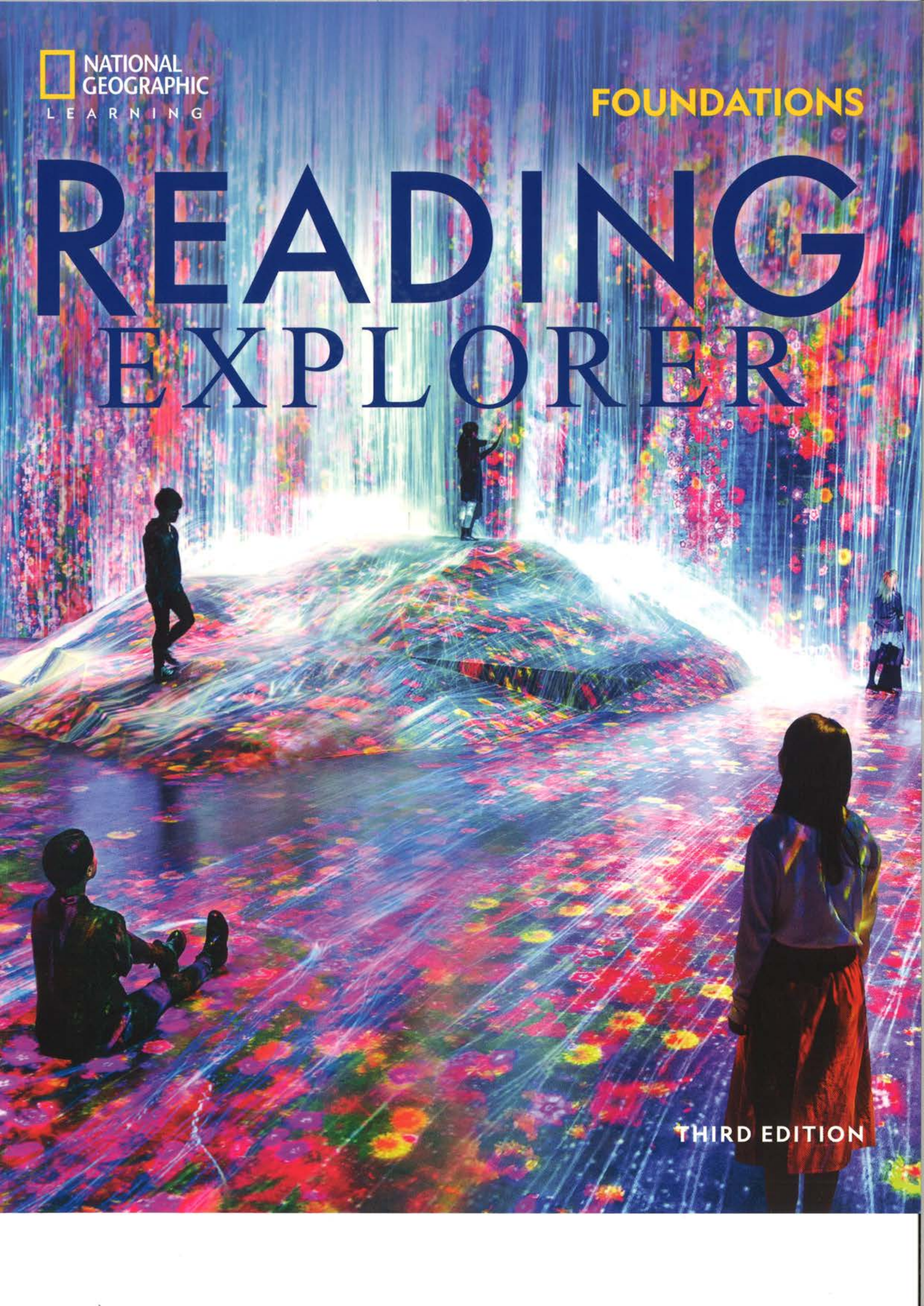


READING EXPLORER



THIRD EDITION

FOUNDATIONS

READING EXPLORER

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BECKY TARVER-CHASE
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**Reading Explorer Foundations
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SCOPE AND SEQUENCE

UNIT	THEME	READING	VIDEO
1	Mysteries	A: A Mysterious Visitor B: The Lost City of Atlantis	Moon Mystery
2	Eating Extremes	A: The World of Speed Eating B: The Hottest Chilies	Science of Taste
3	Cool Jobs	A: Digging for the Past B: Getting the Shot	Right Dog for the Job
4	Shipwrecks	A: I've Found the Titanic! B: My Descent to the Titanic	An Ancient Shipwreck
5	Science Investigators	A: The Disease Detective B: At the Scene of a Crime	The Flu Virus
6	Plants and Trees	A: Planting for the Planet B: Fatal Attraction	Giants of the Forest
7	Mind's Eye	A: Understanding Dreams B: Seeing the Impossible	Parasomnia
8	Animal Wonders	A: A Penguin's Year B: Do Animals Laugh?	Amazing Narwhals
9	Building Beauty	A: A Love Poem in Stone B: The Great Dome of Florence	Brunelleschi's Dome
10	Forces of Nature	A: Wild Weather B: When Weird Weather Strikes	Tornado Terror
11	Giants of the Past	A: The Mammoth's Tale B: Monsters of the Deep	Ichthyosaurs
12	Technology	A: The Robots are Coming! B: How Will We Live in 2045?	A Social Robot

ACADEMIC SKILLS

READING SKILL	VOCABULARY BUILDING	CRITICAL THINKING
A: Scanning B: Skimming	A: Word usage: <i>pass</i> and <i>past</i> B: Word forms of <i>sink</i> and <i>strike</i>	A: Applying Ideas B: Synthesizing Information
A: Identifying the Parts of a Passage B: Pronoun Reference	A: Collocations with <i>argue</i> B: Collocations with <i>painful</i>	A: Justifying Opinions B: Applying Ideas
A: Dealing with New Vocabulary (1)—Using a Dictionary B: Understanding Suffixes	A: Collocations with <i>get</i> B: Word forms of <i>pay</i> , <i>cost</i> , and <i>spend</i>	A: Evaluating Advice B: Personalizing; Synthesizing Information
A: Identifying a Paragraph's Main Idea B: Recognizing Compound Subjects and Objects	A: Word usage: <i>agree</i> B: Synonyms for <i>totally</i>	A: Evaluating Arguments B: Evaluating Ideas; Justifying Ideas
A: Identifying the Purpose of a Paragraph B: Inferring Meaning	A: Suffix <i>-ous</i> B: Word forms of <i>possible</i>	A: Applying Ideas B: Evaluating Evidence; Synthesizing Information
A: Creating a Timeline of Events B: Understanding a Process	A: Word forms with <i>-ation</i> B: Collocations with <i>difference</i>	A: Justifying Opinions B: Applying Ideas
A: Organizing Information (1)—Creating a Concept Map B: Understanding Conjunctions	A: Adjectives with <i>-ed</i> and <i>-ing</i> B: Collocations with <i>mistake</i>	B: Reflecting; Applying Ideas
A: Dealing with New Vocabulary (2)—Using Context B: Identifying Supporting Details	A: Word usage: <i>on (your) own</i> B: Adjectives to describe emotions	A: Categorizing Information B: Evaluating Supporting Details
A: Annotating Text B: Understanding Infographics	A: Collocations with <i>promise</i> B: Words acting as nouns and verbs	A: Understanding Opinions B: Synthesizing Information; Inferring Information
A: Understanding Tenses B: Understanding Cause and Effect	A: Prefix <i>fore-</i> B: Synonyms and antonyms for <i>unusual</i>	A: Personalizing B: Ranking Advice
A: Understanding Passive Sentences B: Organizing Information (2)—A Chart	A: Collocations with <i>in</i> B: Suffix <i>-ward</i>	A: Discussing Pros and Cons B: Ranking
A: Identifying Examples B: Understanding Prefixes	A: Collocations with <i>daily</i> B: Word usage: <i>pick up</i>	A: Justifying Opinions B: Rating Predictions; Evaluating Ideas

READING EXPLORER brings the world to your classroom.

With *Reading Explorer* you learn about real people and places, experience the world, and explore topics that matter.

What you'll see in the Third Edition:

Real-world stories give you a better understanding of the world and your place in it.

6A

BEFORE YOU READ

1. Look at the photo and read the caption. Complete the definitions using the correct form of the words in bold.

1. If you _____ someone, you make them want to do something.

2. If you _____ a tree, you just it as the ground so it can grow.

2. Scan the reading for numbers. What was Felix Finkbeiner's original tree-planting target? What is the target now?

PLANTING FOR THE PLANET

When he was nine years old, Felix Finkbeiner gave a class presentation on climate change. The young German spoke about deforestation and its effect on the planet. At the end of his talk, he challenged the people of his country to help by planting one million trees. Nobody thought much would come of a nine-year-old's school project. But for nine years, Finkbeiner's efforts had resulted in the planting of more than 14 billion trees around the world.

Finkbeiner and his classmates began the project named "Plant-for-the-Planet"—by planting the first tree outside their school. Other schools followed the example, and named the one-million challenge project. As a result, Finkbeiner was asked to speak at the European Parliament. Other invitations even followed, and when he was just 13, he spoke at a United Nations conference in New York. "We cannot trust that adults alone will save our future," he said in the speech. "We have to take our future in our own hands."

Finkbeiner is now in his twenties, and Plant-for-the-Planet is an organization with around 25,000 members. It works to teach people about climate change and to encourage the planting of more trees. Germany's new millennium tree was planted long ago. The goal now is one trillion—1,000 billion—trees every person on Earth.

Finkbeiner continues to get talked on climate change in world leaders. "I don't think we can give up on time generation is of adults," he says, "and wait 50 or 60 years for our generation to come to power. We don't have that time. All we can do is push forward world leaders in the right direction."

1. Deforestation is the cutting down of the world's trees and forests.

2. A conference is a large meeting of people.

3. A challenge is a competition.

Unit 66 77

VIDEO

A tornado in the United States approaches a train of researchers.

