

READING WORLD

e future

READING WORLD 1

SECOND EDITION

Introduction

Unit 1 Animals: Living Fossils

- Lesson 1 The Tuatara: A New Zealand Survivor p. 10
Lesson 2 The Most Powerful Jaws in the World p. 18
Review Connecting Lesson 1 and Lesson 2 p. 26

Unit 2 The Origins of Names: Food

- Lesson 1 A Special Drink for a Special Child p. 30
Lesson 2 The Story of a Special Salad p. 38
Review Connecting Lesson 1 and Lesson 2 p. 46

Unit 3 Technology: Thrill Rides

- Lesson 1 It's the Thrill p. 50
Lesson 2 Gravity Can Be Fun p. 58
Review Connecting Lesson 1 and Lesson 2 p. 66

Unit 4 Sports: Surfing

- Lesson 1 Riding the Wave p. 70
Lesson 2 The Unstoppable Surfer p. 78
Review Connecting Lesson 1 and Lesson 2 p. 86

Unit 5 Arts: Tapestry

- Lesson 1 Painting with Thread p. 90
Lesson 2 A Tapestry for the Ages p. 98
Review Connecting Lesson 1 and Lesson 2 p. 106



Unit 6 Health: The Human Heart

- Lesson 1** An Interesting Organ p. 110
- Lesson 2** Aerobic Exercise p. 118
- Review** Connecting Lesson 1 and Lesson 2 p. 126

Unit 7 Environmental Issues: Fishing

- Lesson 1** Tuna: A Threatened Species? p. 130
- Lesson 2** A Danger to Marine Life p. 138
- Review** Connecting Lesson 1 and Lesson 2 p. 146

Unit 8 Smart Living: Future Transportation

- Lesson 1** The Arrival of Flying Cars p. 150
- Lesson 2** Sit Back and Relax p. 158
- Review** Connecting Lesson 1 and Lesson 2 p. 166

Unit 9 Our Earth: Coral Reefs

- Lesson 1** Underwater Cities in Trouble p. 170
- Lesson 2** The Belize Barrier Reef p. 178
- Review** Connecting Lesson 1 and Lesson 2 p. 186

Unit 10 A "How-to" Guide: Doing Well at School

- Lesson 1** How to Survive a Bad Report Card p. 190
- Lesson 2** Playing It Cool with Bullies p. 198
- Review** Connecting Lesson 1 and Lesson 2 p. 206

- Word List** p. 209

Features

1. High-Interest Passages

Reading World features an exciting array of non-fiction content. Each reading passage provides students with a balanced and informative look at a range of subjects, such as animals, technology, culture, and the arts.



2. Effective Reading Skill Practice

Various reading skills are practiced repeatedly throughout the series so students can consolidate their reading skills step by step.

Reading Skills

- Scanning for Information
- Understanding Words in Context
- Making Inferences
- Identifying Method
- Identifying Purpose
- Recognizing Restatement

Some reading skills are practiced using multi-choice TOEFL-type questions.

Reading Skill Tip Think about how the topic of the passage is related to the topic of the passage. Then look at the words around the target word to guess its meaning.

C Understanding Words in Context Circle the correct answer.

1. In line 4, what does the word **illiterate** mean?

a. not interested in reading b. bored
c. uneducated d. unable to read and write

2. In line 33, what does the word **evenly** mean?

a. even though b. in a way that is smooth and equal
c. flat and calm d. gently and beautifully

Reading Skill Tip When making inferences, you combine the information in the passage with your general knowledge.

D Making Inferences Circle the correct answer.

1. In line 39, "its basic design was left unchanged for the next 600 years." What can be inferred from this?

a. People didn't know how to change the design.
b. The machine was very strong.
c. The design of the machine was excellent.
d. Gutenberg didn't want to change the design.

Reading Skill Tip Read carefully and find out how the writer explains or demonstrates something in the passage/paragraph. For example, does the writer provide examples, describe something in detail, or compare different ideas?

E Identifying Method Circle the correct answer.

1. How does the writer explain the importance of getting books faster and cheaper in paragraph 1?

a. by providing examples of how to get books faster and cheaper
b. by describing how books were produced
c. by discussing how expensive books were in the 1400s
d. by explaining a consequence of the lack of books

Reading Skill Tip Read carefully and choose the statement that best summarizes the highlighted passage. Your goal should be to retain the meaning, unchanged and to include all important information.

F Recognizing Restatement Circle the correct answer.

1. Which of the following sentences best restates the highlighted information in line 35?

a. More and more people learnt to read in Europe and then in other parts of the world because there were more books available.
b. More books were produced in Europe and they were passed on to other places in the world.
c. People in Europe started to buy books and the people in the rest of the world followed them.
d. Although there were many books available, Europeans didn't read much compared to other people in other parts of the world.

Reading Skills

- Identifying Main Ideas
- Sequencing
- Compare and Contrast
- Classification
- Identifying Cause and Effect
- Identifying Fact and Opinion
- Identifying Fact
- Identifying Ideas For and Against

Some reading skills are practiced using graphic organizers so they can be understood easily.

B-1 Identifying Main Ideas

Complete the chart using the options below. Write one sentence in each box.

Reading Skill Tip
Every paragraph has a main idea. Often, but not always, the main idea is contained in a topic sentence.

Main Idea	
Paragraph 3	
Paragraph 4	

Options

- The life-sized bronze statue of Team Hoyt is placed near the start line of the Boston Marathon.
- While on the tandem bike, Rick sat in front and Dick pedaled from behind.
- Team Hoyt participated in the Boston Marathon over 30 times.
- Dick and Rick finished an Ironman Triathlon in less than the 16-hour limit.
- During their entire racing career, Team Hoyt participated in more than 1,000 competitions, including the Ironman Triathlon.
- The race that meant the most to Team Hoyt was the Boston Marathon.

B-2 Organizing Information: Sequencing

Number the statements from 1 (happened first) to 6 (happened last).


