

# READING WORLD





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# 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.

The collage displays four sample reading passages from the Reading World series. Each passage includes text, images, and various reading skills practice elements like multiple-choice questions and graphic organizers. The passages cover topics such as surfing, automation, a New Zealand location, and bird origins.

## 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.

This block shows a sample page of reading skill practice questions. It includes five questions (C, D, E, F) with multiple-choice options. Each question is preceded by a 'Reading Skill Tip' box that explains the skill being tested. The questions are:
 

- 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
- D Making Inferences:** Circle the correct answer. 1. In line 33, "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.
- 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
- 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 <sup>th</sup> 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 box form of the word.

- \_\_\_\_\_ able or ready to be used
- \_\_\_\_\_ in contrast
- \_\_\_\_\_ to invent or create
- \_\_\_\_\_ the ability to read and write
- \_\_\_\_\_ to quickly and forcefully press one thing onto another
- \_\_\_\_\_ to make something out of individual parts
- \_\_\_\_\_ beneficial
- \_\_\_\_\_ a system of production that makes large amounts of something fast
- \_\_\_\_\_ to write or say the letters of a word in their correct order
- \_\_\_\_\_ taking a long time

**After Reading** **Vocabulary Practice** Fill in the blanks.

origin \_\_\_\_\_ initiate \_\_\_\_\_ suffice \_\_\_\_\_ prototype \_\_\_\_\_ import \_\_\_\_\_ spare \_\_\_\_\_ customize \_\_\_\_\_ sustainability \_\_\_\_\_ industrial \_\_\_\_\_ medical \_\_\_\_\_

- When countries do not produce a certain product themselves, they usually \_\_\_\_\_ it from abroad.
- In Tokyo, there is a 12.25 m tall \_\_\_\_\_ version of the 95 m tall Statue of Liberty.
- The hospital needed more \_\_\_\_\_ supplies, such as masks and gloves.
- I like to take \_\_\_\_\_ and upload them to social media.
- The restaurant lets you \_\_\_\_\_ your burger with your own choice of toppings.
- The largest internal \_\_\_\_\_ in the human body is the liver.
- After one of the car's tires popped, it had to be replaced with the \_\_\_\_\_ tire.
- The \_\_\_\_\_ activities of the country are primarily in mining and steel production.
- With respect to \_\_\_\_\_ solar power is a great form of energy. It lasts forever.
- The horse-drawn cart was a \_\_\_\_\_ for the modern car.

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

1 personalizable =	4 extra =
2 very small =	5 avoid =
3 export =	

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

- If you made a 3D printer, who would you want to give it to as a gift?
- Do you have any personal items that you would like to customize? How would you like to customize them?
- Which do you think 3D printing would be most useful for? 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** **Crossword Puzzle** Choose and complete the puzzle.

library imports mass production urgent medical spell assemble suffice

spare imports whereas advantageous medical assembled suffice

**Down**

- \_\_\_\_\_ materials from Mexico because they can't be grown domestically.
- This plan doesn't work, we need to \_\_\_\_\_ know us.
- I like \_\_\_\_\_ of my brother's order from online to restaurant.
- The homework must asked people for their \_\_\_\_\_ change.
- Comments are often commented about their people's \_\_\_\_\_ The ability to read and write is very important.

**Across**

- The decision has been very \_\_\_\_\_ for us. It helped us in many ways.
- I like wearing a \_\_\_\_\_ while swimming in public places.
- People traveling often take \_\_\_\_\_ of themselves or famous sights.
- The greatest skill I want to make things in factories is called \_\_\_\_\_.
- The basketball team's \_\_\_\_\_ staff helps players when they get injured.
- I can \_\_\_\_\_ behind "This, Is, In, A, B, A, B, A."
- Some people choose to donate their \_\_\_\_\_ to someone when they die.

**Word Definition** Circle the best answer.

insist	a. deny	b. important	c. monitor
order	a. decide	b. change	c. create
help	a. stroke	b. press	c. teach
partner	a. pattern	b. sample	c. photograph
sustainability	a. the ability to match an end	b. the ability to avoid	c. the ability to last
stable	a. unstable	b. avoidable	c. tunable
assemble	a. put together	b. put off	c. take apart
urgent	a. send out	b. bring in	c. include
pace	a. ahead	b. body part	c. frame
steady	a. the ability to jump and dance	b. the ability to read and write	c. the ability to think and speak

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

She is a (seller / prototype) and then send it to me via messenger.

The (agent, customer officer / Import / spare) the date on your passport.

Recycling helps improve environmental ( sustainability / bioscopy ).

It's a good idea, but it will be very ( advantageous / time-consuming ), so you (monitor / available / to talk on the phone right now)?

**Discussion** Discuss with a partner and then have a class discussion.

If you think books will ever be replaced by a bookie? Explain your opinion.

Your country, which products do you think will be imported less because of 3D printing? What do you think Gutenberg would say about 3D printing?

