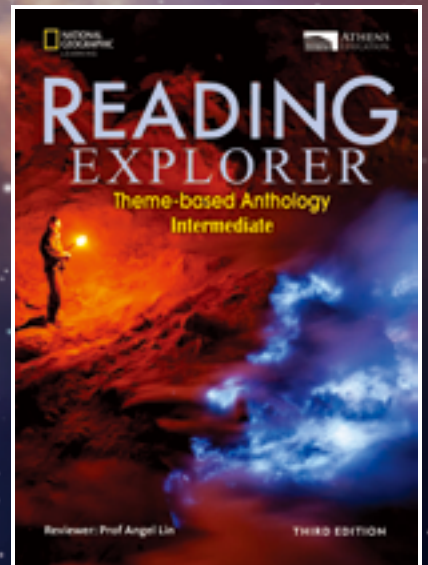
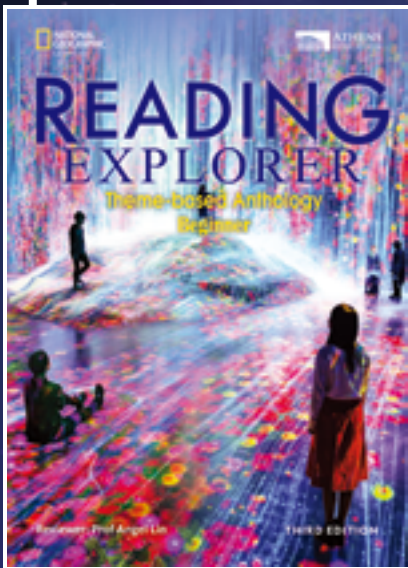


READING EXPLORER

Theme-based Anthology

NEW
for **2020**



Tailor-made for **local curriculum** and **public exam**

Essential **reading skills** and contextualized exercises

Authentic materials cover both **global** and **local** real-life topics

Eye-opening content with **audio recordings** ideal for **self-study**

2

Essential reading skills provided to help students read strategically



24 reading skills are provided in each level, which are recycled and reinforced throughout the book.

Understanding Pronoun Reference

Intermediate: Unit 2

A pronoun usually, but not always, refers to something earlier in the sentence or in a previous sentence. In the example below, the subject of the second sentence (*they*) refers to a noun in the first sentence (*humpback whales*).

Herman Melville ... wrote that humpback whales were "the most lighthearted of all the whales."

A favorite of whale watchers everywhere, they swim in ocean areas ...

The context should help you understand what the pronoun is referring to.

Intermediate: Unit 2

REFERENCE B. What does each pronoun from the reading refer to?

1. I felt **it** inside my head and bones. (paragraph B) _____
2. The 13-meter-long giant looked **him** over ... (paragraph C) _____
3. **It** pointed its head down ... (paragraph C) _____
4. **It** then gently carried Nicklin ... (paragraph G) _____

Some exercises require students to apply the skill in the previous article.

MAIN IDEA A. Read the paragraph below. Which sentence gives the main idea? Circle a, b, or c.

Is it a stick? Or is it an insect? It's a stick insect—an insect that looks like a stick. The stick insect is an example of an animal that uses color, texture, and shape to disguise itself. It lives—and can easily hide—among the leaves and twigs of plants. Most stick insects are either brown or green. The smallest types are just over a centimeter long. The largest is about 33 centimeters, making it one of the world's longest insects.



A Malayan giant stick insect

Elementary: Unit 1

Some exercises ask students to apply the skill in a new text.



Students can apply the reading skills in the Reading Comprehension section.

Scanning

You scan a text when you want to find specific information. When you scan, you only look for the information you want. You don't read the rest of the text. For example, for the question *What does 'Oumuamua mean in Hawaiian?*, look through the text for the words 'Oumuamua and Hawaiian, and possibly quotation marks (" ").

Beginner: Unit 1

SCANNING

Review this reading skill in Unit 1A

Beginner: Unit 1

B. Write short answers to the questions below. Use words from the passage for each answer.

1. When did Plato write about Atlantis? _____
2. When did Robert Sarmast report finding the remains of a city? _____
3. What was the title of Mark Adams's book? _____
4. Which author thinks Atlantis is just a story? _____

Elementary: Unit 7

Identifying Supporting Examples

Writers often use examples to support their ideas. This is important when claiming that something is true. Writers support a claim with examples—or evidence—so the reader is more likely to believe it. Examples can also help explain difficult ideas.

Words or phrases that signal examples include *for example*, *like*, and *such as*. Examples can also be shown in quotations, diagrams, and pictures.

IDENTIFYING SUPPORTING EXAMPLES

Review this reading skill in Unit 7A

Elementary: Unit 8

B. Write short answers for these questions. Use information from the reading passage.

1. What is the title of a story that the Grimm brothers published in German?

2. What example is given of a story that includes an evil witch?

3. List one way the Grimm brothers made their stories more suitable for children.

4. What is an example of a moral that appears in Grimms' fairy tales?

3

Expanded Vocabulary Practice sections improve students' mastery of vocabulary

Abundant exercises are provided to help students consolidate their vocabulary.



