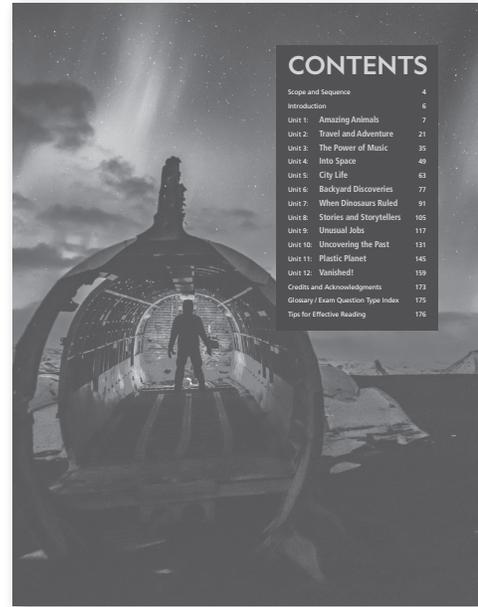


TAKE A TOUR OF READING EXPLORER

Thank you for choosing to use *Reading Explorer* 3rd Edition Level 1. Here are 7 steps to help you get familiar with the course:

- 1 First, look at the list of **Contents** on page 3 of the Student's Book. You'll see the book is organized into 12 units. The book can be used for a short course of 24–36 hours using just the core units or can be extended for longer courses, for example, by using the **Video** activities in class. **Split editions** are also available for shorter courses.
- 2 Look at the **Scope and Sequence** on pages 4–5 of the Student's Book. You'll see that each unit is based on a theme of general interest, for example, "Amazing Animals." Within each unit are two lessons, each based around a reading passage. Each lesson covers a range of reading skills and vocabulary building activities. An **introduction** on page 6 of the Student's Book highlights the new features of the Third Edition.
- 3 Skim through a **Unit** of the Student's Book and compare it against the Unit Walkthrough on the following pages of this Teacher's Book. The Teacher's Book also provides teaching suggestions and background notes for each unit.



SCOPE AND SEQUENCE				ACADEMIC SKILLS		
UNIT	THEME	READING	VIDEO	READING SKILL	VOCABULARY BUILDING	CRITICAL THINKING
1	Amazing Animals	A: The Incredible Dolphin B: Master of Disguise	A Chameleon's Colors	A: Skimming for Gist B: Identifying Main Ideas in Paragraphs	A: Suffixes -ance and -ence B: Word forms of survive	A: Identifying Ideas B: Comparing, Reflecting
2	Travel and Adventure	A: The Trip of a Lifetime B: Adventure Islands	Exploring Lapponia	A: Understanding Maps B: Scanning for Key Details	A: Words acting as nouns and verbs B: Collocations with original	A: Interpreting Visual Information B: Reflecting
3	The Power of Music	A: Move to the Music B: A Musical Boost	The Mozart Effect	A: Identifying Supporting Details B: Identifying Supporting Reasons (1)	A: Collocations with control B: Suffix -ion	A: Reflecting B: Relating to Personal Experience; Evaluating Methods
4	Into Space	A: Life Beyond Earth? B: Living in Space	The Red Planet	A: Summarizing: Using a Concept Map B: Identifying Supporting Reasons (2)	A: Suffix -ful B: Collocations with environment	A: Speculating B: Reflecting; Ranking Tasks
5	City Life	A: Global Cities B: A Taste of Two Cities	New York Skyscraper	A: Understanding Charts and Graphs B: Summarizing: Using a T-chart (1)	A: Prefix inter- B: Suffix -ation	A: Ranking Cities B: Relating; Evaluating Pros and Cons
6	Backyard Discoveries	A: In One Cubic Foot B: What's in Your Neighborhood?	BioBlitz	A: Understanding Sequence (1)—Processes B: Understanding Sequence (2)—Instructions or Directions	A: Phrasal verbs with break B: Collocations with take	A: Applying Ideas B: Analyzing Information; Applying Ideas
7	When Dinosaurs Ruled	A: The Truth about Dinosaurs B: Mystery of the Terrible Hand	Dinosaurs: A Brief History	A: Identifying Supporting Examples B: Finding Meaning (1)—Using Definitions	A: Suffixes -er and -or B: Collocations with opinion	A: Analyzing Theories B: Speculating; Reflecting
8	Stories and Storytellers	A: The Brothers Grimm B: The Seven Ravens	Fairy-tale Castle	A: Annotating Text (1) B: Understanding Pronoun Reference	A: Suffix -al B: Word usage: affect vs. effect	A: Analyzing Stories B: Applying Ideas; Making Predictions
9	Unusual Jobs	A: Meet the Meteorite Hunter B: Smokejumpers	Snake Catchers	A: Identifying Exact vs. Approximate Numbers B: Annotating Text (2)	A: Collocations with treasure B: Suffix -ment	A: Justifying an Opinion B: Ranking/Speculating; Reflecting
10	Uncovering the Past	A: The Army's True Colors B: Wonders of Egypt	City in the Clouds	A: Finding Meaning (2)—Identifying Homonyms B: Creating an Outline Summary	A: Collocations with reveal B: Collocations with task	A: Evaluating Pros and Cons B: Analyzing Evidence; Justifying an Opinion
11	Plastic Planet	A: The Problem with Plastic B: Five Tips for Using Less Plastic	Our Plastic World	A: Understanding a Writer's Use of Quotes B: Finding Meaning (3)—Using Context	A: Prefix ex- B: Collocations with global	A: Inferring Effects B: Ranking Suggestions; Applying Ideas
12	Vanished!	A: Mystery on the Mountain B: The Missing Pilot	Earhart Mystery	A: Summarizing: Using a T-chart (2) B: Recognizing Degrees of Certainty	A: Suffix -ever B: Prefix dis-	A: Evaluating Evidence B: Evaluating Theories; Reflecting