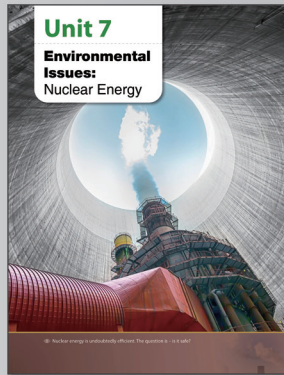
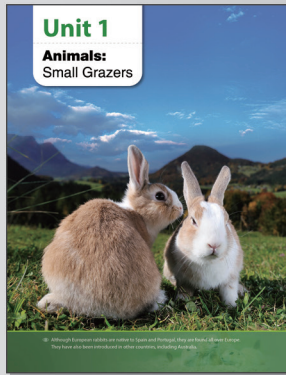
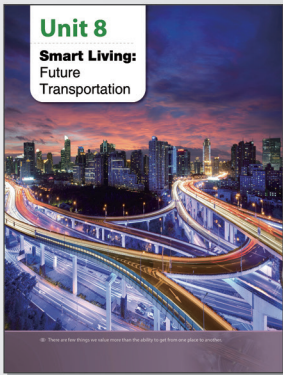
**4. Systematic Four-Skills Practice**

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

## 1. Unit Opening

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



## 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.

## 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.

**Painting with Thread**

Tapestry is the art of painting with thread. It's so much more than just 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 17<sup>th</sup> century, although they no longer hold the same standing in society as they once did. The weaving of the art form still lives on today.

Between the 14<sup>th</sup> and 18<sup>th</sup> 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 sites and religious scenes. And if you owned a tapestry, then your guests knew you were very rich.

**A Tapestry for the Ages**

The Bayeux Tapestry is one of the most important historical artifacts from the European Middle Ages. This 70-centimeter-wide and 29-meter-long "embroidery" tells the famous story of William of Normandy's conquest of England. About 1050, the powerful Norman ruler invaded the island kingdom of the British and won a decisive victory over the Saxons in the Battle of Hastings.

The story begins with Harold Godwinson, the English king, who was invited to become king of England. However, William, the Duke of Normandy, also wanted to become king. He invaded England in 1066, and Harold's army was defeated at the Battle of Hastings. William then became the first Norman king of England.

Once they reach England, William and his soldiers begin setting up camp. Harold's army of English soldiers, led by Godwinson, is defeated at the Battle of Hastings. One great feat in the tapestry shows how Harold was killed by an arrow through his eye. After the battle, the soldiers are shown burning down a house to signal the beginning of a new era.

The Bayeux Tapestry is available to the public at the Bayeux Tapestry Museum in France.

**Glossary**

**Bayeux Tapestry** a long strip of fabric with pictures and text woven into it, often used to tell a story or record an event

**embroidery** the art of decorating fabric with needle and thread

**invaded** to enter a country or territory by force

**conquest** the act of taking control of a country or territory by force

**decisive** having a clear and certain result, especially one that settles an issue

**victorious** having won a battle or competition

**defeat** to lose a battle or competition

**kingdom** a country or territory ruled by a king or queen

**island** a piece of land surrounded by water

**decade** a period of ten years

**century** a period of 100 years

**art form** a style or method of artistic expression

**status** the position or rank of a person or organization in society

**valued** to be highly regarded or appreciated

**popularity** the state of being liked, admired, or respected by many people

**block out** to prevent light or sound from entering a room

**entertained** to amuse or provide enjoyment for someone

**rich** having a large amount of money or property

**Review** Connecting Lesson 1 and Lesson 2

**1. Summary**

**Anchor Activity**

**A Main Ideas and Supporting Details** Choose and write the four MAIN points of each passage. There are two extra sentences.

- 1. Tapestries take a long time to make, and therefore are usually quite expensive.
- 2. In 17<sup>th</sup> century Paris, tapestries reached their peak in popularity.
- 3. Scenes from the tapestry revealed much about the Norman way of life at that time in history.
- 4. The Bayeux Tapestry is recognized as a historical treasure for a number of reasons.
- 5. In modern times, making a tapestry is a team effort that requires various jobs.
- 6. Tapestries were used in a variety of different ways between the 14<sup>th</sup> and 18<sup>th</sup> centuries.
- 7. William earned the nickname "William the Conqueror" from his victory in the Battle of Hastings.
- 8. Despite now being less popular, the art of tapestry, or "painting with thread," is still alive today.
- 9. The Bayeux Tapestry is an important artifact from the Middle Ages that tells the famous story of William of Normandy's conquest of England.
- 10. A notable part of the tapestry visually narrates the events that led to William's victory in the Battle of Hastings.