Reading Skill Tip
Organizing the main events of the passage in time order can help you to understand them better.

	The Hoyts were honored with a life-sized bronze statue.
	Dick and Judy Hoyt learned that their son had cerebral palsy.
	Team Hoyt were added to the Ironman Hall of Fame.
	Dick and Judy Hoyt decided to raise Rick like a normal child.
	Team Hoyt participated in their official 1,000 th race.
	Dick and Rick ran in their first race to raise money for a paralyzed college student.

Lesson 02 83

3. Cumulative Vocabulary Practice

Each target word is practiced five times throughout the student book. This cumulative practice will help students to acquire the new vocabulary easily.



Key Vocabulary

Look at the words in bold type in the passage on the next page. Write each word next to its definition using the four form of the word.

1. _____ able or ready to be used
2. _____ in contrast
3. _____ to invent or create
4. _____ the ability to read and write
5. _____ to quickly and forcefully press one thing onto another
6. _____ to make something out of individual parts
7. _____ knowledge
8. _____ a system of production that makes large amounts of something fast
9. _____ to write or say the letters of a word in their correct order
10. _____ taking a long time

After Reading

Vocabulary Practice Fill in the blanks.

1. When countries do not produce a certain product themselves, they usually _____ it from abroad.

2. In Tokyo, there is a 12.25 m tall _____ version of the 93 m tall Statue of Liberty.

3. The hospital needed more _____ supplies, such as masks and gloves.

4. We like to take _____ and upload them to social media.

5. The restaurant lets you _____ your burger with your own choice of toppings.

6. The largest internal _____ in the human body is the liver.

7. After one of the car's tires popped, it had to be replaced with the _____ one.

8. The _____ activities of the country are primarily in mining and steel production.

9. With respect to _____ solar power is a great form of energy. It lasts forever.

10. The horse-drawn carriage was a _____ for the modern car.

Synonyms and Antonyms Fill in the blanks using the words in the box above.

1. personalize =	4. extra =
2. very small =	5. modified =
3. export =	6. improvement =

Discussion Talk with your partner and then have a class discussion.

1. If you made a 3D wall, who would you want to give it to as a gift?
2. Do you have any personal items that you would like to customize? How would you like to customize them?
3. Which field do you think 3D printing would be most useful in? Explain your answer.

Writing Practice Write your opinion and share it with your class.

With a 3D printer, I would like to print _____.

Vocabulary Review

Word Definition Choose and complete the puzzle.

Word Definition Circle the best answer.

create	to make	to make	to make
change	to change	to change	to change
stroke	to stroke	to stroke	to stroke
pattern	to pattern	to pattern	to pattern
customize	to customize	to customize	to customize
sustainability	the ability to sustain	the ability to sustain	the ability to sustain
avoidable	to avoid	to avoid	to avoid
assemble	to put together	to put together	to put together
send out	to send out	to send out	to send out
print	to print	to print	to print
relay	the ability to relay	the ability to relay	the ability to relay

Words in Context Circle the word to make a meaningful sentence.

She is a (seller / portrayer) and then send it to her via messenger.

She (alter, custom, offers) I (expert / stamp) the date on my passport.

recycling helps improve environmental (sustainability / literacy).

It's a good idea, but it will be very (advantageous / time-consuming).

Are you (convinced / available) to talk on the phone right now?

Discussion Write with a partner and then have a class discussion.

Do you think books will ever be replaced by a book? Explain your opinion.

Your country, which products do you think will be important less because of 3D printing?

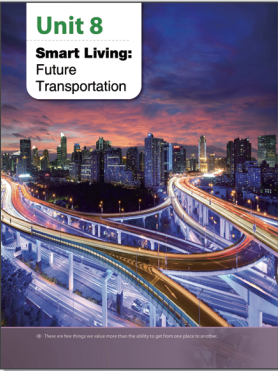
What do you think Gutenberg would say about 3D printing?

4. Systematic Four-Skills Practice

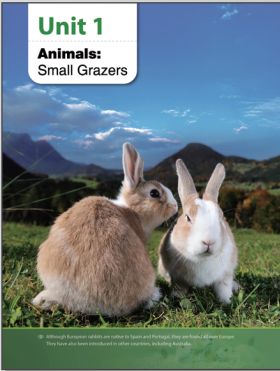
All four language skills (reading, writing, listening, and speaking) are practiced in every unit so students can improve their English as a whole.

Unit Structure

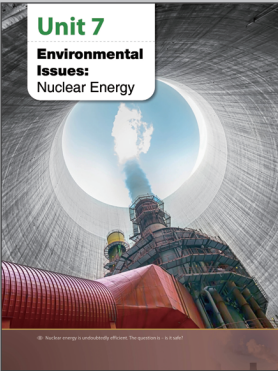
Smart Living:
Future
Transportation



Animals:
Small Grazers



Environmental Issues:



1. Unit Opening

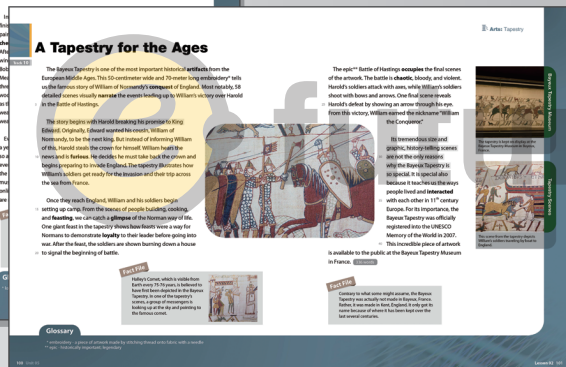
Colorful pictures and illustrations not only grab students' attention but also get them interested in reading.

Tapestry is the art of "painting with thread." It's no wonder then that these colorful and vividly detailed hand-woven wall hangings often get mistaken for paintings. Highly valued during the Middle Ages, tapestries reached their peak in popularity in Paris in the 17th century. Although they no longer hold the same **standing** in society as they once did, the beauty of the art form still lives on today.

