

TEACHER'S NOTES BOOKLET

# JACK'S GAME

ROD SMITH

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# CONTENTS

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<b>Background information</b>	<b>3</b>
<b>Activities before reading the story</b>	<b>4</b>
<b>Activities while reading the story</b>	<b>4</b>
<b>Activities after reading the story</b>	<b>6</b>
<b>Extended writing</b>	<b>6</b>
<b>Projects</b>	<b>8</b>
<b>Worksheets</b>	<b>9</b>
<b>Key to Book Exercises</b>	<b>15</b>

## GRADING SCHEME

### LEVEL ONE (500 headwords)

present simple  
present continuous (present)  
*going to* (future)  
past simple  
imperative  
*can* (ability and permission)  
*would like* (requests and offers)  
*must* (obligation)  
*let's, shall* (suggestions)  
gerunds  
adverbs (time, manner and place)  
adjectives (comparatives and superlatives)

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### LEVEL TWO (800 headwords)

*all of the above, plus*  
present continuous (future)  
*going to* (intentions)  
present perfect  
past continuous  
past perfect  
passive (simple forms)  
*will/shall* (future, requests and offers)  
*must/can't* (deduction)  
*have to* (obligation)  
*should* (advice)  
gerund as subject  
*too/enough* + adjective  
reported speech (with *ask/tell/say*)  
zero and first conditional  
defining relative clauses

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### LEVEL THREE (1200 headwords)

*all of the above, plus*  
present perfect continuous  
passive (all tenses excluding modals)  
*was/were going to*  
*used to*  
*make/let*  
*may/might* (possibility)  
reported speech

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### LEVEL FOUR (1800 headwords)

*all of the above, plus*  
past perfect continuous  
future perfect  
future continuous  
passive (modals)  
*had better/would rather*  
second and third conditionals

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## BACKGROUND INFORMATION

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### Canada

Canada is part of the North American continent, situated north of the 49th parallel of latitude (the line for most of the border with the United States). Much of Canada is a wild empty land, full of lakes in the summer and covered in snow and ice in the long, cold winters. In the west are the Rocky Mountains. These are made up of many mountain ranges running from north to south, parallel to the coast. One range is called the Saint Elias Mountains.

The mountains are very high and often have snow all year round. Between the mountains, rivers have cut great valleys where fruit trees and arable crops grow in summer. Near the border with the United States, peaches and nectarines grow. Further north there are apples, pears and plums.

The rivers are the providers of life in these mountains and valleys. They provide the water for animals and people to drink and for plants to grow. They contain fish and other creatures that people and animals eat. When only the Indians lived in the valleys, there were a lot of fish in these rivers. Now there are fewer and fewer fish because of the canning industry and pollutants in the water.

The rivers were the main highways for Indians with canoes and they are still the main arteries for communication. Roads, railways, telephone and television cables follow their courses. Rivers also provide electricity by driving turbines as they fall down the mountains. A lot of electricity in Canada is made in this way, but when the rivers in the north freeze, electricity has to come from somewhere else. Many towns or large buildings are connected to the main national supply, as well as having their own way of making electricity.

### Native Americans

The original inhabitants of Canada and the United States were what we call the Indians or Native Americans. These peoples knew no borders and lived by hunting, fishing and gathering fruits. Many small groups of Indians lived in the valleys of the Rocky Mountains.

Nowadays most Indians live on reservations. These are areas of land set aside by the government where the Indians can live by hunting, fishing and growing fruits and cereals if they wish. The reservations themselves have no fences surrounding them, but areas within them may be fenced off to protect crops or orchards.

Indians have their own local governments, are policed by special police, and more and more often now run their own commercial businesses trading with the rest of the country.

### Fertilisers and weed killers

From ancient times, people have used various waste products to make the earth more fertile. In more modern times various chemicals have been found to make certain plants grow better or die completely. Some plants are good to eat, whereas some are known as weeds and people try to get rid of them. Scientific research into chemicals that kill plants or change the way they grow is carried out all over the world. Experiments that determine the effect of chemicals on plants and people are usually controlled by governments because of the possible damage to the environment.

Such experiments should be carried out in places where there is no chance of affecting crops or people. Some companies that manufacture these chemicals have done experiments without bothering about such precautions. The resulting chemicals in the soil change the water in the rivers when it rains. The river water then affects all the animals and people in the valley of that river and all the way to the sea. It then consequently affects the creatures and plants in the sea.

# TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader *Jack's Game*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 9 to 14.

There are six worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination.

You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

## Activities before reading the story

Do not give students the book yet.