**Lesson 1 Summary: Painting with Thread**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Lesson 2 Summary: A Tapestry for the Ages**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**2. Vocabulary Review**

**A Crossword Puzzle** Choose and complete the puzzle.

vertical	fast	glimpse	constant	thread	drafts
horizontal	chemical	loquacious	antique	interpret	dupe

**Down**

- To install the exercise pads, hold it in a \_\_\_\_\_ position and attach it to the floor and ceiling.
- She \_\_\_\_\_ her shirt parallel using the juice from her bottle.
- A dangerous \_\_\_\_\_ pulled from the nuclear power plant.
- Before you can start cooking, 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**

- To block out cool \_\_\_\_\_ from coming in at night, the family always closed their windows.
- With his awkward, the boy pleased the \_\_\_\_\_ of a neighboring country.
- Try to catch a \_\_\_\_\_ of the checkout before it disappears into the back.
- Even though a documentary film, "Wood" you be willing to \_\_\_\_\_ for me.
- Excuse me, but \_\_\_\_\_ never disagree with each other. They always stick together.
- A judge's decision ultimately depends on how they \_\_\_\_\_ the facts of the case.

**1 Pre-Reading**

**1. Discussion**

1. Look at the pictures on the opposite page, then answer and discuss these questions with a partner or as a class.

- Which tapestry do you like most?
- What do you think each tapestry signifies?
- Why do you think tapestries used to be so popular?

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

- Tapestries reached their peak in popularity in the 20<sup>th</sup> century.  T  F
- Tapestries often depict famous stories from history.  T  F
- Tapestries are quick and easy to make.  T  F

**2. 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 best form of the word.

- \_\_\_\_\_ status, as it relates to reputation or popularity
- \_\_\_\_\_ a stream of mud or blowing into a room
- \_\_\_\_\_ relating to spiritual beliefs, usually about a god
- \_\_\_\_\_ a natural or artificial substance made up of certain molecules
- \_\_\_\_\_ to color something
- \_\_\_\_\_ positioned in an up and down direction
- \_\_\_\_\_ thin string typically used in sewing or weaving
- \_\_\_\_\_ to improve the design of a space or room by adding things to it
- \_\_\_\_\_ belonging to a previous time period
- \_\_\_\_\_ to understand in one's own unique way

### 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**

**1. Understanding Words in Context** Circle the correct answer.

- In line 29, what does the word **dazzling** mean?
  - dazzling
  - simple
  - spectacular
  - unconventional
- In line 30, what does the word **countless** mean?
  - very many
  - measurable
  - millions
  - restricted

**2. Making Inferences** Circle the correct answer.

- In line 4, "the beauty of the art form will live on today." Why do you think tapestry is still considered a beautiful art form?
  - Tapestries can only be viewed in museums.
  - It costs a lot of money to buy a tapestry today.
  - A lot of time, effort, and care is involved in making a single tapestry.
  - Tapestries are still used to block out cold drafts from entering houses.
- In line 24, "It can still easily take over a year to complete a single tapestry." What do you think the reason is?
  - The demand for tapestries is low, so there is no rush to make them.
  - There are not many tapestry makers in the world anymore.
  - It takes a long time for artists to think of what they want to paint.
  - Tapestry making is a complicated process that involves many different experts working by hand.

**3. Identifying Purpose** Circle the correct answer.

- In line 1, "Tapestry is the art of painting with thread." Why does the writer mention this?
  - to relate tapestry to something that readers are likely familiar with
  - to make a clear distinction between tapestry and painting
  - to tell readers that paint is not used in tapestry
  - to let readers know that tapestry is also an art form

**4. Recognizing Restatement** Circle the correct answer.

- Which of the following sentences best restates the highlighted information in line 7?
  - Time is not as important as money.
  - Money and time are two different concepts.
  - Time is a resource that costs money.
  - It takes a lot of time to make money.

### 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**

**1. Vocabulary Practice** Fill in the blanks.

amuse	type	ritual	interpret	decrease
standing	vertical	death	religious	chemical

- Members of the community are very \_\_\_\_\_. They go to church every Sunday.
- I want to \_\_\_\_\_ my new room with lots of posters and pretty artwork.
- My hair is starting to become gray, so he wants to \_\_\_\_\_ it brown.
- Everyone can \_\_\_\_\_ a situation differently because we all have different perspectives.
- My great grandmother's \_\_\_\_\_ sewing machine sold for one million dollars at auction.
- Let's test your \_\_\_\_\_ jump. Jump straight up into the air and touch the highest part of the wall that you can.
- Please close the window to stop the cold \_\_\_\_\_ from coming in.
- I need to buy some black \_\_\_\_\_ to sew a patch onto my backpack.
- The mayor lost her good \_\_\_\_\_ in the community after committing a crime.
- Cheap hair dyes often contain strong \_\_\_\_\_ that can burn your scalp.

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

1	horizontal	=	4	vertical	=	3
2	make sense of	=	2	also strong	=	1
3	beauty	=	4	modern	=	2

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

- What other art forms are there that use some type of thread?
- Among the various skills involved in tapestry making, which one would you most find want to do? Why?
- If you could make your own tapestry, what would you want to weave?

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

I like tapestry / more / less than painting because \_\_\_\_\_

### 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** 3



# Unit 1

## Animals: Birds of Prey



👁️ This eagle expertly grabs a fish out of the water.



