

# READING

STUDENT BOOK

# PLANET

Reading is a thinking process!

# 1

 future

**Cumulative**  
Reading Skill Practice





# Contents

## Introduction

### Unit 1 Animals: Bats

|          |                                  |    |
|----------|----------------------------------|----|
| Lesson 1 | Just Dropping by for a Bite      | 10 |
| Lesson 2 | The Big Bats of the Philippines  | 18 |
| Review   | Connecting Lesson 1 and Lesson 2 | 26 |

### Unit 2 Technology: Taking Pictures

|          |                                  |    |
|----------|----------------------------------|----|
| Lesson 1 | Accidental X-Rays                | 30 |
| Lesson 2 | Say Cheese!                      | 38 |
| Review   | Connecting Lesson 1 and Lesson 2 | 46 |

### Unit 3 Arts: Pop Music

|          |                                  |    |
|----------|----------------------------------|----|
| Lesson 1 | The Path to Pop Stardom          | 50 |
| Lesson 2 | Tell Me about the Wonder Girls   | 58 |
| Review   | Connecting Lesson 1 and Lesson 2 | 66 |

### Unit 4 Health: Skin

|          |                                  |    |
|----------|----------------------------------|----|
| Lesson 1 | Your Body's Largest Organ        | 70 |
| Lesson 2 | The Colors of Our Skin           | 78 |
| Review   | Connecting Lesson 1 and Lesson 2 | 86 |

### Unit 5 People and Culture: Turkey

|          |                                  |     |
|----------|----------------------------------|-----|
| Lesson 1 | Europe's Rising Star             | 90  |
| Lesson 2 | The Traditional Baths of Turkey  | 98  |
| Review   | Connecting Lesson 1 and Lesson 2 | 106 |





**Unit 6 Our Earth: Volcanoes**

|          |                                  |     |
|----------|----------------------------------|-----|
| Lesson 1 | The Year Without a Summer        | 110 |
| Lesson 2 | Beauty Out of Disaster           | 118 |
| Review   | Connecting Lesson 1 and Lesson 2 | 126 |

**Unit 7 Business: Famous for Innovation**

|          |                                  |     |
|----------|----------------------------------|-----|
| Lesson 1 | The Sweetest Apple               | 130 |
| Lesson 2 | The Free Encyclopedia            | 138 |
| Review   | Connecting Lesson 1 and Lesson 2 | 146 |

**Unit 8 Careers: Kurt McDowell: US Army**  
**Min-jeong Park: Korean Coastguard**

|          |                                  |     |
|----------|----------------------------------|-----|
| Lesson 1 | Army Officer                     | 150 |
| Lesson 2 | Keeping the Seas Safe            | 158 |
| Review   | Connecting Lesson 1 and Lesson 2 | 166 |

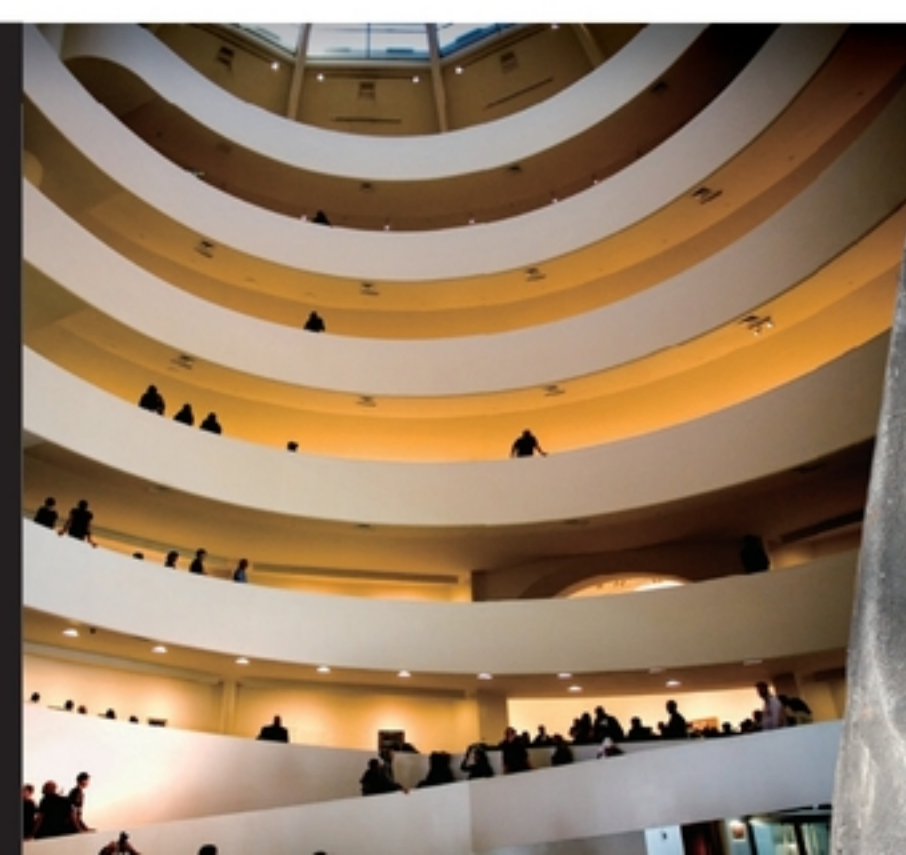
**Unit 9 History: The Space Race**

|          |                                  |     |
|----------|----------------------------------|-----|
| Lesson 1 | Race to the Stars                | 170 |
| Lesson 2 | From the Streets to the Stars    | 178 |
| Review   | Connecting Lesson 1 and Lesson 2 | 186 |

**Unit 10 Architecture: Frank Lloyd Wright**

|          |                                  |     |
|----------|----------------------------------|-----|
| Lesson 1 | A Visionary Architect            | 190 |
| Lesson 2 | The House that Nature Built      | 198 |
| Review   | Connecting Lesson 1 and Lesson 2 | 206 |

|           |  |     |
|-----------|--|-----|
| Word List |  | 210 |
|-----------|--|-----|





## 1. High-Interest Passages

The Reading Planet series 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, arts, business, and history.

