

Owl Hall

This extra reading text links to Unit 2 (*Pack Your Bags*) and Unit 4 (*Very Important People*).

BEFORE YOU READ

1

Play the 'Snowman' game with the title of the book *Owl Hall*. When the words are complete, tell the students that *Owl Hall* is the title of a book. Elicit as many suggestions of book types as the students can think of, and write them on the board. Prompt them to make sure the list includes a *love story*, a *mystery*, *science fiction* and a *thriller*.

Ask students to look at the book cover on page 116 of the *Beyond B1 Student's Book*. Alternatively, if you have a copy of the reader, show it to the students. Ask them to describe what they can see on the cover (*an owl, a chimney, the moon and some clouds in the sky*). Do Exercise 1 together and conduct a quick survey to see which genre most students would choose to describe *Owl Hall*.

Answer

b a mystery

2

In pairs, students do Exercise 2. Invite some student pairs to share their answers with the rest of the class. See if they agree about the characters and their relationship.

Don't check answers at this point – wait until the students have read the extract before you agree on the character descriptions and their relationship.

WHILE YOU READ

3

Students read the extract from *Owl Hall* and discuss their answers to Exercises 1 and 2. When they've finished, focus on the final question in Exercise 3. Ask students to give reasons for their answers.

Answer

The extract is from the beginning of the story. The main clues are (a) they're starting their holiday and (b) they arrive at a place called Owl Hall, which is the title of the book.

AFTER YOU READ

As an **optional** vocabulary exercise, focus on the HOW TO box at the end of the extract. Write the following words on the board: *yawn* (page 116, paragraph 6); *caravan* (page 116, paragraph 10) *bumpy* (page 117, paragraph 2); *creak* (page 117, paragraph 7).

Ask students to work in pairs and find the words in the extract. They should try to work out the meaning of the words.

Answers

yawn (v): to open your mouth wide because you're tired or bored

caravan (n): a vehicle that people can live and travel in on holiday.

bumpy (adj): uncomfortable to travel on

creak (v): to make a noise when something like a door moves

4

Give students copies of the organiser, or ask them to copy it in their notebooks. Explain that you want them to read the extract again and complete the information in the organiser. In pairs, ask them to compare their answers and decide which of the things that happen in the story are important. When they've finished, check through the possible answers.

Suggested answers

Title: *Owl Hall*

Main character: Kara

Other characters: Mum, Martin

Setting: In a car, summer, evening

Story

Event 1: Kara was looking at the people in the cars on the motorway.

Event 2: They left the motorway and drove down country roads.

Event 3: They arrived at a metal gate with a sign for *Owl Hall*.

Event 4: Kara thought she heard a voice but no-one was there.

5a

Students work in pairs or small groups and describe what they can see in the illustration. Monitor the class and help with any new vocabulary (eg, *steering wheel, collar, fangs, torch*). Read through the task and make sure students understand what they have to do. The picture shows a missing scene from the text. The scene comes between the two parts of the story on the activity pages (part 1 is on page 116, part 2 is on page 117). Students need to think of what might have happened in the story between these two parts, using the illustration as a clue. Invite some students to share their ideas with the rest of the class.

Owl Hall

5b

Play the audio. Students listen and check their answers. If necessary play the audio again and ask students how Kara feels about the man.

Answer

Kara doesn't/didn't like the man.

6

Students complete the task individually and then compare their answers with a partner. Finally, check through the answers together, writing a selection of answers on the board.

7

Focus on the dictionary entry at the bottom of the page and invite a student to read it out. Check that students understand the dictionary entry. Students then work in pairs or small groups and answer the questions, making a note of their answers. Check through the answers, writing a selection on the board.

Suggested answers

- 1 The climax of the extract is when Kara hears the voice whispering in her ear.
- 2 Other 'mystery story' ingredients in the *Owl Hall* extract: a long journey; a surprise/unplanned trip; a very lonely place with no other houses around; getting lost; a mysterious building, 'cold ... and very quiet' weather; darkness; an owl calling; something moving in the bushes; 'something didn't feel right'; an old, creaking gate.
- 3 Student's own answers

Ask students to think about long car journeys they have experienced and what they liked or disliked about them. For homework or the next class students write a short description of an unusual car journey either from experience or their imagination.

Finally, ask students to discuss the extract from *Owl Hall*. What did they think about the characters or the story? What do they think is going to happen to Kara and her family at *Owl Hall*?

Find out if any of your students are interested in reading the whole story. Encourage them to read this or another graded reader.

As an optional task, focus on the first four paragraphs and discuss what Kara is doing in this part of the extract.

Answer

She's looking at the people in the other cars, imagining who they are and what they're doing.

Robinson Crusoe

This extra reading text links to Unit 7 (*Tradition and Change*).