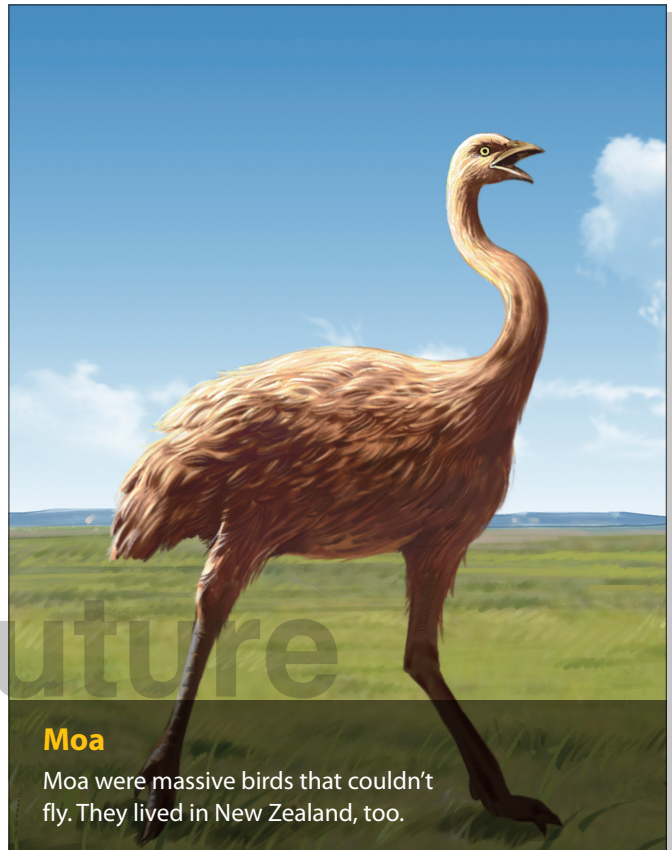
# Lesson 1

## Haast's Eagle



### Haast's Eagle

Haast's eagle is a type of gigantic eagle that once lived in New Zealand.



### Moa

Moa were massive birds that couldn't fly. They lived in New Zealand, too.



## 1 Pre-Reading



Animals: Birds of Prey

### A Discussion

1. Look at the pictures on the opposite page, then answer and discuss these questions with a partner or as a class.

- What do you think Haast's eagle ate? What do you think the moa ate?
- Both the moa and Haast's eagle are now extinct. Why might this be?
- Who do you think Haast's eagle is named after?

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

- In New Zealand, the only native mammals are bats.  T  F
- Haast's eagle could attack and kill small children.  T  F
- Haast's eagle was the largest eagle that ever lived.  T  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.

- \_\_\_\_\_ when something becomes impossible to see or find
- \_\_\_\_\_ to make a hole in something
- \_\_\_\_\_ almost or nearly
- \_\_\_\_\_ all the food that a human or animal eats
- \_\_\_\_\_ to break suddenly, usually with a sharp cracking noise
- \_\_\_\_\_ animals in an area
- \_\_\_\_\_ to grab or take something forcefully
- \_\_\_\_\_ to be good at one particular thing
- \_\_\_\_\_ an animal that eats anything it can find including dead animals
- \_\_\_\_\_ to eat a diet of leaves taken from different plants

# Haast's Eagle

Track 01

New Zealand is an unusual country because it is so isolated. Animals that evolved on other continents couldn't reach New Zealand, so the country has its own unique **fauna**. Land mammals were **practically** unknown, and birds evolved to take their place. A New Zealand predator is one example of this evolution. While other continents had predator mammals, such as tigers, lions, and bears, New Zealand had a giant bird of prey called "Haast's eagle."

Haast's eagle was a very impressive bird. It was the largest eagle that has ever lived. It weighed between 9 and 15 kilograms and had a wingspan of about three meters. The total length of its body, including its long tail, could be as much as 1.4 meters. That's about twice as big as an American bald eagle.

New Zealand's largest predator **specialized** in attacking and eating another New Zealand bird called the moa. The moa was a **browsing** bird with a **diet** similar to other browsers, such as deer and goats. Moa were very large, weighing up to 230 kilograms, and they couldn't fly. When Haast's eagle saw a moa, it would swoop down at 80 kilometers per hour, kill the moa with a blow to the head or neck, and **seize** it with its talons. Because there weren't any other

## Fact File

Moa wasn't just one bird. In fact, the moa consisted of nine species of flightless birds. The two biggest species were *Dinornis robustus* and *Dinornis novaezelandiae*. They could grow to be over 3.5 meters tall.



large predators or **scavengers** in New Zealand, the Haast's eagle probably ate the dead moa over a number of days.

Haast's eagle must have been very powerful. Scientists  
25 say that it probably had enough power in its talons to **snap**  
a human's neck, or to **puncture** a human skull. Because of  
this, it may have been a danger to Māori people, especially  
children. Scientists say that Māori people may have  
destroyed Haast's eagle nests to protect themselves and  
30 their families.

