

*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 definition with the right word.

1. \_\_\_ able to be easily bent 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. trunk
- b. tribe
- c. flexible
- d. gene
- e. enemy
- f. reaction

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### 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 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 about 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!

**Words & Phrases**

unique: different from anything else  
flexible: able to bending  
incredible: something that is very good or bad  
recent: not long ago  
tribe: a group of people

*Your assignment: Identify and give the meaning.*



## 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.

**Reading Comprehension**

Circle the best answer.

- What is the reading about?
  - The many uses of the trunk
  - Animals and their amazing eyesight
  - Elephants and their strange appearance
  - An animal with an incredible sense of smell
- What is an elephant's trunk used for?
  - For washing and drinking
  - For smelling and recognizing things
  - For picking up and holding things
  - All of the above
- What is the meaning of *amazing* in line 1?
  - Very impressive
  - Not useful
  - Quite enjoyable
  - As usual
- Why do people think the elephant might have the best sense of smell?
  - Its nose is bigger than a dog's.
  - It has many genes used in smell.
  - It uses smell more often than sight.
  - It has a flexible trunk.
- Which of the following does an elephant NOT do by smell?
  - Know something is good to eat
  - Find another elephant
  - Recognize a bad person
  - Remember their homes

**Vocabulary Review**

Write T for true or F for false.

- \_\_\_\_\_ A gene is the nose of an elephant.
- \_\_\_\_\_ Being flexible means you cannot move easily.
- \_\_\_\_\_ An action done or made because of something is a reaction.
- \_\_\_\_\_ A group of families that live together is a tribe.
- \_\_\_\_\_ A trunk does not help an animal smell.
- \_\_\_\_\_ An enemy is someone who wants to harm you.

## 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.

**Words and Idioms**

Look back at the reading. Find and circle these expressions.

on the other hand	conj. adv.	used to compare two different facts or two different ways of thinking about a situation
in fact	conj. adv.	used to add emphasis to what is being said

Write the correct expression in the blank.

- I like cold coffee. \_\_\_\_\_ I hate cold tea.
- Elephants are the biggest land animals. \_\_\_\_\_, a male elephant can grow up to 4.5 m high.

**Grammar Focus**

Study the language below.

quick	→ quickly	incredible	→ incredibly
angry	→ angrily	unique	→ uniquely

Circle the correct form of the word to complete the sentence.

- She is a (quick / quickly) learner.
- He (angry / angrily) closed the door.
- (Incredible / Incredibly), the elephant has 2,000 genes used in smell.
- This watch has a (unique / uniquely) shape.

**Vocabulary Extension**

Write the right word in the blank. Use the correct form of the word.

- A) \_\_\_\_\_ at my university found the cats for me!
- Because my sister is so \_\_\_\_\_, she can do yoga well.
- Dogs and cats are natural \_\_\_\_\_ when you give her the present!"  
"She was so happy!"
- I got an A+ on our most \_\_\_\_\_ math test.
- I heard that there are \_\_\_\_\_ in the Amazon that still hunt for food.

trunk, flexible, enemy, amazing, unique, recent, gene, reaction, researcher

## 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.


FOCUS ON STRATEGIES

**Strategy Focus → Details**


Read about some other animals with an amazing sense of smell.




A polar bear can smell a seal that is buried under a meter of snow from over a kilometer away!



Albatrosses can smell fish from 26 kilometers away. They use their sense of smell to catch fish in the dark.



The male luna moth can smell a single female moth from 13 kilometers away.



A shark can smell a drop of blood in about one liter of water.

Answer the following questions.

- How far away can an albatross smell a fish? \_\_\_\_\_
- How far away can a male luna moth smell a female moth? \_\_\_\_\_
- How much blood can a shark smell in a 100 liters of water? \_\_\_\_\_
- What can a polar bear smell from over a kilometer away? \_\_\_\_\_

**Talking Point**

- What do the albatross, the polar bear, and the shark have in common? How is the luna moth different? \_\_\_\_\_
- What do you use your sense of smell for? What would you like to use it for? \_\_\_\_\_

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FOCUS ON STRATEGIES

**Write It.**

How would you like to improve your senses? Why? Write down any ideas you have.

**My Super Senses**

<b>Sense of Smell</b> - be able to smell _____ _____	<b>Sense of Taste</b> - be able to taste _____ _____	<b>Vision</b> - be able to see _____ _____
<b>Sense of Touch</b> - be able to feel _____ _____	<b>Hearing</b> - be able to hear _____ _____	

**Present It.**

Work with a partner. Tell him/her about your super senses. Listen to your partner's ideas.

I would like to be able to smell  
the right person on my job/different jobs  
If I could do that, I would be able  
to get all of it. I would also get more  
information.



**Share It.**

Share with the class. What were your partner's ideas? Were there any ideas similar to yours?

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## 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.

## 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.