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# READING EXPLORER

TEACHER'S BOOK

THIRD EDITION

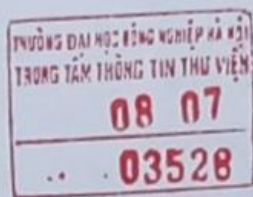
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# READING EXPLORER

THIRD EDITION

TEACHER'S BOOK

NANCY DOUGLAS • DAVID BOHLKE • SHIRA EVANS  
HELEN HUNTLEY • BRUCE ROGERS • PAUL MACINTYRE



 NATIONAL  
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**Nancy Douglas, David Bohlke, Shira Evans, Helen  
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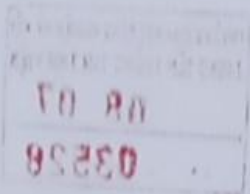
**National Geographic Learning**

200 Pier Four Blvd  
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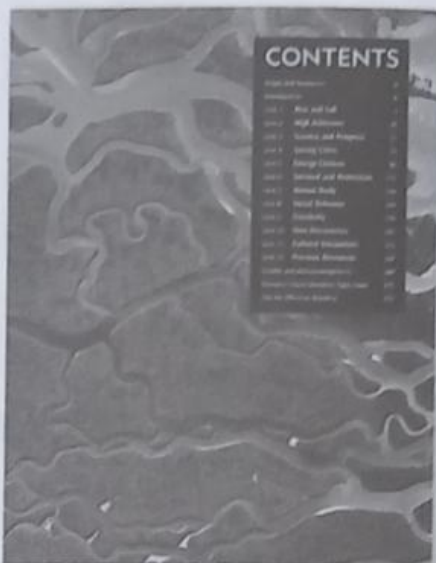
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# TAKE A TOUR OF READING EXPLORER

Thank you for choosing to use *Reading Explorer* 3rd Edition Level 5. 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, "Science and Progress." 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.



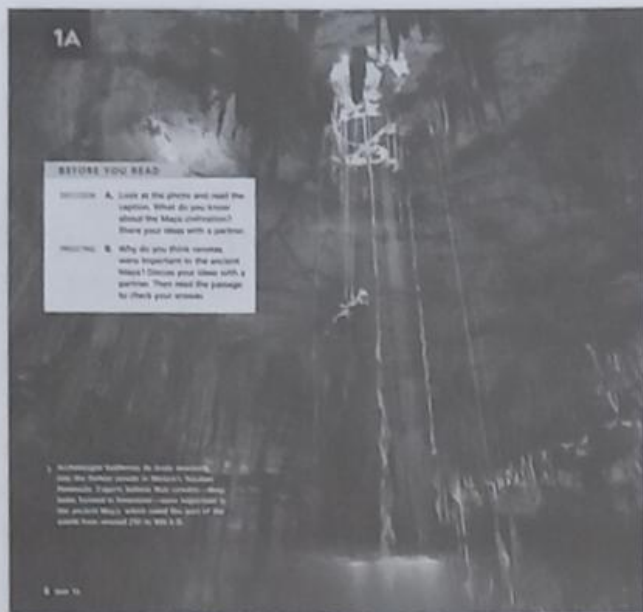
SCOPE AND SEQUENCE			
UNIT	THEME	READING	VIDEO
1	Rise and Fall	A. Secrets of the Mass B. The Collapse of Angkor	Legends of the Mass
2	High Achievers	A. The Sky Runner B. The Free Suborbital	Solving Safely
3	Science and Progress	A. The Age of Disbelief B. Goalkeepers for the Planet	Energy Entrepreneur
4	Saving Cities	A. City Under Siege B. Rising Tides	Hurricanes
5	Energy Choices	A. Our Energy Diet B. Plugging into the Sun	Eco-Detectives
6	Survival and Protection	A. Quicksilver B. Building the Ark	Life on Ice
7	Human Body	A. Secrets of the Brain B. Human Biome	A Giant Step
8	Social Behavior	A. The Sense of Swarms B. Of Ants and Humans	Cross Migration
9	Creativity	A. Decoding Leonardo B. The Power of Writing	Inkery Artist
10	New Discoveries	A. Comet Dawn B. Enormous Numbers	Black Holes
11	Cultural Encounters	A. The World of Suleyman the Magnificent B. When the Silk Road Ruled Spain	Crossroads of the World
12	Prevalent Resources	A. Gold from B. The Rush for White Gold	The Lure of Lithium