COMPUTATION A

career **decide** **follow** **history** **lucky**

are some interesting _____ paths that you can _____.

Some people work as archeologists or historians. Others might _____ to work as teachers, librarians, tour guides, or researchers.

Another interesting job is that of a "living historian." Living historians work as actors at historical sites. They wear traditional clothes and speak in the language from that time. Visitors who are _____ enough to speak to a living historian can ask them questions about life at that time.



▶ A living historian wears 18th-century clothing in Virginia, United States.

DEFINITIONS B. Choose the correct word or phrase to complete each sentence below.

- If something **hurts** you badly, you may cry / smile.
- If something is **amazing**, it is very bad or boring / good or surprising.
- When you **get married**, you have a husband or wife / son or daughter.

Beginner: Unit 3

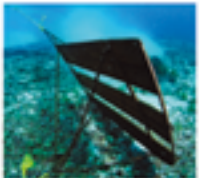
Target vocabulary items are highlighted in red.

Different question types test students' understanding.

DEFINITIONS A. Read the information. Then match each word in **red** with its definition.

Not all coral is found in warm, **shallow** water. Some coral polyps can survive in cold water at the bottom of the ocean. But even there, they're not safe. Fishing boats—called bottom trawlers—pull heavy nets across the ocean floor. These nets have a very **negative** effect on deep sea coral and the **remarkable** sea life around it. Because the **conservation** of these corals is important, the United States has a law that prevents bottom trawling in over a million square kilometers of ocean off its Pacific coast.

- harmful or bad _____
- the opposite of deep _____
- special and amazing _____
- taking care of the environment _____



▶ A heavy net is dragged across the ocean floor by a bottom trawler.

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

- If you catch a fish and then **release** it, you don't keep / keep it.
- If you **construct** a house, you build / buy it.
- If you **occupy** a place, you stay / leave there.
- In a city with high levels of **pollution**, the air is likely to be very clean / dirty.
- A color that is described as **brilliant** is probably very bright / dark.
- People often create **chemicals** in a library / science lab.

COLLOCATIONS C. The nouns in the box are often used with the word **negative**. Complete the sentences with the correct form of the words in the box.

effect **meaning** **response** **thought**

- The word *skinny* has a more negative _____ than the word *slim*.
- There was a largely negative _____ to the government's plans to increase income tax.
- Playing video games late at night can have a negative _____ on your sleep.
- Sports psychologists believe that negative _____ can affect an athlete's performance.

Intermediate: Unit 6

alike **communicate** **feelings** **intelligent** **system** ▶ A Sumatran orangutan

Orangutans and humans are _____ in some ways. Both are very _____ animals. For example, to stay dry when it rains, orangutans take leaves from trees and use them like umbrellas. These apes don't have a complex _____ language _____ like humans do. But today, some orangutans are learning basic sign language to express their thoughts and _____.

New research also suggests that orangutans can _____ about the past, just like humans.



▶ If something is **complex**, it is complicated or made up of many parts.

Contextualized exercises are included.

Elementary: Unit 1



Part C focuses on collocations, word usage, and word families.

COLLOCATIONS C.

Beginner: Unit 3

The adjectives below can be used with the verb **get**. Complete the sentences using the words in the diagram.

- It's easy to get _____ in the dark.
- We need to get _____ to leave. Class starts in 10 minutes.
- I get _____ when I work all day without a break.
- If I feel like I'm getting _____, I take some deep breaths and count to 10.



WORD WEB C.

There are many words that have the same meaning as **totally**. Complete the diagram below. Use a dictionary to help.



Beginner: Unit 4

WORD FORMS C.

add -ion to some verbs to form nouns (e.g., discuss → discussion)

We can use **connect** in the sentences below using the word in the box. One verb is extra.

- act connect discuss react

- Scientists still have a lot to learn about the _____ion between language and music.
- The new Taylor Swift song has received mixed _____ions.
- The issue of music education in schools is a major topic of _____ion these days.

Elementary: Unit 3

WORD PARTS C.

prefix pro-

The prefix **pro-** means "forward" or "toward the front," as in the verb **promote**. Complete the definitions by circling the correct options.

- If you **proceed** with something, you make a start on it / decide to change it.
- If you **get a promotion**, you rise to a higher level / move to a different place.
- If you **make progress** on something, you decide to do it / have success with it.

Intermediate: Unit 4



Target vocabulary items are listed at the end of each unit.