1A

BEFORE YOU READ

LABELING A. Look at the photo. Match each description (1–4) with the correct part of the dolphin.

- Dolphins sleep by resting one half of their **brain** at a time.
- A dolphin's **tail** doesn't have any bones.
- Dolphins "hear" through a special bone in their lower **jaw**.
- The bones inside a dolphin's **flippers** look like the bones inside your arm and hand.

SKIMMING B. Look at the reading title and headings. What is the reading about? Circle a, b, or c. Then read the passage to check your answer.

- types of dolphins
- things dolphins do
- what dolphins eat

THE INCREDIBLE DOLPHIN

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

Communication

B Like humans, every dolphin has its own "name." The name is a special **whistle**.¹ Each dolphin chooses a whistle for itself usually by its first birthday. Dolphins are like people in other ways, too. They "talk" to each other about a lot of things—such as their age, their

feelings, and possible danger. They also use a **system** of sounds and body language to **communicate**. Understanding dolphin conversation is not easy for humans. No one "speaks dolphin" yet, but some scientists are trying to learn.

Play

C Dolphins live in groups called **Pods**, and they often join other dolphins from different pods to play games and have fun—just like people. Sometimes they chase other dolphins carrying objects (e.g., seaweed) and throw these objects back and forth. Scientists believe playing together is something only intelligent animals do.

Teamwork

D Dolphins and humans are similar in another way: They both make plans for getting things they want. In the seas of southern Brazil, for example, dolphins use an intelligent **method** to get food. When there are fish near a boat, dolphins signal² to the fishermen to put their nets in the water. With the dolphins' help, the men can catch a lot of fish. Why do dolphins assist the men? There is an advantage for the dolphins: They get to eat some of the fish that escape from the net.

¹ A **whistle** is a high-pitched sound made by blowing air through a hole.

² If you **signal** to someone, you make an action or a sound to tell them something.

A spotted dolphin swims in the clear waters of the Caribbean.

8 Unit 1A Unit 1A 9

4 Turn to one of the **Reading Passages** (e.g., Student's Book 1 page 9). The passages are adapted from authentic National Geographic sources, which are listed in the Credits at the back of the Student's Book. Each passage is also available as an audio recording in the **Classroom Audio CD/DVD Package** and on the **Classroom Presentation Tool**, providing a useful model for pronunciation. Useful, high-frequency words, aligned with the CEFR, are highlighted in each reading passage.

5 Check out the **Video clips** on the **Classroom Audio CD/DVD Package**. The clips can be used with the **Video** section at the end of each Student's Book unit, and also with the video comprehension activities in the **Online Workbook**.

