

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 **Trying the Impossible**

Warm-Up

1. Do you recognize the man in the picture? Does he look like a rich or famous person?
2. What have you heard about Virgin Radio, Virgin Mobile, or Virgin Galactic?

Vocabulary Focus

Match the definition with the right word.

| | |
|--|--------------|
| 1. ___ a company that owns and operates planes | a. founder |
| 2. ___ all over the world; global | b. dyslexia |
| 3. ___ a person who started a business or organization | c. expand |
| 4. ___ to stop work because of old age | d. worldwide |
| 5. ___ a purpose or plan | e. billion |
| 6. ___ to prevent or stop | f. airline |
| 7. ___ to increase | g. deter |
| 8. ___ a learning disorder in which written words are not recognized | h. motto |
| 9. ___ 1,000,000,000 | i. retire |
| 10. ___ a sentence or phrase expressing the belief of a person or organization | j. intention |

UNIT 1
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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.

A Man of Adventure

Richard Branson never attended university. In fact, he did not even finish high school. However, that has not stopped him from becoming a success story. Branson is the **founder** of Virgin Group Ltd. He has companies in over thirty countries. He is among the world's wealthiest men. He is also known as an adventurer. Branson says his success comes from trying the impossible.

Richard Branson was born in London, England, in 1950. He was born into an educated family. However, Richard was a poor student at school. He had **dyslexia**, so reading and writing were difficult for him. He dropped out of school at the age of 16. That did not stop him from starting up his own business, a student magazine. A few years later, he set up his own music store, Virgin Records. That was only the beginning. Over the next thirty years, he **expanded** his interests. He started businesses in music recording, **airlines**, and cell phones. He went into travel, radio, and entertainment. He even got involved in energy research and health care. Branson's Virgin Group now owns more than two hundred companies **worldwide**. In 2014, Richard Branson was worth over \$5 billion.

Many of Branson's business ideas came from his own experiences. For example, he did not enjoy flying. He thought the experience was uncomfortable and inconvenient. He decided to start up Virgin Atlantic Airlines. He wanted to make an airline that was enjoyable to fly with. He had no previous experience in running an airline. That did not **deter** Richard Branson. To date, Virgin Atlantic is a top-rated airline for comfort and convenience.

Richard Branson's **motto** seems to be *work hard and play harder*. There is no doubt he is a successful businessman. Yet that's not enough for Richard Branson. He is also an adventurer. He constantly tries to find new ways to challenge himself. He holds the world record for the fastest crossing of the Atlantic Ocean by boat. In 1987, he became the first person to cross the Atlantic Ocean by hot-air balloon. Then, in 1991, he was the first person to cross the Pacific Ocean that way as well. In 2012, at the age of 62, he climbed Mount Blanc. This is the highest mountain in the Alps!

What is next for Richard Branson? He is of the age at which most people **retire**. But Branson has no **intention** of slowing down. His newest project is Virgin Galactic. This company specializes in space flight and space tourism. He plans to have the first travel company and hotel in outer space. His next adventure will be out of this world!

Words & Phrases

- founder** n. someone who starts or creates something new
- dyslexia** n. a kind of not being sure about something
- expanded** v. to become larger or increase in size
- worldwide** a. to focus more or attention on every part of the world

Reading Comprehension

Circle the best answer.

- What is another possible title for this reading?
a. The Past Successes of Richard Branson
b. Virgin Around the World
c. The Importance of Education
d. Richard Branson, a Success Story
- When did Richard Branson first go into business?
a. In his teens
b. After high school
c. In 1970
d. Before university
- Why is Richard Branson considered an adventurer?
a. He holds a world record.
b. He takes on extreme physical challenges.
c. He has new business ideas.
d. He does impossible things.
- Which of the following is NOT true?
a. The Virgin Group is an international company.
b. Richard Branson cannot read and write very well.
c. Virgin Galactic is well known for its comfort.
d. Richard Branson flew over an ocean in a hot-air balloon.
- What is the meaning of *work hard and play harder* in line 22?
a. People should try their best to be successful in work.
b. Life can be very difficult.
c. If you do not play, you cannot work well.
d. It is important to live your life with passion.

Vocabulary Review

Fill in the missing word. Use the correct word form. Some words will not be used.

founder dyslexia expand worldwide billion airline deter motto retire intention

- My PE teacher's _____ is "No pain, no gain."
- No Canada is the national _____ of Canada.
- Criminals are _____ by our large guard dog.
- My dad is 65, so he is _____ this year.
- There are over 7 _____ people on the earth.
- I have no _____ of buying a car this year.

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 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

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

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 want to _____ the movie business when I am older.
- Sam's bakery sells the best apple pie in town. It's _____.

Grammar Focus

Study the language below.

For most superlative adjectives with fewer than three syllables, add **-est**.
EX: the fastest crossing, the highest mountain
For superlative adjectives with three or more syllables, use **most** before the adjective.
EX: the most successful, the most uncomfortable

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)
- Chemistry is the _____ class for Alex. (difficult)
- This is the _____ website I've ever used! (inconvenient)

Vocabulary Extension

Choose the best answer.

- Our flight was delayed five hours and then diverted to Seoul. It was so _____.
a. convenient b. inconvenient c. inconspicuous d. conveniently
- Paul and Nicole hope to _____ their own software company some day.
a. found b. founder c. foundation d. unfounded
- 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 crimes.
a. deter b. deterred c. determine d. undeterred

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 the tips for success.

Richard Branson's Tips for Success

| 1. Follow your dreams. | 2. Make a positive difference. | 3. Turn off the TV. | 4. Have fun with your team. | 5. Don't give up. |
|---|--|--|---|---|
| You will live a much better life if you pursue your passions. | Every company should try to make a difference in the world. Try to improve things for your staff and for your customers. | Don't waste time watching TV. Get out and do things. Create your own entertainment. It will be more interesting than anything you can see on TV. | Fun is important for any successful venture. If your employees are having fun, they are enjoying their work. People who enjoy their work do a better job. | It's very important not to give up. Even when something does not go according to your plans, keep trying. |

● Circle **T** for true or **F** for false.

- Richard Branson gets a lot of good ideas from the TV. T / F
- Richard Branson never gives up when he faces a problem. T / F
- Richard Branson thinks it's not important for a company to do good things for others. T / F

Talking Point

- Which of Richard Branson's tips did you think was the best? Was there anything you disagreed with?
- What good tips for success have you received?

UNIT 3
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FOCUS ON STRATEGIES

Write It

What are some other tips for success that you have heard? Do you have some good tips of your own? Write down three more tips for success.

| 1. Tip | 2. Tip | 3. Tip |
|-------------------|-------------------|-------------------|
| Why it is useful: | Why it is useful: | Why it is useful: |

Ask It

Work with two partners. Ask about each other's tips for success.

What are your tips for success?
Could you tell me your **first** tip?

My first tip is _____
If you do this, _____

Share It

What were your partners' tips? Were they similar to yours? Choose the best or most interesting tip. Share that tip with the class.

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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 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.