

A 4-Strand Approach to Reading

Level

Power 1 Reading



With CD-ROM

MP3 + Student
Digital
Materials

Paul Nation • Casey Malarcher

A 4-Strand Approach to Reading

Level

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Power Reading 1

Paul Nation - Casey Malarcher

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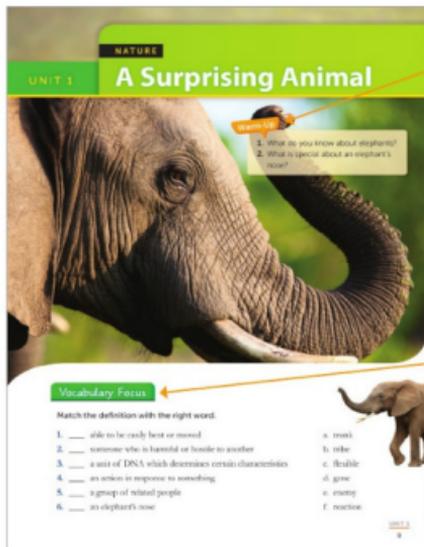
Contents

How to Use This Book	4
Unit 1 Nature A Surprising Animal	9
Unit 2 People Yoga for Health, Yoga for Life	15
Unit 3 Education The Number of Words to Know	21
Unit 4 History War Horses	27
Unit 5 Food Are Superfoods Really Super?	33
Unit 6 Geography The High and the Low	39
Unit 7 Literature The Challenge of Writing	45
Unit 8 Sports Technology in Sports	51
Unit 9 Technology 3D Printing	57
Unit 10 Business The Value of Diamonds	63
Unit 11 Space Chris Hadfield's Space Lessons	69
Unit 12 Food Healthy Honey	75
Unit 13 People Making Change Happen	81
Unit 14 Health Don't Miss Out on Sleep	87
Unit 15 Education Important Subjects to Learn	93
Unit 16 Literature Book and Movie Characters	99
Word List	105

How to Use This Book

Power Reading is a three-book series specifically developed for the intermediate to advanced English language learner. The series has been developed to support a four-strand approach to language instruction. Each unit incorporates reading and listening passages of related content to both engage and inform learners. The graded levels of the series allow learners to comfortably progress to longer and more challenging topics as they move from book to book. Extension activities in the *Power Reading* series support the development of learners' reading, listening, writing, and discussion skills through supplemental content that builds on each unit's main topic.

Power Reading Unit Structure



NATURE

UNIT 1 A Surprising Animal

Warm-Up

1. What do you know about elephants?
2. What is special about an elephant's nose?

Vocabulary Focus

Match the definitions with the right word.

1. ___ able to be easily hurt or moved
2. ___ someone who is harmful or hostile to another
3. ___ a unit of DNA which determines certain characteristics
4. ___ an action in response to something
5. ___ a group of related people
6. ___ an elephant's nose

- a. weak
- b. tribe
- c. flexible
- d. gene
- e. enemy
- f. reaction

UNIT 1

8

Warm-Up

Two discussion questions are presented on the title page of the unit. These questions relate to the content of the opening image for the unit and target learners' background knowledge and experience related to the topic. After thinking about the questions together in small groups or as a class, learners will be prepared to move into the main part of the unit.

Vocabulary Focus

The reading and listening passages for *Power Reading* have been developed with reference to high-frequency vocabulary lists in order to control the introduction of a limited number of vocabulary items in each unit. All of these target vocabulary words are presented in a definition-matching activity to facilitate comprehension of the main reading passage of each unit.

Reading

The second page of each unit presents a short article related to the unit topic. All reading passages in the *Power Reading* series have been developed to target constrained readability and vocabulary ranges. These ranges aim to develop reading skills while keeping the informative content of the passages accessible to learners at each book's recommended skill level.

Words & Phrases

A limited number of topic-specific vocabulary items or idiomatic expressions are placed below each passage to support learners who have not encountered these words and phrases before.

The page features a title 'The Nose Knows' and a photograph of two elephants. The text discusses the unique sense of smell of elephants and how they use it to find food and water. A 'Words & Phrases' box is visible on the page.

The page contains a 'Reading Comprehension' section with multiple-choice questions. Below it is a 'Vocabulary Review' section with a list of words and their definitions.

Reading Comprehension

The Reading Comprehension activity of each unit presents a set of multiple-choice questions designed to give readers practice answering question types commonly encountered on standardized tests of reading: main idea, fact, negative fact, inference, and comprehension of word/phrase meaning from context.

Vocabulary Review

The Vocabulary Review activity of each unit provides exposure to the target vocabulary of the unit. These activities vary from unit to unit so that learners practice using new words in a variety of ways over the course of each book.

Words and Idioms

The Words and Idioms activity of each unit is designed to practice idioms and collocations that have a strong tendency to occur together. Two expressions are introduced and defined. Then practice is given within the context of new sentences. This activity aids students in their English fluency and natural usage of the language.

Grammar Focus

The Grammar Focus activity of each unit targets one key grammatical structure from the Reading. After thinking about the grammar point, learners complete a sentence activity using the core grammar. This gives learners practice using correct grammar in everyday contexts.

Vocabulary Extension

The Vocabulary Extension activity of each unit serves as additional exposure to the target vocabulary of the unit in new contexts. Original sentences are used to confirm the learners' understanding of the new words.

The page contains a 'Words and Idioms' section with a list of words and their definitions. Below it is a 'Grammar Focus' section with a sentence completion activity. At the bottom is a 'Vocabulary Extension' section with a list of words and their definitions.