TORNADO TERROR

BEFORE YOU WATCH

1. Read the information. The words and phrases in bold appear in the video. Match each word with its definition.

Every year, the United States experiences an average of 1,000 tornadoes. This happens when warm wet air meets cold dry air in a thunderstorm. A tall cloud of spinning wind is **formed**. When it touches the ground, it becomes a tornado. Tornadoes can be deadly. Some are strong enough to pick up whole houses.

1. When something is _____, it is created or takes shape.

2. If something is described as _____, it is ordinary or usual.

3. If something is _____, it is turning very quickly.

2. What do you know about tornadoes? Read the sentences below. Circle T (true) or F (false).

1. Tornadoes are sometimes called "twisters." T F

2. Most of the world's tornadoes happen in the United States. T F

3. Some tornadoes are more than one kilometer wide. T F

4. Tornadoes occur on every continent in the world. T F

Video 143

National Geographic Videos expand on the unit topic and give you a chance to apply your language skills.

Reading Skill and **Reading Comprehension** sections provide the tools you need to become an effective reader.

READING SKILL

Pronoun Reference

Pronouns are words such as *he, she, it, they, and them*, and usually refer to a noun earlier in a passage. To understand a passage, it is important to know what each pronoun refers to.

Sara bought chilies. **She** put **them** in my favorite curry. **It** was too hot to eat!

REFERENCE

A. In each sentence, draw an arrow from the pronoun in bold to the word it refers to, as in the examples above.

1. The jalapeño is a popular chili from Mexico. **It** takes its name from Jalapa, in Veracruz.

2. My brother and sister asked my mother not to put chilies in the food **she** made.

3. Chilies have been eaten in the Americas for thousands of years. Nowadays, **they** are popular all around the world.

4. Indians put chili peppers in many of their dishes. They often add **them** to curries.

PRONOUN REFERENCE

B. Look back at Reading B. What does each pronoun refer to? Circle the correct option.

1. **there** (paragraph B)
a. at the newspaper
b. at the magazine

2. **some** (paragraph B)
a. Joel Sartore's photos
b. National Geographic's photos

3. **them** (paragraph E)
a. different situations
b. other people's photos

4. **it** (paragraph F)
a. become a photographer
b. take a photograph

are eating

CRITICAL THINKING: Evaluating Evidence

Imagine the following items are also found at the crime scene in Reading B. How helpful will they be for solving the crime? Rate each one from 1 (very useful) to 5 (not useful).

- _____ a rock by the window
_____ a mark made with a glove
_____ a drop of blood near the window
_____ a drop of oil from the car
_____ a cellphone on the road outside
_____ a flashlight on the store floor

Discuss your ideas with a partner.

WORD FORMS

C. The suffix **-ous** can be added to some nouns to make adjectives (e.g., danger → **dangerous**). Complete the chart below.

Nouns	→	Adjective
danger	→	dangerous
_____	→	adventurous
fame	→	_____
_____	→	mysterious

Now complete the sentences using the correct form of the words above.

1. My road trip through New Zealand was a real _____.
2. The doctor had no idea about the cause of the illness. It was a(n) _____.
3. If you're _____, many people will recognize you.

Expanded Vocabulary Practice sections teach you the most useful words and phrases needed for academic reading.

MYSTERIES

California's "sailing stones" were once a mystery. We now know that the rocks are moved by strong winds when the ground is icy.

WARM UP

Discuss these questions with a partner.

1. Read the caption. How do the rocks move?
2. Do you think there are things that science cannot explain? If so, give an example.

1A

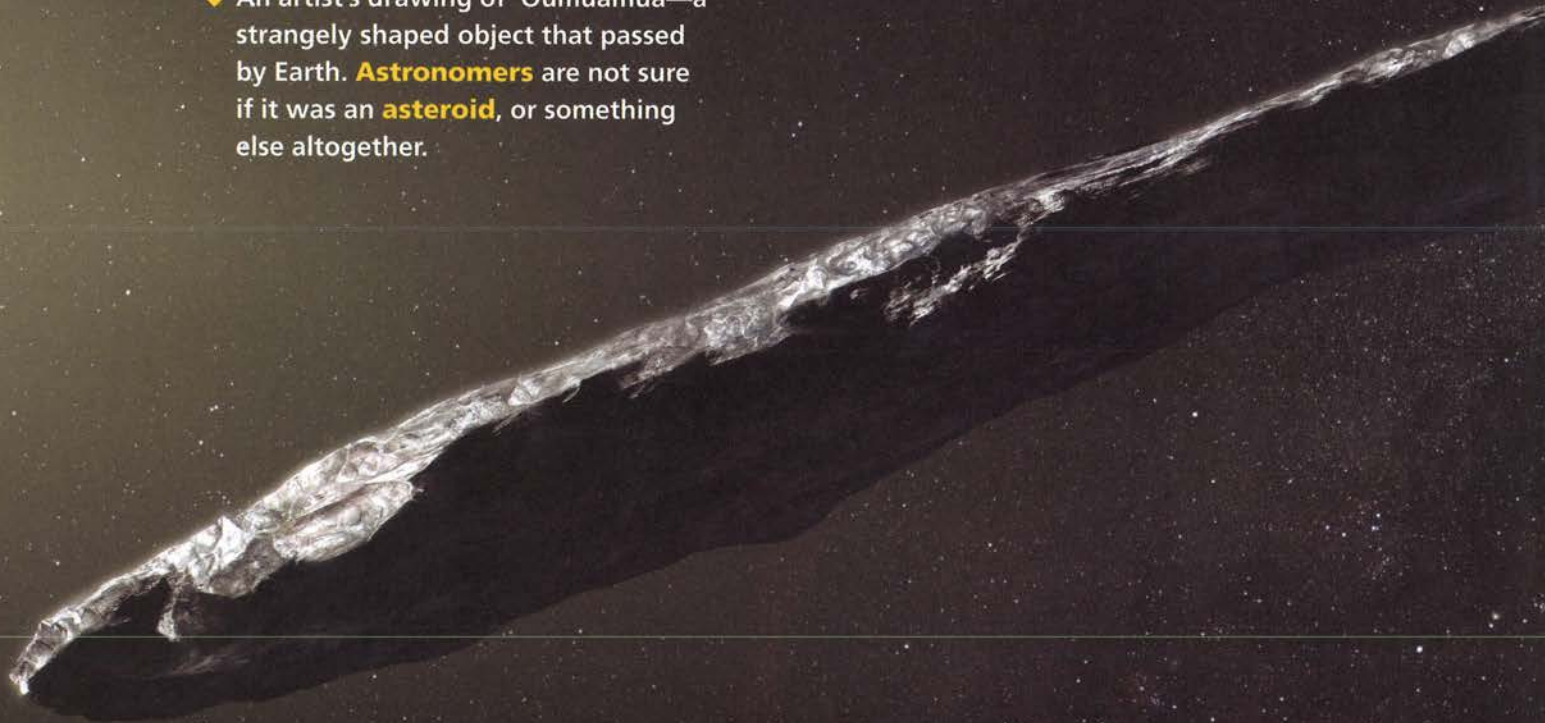
BEFORE YOU READ

DEFINITIONS A. Look at the image and read the caption. Complete the definitions using the words in **bold**.

1. _____: scientists who study objects in space
2. _____: a rock that moves through space

SKIMMING B. Skim the passage. According to some scientists, what else could 'Oumuamua be?

▼ An artist's drawing of 'Oumuamua—a strangely shaped object that passed by Earth. **Astronomers** are not sure if it was an **asteroid**, or something else altogether.



A MYSTERIOUS VISITOR

- A In October 2017, astronomers in Hawaii saw something surprising. A **strange** object was moving through the solar system. They had seen many asteroids before, but this was something different. It was long and **thin**—like a cucumber. The object's **speed** and direction also showed something surprising. This was an interstellar¹ object—the first ever seen.
- B The object was named 'Oumuamua—Hawaiian for “visitor from afar.” Nobody is sure exactly what it is. The simplest idea is that 'Oumuamua is a strangely shaped piece of rock. Perhaps it was **knocked** out of a far-off star system. However, astronomers saw that its speed increased after **passing** the sun. Some scientists therefore suggest a different theory.
- C “'Oumuamua could be a piece of alien **technology**,” says Professor Abraham Loeb from Harvard University. Loeb believes this could explain the object's long, thin shape, and also its change in speed. **Maybe** 'Oumuamua was a spaceship that came to **explore** our solar system. “All possibilities should be considered,” says Loeb.
- D 'Oumuamua can no longer be seen from Earth. But astronomers continue to study the information they got from it. It is still not clear if the object was a large rock, or something else altogether. 'Oumuamua will likely be a mystery for many years to come.