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"/> addiction | <input type="checkbox"/> advertise | <input type="checkbox"/> battle | <input type="checkbox"/> cut down on | <input type="checkbox"/> drug |
| <input type="checkbox"/> efficient | <input type="checkbox"/> facilities* | <input type="checkbox"/> obvious* | <input type="checkbox"/> recommend | <input type="checkbox"/> store |

Reading B

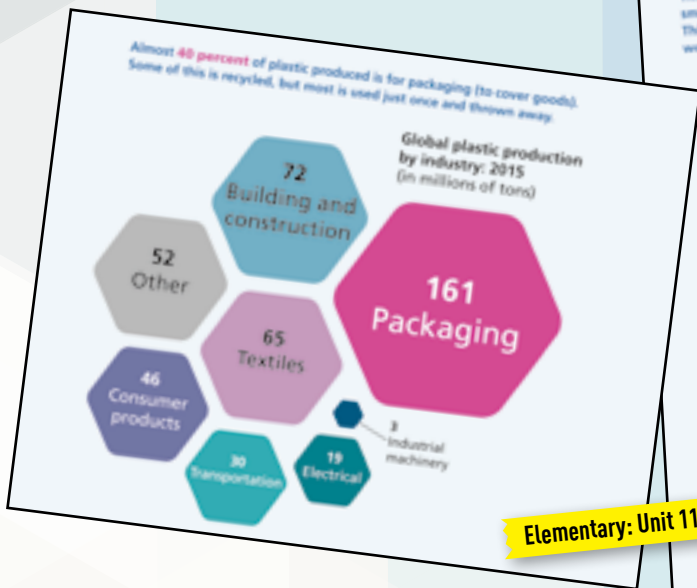
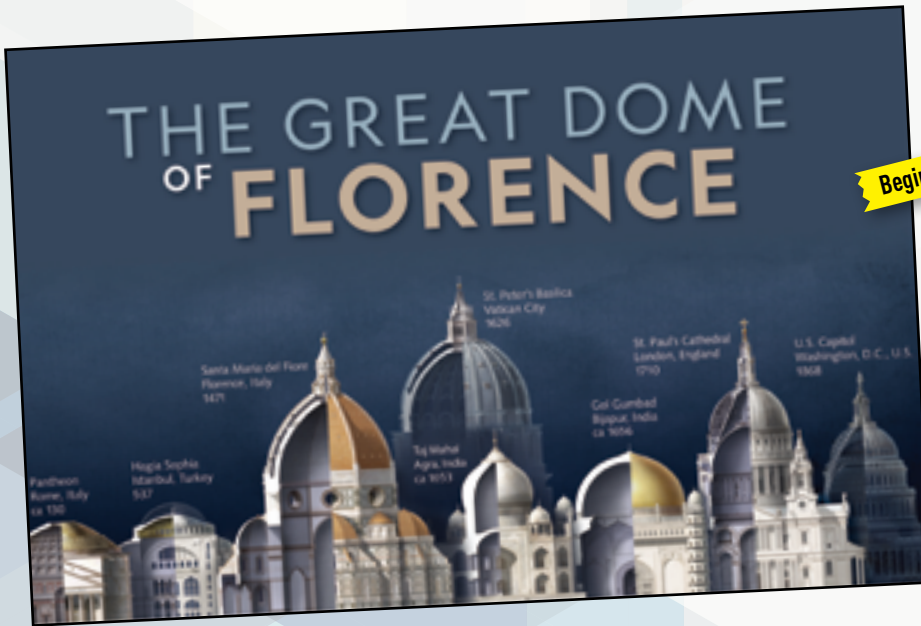
- | | | | | |
|------------------------------------|--------------------------------|---------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> continent | <input type="checkbox"/> crop | <input type="checkbox"/> flavor | <input type="checkbox"/> historic | <input type="checkbox"/> produce |
| <input type="checkbox"/> quality | <input type="checkbox"/> scale | <input type="checkbox"/> seed | <input type="checkbox"/> suggest | <input type="checkbox"/> variety |