ACADEMIC SKILLS		
READING SKILL	VOCABULARY BUILDING	CRITICAL THINKING
A. Understanding Complex Infographics (1) B. Evaluating Arguments (1)	A. Collocations with <i>growing</i> B. Word root: <i>reg</i>	A. Analyzing Evidence B. Applying Logic, Reflecting
A. Gaining Meaning from Context—Idioms and Collocational Language B. Understanding Rhetorical Purpose	A. Word usage: <i>merely</i> B. Collocations with <i>planner</i>	A. Applying Logic B. Inferring Reasons, Reflecting
A. Identifying Figurative Language B. Making Inferences (1)	A. Word usage: <i>live, produce, absorb</i> B. Collocations with <i>volatile</i>	A. Applying Logic B. Evaluating Ideas, Evaluating Problems
A. Recognizing Literal versus Figurative Language B. Evaluating Arguments (2)—Reading Critically	A. Word usage: <i>complement and contradict</i> B. Expressions with <i>take</i>	A. Analyzing Arguments B. Evaluating Solutions, Applying Logic
A. Distinguishing Main Ideas and Supporting Information B. Determining Similarities and Differences	A. Collocations with <i>obscure</i> B. Prefixes and Suffixes	A. Evaluating Solutions B. Analyzing Arguments, Applying Logic
A. Understanding Words with Multiple Meanings B. Determining the Meaning of Root Words	A. Word root: <i>sub</i> B. Synonyms for <i>imminent</i>	A. Identifying Evidence B. Analyzing Arguments, Synthesizing Information
A. Understanding the Use of the Passive Voice B. Distinguishing Fact from Opinion	A. Collocations with <i>unprecedented</i> B. Collocations with <i>wait</i>	A. Reflecting B. Justifying Opinions, Applying Logic
A. Making Inferences (2) B. Identifying Multiple Answers to Questions	A. Collocations with <i>coherent</i> B. Collocations with <i>total</i>	A. Identifying Pros and Cons B. Analyzing Arguments, Applying Logic
A. Understanding Complex Infographics (2) B. Using Graphs Organizers to Organize Key Ideas	A. Collocations with <i>deny</i> B. Word root: <i>man</i>	A. Justifying Opinions B. Identifying Pros and Cons, Synthesizing Information
A. Increasing Your Reading Speed B. Understanding Long Sentences	A. Word root: <i>net</i> B. Collocations with <i>quest</i>	A. Justifying Opinions B. Identifying Pros and Cons, Inferring Information
A. Creating a Mental Map of a Text B. Inferring an Author's Attitude	A. Word usage: <i>bar and board</i> B. Collocations with <i>volatile</i>	A. Identifying Evidence B. Reflecting, Personalizing
A. Identifying Coherence Devices B. Synthesizing Main Article Readings	A. Suffix: <i>ship</i> B. Word root: <i>vis</i>	A. Evaluating Pros and Cons B. Evaluating Arguments, Synthesizing Ideas



1A



**BEFORE YOU READ**

**QUESTION A** Look at the photo and read the caption. What do you know about the Maya civilization? Share your ideas with a partner.

**QUESTION B** Why do you think cavities were important to the ancient Maya? Discuss your ideas with a partner. Then read the passage to check your answers.

**1** Archaeologists believe the Maya civilization was the last major civilization in Mesoamerica. Experts believe that cavities—empty holes, tunnels, or hollowed-out spaces—helped the ancient Maya, which lasted the last of all world civilizations (2016, p. 108).

**SECRETS OF THE MAYA**

*The study of caves and wells in Mexico's Yucatán Peninsula is shining new light on the beliefs of the ancient and modern Maya.*

From deep in a well over the ruins of the Mayan city of Ch'el Ha, archaeologist Arturo Marten stands to be challenged in the darkness. "I see it, I see it! Yes, it's a well!" Looking over the mouth of the well, archeologist Guillermo de Anda hopes to hear "What do you remember for more months? 'What is true, Arturo?'" he shouts. And Marten pulls up again. "The water? Light? A really weird? Can Anda hear?"

