

READING

STUDENT BOOK

PLANET

3

Reading is a thinking process!

Cumulative
Reading Skill Practice

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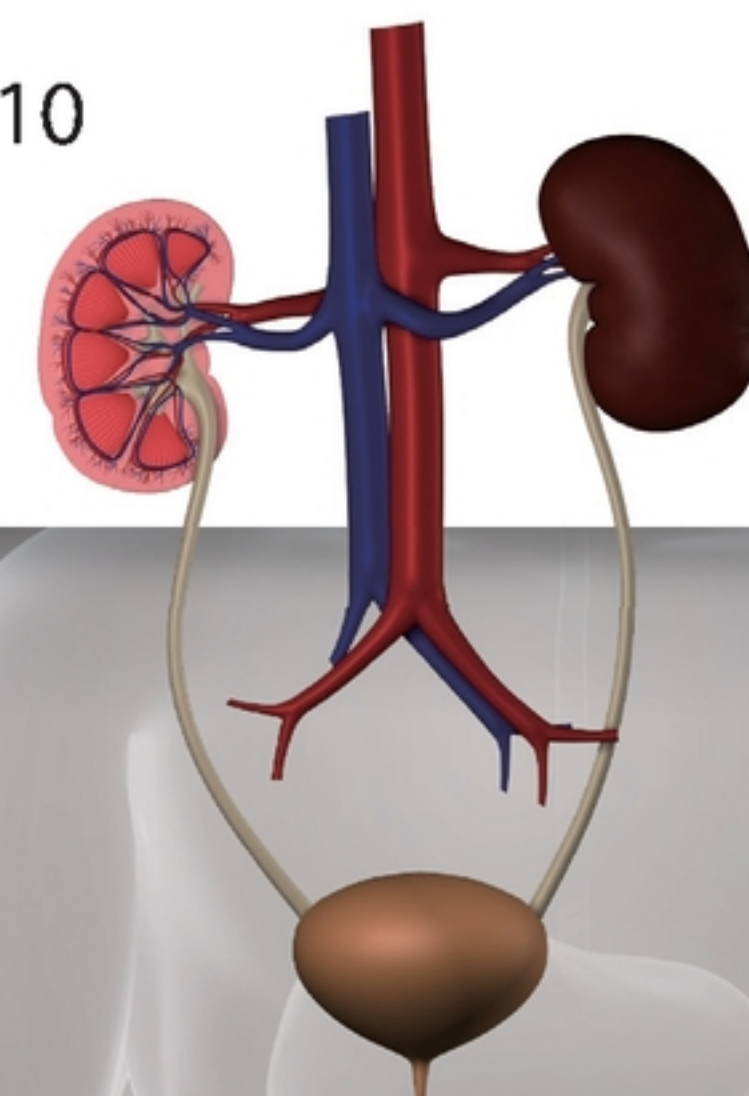
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1. High-Interest Passages

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.