Between the 14th and 16th centuries, tapestries were mainly used to **decorate** homes, but they had other purposes as well. For one, they were large and heavy enough to block out cold **drafts** from entering a room. They also entertained guests with their dramatic images of famous tales and **religious** stories. And if you owned a tapestry, then all your guests knew you were very rich.



The *Bayeux Tapestry* is one of the most important historical artifacts of the European Middle Ages. This 50-centimeter wide and 70-meter long work tells the famous story of William of Normandy's conquest of England. Most of the detailed scenes visually **narrate** the events leading up to William's victory in the Battle of Hastings.



2. Two Consecutive Lessons

In each unit, students read two related passages from the same subject area. They provide students with content-based vocabulary and, at the same time, help students develop greater understanding of the topic.

1. Summary

Main Ideas and Supporting Details

- | Main Ideas and Supporting Details | Choose and write the two MAIN points of each passage. There are two extra sentences. |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>As the 17th century approached, the English began to realize that the colonies were becoming more and more independent.</p> | <p>_____</p> |
| <p>By 1700, the colonies had become more and more independent.</p> | <p>_____</p> |
| <p>The 17th century was a time when the colonies were becoming more and more independent.</p> | <p>_____</p> |
| <p>By 1700, the colonies had become more and more independent.</p> | <p>_____</p> |
| <p>The 17th century was a time when the colonies were becoming more and more independent.</p> | <p>_____</p> |
| <p>By 1700, the colonies had become more and more independent.</p> | <p>_____</p> |
| <p>The 17th century was a time when the colonies were becoming more and more independent.</p> | <p>_____</p> |

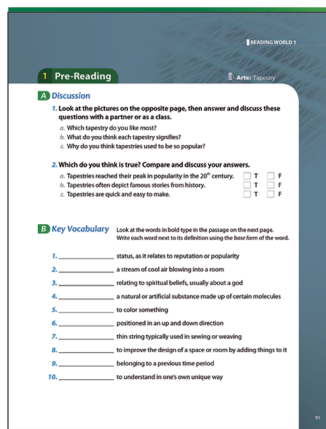
D4 [15.1](#)

- Down**
- To install the exercise pole, hold it in a _____ position and attach it to the floor and ceiling.
 - She _____ her shirt purple using the juice from beets.
 - A dangerous _____ leaked from the nuclear power plant.
 - Before you can start sewing, you will need some _____.
 - My great grandfather passed down his _____ pocket watch to me.
 - Holidays are a perfect time to _____ on lots of good food.

- Across**
2. To block out cool _____ from coming in at night, the family always closed their windows.
 3. With his advisors, the king planned the _____ of a neighboring country.
 4. Try to catch a _____ of the cheetah before it disappears into the bush.
 7. I'm making a documentary film. Would you be willing to _____ it for me?
 9. Families with lots of _____ never abandon each other. They always stick together.
 10. A judge's decision ultimately depends on how they _____ the facts of the case.

3. Review - Connecting Lesson 1 and Lesson 2

The unit review section provides students with an opportunity to review and reinforce what they have read and learned.



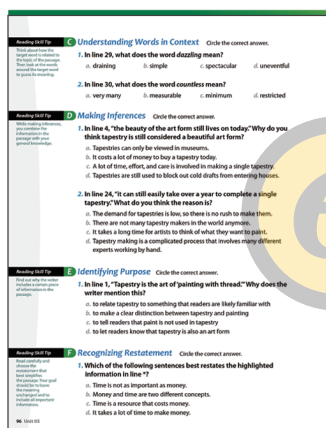
1. Pre-Reading

Warm-up Discussion

Discussion questions provide students with some background knowledge as well as an opportunity to predict what they are going to read.

Key Vocabulary

Ten key words are introduced in each lesson.



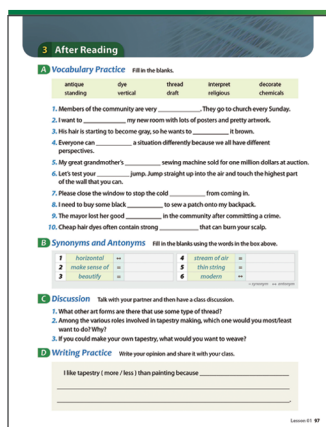
2. During Reading

Reading Skill Activities

Reading skills are recycled throughout the series so students can practice repeatedly and consolidate their learning.

Fact Files

Fact files not only provide additional information, but also make the lesson more interesting.



3. After Reading

Vocabulary Practice

Key words are practiced in two different activities.

Discussion

This activity provides students with a chance to express their personal opinions.