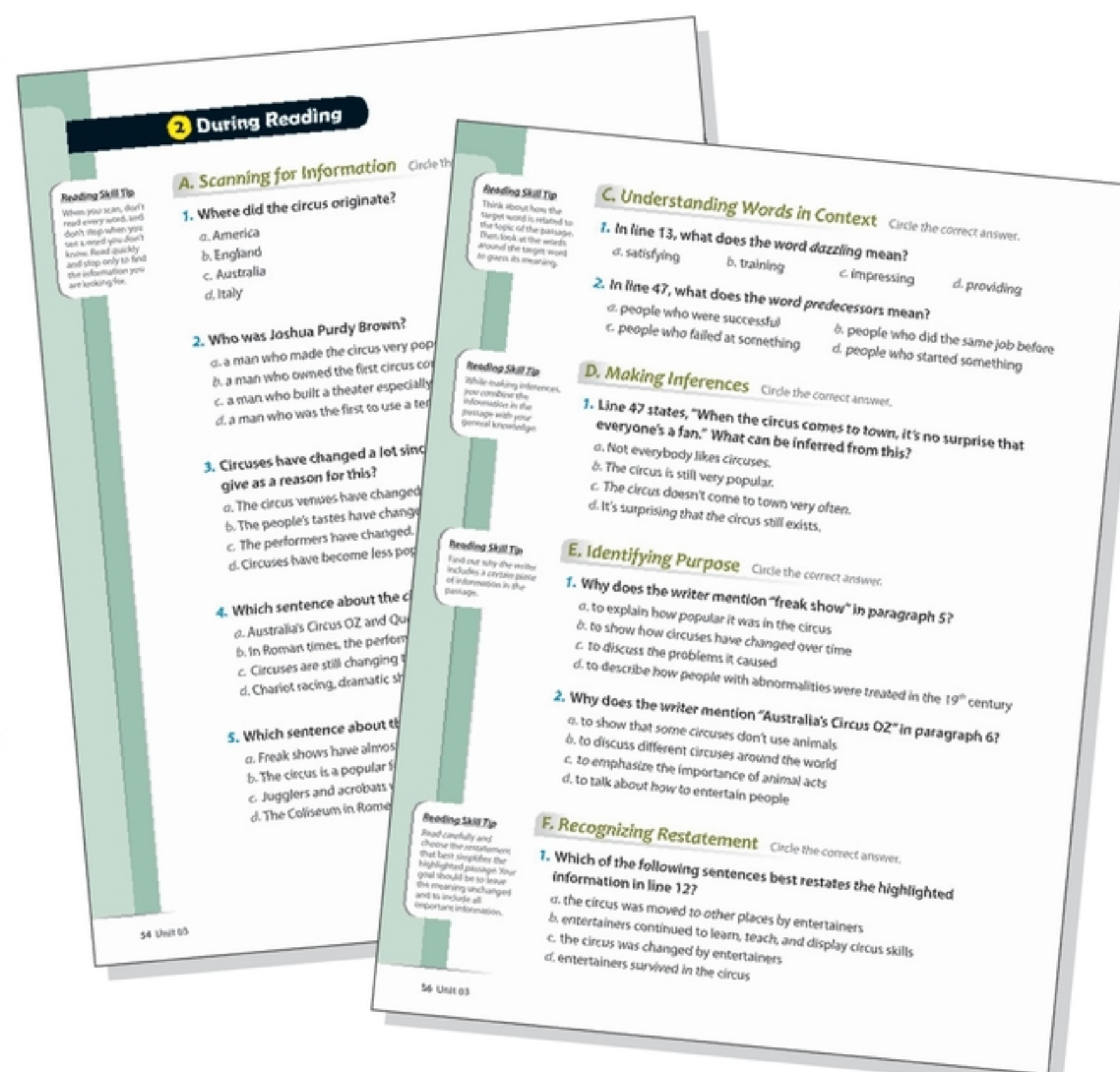


## 2. Effective Reading Skill Practice

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 multiple choice TOEFL type questions.





### 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. Organizing Information: Compare and Contrast

Complete the chart.

|           | In Roman Times                                      | After the Fall of the Roman Empire          |
|-----------|-----------------------------------------------------|---------------------------------------------|
| Main acts | Main acts included chariot racing, _____ and _____. | Main acts included _____ and _____.         |
| Venue     | The venues were open-air _____.                     | The venues are now public spaces and _____. |

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

#### B-2. Organizing Information: Sequencing

Complete the chart.

|                          |                                                                    |
|--------------------------|--------------------------------------------------------------------|
| Ancient Roman Times      | The art form of the circus _____.                                  |
| After Roman Times        | The circus was kept alive by _____ who traveled around Europe.     |
| 1400s                    | Circuses performed in _____.                                       |
| 1825                     | Joshua Purdy Brown used a _____ as a _____.                        |
| 19 <sup>th</sup> Century | A new type of circus was _____ in America. They were called _____. |
| Modern Times             | Circus companies were criticized for _____.                        |

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

Lesson 1 55

### 3. Cumulative Vocabulary Practice

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

**1 Pre-Reading**

**A. Discussion** Answer and discuss these questions with a partner or as a class.

- What happens in a circus? Have you been to a circus?
- Are circuses common in your city/town? Explain.
- Would you like to be a performer in a circus? Why or why not?

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

- In ancient Rome, some circus venues could hold over 200,000 people.
- The use of animals in circuses has become more popular with fans.
- Circus acts today have more dancing and music.

**B. Key Vocabulary** Look at the words in bold type in the following passage. Write each word next to its definition. (Write the base form of the verb and the singular form of the noun. Adjectives and adverbs should not be modified.)

- \_\_\_\_\_ very unkind
- \_\_\_\_\_ a situation where something or someone is not present
- \_\_\_\_\_ the act of giving money in support of something
- \_\_\_\_\_ a place to hold an event
- \_\_\_\_\_ to start to begin
- \_\_\_\_\_ exactly the same as
- \_\_\_\_\_ understanding how someone or something else feels
- \_\_\_\_\_ to point out the flaws or problems with something
- \_\_\_\_\_ modern; of the current time
- \_\_\_\_\_ to express sadness, regret, or disappointment
- \_\_\_\_\_ an arm or leg
- \_\_\_\_\_ an unusual part or feature

**2 After Reading**

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

absence limbs abnormality lamented contemporary donation venue cruel criticized identical originated sympathy

- Humans have four \_\_\_\_\_.
- I want to help the flood victims, so I made a \_\_\_\_\_ to a charity.
- Those two cars are exactly the same. They are \_\_\_\_\_.
- I have a lot of \_\_\_\_\_ for the people that got hurt.
- I think this drink \_\_\_\_\_ in Thailand.
- We have over 1,000 people coming, so we need a big \_\_\_\_\_.
- He was born with an unusual \_\_\_\_\_; he had two thumbs on one hand.
- I think keeping chickens in cages is very \_\_\_\_\_.
- "I wish I'd done it earlier," the boy \_\_\_\_\_.
- Many people \_\_\_\_\_ the government for the economic problems.
- This building was built just five years ago, so it is very \_\_\_\_\_.
- Rogers' \_\_\_\_\_ due to illness was noted in my report.

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

- unkind = \_\_\_\_\_
- place = \_\_\_\_\_
- regret = \_\_\_\_\_
- come from = \_\_\_\_\_
- presence = \_\_\_\_\_
- different = \_\_\_\_\_

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

If I were a circus performer, I would be a \_\_\_\_\_ because \_\_\_\_\_.