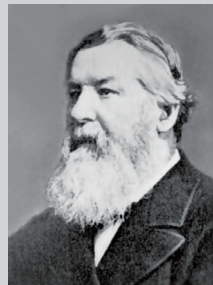
Sadly, Haast's eagle became extinct sometime around  
1400 AD. Māori nest-hunting parties probably contributed  
to the eagle's decline, but the main reason Haast's eagle  
became extinct was the **disappearance** of its prey.

35 The moa wasn't just a favorite food of Haast's eagle  
but a favorite food of Māori as well. Eventually,  
the moa disappeared, and Haast's eagle soon  
followed. It was another example of the  
impact that humans have had on New

40 Zealand's native animals. 371 words

### Fact File

Haast's eagle was first classified by Julius von Haast, a German geologist working in New Zealand. He gave it the Latin name *Harpagornis moorei*, after the owner of the property where it was discovered.



New Zealand is an island country in the South Pacific Ocean.

New Zealand



The talons on eagles are strong and sharp.

Talons



This illustration shows how Māori hunters used to dress.

Māori



## 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. Why couldn't the animals on other continents come to New Zealand?

- a. New Zealand has its own unique fauna.
- b. There were many birds in New Zealand.
- c. New Zealanders didn't want any non-native animals.
- d. New Zealand is so isolated.

#### 2. What was impressive about Haast's eagle?

- a. It was very large.
- b. It lived in New Zealand.
- c. It ate dead moa over a number of days.
- d. It became extinct.

#### 3. Why may Māori people have destroyed Haast's eagle nests?

- a. to make it easier to hunt Haast's eagles
- b. to protect themselves from Haast's eagle attacks
- c. to protect the moa
- d. to use the nests for firewood

#### 4. Which sentence about the moa is true?

- a. It ate deer and goats.
- b. It flew away and hid from Haast's eagles.
- c. It was a favorite food of the Māori.
- d. It was smaller than Haast's eagle.

#### 5. Which sentence about Haast's eagle is NOT true?

- a. It was affected by climate change.
- b. It probably ate a dead moa over a number of days.
- c. It may have been a danger to the Māori people.
- d. It must have been very powerful.

## B-1 Organizing Information: Identifying Cause and Effect

Complete the chart.

<i>Cause</i>	<i>Effect</i>
New Zealand is so isolated.	_____
_____	Birds evolved to take the place of land mammals.
Haast's eagle probably had _____ in its talons to _____, or to _____.	It may have been a danger to the Māori people, especially children.
The moa disappeared.	_____



### 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.

## B-2 Organizing Information: Compare and Contrast

Complete the chart.

	<i>Haast's Eagle</i>	<i>Moa</i>
<i>Weight</i>	_____	_____
<i>Length</i>	_____	No information
<i>Ability to Fly</i>	_____	_____
<i>Favorite Food</i>	_____	_____

### Reading Skill Tip

When you compare and contrast, you explore the similarities and differences between two or more things.

**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 19, what does the word *swoop* mean?

- a. move quickly      b. move slowly      c. move far      d. stand still

2. In line 20, what does the word *blow* mean?

- a. strong hit      b. cold wind      c. strong bite      d. sharp scratch

**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 32, what do you think “Māori nest-hunting parties” were?

- a. Māori people finding moa nests and destroying them  
 b. Māori people finding moa nests and protecting them  
 c. Māori people finding Haast’s eagle nests and destroying them  
 d. Māori people finding Haast’s eagle nests and protecting them

2. In line 36, “Eventually, the moa disappeared, and Haast’s eagle soon followed.” What can be inferred from this?

- a. The moa disappeared because Haast’s eagle ate them all.  
 b. The moa ran away from Haast’s eagle, but Haast’s eagle followed them.  
 c. Haast’s eagle disappeared before the moa became extinct.  
 d. Haast’s eagle became extinct because its prey, the moa, disappeared.

**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 38?

- a. Humans killed all of the Haast’s eagles.  
 b. There are many examples of humans’ impact on New Zealand’s native animals. Haast’s eagle is one of them.  
 c. Haast’s eagle is the best example of humans’ impact on New Zealand’s native animals.  
 d. Haast’s eagle had a great impact on humans and native animals in New Zealand.

**Reading Skill Tip**

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

**F Identifying Method** Circle the correct answer.

1. How does the writer introduce Haast’s eagle in paragraph 1?

- a. by describing the size of Haast’s eagle  
 b. by introducing the history of New Zealand  
 c. by discussing differences between birds and mammals  
 d. by explaining why New Zealand has a unique fauna



### 3 After Reading

#### A Vocabulary Practice Fill in the blanks.

puncture	specialized	fauna	disappearance	scavengers
diet	seize	snap	browse	practically

1. If I drive over a glass bottle, it will \_\_\_\_\_ my tire.
2. Don't climb that tree. That branch will \_\_\_\_\_.
3. Flora means plants, and \_\_\_\_\_ means animals.
4. In cities, wild cats are usually \_\_\_\_\_.
5. Good health comes from a good \_\_\_\_\_.
6. The police decided to \_\_\_\_\_ the criminal.
7. \_\_\_\_\_ all of my friends know how to swim.
8. Goats love to \_\_\_\_\_ trees and bushes.
9. The girl's \_\_\_\_\_ is a real mystery.
10. Mike was a doctor. He \_\_\_\_\_ in surgery.

