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

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

**Did You Know?**

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

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

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

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

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

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

5. In line 17, *they* refers to ________
   a. scientists
   b. ground organisms
   c. cubes
   d. nutrients

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

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

**Main Idea**

4. Liittschwager and his team used the cube to ________
   a. collect different species for research
   b. count and photograph animal species
   c. test the quality of the soil and water
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**Reference**

5. In line 17, *their* refers to ________
   a. scientists
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**Detail**

6. Why was it difficult to identify the creatures at the coral reef?
   a. Many were new to science.
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**Inference**

7. Why does Liittschwager call the organisms “little gems” in line 27?
   a. They are difficult for him to see.
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   c. Many of the organisms are shrewd.
   d. The organisms look like little stones.

**Critical Thinking**

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

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

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

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

The Online Workbook:
- Gives learners personalized access to a range of automatically-graded exercises
- Reinforces what’s been taught in the core materials
- Allows teachers to schedule assignments, monitor student and class progress, and create reports
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**Reading Skills**

**Reading Comprehension**

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

**Vocabulary**

7. Detail
   a. count and photograph animal species
   b. collect different species for research
   c. Saving Small Animals in Cubes

8. Detail
   a. very beautiful
   b. very large
   c. cubes

9. Detail
   a. They are difficult for him to see
   b. He thinks they are valuable and precious
   c. Many of the organisms are shiny
   d. The organisms look like little stones

**Understanding Sequence**

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

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

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

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

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**Critical Thinking**

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

A. Discussion. Study the chart above and read the information about the Global Cities Index. Then answer these questions:
1. Why do you think the city names are in different colors?
2. In what ways are the top four cities similar to and different from one another?
3. What do you think makes the top cities special?

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

The Global Cities Index

“The New York City is a star—the city of cities,” wrote author John Gunther. But why is New York—or London, Paris, or Tokyo—a great city? To answer this question, the creators of the Global Cities Index looked at five factors: business, people, media, entertainment, and politics.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rating Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>How many global companies are in the city? Does the city do a lot of international business?</td>
</tr>
<tr>
<td>People</td>
<td>Does the city attract talented people from around the world? Are the city’s universities good? How many residents have college degrees?</td>
</tr>
<tr>
<td>Media</td>
<td>Is it easy to get news and information from different sources (TV, radio, Internet)? How many residents have Internet access?</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Does the city have many entertainment options: museums, sports, music, and different types of restaurants?</td>
</tr>
<tr>
<td>Politics</td>
<td>How many embassies and international organizations are in the city?</td>
</tr>
</tbody>
</table>

Each unit contains two related reading passages covering a variety of real-world topics including culture, natural science, social issues, the humanities, travel, and adventure.
Reading Explorer includes new Viewing activities, expanding opportunities for learners to synthesize information from multiple sources and apply newly acquired language skills in meaningful ways.

**Viewing** Peru’s Hidden Treasure

**Before You Watch**
A. Matching. Read the information and match the words below with the definitions.

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

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

**While You Watch**
A. Noticing. Check ✓ the sentences about the Moche people that are true.
1. They lived in northern Peru.
2. They lived at the same time as the Incas.
3. They grew corn, beans, and peanuts.
4. They disappeared at the end of the twentieth century.

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

1. The Moche people were successful farmers and (hunters / traders).
2. The archeologist says reconstructing a culture is like putting together a (jigsaw puzzle / broken mirror).
3. The warrior priest in the art is (probably / probably not) the same person in the tomb.
4. People will be able to see the tomb’s artifacts in (a museum / an art gallery).

**After You Watch**
Critical Thinking. Discuss these questions with a partner.
1. Sometimes ancient artifacts are sold to private collectors. Do you think this is OK, or should they always be kept in public museums?
2. In what ways is the discovery in this video similar to and different from the other discoveries discussed in this unit?

**Video**

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