**2. Vocabulary Review**

**A. Crossword Puzzle** Complete the puzzle.

absence state criticized faltered originated arrival cruel parison sympathy internationally revolution permanent

1. I timed my \_\_\_\_\_ so I would be just in time for dinner.

2. The horse \_\_\_\_\_ just before the jump.

3. Baseball may have \_\_\_\_\_ in England, but most people believe it started in the US.

4. I have a great \_\_\_\_\_ for the works of Shakespeare I have seen all his plays.

5. In some countries, the \_\_\_\_\_ supports poor people.

6. It is very \_\_\_\_\_ to keep a dog in a cage.

7. After they saw the pictures of the disaster, they felt a lot of \_\_\_\_\_.

8. The Russian \_\_\_\_\_ started in 1917.

9. Many people \_\_\_\_\_ the new system. It was worse than the old system.

10. I got a cut on my hand. I hope the scar isn't \_\_\_\_\_.

11. There is an \_\_\_\_\_ of good plumbers in this town.

12. Picasso's art is \_\_\_\_\_ famous.

### 4. Systematic Four-skills Practice

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



## Unit Structure

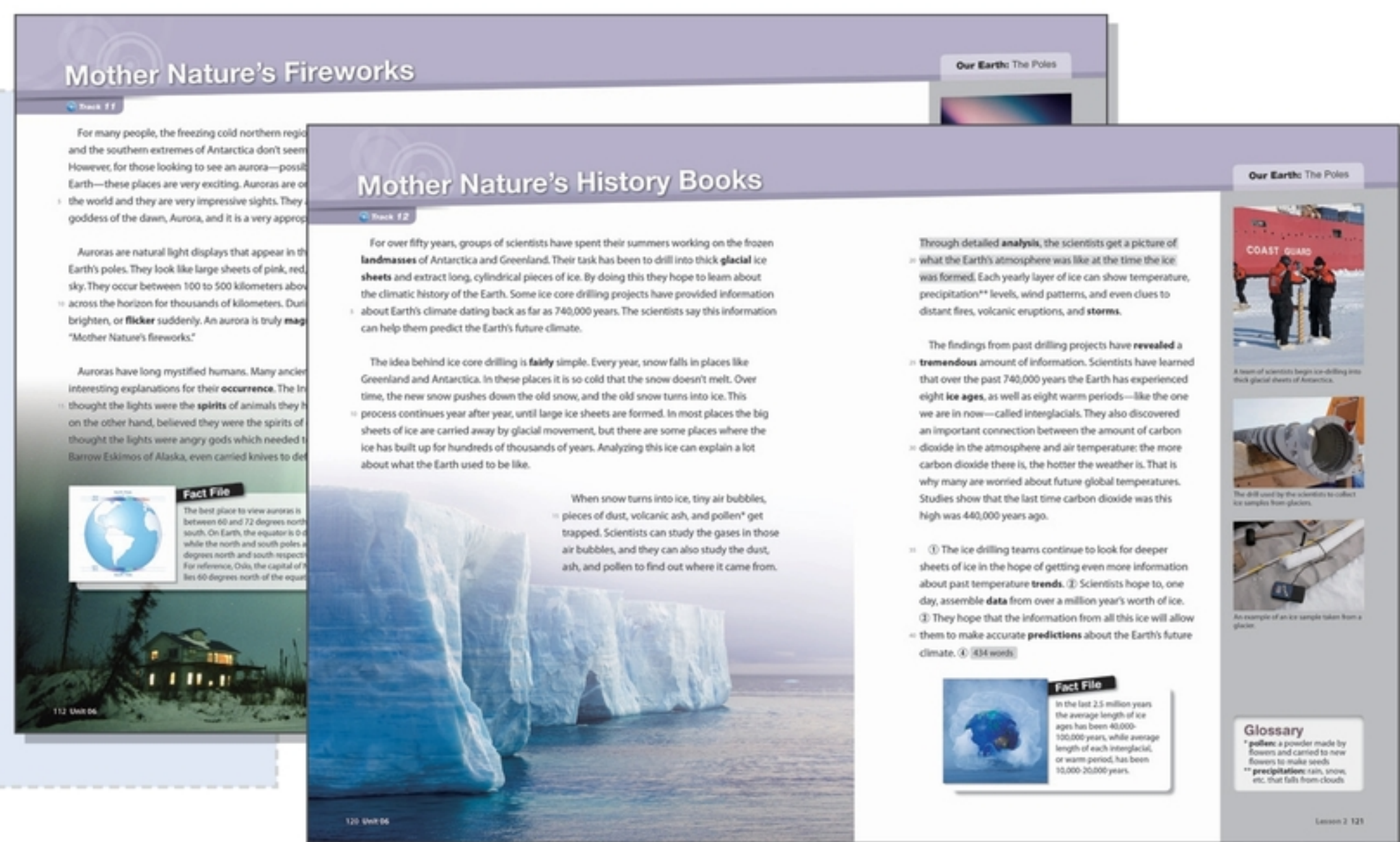
## 1. Unit Opening

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



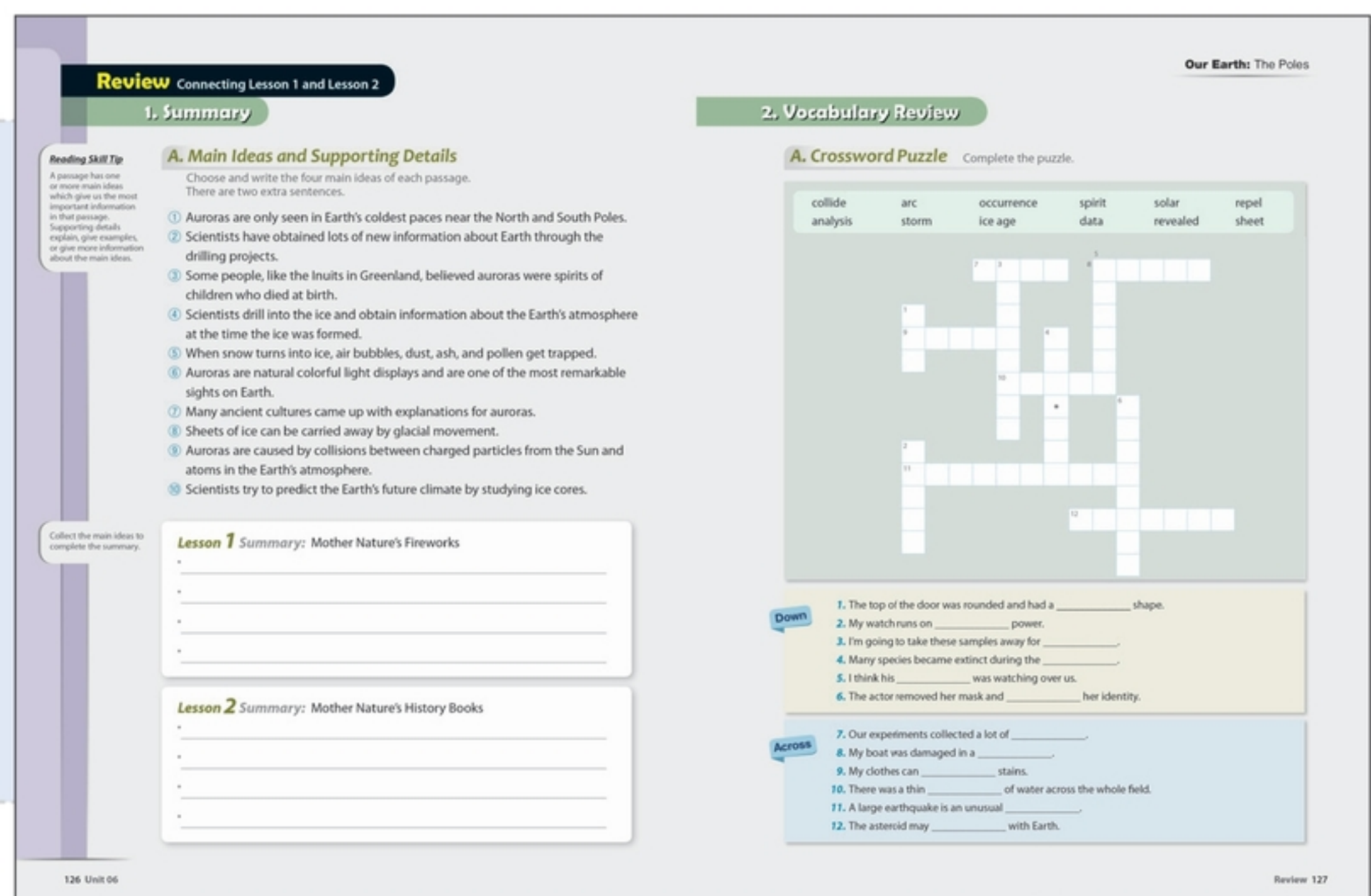
## 2. Two Consecutive Lessons

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.