### 1 Background No WS *Pairs, then whole class*

- Put your students in pairs. You may like to ask them to decide who will write the notes and who will be the speaker.
- Ask them to talk about and write notes on what they know about western Canada and about Indians today.
- When they have finished ask them in turn to share their ideas with the whole class. During the discussion you can bring in the *Background Information* from page 3, and any other relevant information you may have.

### 2 Jumbles WS 1 *Pairs or individuals*

- Put your students in pairs if you wish. Hand out Worksheet 1 and read through the rubric with the class.
- Set a time limit if necessary.

#### Answers

2 game 3 weather 4 office 5 laboratory  
6 angry 7 building 8 flowers 9 people  
10 coat 11 interesting 12 hair

### 3 Matching WS 1 *Pairs or individuals*

- The first page of the story contains four past tenses, so this will help your students to read it without having to look anything up.
- Put your students in pairs if you wish and read through the rubric with them.
- Set a time limit if necessary. This should be a short activity.

#### Answers

1 h 2 f 3 e 4 c 5 g 6 j 7 d 8 a 9 b 10 i

### 4 Better with Butramex WS 1 *Whole class*

- Make sure your students have Worksheet 1. Ask them to look at the advertisement for Butramex.
- Go through the questions with them and discuss the answers as a class. Bring in some agricultural and environmental vocabulary.

### 5 Talk about the picture WS 2 *Whole class or pairs*

- Put your students in pairs if you wish. Hand out Worksheet 2 and read through the rubric with them.
- Discuss the picture and the answers to the questions.

### 6 Look at the book No WS *Pairs, then whole class*

- Give your students the book. Ask them to look through it and discuss it with their partners.
- Ask them to find the chapter headings and write them down.
- Then discuss what the pictures and chapter headings make them think will happen in the story.

## Activities while reading the story

### 7 People in the story WS 2 *Pairs or individuals*

- This activity should be started after reading the Prologue.
- Explain the idea of a list of characters (usually known as *Dramatis Personae*) who appear in a story. It is common practice when printing the texts of plays to print all the characters' names on the first page. This convention is sometimes used in books as well.

- Ask your students to write the names of the characters they have read about so far in the grid, each one followed by a short description. Rod Smith (the author) is given as an example.
- After the Prologue they will be able to write about Laura deLuce and Jack. As they continue with the story they will learn Jack's surname and also be able to complete Mike Fallon, Oscar Strode and Jim Sawchuk. By the end of Chapter 4 they should have all these characters listed on their worksheets.

### 8 Computer WS 3 Pairs or individuals

- This activity should be done after reading Chapter 1.
- Hand out Worksheet 3 and put the class in pairs if you wish.
- Read through the rubric with them. Set a time limit if necessary.
- Your students will probably label the following easily from the story: *screen, printer, paper, keyboard, printout*. They may also label these from experience or interest: *cable, disc drive, on/off switch, disc box, mouse, mousepad*.

### 9 The White River WS 3 Pairs or individuals, then whole class

- This activity should be done after reading Chapter 2.
- Ask students to label the map with the names provided.
- When they have finished check that they have understood where the places are.

### 10 Order of events WS 4 Pairs or individuals

- This activity should be done after reading Chapter 3.
- Hand out Worksheet 4 and put your students in pairs if you wish.
- Explain to the students that they have to put the ten sentences at the bottom of the worksheet in the order that they happened. They write them in the chart provided. They can use the book for reference.
- Set a time limit if necessary. When they have finished, go through the answers.

### Answers

1 g 2 d 3 i 4 a 5 h 6 j 7 c 8 f 9 b  
10 e

### 11 Storyline WS 4 Pairs or individuals

- This activity should be done after reading Chapter 4.

- This activity can take quite a long time so do not start it near the end of a lesson unless your students can finish it for homework.
- Make sure all your students have Worksheet 4.
- Explain the idea of the storyline as it is on the worksheet. The first two events are written onto it. The students will discuss with their partners which are the other most important events until now in the story and write them on the line at suitable intervals. They should leave room for what happens in Chapter 5. They will need about a third of the line for that.
- Important events are those that advance the story. Students should find a way to describe complete events and not go into detail. For instance all the stages that Laura went through in Activity 10 could be expressed as '9pm. Laura learns water is toxic - no water in building.'
- When everyone has finished, discuss the moments they chose as important. You may find it useful to draw a storyline on the board and reach a consensus of opinions.