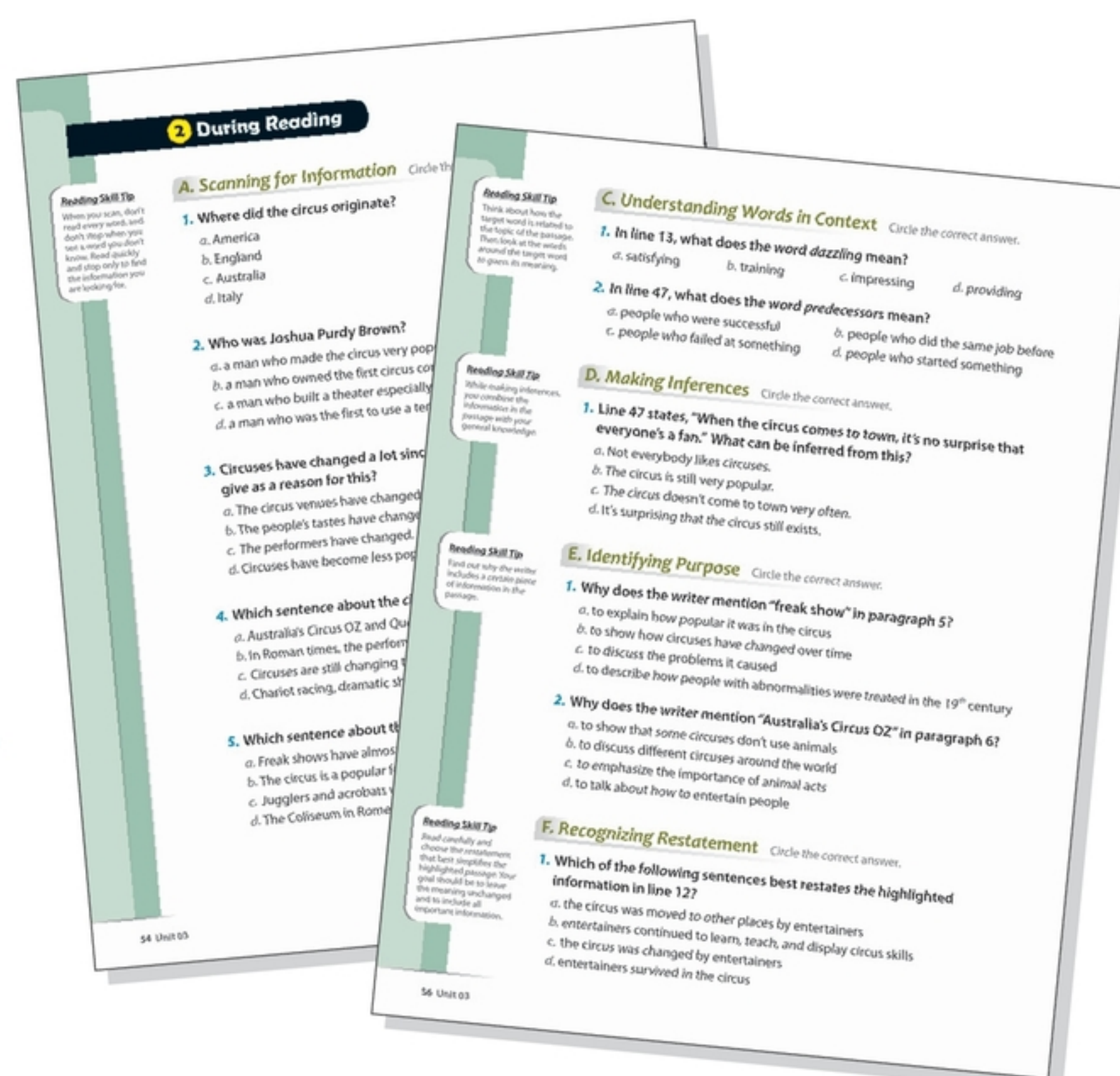


2. Effective Reading Skill Practice

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 th 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

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

a. What happens in a circus? Have you been to a circus?

b. Are circuses common in your city/town? Explain.

c. 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.

a. In ancient Rome, some circus venues could hold over 200,000 people.

b. The use of animals in circuses has become more popular with fans.

c. 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 arrival cruel parison sympathy internationally revolution permanent