Writing Practice

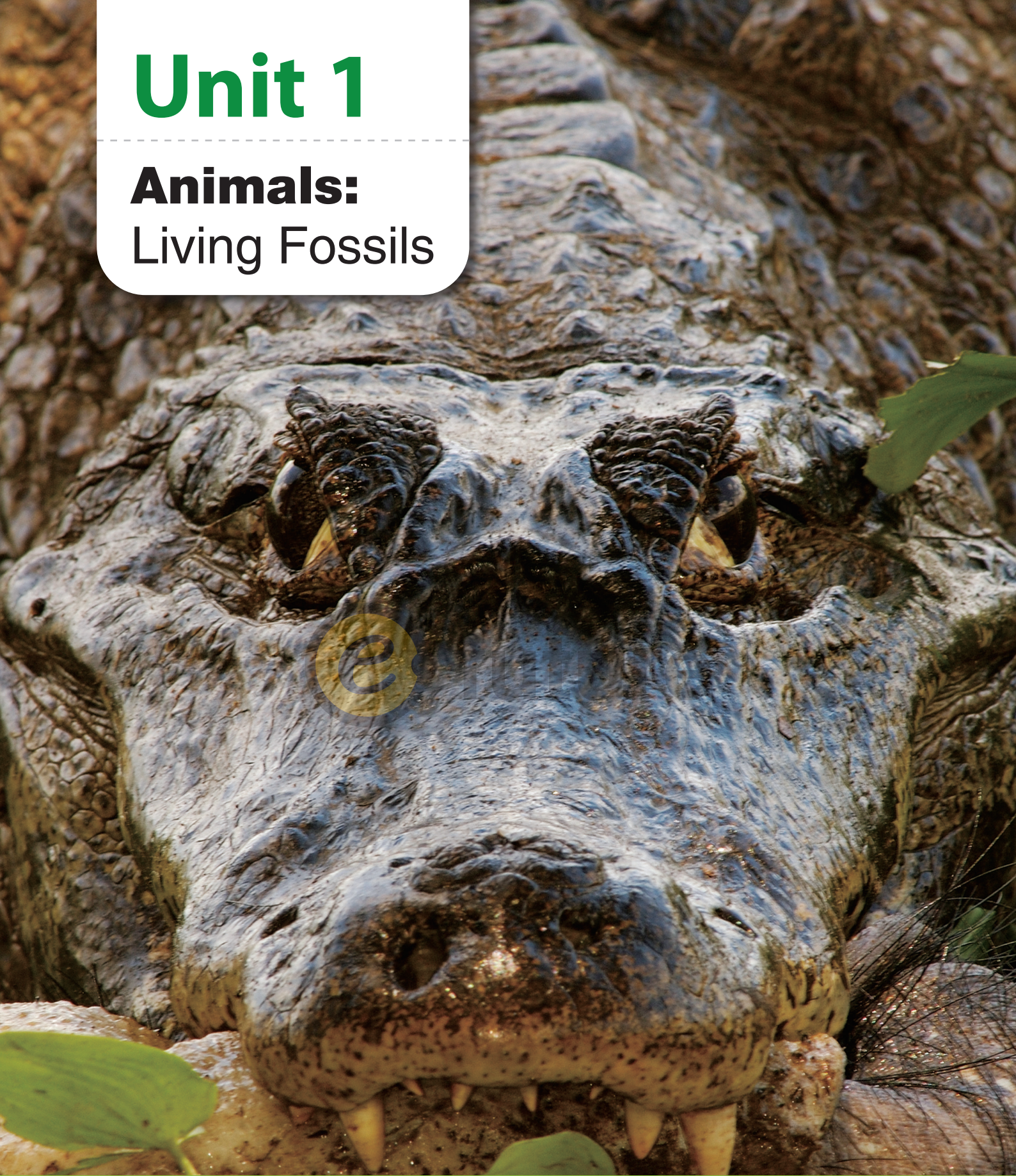
In this activity, students' opinions are expressed in writing.



READING
WORLD 1

Unit 1

Animals: Living Fossils



👁 Alligators are very old animals, and they haven't changed much in millions of years. That's why they are called living fossils.

Lesson 1

The Tuatara: A New Zealand Survivor

What are fossils?

Fossils are the hard remains of animals, plants, and other organisms from the prehistoric period. They are found inside rock.



What are living fossils?

Living fossils are the animals, plants, and other organisms that have survived while their relatives have become extinct. They are living on Earth now.

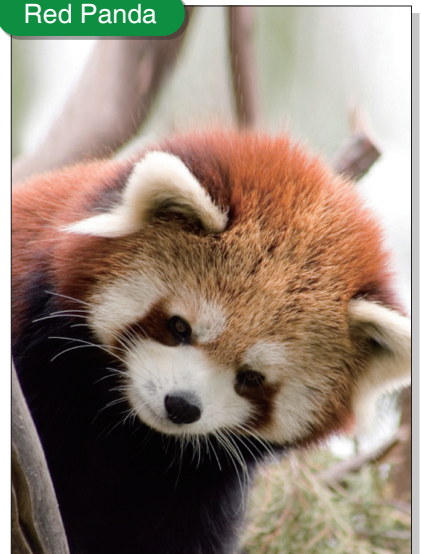
Koala



Ginkgo Tree



Red Panda



1 Pre-Reading



Animals: Living Fossils

A Discussion

1. Answer and discuss these questions with a partner or as a class.

- Have you ever seen a fossil? If you have, when and where?
- What other "living fossils" do you know of?
- What do you think a "tuatara" is?

2. Which do you think is true? Compare and discuss your answers.

- | | | |
|-------------------------------------------|----------------------------|----------------------------|
| a. The tuatara lives only in New Zealand. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| b. The tuatara is related to dinosaurs. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| c. The tuatara is a large animal. | <input type="checkbox"/> T | <input type="checkbox"/> F |

B Key Vocabulary

Look at the words in bold type in the passage on the next page. Write each word next to its definition using the *base form* of the word.

- _____ different or separate
- _____ the hard remains of animals and plants found inside rock
- _____ to come out from an egg
- _____ to examine something; to collect data
- _____ to grow well and to be healthy
- _____ the natural environment in which an animal or plant lives
- _____ rank or condition
- _____ to put into a particular group
- _____ related to science
- _____ an answer

The Tuatara:

A New Zealand Survivor

Track 01

“Living **fossil**” is a term used to describe animals that have survived, while many members of their **scientific** family have become extinct. We know that these family members once existed because we’ve found their fossils. That’s why we call the special survivors “living fossils.” They are living,

5 but most or all of their relatives are now just rocky skeletons.

One such species is a reptile called the tuatara, which is native to New Zealand. The tuatara survived while the dinosaurs and many other reptile species became extinct. Although it resembles modern lizards, the tuatara is actually part of a **distinct** group called Sphenodontia*.

10 Two species of tuatara represent the only surviving members of this group, which **flourished** around 200 million years ago.

Even after surviving the great extinction, the life of the tuatara wasn’t easy. Like many of New

15 Zealand’s native animals, the tuatara was threatened by **habitat** loss and its predators. One predator that posed a serious threat to the tuatara’s population was the Polynesian rat. They competed with the tuatara for food and probably preyed on tuatara eggs. For these reasons, the tuatara became **classified**

20 as an endangered species in 1895.

