

# Reading Extra

CAMBRIDGE



A resource book of multi-level skills activities

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UNIVERSITY PRESS

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## 1.1

## LEVEL

Elementary

## TOPIC

Keypals

## ACTIVITY TYPE

Read-and-match

## READING FOCUS

Reading for specific information, reading for detail

## TIME

40–50 minutes

## KEY LANGUAGE

Present tense of *be*

## PREPARATION

One photocopy for each student

## Write around the world

## Warm up

- 1 Write the word *keypal* on the board. Elicit or explain that a *keypal* is someone you exchange e-mails with as a hobby but whom you usually haven't met. Encourage students to talk about any keypals or penfriends that they write to.

## Main activity

- 1 Explain to students that they are going to read descriptions of keypals.
- 2 Give each student a photocopy. Read the introduction and look at the chart with the class. Encourage students to work out the meaning of any unknown headings from the information already in the chart.
- 3 Ask *Who is 24?* Students read the descriptions quickly in order to answer the question. Explain that one piece of information is given about five of the people; the completely empty section of the chart is for the sixth.
- 4 Ask students to read the descriptions and complete the chart. Encourage students to work together in pairs so that they can help each other.
- 5 Check the answers with the class. Ask a question using the information already given in the chart to identify each person, e.g. *Who is Polish?* Then ask *How old is she?* *Where is she from?* *What is her job?* *What are her hobbies?*

## Answer key

<b>name</b>	Paulo Dias	Maria Szopen	Claudette Romand	Stefan Zilliken	Mikhael Pavlov	Belén Lopez
<b>age</b>	<b>24</b>	21	25	23	20	22
<b>nationality</b>	Brazilian	<b>Polish</b>	French	German	Russian	Spanish
<b>home city</b>	Rio de Janeiro	Warsaw	<b>Lyons</b>	Munich	Moscow	Madrid
<b>job</b>	teacher	computer programmer	ski instructor	<b>travel agent</b>	student	nurse
<b>hobbies</b>	water sports, music	cinema, running	travel photography	football, walking	<b>computer games, Internet</b>	sport, eating out

- 6 Tell students to underline the phrase or sentence which refers to the picture.

## Answer key

**Belén:** I like eating out, **Paulo:** I love water sports,  
**Mikhael:** I'm a university student,  
**Stefan:** I play football,  
**Claudette:** I'm a ski instructor, **Maria:** I also like running.

- 7 Divide the class into pairs and allow students five minutes to find the best keypal for each person. Encourage them to think of reasons for their choices.
- 8 Write *We think (Paulo) is a good keypal for (Maria) (because) ...* on the board while students are working. When the time limit is up, get students to tell the class about their choices, e.g. *We think Claudette is a good keypal for Mikhael. He's Russian and she went to Russia last year.* Encourage other students to say why they agree or disagree, e.g. *We don't think Claudette is a good keypal for Mikhael. She's 25 and he's 20.* There are no right and wrong answers for this matching activity.
- 9 Ask students *Who is a good keypal for you?* Then write the results on the board to discover who is the class's favourite keypal.

## Follow up

- Set up an activity in which students become keypals (or penfriends) within their own or another class. Alternatively, students can find genuine keypals via an exchange programme or using a keypal website.

**Write around the world**

Do you want to practise your English? Do you want to make friends around the world! Then read about the keypals below and start writing!

Hello! My name is Belén Lopez and I'm looking for a keypal. I'm twenty-two years old and I'm from Madrid in Spain. I'm a nurse. I work long hours, but in my free time I do a lot of sport. And I like eating out with my friends. In Spain we eat very late in the evening. Write to me at Box 001.



Hi! My name is Paulo Dias and I'm Brazilian. I live in Rio de Janeiro near the sea – I love water sports! I teach music in a school. I love music too! What else? I'm twenty-four years of age and I'm single. My box number is 002.



Hello. I'm a 20-year-old Russian university student (engineering). I live with my family in Moscow. I want to write to other people around the world. My hobbies are computer games and the Internet. Please write to Box 003 to find out more. I nearly forgot – my name is Mikhael Pavlov.



I'm Stefan Zilliken and I work in a travel agent's in Munich in the south of Germany. I was 23 on January 1st. My hobbies are football – I play and I watch – and walking in the mountains. I also get some free holidays with my job! Perhaps I can come to your country! I'm at Box 004.



Hi! My name's Claudette Romand and I'm French. My home is in Lyons, but I work in Meribel – I'm a ski instructor there. I work in the winter – but in the summer I like to travel. (I went to Russia last summer.) I like photography too – so I always have a camera with me! Oh yes, I'm 25 years old. Contact me at Box 005.



I'm Maria Szopen, twenty-one years old, and I'm from Warsaw, the capital of Poland. I'm a computer programmer. In the evenings I go to the cinema – but English films are difficult for me! I also like running – I'm a member of a big athletics club. You will find me at Box 006.



name						
age	24					
nationality		Polish				
home city			Lyons			
job				travel agent		
hobbies					computer games, Internet	

## 1.2

**LEVEL**

Intermediate

**TOPIC**

Names and personal characteristics

**ACTIVITY TYPE**

Read-and-do code-breaking

**READING FOCUS**

Recognising main ideas, intensive reading

**TIME**

30–40 minutes

**KEY LANGUAGE**

*clever, confident, determined, friendly, happy, honest, imaginative, intelligent, kind, lazy, nice, optimistic, patient, polite, quick, quiet, reliable, sad, sensible, serious, shy, thoughtful*

Present tense of *be*;  
present simple;  
comparative and superlative adjectives

**PREPARATION**

One photocopy for each student. You might like to read the text and work out your own number

# The numbers game

**Warm up**

- 1 Ask students if they ever do magazine quizzes or questionnaires that allow them to find out more about themselves. Explain that they are going to read a text which will allow them to find out more about their personality.
- 2 Get students to suggest words to describe personality and write a list on the board. Elicit or introduce the words in Key language, which are all in the text.