* Academic Word List

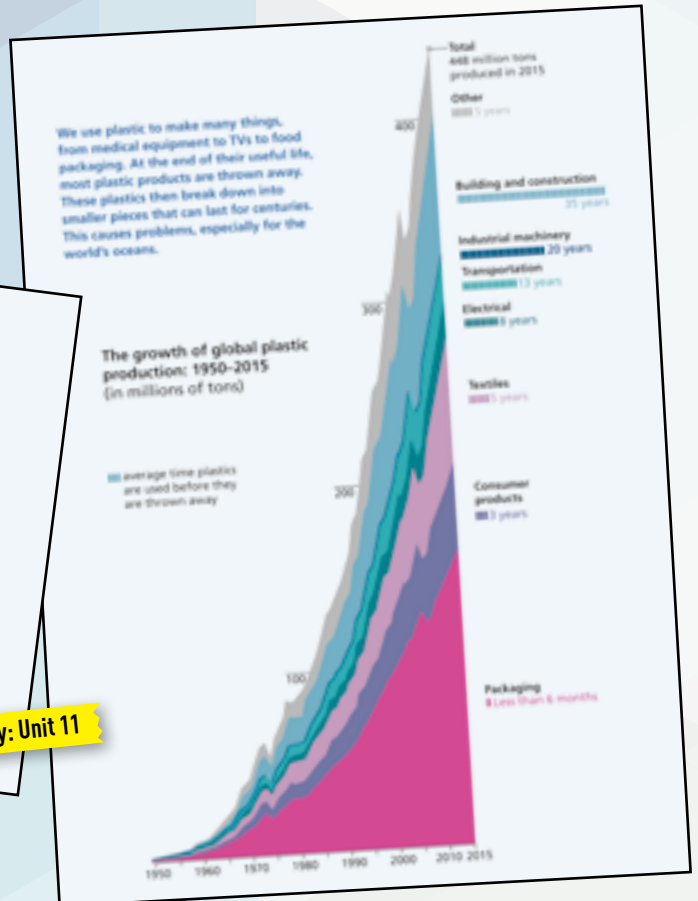
Intermediate: Unit 1

4

New infographics, maps and charts develop students' visual literacy



Elementary: Unit 11

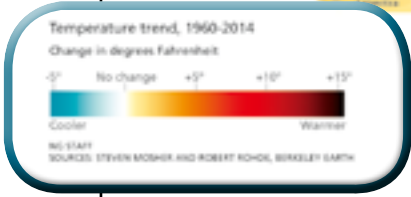
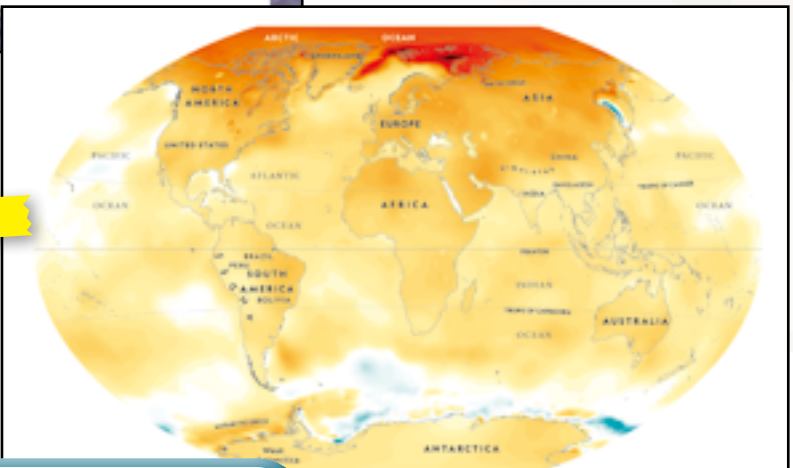




Elementary: Unit 5



Intermediate: Unit 10



On average, the Earth has warmed 1.5 degrees Fahrenheit (0.83 degrees Celsius) since the late nineteenth century. Most of the warming has occurred since 1960.

Intermediate: Unit 5

GIANTS OF THE SKIES

Scientists have been fascinated with pterosaurs ever since their discovery by Mary Anning and other early fossil hunters. These winged reptiles advanced powered flight some of millions of years before birds or bats. Now scientists are beginning to understand how they did this.

DESIGNED FOR FLIGHT
 Over millions of years, pterosaurs, bats, and birds adapted the same three main bones (lower-ribbed hand) into three different wing designs.

- The pterosaur bone is only found in pterosaurs. It formed a triangular base for the wing.
- It was very long fourth finger supported the wing.
- Some small, clawed fingers.
- All air inside the wing bones made them very light.

PTEROSAUR
 Quetzalcoatlus Wingspan: 35 m

BIRD
 Wandering albatross Wingspan: 3.3 m

BAT
 Giant golden-crowned flying fox Wingspan: 1.3 m

PTEROSAURS RISE AND FALL
 Pterosaurs ruled the skies for over 160 million years. The earliest were small with long tails, later versions—like Quetzalcoatlus—flew as tall as giraffes. Pterosaur fossils have been discovered around the world, mostly in China, Brazil, the United States, Germany, and England.

Timeline:
 200 mya: Pterosaurs
 150 mya: Archaeopteryx
 100 mya: Birds
 100 million years ago: First feathers (founder) appeared 200 million years ago

Timeline labels:
 Permian, Jurassic, Cretaceous, Paleogene, Neogene, Quaternary, Pleistocene, Holocene

Timeline events:
 150 mya: Pterosaurs
 150 mya: Mary Anning discovered the first fossil of the early pterosaur at Lyme Regis in 1808
 150 mya: Archaeopteryx wingspan 60 cm
 100 mya: Quetzalcoatlus wingspan 35 m
 100 mya: Pterosaurs
 100 mya: Birds
 100 mya: First feathers (founder) appeared 200 million years ago



Answers alongside questions make checking easy.

READING COMPREHENSION

A. Answer the following questions using information from the article.

DETAIL

1. According to paragraph A, why does the

DETAIL

5. Why is it unlikely for an insect trapped

DETAIL

1. According to paragraph A, why does the fly's world turn green?

The two sides of the leaf close against each other (and the fly is trapped inside).