In **response** to their threatened **status**, the New Zealand Department of Conservation (DOC) created an intensive recovery program. This special

Fact File

Other members of Sphenodontia were reptiles that were similar to the tuatara, as well as various kinds of pleurosaurs. Pleurosaurs were marine reptiles that could swim.

Glossary

* Sphenodontia - a group of related reptiles that were common during the Mesozoic era

** sanctuary - a place where animals are protected





plan included breeding tuataras on various islands, and removing all the pests so that these islands could serve
 25 as predator-free sanctuaries**. The program was so successful that tuataras were reintroduced to the New Zealand mainland in 2005.

A decade after the reintroduction, seventy tuatara eggs were **hatched** at Victoria University, then
 30 forty of these living fossils were released to various sanctuaries. In 2015, while **surveying** on Little Barrier Island, volunteers found four unmarked tuataras, and researchers interpreted this as a positive sign of their survival. Today, the tuatara is no longer on the list of
 35 endangered species.
 Thanks to the DOC, the future
 40 of the tuatara looks brighter.

321 words

**Fact File**

An adult tuatara can grow 60 centimeters long and can weigh between 0.5 and 1 kilogram. Because they are so small, even cats and dogs can be dangerous.



This pleurosauros is a distant relative of the tuatara.

Pleurosauros



All reptiles are cold blooded. They have scales and they also lay eggs.

Reptiles



In Zealandia wildlife sanctuary, there is a special fence which stops predators from entering.

Zealandia

2 During Reading

Reading Skill Tip

When you are scanning, don't read every word, and don't stop when you see a word you don't know. Read quickly and stop only to find the information you are looking for.

A Scanning for Information

Circle the correct answer.

1. Which group does the tuatara belong to?

- a. dinosaurs
- b. Sphenodontia
- c. marine reptiles
- d. lizards

2. When was the tuatara listed as an endangered species?

- a. 2015
- b. 2005
- c. 1895
- d. 200 million years ago

3. What did the New Zealand Department of Conservation do?

- a. It classified the tuatara as an endangered species.
- b. It began a program of breeding tuataras on various islands.
- c. It allowed tuataras and Polynesian rats to live together.
- d. It removed all the pests from New Zealand.

4. Which sentence about living fossils is true?

- a. They are survivors.
- b. Dinosaurs are good examples of living fossils.
- c. All living fossils will become extinct.
- d. We don't know whether their other family members existed or not.

5. Which sentence about tuataras is NOT true?

- a. They live mainly in New Zealand.
- b. They often ate Polynesian rats.
- c. They are not an endangered species now.
- d. Their numbers will probably increase in the sanctuaries.

B-1 Identifying Main Ideas

Complete the chart using the options below.
Write one sentence in each box.

Main Idea	
Paragraph 2	<hr/> <hr/>
Paragraph 3	<hr/> <hr/>
Options	
<ul style="list-style-type: none"> • The tuatara is a member of Sphenodontia. • The tuatara is an example of a living fossil. • The tuatara looks like a lizard. • The tuatara survived the great extinction that wiped out the dinosaurs. • The Polynesian rat probably preyed on tuatara eggs. • The tuatara was threatened by habitat loss and predators. 	

Reading Skill Tip

Every paragraph has a main idea. Often, but not always, the main idea is contained in a topic sentence.

B-2 Organizing Information: Identifying Cause and Effect

Complete the chart.

Cause	Effect
habitat _____ predators such as _____ _____	The tuatara became _____ _____
The DOC operates a successful _____ _____	In 2005, tuataras were reintroduced to the New Zealand _____
The DOC created a number of predator-free _____ _____	The tuatara is no longer on the list of _____

Reading Skill Tip

Identify the various actions that occur in the passage. Now consider the consequences of each of those actions. Use this method to summarize what happened in the passage.

Reading Skill Tip

Think about how the target word is related to the topic of the passage. Then look at the words around the target word to guess its meaning.

C Understanding Words in Context Circle the correct answer.

1. In line 8, what does the word *resembles* mean?

- a. becomes dangerous
- b. is an example of
- c. looks like
- d. has a relation of

2. In line 19, what does the word *preyed* mean?

- a. ate
- b. gave
- c. saved
- d. hid

Reading Skill Tip

While making inferences, you combine the information in the passage with your general knowledge.

D Making Inferences Circle the correct answer.

1. In line 1, “Living fossil” is used to describe animals that have survived. What do you think these animals have survived?

- a. hungry predators
- b. egg-eating mammals
- c. habitat destruction
- d. all of the above

2. In line 14, “Like many of New Zealand’s native animals, the tuatara was threatened by habitat loss and its predators.” What can be inferred from this?

- a. Many of New Zealand’s native animals are threatened by the tuatara.
- b. Among New Zealand’s native animals, only the tuatara is threatened by habitat loss and the Polynesian rat.
- c. Including the tuatara, many of New Zealand’s native animals are threatened by habitat loss and the Polynesian rat.
- d. Just like the tuatara, the predators are also threatened by habitat loss.

Reading Skill Tip

Read carefully and choose the restatement that best summarizes the highlighted passage. Your goal should be to leave the meaning unchanged and to include all important information.

E Recognizing Restatement Circle the correct answer.

1. Which of the following sentences best restates the highlighted information in line 32?

- a. Researchers believe that volunteers looked after four young tuataras.
- b. Volunteers lived on the island to take care of the tuatara population.
- c. The discovery of several unmarked tuataras proved that the situation is improving.
- d. Surveying was the reason that the number of tuataras on the island increased.

3 After Reading

A Vocabulary Practice Fill in the blanks.

classify	status	scientific	response	distinct
hatch	fossils	habitat	flourish	surveyed

1. If you take good care of them, these plants will _____.
2. A hen must sit on the eggs until they are ready to _____.
3. He is an engineer. He has a strong mathematical and _____ background.
4. I sent an application form and got a very positive _____.
5. The style of these two writers is quite _____.
6. Please _____ these books by writer and put them back on the shelf.
7. The villagers _____ the forest to find the missing child.
8. We saw some _____ in the museum. They were two million years old!
9. Some professions, such as doctors or lawyers, come with high _____.
10. The jungle is the favored _____ of the monkey.