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

1	<i>break</i>	=		3	<i>grab</i>	=	
2	<i>nearly</i>	=		4	<i>appearance</i>	↔	

= synonym ↔ antonym

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

1. Name one other animal that has become extinct.
2. What is the difference between predators and prey?
3. What predators do you know? What is their prey?

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

I think the most interesting bird in the world is the \_\_\_\_\_ because

\_\_\_\_\_

\_\_\_\_\_.

# Lesson 2

## Vultures



e future



Old World Vultures



New World Vultures

## 1 Pre-Reading



## A Discussion

1. Look at the pictures on the opposite page, then answer and discuss these questions with a partner or as a class.

- Describe these birds.
- What do you think vultures eat?
- Do you think vultures are beneficial to humans? Why or why not?

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

- Vultures eat dead animals.  T  F
- Vultures spread disease.  T  F
- Some vultures are becoming rare.  T  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.

- \_\_\_\_\_ to send or pass on
- \_\_\_\_\_ to cause
- \_\_\_\_\_ containing disease-causing substances
- \_\_\_\_\_ the practice of keeping yourself and your surroundings clean
- \_\_\_\_\_ outstandingly, remarkably
- \_\_\_\_\_ sense of vision
- \_\_\_\_\_ to kill something using a chemical
- \_\_\_\_\_ the remains of a dead animal
- \_\_\_\_\_ a chemical with a pH of less than 7
- \_\_\_\_\_ for one particular purpose and only for that purpose; particularly

# Vultures

Track 02

Vultures are scavenging birds, feeding mostly on the **carcasses** of dead animals. They are notable for their large size, with adult vultures having a 3-meter wingspan and a body up to 1 meter long. They are also famous for their fearsome appearance and their bald heads. Vultures are of great value to humans because their scavenging helps to stop the spread of disease.

Scientists divide vultures into two main types: Old World vultures, which live in Europe, Asia, and Africa, and New World vultures, which live in North and South America. Old World vultures have very good eyesight which they use to find food. New World vultures have good **eyesight** too, but they can also find food with their sense of smell. All vultures have a bald head which is thought to keep them cleaner when they are eating dead animals. It also helps them to stay cool in hot climates.

Vultures are specially adapted for scavenging. Their stomach **acid** is **exceptionally** strong which allows them to safely digest rotten carcasses **infected** with bacteria. Vultures can be very efficient, too. A group of hungry vultures can pick the bones of a large animal clean\* in less than an hour.

## Fact File

A Turkey vulture is a New World vulture, whose stomach acid has a pH of almost zero. It means its stomach acid could be 1000 times more acidic than that of a human's, and it could even dissolve some metals.



## Glossary

\* pick the bone clean - take all the meat from the bone to eat

When vultures eat a dead animal, it means that flies, rats, and dogs can't feed on the carcass. Flies, rats, and dogs are often found in human homes, so they can easily **transmit** disease to us. By disposing of the dead animal, vultures are protecting human health. It is a very valuable service.

Sadly, since the 1990s, vulture populations have declined in some areas. They are being **poisoned** by a drug called diclofenac, which is used by farmers as a medicine for their animals. The decline has **led to hygiene** problems as carcasses of dead animals are left to rot, or are eaten by rats and wild dogs, rather than being tidied up by vultures. This problem of diclofenac poisoning shows the important role that vultures play in the ecology of the earth. They are **specially** adapted for eating dead animals, and without them, the problems of disease are much greater. 350 words



Vultures, like this one, can pick a carcass clean.

Vultures



Diclofenac has contributed to the decline of vultures, especially in India.

Diclofenac

### Fact File

The long-billed vultures and the Indian white-rumped vultures live in and around India. These birds were once considered pests, but they are now critically endangered. Their populations have seen a decrease of up to 99% since 1992.



## 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. What are vultures famous for?

- a. their sense of smell
- b. their long body
- c. their fearsome appearance
- d. their big eyes

#### 2. How do vultures protect human health?

- a. They eat flies.
- b. They eat dead animals.
- c. They don't spread disease.
- d. They make useful bacteria.

#### 3. Why are vulture numbers decreasing?

- a. They are getting infected with diseases.
- b. They are getting killed by predators.
- c. They can't get enough food.
- d. They are being poisoned by a drug.

#### 4. Which sentence about vultures is true?

- a. They have very strong stomach acid.
- b. They are specially adapted for hunting and attacking animals.
- c. Their wings help them to stay cool in hot climates.
- d. New World vultures don't have good eyesight.