**Main activity**

- 1 Give each student a photocopy. Look at the heading *The numbers game* with the class. Ask students to look quickly at the text and decide how the game works. Letters of the alphabet equal numbers, which can be used to describe personality types.
- 2 Tell students to read the text as far as *so Mary Brown's lucky number is three*. Make sure that they understand that they can find out what kind of person Mary is by reading the description of *threes*.
- 3 Write the following names on the board:  
*Alice King, Gareth Jones, Cathy Parker, Simon West, Jane Lee, Alan Brown, Sally Frame, Peter Crisp, Anne Thorne.*  
Explain that the names on the board belong to the people in the pictures. Students follow the instructions in the text and find out each person's lucky number using the letters of their name. They then match the people with their pictures. If you like, you can tell the class that the women's names are *Alice King, Cathy Parker, Jane Lee, Sally Frame* and *Anne Thorne*.
- 4 Check the answers with the class. Say each name in turn and get students to call out the number. If there is any disagreement, get a volunteer student to copy the name onto the board and to work out the number as for *Mary Brown*.

**Answer key**

1 Alan Brown	4 Sally Frame	7 Jane Lee
2 Simon West	5 Gareth Jones	8 Alice King
3 Peter Crisp	6 Anne Thorne	9 Cathy Parker

- 5 Get students to suggest the name of a famous person and write the person's name on the board. If you like, get students to suggest adjectives to describe this person and write a list on the board.
- 6 Tell students to work out the number of the person they chose. Ask them if they agree with the description of this person.
- 7 Ask students to work out their own number. Ask them if they agree with the description.

**Follow up**

- Students write an alternative description for their own number. Tell them to describe how they would like to be, e.g. *Eights are the most thoughtful people in the world*. They can then read all the alternative descriptions for the numbers and decide which they prefer.

### The numbers game

Follow these instructions and work out your lucky number. Then find this number and read about yourself. You can find out all about your friends or relatives. All you need to know is the person's name.

1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

This is what you do. Write a friend's name on a piece of paper, and use the chart to find out the number for each letter.

For example:

M	A	R	Y		B	R	O	W	N
4	1	9	7		2	9	6	5	5

Now add up all the numbers.

$$4 + 1 + 9 + 7 + 2 + 9 + 6 + 5 + 5 = 48$$

Keep adding until you have just one number.

$$4 + 8 = 12$$

$$1 + 2 = 3$$

This number is your friend's lucky number, so Mary Brown's lucky number is three.

#### 1 ONES

Ones are the most confident and determined of all the numbers. They can do anything when they want to. Ones hate people telling them what to do, but they like telling other people what to do.



#### 2 TWOS

Twos are kind, shy, thoughtful and polite. They love animals, reading and staying at home. They usually feel really happy or sad.



#### 3 THREES

Threes are certainly not lazy. They always do their work on time and still have lots of free time for hobbies. They're also honest, sensible, reliable and patient with other people.



#### 4 FOURS

Fours are quick and clever, and they can make people laugh. They're not shy about saying what they think, but people don't always like what they say.



#### 5 FIVES

Fives are quicker than most people. They're more intelligent too. They're interested in lots of different things and are very friendly. They love travel and trying new things.



#### 6 SIXES

Sixes are the happiest and the most optimistic of all the numbers. They find something good even when things are bad. They've got lots of friends because they're so nice!



#### 7 SEVENS

Sevens are clever, serious and quiet, and usually have only one or two close friends. They like being alone. They don't like noisy crowds and large groups of people. Sevens love animals and the countryside.



#### 8 EIGHTS

Eights are sensible, reliable and nice. In fact, they're sometimes too kind to other people. They work hard and try hard at their hobbies.



#### 9 NINES

Nines are clever and imaginative, but they're sometimes lazy. They like having fun, and they are fun to be with. People usually like nines a lot, but nines are not always kind to other people.



## 1.3

**LEVEL**

Upper-intermediate

**TOPIC**

What famous people said before they died

**ACTIVITY TYPE**

Matching quotations with people

**READING FOCUS**

Text cohesion, paraphrasing

**TIME**

40–50 minutes

**KEY LANGUAGE***committed suicide, died, drowned, hanged, killed, shot***PREPARATION**

One photocopy for each pair of students – cut into two parts (the Quotations and the Situations, with the Situations cut into sixteen strips)

# Famous last words

## Warm up

- 1 Bear in mind that death is a taboo subject and should be treated sensitively. Begin the lesson by revising and/or pre-teaching words associated with death. Ask students to explain the difference between *died* (stopped living) and *killed* (made someone die). Write the two words on the board and give students time to think of ways of dying and ways of killing. Encourage them to work together in pairs or small groups so that they can help each other.
- 2 Check the answers with the class. Make sure that you include the following words which are all in the text: *died: committed suicide, drowned; killed: shot, hanged*.
- 3 Explain to students that they are going to read and discuss some famous last words, i.e. what famous people said before they died. Ask students if they know of any examples. For example, W. Somerset Maugham, the British writer is supposed to have said, 'Dying is a very dull, dreary affair. And my advice to you is to have nothing to do with it' before he died in 1965.