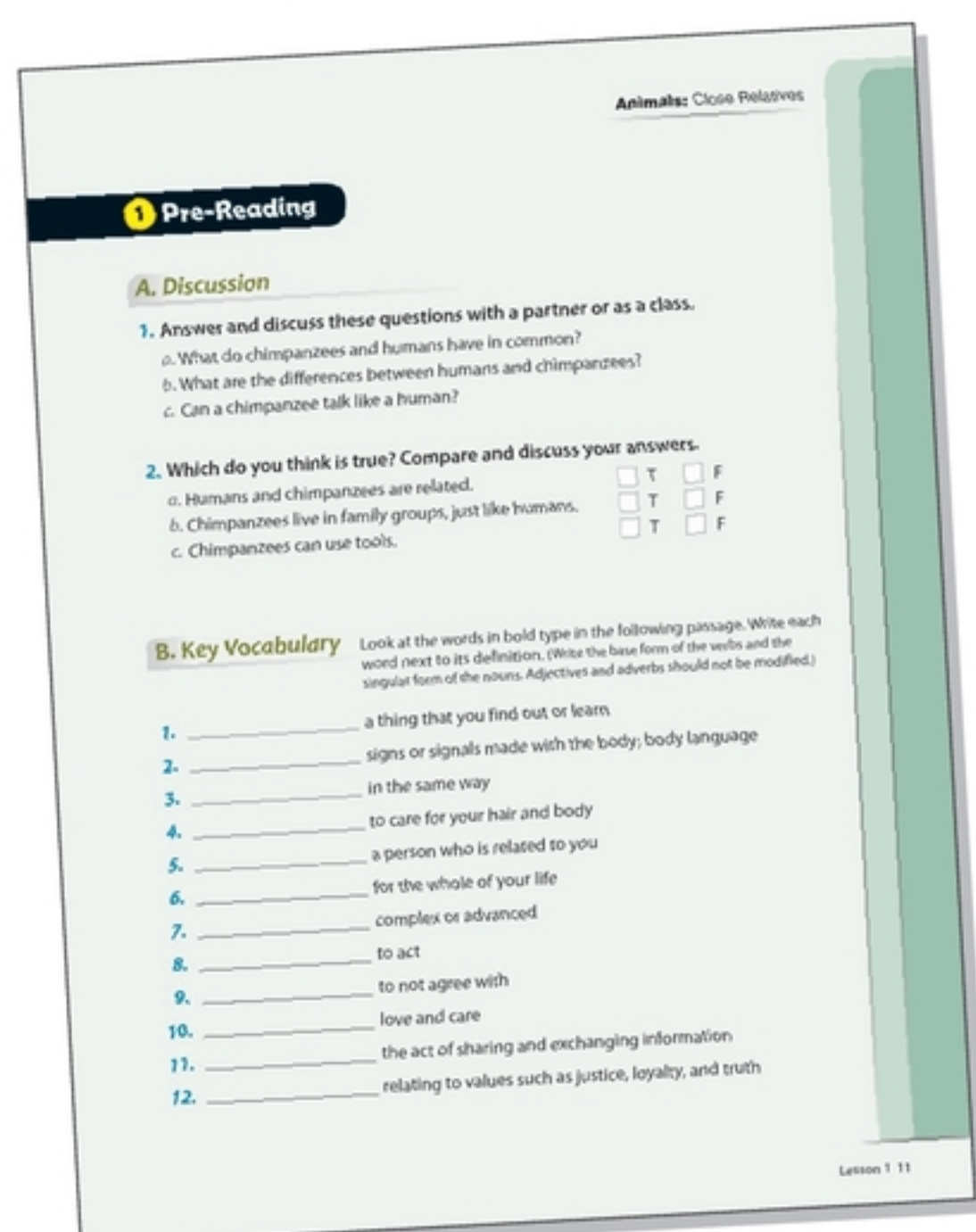


## 3. Review - Connecting Lesson 1 and Lesson 2

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







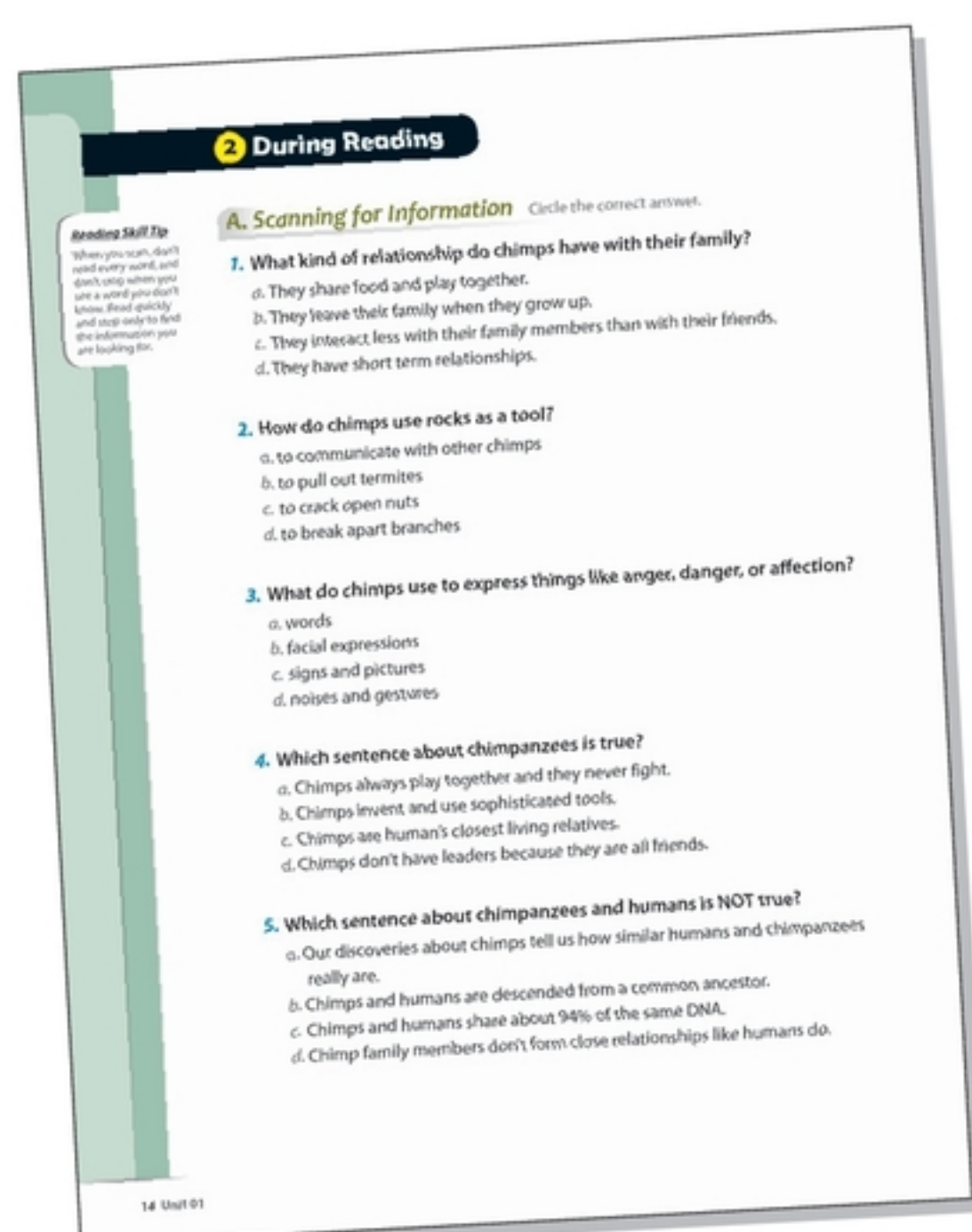
## 1. Pre-Reading

### 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

Twelve key words are introduced in each lesson.