BEFORE YOU READ

1

Without opening the Student's Book, in pairs or small groups, students brainstorm the titles of adventure stories that take place at sea. Write some of the titles on the board (eg books: *Treasure Island*, *Life of Pi*, *Captain Hornblower*, *Gulliver's Travels* and movies: *Pirates of the Caribbean*, *Master and Commander*).

Elicit some of the names of the heroes of these stories (eg, *Pi Patel*, *Jim Hawkins*, *Horatio Hornblower*, *Lemuel Gulliver*, *Elizabeth Swann*, *Will Turner*, *Captain Sparrow*, *Jack Aubrey*). Then tell students that they're going to read about a famous fictional hero.

If you have a copy of the reader, show the cover to the students covering the title so only the main photograph is visible. Alternatively, you can find a picture of Robinson Crusoe without the book title from the internet to show students. In pairs, ask students to describe what they see. Do they think the book tells the story of any of the heroes listed on the board? What story do they think it is?

Ask the students to look at page 118 of the Student's Book to find the correct answer. Students then do the activity in which they choose the correct summary of *Robinson Crusoe*.

Answer

- c A young man ignores his father's advice and goes to sea. After a storm, he finds himself shipwrecked alone on an island.

WHILE YOU READ

2

Students read the extract from *Robinson Crusoe* and check their answer to Exercise 1. When they've finished, check the answer and ask students if they know the titles and heroes of the other two book summaries in Exercise 1.

Answer

The two other books are *Treasure Island* by Robert Louis Stevenson (hero: Jim Hawkins) and *Life of Pi* by Yann Martel (hero: Pi Patel)

AFTER YOU READ

3

Give students copies of the organiser and read through the instructions together. Explain that you want them to read the extract again and complete the information in the organiser. Point out that they should only make notes. For tips on how to make notes, refer students to the HOW TO box on page 74 of the Student's Book. Students should do the activity individually and then compare their notes with one or two other students. Help with any comprehension problems that come up while students are doing the task.

Suggested answers

Title: *Robinson Crusoe*

Main character A

Robinson Crusoe

- born in 1632 in York (England)
- two older brothers (one dies in battle – the other?)
- feels 'something pushing' him to go to sea

Character B

Crusoe's father

- from Germany, a merchant
- doesn't want Crusoe to go to sea

Character C

Crusoe's mother

- agrees with Crusoe's father
- 'very upset' that he wants to go to sea

Character D

Crusoe's friend

- meets Robinson Crusoe in Hull
- father is the captain of a ship

Character(s) E

The other men (sailors?) on the ship

- very frightened in the second storm
- pray for their lives

As an optional exercise, focus on the HOW TO box at the end of the extract. Ask students to look at the final paragraph in the extract and to underline any referring words they see.

Answers

We rowed safely to the shore, where we were well looked after.

There, we were given enough money to go on to London or back to Hull.

I could have gone back home to Hull.

My father would have been pleased to see me, and I could have had a quiet, happy life.

But something inside me would not let me go back.

Robinson Crusoe

4

Students work in pairs and write answers to the questions in their own words. When they've finished, invite some students to read out their answers. Do the other students agree?

Suggested answers

- 1 Robinson Crusoe's family 'argued strongly' against him going to sea. His older brother had gone away to become a soldier and been killed. They were worried that the same thing would happen to Crusoe at sea. His parents were very upset; they thought going to sea was 'a foolish thing' for Crusoe to do with his life.
- 2 '... I went to the city of Hull and met a friend. His father was the captain of a ship which was sailing to London, and I decided to go with them ...'
- 3 'Something inside me would not let me go back.'
Ask students to expand on this answer.

5

Ask students if they know what happens to Robinson Crusoe on the island. Then tell them that they're going to listen to another part of the book. Read through the task together. Explain that the extract is related to the photo on the cover of the book. Play the audio and then check the answer.

Write the word *terrified* on the board, which describes how Crusoe felt. Then write the following words: *footprint*, *shore*, *hut*, *cannibal*, *goat*. Explain that they are all words from the extract. Check the meaning of the words and then play the audio again, asking students to listen out for the words. Once they have listened, students work in pairs or small groups and retell the story in their own words, making sure that they use the key words written on the board.

6

Ask a student to read out the short text about *Robinson Crusoe* on page 119 of the Student's Book or use it as a dictation, spelling the names of the people. Students then discuss the questions in pairs or small groups. As an optional writing activity for homework, ask students to write part of a fictional autobiography, told by the main character in the first person. In the same way that Defoe probably based his story on the life of Alexander Selkirk, a real person and event, the students should base their autobiographies on a real person and/or event. Give students a limit of 100 words. Finally, ask students to discuss the two extracts from *Robinson Crusoe*. What did they think about the story? What do they think happens next in the story? Find out if any of your students are interested in reading the whole story. Encourage them to read this or another graded reader.