B Synonyms and Antonyms Fill in the blanks using the words in the box above.

1	grow	=		4	analyzed	=	
2	different	=		5	answer	=	
3	categorize	=		6	state	=	

= synonym ↔ antonym

C Discussion Talk with your partner and then have a class discussion.

1. What other things could people do to protect the tuatara?
2. Why do you think the other members of the Sphenodontia group became extinct?
3. Do you know any other endangered animals? What are they?

D Writing Practice Write your opinion and share it with your class.

I think the population of tuataras will (increase / decrease) in the future because _____

_____.

Lesson 2

The Most Powerful Jaws in the World

Crocodylomorpha Family

Extinct Members

There are lots of other species that became extinct. These are just two examples.



Sarchosuchus Imperator

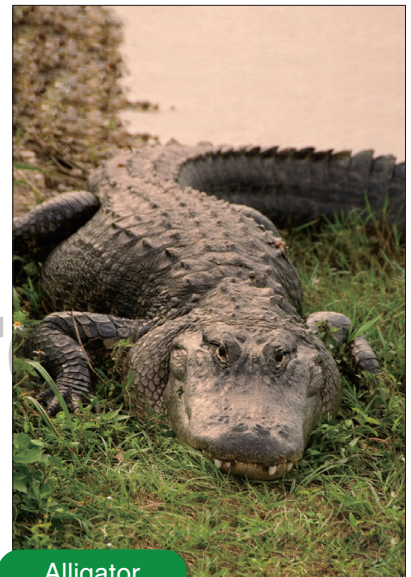


Hesperosuchus

Surviving Members



Crocodile



Alligator



Gharial



Caiman

1 Pre-Reading



Animals: Living Fossils

A Discussion

1. Answer and discuss these questions with a partner or as a class.

- What's your first thought when you see a crocodile? Why do you think that way?
- Why do you think some species of crocodiles became extinct and some survived?
- When you hear the word "jaws," which animals do you think of?

2. Do you agree or disagree? Compare and discuss your answers.

- | | | |
|----------------------------------------------------|--------------------------------|-----------------------------------|
| a. The crocodile is a living fossil. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| b. Crocodiles have survived for millions of years. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| c. There are crocodile farms around the world. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |

B Key Vocabulary

Look at the words in bold type in the passage on the next page.
Write each word next to its definition using the *base form* of the word.

- _____ shaped so that it can move quickly or efficiently through air or water
- _____ at the present time
- _____ the lower part of your face, below your mouth
- _____ will probably not happen
- _____ for that reason
- _____ even though
- _____ a change that makes something suitable for a new situation
- _____ to make it possible for someone to do something
- _____ to grow strong and healthy; to be successful
- _____ able to cause fear

The Most Powerful Jaws in the World

Track 02

Sometimes when people hear the name “living fossil” they picture a strange, lonely animal that wouldn’t hurt anyone. **Therefore**, it may be surprising to learn that the crocodile is a living fossil too. They are one of the last surviving members of the scientific family Crocodylomorpha.

- 5 Crocodiles are **fearsome** predators that have survived for 200 million years.

A long time ago, the Crocodylomorpha family included lots of species, but only four remain. These are the crocodile, the alligator, the gharial, and the caiman. The extinct members of the family include large sea crocodiles with tails like fish and small running crocodiles that looked similar to greyhounds.

- 10 These land and ocean crocodiles didn’t survive, but the river and estuary* crocodiles are still with us.

Crocodiles have a number of **adaptations** that have helped them to survive the last 200 million years. Firstly, they have a **streamlined** body that **enables** them to swim swiftly.

- 15 Secondly, they have webbed feet that allow them to make fast turns and sudden moves in the water. Lastly, and perhaps most importantly, crocodiles have very
- 20 powerful **jaws**. A crocodile’s jaws are the strongest of any animal.



Fact File

The crocodile’s size varies greatly between species, from 1 meter to about 5 meters. Larger species can weigh well over 1,200 kilograms. Scientists estimate that crocodiles live for around 70 years, but some may live for over 100 years.

Glossary

* estuary - the area of water where a river meets the sea



The crocodile's bite force is more than 352 kilograms per square centimeter, compared to just 24 kilograms per square centimeter for a Rottweiler dog, and 28 kilograms per square centimeter for a great white shark. With jaws like these, it's not hard to understand how the crocodile can attack and kill large prey. They have been known to eat large animals like wildebeest and zebras. One large crocodile is said to have eaten an adult hippopotamus!

Nowadays, wild crocodiles continue to **thrive** in the tropical areas of America, Asia, Australia, and Africa, while captive crocodiles **live** on crocodile farms in many of the same areas. It all adds up to a large number of crocodiles! **Despite** being a living fossil, the crocodile is **unlikely** to disappear any time soon. 318 words

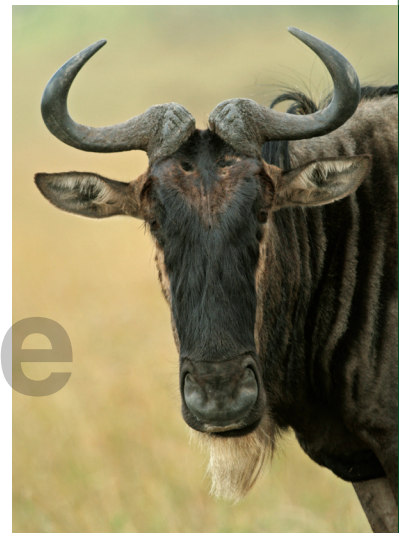
Fact File

Crocodile leather can be made into goods such as belts, shoes, and handbags. In some countries like Australia and Thailand, crocodile meat is eaten. Some people say it tastes like chicken or crab!