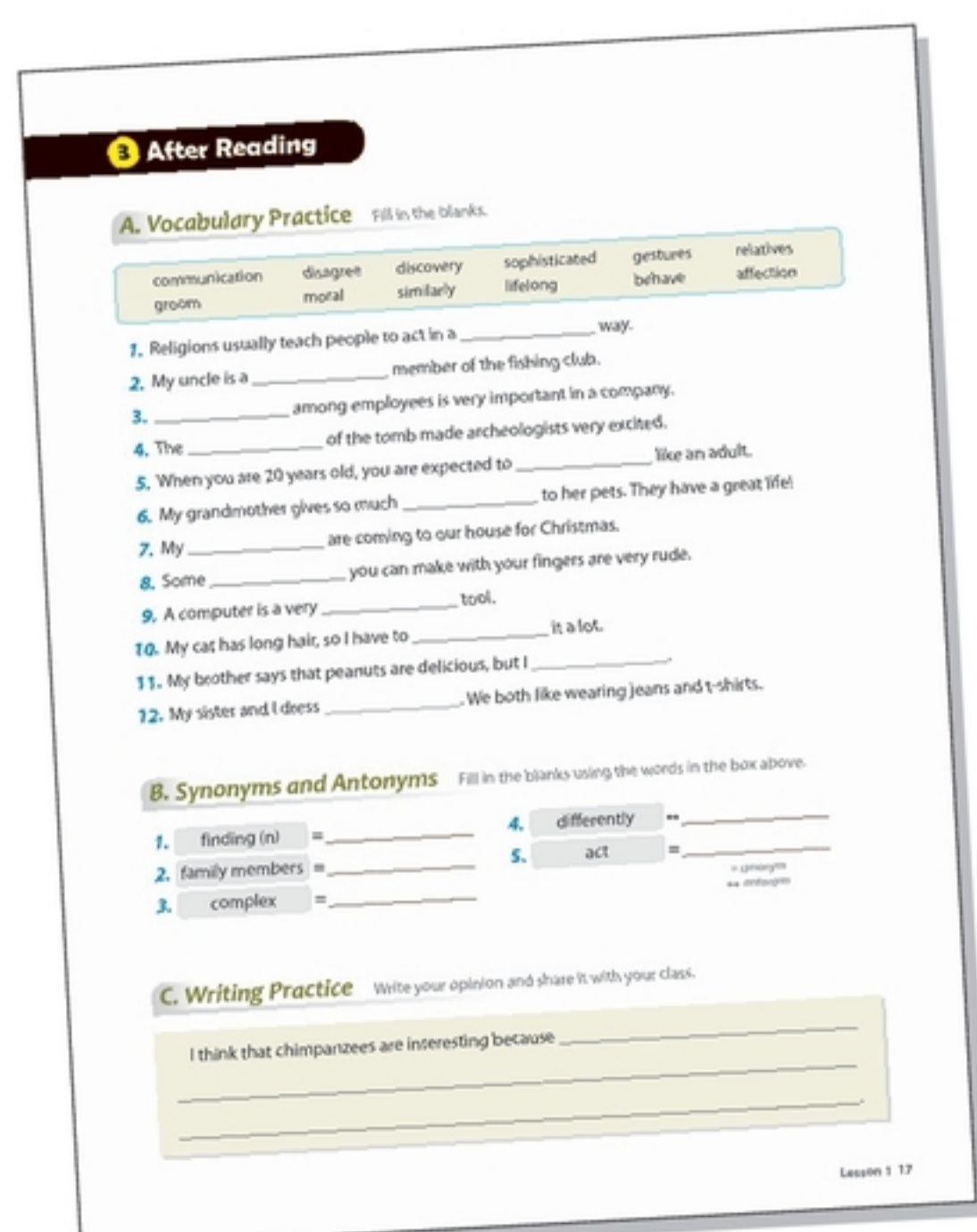
## 2. During Reading

### Various activities to practice reading skills

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 they also make the lesson more interesting.



## 3. After Reading

### Vocabulary Practice

Key words are practiced in different activities.

