

Reading Explorer

Level: Mixed (A2 – B1)	Reading Explorer, Foundation & 1
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Reading Explorer: This module was introduced as a response to student requests for more reading content in addition to the observation that a large proportion of students across all levels performed poorly in the reading components of the level-up tests. Reading Explorer from National Geographic provides highly relevant, interesting and current reading practice with clear reading subskill focuses. The content is also extremely engaging with rich and meaningful contexts on a variety of topics (e.g. travel, space travel, urban living, jobs, environmentalism, technological development, nature etc.), thus providing abundant opportunity for discussion and debate.

Learner outcomes:

- Preparing learners for academic success with visual, motivating content featuring real people, places and stories.
- Helping students to comprehend a variety of reading genres comparable with real world exposure to reading texts.
- Using real world stories to engage and inspire learners.
- Develops students' reading, academic and critical thinking skills
- Develops listening skills with authentic listening and video content, closely allied to topics.

Lesson Planning Expectations:

- Lesson outlines should be written and saved on the TopUp Drive in the designated folders.
 - All lesson outlines should have a clear and specific aim.
 - The skeleton procedure should indicate the scaffolding that will support students to successfully complete the final communicative tasks that will typically be the objective of these lessons.
 - Resources and materials used should be identified.
 - The main coursebook forms the foundation for this course, but adapting course content and supplementing with additional resources, especially authentic ones, is recommended, particularly in order to provide the communicative component that most students will expect.
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Main Coursebooks

Two coursebooks are used for this course.

The teacher interchanges the two books depending on the overall level of the class as well as having a wider variety of topic content from which to choose, depending on student interests.

- ❖ Reading Explorer 1, 3rd Edition, National Geographic Learning, A2-B1, 2020
- ❖ Reading Explorer Foundations, 3rd Edition, National Geographic Learning, A2, 2020

Course Curriculum

Reading Explorer 1, 3rd Edition, National Geographic Learning, A2-B1, 2020

UNIT	THEME	READING	VIDEO
1	Amazing Animals	A: The Incredible Dolphin B: Master of Disguise	A Chameleon's Colors
2	Travel and Adventure	A: The Trip of a Lifetime B: Adventure Islands	Exploring Lapponia
3	The Power of Music	A: Move to the Music B: A Musical Boost	The Mozart Effect
4	Into Space	A: Life Beyond Earth? B: Living in Space	The Red Planet
5	City Life	A: Global Cities B: A Taste of Two Cities	New York Skyscraper
6	Backyard Discoveries	A: In One Cubic Foot B: What's in Your Neighborhood?	BioBlitz
7	When Dinosaurs Ruled	A: The Truth about Dinosaurs B: Mystery of the Terrible Hand	Dinosaurs: A Brief History
8	Stories and Storytellers	A: The Brothers Grimm B: The Seven Ravens	Fairy-tale Castle
9	Unusual Jobs	A: Meet the Meteorite Hunter B: Smokejumpers	Snake Catchers
10	Uncovering the Past	A: The Army's True Colors B: Wonders of Egypt	City in the Clouds
11	Plastic Planet	A: The Problem with Plastic B: Five Tips for Using Less Plastic	Our Plastic World
12	Vanished!	A: Mystery on the Mountain B: The Missing Pilot	Earhart Mystery

ACADEMIC SKILLS		
READING SKILL	VOCABULARY BUILDING	CRITICAL THINKING
A: Skimming for Gist B: Identifying Main Ideas in Paragraphs	A: Suffixes <i>-ance</i> and <i>-ence</i> B: Word forms of <i>survive</i>	A: Identifying Ideas B: Comparing; Reflecting
A: Understanding Maps B: Scanning for Key Details	A: Words acting as nouns and verbs B: Collocations with <i>original</i>	A: Interpreting Visual Information B: Reflecting
A: Identifying Supporting Details B: Identifying Supporting Reasons (1)	A: Collocations with <i>control</i> B: Suffix <i>-ion</i>	A: Reflecting B: Relating to Personal Experience; Evaluating Methods
A: Summarizing: Using a Concept Map B: Identifying Supporting Reasons (2)	A: Suffix <i>-ful</i> B: Collocations with <i>environment</i>	A: Speculating B: Reflecting; Ranking Tasks
A: Understanding Charts and Graphs B: Summarizing: Using a T-chart (1)	A: Prefix <i>inter-</i> B: Suffix <i>-ation</i>	A: Ranking Cities B: Relating; Evaluating Pros and Cons
A: Understanding Sequence (1)—Processes B: Understanding Sequence (2)—Instructions or Directions	A: Phrasal verbs with <i>break</i> B: Collocations with <i>take</i>	A: Applying Ideas B: Analyzing Information; Applying Ideas
A: Identifying Supporting Examples B: Finding Meaning (1)—Using Definitions	A: Suffixes <i>-er</i> and <i>-or</i> B: Collocations with <i>opinion</i>	A: Analyzing Theories B: Speculating; Reflecting
A: Annotating Text (1) B: Understanding Pronoun Reference	A: Suffix <i>-al</i> B: Word usage: <i>affect</i> vs. <i>effect</i>	A: Analyzing Stories B: Applying Ideas; Making Predictions
A: Identifying Exact vs. Approximate Numbers B: Annotating Text (2)	A: Collocations with <i>treasure</i> B: Suffix <i>-ment</i>	A: Justifying an Opinion B: Ranking/Speculating; Reflecting
A: Finding Meaning (2)—Identifying Homonyms B: Creating an Outline Summary	A: Collocations with <i>reveal</i> B: Collocations with <i>task</i>	A: Evaluating Pros and Cons B: Analyzing Evidence; Justifying an Opinion
A: Understanding a Writer's Use of Quotes B: Finding Meaning (3)—Using Context	A: Prefix <i>ex-</i> B: Collocations with <i>global</i>	A: Inferring Effects B: Ranking Suggestions; Applying Ideas
A: Summarizing: Using a T-chart (2) B: Recognizing Degrees of Certainty	A: Suffix <i>-ever</i> B: Prefix <i>dis-</i>	A: Evaluating Evidence B: Evaluating Theories; Reflecting

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

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