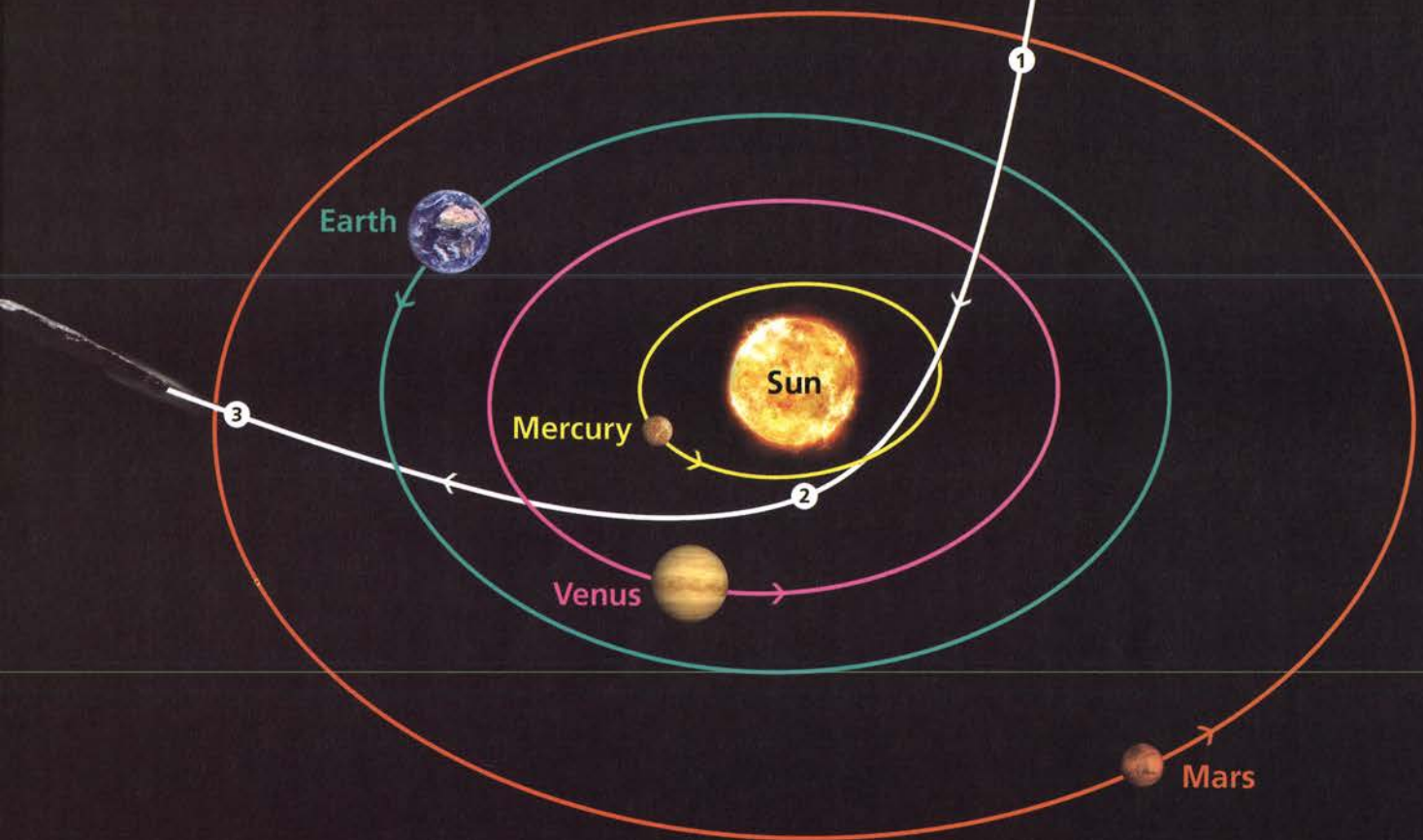


▶ Professor Abraham Loeb suggested that 'Oumuamua could be an alien spaceship.

¹ If an object is described as **interstellar**, it has traveled between different stars.

'Oumuamua: What We Know

- Entered the inner solar system in August 2017 ①. Possibly came from a star system **25 light years** from our sun—a **600,000-year** journey.
- Reached a top speed of **315,800 km/h**—more than **250** times the speed of sound—as it passed the sun ②.
- First seen by astronomers in October 2017 when it was **33,000,000 km** from Earth—about **85** times further than our moon ③.



READING COMPREHENSION

A. Choose the best answer for each question.

- GIST** 1. What is the reading mainly about?
- new technology to help scientists find asteroids
 - the largest asteroid ever seen by scientists
 - a mysterious object that passed by Earth
- DETAIL** 2. What did scientists learn from studying 'Oumuamua's speed and direction?
- It came from another star system.
 - It was possible it could hit the Earth.
 - It was an asteroid.
- DETAIL** 3. What is NOT given as a reason why 'Oumuamua could be an alien spaceship?
- the object's size and shape
 - the object's change in speed
 - the object's color
- VOCABULARY** 4. In paragraph C, what does *considered* mean?
- explained in detail
 - thought about carefully
 - chosen from a list
- INFERENCE** 5. According to the infographic on page 10, when was 'Oumuamua first seen from Earth?
- as it entered the inner solar system
 - just before it passed the sun
 - after it passed the sun



Scientists believe 'Oumuamua is spinning end-over-end as it travels through space.

SUMMARIZING B. Complete the summary with the phrases in the box. One is extra.

- | | | |
|---------------------|----------------------------|------------------------|
| a. alien technology | b. a cucumber | c. another star system |
| d. a rock | e. its speed and direction | f. our solar system |

In October 2017, astronomers saw a strange object that was shaped like ¹_____.
By studying ²_____, the scientists realized that the object had come from ³_____.
The object was called 'Oumuamua. Most scientists think it was just ⁴_____.
However, others—such as Abraham Loeb—have suggested it could be a piece of ⁵_____.

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 (" ").

SCANNING A. Look back at Reading A. Find and underline these words in the passage as quickly as you can.

- | | | |
|-----------|-----------------|-----------|
| 1. Hawaii | 2. surprising | 3. theory |
| 4. alien | 5. solar system | 6. likely |

SCANNING B. Read the questions below. Think about what answers you need to look for. Then scan Reading A and the infographic on page 10, and write the answers.

- | | |
|---|-------|
| 1. When did astronomers first see 'Oumuamua? | _____ |
| 2. What does 'Oumuamua mean in Hawaiian? | _____ |
| 3. When did 'Oumuamua's speed increase? | _____ |
| 4. What is Abraham Loeb's job? | _____ |
| 5. Where does Abraham Loeb work? | _____ |
| 6. When did 'Oumuamua enter the inner solar system? | _____ |
| 7. What was 'Oumuamua's top speed? | _____ |
| 8. How far was 'Oumuamua from Earth when it was first seen? | _____ |

CRITICAL THINKING Applying Ideas What extra information about 'Oumuamua would be useful to help scientists solve the mystery? Note some ideas below. Then discuss with a partner.

> 'Oumuamua was first spotted by astronomers at the Haleakalā Observatory in Hawaii.



VOCABULARY PRACTICE

- DEFINITIONS** A. Read the information. Match each word in **red** with its definitions.

Crop Circles

A farmer wakes up to find something very **strange**. Someone, or **maybe** something, has made unusual shapes in his field by pushing down his crops.¹ The shapes can only be seen from the sky. These are called crop circles.

Some people think that aliens make crop circles when they land their spaceships. However, it seems clear that they are made by people. The **technology** to make them is simple—just a rope and different sizes of wood to make thick or **thin** lines.

Some people make crop circles so others will believe in aliens. Other people make them just for fun.



^ A crop circle is made by pushing crops down, leaving empty spaces in the field.

¹ **Crops** are plants grown in large amounts.

1. _____: hard to understand or explain
2. _____: perhaps; possibly
3. _____: not wide or thick
4. _____: the use of science and machines to do things

- DEFINITIONS** B. Match the two parts of each definition.

- | | | |
|---------------------------------------|---|-------------------------------|
| 1. If you move at high speed , | • | • a. you hit it. |
| 2. If you knock something, | • | • b. you go very fast. |
| 3. If you pass a place, | • | • c. you learn more about it. |
| 4. When you explore a place, | • | • d. you do not stop there. |

- WORD USAGE** C. The past tense of the verb **pass** (*passed*) is sometimes confused with the preposition *past*. Complete the sentences by circling the correct words.

1. Scientists saw a large asteroid moving *past* / *passed* Earth.
2. I *passed* / *past* by the supermarket on my way home, so I bought some bread.
3. My friend just walked *passed* / *past* me and didn't stop to chat.
4. 'Oumuamua reached its top speed as it *past* / *passed* the sun.

BEFORE YOU READ

PREVIEWING A. Look at the picture and read the caption. Who wrote the story of Atlantis? What happened to the island?

SCANNING B. Quickly scan the passage on the next page. Remember that names of people and places usually start with capital letters.

Review this
reading skill
in Unit 1A

1. What names of people can you find? Underline them.

2. What names of places are mentioned? Circle them.



THE LOST CITY OF ATLANTIS

✓ Long ago, the Greek writer Plato wrote about Atlantis—an island that disappeared into the sea.



- A Most people have heard the story of the **lost** city of Atlantis. But is any part of the story true?
- B Over two thousand years ago, the Greek writer Plato wrote about Atlantis, an island in the Atlantic Ocean. The island's people were very rich. They built a big city with many great buildings. But the people became greedy—they had many things, but they still wanted more. So the gods became angry. Earthquakes¹ and large waves began to **strike** the island. **Finally**, Atlantis **sank** into the sea.
- C Many explorers have looked for Atlantis. In 2004, explorer Robert Sarmast **reported** finding the remains² of a city under the sea near Cyprus. However, Sarmast and other scientists later realized the structures he found under the sea were **natural**, not man-made. Mark Adams, author of the 2016 book *Meet Me in Atlantis* believes the city was in Morocco. Plato wrote about red and black stone circles around the city. Adams found similar red and black stones in the desert there, very near the Atlantic Ocean.
- D Most people, however, think Atlantis is simply a story. The **purpose** of the story may be to teach people not to be greedy. Richard Ellis also wrote a book about Atlantis in 1999. He says “there is not a **piece** of solid evidence”³ for a real Atlantis.
- E So was the island real or not? We only know one thing: The mystery of Atlantis will be with us for a long time.

¹ An **earthquake** is the shaking of the ground caused by movement of the Earth.

² The **remains** of something are the parts that are left after most of it is gone.

³ **Evidence** is anything that makes you believe that something is true.

READING COMPREHENSION

A. Choose the best answer for each question.

GIST

1. What could be another title for the reading?
 - a. Atlantis Sinks
 - b. Is Atlantis Real?
 - c. I Found Atlantis!

SEQUENCE

2. What happened after Robert Sarmast said he found Atlantis?
 - a. He wrote a book about his findings.
 - b. Richard Ellis said that Atlantis was not real.
 - c. He found out the structures were not man-made.

MAIN IDEA

3. What is the main idea of paragraph C?
 - a. Scientists believe Atlantis is just a story.
 - b. Explorers found a city under the sea near Morocco.
 - c. People have looked for Atlantis, but no one has found it.

DETAIL

4. Why does Mark Adams believe Atlantis could be in Morocco?
 - a. He discovered the remains of houses in the ocean there.
 - b. He found colored stones similar to ones described by Plato.
 - c. He found a map that showed Atlantis's location in the Atlantic Ocean.

PARAPHRASING

5. In paragraph D, which sentence is closest in meaning to *"there is not a piece of solid evidence" for a real Atlantis?*
 - a. There is only one reason to believe the Atlantis story is true.
 - b. The story of Atlantis is made up of many small pieces.
 - c. There is nothing to make us believe the Atlantis story is true.