### Discussion

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

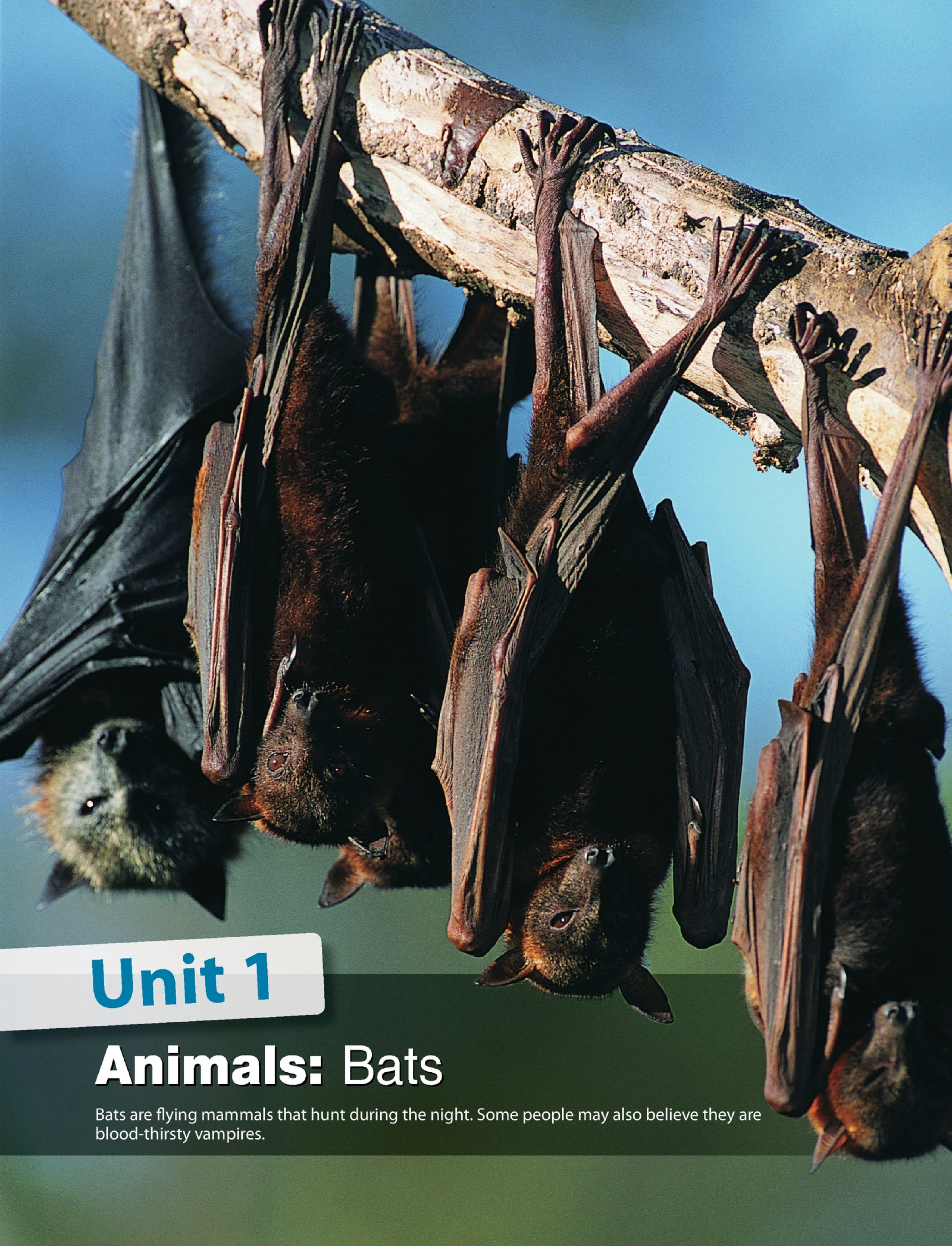
### Writing Practice

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



**READING**  
**PLANET**





# Unit 1

## Animals: Bats

Bats are flying mammals that hunt during the night. Some people may also believe they are blood-thirsty vampires.



A close-up photograph of a vampire bat hanging upside down from a tree branch. The bat's mouth is open, revealing sharp, pointed teeth and a pink tongue. Its large, dark wings are spread out, and its small, dark eyes are visible. The background is a blurred, brown, textured surface, likely the bark of a tree.

## Lesson 1

# Just Dropping by for a Bite

Similar to the **vampires** you read about and see in the movies, the common vampire bat feeds only on blood. For this reason, many people are afraid of vampire bats. However, vampire bats are very different than the made up vampires seen in movies.



## 1 Pre-Reading

### A. Discussion

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

- Have you seen a movie or read a book about a vampire? If yes, share your story.
- How would you feel if you saw a vampire bat?
- What are the similarities between a human vampire and a vampire bat?

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

- |                                                         |                            |                            |
|---------------------------------------------------------|----------------------------|----------------------------|
| a. Vampire bats hunt at night.                          | <input type="checkbox"/> T | <input type="checkbox"/> F |
| b. In some parts of the world, vampire bats are common. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| c. Vampire bats only drink blood.                       | <input type="checkbox"/> T | <input type="checkbox"/> F |

### B. Key Vocabulary

Look at the words in bold type in the following passage. Write each word next to its definition. (Write the base form of the verbs and the singular form of the nouns. Adjectives and adverbs should not be modified.)

- \_\_\_\_\_ a separate packet of energy; a signal
- \_\_\_\_\_ to pull something into the mouth
- \_\_\_\_\_ hungrily; having more of something than is fair or necessary
- \_\_\_\_\_ delicate; easy to harm or break
- \_\_\_\_\_ fearsome; scary; bloody
- \_\_\_\_\_ a mythical creature that feeds on human blood
- \_\_\_\_\_ flooded; taken over by great numbers of something
- \_\_\_\_\_ to be surprised suddenly
- \_\_\_\_\_ activity in your brain; an idea in your mind
- \_\_\_\_\_ a liquid
- \_\_\_\_\_ a special liquid produced in the mouth
- \_\_\_\_\_ full of secrets; difficult to understand



# Just Dropping by for a Bite

## Track 01

It's dark in the young woman's room. She is sleeping soundly, so she doesn't notice as a shadow slides silently along the wall. The shadow gets closer and closer to her, then we see its source—it is a **vampire**! The vampire's pointed teeth are shining in the moonlight as it gets ready to drink his victim's blood. Just then, the  
5 woman wakes up! The vampire is **startled** and quickly makes its escape.

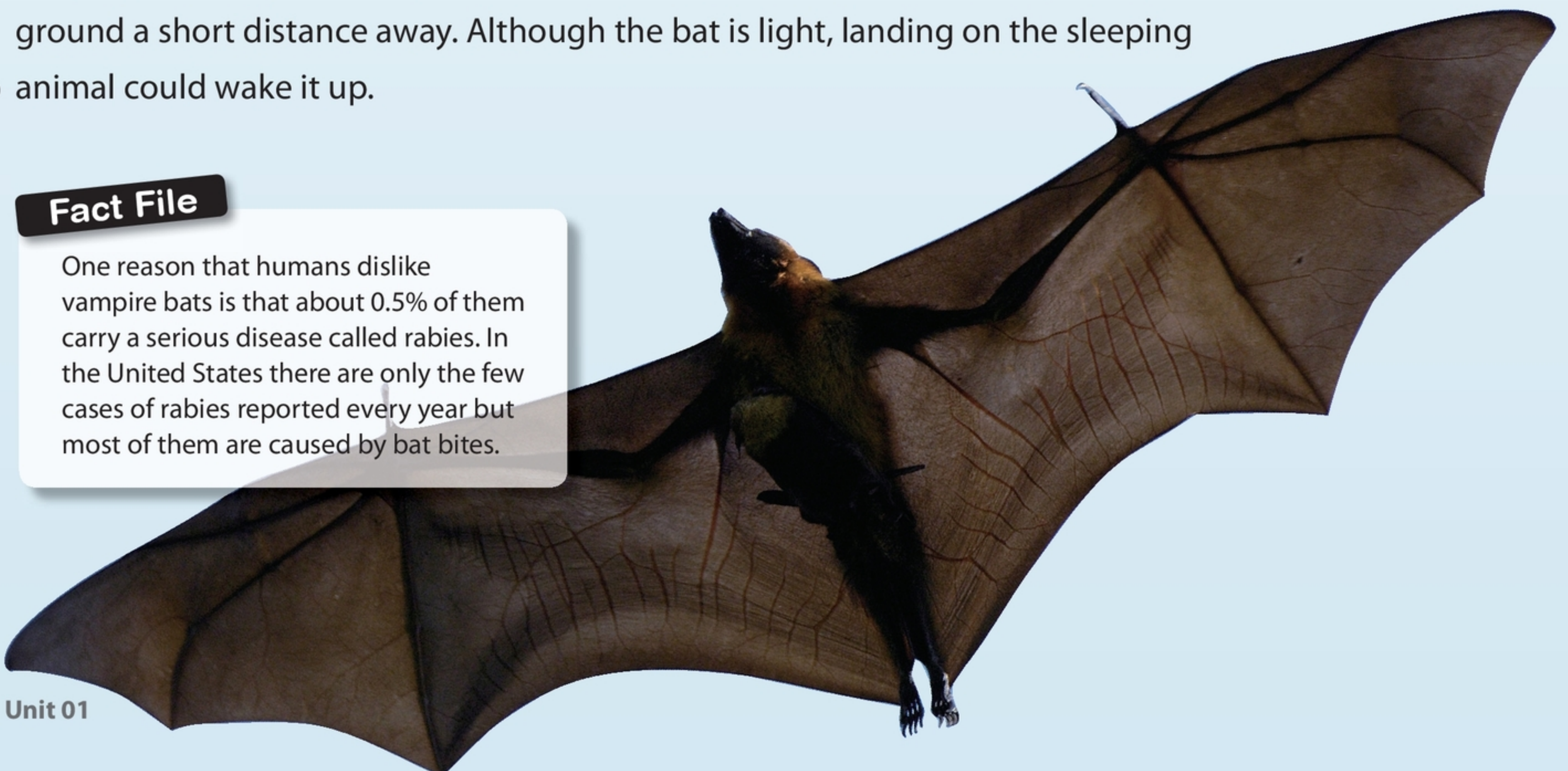
You might think that a scene like this would only be found in a book or a movie, but in rural areas of Central and South America, something similar is quite common. No, Central and South America aren't **overrun** with human vampires, but they have plenty of another kind of vampire instead. In Central and South America, it is  
10 possible to be bitten by a vampire BAT!