The two archeologists are anxious to confirm whether the water could have served as a sacred tunnel and bridge for the ancient Maya. On the last day of the year—May 23 and July 26—the sun rises low over the ruins of Ch'el Ha. At these moments, the sun is partially obscured and there is no shadow. It's the evening of *Ch'el Ha*, on May 23, Marten and de Anda see that the sun's rays are nearly vertical. The day before, they noticed a beam of light would have shined straight down into the water.

Search for narrow tunnels, the walls of the cavity open up to become a giant hole. It looks like a cathedral, except for the water that penetrates the rock. The beam of sunlight illuminates the air in the surrounding atmosphere, and it forms the water's beautiful, shimmering star. The archeologists were probably the first people in centuries to watch the sun pass directly across the cavity's water.

**2** Archaeologists believe the Maya civilization was the last major civilization in Mesoamerica. Experts believe that cavities—empty holes, tunnels, or hollowed-out spaces—helped the ancient Maya, which lasted the last of all world civilizations (2016, p. 108).

108 10

**4** Turn to one of the **Reading Passages** (e.g., Student's Book 5 page 8). 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 **DVD/Audio CD 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 **DVD/Audio CD 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](http://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    lifespan of    behavior    whether    extinct    large

As most people are aware, the lion is a \_\_\_\_\_ cat. Lions can weigh several hundred pounds and grow to be over 30 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.

# 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.

# RISE AND FALL



## UNIT INTRODUCTION

This unit focuses on ancient civilizations. In "Secrets of the Maya," students read about the importance of cenotes to the Maya civilization. In "The Collapse of Angkor," students read about the fall of the city of Angkor in Cambodia. In "Legacies of the Maya," students will watch a video about the Maya in the past and today. Students will also read about the collapse of the Maya civilization, and water conservation in California.

Visit the *Reading Explorer* website to download supplementary worksheets for this unit.

**Key Words for Internet Research:** *Maya, Holtún cenote, archeology, Yucatán, Chichén Itzá, Angkor, Angkor Wat, Greater Angkor Project, Bernard-Philippe Groslier, cultural collapse, Khmer Empire*

## WARM UP

### Answer Key

Possible answer(s):

1. The Ancient Greeks, the Romans, the Aztecs, the Incas, Rapa Nui
2. Many were conquered by other civilizations. Others maybe succumbed to disease or famine.

## TEACHING NOTES

Chichén Itzá is an archeological site located in the Yucatán peninsula in Mexico and was one of the largest Maya cities built around 400 A.D. It quickly

rose in prominence, and by about 600 A.D., it had become the region's capital. It is now a UNESCO World Heritage Site.

- Read the Unit Title aloud as students look at the photo. Have students discuss if the photo refers to a civilization in the past or today, and how it relates to the title "Rise and Fall."
- Read the caption aloud, and have students say how *statues* and *ruins* relate to past civilizations.
- Have students discuss the questions with a partner, and follow up with a class discussion.



## LESSON OVERVIEW

**Target Vocabulary:** *blessing, constitute, demise, flourish, grueling, inspect, penetrate, plunge, sacrifice, soil*

**Reading Passage Summary:** The passage covers recent discoveries by archeologists about the practices of the ancient Maya people. Archeologists have learned that caves, or cenotes, in Mexico could act like sundials, and helped the Maya create their incredibly accurate calendars. The cenotes were also part of their religious beliefs and are linked to their planting cycles.

## Answer Key

## Before You Read

- A.** Possible answer(s): they built pyramids; they developed a writing system; they had a calendar system
- B.** Possible answer(s): I think cenotes were important as a water source.

## Reading Comprehension

- A.** 1. c (Para A); 2. b; 3. a; 4. a; 5. c (Para I); 6. d (Para J); 7. a
- B.** 1. b; 2. a; 3. c; 4. g; 5. e

## Critical Thinking


Possible answer(s): **1.** They could have acted as a sundial and timekeeper. **2.** They were a place to make offerings to their water god and give thanks for a good harvest. **3.** They were the door to Chaak's world. **4.** They are the only permanent source of fresh water. **5.** They may have determined where to site buildings.

