Reading Extra
A resource book of multi-level skills activities

Liz Driscoll
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map of the book</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>Thanks and acknowledgements</td>
<td>9</td>
</tr>
<tr>
<td>Unit 1 Personal information</td>
<td>10</td>
</tr>
<tr>
<td>Unit 2 The family</td>
<td>16</td>
</tr>
<tr>
<td>Unit 3 Daily activities</td>
<td>22</td>
</tr>
<tr>
<td>Unit 4 Homes</td>
<td>28</td>
</tr>
<tr>
<td>Unit 5 Town and country</td>
<td>34</td>
</tr>
<tr>
<td>Unit 6 Travel and tourism</td>
<td>40</td>
</tr>
<tr>
<td>Unit 7 Food and drink</td>
<td>46</td>
</tr>
<tr>
<td>Unit 8 Describing people</td>
<td>52</td>
</tr>
<tr>
<td>Unit 9 Describing things</td>
<td>58</td>
</tr>
<tr>
<td>Unit 10 Friends and relationships</td>
<td>64</td>
</tr>
<tr>
<td>Unit 11 Health and fitness</td>
<td>70</td>
</tr>
<tr>
<td>Unit 12 Leisure time</td>
<td>76</td>
</tr>
<tr>
<td>Unit 13 Education</td>
<td>82</td>
</tr>
<tr>
<td>Unit 14 The world of work</td>
<td>88</td>
</tr>
<tr>
<td>Unit 15 Money</td>
<td>94</td>
</tr>
<tr>
<td>Unit 16 Past experiences and stories</td>
<td>100</td>
</tr>
<tr>
<td>Unit 17 Science and technology</td>
<td>106</td>
</tr>
<tr>
<td>Unit 18 Social and environmental issues</td>
<td>112</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Nationality</th>
<th>Home City</th>
<th>Job</th>
<th>Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paulo Dias</td>
<td>24</td>
<td>Brazilian</td>
<td>Rio de Janeiro</td>
<td>teacher</td>
<td>water sports, music</td>
</tr>
<tr>
<td>Maria Szopen</td>
<td>21</td>
<td>Polish</td>
<td>Warsaw</td>
<td>computer programmer</td>
<td>cinema, running</td>
</tr>
<tr>
<td>Claudette Romand</td>
<td>25</td>
<td>French</td>
<td>Lyons</td>
<td>ski instructor</td>
<td>travel photography</td>
</tr>
<tr>
<td>Stefan Zilliken</td>
<td>23</td>
<td>German</td>
<td>Munich</td>
<td>travel agent</td>
<td>football, walking</td>
</tr>
<tr>
<td>Mikhael Pavlov</td>
<td>20</td>
<td>Russian</td>
<td>Moscow</td>
<td>student</td>
<td>computer games, Internet</td>
</tr>
<tr>
<td>Belén Lopez</td>
<td>22</td>
<td>Spanish</td>
<td>Madrid</td>
<td>nurse</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>name</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nationality</td>
<td>Polish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>home city</td>
<td>Lyons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>job</td>
<td>travel agent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hobbies</td>
<td>computer games, Internet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
2. Simon West
3. Peter Crisp
4. Sally Frame
5. Gareth Jones
6. Anne Thorne
7. Jane Lee
8. Alice King
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.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>J</td>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

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:

Ma 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.

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.
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?
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.

Situations

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.