6 The following **support components** are available for each level of the series:

- **Online Workbook** featuring the 12 video clips from the Student's Book and a variety of interactive, self-grading activities.
- **Classroom Presentation Tool** with answer keys for the Student's Book activities and extra practice questions for target vocabulary.
- **Student's eBook** as a digital version of the Student's Book.
- An **Assessment Suite** containing ExamView® question banks is available for teachers who want to create customized tests or give students additional language practice.

7 A **Website** is also available at ELTNGL.com/readingexplorerseries. It contains audio recordings of the 24 reading passages, 12 video clips from each unit, video scripts of each video, a list of key vocabulary for that particular level, class worksheets, graphic organizers, ExamView® question banks, and the Teacher's Book.

INSTRUCTIONS ▲
Watch the video. Complete the summary.



communicate take care of behavior smaller extinct large

As most people are aware, the lion is a _____ cat. Lions can weigh several hundred pounds and grow to be over 10 feet long. But lions have many other interesting qualities.

For one thing, a lion's roar is very loud. Lions roar for different reasons; for example, to _____ with other lions and to keep other lions away from their territory. Another aspect of lion _____ is that they live in groups called prides. Prides usually consist of one male and several females. Prides work together to find food and _____ their offspring.

In the past, there were several lion species, but today, most are _____. Only two types remain, the African lion and the Asiatic lion. Sadly, today's lion population is getting _____ due to a combination of illness, hunting, and human impact on their habitats.

Show Answers Submit

UNIT WALKTHROUGH



Warm Up discussion questions raise learners' interest in the unit theme and activate prior knowledge.

11A

BEFORE YOU READ

UNDERSTANDING CHARTS AND GRAPHS

A. Look at the infographics. Then answer the questions below with a partner.

1. What are some uses of plastic? What proportion of global plastic production is used for packaging?
2. Approximately how many tons of plastic were produced in 2015?
3. On average, how long are plastics in building and construction used before they are thrown away? How about for packaging?

PREDICTING

B. What kinds of problems do you think plastic waste (garbage) causes for the world's oceans? Note your ideas. Then check as you read the passage on page 148.

At least 40 percent of plastic produced is for packaging (to cover goods). Some of this is recycled, but most is used just once and thrown away.

Global plastic production by industry: 2015 (in millions of tons)

72	Building and construction
65	Textiles
52	Other
46	Consumer products
38	Transportation
19	Electrical
3	Industrial machinery
161	Packaging

The growth of global plastic production: 1950-2015 (in millions of tons)

83 average time plastics are used before they are thrown away

400	Total 448 million tons produced in 2015
100	Other 100 years
100	Building and construction 35 years
100	Industrial machinery 20 years
100	Transportation 15 years
100	Electrical 10 years
100	Textiles 10 years
100	Consumer products 10 years
100	Packaging 1 year (8-9 months)

146 Unit 11A

Unit 11A 147

Before You Read tasks introduce key terms that learners will encounter in the reading passage, and develop previewing skills such as skimming and making predictions.

Infographics, maps, and charts support the reading passages and develop learners' visual literacy.

THE PROBLEM WITH PLASTIC

A. On a boat near Costa Rica, a team of marine biologists¹ is helping a turtle. The animal is having trouble breathing, and the team discovers why—there is something inside its nose. A scientist tries to extract the object, but the turtle cries in pain. Finally, after eight long minutes, a long object is pulled out: It is a 10-centimeter plastic straw.

B. The video of the turtle's rescue has been viewed millions of times on YouTube. It has helped raise awareness of a growing problem: The world's seas are full of plastic. Since 2000, there has been a huge increase in worldwide plastic production, but we recycle less than one-fifth of it. A lot of this plastic waste ends up in the ocean. Today, scientists think about 8.1 billion kilograms goes into the sea every year from coastal regions. Most of this plastic will never biodegrade.²

C. This ocean plastic hurts millions of sea animals every year. Some fish eat plastic because it is covered with sea plants, and it looks and smells like food. Typically, eating plastic leads to constant hunger. "Imagine you ate lunch and then just felt weak... and hungry all day," says marine biologist Matthew Saroca. "That would be very confusing." In some cases, eating sharp pieces of plastic can seriously hurt sea animals and even result in death.

