

Reading Extra

A resource book of multi-level skills activities



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Map of the book

Theme	Title	Topic	Activity type	Reading focus	Time
1 Personal information					
Elementary	1.1 Write around the world	keypals	read-and-match	reading for specific information, reading for detail	40–50 mins
Intermediate	1.2 The numbers game	names and personal characteristics	read-and-do code-breaking	recognising main ideas, intensive reading	30–40 mins
Upper-intermediate	1.3 Famous last words	what famous people said before they died	matching quotations with people	text cohesion, paraphrasing	40–50 mins
2 The family					
Elementary	2.1 77 years of marriage	longest married couple in Britain	reading comprehension	skimming for text type and topic, scanning for specific words, identifying pronoun references, inferring information from textual clues, text reconstruction	40–50 mins
Intermediate	2.2 What's the best age to get married?	marriage and the best age to do it	note-taking	scanning for names, reading for detail, separating fact and opinion	40–50 mins
Upper-intermediate	2.3 Is that fur comment?	the British and their pets	identifying idioms in a text, working out their meaning	deducing meaning from context	40–50 mins
3 Daily activities					
Elementary	3.1 Where did I see you?	what happened last week	problem solving through groupwork question-and-answer, role play	extracting key information	40–50 mins
Intermediate	3.2 Men who cook	cooking	note-taking	skimming to identify topic, recognising main ideas, reading 'between the lines'	40–50 mins
Upper-intermediate	3.3 Snail mail	snails' addiction to saliva	understanding an authentic newspaper article	deducing meaning, inference, summarising	40–50 mins
4 Homes					
Elementary	4.1 Room to let	accommodation for language students	matching people with accommodation	reading for detail	40–50 mins
Intermediate	4.2 How do you explain that?	urban myths connected with the home	reading about a situation and suggesting an explanation	extracting key information, predicting storyline	40–50 mins
Upper-intermediate	4.3 Hi-tech homes	homes of the future	students make predictions and check them in a text	reading for specific information	40–50 mins
5 Town and country					
Elementary	5.1 What does the sign say?	signs in town and country	understanding signs	understanding main message, identifying function, paraphrasing	40–50 mins
Intermediate	5.2 Where would you prefer to live?	city or country living	note-taking	speed-reading, recognising main ideas	30–40 mins
Upper-intermediate	5.3 Animal city dwellers	wild animals that have been found in cities	completing a text, using clues to work out the content of another text	reading for detail, information gap, recreating a text	40–50 mins
6 Travel and tourism					
Elementary	6.1 Look behind you	urban myth about a terrifying driving experience	ordering a story and suggesting its ending	text organisation	40–50 mins
Intermediate	6.2 Keeping in touch	a trip to New Zealand	ordering e-mails and working out a traveller's itinerary	extracting key information	40–50 mins
Upper-intermediate	6.3 How stupid can you be?	journeys with a difference	separating and ordering stories	speed-reading, text organisation, summarising, recreating a text	40–50 mins

Map of the book

Theme	Title	Topic	Activity type	Reading focus	Time
7 Food and drink					
Elementary	7.1 Putting your eating habits to the test	healthy diets	questionnaire completion	making a personalised response	40–50 mins
Intermediate	7.2 It's not what you eat and drink ... it's what you say	food-and-drink quotations	matching beginnings and endings of quotations	sentence structure, paraphrasing	30–40 mins
Upper-intermediate	7.3 How to diet	humorous approach to dieting	prediction and text completion	text structure and coherence, identifying humorous ideas	40–50 mins
8 Describing people					
Elementary	8.1 How do I look?	profile of a circus performer	reading comprehension	skimming for gist, recognising main ideas, text cohesion	40–50 mins
Intermediate	8.2 His or hers?	escape from a prisoner-of-war camp	ordering a story	text organisation	40–50 mins
Upper-intermediate	8.3 What do men really think of cosmetic surgery?	cosmetic surgery	note-taking	reading for detail, identifying topic sentence	40–50 mins
9 Describing things					
Elementary	9.1 Don't go out without your minder	crime prevention product	understanding how a gadget works	using illustrations to deduce meaning, extracting key information	30–40 mins
Intermediate	9.2 Don't forget to pack ...	holiday items	matching texts with photos	skimming for general sense, identifying main points	40–50 mins
Upper-intermediate	9.3 Can't live without ... bananas	bananas	reading comprehension of an authentic newspaper article	scanning for names, extracting key information, reading for detail	30–40 mins
10 Friends and relationships					
Elementary	10.1 What is a friend?	text based around the word <i>friend(s)</i>	reading and matching	recognising dictionary definitions and separating from examples, speed-reading, scanning for specific words, skimming for text type	40–50 mins
Intermediate	10.2 How to make new friends	ways to meet new people	note-taking	reading for detail, inferring information from textual clues	40–50 mins
Upper-intermediate	10.3 Fiancée loses her ring in Easter egg swap	customs and traditions	reading comprehension	extracting key information	30–40 mins
11 Health and fitness					
Elementary	11.1 Daily wake-up and warm-up	exercise routine	following instructions and carrying out an exercise routine	using illustrations to deduce meaning	30–40 mins
Intermediate	11.2 What shall I do, Doc?	health jokes	matching punch lines with joke questions	sentence structure, paraphrasing	30–40 mins
Upper-intermediate	11.3 'Insane' daredevil skis down Everest	skiing down Everest	understanding an authentic newspaper article	answering your own questions about a text	40–50 mins
12 Leisure time					
Elementary	12.1 A life of leisure	leisure activities	authentic everyday texts	speed-reading, identifying text types from visual clues, reading for specific information	40–50 mins
Intermediate	12.2 The National Museum of Photography, Film and Television	photography, film and television	everyday text (brochure)	reading for specific information	40–50 mins
Upper-intermediate	12.3 Adrenalin capital	extreme sports	getting main points from mini-texts	identifying topic, paraphrasing, choosing titles	40–50 mins