#### 5. Which sentence about vultures is NOT true?

- a. There are two main types of vultures.
- b. All vultures are covered in black feathers.
- c. They can safely digest rotten carcasses.
- d. All vultures have a bald head.

## B-1 Organizing Information: Identifying Cause and Effect

Complete the chart.

<i>Cause</i>	<i>Effect</i>
_____	They are of great value to humans.
Vultures' stomach acid is exceptionally strong.	_____
_____	They can easily transmit disease to humans.
Farmers are giving their animals a drug called diclofenac.	_____
_____	There are hygiene problems in some areas.

### 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.



## B-2 Organizing Information: Compare and Contrast

Complete the chart.

	<i>Old World Vultures</i>	<i>New World Vultures</i>
<i>Native Range</i>	_____	_____
<i>Method of Finding Food</i>	_____	_____
<i>Appearance</i>	_____	

### Reading Skill Tip

When you compare and contrast, you explore the similarities and differences between two or more things.

**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 19, what does the word *rotten* mean?

- a. fresh                      b. tasty                      c. decayed                      d. dried

2. In line 35, what does the phrasal verb *tidied up* mean?

- a. increased                      b. made something clean and neat  
c. poisoned                      d. infected with a disease

**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 23, “When vultures eat a dead animal, it means that flies, rats, and dogs can’t feed on the carcass.” What can be inferred from this?

- a. Flies, rats, and dogs are too scared to go near vultures while they are eating.  
b. Flies’, rats’, and dogs’ stomach acid is not as strong as vultures’.  
c. Flies, rats, and dogs easily get infected by bacteria.  
d. Vultures eat everything and don’t leave anything for flies, rats, and dogs.

2. In line 35, “This problem of diclofenac poisoning shows the important role that vultures play in the ecology of the earth.” What do you think is the important role of vultures?

- a. being very efficient when they are eating  
b. disposing of dead animals  
c. looking fearsome  
d. eating flies, rats, and dogs

**Reading Skill Tip**

Read carefully and find out how the writer explains or accomplishes 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 describe “scavenging birds” in paragraph 1?

- a. by providing examples of various kinds of birds  
b. by discussing the problems these birds face  
c. by describing how large these birds are  
d. by providing examples of what they do

**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 20?

- a. They are not affected by bacteria.  
b. They digest quickly so they often get hungry.  
c. They fight each other for food.  
d. They can eat dead animals quickly.



### 3 After Reading

#### A Vocabulary Practice Fill in the blanks.

especially	exceptionally	carcass	transmit	eyesight
acid	hygiene	poisoned	infected	lead to

1. You have \_\_\_\_\_ inside your stomach to help you digest your food.
2. One of the most important habits children learn is personal \_\_\_\_\_.
3. I was \_\_\_\_\_ by some bad sushi I ate.
4. I can \_\_\_\_\_ this document by email.
5. Scientists often wear safety glasses to protect their \_\_\_\_\_.
6. The body of a dead animal is sometimes called a \_\_\_\_\_.
7. If a sick person coughs on you, you can become \_\_\_\_\_ with their cold.
8. Poor eating habits in childhood often \_\_\_\_\_ health problems in adulthood.
9. Some musical instruments are \_\_\_\_\_ difficult to play.
10. This new furniture fits perfectly because I had it \_\_\_\_\_ made.

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

1	<i>vision</i>	=		4	<i>extremely</i>	=	
2	<i>cleanliness</i>	=		5	<i>send</i>	=	
3	<i>dead body</i>	=		= synonym ↔ antonym			

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

1. Are there vultures in your country? If there are, are they endangered?
2. Name two other scavenging animals.
3. What could happen to an ecosystem when an animal goes extinct?

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

I think we ( should / shouldn't ) protect vultures 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 Vultures help to stop the spread of disease and protect human health.
- ② Haast's eagle became extinct around 1400 AD after its prey disappeared.
- ③ Vultures are scavenging birds, feeding mostly on the carcasses of dead animals.
- ④ Flies, rats, and dogs are often found in human homes.
- ⑤ Haast's eagle was a very large and impressive bird.
- ⑥ Haast's eagle was the largest predator in New Zealand.
- ⑦ Vultures are specially adapted for scavenging.
- ⑧ Haast's eagle specialized in attacking and eating the moa, a browsing bird that couldn't fly.
- ⑨ Vulture populations have declined, which has led to hygiene problems.
- ⑩ Haast's eagle probably ate the dead moa over a number of days.

Collect the main ideas to complete the summary.