DETAIL

5. Why is it unlikely for an insect trapped inside a Venus flytrap to survive?

Because the Venus flytrap releases a liquid that slowly eats away at the insect. (paragraph D)

Flytrap's hair is (1) brushed by an insect, an (2) electrical signal is created. The (3) trap will snap shut if the insect touches the second hair in less than (4) 20 seconds.



Some pitcher plants are large enough to catch and eat small animals like frogs and mice.

PURPOSE

4. What is the purpose of paragraph C?

- (A) To explain how the Venus flytrap works
- (B) To describe different types of carnivorous plants
- (C) To describe an experiment carried out on a plant
- (D) To describe the structure of the Venus flytrap

Intermediate: Unit 4

Beginner: Unit 6

VOCABULARY PRACTICE

Many kung fu forms were ¹ inspired by the movements of animals, like the snake, crane, or tiger. The monks studied how these creatures rested, hunted, and fought. Then, using the animals' behavior as a(n) ² basis, the monks created a(n) ³ series of animal-like fighting styles. According to legend, as some monks studied an animal, they became ⁴ convinced that they were like that animal. For that reason, they were not allowed to train in any one animal style for too long. Training in several styles also ⁵ ensured that the monks developed a variety of kung fu



- 1. **Violence** is behavior that is meant to cause and make hurt or kill.
- 4. Someone who is looking for **publicly** wants to **attract** avoid the public's attention.
- 5. If you have **respect** for someone, you have a low **high** opinion of them.

WORD FACTS C. As in **ensure**, the prefix **en-** means "make or cause." It can be added to some adjectives to make verbs. Complete the sentences using the words in this box.



Challenging additional questions for more capable students

Elementary: Unit 1

Challenge
Write the following passage mainly about?

CRITICAL THINKING Identifying Ideas
Reading A mentions three similarities between dolphins and humans. What are they?

Challenge
Write the following passage mainly about?

1. When albatross **breed**, they have babies.

2. passage mainly about?

3. us like

4. behavior

5. gence

6. What would be a title for this passage?

7. Riding the Ocean Winds

8. Catching Fish

9. The Smartest Bird

2

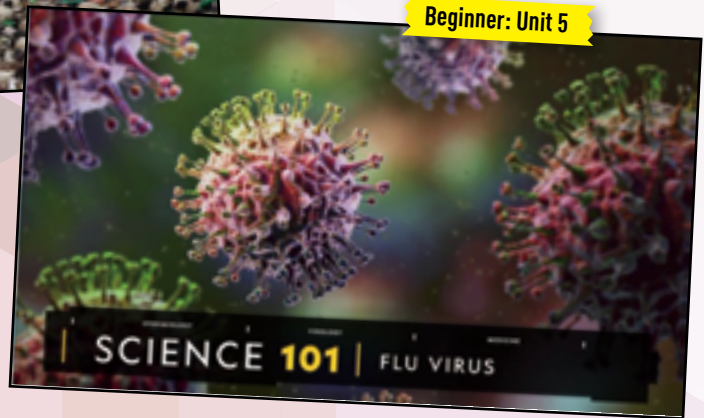
Video on DVD



New, authentic National Geographic videos expand on the unit topic.



Elementary: Unit 11



Beginner: Unit 5



Elementary: Unit 11



Beginner: Unit 5

An option of subtitles

3

Audio Recordings



Students can listen to the audio recordings of all reading passages by scanning the QR codes in the book.

Beginner: Unit 6

FATAL ATTRACTION

Photo: iStockphoto.com

A Venus fly trap (Dionaea muscipula) is a carnivorous plant that traps and digests its prey. It is a unique and fascinating organism that has been the subject of scientific research for many years. The plant is native to the state of Florida and is one of the few plants in the world that can move.

The Venus fly trap is a unique and fascinating organism that has been the subject of scientific research for many years. The plant is native to the state of Florida and is one of the few plants in the world that can move.

There are three main parts of the Venus fly trap: the trigger hairs, the trigger hairs, and the trigger hairs. When the trigger hairs are touched, the plant will close its trap and digest its prey.

Once triggered, an insect has little chance of survival. Instead of nectar, the Venus fly trap now releases a different liquid—one that slowly eats away at the insect. Ten days later, almost nothing is left. The plant's leaves open again, and the Venus fly trap is ready for its next meal.

More plants continue to be discovered every day.

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SWEET LOVE

Many scientists believe our love of sugar may actually be an addiction. When we eat or drink sugary foods, the sugar enters our blood and affects the parts of our brain that make us feel good. This is the same part of the brain that makes us feel good when we eat or drink sugary foods. This is the same part of the brain that makes us feel good when we eat or drink sugary foods.