^ The story of Atlantis was first written down in Plato's *Dialogues* in 360 B.C.

SCANNING

Review this reading skill in Unit 1A

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? _____

Skimming

You skim when you look quickly at the whole reading to see what it is about. You do not read every word. Instead, look at the title, headings, photos, and captions. Read the first line of each paragraph, and quickly read the conclusion.

SKIMMING OR SCANNING

A. Look at these reasons for reading. For each reason, should you skim or scan? Check (✓) the correct boxes.

1. to see if a story is funny or serious
2. to find the names of countries mentioned
3. to find a quote (" ") by a scientist
4. to see how the author feels about a topic

Skim	Scan
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B. Quickly skim the passage below. What is it mainly about? Circle the correct option.

- a. A diver who found Atlantis in the Pacific Ocean
- b. A scientist who believes he has found a lost land near Japan
- c. A strange structure that was found in a Japanese city

The Lost Continent in the Pacific Ocean

People believe that thousands of years ago the lost continent of Mu sank because of an earthquake. Today, no one knows if there really was a place called Mu, or where it was.

However, Professor Masaaki Kimura thinks he knows where the remains of Mu are. He believes they are near the Yonaguni Islands of Japan. Kimura thinks the strange structures he has found were made by people. Some other researchers don't think so. No one is sure, but the research continues.



▲ A diver explores the strange steplike structures in the waters near the Yonaguni Islands.

CRITICAL THINKING Synthesizing Information

Which mystery do you think will be more difficult to solve: Atlantis or 'Oumuamua? Why? Note your ideas below. Then discuss with a partner.

VOCABULARY PRACTICE

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

Some people believe the Greek island of Santorini is the likely location for the **lost** city of Atlantis. The two are similar in several ways.

Plato described Atlantis as being in the shape of a circle. In the past, Santorini was also circular. However, the island was **struck** by earthquakes and nearly destroyed by a volcano, causing parts of the island to **sink**. There were also people living in cities on Santorini for thousands of years.



^ The Greek island of Santorini viewed from above

There are, however, important differences. First of all, the dates in Plato's writing do not match with events on Santorini. Plato also said Atlantis was in the Atlantic Ocean, but Santorini is in the Mediterranean Sea. And **finally**, the sizes of the two islands are very different. Atlantis was described as very large, but Santorini is small.

1. _____: lastly, in the end
2. _____: unable to be found
3. _____: suddenly hit
4. _____: to move slowly downwards, often in water.

COMPLETION B. Complete the sentences. Circle the correct options.

1. Something **natural** is *made* / *not made* by humans.
2. A **piece** of something is *all* / *part* of it.
3. To find out the **purpose** of something, you should ask "*Where?*" / "*Why?*"
4. When you **report** something, you *don't tell* / *tell* others about it.

WORD FORMS C. Many verbs, such as **sink** and **strike**, have irregular past forms. Complete the sentences using the words in the box.

sink sank strike struck

1. Last night, large waves _____ the side of the ship.
2. If you drop coins in water, they _____.
3. Earthquakes often _____ in countries along the Pacific.
4. Sadly, their small boat _____ in the storm.

✓ Europa, one of Jupiter's many moons



MOON MYSTERY

BEFORE YOU WATCH

PREVIEWING A. Read the information. The words in **bold** appear in the video. Complete the definitions with the correct form of each word.

For many years, scientists have searched for life in space. Spacecrafts have been sent to every planet in the solar system, and robots have landed on the **surfaces** of Mars and Venus. So far, nothing has been found. Many believe, however, that the best places to look for life might not be planets at all. Europa—one of Jupiter's many moons—is thought to have **conditions** where life may **exist**. Whether it does or not remains a mystery for now.

1. If something _____, it stays alive.
2. The _____ of something is the outside part of it.
3. The _____ of a place include things like its temperature or weather.

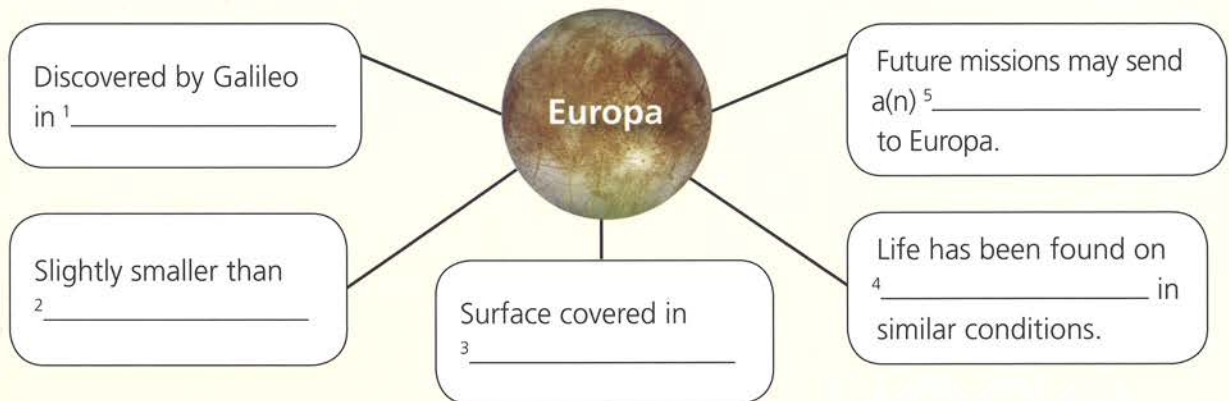
DISCUSSION B. Why do you think scientists believe there might be life on Europa? What conditions might exist there? Note your ideas. Then discuss with a partner.

WHILE YOU WATCH

GIST A. Watch the video. Why do scientists believe Europa is a good place to look for life? Choose the correct answer.

- a. ☐ It may have an ocean beneath its surface.
- b. ☐ Its surface temperature is similar to Earth's.
- c. ☐ It is a similar size to Earth's moon.

DETAILS B. Watch the video again. Complete the notes.



CRITICAL THINKING Applying Ideas

Consider what you know about the conditions on Europa.

If scientists do find life there, what do you think it will look like? Note your ideas or draw a picture. Explain your ideas to a partner.



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"/> explore | <input type="checkbox"/> knock | <input type="checkbox"/> maybe | <input type="checkbox"/> pass |
| <input type="checkbox"/> speed | <input type="checkbox"/> strange | <input type="checkbox"/> technology* | <input type="checkbox"/> thin |

Reading B

- | | | | |
|-----------------------------------|---------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> finally* | <input type="checkbox"/> lost | <input type="checkbox"/> natural | <input type="checkbox"/> piece |
| <input type="checkbox"/> purpose | <input type="checkbox"/> report | <input type="checkbox"/> sink | <input type="checkbox"/> strike |

* Academic Word List

EATING EXTREMES

2



Cooks prepare a 2-kilometer-long pizza as part of a world record attempt in Naples, Italy.

WARM UP

Discuss these questions with a partner.

1. Have you ever eaten any unusual food?
2. What's the hottest (spiciest) food you've ever eaten?

2A

Nathan's
SINCE 1916
FAMOUS

Nathan's
SINCE 1916
FAMOUS

- ✓ The Nathan's Famous Hot Dog Eating Contest is held every year on the Fourth of July in New York, United States.

Nathan's
SINCE 1916
FAMOUS



BEFORE YOU READ

PREVIEWING A. Look at the photo and read the caption. What kind of competition is it? Where and when does it take place?

PREDICTING B. How many hot dogs do you think one person can eat in 10 minutes? Discuss your ideas with a partner. Scan the passage on pages 23–24 to check your ideas.



THE WORLD OF SPEED EATING

- A Competitive eating—or speed eating—is **exactly** what its name suggests. Contestants¹ eat as much as they can, usually within a time limit. Eating competitions can involve **various** foods—pizza, pies, ice cream, chili peppers. They can also offer large prizes to the winners.

The Biggest Competition

- B The world's largest competitive eating event is Nathan's Famous Hot Dog Eating Contest. The event is held every Fourth of July in Brooklyn, New York. According to legend,² this tradition began over a hundred years ago. Four immigrants³ were **arguing** about who loved their new country the most. Finally, they **worked out** a way to decide. They would see who could eat the most of a famous American food—the hot dog. James Mullen, an Irish immigrant, won by eating 13 hot dogs in 12 minutes. Nathan's Fourth of July **tradition** was born.

¹ A **contestant** is someone who takes part in a competition.

² A **legend** is a traditional story that may or may not be true.

³ An **immigrant** is someone who has left one country to live in another.

Eating Champions

- C The current champion* of the contest is Joey Chestnut. Chestnut—an American—also holds the world **record** for hot dog eating—74 in less than 10 minutes. That's just over 8 seconds per hot dog. For many years, the Nathan's Contest champion was Takeru Kobayashi from Japan. He is smaller and lighter than Chestnut, and doesn't look like an eating champion. However, he holds many world records for eating different types of food.

