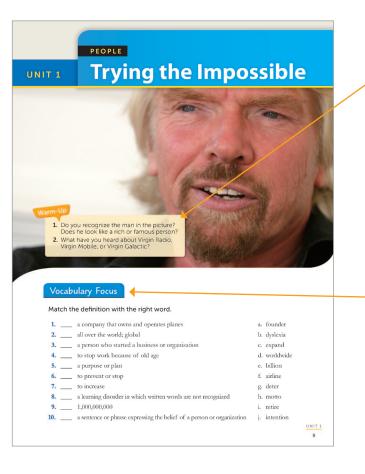
*Power Reading* is a three-book series specifically developed for the intermediate to advanced English language learner. The series has been developed to support a four-strand approach to language instruction. Each unit incorporates reading and listening passages of related content to both engage and 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**



## 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**

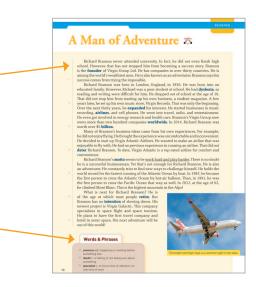
The reading and listening passages for *Power Reading* have been developed with reference to high-frequency vocabulary lists in order to control the introduction of a limited number of vocabulary items in each unit. All of these target vocabulary words are presented in a definition-matching activity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

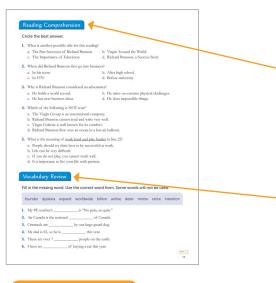
### Reading

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.





### **Reading Comprehension**

The Reading Comprehension activity of each unit presents a set of multiple-choice questions designed to give readers practice answering guestion 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 at using correct grammar in an everyday context.

### 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

- A Look back at the reading. Find and circle these expression 
   out of this world idiom
   exceptional: better than any other

   go into v. phrase
   to take up as an occupation; to investigate
   Write the correct expression in the blank.
- I. I want to \_\_\_\_\_\_ the movie business
  Sam's bakery sells the best apple pie in town. It's

### Grammar Focus

- udy the language below.
- Complete the sentence with the correct form of the word. She is the \_\_\_\_\_\_ woman in the country! (wealthy
   He is the \_\_\_\_\_\_ student in our class. (poor)
   Generative for the \_\_\_\_\_\_ class for Alexs. (difficult)
   difference and for the formula
- website I've ever used! (inconve 4. This is the \_\_\_\_

#### Vocabulary Extension ose the best answe

- Our flight was delayed five hours and then diverted to Seoull It was so \_\_\_\_\_

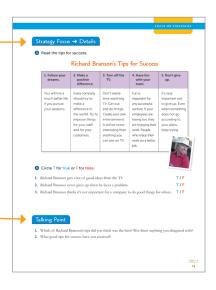
  a. convenient b. inconvenient c. inconvenience d. conve
- Paul and Nicole hope to \_\_\_\_\_ their own software company some day.
  a. found b. founder c. foundation d. unfounded
- 3. The \_\_\_\_\_\_ of the highway from two lanes to four lanes will take several years. a. expand b. expander c. expansion d. unexpanded
- Strong penalties can act as a(n) \_\_\_\_\_ against committing some crir a. deter
  b. deterred
  c. deterrent

## **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.





## **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 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.