D. Plastic is useful to people because it is strong and lasts a long time—but this is bad news for sea creatures who eat or get stuck in it. According to Saroca, "single-use plastics are the worst." These are items that are used only once before we throw them away. Some common examples include straws, water bottles, and plastic bags. About 700 sea species (including the turtle from the video) have been caught in or have eaten this kind of plastic. Luckily, the turtle survived and was released back into the ocean.

E. How will plastic affect sea animals in the long term? "I think we'll know the answers in 5 to 10 years' time," says Debra Lee Magadini from Columbia University. But by then, another 25 million tons of plastic will already be in the ocean.

¹ A **marine biologist** is a scientist who studies sea life.
² **Nonbiodegradable** is made into little pieces and goes away completely.

148 Unit 11A

Each **Reading Passage** is adapted from an authentic National Geographic source. **Target vocabulary** is carefully selected in line with CEFR leveling.

READING COMPREHENSION

A. Choose the best answer for each question.

GET 1. What could be another title for this reading?
a. The Work of Marine Biologists
b. Dangers Facing Sea Turtles
c. How Plastic Harms Sea Creatures

DETAIL 2. Which of these questions is NOT answered in paragraph A?
a. What was the cause of the turtle's pain?
b. What tools did the scientists use to remove the object?
c. Where did the incident take place?

REFERENCE 3. What does it refer to in the second sentence of paragraph B?
a. the video
b. the turtle
c. YouTube

REFERENCE 4. Which of the following objects is a single-use item?
a. a plastic toothbrush
b. a plastic fork
c. a plastic comb

INFERENCE 5. Which of these can we definitely say about ocean plastic?
a. 8.1 billion kilograms of plastic waste goes into the sea every year from coastal regions.
b. The plastic waste in the ocean hurts sea animals and can even kill them.
c. Scientists will have a clear understanding of the ocean's plastic problem in 5 to 10 years' time.

EVALUATING STATEMENTS **B.** Are the following statements true or false according to the reading passage, or is the information not given? Circle T (true), F (false), or NG (not given).

1. Many people have watched the video of the turtle on YouTube.	T	F	NG
2. Most of the plastic in the ocean is biodegradable.	T	F	NG
3. Matthew Saroca was a member of the team that found the turtle.	T	F	NG
4. The turtle in the video died from its injuries.	T	F	NG
5. Half the world's plastics are made in Asia.	T	F	NG

Unit 11A 149

Reading Comprehension activities include various types of multiple choice questions (e.g., main idea, detail, reference).

This section also features **exam-style question types** commonly encountered in standardized tests such as IELTS and TOEFL®. An index of question types is at the back of the Student's Book.

READING SKILL

Understanding a Writer's Use of Quotes

A writer may choose to include the exact words from a source. These are set off by quotation marks (" "). Quotes can be used for various reasons, such as the following:

- To add a supporting statement or question.
- To provide expert evidence for an argument.
- To highlight an interesting or memorable phrase.

SCANNING A. Look back at Reading A. Underline the quotes. Discuss with a partner: Why did the writer include them?

IDENTIFYING PURPOSE B. Match each of these quotes (1-4) with its purpose. Write a, b, or c. One option is used twice.

- The problem of plastics in our oceans is bigger than most people realize.
- It's important that everyone uses less plastic. "My class recently decided to stop using plastic straws," says 12-year-old Molly Peterson.
- The Great Pacific Garbage Patch is a collection of floating trash that covers a huge area of the North Pacific Ocean. However, it's more "plastic soup" than trash.
- Ocean plastic is a big problem for people who rely on fish and seafood for their diets. "How can we be sure that the fish we catch or buy is safe to eat?" asks local resident Mayumi Fujikawa.

CRITICAL THINKING: Inferring Effects Reading A looks at how plastic in the ocean affects sea animals. In what ways does this ocean plastic affect humans? Discuss with a partner and note your ideas.

150 Unit 11A

Reading Skill sections provide learners with the tools they need to become effective and critical readers. Core reading skills are recycled and reinforced throughout the book.

Critical Thinking sections challenge learners to analyze, evaluate, and reflect on what they've read, and form their own opinions.

Vocabulary Practice sections focus on the target vocabulary items from the reading passage.