1. I timed my _____ just before the jump.

2. The horse _____ in England, but most people believe it started in the US.

3. Baseball may have _____ for the world of Shakespeare I have seen all his plays.

4. I have a great _____ supports poor people.

5. In some countries, the _____ to keep a dog in a cage.

6. It is very _____.

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

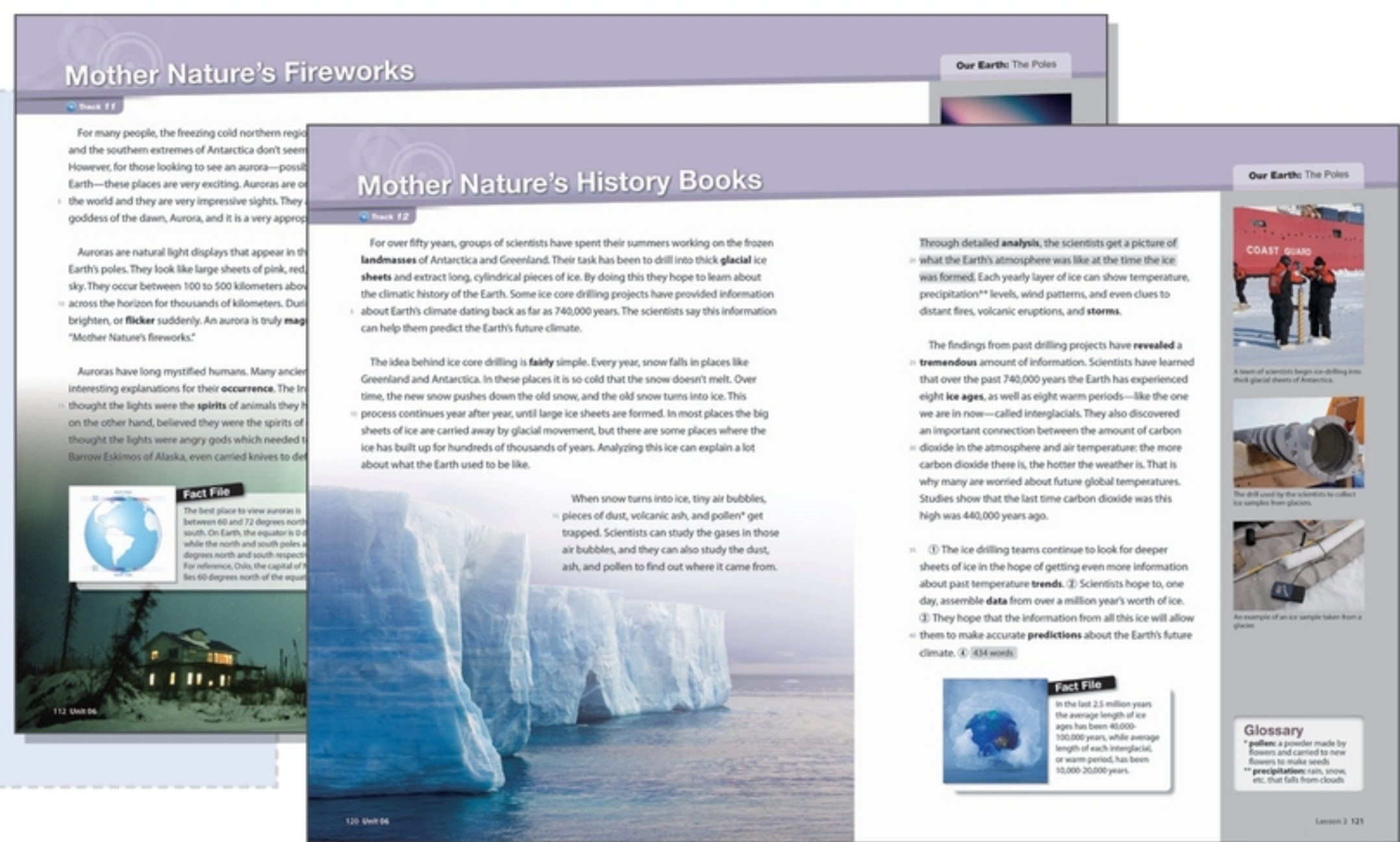
1. Unit Opening