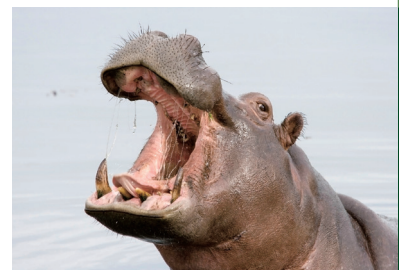
Small running crocodiles may have looked similar to this greyhound.

Greyhound



African wildebeests make a massive meal for a crocodile.

Wildebeest



Hippos are giant animals that live in and around rivers and lakes in Africa.

Hippopotamus

2 During Reading

Reading Skill Tip

When you are scanning, don't read every word, and don't stop when you see a word you don't know. Read quickly and stop only to find the information you are looking for.

A Scanning for Information

Circle the correct answer.

1. How strong is the crocodile's bite force?

- a. 24 kilograms per square centimeter
- b. 28 kilograms per square centimeter
- c. more than 352 kilograms per square centimeter
- d. more than 200 kilograms per square centimeter

2. Which of the following is one of the extinct members of the crocodile family?

- a. land crocodiles
- b. river crocodiles
- c. estuary crocodiles
- d. the caiman

3. Which of the following is one of the crocodile's adaptations that is mentioned in the passage?

- a. strong tail
- b. tough skin
- c. webbed feet
- d. a powerful body

4. Which sentence about crocodiles is true?

- a. They are endangered animals that need special protection.
- b. Captive crocodiles can't survive on farms.
- c. They are one of the last surviving members in the Crocodylomorpha family.
- d. The number of crocodiles is decreasing and soon they will disappear.

5. Which sentence about crocodiles is NOT true?

- a. They have a number of adaptations that have helped them to survive.
- b. We can still see small running crocodiles that look like greyhounds.
- c. They can attack and kill large prey with their powerful jaws.
- d. They have survived for 200 million years.

B-1 Identifying Main Ideas

Complete the chart using the options below.
Write one sentence in each box.

Main Idea	
Paragraph 3	<hr/> <hr/>
Paragraph 4	<hr/> <hr/>
Options	
<ul style="list-style-type: none"> • The crocodile has very powerful jaws. • The crocodile has survived for 200 million years. • The crocodile has webbed feet. • The crocodile is well adapted to its environment. • A crocodile can bite harder than a Rottweiler dog. • An adult crocodile can eat a hippopotamus. 	

Reading Skill Tip

Every paragraph has a main idea. Often, but not always, the main idea is contained in a topic sentence.

**B-2 Organizing Information: Identifying Cause and Effect**

Complete the chart.

Cause	Effect
Crocodiles have a number of _____.	These have helped crocodiles to _____.
They have a _____ body.	They can _____.
They have _____ feet.	They can _____.
They have _____ jaws.	They can _____.
Wild crocodiles _____.	It all adds up to _____.
Captive crocodiles _____.	_____.

Reading Skill Tip

Identify the various actions that occur in the passage. Now consider the consequences of each of those actions. Use this method to summarize what happened in the passage.

Reading Skill Tip

Think about how the target word is related to the topic of the passage. Then look at the words around the target word to guess its meaning.

C Understanding Words in Context Circle the correct answer.

1. In line 14, what does the word *swiftly* mean?

- a. fast b. slowly c. underwater d. quietly

2. In line 33, what does the word *captive* mean?

- a. set free b. kept in a fenced area c. natural d. wild

Reading Skill Tip

While making inferences, you combine the information in the passage with your general knowledge.

D Making Inferences Circle the correct answer.

1. According to the passage, why might it be surprising to learn that the crocodile is a living fossil too?

- a. They are one of the last surviving members of Crocodylomorpha.
b. There are many members in the crocodile family.
c. Crocodiles are not strange, lonely animals.
d. Some species of crocodiles became extinct.

Reading Skill Tip

Find out why the writer includes a certain piece of information in the passage.

E Identifying Purpose Circle the correct answer.

1. Why does the writer mention hippopotamus in line 30?

- a. to explain what crocodiles sometimes eat
b. to show that crocodiles can attack and kill large prey
c. to emphasize how much crocodiles can eat
d. to compare the power of the crocodile with the power of the hippopotamus

Reading Skill Tip

Read carefully and choose the restatement that best summarizes the highlighted passage. Your goal should be to leave the meaning unchanged and to include all important information.

F Recognizing Restatement Circle the correct answer.

1. Which of the following sentences best restates the highlighted information in line 35?

- a. Many members of the crocodile family have become extinct but crocodiles will survive.
b. They are living fossils now but they will soon die out and become real fossils.
c. Although they are special survivors, they will soon become extinct.
d. They are not living fossils because their number keeps increasing.

3 After Reading

A Vocabulary Practice Fill in the blanks.

unlikely	jaw	adaptations	despite	fearsome
therefore	enabled	thrive	streamlined	nowadays

- _____ in plants and animals occur over thousands of years.
- A lot of people work with computers _____.
- Airplanes and racing cars have a _____ design.
- His company continues to _____. He is a very successful businessman.
- You are under 18. _____, you are not allowed to vote.
- She hasn't studied, so she's _____ to pass the exam.
- In the story, the prince fights the _____ dragon and saves the princess.
- Your help _____ me to finish the work. Thank you.
- If your "_____ drops," you are very surprised.
- We enjoyed our day in the city, _____ the bad weather.

B Synonyms and Antonyms Fill in the blanks using the words in the box above.

1	frightening	=		4	flourish	=	
2	changes	=		5	in spite of	=	
3	now	=		6	likely	↔	

= synonym ↔ antonym

C Discussion Talk with your partner and then have a class discussion.

- When you hear the name "living fossil," what do you think of?
- Why do you think land and ocean crocodiles didn't survive?
- What other animals have powerful jaws?

D Writing Practice Write your opinion and share it with your class.