There are three different vampire bats in Central and South America. They are the common vampire bat, the hairy-legged vampire bat, and the white-winged vampire bat. These bats' only food source is the blood of other animals. Since vampire bats hunt and eat in a way that humans consider **mysterious**, scary, and **gruesome**, they  
15 have gained a fearsome reputation.

Vampire bats hunt at night. They fly through the dark sky using low-energy sound **pulses** to navigate through the trees. As they fly, the vampire bats search for a sleeping animal (or human) on which to feed. When they find one, they land on the ground a short distance away. Although the bat is light, landing on the sleeping  
20 animal could wake it up.

### Fact File

One reason that humans dislike vampire bats is that about 0.5% of them carry a serious disease called rabies. In the United States there are only the few cases of rabies reported every year but most of them are caused by bat bites.





Vampire bats can move quickly on the ground, and they use their heat sensors to locate a place where the animal's blood is flowing close to the skin. The bat's teeth are so sharp that the sleeping animal does not even feel that it  
 25 has been bitten. Vampire bats do not **suck** the blood out of the wound. Instead, special **fluids** in their **saliva** prevent the blood from clotting.\* As the blood flows from the wound, the bat **greedily** licks it up.

Vampire bats are very **fragile** and wouldn't last long in a  
 30 **fight**. If an animal wakes up while a bat is feeding, it would be very bad for the bat. Likewise, they aren't really a threat to humans. Nonetheless, the **thought** of a creature feeding on our blood is very frightening. Perhaps, this is why the vampire bat inspired storytellers to create  
 35 tales of human vampires feeding on innocent victims.

416 words



### Fact File

The first novel about vampires was John Polidori's 1819 novella *The Vampyre*, however Bram Stoker's 1897 novel *Dracula* started the category of vampire fiction. Today, books and movies from this category, such as *The Twilight Saga*, are still popular.



A vampire bat is showing its fang-like teeth.



Bats are nocturnal. This means they are active during the night and sleep during the day.



### Glossary

\* **clotting**: the natural process that the body uses to stop blood escaping from wounds



## 2 During Reading

### Reading Skill Tip

When you scan, 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 did the vampire escape in paragraph 1?
  - a. because someone came into the room
  - b. because the moonlight was too bright
  - c. because the woman woke up
  - d. because the vampire finished drinking the blood
  
2. How many different vampire bats are there in Central and South America?
  - a. two
  - b. three
  - c. four
  - d. five
  
3. How do vampire bats use heat sensors?
  - a. They use them to navigate through the trees in the dark.
  - b. They use them to locate an area on the animal where blood is near the surface.
  - c. They use them to fight with an animal that wakes up while they are feeding.
  - d. They use them to prevent the blood from clotting.
  
4. Which sentence about vampire bats is true?
  - a. Vampire bats sometimes eat meat.
  - b. Vampire bats don't suck the blood; they lick it up.
  - c. Vampire bats in Central and South America are big and heavy.
  - d. Vampire bats sometimes hunt during the day.
  
5. Which sentence about vampire bats is NOT true?
  - a. Vampire bats are not really a threat to humans.
  - b. Vampire bats' teeth are very sharp.
  - c. Vampire bats are very light.
  - d. Vampire bats can fly fast but can't move quickly on the ground.



## B-1. Organizing Information: Sequencing

Number the statements from 1 to 8 in the correct order.

|   |                                                                             |
|---|-----------------------------------------------------------------------------|
|   | They land on the ground away from the animal.                               |
|   | They bite the animal.                                                       |
|   | They search for a sleeping animal as they fly.                              |
|   | They locate an area on the animal where blood is flowing close to the skin. |
| 1 | Vampire bats fly through the dark sky.                                      |
|   | They find the animal they want to feed on.                                  |
|   | They lick up the blood as it flows from the wound.                          |
|   | They move quickly on the ground.                                            |

### **Reading Skill Tip**

Organizing the main events of the passage in the correct order can help you to understand them better.

## B-2. Organizing Information: Identifying Fact and Opinion

Check (✓) fact or opinion.

|   |                                                  | <i>Fact</i> | <i>Opinion</i> |
|---|--------------------------------------------------|-------------|----------------|
| 1 | Vampire bats are mysterious.                     |             |                |
| 2 | Vampire bats feed on the blood of other animals. |             |                |
| 3 | Vampire bats use low-energy sound pulses.        |             |                |
| 4 | Vampire bats are scary and gruesome.             |             |                |
| 5 | Vampire bats hunt at night.                      |             |                |

### **Reading Skill Tip**

Facts describe reality, while opinions are human beliefs or judgments. In a reading passage, opinions usually come from the author, while facts come from other sources. Scan for these sources to identify a fact.



**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.

**Reading Skill Tip**

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

**Reading Skill Tip**

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

**Reading Skill Tip**

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

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

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

- a. noisily                      b. quietly                      c. deeply                      d. beautifully

2. In line 3, what does the word *pointed* mean?

- a. visible                      b. box shaped                      c. big                      d. arrow shaped

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

1. What would happen if vampire bats didn't have special fluids in their saliva?

- a. The bats wouldn't be able to make a hole in the animal's skin.  
b. The animals would feel the bite and wake up.  
c. The blood would clot and they would have very little time to feed.  
d. The blood would be too warm for bats to suck up.

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

1. Why does the writer say, "No" in paragraph 2?

- a. to confirm that there aren't many vampire bats in the world  
b. to say it's probably not what you may think  
c. to express disagreement with readers  
d. to explain that human vampires only exist in the movies and books

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

1. Which of the following sentences best restates the highlighted information in line 9?

- a. Humans rarely get bitten by vampire bats.  
b. It's not common to be bitten by a vampire bat.  
c. Humans are sometimes bitten by vampire bats.  
d. Vampire bats are uncommon in Central and South America.