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



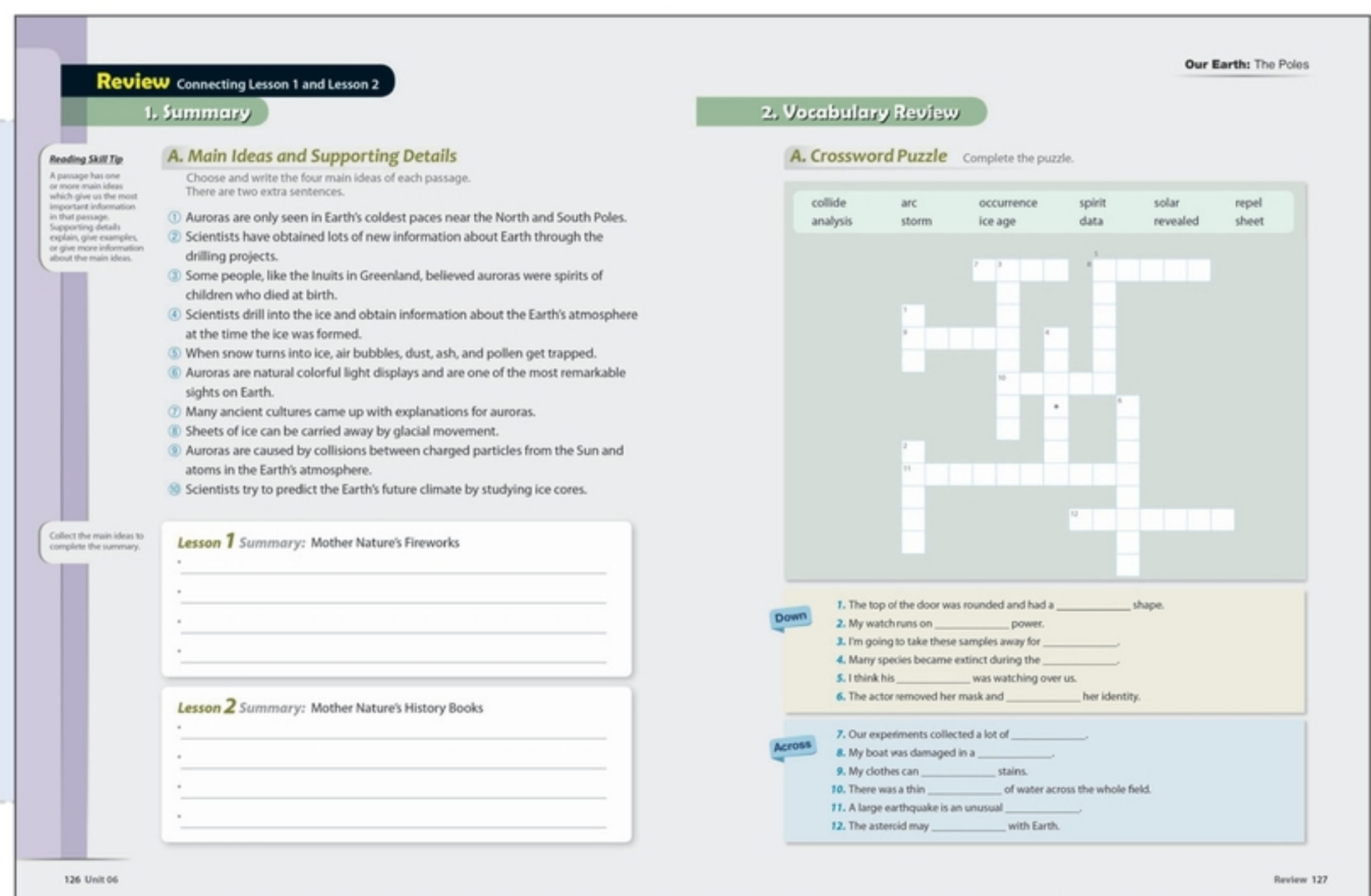
2. Two Consecutive Lessons

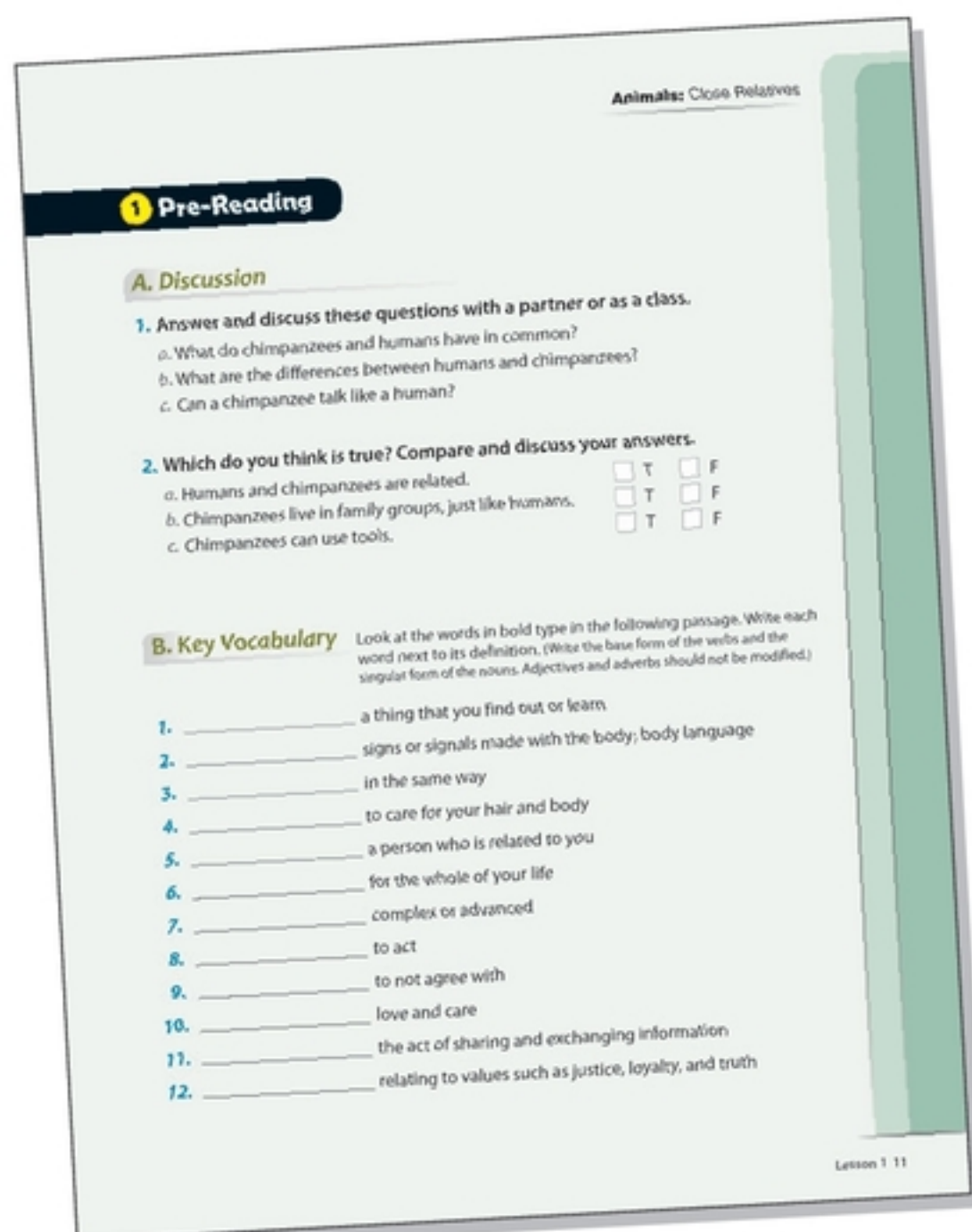
In each unit, students read two related passages from the same subject area. They provide students with content-based vocabulary and, at the same time, help students develop greater understanding of the topic.



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.