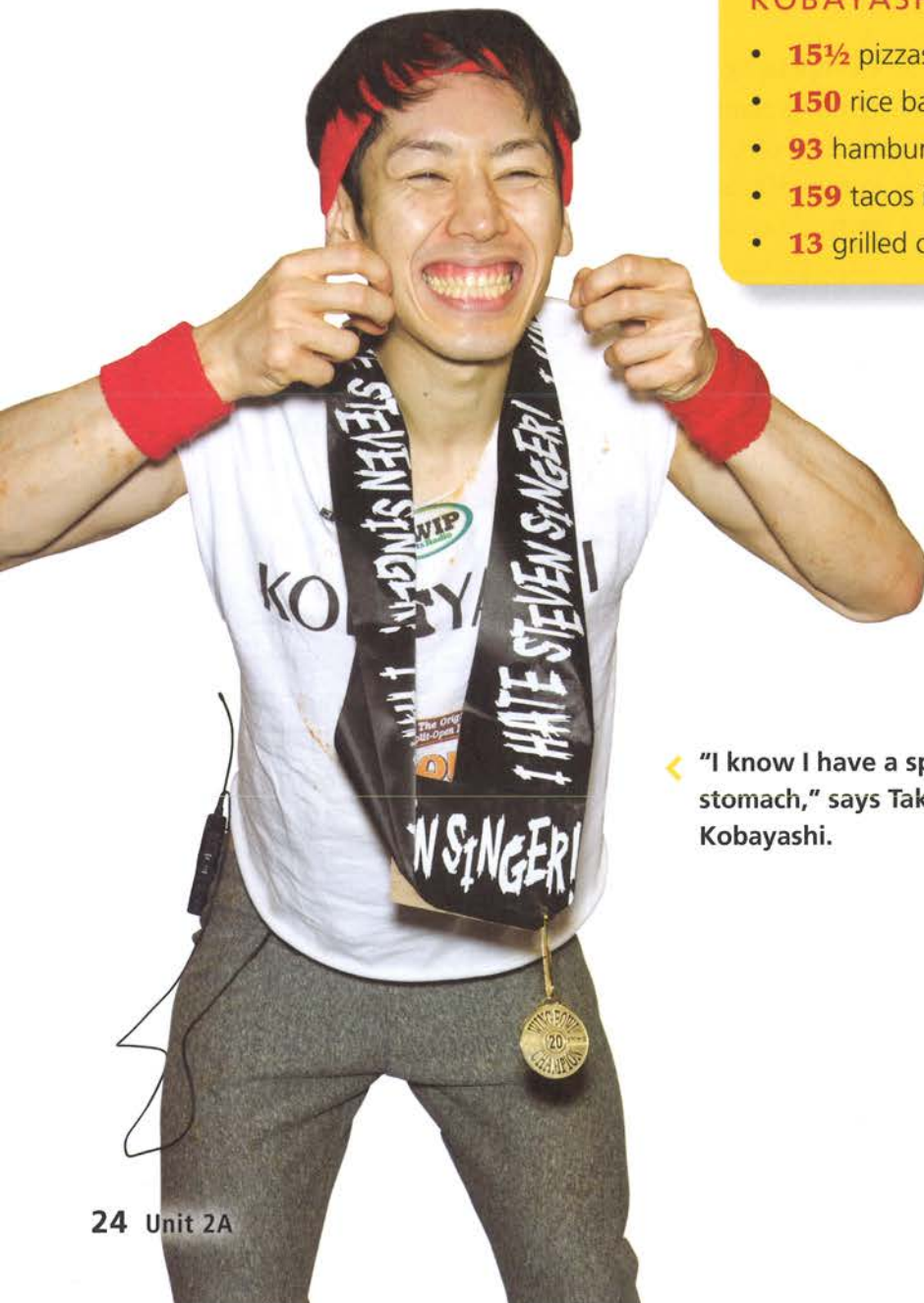
Bad Taste or Just Sport?

- D Not everybody thinks competitive eating is a good thing. It can be **unhealthy** for the contestants, and many people in the world are going hungry. Kobayashi first won the event in 2001 when he was 23 years old. So are eating competitions in bad taste? For competitive eaters, it's a sport like any other. As Kobayashi says, "Food fighters ... think of themselves as **athletes**."

* as of 2018

KOBAYASHI'S WORLD RECORDS

- **15½** pizzas in **12** minutes
- **150** rice balls in **30** minutes
- **93** hamburgers in **8** minutes
- **159** tacos in **10** minutes
- **13** grilled cheese sandwiches in **1** minute



◀ "I know I have a special stomach," says Takeru Kobayashi.

READING COMPREHENSION

A. Choose the best answer for each question.

GIST

1. What is the reading mainly about?
 - a. the history of hot dogs in the United States
 - b. the career of a famous competitive eater
 - c. eating competitions and the people who take part

PURPOSE

2. What is the purpose of paragraph B?
 - a. to give details about a famous competitive eating event
 - b. to explain how competitive eaters can eat so quickly
 - c. to describe the dangers of competitive eating

DETAIL

3. What is NOT true about Joey Chestnut?
 - a. He is smaller than Takeru Kobayashi.
 - b. He has won Nathan's Famous Hot Dog Eating Contest.
 - c. He broke the world record for hot dog eating.

PARAPHRASING

4. In paragraph D, which word could replace *in bad taste*?
 - a. wrong
 - b. dangerous
 - c. exciting

INFERENCE

5. Which of the following would Takeru Kobayashi most likely say?
 - a. "Competitive eating is just a fun hobby for me. Winning isn't important."
 - b. "I see competitive eating as a sport, and I always try my best."
 - c. "Eating so much food is unhealthy. Eating competitions should be stopped."



▲ Joey Chestnut is one of the world's most successful speed eaters.

SCANNING

Review this reading skill in Unit 1A

- B. Scan the passage for the names in the box. Match each person (a–c) with the sentence that describes them. Each person may be used more than once.

a. James Mullen

b. Joey Chestnut

c. Takeru Kobayashi

1. ____ helped start the tradition of hot dog eating contests.
2. ____ won the 2018 Nathan's Famous Hot Dog Eating Contest.
3. ____ was born in Ireland.
4. ____ holds a record for eating hamburgers.

Identifying the Parts of a Passage

A reading passage can have several parts. Look at every part to get a complete understanding of the passage. This is very useful when previewing a passage or predicting what it contains.

The title is a kind of **heading**. It tells you what the whole text is about.

Subheadings above **paragraphs** tell you what they are about.

Footnotes give definitions of difficult vocabulary.

Maps show you where in the world a place is.

Captions explain the pictures.

Sidebars give additional information about the topic.

Photos and illustrations show information visually.

IDENTIFYING A. Look back at Reading A. Which parts of a passage are used there? Check (✓) the parts you can find.

- | | | | |
|--|------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> a title | <input type="checkbox"/> photos | <input type="checkbox"/> subheadings | <input type="checkbox"/> a map |
| <input type="checkbox"/> illustrations | <input type="checkbox"/> a sidebar | <input type="checkbox"/> captions | <input type="checkbox"/> footnotes |

SCANNING B. Look back at the reading again. Answer the questions below.

- What is the title of the reading? _____
- How many paragraphs are there in the main text? _____
- Does every photo have a caption? _____
- How many footnotes are there? _____
- Whose records are in the sidebar? _____

CRITICAL THINKING Justifying Opinions

Discuss with a partner. The author asks if some eating contests are "in bad taste." What do you think? Would you ever enter one?

VOCABULARY PRACTICE

DEFINITIONS A. Complete the information. Circle the correct options.

1. An example of an **athlete** is a *singer* / *soccer player*.
2. People sometimes **argue** when they *agree* / *disagree* about something.
3. When you **work out** something, you *find the answer* / *tell a story*.
4. If something is **unhealthy**, it is *bad* / *good* for you.

COMPLETION B. Complete the information using the words in the box. Two words are extra.

argue athlete exactly records tradition various

Every year, the small Czech town of Vizovice holds a festival to celebrate the plums grown in the area. The festival has a long ¹_____, recently celebrating its 50th year. One of its most popular events is a plum dumpling eating contest.

In 2017, American Patrick Bertoletti won the contest. He ate ²_____ 198 dumplings in one hour. Bertoletti has held ³_____ other world ⁴_____ in speed eating. He won the 2015 Wing Bowl when he ate an amazing 444 chicken wings in just 26 minutes.



▲ Patrick Bertoletti shows off his Wing Bowl championship ring after winning the 2015 event.

COLLOCATIONS C. The prepositions in the box can be used with the verb **argue**. Complete the sentences using the correct prepositions.

about for with

1. The people in the eating contest argued _____ the rules.
2. The customer argued _____ the server because his food came out cold.
3. The kitchen workers argued _____ more money because they make very little.

2B

HOT

Carolina Reaper
1.5–2 million SHU

Trinidad Moruga Scorpion
1,463,700 SHU

Naga Jolokia 1,041,427 SHU

Dorset Naga 923,000 SHU

Tabasco 190,542 SHU

Thai Chili 60,000 SHU

Jalapeño 5,500 SHU

MILD Sweet Bell Pepper 0 SHU



Scientists use Scoville heat units (SHU) to rate a chili pepper's "heat" level.

BEFORE YOU READ

TRUE OR FALSE A. Look at the information above. Is each sentence below true or false? Circle T (true) or F (false).

- | | | |
|---|---|---|
| 1. The Trinidad Moruga Scorpion is hotter than the Dorset Naga. | T | F |
| 2. A chili pepper that measures 5,000 SHU is very hot. | T | F |
| 3. Tabasco peppers are hotter than jalapeños. | T | F |
| 4. Sweet bell peppers have a very high SHU level. | T | F |

SCANNING

Review this reading skill in Unit 1A

B. In Assam, India, a woman named Anandita Dutta Tamuly likes to eat very hot chilies. Quickly scan the passage on the next page. Which of the chilies above is she famous for eating?

THE HOTTEST CHILIES

- A You may have experienced the feeling. Your mouth feels like it's on fire. Your eyes start to water. You just ate one of nature's hottest foods—the chili pepper!
- B Chili peppers, also called chilies, are found in **dishes** around the world. They are in dishes like Indian curries, Thai tom yum soup, and Mexican enchiladas. Chilies come from the capsicum **plant**. They are “hot” because they **contain** something called *capsaicin*.
- C Capsaicin is very good for your **health**. It helps you **breathe** better, and it may even help keep you **fit**. Capsaicin makes you feel less **hungry**. It also makes your body burn more calories.¹
- D We can measure the heat of chilies in units called Scoville heat units (SHU). The world's hottest chili is the Carolina Reaper. It sometimes measures up to 2 million SHU!
- E Eating a hot chili can be **painful**, but some people love to eat them. Anandita Dutta Tamuly, a woman from Assam, India, became famous for eating chilies. She ate 51 hot peppers in just two minutes! The peppers were Naga Jolokia (“ghost peppers”). They grow in Assam and are the third-hottest chilies in the world.
- F “I found eating chilies was a great way to stay healthy,” says Tamuly. She began eating chilies when she was a child. She eats chilies when she is sick, too. “Every time I have a cold or flu, I just eat some chilies and I feel better. To be honest, I barely notice them now.”