## Main activity

- 1 Give each pair of students the Quotations.
- 2 Discuss the first quotation with the class. Ask students to think about who might have said this before dying, not necessarily which specific person, but what kind of person and in what situation. Do not confirm or correct students' predictions at this point.
- 3 Ask students to work in their pairs and predict who might have said each of the things. They write their predictions in a list.
- 4 Give each pair of students a set of people with their situations. Tell students to match the people with the quotations.
- 5 Ask students to comment on how each person died and the significance of their words.

### Suggested answers

- 1 Oates did not come back to the tent.
- 2 Sedwick was shot dead mid-sentence by someone he thought couldn't kill an elephant.
- 3 King Albert did not join his companions in an hour. He fell to his death.
- 4 Cleopatra found the snake ('it') which then killed her.
- 5 William was shot dead by his servant.
- 6 Archimedes was more concerned with his mathematical problems than the soldiers who would kill him.
- 7 Beethoven would no longer be deaf after his death.
- 8 Mozart was writing a requiem – a piece of music for a religious ceremony at which people honour and pray for a dead person – when he died.
- 9 Elvis may have been talking about the press conference – he can't have bored people with his music!
- 10 Richard would give up his kingdom to anyone who could give him a horse so that he could escape the battle.
- 11 Houdini was always fighting – against chains, etc. – but these didn't 'get' him.
- 12 Monelete was paralysed by the bull.
- 13 Leonardo could never have been accused of low-quality work!
- 14 Marx felt that he had said enough.
- 15 Cherokee Bill just wanted to get his hanging over.

## Follow up

- Discuss the quotations with the class. Which do students particularly like?

## Situations

## Quotations

- 1 I am just going outside and I may be some time.
- 2 They couldn't hit an elephant at this dist ...
- 3 If I feel in good form, I shall take the difficult way up. If I do not, I shall take the easy one. I shall join you in an hour.
- 4 So here it is!
- 5 Shoot, Walter, shoot, as if it were the devil.
- 6 Stand away, fellow, from my diagram!
- 7 I shall hear in heaven!
- 8 Did I not tell you I was writing this for myself?
- 9 I hope I have not bored you.
- 10 A horse, a horse, my kingdom for a horse!
- 11 I am tired of fighting. I guess this thing is going to get me.
- 12 I can't feel anything in my right leg. I can't feel anything in my left leg. Doctor, are my eyes open? I can't see.
- 13 I have offended God and mankind because my work did not reach the quality it should have.
- 14 Go on, get out! Last words are for fools who haven't said enough.
- 15 No. I came here to die. Not to make a speech. The quicker this thing's over the better.

**Captain Lawrence Oates**

British explorer, a member of Scott's ill-fated 1912 expedition to the South Pole. Said as he walked out of the tent to his death.

**General Sedwick**

American Civil War commander; shot at the battle of Spotsylvania. Foolishly standing up and looking at the enemy army.

**Albert I**

King of Belgium, killed in a climbing accident 1934. To his companions as he set off on his own route.

**Cleopatra**

Queen of Egypt, committed suicide 30 BC. On finding the poisonous snake in a bowl of fruit.

**William II**

King of England, killed in a hunting accident 1100. To his servant, who fired, but not at the deer.

**Archimedes**

Greek mathematician, killed 212 BC. To the invading soldiers who killed him.

**Ludwig van Beethoven**

German composer, deaf for the last 25 years of his life, died 1827.

**Wolfgang Amadeus Mozart**

Austrian composer, died 1791. Playing his own 'Requiem'.

**Elvis Presley**

American rock superstar, died 1977. His final press conference ended with these words.

**Richard III**

English king, killed at the battle of Bosworth Field, 1485. (According to Shakespeare's Richard III.)

**Harry Houdini (Erich Weiss)**

American magician and entertainer who had performed many amazing escapes, died 1926.

**Monelete (Manuel Laureano Rodriguez Sanchez)**

Spanish bullfighter, killed in the bullring 1947.

**Leonardo da Vinci**

Italian scientist and artist, died 1519.

**Karl Marx**

German philosopher and economist, died 1883. Asked by his housekeeper if he had a last message to the world.

**Cherokee Bill**

American criminal, hanged 1896. Asked if he had anything to say.



## 2.1

**LEVEL**

Elementary

**TOPIC**

Longest married couple in Britain

**ACTIVITY TYPE**

Reading comprehension

**READING FOCUS**

Skimming for text type and topic, scanning for specific words, identifying pronoun references, inferring information from textual clues, text reconstruction

**TIME**

40–50 minutes

**KEY LANGUAGE**

*leave school, start work, meet (someone), fall in love, get engaged, get married, have children, retire*

Past simple

**PREPARATION**

One photocopy for each student – cut into two parts (the text and the exercises)

# 77 years of marriage

**Warm up**

- 1 Write the words and phrases from Key language on the board in random order. Tell students that they are going to read a text which includes these words. Ask what they think the text will be about (someone's life).
- 2 Ask students to put the stages of life in order. When you check the order, elicit the past tense form of the verbs.

**Main activity**

- 1 Give each student the text. Tell students that they have one minute to look at it. Then ask a) where the text is from, b) what it is about and c) who is in the photos. Draw students' attention to the date of the article.