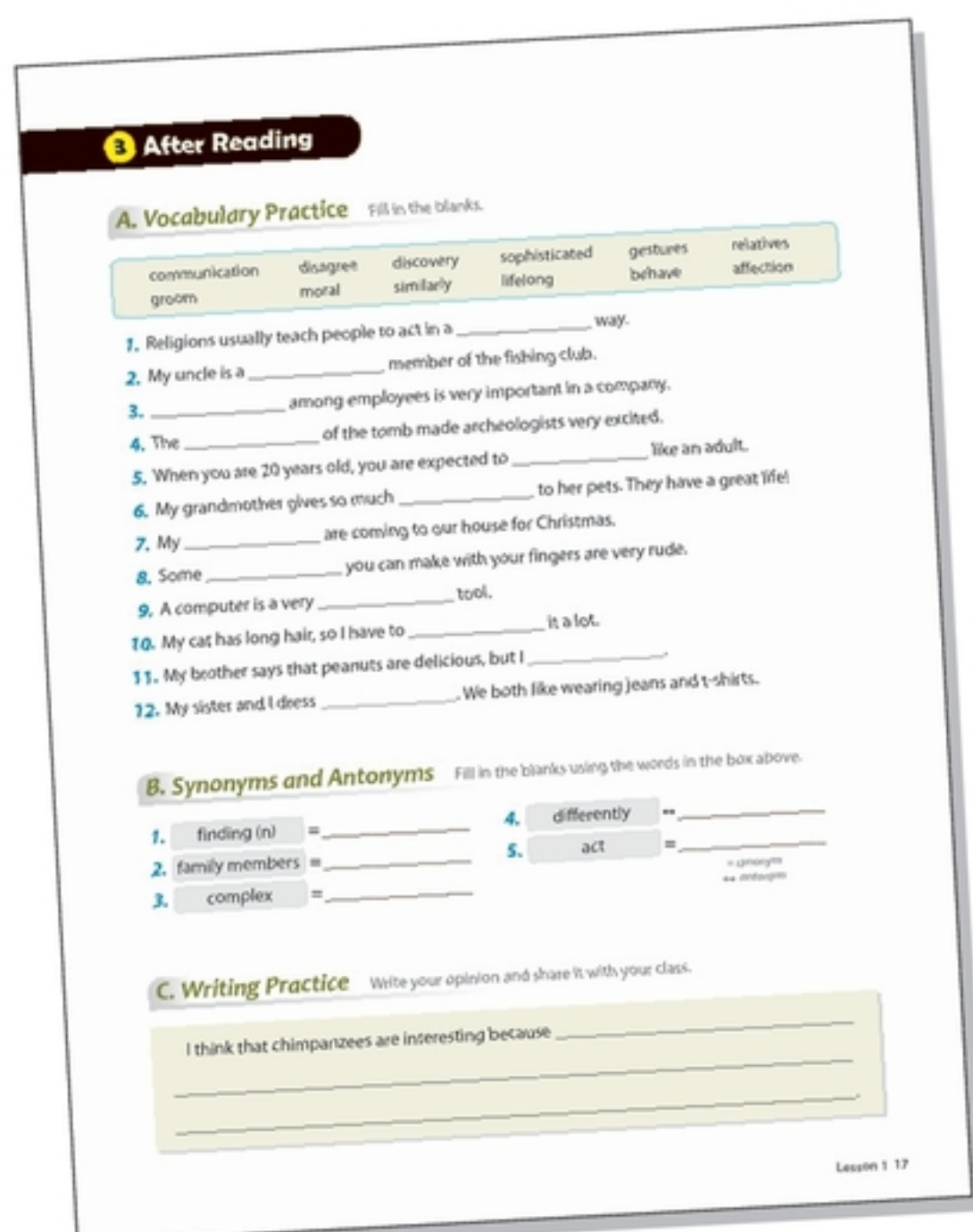
2. During Reading

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
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Unit 1

Animals: Working Together

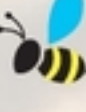
Bees work together to collect food from a flower. Like humans, animals work together to help each other out.



Lesson 1

Busy Bees

Interesting Facts about Honeybees

-  Honeybees have been around for 30 million years
-  The honeybee's wings create the buzzing sound
-  Honeybees can fly up to 10 km at 25 kmh
-  Honeybees communicate by dancing
-  Young honeybees are taught how to make honey by the older and more experienced honeybees

1 Pre-Reading

A. Discussion

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

- a. Why do you think the title is *Busy Bees*?
- b. Do you often see bees in the area where you live?
- c. What kind of work do bees do?

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

- | | | |
|--|----------------------------|----------------------------|
| a. Worker bees are all male. | ☐ T | ☐ F |
| b. Some bees don't have stingers. | ☐ T | ☐ F |
| c. There is only one queen bee in a beehive. | ☐ T | ☐ 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.)

- 1. _____ to become an adult
- 2. _____ as a group
- 3. _____ a flower or group of flowers
- 4. _____ the home of a group of bees
- 5. _____ to emerge from an egg
- 6. _____ the sweet liquid that is produced by flowers
- 7. _____ very carefully; softly; without weight
- 8. _____ a sharp part of the bee's body that is designed to go into skin and cause pain
- 9. _____ a small particle
- 10. _____ to hit
- 11. _____ the powder that comes from flowers used to make new flowers
- 12. _____ creatures living together with roles, norms, and rules

Busy Bees

Track 01

A black and gold honeybee walks **delicately** over the surface of a clover **blossom**. **Grains** of clover **pollen** attach themselves to her legs, and she quickly flies on to the next flower. Why is she so busy? It's because she is collecting food for her family. **Beehives** contain worker bees, drone bees, and a queen bee, but only the oldest
5 workers leave the hive to find food. This busy female honeybee is a small part of a much larger **social structure**.