¹ **Calories** are units used to measure the energy value of food.



^ Anandita Dutta Tamuly eats a tray full of Naga Jolokia, or “ghost peppers.”

READING COMPREHENSION

A. Choose the best answer for each question.

GIST

1. What is the reading mainly about?
 - a. how to eat very hot chili peppers
 - b. facts about hot chili peppers
 - c. ideas for cooking using chili peppers

PURPOSE

2. What is the purpose of paragraph C?
 - a. to explain why eating chilies is painful
 - b. to show the effect of chilies on the mind
 - c. to explain how chilies are good for you

DETAIL

3. How is capsaicin good for your health?
 - a. It helps you breathe better.
 - b. It makes you feel happier.
 - c. It makes you feel hungrier.

DETAIL

4. Which of the following is NOT true about Anandita Dutta Tamuly?
 - a. She is famous for eating Carolina Reaper chilies.
 - b. She often eats chilies when she feels sick.
 - c. She started eating chilies when she was a child.

PARAPHRASING

5. In paragraph F, the phrase *I barely notice them* can be replaced with _____.
 - a. I usually don't eat hot chilies anymore.
 - b. I feel the heat of the chilies even more.
 - c. I almost don't feel the heat of the chilies.



Many types of chilies turn from green to red as they grow.

MATCHING

B. Look back at the information in Reading B. Match each pepper (a–d) with the correct description.

- | | | | |
|----------------------|-----------------|------------|--------------------|
| a. Sweet Bell Pepper | b. Naga Jolokia | c. Tabasco | d. Carolina Reaper |
|----------------------|-----------------|------------|--------------------|

1. _____ is the hottest chili in the world.
2. _____ is around 3 times the SHU of Thai Chili.
3. _____ is not as hot as jalapeño.
4. _____ is also known as "ghost pepper."

Pronoun Reference

Pronouns are words such as *he, she, it, they,* and *them*, and usually refer to a noun earlier in a passage. To understand a passage, it is important to know what each pronoun refers to.

Sara bought chilies. **She** put **them** in my favorite curry. **It** was too hot to eat!

REFERENCE A. In each sentence, draw an arrow from the pronoun in **bold** to the word it refers to, as in the examples above.

1. The jalapeño is a popular chili from Mexico. **It** takes its name from Jalapa, in Veracruz.
2. My brother and sister asked my mother not to put chilies in the food **she** made.
3. Chilies have been eaten in the Americas for thousands of years. Nowadays, **they** are popular all around the world.
4. Indians put chili peppers in many of their dishes. They often add **them** to curries.



REFERENCE B. Look back at Reading B. Find the following sentences in the passage. Write the word each pronoun in **bold** refers to.

- | | |
|--|--------------|
| 1. Your mouth feels like it's on fire. (paragraph A) | it = _____ |
| 2. It helps you breathe better. (paragraph C) | It = _____ |
| 3. She began eating chilies when she was a child. (paragraph F) | she = _____ |
| 4. To be honest, I barely notice them now. (paragraph F) | them = _____ |

^ People in the Americas were eating chilies as early as 7500 B.C.

CRITICAL THINKING Applying Ideas

- Work with a partner. Think of four famous spicy foods. List them below.

- Now rank the foods in your list from 1–4 (1 = the hottest).

VOCABULARY PRACTICE

COMPLETION A. Complete the information using the words in the box.

contains dishes health painful plants

They may not look tasty, but some types of cactus ¹_____ can be eaten and are very good for your ²_____. In Mexico, *nopalitos*—young stems of the cactus—have been eaten for hundreds of years.

Eating cactus has recently become more popular outside of Mexico. There are many tasty ³_____ that use cactus stems. Here is one way to cook them.

- Clean and cut up the stems. Don't cut yourself on the sharp parts of the plant! That can be ⁴_____.
- Next, heat some oil in a pan and add the cactus. Then add some salt and cover the pan.
- The cactus ⁵_____ a strange liquid. Cook the cactus until all the liquid comes out and dries up. Then enjoy!



^ A man cuts and cleans cactus stems in a Mexican market.

DEFINITIONS B. Match each word in **red** with its definition.

- | | | |
|-------------------|---|--|
| 1. plant | • | • a. healthy and strong |
| 2. hungry | • | • b. needing food |
| 3. breathe | • | • c. a living thing that usually grows in the ground |
| 4. fit | • | • d. to take air in and out |

COLLOCATIONS C. The words in the box are often used with the adjective **painful**. Complete the sentences using the correct words.

cut lesson memory

1. Looking at the old photo brought back a painful _____.
2. The chef's knife slipped, so he got a painful _____ on his hand.
3. Failing my first exam was a painful _____. I'll study harder for the next one.

SCIENCE OF TASTE

^ A tea buyer tastes a selection of teas.

BEFORE YOU WATCH

PREVIEWING A. Read the information. The words in **bold** appear in the video. Match each word with the type of food it describes.

- | | |
|--------------------|---------------------|
| 1. sweet • | • a. potato chips |
| 2. salty • | • b. candy |
| 3. sour • | • c. dark chocolate |
| 4. bitter • | • d. lime |

PREVIEWING B. Work with a partner. List three more foods for each category in activity A.

WHILE YOU WATCH

- GIST A.** Watch the video. What senses do we use when we taste food? Note your answers below.

- DETAILS B.** Watch the video again. Complete the sentences with the words and phrases (a–d) in the box. Each option can be used more than once.

a. more bitter b. saltier c. more sour d. sweeter

1. Red food tastes ____.
2. Green food tastes ____.
3. Black food tastes ____.
4. White food tastes ____.
5. Food on a round plate tastes ____.
6. Food on a square plate tastes ____.

CRITICAL THINKING Applying Ideas

Imagine you are the owner of a restaurant. You want to serve healthier food, but you still want it to taste good. What ideas from the video might help you do this? Note your ideas below. Then discuss with a partner.

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"/> argue | <input type="checkbox"/> athlete | <input type="checkbox"/> exactly | <input type="checkbox"/> record |
| <input type="checkbox"/> tradition* | <input type="checkbox"/> unhealthy | <input type="checkbox"/> various | <input type="checkbox"/> work out |

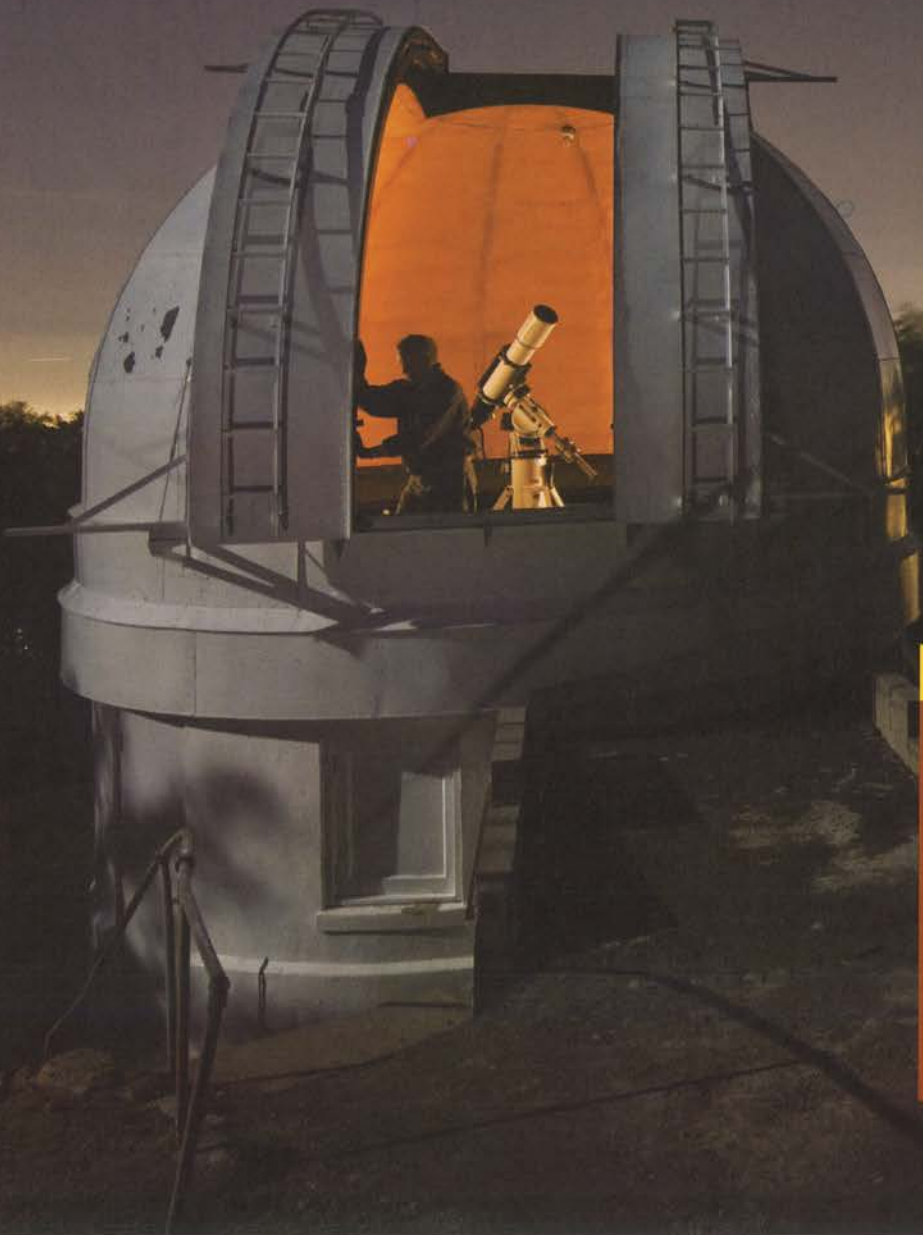
Reading B

- | | | | |
|----------------------------------|----------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> breathe | <input type="checkbox"/> contain | <input type="checkbox"/> dish | <input type="checkbox"/> fit |
| <input type="checkbox"/> health | <input type="checkbox"/> hungry | <input type="checkbox"/> painful | <input type="checkbox"/> plant |

* Academic Word List

COOL JOBS

An astronomer prepares for work at the Mount Wilson Observatory, United States.