#### Lesson 1 Summary: Haast's Eagle

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

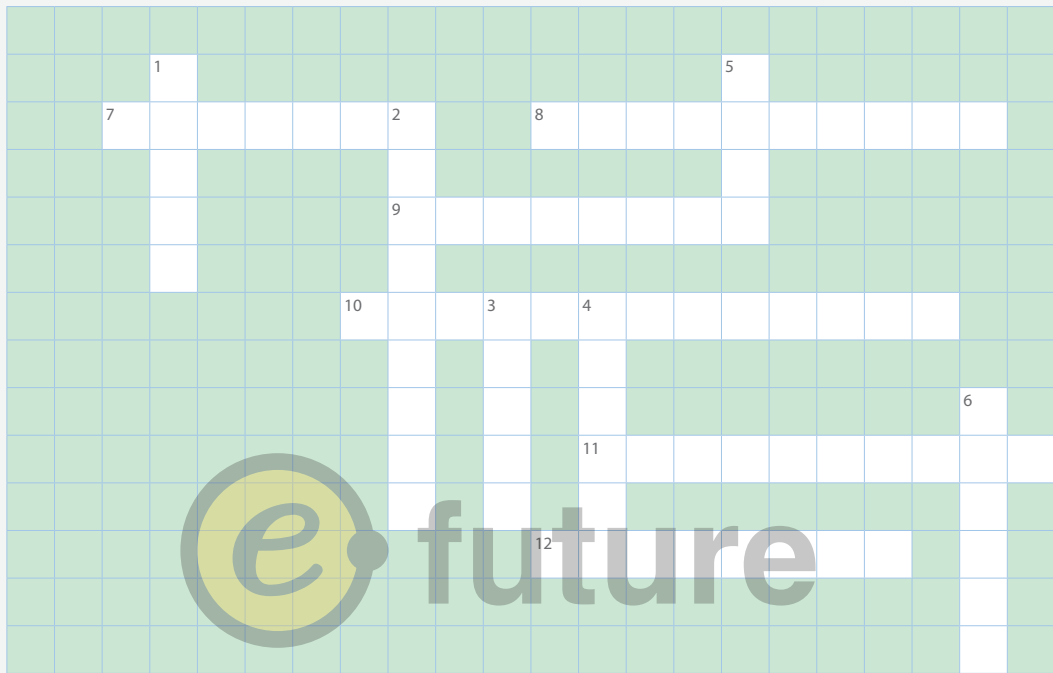
#### Lesson 2 Summary: Vultures

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 2. Vocabulary Review

### A Crossword Puzzle Choose and complete the puzzle.

specialize      diet      scavengers      browse      infected      specially  
 disappearance      fauna      carcass      acids      eyesight      poison



#### Down

1. That island has very interesting flora and \_\_\_\_\_.
2. Some animals, such as bats, are \_\_\_\_\_ designed to live in caves.
3. Chemists used \_\_\_\_\_ and metals in their experiments.
4. Don't eat that! It's \_\_\_\_\_.
5. To be healthy you need to have a good \_\_\_\_\_.
6. Goats will sometimes stand on their back legs to \_\_\_\_\_ on tasty leaves.

#### Across

7. The lions picked the \_\_\_\_\_ clean.
8. Some doctors \_\_\_\_\_ in surgery.
9. Can you see that? You must have good \_\_\_\_\_.
10. I have been investigating the \_\_\_\_\_ of the school sign.
11. Hyenas are \_\_\_\_\_.
12. A dangerous virus is spreading. Get a shot so you don't become \_\_\_\_\_ with it.

## 2. Vocabulary Review

### B Word Definition

Circle the best answer.

- |                         |                  |                  |                 |
|-------------------------|------------------|------------------|-----------------|
| 1. <b>exceptionally</b> | a. outstandingly | b. ordinarily    | c. frequently   |
| 2. <b>practically</b>   | a. specially     | b. nearly        | c. strangely    |
| 3. <b>seize</b>         | a. lose          | b. miss          | c. take         |
| 4. <b>hygiene</b>       | a. cleanliness   | b. height        | c. genetics     |
| 5. <b>transmit</b>      | a. receive       | b. send          | c. find         |
| 6. <b>carcass</b>       | a. plant         | b. big animal    | c. dead body    |
| 7. <b>fauna</b>         | a. animals       | b. flora         | c. species      |
| 8. <b>lead to</b>       | a. walk          | b. cause         | c. happen       |
| 9. <b>puncture</b>      | a. poke hole in  | b. paint hole on | c. fill hole up |
| 10. <b>snap</b>         | a. break         | b. wrestle       | c. charge       |

### C Words in Context

Circle the word to make a meaningful sentence.

1. Hayley is ( practically / exceptionally ) talented.
2. We learned ( poisons / acids ) help digest food in science class.
3. The customs officers ( seized / browsed ) the fake handbag I had in my luggage.
4. Good ( hygiene / eyesight ) is important if you want to be a pilot.
5. The nail ( snapped / punctured ) my tire.

## 3. Discussion

**Talk with a partner and then have a class discussion.**

1. Which birds mainly eat meat? Which ones mainly eat plants?
2. Is extinction a natural process? Should we always try to prevent extinction?
3. How can governments protect bird populations?
4. Should endangered species be trapped and moved into zoos? Explain your answer.