## Reading Skill

- A.** 1. b; 2. d; 3. c; 4. a
- B.** 1. T; 2. F (During the sun's zenith, its rays are vertical.); 3. F (It's 70 meters from ground level to the bottom of the cenote.); 4. T; 5. F (The broken jaguar man was found on the floor of the cenote.)


## Vocabulary Practice

- A.** 1. flourished; 2. grueling; 3. demise; 4. inspected; 5. soil
- B.** 1. jump in suddenly; 2. religious leader; 3. killing; 4. parts that form it; 5. enters it
- C.** 1. journey; 2. training; 3. schedule

Before You Read 

**A. Discussion:** Have students look at the photo and read the caption. Make sure they understand the meaning of *cenote*, *Maya*, and *limestone*, and make sure they know where in the world the photo was taken. Have students share ideas with a partner.

**B. Predicting:** Have students answer the question and then share their ideas with a partner before reading the passage to check.

Reading Comprehension 

**A. Multiple Choice:** Have students read the entire passage silently and then answer the questions. Alternatively, play the audio and have students read along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the passage.

- Question 3: For NOT questions, point out that students have to confirm that the men are investigating three things, but not the fourth. It functions almost like four true/false questions.
- Question 4: Paragraph E states that Chaak is the god of rain. In paragraph H, the author says that when the Chaak moved, the planting season would soon arrive.
- Question 5: Because most of the region is made of limestone, rainwater immediately sinks down to groundwater levels and no rivers run. This makes farming difficult.

**B. Matching:** Have students match each paragraph with the information it contains (a–g). Remind students that two pieces of information are extra. Check answers as a class.

Additional comprehension questions are available for download on the *Reading Explorer* website.

### Critical Thinking

Have students try to make a list of evidence the author uses before looking back at the text. Then have them complete and check their lists as they refer to the passage. Have students share their ideas with a partner.

### Reading Skill

Level 5 *Reading Explorer* teaches students two different ways of understanding complex graphics. Have students read the paragraph **Understanding Complex Infographics (1)**. Encourage students to locate the main sections first by looking at the size of the text and placement of graphics, which can give clues about which information is most important. Next, students need to link captions and text boxes with the graphics before finally looking for keys and legends to help explain the images and text.

**A. Understanding Infographics:** Have students look back at the infographic on pages 12–13, and match the descriptions (a–d) to the relevant sections on the infographic. Check answers in pairs.

**B. Understanding Infographics:** Have students read the statements then look back at the infographic to decide if the information is true or false. Have students correct the false information. Check answers as a class.

- As with all true/false questions, suggest students identify key words in each statement that they can scan for in the infographic. For example, students might identify a *broken jaguar man* and *rock shelf* in the last item. If they scan the infographic, they will notice *shelf*

with offerings and see that some artifacts (but not *Jaguar man*) were found here, and/or notice *Jaguar man* as part of the other artifacts found on the floor of the cenote.

### Vocabulary Practice

**A. Completion:** This passage is about the collapse of the Maya civilization. Direct students' attention to the photo and caption next to activity A. Have students read the information and then complete the passage using the correct form of the words in the box. Check answers as a class and then choose a volunteer to read the completed passage aloud to the class.

- As students read the information, have them identify the parts of speech of the words in the box. Then have them list other forms of these words as they will need to use the correct form in this activity. As you check answers, ask students to explain how they knew which form of the word to use. Students will have to change the word form in 1 and 4. Elicit how students know which form to use (they will need to use simple past as the entire passage is in the past).

**B. Words in Context:** Have students complete the definitions (1–5) by choosing the correct word or phrase. Check answers as a class.

- Question 3: Point out that *sacrifice* can either be a noun or a verb.

**C. Collocations:** The word *grueling* has a negative connotation and means “extremely tiring or demanding.” Have students complete the sentences and check answers in pairs. If time allows, have students write a new sentence for each collocation with *grueling*.



## LESSON OVERVIEW

**Target Vocabulary:** *channel, disperse, doomed, ingenuity, invader, mechanism, regime, reservoir, subsequent, subversive*

**Reading Passage Summary:** The passage covers possible reasons for the downfall of the Khmer city of Angkor. These reasons include invaders, changes in religion, a shift to maritime trade, and droughts that impacted the waterways of the kingdom.