WARM UP

Discuss these questions with a partner.

1. Look at the photo and read the caption. What is the person's job?
2. Do you think this job is interesting? Why or why not?

3A

Nora Shawki achieved her lifelong goal of becoming an **archeologist**, but there were **challenges** along the way.

BEFORE YOU READ

DEFINITIONS A. Look at the photo and read the caption. Match each word in **bold** with its definition.

- | | |
|-------------------|---|
| 1. archeologist • | • a. something you hope to achieve |
| 2. challenge • | • b. a difficult situation |
| 3. goal • | • c. a person who finds and studies objects from the past |

SKIMMING B. What challenges do you think Nora Shawki might have faced in her career? Discuss your ideas with a partner. Then skim the passage to see which of your ideas are mentioned.



DIGGING FOR THE PAST

by Nora Shawki

- A When I was in third grade, I watched a video that recreated the discovery of King Tutankhamen's tomb. I remember Howard Carter¹ peering through a narrow hole in the tomb with a candle. A workman asked what he could see: "Wonderful things!" Carter said. From that moment, I knew what I wanted to do with my life.
- B Today, I'm **lucky** to work as an archeologist. I study the lives of people who lived in Egypt's Nile Delta. It's exciting work. Sometimes you find something that was buried three thousand years ago. Holding a piece of **history** is an **amazing** feeling.
- C So I **decided** what I wanted to be at the age of nine, and I made it happen. Seems easy, right? Not quite! The road wasn't easy. I did my studies—university, then a PhD. But along the way I was told many things: I was too young, I wasn't qualified, I should **get married** and have kids. I also needed money, so I applied for six grants.² The first five replies I got said *no*. Six months later, the last reply came: This time it was *yes*. Finally, I could start my own excavation.³
- D For anyone thinking about a **career**, I would say: Never give up. If you want to do something, keep trying. If people tell you *no*, use that—it will push you. At the beginning, it **hurts**. But the next *no* hurts a little less. It makes you stronger and actually helps you.
- E Second, focus on your goals. And I stress *yours*. You don't have to **follow** other people. If they say something has never been done, make it happen. You may be the first to do it! There are always challenges, but you overcome them in the end.

¹ **Howard Carter** was a British archeologist who became famous for discovering the tomb of Tutankhamen in 1922.

² A **grant** is money given by a government or organization for a special project.

³ An **excavation** involves removing earth to search for very old objects buried in the ground.

READING COMPREHENSION

A. Choose the best answer for each question.

GIST

1. What could be another title for the reading?

- a. Following a Childhood Dream
- b. A Day in the Life of an Archeologist
- c. The Nile Delta's Hidden Treasures

PURPOSE

2. What is the purpose of paragraph A?

- a. to explain the challenges Shawki faced at school
- b. to describe what was found inside Tutankhamen's tomb
- c. to explain how Shawki became interested in archeology

SEQUENCE

3. Which of the following happened first?

- a. Shawki applied for a grant.
- b. Shawki went to university.
- c. Shawki decided to be an archeologist.

DETAIL

4. Which of the following is NOT given as a challenge Shawki faced?

- a. Others didn't agree with her career choice.
- b. She needed to take care of her family.
- c. It was difficult to get money for excavations.

VOCABULARY

5. In paragraph E, what does *stress* mean?

- a. a feeling you have when your life is difficult
- b. to make it clear that something is important
- c. to introduce a new idea or opinion

MATCHING HEADINGS

B. Match each paragraph with a suitable heading.

- | | |
|------------------|----------------------------|
| 1. Paragraph B • | • a. Be the First |
| 2. Paragraph C • | • b. Stay Positive |
| 3. Paragraph D • | • c. A Dream Come True |
| 4. Paragraph E • | • d. Overcoming Challenges |

➤ Many discoveries have been made in Egypt's Nile Delta, such as the Temple of Amun in Tanis.



Dealing with New Vocabulary (1)—Using a Dictionary

When you look up a new word in a dictionary, there is often more than one definition. To find the correct definition, first identify its part of speech (e.g., noun, verb, adjective, adverb). Then look at the other words in the sentence to help you find the correct definition.

MATCHING A. Identify the part of speech of the word **past** in each sentence below. Then match each sentence to the correct definition.

- | | | |
|--|---|------------------------------------|
| 1. Archeologists study the past . | • | • a. (adj) previous |
| 2. They drove past the museum. | • | • b. (prep) after a certain time |
| 3. I was away this past weekend. | • | • c. (prep) beyond a certain place |
| 4. It's 20 minutes past six. | • | • d. (n) the time before now |

COMPLETION B. Circle the part of speech for each underlined word. Then look up the word in a dictionary, and write down its definition.

- I study the lives of people who lived in Egypt's Nile Delta. (paragraph B)
part of speech: **noun / verb**
definition: _____
- I did my studies. (paragraph C)
part of speech: **noun / verb**
definition: _____
- The first five replies I got said *no*. (paragraph C)
part of speech: **noun / verb**
definition: _____
- Second, focus on your goals. (paragraph E)
part of speech: **noun / verb**
definition: _____

CRITICAL THINKING Evaluating Advice

► Rate each piece of career advice below 1–5 (5 = great advice, 1 = bad advice).

- Don't worry about money. Choose a job you love. _____
- It's important to get a job at a big company. _____
- Don't listen to other people. Only your opinion matters. _____
- Qualifications aren't important if you have talent. _____
- The best way to be successful is to start your own business. _____
- Dream jobs rarely happen. Aim for something more realistic. _____

► Compare your answers with a partner and explain your reasons.

VOCABULARY PRACTICE

COMPLETION A. Complete the information using the words in the box.

career decide follow history lucky

Do you love ¹_____? If so, there are some interesting ²_____ paths that you can ³_____. Some people work as archeologists or historians. Others might ⁴_____ 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 ⁵_____ enough to speak to a living historian can ask them questions about life at that time.



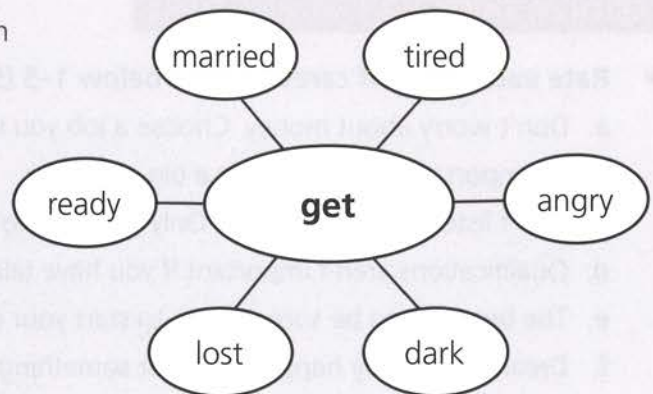
▲ A living historian wears 18th-century clothing in Virginia, United States.

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

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

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

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



BEFORE YOU READ

DISCUSSION A. Look at the photo and read the caption. Then discuss these questions with a partner.

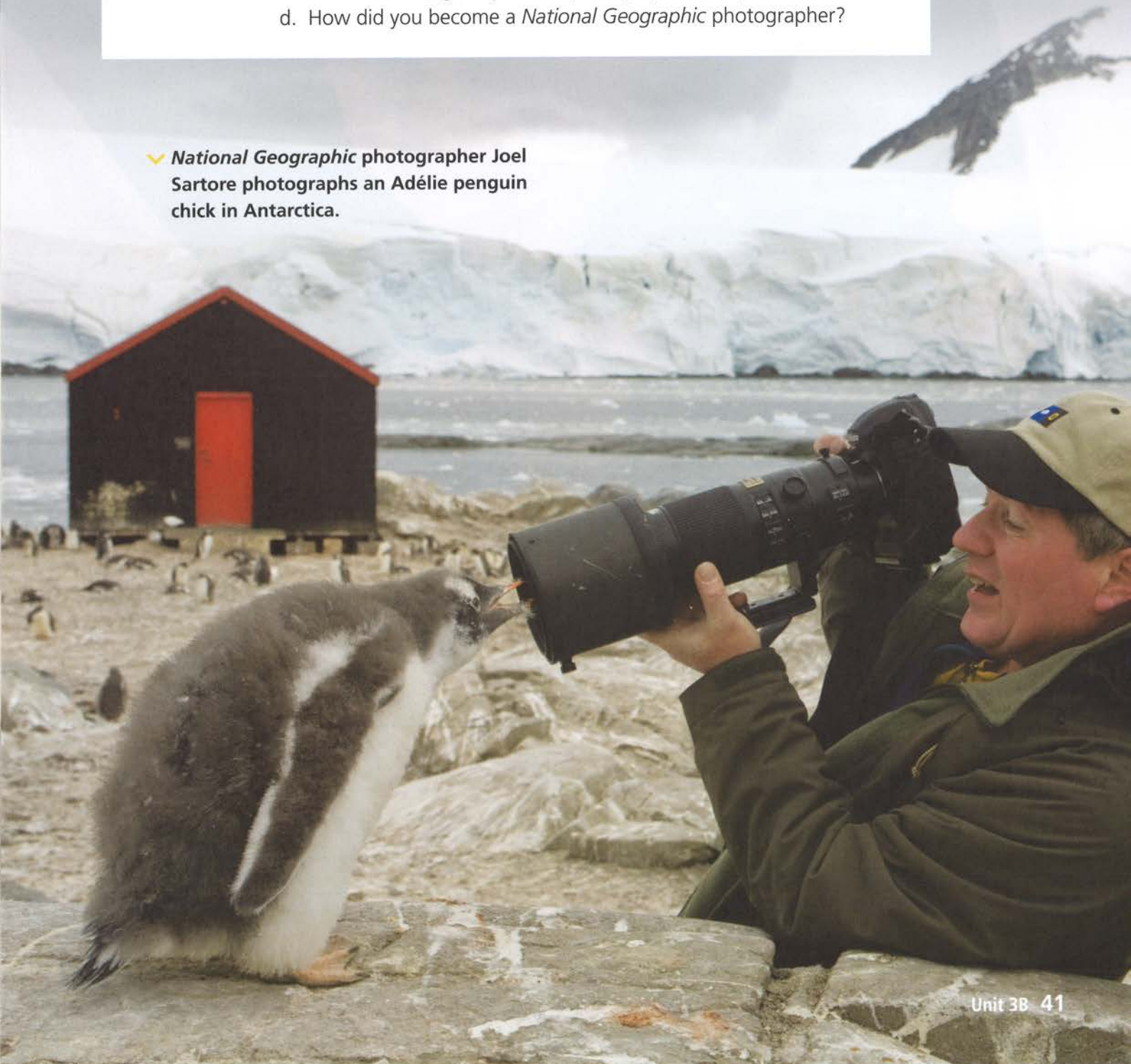
1. What kinds of things do you usually take photos of?
2. Do you think a photographer's job is easy?