In the social structure of a beehive, worker bees are very important. Depending on their age, the workers must clean the hive, feed the larvae, build and repair the hive, and collect food. The youngest workers take care of the cleaning and feeding, and
10 the middle aged workers make beeswax for hive building and repair. Meanwhile, the oldest workers, called foragers, are outside the hive collecting food. Despite their specialized jobs, all workers band together to defend the hive. Likewise, all workers process pollen and **nectar** to make honey and other bee foods. Lastly, some special workers lay eggs. These eggs **hatch** into drones.



Fact File

Humans have kept bees in artificial hives for a long time. Recently, archeologists discovered a picture on the walls of an Egyptian temple that shows workers blowing smoke into beehives. They say that this picture was drawn over 4,400 years ago.

15 Drones are male bees and they are bigger than the workers. They do not collect pollen or take care of the hive. They cannot even defend the hive because they don't have **stingers**! A drone's only job is to breed with the queen so she can produce eggs. The eggs hatch into worker bees
20 or new queens. There are about 200 drones in a typical summer beehive, compared to about 40,000 workers.

The queen bee is the center of all hive life. There is only one queen and she is the mother of every bee in the hive. All the other bees live to serve and protect her. The queen
25 is much bigger than the other bees. She lives at the hive's center and spends her time laying eggs. She is fed and cared for by worker bees. Most of the eggs she lays develop into worker bees. Sometimes though, she lays an egg that becomes a new queen.

30 When a queen larva **matures** into a new queen bee, she, along with a large group of worker bees, leaves her old home to start a new hive elsewhere. The new hive will function like the old one with workers, drones, and the queen all working together to keep everything running
35 smoothly. It's amazing, and scientists still don't know how the bees understand their roles.

The way that bees organize their society is very interesting. Individually they are small and vulnerable, but **collectively** they can deal with many threats and
40 environmental conditions. The next time you see a bee, please don't **swat** at it. Remember that they are working hard to feed their family. 458 words



Bees have a very important relationship with flowers. Flowers give the bees food, and bees help new flowers grow.



Bees collect nectar and turn it into honey. Here the bees store the honey in honeycombs.



Ouch! When bees feel threatened, they may use their stinger to protect themselves.

Fact File

In the last 10 years, bees have been disappearing in many places. When scientists investigated the disappearance, they found the hive and the queen but no bees. They call this *colony collapse disorder* and it is very worrying.

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. Which bees leave the hive to find food?

- a. the queen bees
- b. the youngest workers
- c. the middle aged workers
- d. the oldest workers

2. What do drones do?

- a. They clean the hive.
- b. They breed with the queen.
- c. They defend the hive.
- d. They build and repair the hive.

3. What happens when there is a new queen?

- a. The new queen leaves the hive to start a new hive.
- b. The old queen leaves the hive to start a new hive.
- c. The new queen and the old queen fight.
- d. The new queen becomes a worker.

4. Which sentence about bees is true?

- a. Drones are smaller than workers.
- b. The queen is much smaller than the other bees.
- c. Drones don't have stingers.
- d. Bees use honey to build and repair the hive.

5. Which sentence about bees is NOT true?

- a. The youngest worker bees collect food.
- b. The queen bee is the mother of every bee in the hive.
- c. Drones are male bees.
- d. There are more workers than drones in a hive.

B-1. Identifying Main Ideas

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

Main Idea	
Paragraph 2	
Paragraph 4	
Options	
▪ The queen bee is the center of all hive life. ▪ Workers band together to defend the hive. ▪ Some workers lay eggs and they hatch into drones. ▪ The queen bee's eggs develop into worker bees. ▪ Workers are very important because they do many different jobs. ▪ Worker bees care for the queen bee.	

Reading Skill Tip

Every paragraph has a topic sentence. This sentence contains the main idea. Often, but not always, the topic sentence is the first sentence of the paragraph.

B-2. Organizing Information: Classification

Write the number under the correct heading. (Some answers are used more than once.)

Worker Bees	Drone Bees	Queen Bees
- male - female - process pollen and nectar to make honey - live at the hive's center - breed with the queen - take care of the hive - don't have stingers - lay eggs - collect food		

Reading Skill Tip

It is always possible to group different things according to their common elements. Try to put similar things together under the correct heading.

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

Read carefully and find out how the writer explains or accomplishes something in the paragraph.

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 8, what does the word *larvae* mean?

- a. queens b. babies c. hive d. drones

2. In line 12, what do the words *band together* mean?

- a. work individually b. sing together
c. go outside d. work together

D. Making Inferences Circle the correct answer.

1. Line 7 states, "In the social structure of a beehive, worker bees are very important." Why do you think worker bees are important?

- a. They are all female. b. They do most of the work.
c. They are the strongest. d. Their eggs hatch into drones.

2. Line 40 states, "the next time you see a bee, please don't swat at it." Why do you think the writer says that?

- a. Bees are similar to people, with families, roles, and responsibilities, so we should respect them.
b. Bee stings can be dangerous, so it's important to leave bees alone and not try to kill them.
c. Swatting a bee can anger the queen bee and this could create problems for a person.
d. Bees are very strong and swatting at a bee would not kill or hurt it.