Our brains are designed to survive on very little sugar. Early humans often had very little food, so our bodies learned to be very efficient at storing sugar as fat. In this way, we had energy stored for when there was no food. But today, most people have more than enough. So the very thing that once saved us may now be killing us.

So what is the solution? It's addiction. Our bodies are used to our love of sugar. The trouble is, in today's world, it's extremely difficult to avoid. From breakfast cereals to after dinner desserts, our brains are constantly being told to eat. Some manufacturers even use sugar to replace fat in foods that are advertised as low fat. So while the foods appear to be healthier, large amounts of sugar are often added.

But what about us fighting back against sugar and trying to create a healthier environment. Many schools are replacing sugary drinks with healthier options. But that's often schools are trying to encourage students to healthy choices. The solution has not yet been found.

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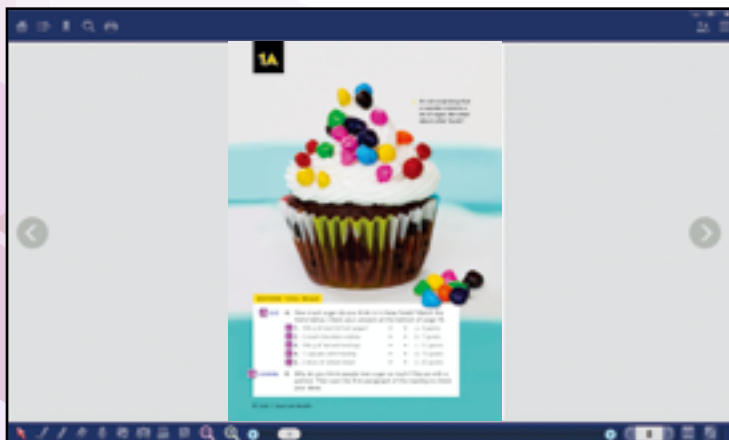
Intermediate: Unit 1

4

e-Textbook



Includes answers to all exercises, and audio and video files of all units



5

Teacher's Resource Disc

Includes the Teacher's Guide and audio recordings of all units

READING 1A SWEET LOVE

LESSON OVERVIEW

Target Vocabulary: addiction, advertise, battle, cut down on, drug, efficient, facilities, obvious, recommend, store

Reading Passage Summary: Many people consume more sugar than they realize because it's added to so many products—drinks, condiments, bread, to name a few. This is a bad thing because it increases the risk of obesity, diabetes, and heart disease, so it is important to be aware of it.

TEACHING NOTES

Before You Read

A. Quick: Explain that items have been made with sugar. Have students do activity A and then check their answers in pairs. Ask which sugar amounts surprised them. Note that one teaspoon of sugar is about 4.2 grams.

B. Scanning: Tell students that scanning is useful when they have specific information they want to find out. Have students brainstorm in pairs before scanning the first paragraph. Remind them that they only need to find out why people love sugar.

Reading Comprehension

A. Comprehension: 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 reading passage.

B. Scanning: Remind students that, when scanning, they are searching for specific information. Check the answers to activity B as a class. Ask students to identify the paragraph in which they found the correct information.

Reading Skill

Have students read the paragraph on **Skimming for the Main Idea of Paragraphs**. Tell students that, when skimming, they are looking over the picture, headings, and the first and last sentences of each paragraph to get the gist or general idea.

A. Determining Main Ideas: Before students skim, review the main components of a paragraph with **2 Unit 1**

them: the topic sentence and supporting sentences. Explain that the main idea of a paragraph is in the topic sentence, which is usually the first or last sentence. Have students do activity A individually. Then check answers as a class.

B. Determining Main Ideas: Have students do activity B individually. Then check answers as a class.

Critical Thinking

Have students make a list of what they ate yesterday around a thing or activity, such as a food addiction or a gambling addiction. In general, the word is used to refer to serious problems, but it is also used in a more casual way to talk about something you like a lot. People only say that a person is addicted to a TV show that they love to watch, for example.

Vocabulary Practice

A. Completion: This paragraph is about the history of sugar, and how our addiction started from sugarcane. Have students do activity A individually. Then have students check answers in pairs. The word *addiction* is often used to describe any compulsive behavior around a thing or activity, such as a food addiction or a gambling addiction. In general, the word is used to refer to serious problems, but it is also used in a more casual way to talk about something you like a lot. People only say that a person is addicted to a TV show that they love to watch, for example.

B. Definitions: Have students do activity B individually. Then check answers as a class.

Question 6: The verb *store* is used in the reading passage to explain how our bodies hold onto (stock) sugar, as opposed to the food store, which describes a place that stocks and sells things.

Question 7: The phrase *cut down on* is used with a noun, such as *cut down on sugar*, or a noun phrase, such as *cut down on drinking milk*. The phrase is often used to talk about limiting something in your diet, but it can also be used to talk about limiting anything that you do in excess, i.e., *cut down on texting*.

C. Word Parts:

Have students do activity C individually. Then ask students to write a sentence with each phrasal verb.