SKIMMING B. Skim the interview on pages 42–43. Then write each interview question (a–d) above its answer in the passage.

Review this
reading skill
in Unit 1B

- a. I want to be a photographer. Do you have any advice for me?
- b. What kind of photographers is *National Geographic* looking for?
- c. Is it difficult to get a job as a photographer today?
- d. How did you become a *National Geographic* photographer?

✓ *National Geographic* photographer Joel Sartore photographs an Adélie penguin chick in Antarctica.





^ Joel Sartore prepares to take a photo of a frill-necked lizard.



GETTING THE SHOT

An interview with Joel Sartore

A *Joel Sartore is a writer, teacher, and photographer. His words—and beautiful images—show his love of photography and of the natural world. He was National Geographic’s 2018 Explorer of the Year.*

Question 1: _____

B My first job was for a newspaper. After a few years there, I met a *National Geographic* photographer. He liked my photos and said I should send some to the magazine. So I did. That led to a one-day job. And that led to a nine-day job, and so on.

Question 2: _____

C To get into *National Geographic*, you have to give them something they don’t have. It’s not **enough** just to be a great photographer. You also have to be a scientist, for example, or be able to dive under sea ice, or **spend** maybe **several** days in a tree.

Question 3: _____

D It’s now more difficult to work for magazines. Technology makes it easy to take good pictures, which means there are more photos and photographers. Also, the Web is full of photos from all around the world that are **free**, or **cost** very little. These photos are often good enough to be put in books and magazines that once **paid** for photographers and their photos.

Question 4: _____

E Advice? Well, work hard. Be passionate¹ about every **project** you work on. Take lots of pictures in different **situations**. Look at others’ photos thoughtfully and learn from them. And be curious² about life. There’s something to photograph everywhere.

F But be a photographer for the right reasons. If you do it for the money, you probably won’t really be happy. Do you want to make the world a better place, or make people see things in a different way? If so, you’ll enjoy the work much more.

¹ A **passionate** person has very strong feelings about something.

² If you are **curious** about something, you want to know more about it.

READING COMPREHENSION

A. Choose the best answer for each question.

VOCABULARY

1. In the title "Getting the Shot," what does the word *shot* mean?
- a. job b. photo c. magazine

DETAIL

2. Which of the following sentences about Joel Sartore is NOT true?
- a. His first job was with *National Geographic*.
b. He once worked for a newspaper.
c. He is also a writer.

MAIN IDEA

3. What was Sartore's main point in his answer to Question 3?
- a. Photographers need to use more technology.
b. Putting your photos online can lead to other jobs.
c. It's not easy to get paid work as a photographer these days.

PARAPHRASING

4. In paragraph E, the sentence *There's something to photograph everywhere* is closest in meaning to ____
- a. With new technology, anyone can be a photographer.
b. Take more photos than you think you will need.
c. You can find interesting things in many different places.

MAIN IDEA

5. What is the main idea of paragraph F?
- a. You should try to see people in different ways.
b. If you work hard, you can make money as a photographer.
c. You should ask yourself why you want to be a photographer.



▲ In 2015, some of Sartore's photos were projected onto the Empire State Building, New York.

PRONOUN REFERENCE

Review this reading skill in Unit 2B

B. Look back at Reading B. What does each pronoun refer to? Circle the correct option.

1. **there** (paragraph B)

a. at the newspaper b. at the magazine
2. **some** (paragraph B)

a. Joel Sartore's photos b. *National Geographic's* photos
3. **them** (paragraph E)

a. different situations b. other people's photos
4. **it** (paragraph F)

a. become a photographer b. take a photograph

Understanding Suffixes

A suffix is one or more letters that can be added to the end of a word to make a new word. The suffix usually changes the word to a different form, such as from a noun to an adjective. Knowing some of the most common suffixes can help you guess the meaning of unfamiliar words as you read. Here are some examples with their usual meanings.

Suffix

-er / -or / -ist = person who does

-ful / -fully = full of

-al = relating to

Examples

painter, actor, guitarist

colorful, playful, playfully

musical, natural

SCANNING A. Look back at the first paragraph of Reading B. Find and circle four words with the suffix *-er*.

COMPLETION B. In each sentence from Reading B below, underline any words that contain a suffix from the box above. Then write a simple definition of each one.

1. His words—and beautiful images—show his love of photography and the natural world.

2. To get into *National Geographic*, you have to give them something they don't have.

3. Look at others' photos thoughtfully and learn from them.

DEFINITIONS C. Look back at Reading A, "Digging for the Past." Find and write a word that contains each suffix below. Then write a sentence with each word.

1. *-ful* (paragraph A) _____
2. *-ist* (paragraph B) _____

CRITICAL THINKING Personalizing

- Write three questions you would like to ask Joel Sartore.

1. _____?
2. _____?
3. _____?

- Compare with a partner. How do you think Sartore would answer your questions?

VOCABULARY PRACTICE

COMPLETION A. Complete the information using the words in the box.

enough project several situation spent

Stories Behind the Shots

Joel Sartore takes studio photos of animals as part of a ¹ _____ called the Photo Ark. The aim is to raise awareness of endangered species. Sartore usually takes ² _____ images of the same animal, but things don't always go according to plan.

Joel Sartore took this photo of an ocelot > at a zoo in the United States. He ³ _____ a lot of time with the animal, but getting the shot was not easy. "They hardly ever hold still," says Sartore. "So I really had to act quickly." Many animals will stand still only long ⁴ _____ to get food. After they eat, the photo shoot is over.



Behind this image is another great story. > At an aquarium, Sartore came across a very angry frog. While he tried to take a photo of it, it tried to bite him. He never thought he would be in a ⁵ _____ where he was afraid of a frog! "First time for everything," says Sartore.



DEFINITIONS B. Match the two parts of each definition.

- | | | |
|--|---|---|
| 1. When you pay for something, | • | • a. it is expensive. |
| 2. If something costs a lot of money, | • | • b. you don't need to give money for it. |
| 3. If something is free , | • | • c. you give money for it. |

WORD FORMS

C. The verbs **pay**, **cost**, and **spend** have irregular past tense forms. Write the past tense form of each verb in the chart below. Then complete the sentences using the correct words.

pay → _____ cost → _____ spend → _____

- I _____ in cash for my new camera.
- It doesn't _____ much to take a photography class.
- My parents _____ a lot of money on their new car.

> At Canine Assistants, dogs learn to be more than just pets.

RIGHT DOG FOR THE JOB

BEFORE YOU WATCH

PREVIEWING A. Read the information. The words in **bold** appear in the video. Match the correct form of each word with its definition.

Since 1991, Canine Assistants has **trained** over 1,500 dogs. These “super-dogs” learn more than just tricks. Once their **training** is complete, the dogs will be given to people who need help in their daily lives. These dogs have an important job to do and many things to learn. It is the animal **trainers’** job to teach them to do it.

1. _____ (v) to teach how to do a job
2. _____ (n) someone who teaches others how to do a job
3. _____ (n) the process of learning how to do a job

PREDICTING B. What do you think the dogs in the video learn to do? Check (✓) your ideas from the skills below.

- | | | |
|---|---|---|
| <input type="checkbox"/> pick up things | <input type="checkbox"/> call the police | <input type="checkbox"/> turn lights on |
| <input type="checkbox"/> run in a race | <input type="checkbox"/> open/close doors | <input type="checkbox"/> be comfortable with people |
| <input type="checkbox"/> find help | <input type="checkbox"/> drive a car | <input type="checkbox"/> swim |
| <input type="checkbox"/> buy groceries | <input type="checkbox"/> use a phone | <input type="checkbox"/> get along with other animals |

WHILE YOU WATCH

GIST A. Watch the video. Check your ideas in Before You Watch B.

DETAILS B. Watch the video again. Complete the sentences using the phrases in the box. One is extra.

- | | | |
|------------------------------|--------------------------------|----------------------------|
| a. are given food | b. are taken outside the camp | c. train in the puppy room |
| d. want to help their owners | e. find everything frightening | f. push a large button |

1. During training, the dogs _____ when they do something right.
2. According to Jennifer Arnold, it's important that the dogs _____.
3. Before they are 16 weeks old, the dogs _____.
4. At around 8 weeks old, the dogs _____.
5. They _____ to show there is nothing to be afraid of.

CRITICAL THINKING Synthesizing Information

Look at the jobs in the box below. Consider what you've learned in this unit about each one. Which job would you most like to have? Note your ideas and explain your reasons to a partner.

archeologist	living historian	wildlife photographer	dog trainer
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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"/> amazing | <input type="checkbox"/> career | <input type="checkbox"/> decide | <input type="checkbox"/> follow |
| <input type="checkbox"/> get married | <input type="checkbox"/> history | <input type="checkbox"/> hurt | <input type="checkbox"/> lucky |

Reading B

- | | | | |
|-----------------------------------|----------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> cost | <input type="checkbox"/> enough | <input type="checkbox"/> free | <input type="checkbox"/> pay |
| <input type="checkbox"/> project* | <input type="checkbox"/> several | <input type="checkbox"/> situation | <input type="checkbox"/> spend |

*Academic Word List

SHIPWRECKS

A diver investigates the wreck of a sailing boat off the coast of Egypt.

WARM UP

Discuss these questions with a partner.

1. Do you know about any famous shipwrecks?
2. What do you think happened to the ship in the photo?