### 12 Laura's story No WS Whole class or groups of 4 or 5

- This activity should be done after reading Chapter 5.
- This activity allows the students to practise more if done in groups, but can also take more time.
- Write the following questions on the board.
  - What did Laura do when she got away?
  - What did she say?
  - When and where did she talk to the police?
  - What did she tell them?
  - How did the police react?
  - What did she say in her official statement?
- If the students are working in groups, ask them to discuss these questions and choose a secretary to write notes. Ask a different group member to present the group's ideas to the class.
- If the whole class is working together, discuss the questions together and invite students to write their ideas on the board.
- As a class, make a list of the main points that Laura would have included in her official statement.
- You might like to read the Epilogue in class to round off the story.

**Activities after reading the story**

**13 Now you know** *WS 5 Individuals*

- Read through the rubric for Activity 13 with your students. Set a time limit if necessary.
- If you really feel your students need help, most of the missing words can be found in the Glossary at the end of the story.
- When they have all finished check through their answers.

**Answers**

2 prove 3 noise 4 ladder 5 ice 6 sender  
7 wheel 8 shadows 9 contains 10 force  
11 code

**14 Comparatives and superlatives** *WS 5 Individuals*

- Make sure your students have Worksheet 5.
- Read the rubric through with them and set a time limit if necessary.
- When they have finished check through their answers.
- Ask students to identify which answers are comparatives and which are superlatives.

**Answers**

3 the latest  
4 more interesting  
5 the happiest  
6 thirstier/more thirsty  
7 worse  
8 the farthest/the furthest  
9 more beautiful  
10 the darkest  
11 more comfortable, faster

**15 An infinitive follows** *WS 6 Individuals or pairs*

- Put the class in pairs if you wish and hand out Worksheet 6.
- Students match the first half of a sentence from List A with the correct ending from List B.

**Answers**

2 to buy the tickets  
3 to cry  
4 to see you having a good time  
5 to speak the language  
6 to sit in the shade  
7 to ask for help  
8 to go on Saturday  
9 to read  
10 to move into a bigger house  
11 to come in and get dry

**16 Who said that?** *WS 6 Individuals*

- Read through the rubric with them and set a time limit if necessary.
- Students write the name of the character on the lines provided. They can refer back to the book if they are unsure.

**Answers**

1 Jack 2 Strode 3 Fallon 4 Laura 5 Jim  
6 Strode/Jim 7 Jim 8 Laura 9 Jack 10 Fallon

**Extended writing**

**17 Heros and heroines** *No WS Whole class*

- Discuss with the whole class each student's favourite character in this story. It need not be a good person. Ask what interests the student about the character, what is good and what is bad and how the story shows these things.
- Ask each student to prepare three short paragraphs about their character: the first to explain who the person is; the second to explain the reasons why the student likes that character and the third to say whether or not the student would like to be that person and why.
- Read out any interesting ones to the whole class or display them all where the whole class can read them.

**18 TV script** *No WS Whole class, then groups or pairs*

- Many stories are made into television dramas these days. Discuss with your students why this story could make a good short film (it has some fast action, some slower scenes, it happens in a place with beautiful scenery, it has a mystery that becomes clear, it has a possible romantic couple, it is about issues that are important to us all, etc).
- Tell them that a production company wants to make it into a film but first of all they need a script, not a story. They have been asked to write part of this script.
- Arrange the class in pairs or groups and ask each pair or group to decide which episode in the story they would like to make into a script. Remind them that it is easier to write a script from existing dialogue than to make up dialogue that is not in the story.
- When everyone has chosen a short episode, give them a copy of the template on page 7 and ask them to write a scene of no more than two pages (about 2 minutes of finished film).

- When they have finished there may be time to act out any scenes that can be done in the classroom.

### Sample layout of TV or film script

#### SCENE 1

EXTERIOR, EARLY MORNING, IN THE CAR PARK

(It is raining. The car park is quiet. LAURA sits in her car waiting for the rain to stop.)

(She sees JACK come out of the office doors and and go to look at the flowers. She waits a little longer. She gets out of the car and walks to the building.)

JACK

(turns to look down at Laura)

Hello. Are you the new girl - Laura deLuce?

(Jack steps back.)

LAURA

(a little afraid at first because he is so tall, then she sees his nice face)

That's right.

JACK

Maybe you think I'm not normal, but don't be afraid of me.

LAURA

Of course not. But I, er...

JACK

You want to know why I'm standing in the rain, talking to the flowers, don't you? (etc ... until the end of the scene)

JACK

(laughs)

That's OK. But don't stand here in the rain. We can talk later.

LAURA

Bye.

(Laura walks into the building. She is thinking what a strange man Jack is.)