**Answer key**

- a) a newspaper    b) the longest married couple in the UK  
c) Fred and Olive Hodges, the longest married couple

- 2 Ask students to read the first paragraph and find four of the stages of life on the board.
- 3 Explain that newspaper articles often give the main points of the story in the first paragraph and then return to them later in the article. Ask students in which paragraph the stages of life are mentioned again. Then ask what paragraph 4 is about.

**Answer key**

**paragraph 2 (and 3)** – met (someone); **paragraph 5** – got engaged / engagement, got married / marriage; **paragraph 4** – the First World War.

- 4 Ask students to read the text again and find the other stages of life in the list on the board.

**Answer key**

**paragraph 2** – left school, started work; **paragraph 5** – had children;  
**paragraph 6** – retired/retirement

- 5 Elicit the pronouns and possessive adjectives which are used to talk about Fred (*he, him, his*), Olive (*she, her, her*) and the couple (*they, them, their*). Ask students to find these words in the text and to check that they all refer to Fred, Olive and the couple. Elicit that the use of *he* and *his* in paragraph 7 refers to John, their son.
- 6 Ask students to find examples of *I, my, me* and *we, us, our* and decide who they refer to. Point out that these can all be found in the direct speech, and depend on who is speaking.

**Answer key**

**paragraphs 3 and 6**    I, me = Olive    we, our = Olive and Fred  
**paragraph 4**    I = Fred  
**paragraphs 7 and 8**    I, my = John    us, our = John and Brenda

- 7 Give each student the exercises. Encourage students to work together in pairs so that they can help each other with Exercise A. Then they complete the summary of the text for Exercise B.

**Answer key****Exercise A**

- 1 True: The couple met ... as they skated on a frozen river.
- 2 True: The couple met ... in Northampton. ... Back home in Northampton, Fred ...
- 3 False: The couple met ... in 1915. But, three years later ... Fred joined the army.
- 4 True: Fred and Olive ... have been married for 77 years in April 2002.
- 5 True: Fred worked for the gas company in Northampton. After his marriage, Fred became chief cashier at the gas company.
- 6 False: The couple now have 11 grandchildren and 12 great-grandchildren.

**Exercise B**

- 1 met in    2 1919 after the    3 in love and got    4 a house and got    5 had two
- 6 retired in the    7 are both    8 11 grandchildren and 12    9 in an old people's
- 10 married for 77 years    11 the UK's

# Longest married couple celebrate 77 years of marriage

Fred and Olive Hodges, who have been married for 77 years in April, are about to enter the Guinness Book of Records as the UK's longest married couple. The couple first met in 1915, then were separated by the First World War. They met again in 1919 and fell in love. They got engaged and married – but only after six years, when they had saved £600 to buy their first house.

The couple, who are both 102, met in their teens as they skated on a frozen river in Northampton in 1915. Fred had left school at 15 and started work for the local gas company; Olive had left at 14 and worked in a leather factory.

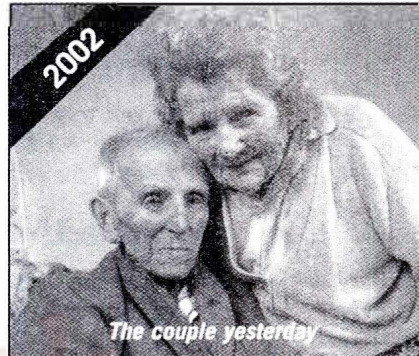
'I wasn't really interested at the time, I just wanted to have fun on the ice,' said Olive. 'Fred came up behind me and knocked me down. He told me years later that he did it because he wanted to pick me up.'

But, three years later, when he was 18, Fred joined the army and was soon fighting in France. Many of his comrades were killed. Fred published a book of his memories, *Men of 18 in 1918*, in 1988. In his book he described how a sudden silence signalled that war was over. 'Now I knew I was going to have a life after all.'

Back home in Northampton, Fred renewed his friendship with Olive. The couple had a six-year engagement before their marriage. They had two children, John and Brenda. Fred became chief cashier at the gas company. Olive stayed at home while the children grew up. The couple now have 11 grandchildren and 12 great-grandchildren – the latest just two years old. Two years ago they had to leave their own home because of Fred's poor health. They now live together in an old people's home in Wellsborough, Leicestershire.

'We have lots of lovely memories but the birth of our two children is the most special,' said Olive. And the best decade for me was when Fred retired in the 1960s. His retirement just meant we could spend more time together. I love Fred so much. I don't know what I would do without him.'

Their son, John, 73, a retired professor of genetics who lives in Austria, is full of praise for his parents. 'They are completely devoted to each other,' he said. 'And my sister and I could not have more loving parents.'



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## Exercise A

The sentences below are not in the text. Use other information in the text to decide if the sentences are true or false. What information helped you?

- 1 Fred and Olive first met in winter.
- 2 They were from Northampton.
- 3 Fred joined the army in 1915.
- 4 They got married in April 1925.
- 5 They bought a house in Northampton.
- 6 John and Brenda didn't have children.

## Exercise B

Complete the sentences and write a summary of the newspaper article.

Fred and Olive first <sup>1.</sup> 1915. They met again in <sup>2.</sup> war. They fell <sup>3.</sup> engaged. In 1925 they bought <sup>4.</sup> married. Fred and Olive <sup>5.</sup> children. Fred <sup>6.</sup> 1960s.