## Answer Key

## Before You Read

- A. Jayavarman II; northern Cambodia; 1300s  
 B. foreign invaders, a religious change of heart, a shift to maritime trade; Possible answer(s): disease, climate change, natural disaster, migration

## Reading Comprehension

- A. 1. b; 2. c; 3. c; 4. d; 5. d; 6. d (Para I); 7. b  
 B. 3. "Theravada Buddhism gradually took over from Hinduism, and its principles of social equality may have threatened Angkor's elite" (Para E); 5. "The most logical explanation is that the dam failed" (Para K); 6. "The world around Angkor was changing. Society was moving on. It would have been a surprise if Angkor persisted." (Para N)

## Critical Thinking

- Possible answer(s): 1. Ayutthaya conquered Angkor. 2. Buddhism gradually took over from Hinduism and threatened the elite in Angkor and might have led to a worker rebellion. 3. The system of canals might have failed, and there was no longer a steady supply of water.  
 ► Possible answer(s): I think drought is a big problem in the world today that threatens many modern civilizations.

## Reading Skill

- A. 1. f; 2. b; 3. e; 4. c; 5. a; 6. d  
 B. Possible answer(s): may have, some, not likely, might have, maybe, most likely

- C. I think the most likely argument is climate change, which resulted in a lack of food.

## Vocabulary Practice

- A. 1. mechanism; 2. channels; 3. dispersing; 4. reservoirs  
 B. 1. cleverness; 2. destroyed; 3. after; 4. harsh; 5. weaken; 6. by force  
 C. 1. regalia; 2. regimented; 3. regulations; 4. regularity

## TEACHING NOTES

## Before You Read



**A. Previewing:** Have students read the timeline and caption. Point out the arrow and make sure they understand the sequence of events. Have students answer the questions.

**B. Skimming and Predicting:** Have students skim paragraphs A and B and answer the questions before sharing their ideas with a partner.

## Reading Comprehension



**A. Multiple Choice:** Have students read the entire passage silently and then answer the questions. Alternatively, play the audio and have students read along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the passage.

- Question 2: Paragraph A refers to the size of New York City, but not its population.
- Question 6: Paragraph L refers to extreme weather in Southeast Asia. Extreme cold is mentioned as a specific example in Europe, but this does not refer to Southeast Asia.

**B. Evaluating Statements:** Have students read the statements and check the ones that support Roland Fletcher's views and underline the information in Reading B which helped them decide. Elicit answers from the class and discuss which parts of the reading students underlined.



Additional comprehension questions are available for download on the *Reading Explorer* website.

### Critical Thinking

- ▶ Have students note down three challenges that Angkor faced, looking back at the passage if necessary.
- ▶ Have students answer the question and then share their ideas with a partner.

### Reading Skill

Level 5 *Reading Explorer* looks at evaluating arguments in Unit 1 and Unit 4. Have students read the paragraph **Evaluating Arguments (1)**. This unit teaches students how to evaluate arguments by asking a set of questions. Good arguments are supported by facts and credible sources with plenty of evidence. The author may not be so confident if they use hedging language in their arguments.

**A. Analyzing:** Have students match each argument (1–6) with evidence from the reading passage (a–f). Check answers in pairs.

**B. Analyzing:** Have students find the evidence from activity A in Reading B and circle the hedging language. Elicit answers from the class.

**C. Evaluating:** Have students note their ideas about which argument was strongest for why Angkor declined. Have them consider the hedging language used to help them decide. Have students discuss their ideas with a partner.

### Vocabulary Practice

**A. Completion:** This passage is about water conservation in California. Direct students' attention to the photo and caption next to activity A. Have students read the information and then choose the correct words to complete the passage. Check answers as a class, and then choose a volunteer to read the completed passage aloud to the class.

**B. Words in Context:** Have students circle the correct words or phrases to complete the sentences, and then compare answers in pairs. Suggest students find the words in the passage to get more context for the words.

**C. Word Link:** Have students complete the sentences and share answers with a partner. Remind them to use a dictionary to help. If time allows, have students write a new sentence for each word in the box.

# READING EXPLORER

THIRD EDITION

## FOUNDATIONS

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A1	A2	B1	B2	C1	C2
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