I think crocodiles could survive for another _____ years because _____

_____.

1. Summary

Reading Skill Tip

A passage has one or more main ideas which give us the most important information in that passage. Supporting details explain, give examples, or give more information about the main ideas.

A Main Ideas and Supporting Details

Choose and write the four main ideas of each passage. There are two supporting details.

- ① The crocodile's bite force is more than 352 kilograms per square centimeter.
- ② The tuatara is no longer on the list of endangered species and its future looks bright.
- ③ The tuatara is a living fossil which lives mainly in New Zealand.
- ④ Among the crocodile's adaptations, the most valuable one is their powerful jaws.
- ⑤ There are a large number of crocodiles now and they continue to thrive.
- ⑥ Living fossils are animals which have survived, while many members of their scientific family have become extinct.
- ⑦ The New Zealand Department of Conservation is helping to increase the tuatara population.
- ⑧ Crocodiles are living fossils that have survived for 200 million years.
- ⑨ In 2015, researchers surveyed Little Barrier Island.
- ⑩ Crocodiles are one of the four remaining members of the Crocodylomorpha family.

Collect the main ideas to complete the summary.

Lesson 1 Summary: The Tuatara: A New Zealand Survivor

- _____
- _____
- _____
- _____

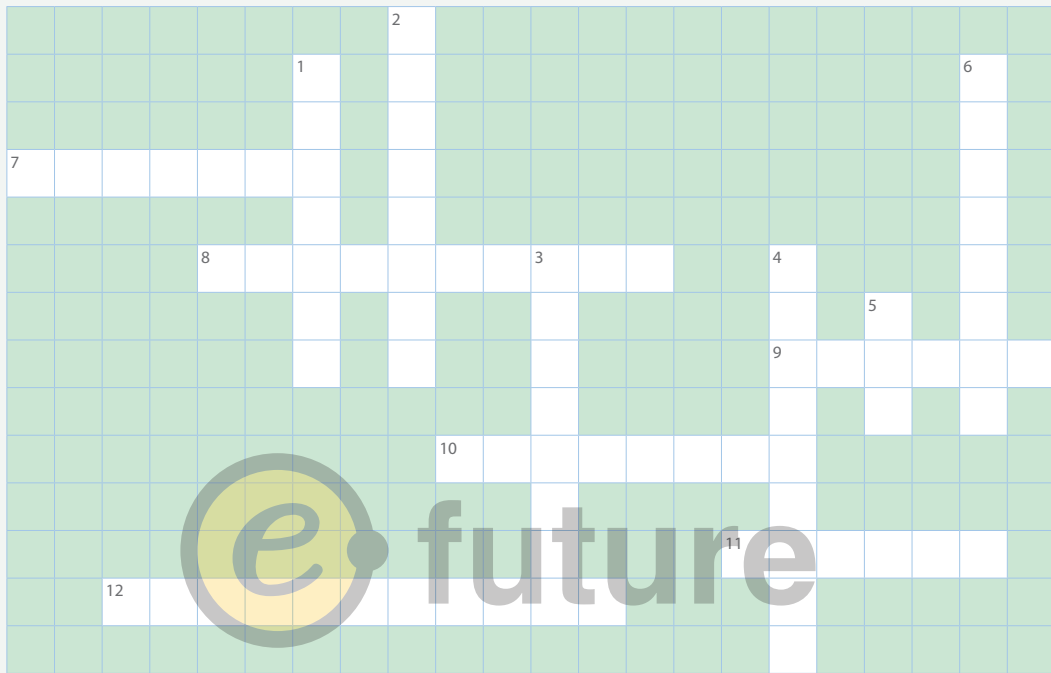
Lesson 2 Summary: The Most Powerful Jaws in the World

- _____
- _____
- _____
- _____

2. Vocabulary Review

A Crossword Puzzle Choose and complete the puzzle.

distinct streamlined fearsome unlikely fossil therefore
enable jaw thrives scientific despite response



Down

1. _____ his old age, he still looks very healthy and strong.
2. One boy has blond hair and the other has red hair. Their appearances are very _____.
3. Lions are _____ predators. They kill and eat other animals.
4. He's busy today. _____, he can't go to the party tonight.
5. The boxer punched the opponent's _____.
6. It's sunny and the sky is clear. It is _____ to rain today.

Across

7. During the summer, business _____ because of the tourists.
8. You need _____ evidence to support your idea.
9. This book will _____ you to better understand English grammar.
10. I'm waiting for your _____ to the letter I sent last week.
11. Can you see the shape of a fish in this _____?
12. Dolphins have a _____ body so they can swim fast.

2. Vocabulary Review

B Word Definition

Circle the best answer.

- | | | | |
|----------------------|-----------------------|--------------------|-----------------------|
| 1. status | a. job or work | b. animal or plant | c. rank or position |
| 2. flourish | a. become weak | b. be sick | c. grow well |
| 3. nowadays | a. in the past | b. at this time | c. in the future |
| 4. distinct | a. same | b. different | c. similar |
| 5. survey | a. enjoy | b. examine | c. entertain |
| 6. thrive | a. be successful | b. be comfortable | c. be calm |
| 7. habitat | a. natural home | b. tropical place | c. animal family |
| 8. unlikely | a. completely sure | b. expected | c. not expected |
| 9. adaptation | a. shape | b. change | c. environment |
| 10. classify | a. divide into groups | b. throw away | c. connect everything |

C Words in Context

Circle the word to make a meaningful sentence.

1. How long does it take for an egg to (hatch / thrive)?
2. We can get more (fearsome / scientific) and accurate results by doing an experiment.
3. There is a (streamlined / distinct) difference between the two species.
4. A lot of wildlife is losing its natural (habitat / adaptation).
5. We have to (classify / flourish) these files into three groups.
6. In some cultures, teachers have a high social (statue / status).

3. Discussion

Talk with a partner and then have a class discussion.

1. Do you have living fossils in your country? If you do, what are they?
2. What are some endangered animals in your country?
3. What can you do to protect endangered animals?
4. Why do you think living fossils are interesting?