2. Which of the following sentences best restates the highlighted information in line 29?

- a. Vampire bats are weak but they are good fighters.  
b. Vampire bats are very weak and easily defeated.  
c. Vampire bats can attack the victim quickly if there is a fight.  
d. Vampire bats want to finish the fight as soon as possible because they are not very strong.



### 3 After Reading

#### A. Vocabulary Practice

Fill in the blanks.

|         |         |            |         |          |         |
|---------|---------|------------|---------|----------|---------|
| saliva  | overrun | mysterious | fluid   | pulse    | startle |
| thought | fragile | gruesome   | vampire | greedily | suck    |

1. Babies can't chew but they can \_\_\_\_\_.
2. Each sound \_\_\_\_\_ from the speakers shook the windows in my house.
3. Wine glasses are very \_\_\_\_\_. You must be careful when you wash them.
4. My dog makes a lot of \_\_\_\_\_. It drips off his tongue.
5. The playground was \_\_\_\_\_ with children.
6. I had an interesting \_\_\_\_\_ yesterday. What would dogs say if they could talk?
7. Water is a very useful kind of \_\_\_\_\_.
8. I saw a very \_\_\_\_\_ horror movie yesterday. Many characters died horribly.
9. Tom ate the corn chips \_\_\_\_\_. He was very hungry and didn't share with anybody.
10. Be very quiet. The birds will fly away if you \_\_\_\_\_ them.
11. Dracula is a \_\_\_\_\_. He bites people and drinks their blood.
12. A: I can't find my keys! B: That is very \_\_\_\_\_. I'm sure I saw them on the table.

#### B. Synonyms and Antonyms

Fill in the blanks using the words in the box above.

- |                      |                       |
|----------------------|-----------------------|
| 1. frighten = _____  | 4. horrifying = _____ |
| 2. spit (n) = _____  | 5. blow (v) ↔ _____   |
| 3. breakable = _____ | 6. liquid = _____     |

= synonym  
↔ antonym

#### C. Writing Practice

Write your opinion and share it with your class.

I think the most interesting thing about vampire bats is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



## Lesson 2

# The Big Bats of the Philippines

### Giant Golden-Crowned Flying Fox

- live in the rain forest throughout the Philippines
- one of the largest bats in the world
- eat figs and other types of fruit
- help the rain forest by spreading new seeds



## 1 Pre-Reading

### A. Discussion

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

- a. Are big bats scary? Why?
- b. What comes into your mind when you think of big bats?
- c. Some bats are very rare. Why do you think this is?

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

- |                                           |                                |                                   |
|-------------------------------------------|--------------------------------|-----------------------------------|
| a. Bats are dangerous animals.            | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| b. Bats are helpful to their environment. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| c. Some bats are fruit eaters.            | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |

### B. Key Vocabulary

Look at the words in bold type in the following passage. Write each word next to its definition. (Write the base form of the verbs and the singular form of the nouns. Adjectives and adverbs should not be modified.)

1. \_\_\_\_\_ the way something looks
2. \_\_\_\_\_ animal reproduction
3. \_\_\_\_\_ the disappearance of an entire species
4. \_\_\_\_\_ useful; providing assistance
5. \_\_\_\_\_ wrong
6. \_\_\_\_\_ done in a way that doesn't waste time or energy
7. \_\_\_\_\_ opinion
8. \_\_\_\_\_ unaware; to be unprepared
9. \_\_\_\_\_ twisted and knotted in a way that makes something difficult to separate
10. \_\_\_\_\_ to fly quickly and suddenly downwards
11. \_\_\_\_\_ to complete; to successfully finish
12. \_\_\_\_\_ desire



# The Big Bats of the Philippines

## Track 02

When people think about bats, they often picture small, black creatures flying through the night. They imagine these animals **swooping** down on **unsuspecting** people and biting onto their necks or getting **tangled** in their hair. They seem to be very scary animals. However, this **view** of bats is **incorrect**. There are about 1,240  
5 different species of bat, and they have many different lifestyles. Far from being monsters or pests, bats are usually quite **helpful** to their environments. One example is the giant golden-crowned flying fox from the Philippines.

The rainforests of the Philippines would be far different if it wasn't for the giant golden-crowned flying fox. This large bat is a fruit eater which loves to eat fresh  
10 figs\* and other fruits. As the flying foxes fly through the forest, they often drop the seeds from their meals and spread them across the land. This has earned them the nickname of *The Silent Planter*. Without the influence of the flying foxes, the rainforests would not be able to grow so **efficiently**.

The giant golden-crowned flying fox is also the largest of all bats. It weighs up to 1.2  
15 kilograms, and it has a wingspan of 1.5 meters. Despite this impressive size, the flying fox is not scary to look at. In fact, it's quite cute. The bat's nose comes to a point, and its big ears are on top of its head so it looks a lot like a fox. Its **appearance** is what has given the bat its name.

Unfortunately, the giant golden-crowned flying fox is an endangered animal. It  
20 lives only in the rainforests of the Philippines, and those rainforests are shrinking due to human activity. Today, the rainforest in the Philippines is only about 20% of the size it once was. In addition, people are hunting the bats for food. Since the flying fox spends its days sleeping in large groups, it is easy for  
25 hunters to harvest the bats for their meat. On some of the islands of the Philippines, the bats have already completely disappeared.



### Fact File

The golden crowned flying fox is the largest bat in the world. The smallest bat in the world is the Kittie's Hog-nosed bat(see picture). It is 2.9~3.4 centimeters in length, 15 centimeters in width, and 2~2.6 grams in weight.



- 30 ① If the giant golden-crowned flying foxes are to be saved from **extinction**, people will need to change their ways. ② The forests must be protected, and the eating of bat meat must be stopped. ③ After these things are **achieved**, humans could further help the bats by
- 35 introducing a **breeding** program to raise bats in captivity.
- ④ People have the ability to save the giant golden-crowned flying fox, but do they have the **will**? 411 words



A giant golden-crowned flying fox is wrapped in a blanket.



The Philippines are filled with lush rainforests.



For flying foxes, and other bats, it's comfortable and natural to hang upside down.

## Glossary

\* figs





## 2 During Reading

### Reading Skill Tip

When you scan, 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. When people think about bats, what do they often picture?
  - a. bats living many different lifestyles
  - b. 1,240 different species of bats
  - c. bats swooping down on people and biting onto their necks
  - d. bats being helpful to our environment
  
2. What does the giant golden-crowned flying fox eat?
  - a. It feeds on the blood of animals.
  - b. It drinks human blood.
  - c. It eats meat.
  - d. It eats fruit.
  
3. Why is it called the giant golden-crowned flying fox?
  - a. because of its habitat
  - b. because of its appearance
  - c. because of its diet
  - d. because of its lifestyle
  
4. Which sentence about the giant golden-crowned flying fox is true?
  - a. People hunt them for their skin.
  - b. They are 1.5 meters tall.
  - c. Scientists have already introduced a breeding program.
  - d. They live only in the rainforest of the Philippines.
  
5. Which sentence about the giant golden-crowned flying fox is NOT true?
  - a. They are the largest of all bats.
  - b. They are extinct on some of the Philippine islands.
  - c. They sleep at night and hunt during the day.
  - d. They look like a fox.