E. Identifying Method Circle the correct answer.

1. How does the writer introduce the social structure of bees in the first two sentences of paragraph 1?

- a. by explaining why bees are so busy
b. by describing a worker bee and its job
c. by describing physical features of bees
d. by explaining what happens when a bee moves from a flower

F. Recognizing Restatement Circle the correct answer.

1. Which of the following sentences best restates the highlighted information in line 26?

- a. The queen bee feeds and cares for worker bees.
b. Worker bees feed and care for the queen bee.
c. The queen bee and worker bees take care of each other.
d. The other bees take care of the queen and workers.

3 After Reading

A. Vocabulary Practice

Fill in the blanks.

hatched	blossoms	stingers	beehive	mature (v)	pollen
nectar	swat	grains	delicately	collectively	social structure

1. When bees sting, they leave their _____ behind.
2. The mover _____ carried the lamp, so he would not break it.
3. I think families should make decisions _____.
4. The yellow powder in the flower is _____.
5. After six weeks, the eggs _____ and the babies emerged.
6. I like spring because the _____ on the trees look beautiful.
7. Those flies are very annoying. I want to _____ them.
8. A long time ago, the most common _____ for humans were tribes.
9. The sweet liquid in a flower is called _____.
10. A colony of bees live in a _____.
11. Children slowly _____ into adults.
12. There are billions of sand _____ on a beach.

B. Synonyms and Antonyms

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

- | | |
|---------------------|--------------------------------|
| 1. hit = _____ | 4. individually ↔ _____ |
| 2. roughly ↔ _____ | 5. social organization = _____ |
| 3. particle = _____ | |
- = synonym
↔ antonym

C. Writing Practice

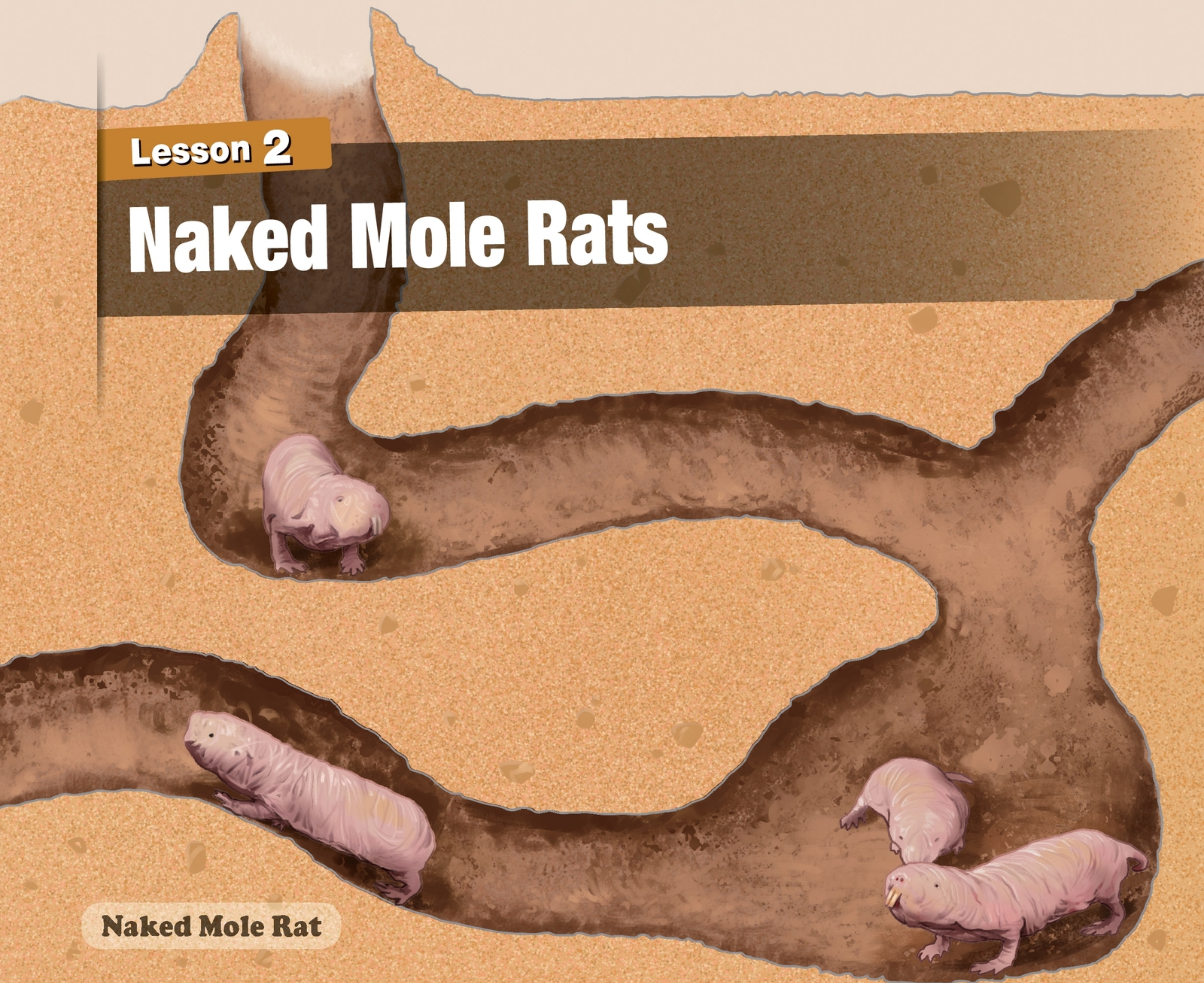
Write your opinion and share it with your class.