The couple <sup>7.</sup> 102. They now have <sup>8.</sup> great-grandchildren. They live <sup>9.</sup> home. They have been <sup>10.</sup> in April. They are <sup>11.</sup> longest married couple.

1

A face-to-jaw meeting with a great white is almost a certainty in the Cape's famous 'shark alley', a narrow channel between Dyer Island and Geyser Rock, the breeding ground for jackass penguins and fur seals. Once a great white is spotted, a specially-designed two-man steel cage is lowered into the sea. When the shark is lured close to the boat with tasty pilchard bait, divers can inspect those yawning jaws up close.

2

As we approached 3,600m tandem master Jeff Bergh was instructing me on our skydive. 'We'll move to the aircraft door on our knees.' (No!) 'I'll swing one leg out of the door' (and because I am tied to him, so will I). 'Bend your head backwards, and then we'll jump!' At first we were travelling at a speed of nearly 200kph. Then, at 1,370m, our parachutes opened and silence filled my mind. I had only one question on landing: 'Can we do it again?'

3

Following a herd of elephants is thrilling enough, but the .458 rifle over your field guide's shoulder will remind you that a walking safari is not only fun and games. You can get as close as 30m to elephant, rhino and buffalo, and even lion.

4

Drifting in an enormous picnic basket on a gentle breeze while watching the sun rise over the Magalies Valley is a much more refined version of adventure. Especially when the pilot cracks open the champagne at 300m.

5

Quad bikes are a bit like riding a bulldog over rough ground. But with thick tyres and automatic gears, they handle river crossings and steep mountains with ease. There are lots of tracks around Cape Town and Johannesburg, with enough mud, sand and rocky hills to keep the adrenalin flowing.

6

About three hours' drive from Johannesburg, on the edge of an escarpment, is a rock climbing nirvana named the Restaurant at the End of the Universe by a Douglas Adams fan. It is a vast landscape scattered with sport crags graded to suit every level of expertise.

7

It's official. The Guinness Book of Records has declared that the 216m-high Bloukrans Bridge is the highest commercial bungy jump in the world. The countdown to your jump provides the first rush of adrenalin as you stand high above the Tsitsikamma forest. Then comes the jump, attached to just a rubber band. Be prepared for a post-bungy high that lasts for hours, and a strong reminder every time you watch yourself on the video.

8

Zooming to the top of Table Mountain is on the to-do list of every visitor to Cape Town. You get fantastic views, but it's not exactly an adrenalin rush. But to abseil – walk backwards – off the edge of the mountain from the top, with a drop of 1,000m to the ocean below you ... that's exciting. When you're dangling off a rope with nothing below you for a few thousand feet, the view tattoos itself onto your memory in a way a cable car ride never can.

9

There was a frozen moment as I edged my Land Rover over the side of the mountain and stared at the rocky landscape that was supposed to be a track. But once down, having bounced from rock to rock, exhilaration poured like sweat from my body. Off-road driving is great!

10

The Doring River runs through the Cedarberg mountains and, in winter, is whiter and more rapid than most. In summer, the Umkomas River picks up speed on its 300km journey from the Drakensberg Mountains in a wilderness area where zebra, bushbuck and the occasional leopard can be seen.

## 13.1

## Cambridge English Readers

**LEVEL**

Elementary

**TOPIC**

Using guided readers

**ACTIVITY TYPE**Pre-reading activities  
(before reading a reader)**READING FOCUS**

Predicting storyline from cover, blurb, chapter headings, list of characters, illustrations, shadow reading

**TIME**

40–50 minutes

**KEY LANGUAGE**

Present simple, past simple

**PREPARATION**

One photocopy for each student – cut up into four strips (covers, words, blurbs and the chapter headings / the list of characters / the illustration / the first page of text); copies of Level 1 Cambridge English Readers *The Big Picture*, *Help!*, *John Doe* and *Just Like a Movie* and tapes (if available)

**Warm up**

- 1 Ask students if they have ever read any stories or books in English. Point out that the best way to improve their English, and their reading in particular, is to read as much as possible. Explain that you are going to do some work on graded readers.

**Main activity**

- 1 Give each student the top strip of book covers. Discuss each book cover in turn with the class. Get students to describe what they can see and to predict what the story might be about. Do not confirm or contradict students' opinions. Explain that *John Doe* is the name used in an American law court for a person whose real name is kept secret. It is also used for someone whose identity is not known, or for an average or typical American man.
- 2 Get students to suggest words that they might expect to find in each story. Again, do not confirm or contradict their suggestions.
- 3 Give each student the second strip of words. Ask students to match three words from the list with each of the book titles. Encourage students to work together in pairs so that they can help each other.
- 4 Discuss the answer with the class; but do not confirm or contradict them at this point. Instead, give each student the third strip of blurbs. Students find the words from the second strip in the blurbs.
- 5 Check the answers with the class.