Challenge: Have students make three favorite sweet foods. Then compare based on ingredients.

READING 1B FOOD FOR THE FUTURE

LESSON OVERVIEW

Target Vocabulary: coastline, crop, flourish, historic, produce, quality, scale, seed, suggest, variety

Reading Passage Summary: Farmers have created "seed banks" to protect their food supply against hungry animals and extreme weather. Seed banks are crucial because they provide protection—a sort of insurance policy—for us and these plants.

TEACHING NOTES

Before You Read

A. Matching: Have students look at the photo and each word by using the context. They may be familiar with the word *species* in relation to animals. Explain that the term can be used for a related group of any living thing, including plants. Students learned the something for later use. The definition for *preserve* means to keep something alive or maintain but not a living thing. The verb *preserve* has another meaning specifically about food, which refers to the process of adding something to food to keep it from going bad.

B. Predicting: Ask students to look at the photo of Cay Fowler holding seeds in a special tube. Read about the caption and say that he's a conservationist, which means he wants to protect certain species. Have

students discuss in pairs why he might want to protect these seeds. Ask students to think about how the Earth is changing, and how that might affect our food supply in the future. Students then practice skimming ideas. Have them discuss with their partners skimming ideas. Have them discuss with their partners again to give them the answers until they read the reading passage again in the next section.

Reading Comprehension

A. Comprehension: 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 reading passage. Tell them to also check their predictions for **Before You Read, activity B**.

B. Matching: Have students do activity B individually. Then have them compare their answers in pairs.

Reading Skill

Have students read the paragraph on **Identifying the Purpose of Paragraphs**. Explain that each paragraph in a text usually has a purpose or function. Have students read the list of purposes below the paragraph. Answer any questions that students may have about meaning.

A. Identifying Purpose: Have students do activity A. Text that helped students discuss on the beans so

Unit 1 3

Intermediate: Unit 1

Text Type Analysis

Letter to the Editor

- Point of view: "expert" opinion
- Introduction: establishes problem / news story, expresses a strong reaction to rivaling views
- Main thesis: Remains traditional food is a long-standing practice, enriches global cultures
- First argument: reference to a famous example where famous dish was remanaged
- Explanation: description of the historical, social and economic circumstances that existed
- Conclusion: repeating the economic and cultural benefits of remaining traditional food
- Irony: shows even Japanese people are open to the remanaging of sushi
- Second argument: implying Taiwanese food was not glamorous until remanaged
- Rhetorical question to invite the reader to infer supporting point
- Evidence: milk tea's popular beyond local borders
- Conclusion: restatement of thesis
- Call to action
- Writer's name
- Professional position
- District

Dear Editor,

As a food critic with an addiction to Asian cuisine, I am often surprised and dismayed when people call traditional food "boring" or even "old-fashioned". More astonishing still are those who insist chefs should not meddle with traditional recipes, arguing that famous dishes are famous because they slavishly follow recipes created at some historic point in time and place. The truth is, chefs have always adapted traditional food or made new creations to suit local tastes, the produce available, and local social and economic circumstances. The world has been all the richer for it.

The successful large-scale introduction of Japanese cuisine into North America, for instance, was made possible through both the remanaging of one dish, the sushi roll, and a cultural shift in the attitudes of average Americans towards Japanese culture. The popular 1980s television series Shogun accomplished the latter, while one enterprising chef was responsible for the former by inviting Americans into accepting sushi rolls. Substituting raw tuna with crab and avocado and cutting down on foreign elements such as sesame seeds was ingenious, but the chef's masterpiece was hiding the seaweed wrap within the rice to emphasize the familiar over the exotic. The California Roll was born, and arguably founded the Japanese-American fusion food industry. So successful is it that American-style sushi restaurants have appeared in Japan, becoming accepted by locals and considered playful and innovative.

Food considered "traditional" has complex origins. Taiwanese food in fact incorporates the Hakka staples of pickled vegetables and dumplings, and the Hu's pulled noodles, fusing these traditions together centuries ago. Now Taiwanese food is being remanaged in North America, becoming a glamorous global phenomenon born out of necessity and change. Taiwanese migrants from diverse ethnic backgrounds are innovating with new crop varieties and flavors, with cooks of each ethnic tradition experimenting with and refining their region's traditional dishes. Already beef noodle soup is being garnished with local American ingredients. And who has not tried bubble tea? The humble Taiwanese milk tea has become a global superstar, advertised on billboards across continents and drunk at Mc CAFE's in Germany. Traditional dishes can most definitely be reinvented while preserving their essential qualities—and there is both cultural and commercial value in doing so, too!

Just think of the benefits for Hong Kong if our traditional dishes received similar creative makeover.

