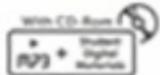


A 4-Strand Approach to Reading

Level

Power 2 Reading



Paul Nation • Casey Malarcher

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Power Reading 2

Paul Nation - Casey Malarcher

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ISBN: 978-1-945387-29-6

10 9 8 7 6 5 4 3 2 1

20 19 18 17 16

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Printed in Korea

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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 development of learners' reading, listening, writing, and discussion skills through supplemental content building on each unit's main topic.

Power Reading Unit Structure

PEOPLE
UNIT 1 **Amazing Powers**

Warm-Up

1. What is happening in the picture? Could you do this?
2. What kind of special power would you want some people have?

Vocabulary Focus

Match the definition with the right expression.

1. ___ a marching show	a. comic book
2. ___ a skill or talent for doing something	b. hero
3. ___ to make something straight into a curve	c. amazing
4. ___ someone you respect for their intelligence or abilities	d. ability
5. ___ to support something at the top but leave the bottom free	e. lend
6. ___ a collection of stories told in drawings	f. read
7. ___ a kind of long blade used for fighting	g. chess
8. ___ very surprising	h. long

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.

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: Infographics

Read and use the infographic and answer the questions.

1. What are the main reasons why people use mobile phones?
2. How do you think mobile phones will be used in the future?
3. What are the advantages and disadvantages of using mobile phones?
4. How do you think mobile phones will change the way we live?

Write a composition (100-150 words)

Topic: Mobile phones

Write:

1. How do you think mobile phones will be used in the future?
2. What are the advantages and disadvantages of using mobile phones?
3. How do you think mobile phones will change the way we live?

Check Your

1. What are the advantages and disadvantages of using mobile phones?
2. How do you think mobile phones will change the way we live?

Put It Together

Think About It

Imagine you could have any kind of ability that you want. What ability would you choose? How would you use it to improve your life? Complete the chart below.

Yes	Maybe	No

Ask It

You are not satisfied by their ideas. Complete the chart below.

Agree	Maybe	Disagree

Write It

Ask the summary writing information from one of your partners.

My partner: _____

Write the ability that you chose from your partner. How do you think it will be used? How do you think it will change the way we live? Write a short paragraph.

How do you think: _____

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 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. A reporter from each pair or group then explains one or two interesting points listed in the notes from the discussion activity.

Amazing Powers

Warm-Up

1. What is happening in the picture? Could you do this?
2. What kind of special powers have you heard some people have?

Vocabulary Focus

Match the definition with the right expression.

- | | |
|--|---------------|
| 1. ___ a traveling show | a. comic book |
| 2. ___ a skill or talent for doing something | b. hero |
| 3. ___ to make something straight into a curve | c. amazing |
| 4. ___ someone you respect for their intelligence or abilities | d. ability |
| 5. ___ to support something at the top but leave the bottom free | e. bend |
| 6. ___ a collection of stories told in drawings | f. sword |
| 7. ___ a kind of long knife used for fighting | g. circus |
| 8. ___ very surprising | h. hang |

Real People, Real Powers



Have you ever watched a movie or read a **comic book** about someone with special powers? Maybe they could fly, or they were very strong, or they could move objects with their mind. Such **heroes** in comics and movies are only make believe. But there are real people who do have **amazing** powers and **abilities**.

Hu Qiong is from China. The people in his village call him “the man who cannot break.” He practices a special kind of exercise that helps him focus his body’s energy. The Chinese call this energy “chi.” Hu Qiong has spent many years developing his chi and now can do great things with his body. He can **bend** metal bars with his hands as well as walk without shoes on a **sword** and not cut his feet. Hu Qiong is truly a man who cannot break.

Tim Cridland is from the US. He is a **circus** performer who can control his feeling of pain. Tim can stick large pins into his body and feel nothing. He can hit his hand or foot with a heavy weight and feel no pain. Tim says that pain is all in the mind. He says that if you can control your mind, you can control pain.

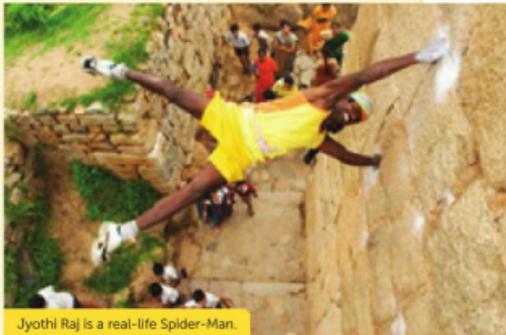
Jyothi Raj is from India. He has the ability to climb up walls. When Jyothi was a child, he used to watch monkeys climb trees and buildings in his village. He was surprised at their balance and strength. As he watched them, he began to copy their behavior. He also exercised and made his hands, arms, and legs stronger. After some time, Jyothi could climb up very high walls like a monkey. He could even **hang** from a tall building with only one finger.

Maybe amazing powers are not only found in comic books. Maybe they can be found in all of us if we train ourselves hard enough.

Reading Time _____ minutes _____ seconds 316 words

Words & Phrases

- ⁷ **chi** *n.* energy or force inside one’s body
- ¹⁷ **balance** *n.* the ability to control one’s weight and position in order to stand or move well
- ¹⁷ **behavior** *n.* a way of acting or doing things



Jyothi Raj is a real-life Spider-Man.