**Answer key****The Big Picture:** newspaper, photo, sumo star**Help!:** computer, stories, writer**John Doe:** hospital, name, nothing**Just Like a Movie:** movies, girlfriend, real life

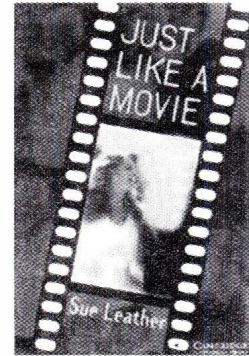
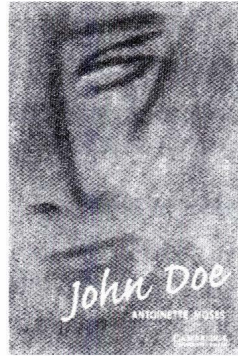
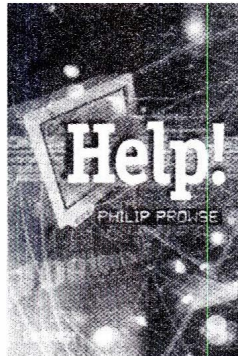
- 6 Point out that they can get a good idea of what a book is about by looking at its front and back covers. Elicit or explain that they can also use chapter headings, list of characters (not always available) and illustrations to help predict the content of what they are about to read and to support them in their reading.
- 7 Give each student the last strip of chapter headings, the list of characters, the illustration and the first page of text. Get students to decide which book the chapter headings are from. They use the chapter headings to predict what might happen in the story. Repeat this procedure with the list of characters and the illustration. Emphasise the point that students already know a lot about these stories before they have actually started reading.
- 8 Students read the opening page of text from *Just Like a Movie*. Ask them a) *Who is 'I' in this text?* b) *What do you already know about Gina?* Make the point again that students already know a lot about the story before they actually start reading.

**Answer key**

a) Brad Black    b) She becomes his fiancée.

**Follow up**

- Ask students which of the readers they might like to read. If you have copies of the readers in a school library, students could take turns to borrow them.
- Ask students to listen to a section of the tape accompanying the reader book. As they listen and read, get them to highlight in colour any words or phrases they find particularly difficult, because of unusual spelling or silent letters. Once students have done this, encourage them to listen to the tape again and read aloud copying the tape as a model.



computer   fiancée   hospital   movies   name   newspaper  
 nothing   photo   real life   stories   sumo star   writer

Ken Harada takes photos for newspapers. But life gets dangerous when Ken takes a photo of a sumo star. Someone wants the photo badly. But who? And why?

Frank Wormold is a writer. He doesn't have much money and his wife is unhappy. To help him finish one of his stories he starts to use a computer. But the computer gives him more help than he wants. Then he really needs 'help'!

The man they call John Doe lies in a hospital bed. He watches and thinks but says nothing. The doctor wants to know who he is. But John Doe doesn't answer his questions. Then, after John Doe leaves hospital, the doctor finds out more about him than just his real name.

Brad Black goes to the movies every weekend with his fiancée, Gina. They are happy, but they have no money. Then Brad has an idea and thinks that real life can be just like the movies – and that's when things go wrong.

**Chapter 1** A photo

**Frank Wormold**  
A writer

**Chapter 2** Help!

**Teresa Wormold**  
A lawyer and Frank's wife

**Chapter 3** The key

**Chapter 4** Run!

**Mel Parks**  
A Hollywood producer

**Chapter 5** The police

**Chip** A computer

**Chapter 6** The country

**A postman**



**Chapter 1** Gina

I love the movies. New movies, old movies. I went to the movies a lot in Toronto. And it all started when I met Gina at the movies.

Gina! We met in October. Four years ago. We met outside a cinema. There was no snow but it was cold. It's cold in Toronto in fall. I was there to buy a ticket for a movie. It was *Forrest Gump*. She was there too, and we started to talk. Just like that.

'Hi,' I said, 'do you live around here?'

'Yes, I do. I live very near here,' she said.

## 18.2

**LEVEL**

Intermediate

**TOPIC**

Pollution

**ACTIVITY TYPE**

Ordering lines in a poem

**READING FOCUS**

Text organisation, understanding the main message

**TIME**

30–40 minutes

**KEY LANGUAGE**

foam fumes, mattress, plastic, pop bottles and tins, spraying crops, sweet papers, tar

**PREPARATION**

One photocopy for each pair or group of three students – cut into two parts (the poem and the pictures cut into sixteen pairs of lines)

# Mummy, oh Mummy

**Warm up**

- 1 Explain to students that they are going to read about and discuss pollution.
- 2 Write these three questions on the board:
  - 1 What's pollution?
  - 2 Who or what causes pollution?
  - 3 What will happen if pollution goes on?
- 3 Divide the class into groups of three. Students discuss the questions. Give each group a set of the pictures to stimulate discussion.
- 4 Discuss the questions with the class. Use the pictures to teach *fumes* and *foam* (a), *tar* (b), *spraying crops* (c), *mattress* (d), *plastics*, *pop bottles* and *tins* (e), *sweet papers* (f).

**Main activity**

- 1 Give each group of students a set of jumbled pairs of lines.
- 2 Read out the first verse of the poem, beginning with *Mummy, oh Mummy, what's this pollution* and ending with *Before we get back in the car*. Students order the four pairs of lines. Make sure that everyone has the lines in the correct order (as in the top left-hand part of the photocopy).
- 3 Use the questions below to discuss the verse.