This section also provides **expanded vocabulary practice** focusing on collocations, word usage, and word families.

VOCABULARY PRACTICE

COMPLETION A. Complete the paragraph with words from the box.

common huge recycle rescue

The Owl _____ Centre is a nonprofit organization in South Africa that is dedicated to the protection of owls. It has also been doing incredible work for the environment. In 2018, the center started a project to collect used plastic bottles and _____ them into owl houses. Plastic bottles are an increasingly _____ sight in our rivers and oceans. By reusing these plastic bottles, the center can build more nesting boxes for owls and also ensure that less plastic ends up in the ocean. The project has been a _____ success, and the center is now raising money to buy a ship that will collect plastic directly from the ocean.

WORDS IN CONTEXT B. Complete the sentences. Circle the correct words.

- If you **extract** something, you buy it / take it out.
- You use **typically** to refer to what usually happens / once happened in a situation.
- If someone is **weak**, they are not very strong / intelligent.
- Something that is **confusing** is easy / difficult for people to understand.
- You use **constant** to describe something that happens some of / all the time.
- Something that happens over the **long term** will happen very soon / continue far into the future.

WORD PARTS C. The prefix **ex-** means "out" or "out of" (e.g., **extract**). Complete the sentences using the words in the box. One word is extra.

except exit extend extract

- "Ghost nets" are a serious problem along Australia's northern coastline; they can _____ for more than several hundred meters in length.
- The store is open every day _____ Sunday.
- Boyan Slat's foundation, Ocean Cleanup, is developing various technologies that can _____ plastic waste from our oceans.

Unit 11A 151

11B **BEFORE YOU READ**

DISCUSSION A. Read the caption below and look at the photo. What plastic items do you see in this photo? Are any of them single-use items? Discuss with a partner.

PREDICTING B. How can you use less plastic in your day-to-day life? Note some ideas. Then read the passage and check if any of your ideas are mentioned.

Plastic garbage collected from a beach in North East England, U.K.

152 Unit 11B

contrast, the average Dane uses four single-use bags per year. In 1993, Denmark was the first country to place a tax on plastic bags. Today, other countries (such as Chile, Kenya, Indonesia, Germany, and New Zealand) either make **customers** pay for plastic bags, or have **banned** them completely.

- 2. Skip the straw.** Today, around 8.3 billion plastic straws **pollute** the world's beaches. So when you order a drink, say no to the straw, or bring your own reusable one. In 2018, Seattle became the first major U.S. city to ban plastic straws, and many other cities are set to follow its example.
- 3. Don't use plastic bottles.** Buy a reusable bottle and fill it with any type of beverage you like. Some cities, like Bundanoon in Australia and San Francisco in the U.S., have completely or partially banned bottled water. **Globally**, however, people still buy nearly a million plastic bottles every minute.
- 4. Avoid plastic packaging.** Buy bar soap instead of liquid soap in plastic containers. Don't buy fruit or vegetables in plastic packaging. In the United Kingdom, leaders are calling for supermarkets to have plastic-free areas. They also want to tax plastic take-out containers.
- 5. Recycle.** We can't recycle all plastic items, but it is possible to recycle most bottles and milk or juice cartons. Today, Norway recycles 97 percent of its plastic bottles. How? Machines at most supermarkets take the bottles and give a **refund** of up to 25 kroner (32 cents) per bottle.

1. **1 billion** = 1,000,000,000 or 1,000 million
2. **It pays off** = the something that happens to you makes a strong argument for it to happen.

Unit 11B 153

A **second reading** in each unit expands learners' knowledge of the unit theme and further builds vocabulary. Reading B is also followed by Reading Comprehension, Reading Skill, and Vocabulary Practice sections.

VIDEO

OUR PLASTIC WORLD

Streetside trash at Brick Lane Market, London

BEFORE YOU WATCH

REVIEWING A. Read the information. The words in bold appear in the video. Match these words with their definitions below.

Few of us can go a day without using something made of plastic. Most modern plastics are **synthetic**, and are made from fossil fuels. These synthetic plastics are useful because they are easy to shape and can last a long time. However, they take several hundred years to biodegrade, which can be bad for the environment. If people throw plastic items on the ground or into rivers, they can end up in the sea. This has a terrible **impact** on sea animals and can eventually **ruin** our oceans. Scientists are now working to find nonsynthetic **alternatives**—called bioplastics—that can help reduce plastic pollution.