Map of the book

Theme	Title	Topic	Activity type	Reading focus	Time
13 Education					
Elementary	13.1 Cambridge English Readers	using guided readers	pre-reading activities (before reading a reader)	predicting storyline from cover, blurb, chapter headings, list of characters, illustrations, shadow reading	40–50 mins
Intermediate	13.2 Best day, worst day	teacher's best and worst day at school	reading comprehension	reading for main message and to identify writer, deducing meaning of unknown words, paraphrasing, summarising	40–50 mins
Upper-intermediate	13.3 Bacon, ham and eggs	part of a <i>Just William</i> story	ordering a dialogue-based story	text organisation, deducing meaning of unknown words	40–50 mins
14 The world of work					
Elementary	14.1 Start your own business	being your own boss	read-and-do	identifying topic area, recognising main ideas, intensive reading	40–50 mins
Intermediate	14.2 It's a risky business	work-related risks	matching related paragraphs	intensive reading, checking predictions	40–50 mins
Upper-intermediate	14.3 Work, sweet work	perks in the work environment	reading comprehension	reading for gist, scanning for specific information, paraphrasing, reading for detail	30–40 mins
15 Money					
Elementary	15.1 You know you're a shopaholic when ...	shopping to excess	matching beginnings and endings of humorous sentences	sentence structure, paraphrasing	40–50 mins
Intermediate	15.2 The best and worst ... present	giving and receiving presents	note-taking	recognising main ideas, reading 'between the lines'	30–40 mins
Upper-intermediate	15.3 Gold fever	the biggest gold nugget found in Scotland	understanding an authentic newspaper article	extracting key information, creating questions based on a text	30–40 mins
16 Past experiences and stories					
Elementary	16.1 Home and dry	a man's amazing achievement	reading comprehension of an authentic newspaper article	reading for detail, extracting key information, reading 'between the lines'	30–40 mins
Intermediate	16.2 James Cook, navigator	Captain James Cook	matching texts with visuals	scanning for specific words, skimming to identify source, recognising main ideas, note-taking	40–50 mins
Upper-intermediate	16.3 <i>The Frog Prince</i> – in the 21st century	a modern version of a traditional tale	ordering a story	text organisation, identifying differences between the modern and traditional tale	40–50 mins
17 Science and technology					
Elementary	17.1 Last man on the moon	space exploration	reading comprehension	scanning for specific words, recognising main ideas	40–50 mins
Intermediate	17.2 Flame and fortune	steelworks re-used as science adventure park	reading comprehension	skimming for gist, reading for specific information	40–50 mins
Upper-intermediate	17.3 Idiomatic inventions ... and products we could live without	daft inventions	reading a text and choosing a title, using the title to work out the content of another text	extracting key information, asking and answering questions about a text, recreating a text	40–50 mins
18 Social and environmental issues					
Elementary	18.1 How much do you know about ... earthquakes?	earthquakes	problem-solving through pairwork question-and-answer	identifying missing information	40–50 mins
Intermediate	18.2 Mummy, oh Mummy	pollution	ordering lines in a poem	text organisation, understanding the main message	30–40 mins
Upper-intermediate	18.3 Guilty!	lawyer jokes	matching punch lines with joke situations	text cohesion, paraphrasing	40–50 mins

Introduction

Who is *Reading Extra* for?