**Questions**

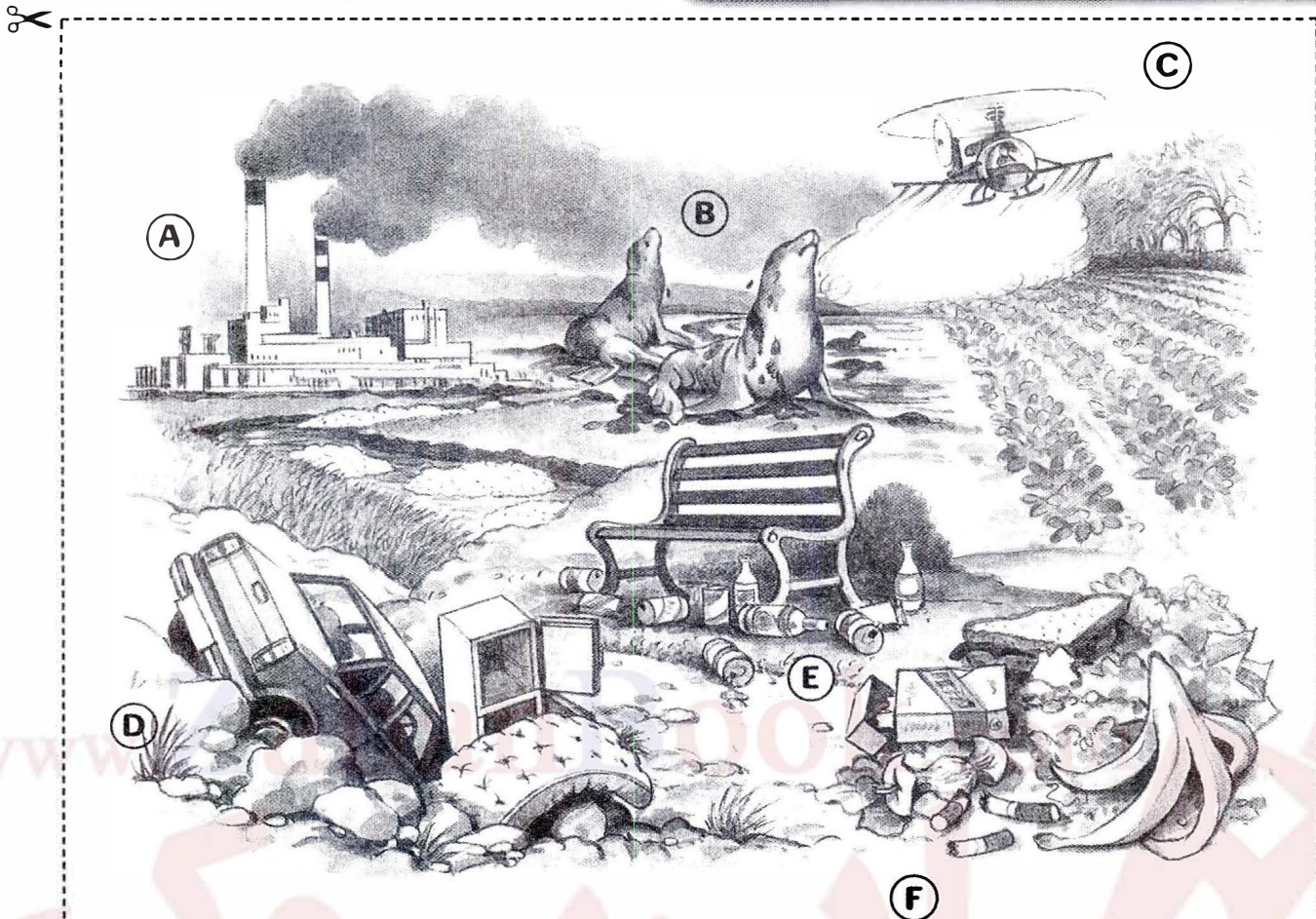
- 1 How many people are speaking?
  - 2 Who are they?
  - 3 How many lines does the child speak?
  - 4 What marks the beginning and ending of the speakers' words?
  - 5 How is what the mother says in her first four lines different from what she says in her last two?
  - 6 What do you notice about the last words in the second and fourth lines? And in the sixth and eighth lines?
- 4 Explain that the poem has three more verses. Students order the lines of the other three verses and then decide on the order of the three verses.
  - 5 Read the other three verses out loud, beginning with *Mummy, oh Mummy, who makes pollution*, and ending with *We're just enjoying our day*. Students check that they have correctly ordered the lines.
  - 6 Encourage students to work out that 'cos is a short form of *because* and that *belching* is used here to mean *producing*. If you like, explain that *belch* means *allow air from the stomach to come out noisily through the mouth*.
  - 7 Students discuss the message of the poem in their pairs or groups. They then write a one-sentence summary of the poem's message.
  - 8 Students read their sentences to the class. Everyone will probably agree that the poem not only talks about pollution and its harmful effects on the environment, but its main message is that we think that preventing pollution is the responsibility of others.

**Answer key**

- 1 two
- 2 a child and his/her mother
- 3 two
- 4 speech marks
- 5 the last two go against what she has just said
- 6 they rhyme

**Follow up**

- Students work in pairs or groups and write a conversation between the child and his/her mother about another thing which is not good for us or for the environment, e.g. smoking, eating chocolate, using cars rather than buses, bikes or walking. Encourage them to use the structure of the verses: the child's question, the mother's sensible answer, her contradiction. They can then read out their conversation to the rest of the class.



'Mummy, oh Mummy, what's this pollution  
That everyone's talking about?'

'Mummy, oh Mummy, what's going to happen  
if all the pollution goes on?'

'Pollution's the mess that the country is in,  
That we'd all be far better without.

'Well all the world will end up like a second-hand  
junk-yard,  
With all of its treasures quite gone.

It's factories belching their fumes in the air,  
And the beaches all covered with tar,

The fields will be littered with plastics and tins,  
The streams will be covered with foam,

Now throw all those sweet papers into the bushes  
Before we get back in the car.'

Now throw those two pop bottles over the hedge,  
Save us from carrying them home.'