Strategy Focus

Strategy Focus is an extension activity that includes quotations, infographics, or factoids related to the unit topic. These short, informative materials are used as a springboard for discussion or comprehension activities that require learners to demonstrate a basic understanding of the key concepts presented in the unit.

Talking Point

Two open-ended discussion questions further target learners' personal experiences and opinions related to the information presented in the previous section.

Strategy Focus

Reading Comprehension

Read the passage about each animal and answer the questions.

1. Polar Bear
A polar bear is a large bear that lives in the Arctic region of the world. It is the largest land carnivore in the world.

2. Seagull
A seagull is a large bird that lives on the coast. It is a common sight in many coastal areas.

3. Monarch Butterfly
A monarch butterfly is a colorful butterfly that is found in many parts of the world. It is known for its distinctive orange and black wings.

4. Shark
A shark is a large, predatory fish that lives in the ocean. It is a common sight in many parts of the world.

Reading Comprehension

1. What is the main idea of the passage?
2. What is the author's purpose in writing this passage?
3. What is the author's attitude toward the animals?
4. What is the author's tone in writing this passage?

Talking Point

1. Which animal do you like best? Why?
2. Which animal do you think is the most dangerous?

Put It Together

My Super Senses

How do you use your senses? Write about your experiences.

How do you use your sense of sight?	How do you use your sense of touch?	How do you use your sense of smell?
How do you use your sense of hearing?	How do you use your sense of taste?	How do you use your sense of balance?

Put It Together

Work with a partner. Tell her about your experiences. Draw a picture of your partner's senses.

Think It Over

How do you use your senses? Write about your experiences. Draw a picture of your partner's senses.

Put It Together

The final page of each unit presents a set of three activities that synthesize a variety of language skills. The content of the three parts of the activity on this page is based on the main topic of the unit, and the activities build upon each other to scaffold practice of different language skills. Through individual brainstorming, reading, pair-work, group-work, or whole-class activities, learners put to use both known and new information by listening, speaking, and writing in English.



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Teaching Tips

The following approaches are suggested for teachers who are using *Power Reading* in courses that focus on a four-strand approach to language instruction. The suggested activities should be adapted as needed to suit class size and allotted class times.

- **Warm-Up**

Ask learners to work silently at first. Have them read the questions and jot down a few words or notes related to each question. After learners have had the opportunity to silently consider the questions and write notes, they will be better prepared to speak with partners or in small groups. It does not matter if learners' answers to these questions are not correct or not related to the unit's content. Giving any answer at this stage promotes active listening and reading later in the unit.

- **Vocabulary Focus**

In addition to having learners simply match the definitions and words, ask them to predict how the words or expressions might relate to the unit content. It is not necessary for learners' predictions to be correct. The act of predicting naturally stimulates learners' curiosity, resulting in active listeners and readers who search to find out if their predictions are correct or not.

- **Reading**

At the beginning or end of class, learners can practice their reading fluency by silently re-reading passages from units that the class has already studied. This kind of activity is an excellent way to reinforce previously learned vocabulary while developing reading speed.

- **Reading Comprehension**

After checking the answers to the activity as a class, have learners write their own reading comprehension questions. After learners have written their own questions, have them work in small groups asking each other the questions they created. The other group members should try to answer from memory.

- **Grammar Focus**

After completing the activity, have learners read the sentences in pairs for pronunciation practice.

- **Talking Point**

For this activity, pairs or groups can be given the option of selecting one of the questions to discuss rather than trying to talk about both questions during their discussion time. Additionally, in order to make pairs or small groups accountable for their discussions, require them to nominate a secretary to take notes while they discuss. They should also nominate a reporter. After a given period of discussion time, ask the secretaries to give their notes to the reporters. The reporter from each pair or group then explains one or two interesting points listed in the notes from the discussion activity.

A Surprising Animal



Warm-Up

1. What do you know about elephants?
2. What is special about an elephant's nose?

Vocabulary Focus

Match the definition with the right word.

- | | |
|---|-------------|
| 1. ___ able to be easily bent or moved | a. trunk |
| 2. ___ someone who is harmful or mean to another | b. tribe |
| 3. ___ a unit of DNA which causes certain characteristics | c. flexible |
| 4. ___ an action that happens because of something | d. gene |
| 5. ___ a group of related people | e. enemy |
| 6. ___ an elephant's nose | f. reaction |



The Nose Knows

Elephant **trunks** are unique. No other animal has one. The trunk is **amazing**. It is very **flexible**. It acts like a hand. It picks up and holds things. It is also used in drinking. It's even used in washing! It's easy to forget this is a nose. But, as a matter of fact, a trunk is an excellent nose.

Elephants have an incredible sense of smell. In fact, they may have the best sense of smell! In a recent study, scientists looked at **genes** used in smell. They found out that elephants have almost 2,000 of these. Dogs are famous for their sense of smell. However, they have only around 800! Elephants use smell more than sight. They find food by smell. They even recognize each other by smell.

Don't make an elephant mad! Elephants remember their **enemies'** smell, too. The Maasai and the Kamba are two **tribes** in Africa. The Maasai are hunters. They often kill elephants. The Kamba, on the other hand, are farmers. Researchers took old clothes from each tribe. They gave them to African elephants. A Kamba's clothes? No **reaction**. But a Maasai's clothes? The elephants quickly became angry!

Reading Time _____ minutes _____ seconds 193 words

Words & Phrases

- ¹ **unique** *adj.* different from all others
- ² **incredible** *adj.* surprising because of how good or bad something is
- ³ **recent** *adj.* not long ago; close to today



Two elephants identify and greet one another.