I think the social structure of bees is (very interesting / not very interesting) because ____

_____.

Lesson 2

Naked Mole Rats



Naked Mole Rat



1 Pre-Reading

A. Discussion

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

- a. Have you seen a picture of a naked mole rat before?
- b. Why do you think they are called naked mole rats?
- c. Do you think naked mole rats are insects or mammals? Why?

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

- | | | |
|--|--------------------------------|-----------------------------------|
| a. The naked mole rat is very ugly. | ☐ Agree | ☐ Disagree |
| b. The naked mole rat moves very slowly. | ☐ Agree | ☐ Disagree |
| c. Naked mole rats are very good at digging. | ☐ Agree | ☐ 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 direction that is in front of you
2. _____ to drink milk from a breast
3. _____ slim; thin; lacking fat and muscle
4. _____ a group of animals or humans that live together
5. _____ a long and sharp fingernail or toenail of an animal
6. _____ to close tightly in order to keep something in or out
7. _____ the duty to take care of someone or something
8. _____ varied; existing in many forms
9. _____ bare; not wearing any clothes
10. _____ the most ugly; the worst looking
11. _____ all the interactions and communications between a group of living beings
12. _____ a group of baby mammals that are born at the same time to the same mother

Naked Mole Rats

Track 02

Whoa, what's that? It's a **naked** mole rat! The naked mole rat is certainly one of the **ugliest** mammals on the planet. Naked mole rats have tiny eyes, no hair, **skinny** legs, and huge teeth that stick out of their mouths. While their appearance alone is enough to make them interesting, naked mole rats have something else that makes them fascinating to scientists and students of animal behavior: their **social lives**.

Although they are mammals, naked mole rats have a social structure that is more like that of an insect **colony**. Like bees or ants, there are different types of naked mole rats and each type has a very specific job. There are mole rat workers, mole rat drones, and a mole rat queen. Mole rats are the only mammal that live in this type of group.

Worker mole rats do just what their name suggests—they work. Because mole rats live in underground burrows, one of the things the worker mole rats are responsible for is digging the tunnels. They use both their **claws** and their giant teeth to help them move the soil. Luckily for mole rats they have special mouths. Their lips actually **seal** behind their teeth so they don't swallow dirt when they are digging.

Fact File

Yet another amazing fact about the naked mole rat is its extraordinarily life span. Naked mole rats can live for up to 28 years which makes them the world's longest living rodent.



In addition to digging tunnels, worker rats have to take care of the young rats in the colony, find food, and remove
 20 waste. They are always busy, so they have to move fast. They have learned to move both backwards and **forwards** through their tunnels with surprising speed. One thing worker rats do not do is breed. However, if the queen rat dies, one of the worker rats must take her place. This usually
 25 results in a fierce battle between female workers to see who will become the next queen. As with bees, males only have a small role to play in the colony. The **responsibility** of these drone mole rats is to breed with the queen.

The queen is the center of life in the colony. She is several
 30 times bigger than the workers or the drones. She usually breeds once a year and gives birth to a **litter** of 12 to 20 young, which are called pups. The pups **nurse** from the queen for about a month before their care and feeding is taken over by the workers of the colony.

35 Before scientists studied naked mole rats, people thought that the social structure of insects was completely different from the social structure of mammals. Thanks to the naked mole rat, they now know that this is not the case. The ugly little naked mole rat has taught us that mammal behavior is
 40 far more **diverse** than we once thought. 450 words



Fact File

As with bees, mole rat workers are divided into groups, with each group having a different job to do. Some workers are tunnellers. They expand the tunnel network and keep the tunnels clear. Others are soldiers. They protect the group from outside predators.



Naked mole rats come from East Africa and primarily Kenya.



Some people believe the naked mole rat is ugly. However, others believe it's cute and can be used in cartoons.



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. Which can't be found on naked mole rats?
 - a. tiny eyes
 - b. hair
 - c. skinny legs
 - d. huge teeth

2. What do naked mole rats use to move the soil when they dig?
 - a. head and mouth
 - b. lips and teeth
 - c. teeth and claws
 - d. tail and feet

3. What are the pups?
 - a. They are the workers.
 - b. They are the male rats.
 - c. They are the queens.
 - d. They are the young rats.

4. Which sentence about naked mole rats is true?
 - a. A naked mole rat's colony is completely different from a bee colony.
 - b. Naked mole rats can only move forwards.
 - c. If the queen dies, one of the pups takes her place.
 - d. Different types of naked mole rats have different jobs.

5. Which sentence about naked mole rats is NOT true?
 - a. They live in underground burrows.
 - b. Their mouth is specially designed so that they don't swallow dirt.
 - c. Males have a lot of jobs in the colony.
 - d. The queen is the center of the life of the colony.