- synthetic • a. option; other possibility
- impact • b. not natural; man-made
- ruin • c. a strong or powerful effect
- alternative • d. to harm or destroy something

DISCUSSION B. Work with a partner. Make a list of the objects around you that are made of plastic. How many plastic things do you use in a day? What do you do with them after using them?

Video 157

Each unit concludes with a **video** related to the unit theme, supported by previewing and viewing activities.

Critical Thinking encourages learners to connect the video's content with what they have learned in the rest of the unit.

Vocabulary Review sections give learners the chance to check their understanding of the unit's target vocabulary. Extra practice activities can be found on the Classroom Presentation Tool.

WHILE YOU WATCH

COMPLETION A. Look at the chart below. Then watch the video and complete the chart.

Synthetic plastics	Bioplastics
• made from fossil fuels (e.g., _____)	• made from _____ (e.g., a rubber tree)
• most of it ends up as trash, especially _____ plastics	• can break down much _____ than synthetic plastics

MULTIPLE CHOICE B. Watch the video again. Complete each sentence with the correct answer.

- The amount of plastics produced since 1950 is roughly the same as _____ of Giza.
 - weight
 - size
- About _____ of all plastic waste comes from single-use plastics.
 - 20 percent
 - 40 percent
- According to the video, we can reduce plastic pollution by _____.
 - placing a tax on synthetic plastics and making bioplastics cheaper
 - avoiding single-use plastic products and creating more bioplastics

CRITICAL THINKING: Applying Skills Imagine you want to start a campaign in your area to reduce plastic waste. Think about the tips and solutions in this unit. Which would you focus on? Note your ideas below and describe the project to a partner.

Your project name: _____
Project's purpose/focus: _____
Actions required: _____

VOCABULARY REVIEW

Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review any words you're not sure of.

Reading A

<input type="checkbox"/> common	<input type="checkbox"/> confusing	<input type="checkbox"/> constant*	<input type="checkbox"/> extract*	<input type="checkbox"/> huge
<input type="checkbox"/> long term	<input type="checkbox"/> recycle	<input type="checkbox"/> rescue	<input type="checkbox"/> typically	<input type="checkbox"/> weak

Reading B

<input type="checkbox"/> avoid	<input type="checkbox"/> ban	<input type="checkbox"/> container	<input type="checkbox"/> customer	<input type="checkbox"/> globally*
<input type="checkbox"/> pollute	<input type="checkbox"/> quit	<input type="checkbox"/> reduce	<input type="checkbox"/> refund	<input type="checkbox"/> tax

* Academic Word List

158 Video

PACING GUIDE

One unit of *Reading Explorer* typically takes between 2.5–3 hours to complete. All 12 units require approximately 30–36 hours.

By setting aside portions of each unit as homework, or by using extension activities and ancillaries, the length of a *Reading Explorer* course can be adapted to suit a wide range of course durations. Here are some examples:

Recommended Course

- Total course length = **36 hours** (1 unit = 3 hours)
- 12-week course = 3 hours of instruction per week
- 24-week course = 1.5 hours of instruction per week
- This option assumes that the teacher covers all Student's Book content in class. Supplementary activities are given as homework.

Short Course

- Total course length = **24 hours** (1 unit = 2 hours)
- 12-week course = 2 hours of instruction per week
- 24-week course = 1 hour of instruction per week
- This option assumes that the teacher does not use the Student's Book video activities in class. Other sections of the Student's Book (e.g., Vocabulary Practice) are given as homework.

Longer Course

- Total course length = **48 hours** (1 unit = 4 hours)
- 12-week course = 4 hours of instruction per week
- 24-week course = 2 hours of instruction per week
- This option assumes that the teacher covers all Student's Book content in class. Lessons are often extended using supplementary worksheets from the *Reading Explorer* website.

Extended Course

- Total course length = **60 hours** (1 unit = 5 hours)
- 12-week course = 5 hours of instruction per week
- 24-week course = 2.5 hours of instruction per week
- This option assumes that the teacher covers all Student's Book content in class. Supplementary worksheets are used in each lesson. ExamView® quizzes are used regularly to monitor students' progress.