George Lam
Editor of *Asian Food Adventures*
Tsim Sha Tsui

Intermediate: Unit 1

Language tips

1. To keep a formal tone:

- Avoid contractions
- To keep a formal tone
 - Avoid contractions and slang e.g. I am rather than I'm
- To create an authoritative, persuasive tone
 - Use first person
 - Take a perspective that shows expertise in the topic: e.g. a food critic
 - Display a passionate reaction: e.g. I am often surprised and dismayed
 - Address counterpoints: e.g. claims against remaining traditional food
 - Use specialized terms: cuisine, complex
- To present arguments:
 - Use direct speech: "boring", "old-fashioned"
 - Use rhetorical questions to encourage the reader to agree: *who has not tried bubble tea?*
 - Use conditionals: *Just think of the benefits for Hong Kong if our traditional dishes received similar creative makeovers.*
 - Contrast opposites: *the familiar over the exotic; this humble Taiwanese milk tea has become a global superstar*
 - Use verbs: *insist, think, refine, popularize*
- To link ideas:
 - Use connectives: *while, More astonishing still, for instance*

VIDEO SPACE FOOD

Video Summary: The video provides information about the type of food NASA provides its astronauts. There are food scientists at the NASA Space Food Systems Laboratory who work to design special meals that can be eaten easily in space.

Key Vocabulary: balanced diet, duration, zero gravity

TEACHING NOTES

Before You Watch

A. Previewing: Ask students to look at the photo and read the caption and the paragraph. They should think about the meaning of the words in bold using context clues from the text. Have them do activity A and then check answers in pairs. The adjective *balanced* means "equal."

B. Predicting: The photo shows food floating due to zero gravity. Have students imagine why it would be difficult to eat food in space. In pairs, have students brainstorm what things would be important when creating space food. Don't check answers yet, as students will revisit this in the next section.

While You Watch

A. Gist: Play the video and have students check their predictions.

B. Short Answer: Have students read the questions (1–3). Then play the video again and have students do activity B. Check answers as a class.

Critical Thinking

Have students work in pairs and make a list of what would be good or bad space food. Have them describe each food as they think about how to rank it. Is it easy to hold? Is it healthy? Does it taste good? If time allows, have pairs present their rankings and reasons to the class.

Vocabulary Review

Have students work alone to check their understanding of the unit's target vocabulary. If time allows, have students write an example sentence with each word. Ask for volunteers to read their completed sentences aloud to the class.

6

Test Bank Resource Disc



Additional comprehension, vocabulary and video worksheets are provided to consolidate student's learning.

Additional Reading Comprehension

Unit 1B The Lost City of Atlantis

Answer the following questions using information from the article.

VOCABULARY

1. The word *realized* in paragraph C, line 5 is closest in meaning to _____.

- A. understood
- B. denied
- C. responded
- D. created

A B C D
○ ○ ○ ○

Beginner: Unit 1

Additional Vocabulary Crosswords

Unit 1 Food and Health



Intermediate: Unit 1

Additional Video Worksheets

Unit 1 Mysteries

Moon Mystery

Fill in the blanks with the correct words from the box.

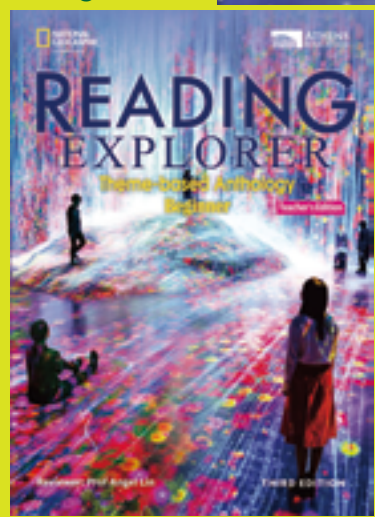
scientists	conditions	planet	surface
astronomers	robot	discovered	ingredient

Beginner: Unit 1

List of teaching resources

- ▶ **Reading Explorer: Theme-based Anthology (Third Edition) Teacher's Edition**
- ▶ **e-Textbook**
- ▶ **Teacher's Resource Disc (with Audio Recordings)**
- ▶ **Video on DVD**
- ▶ **Test Bank Resource Disc**
- ▶ **Online Teaching Resources**
 - Additional Reading Comprehension
 - Additional Vocabulary Crosswords
 - Additional Communicative Activities
 - Additional Reading Practice
 - Additional Graphic Organizers
 - Additional Video Worksheets

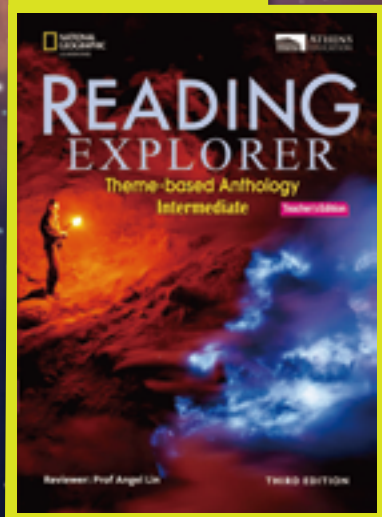
Beginner



Elementary



Intermediate



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