207-067-2500
Fax: +44 (0) 207-067-2600

Taiwan

Tel: 886-2-2558-0569
Fax: 886-2-2558-0360

Thailand

Tel: 66-2-6190433/4/5
Fax: 66-2-6190436

Canada

Head office (Toronto)
Tel: 416-752-9448
Fax: 416-750-8102

Vietnam

Tel: (848) 9257 880
Fax: (848) 9257 881

Latin America

Argentina, Bolivia, Chile,
Paraguay and Uruguay
Tel: (54-11) 4582-0601/7
Fax: (54-11) 4582-0087

Australia/ New Zealand Head office (Melbourne)

Tel: 61-(0)3-9685-4111
Fax: 61-(0)3-9685-4199

Brazil

Tel: (55 11) 3665 9931
Fax: (55 11) 3665 9901

For more information on *Reading Explorer*,
please visit elt.heinle.com/explorer
For more information on our National
Geographic materials for learners of
English, please visit elt.heinle.com/ng

Level 1 (800-1300 Headwords: A2-B1)

| | |
|--------------------------|-------------------|
| Student Book | |
| (with Student CD-ROM) | 978-1-4240-0637-3 |
| Student Book (text only) | 978-1-4240-2933-4 |
| Classroom Audio CD | 978-1-4240-4334-7 |
| Teacher's Guide | 978-1-4240-2889-4 |
| DVD | 978-1-4240-2943-3 |

Level 3 (1900-2600 Headwords: B2-C1)

| | |
|--------------------------|-------------------|
| Student Book | |
| (with Student CD-ROM) | 978-1-4240-2938-9 |
| Student Book (text only) | 978-1-4240-2935-8 |
| Classroom Audio CD | 978-1-4240-4336-1 |
| Teacher's Guide | 978-1-4240-2941-9 |
| DVD | 978-1-4240-2945-7 |

Level 2 (1300-1900 Headwords: B1-B2)

| | |
|--------------------------|-------------------|
| Student Book | |
| (with Student CD-ROM) | 978-1-4240-2937-2 |
| Student Book (text only) | 978-1-4240-2934-1 |
| Classroom Audio CD | 978-1-4240-4335-4 |
| Teacher's Guide | 978-1-4240-2940-2 |
| DVD | 978-1-4240-2944-0 |

Level 4 (2600-3000 Headwords: C1-C2)

| | |
|--------------------------|-------------------|
| Student Book | |
| (with Student CD-ROM) | 978-1-4240-2939-6 |
| Student Book (text only) | 978-1-4240-2936-5 |
| Classroom Audio CD | 978-1-4240-4337-8 |
| Teacher's Guide | 978-1-4240-2942-6 |
| DVD | 978-1-4240-2946-4 |

Levels 1 – 4

| | |
|--|-------------------|
| ExamView® Assessment CD-ROM and Audio CD | 978-1-4240-2947-1 |
|--|-------------------|



National Geographic's net proceeds support vital exploration,
conservation, research, and education programs.

Source Code: 8ELTB07

7/08

ISBN-13: 978-14240-4360-6
ISBN-10: 14240-4360-3