'Mummy, oh Mummy, who makes pollution,  
And why don't they stop if it's bad?'

'But Mummy, oh Mummy, if I throw the bottles,  
Won't that be polluting the wood?'

"Cos people like that just don't think about others,  
They don't think at all, I might add.

'Nonsense! that isn't the same thing at all,  
You just shut up and be good.

They spray all the crops and they poison the flowers,  
And wipe out the birds and the bees,

If you're going to start getting silly ideas  
I'm taking you home right away,

Now there's a good place we could dump that old  
mattress  
Right out of sight in the trees.'

'Cos pollution is something that other folk do,  
We're just enjoying our day.'

## 18.3

## Guilty!



## LEVEL

Upper-intermediate

## TOPIC

Lawyer jokes

## ACTIVITY TYPE

Matching punch lines  
with joke situations

## READING

## FOCUS

Text cohesion,  
paraphrasing

## TIME

40–50 minutes

## KEY LANGUAGE

*acquitted, burglary, charged, counsel for the prosecution, damages, evidence, forgery, guilty, innocent, judge, judgement, jury, lawyer, litigation, murder, negligence, punch line, sentenced, theft, witness*

## PREPARATION

One photocopy for each group of three students – cut into two parts (the Situations and the Punch lines, with the Punch lines cut into ten strips)

## Warm up

- 1 Revise and/or pre-teach words associated with crime and law. Ask students to name crimes, e.g. *burglary, murder*. Explain *forgery* and *theft*. Then ask what happens if someone is *charged* with such a crime; they are put on trial in a court. Ask which people are present in a court, e.g. *judge, jury*. Explain *lawyer, counsel for the prosecution, witness*. Ask what happens after the jury has heard the *evidence*. Elicit that the person is found *guilty* and *sentenced*, or *innocent* and *acquitted*. Remind students that other types of cases are discussed in court, e.g. suing someone for *negligence*, or *litigation* between two neighbours. Explain that *judgement* will be given to one party, and that *damages* will be awarded.
- 2 Explain to students that they are going to read and discuss some jokes about crime and law. They have to match the punch lines with the situations. Give one or two examples of jokes with punch lines.

## Jokes

- 1 'Is there a criminal lawyer in town?' 'I think so, but I can't prove it.'
- 2 'Does your lawyer know the law?' 'I don't know, but he knows the judge.'

## Main activity

- 1 Give each group of three students the Situations.
- 2 Discuss the first joke with the class. Explain that the *punch line* is something that the lawyer said. Some of his words come before *said the lawyer* and some come after. Read out the punch line replacing ... with *said the lawyer*.
- 3 Students work in their groups and predict the punch lines. They write their punch lines in a list.
- 4 Give each group of students a set of Punch lines. Tell students to match the punch lines with the situations. The punch lines should be ordered as shown on the worksheet.
- 5 Check the answers with the class. Get a group of three students to read out each joke with its punch line. One student narrates the joke, another student reads out one person's words and the third student reads out the other person's words. For example:
 

Student 1: A client asked the lawyer who was defending him,  
Student 2: 'How long do you think this business is going to last?'  
Student 3: 'Well,'  
Student 1: said the lawyer,  
Student 3: 'for me about three hours. For you, about three years.'
- 6 Ask students to paraphrase the punch lines.

## Suggested answers

- 1 For me about three hours in court. For you, about three years in prison.
- 2 The client is hoping to convince his lawyer that he wouldn't be able to write anyone's name.
- 3 The lawyer is saying that there is no point in having an accident unless you have a good lawyer who can win your case.
- 4 Mrs Robinson didn't want a fair settlement. She wanted her lawyer to get her more money than that.
- 5 The lawyer thinks that the client will get more damages if he goes to court on crutches.
- 6 We can all produce millions of witnesses to say that they didn't see us do something!
- 7 When the lawyer said 'leave it all to me', he means he will deal with the situation. Mrs Smith is referring to what will happen to her money after her death.
- 8 The husband doesn't think lawyers are honest – so for him 'a lawyer and an honest man' can't be one person.
- 9 The farmer ignored his lawyer's advice, but completely ruined his neighbour's chances of winning the litigation case.
- 10 With his question, the man has revealed his guilt to his lawyer.

## Follow up

- Discuss the jokes with the class. Which do students particularly like?



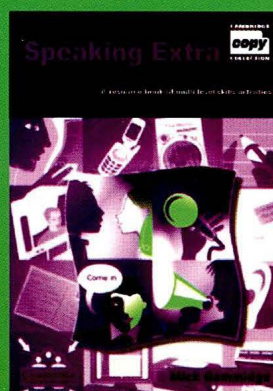
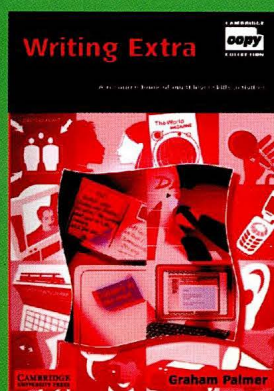
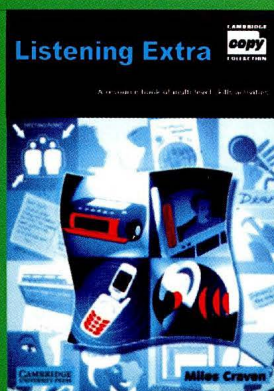
# Reading Extra

A resource book of multi-level skills activities

Liz Driscoll

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