Reading Extra is a resource book containing photocopiable materials for supplementary classroom work. The activities provide self-contained lessons for the busy teacher. Each activity consists of a page of clear, step-by-step instructions for the teacher and a photocopiable page for the students. The material is aimed at young adult (16+) and adult learners. However, most activities can be easily adapted for the needs of younger students. *Reading Extra* offers teachers an exciting collection of topic-based skills activities from elementary to upper-intermediate level.

How will *Reading Extra* help my students?

In our everyday lives, we read an enormous number and a great variety of things – from theatre tickets to newspaper articles, encyclopaedia entries to recipes, brochures to questionnaires. Yet, students are not always exposed to such a variety of text types in the language classroom. And for this reason, they are not encouraged to read in ways which reflect a genuine purpose in reading.

The materials in *Reading Extra* aim to do two things. Firstly, to give students practice in the reading skills they need in real life, e.g. scanning a TV schedule to find out what time a specific programme is on, skimming a magazine article to identify the writer's opinion, intensive reading of instructions to find out how something works. Secondly, and perhaps more importantly, to give students practice in dealing with unknown words – by using inference from context, general knowledge, morphology – so that they become sufficiently confident to tackle authentic texts, both inside and outside the classroom. While the material has not been written specifically for exam preparation classes, much of it will be suitable for such students.

There are two benefits from working with reading texts in the classroom. The more students read, the better they will read. Furthermore, their knowledge of the language will increase at the same time. For students who are keen to improve their English, reading is the best way forward.

How is *Reading Extra* organised?

Reading Extra is divided into 18 units, each focusing on a different theme. Each unit approaches the theme from an interesting and original angle. The themes cover many of the popular topics found in standard coursebooks. Therefore the activities can be used to supplement existing course material, offering diversity and a refreshing approach to these familiar themes.

Each unit offers three activities at the following levels: elementary, intermediate and upper-intermediate. A map of the book provides a clear overview of the 54 activities, enabling the teacher to quickly locate a suitable activity for their class.

How is each activity organised?

Each activity has one page of step-by-step teacher's notes and a photocopiable sheet on the opposite page for the students.

There is minimal preparation before class. Several activities provide a worksheet for each student, so teachers simply have to photocopy the appropriate number of worksheets.

Sometimes they need to cut up the photocopies – either because students work with a different text each in pairwork or groupwork, or because parts of the text need matching or ordering. For matching and ordering activities, pieces of text should be jumbled and then either held together with a paperclip or stored in an envelope. This may seem time-consuming, but such materials can be used again and again. Students may like to keep a record of the reading they have done – so they may also like a copy of the worksheet in its entirety.

The teacher's notes include a key information panel for quick reference. The headings in this section are:

Level	elementary, intermediate or upper-intermediate
Topic	a brief description of the topic, e.g. healthy diets
Activity type	a brief description of the activity students will be doing and whether they are working in pairs or groups
Reading focus	the particular reading skill that is practised
Time	suggested timing for the Warm up and Main activity (these are only guidelines and timing may vary from class to class)
Key language	vocabulary and structures that students will encounter during the activity
Preparation	what needs to be done before the lesson, e.g. how many photocopies you need to make, what cutting is required, or whether you need to bring anything else to the lesson.

The lesson is divided into three stages:

Warm up	– introduces the topic of the lesson
Main activity	– introduces / revises essential vocabulary items – students read the text(s) and carry out related tasks
Follow up	– students make own personalised response to the text(s) – students research further reading material about the topic

What is the best way to use *Reading Extra* in the classroom?

The teacher has two roles in the reading classroom. Particularly at the beginning of the lesson, the teacher is at the centre of the action – initiating discussion, handing out materials, giving instructions, checking feedback. But, while the reading is actually going on, the teacher's role is that of monitor, supporter and advisor. It is the students themselves who must do the reading!

But this does not mean that the reading classroom should be a silent place. In the real world, we often discuss things we have just read. Similarly, we ask for clarification if there is something we have not understood. To reflect the real world, and to encourage the on-going process of learning, allow and encourage students to work together in pairs while they are reading the same text.

A well-equipped reading classroom should provide each student with easy access to an English/English dictionary such as the *Cambridge Advanced Learner's Dictionary*. At the same time, students should be encouraged to turn to the dictionary to look up an unknown word only as a last resort or to check their prediction – they have the context of the word to help with its meaning, they have their classmates to offer support and advice, they have the teacher to point them in the right direction.

Reading need not be confined to the classroom, however, and suggestions for further reading are provided where appropriate as a Follow up activity. For those students who are studying in an English-speaking country, there is reading material in abundance. And for students who are studying in their own country, library books, readers and newspapers, etc. are often available. Furthermore, the Internet provides an easily accessible source of reading material.

This book is part of a family of skills books in the Cambridge Copy Collection series. The other books available are *Listening Extra*, *Speaking Extra* and *Writing Extra*, and they each follow a similar format.

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