**19 Written argument** No WS *Whole class, then individuals*

- Discuss the form of a written argument with the class.
  - 1 the statement of the case
  - 2 the argument and points *for*
  - 3 the argument and points *against*
  - 4 the opinion of the writer with reasons why
- Write this title on the board: *This planet needs fewer people, not more food.*
- You may find some of the following come up in discussion:
  - population difficult to control
  - plenty of food but in the wrong places
  - should start growing food in the sea
  - everyone should have their own piece of land
  - much of the food there is is not good for us
  - if there was money in the poor countries there would be food
- Ask your students to make notes on points *for* the statement and points *against* it. Have a look at their notes in relation to the four paragraphs above. Then they can either write the short paragraphs at home or in class.
- If there is time afterwards and the written arguments are good enough, you could hold a formal debate.

**20 Jim's diary** No WS *Individuals*

- Check that your students know what a diary or journal is and tell them about one or two famous ones that have been published e.g. *The Diary of Anne Frank*.
- Ask them to imagine they are Jim. Discuss Jim's character with them. They may have different ideas about him which should be encouraged.
- Then ask them to write the entry to his diary for the day he died. It should explain his worries, his thoughts and his hopes as well as what they imagine he did until he left home to go to the office in the evening. They could have in mind that the police may use information from it to sort out what happened. And the environmental group may use it to help win their case to get Butramex closed down.

**Projects**

**1 Make a poster** No WS *Pairs or individuals*

- Put your students in pairs if you wish.
- Have ready as many sheets of paper as necessary, all the same size.
- Tell the class that they are going to make a poster. It could be a poster issued by the environmental group that Jim and Jack belonged to. It could be a poster for the film of the story. It could be something you have thought of yourself.
- Discuss with them what other posters like theirs say and look like. Help them choose exactly what the visual will show and what the words will say.
- Prepare a site to display all the posters where other classes can see them.

**2 How does a river affect people?**

No WS *Whole class, then individuals*

- Discuss how we depend on rivers with the class:
  - water for homes and industry
  - water for fields
  - transport
  - hydroelectricity
  - fish and other animals
- Help each single student or pair to choose one aspect to illustrate or write about.
- Give each student the same sized piece of paper to present their work on and set a time limit if necessary.
- Make suggestions for illustrations and layout as the students work.
- Either arrange plenty of space to display the finished work, or photocopy everyone's contribution and make up a booklet. Make a copy of the whole booklet for each student to keep.

**WORKSHEET**

*Do these activities before you read the story.*

**ACTIVITY 2 Jumbles**

Read these sentences and fill in the missing word. The word is given at the end in capital letters but it is jumbled. The first one is done for you as an example.

1 He is not wearing his normal clothes. He looks like a banker today! **ROLMAN**

2 After dinner they are going to play a \_\_\_\_\_ of poker. **MEAG**

3 The \_\_\_\_\_ is dreadful! It never stops raining. **EERWHAT**

4 My mum works in an \_\_\_\_\_ and my dad in a shop. **CEFIFO**

5 My mum works in a \_\_\_\_\_ and my dad in a hospital. **TARBAYOOL**

6 Don't be \_\_\_\_\_. It was a mistake. I'm sorry. **RYNAG**

7 They want to change that \_\_\_\_\_ into a cinema. **NUBIGLID**

8 We are going to take her some \_\_\_\_\_ when we go to the party. **LEWSROF**

9 Some \_\_\_\_\_ think we must run five kilometres a day. **ELOPPE**

10 Your new \_\_\_\_\_ is a lovely colour. Is it warm? **OTAC**

11 What are you reading? Is it \_\_\_\_\_? **NENTRIGSTEI**

12 I must go and have my \_\_\_\_\_ cut this week. **IRAH**

**ACTIVITY 3 Matching**

Match the infinitive of the verb with its past tense. Write the letter of the past tense in the box beside the infinitive.

- |        |                          |        |
|--------|--------------------------|--------|
| 1 get  | <input type="checkbox"/> | a saw  |
| 2 wear | <input type="checkbox"/> | b felt |

- |         |                          |           |
|---------|--------------------------|-----------|
| 3 begin | <input type="checkbox"/> | c ran     |
| 4 run   | <input type="checkbox"/> | d thought |
| 5 eat   | <input type="checkbox"/> | e began   |
| 6 sit   | <input type="checkbox"/> | f wore    |
| 7 think | <input type="checkbox"/> | g ate     |
| 8 see   | <input type="checkbox"/> | h got     |
| 9 feel  | <input type="checkbox"/> | i came    |
| 10 come | <input type="checkbox"/> | j sat     |

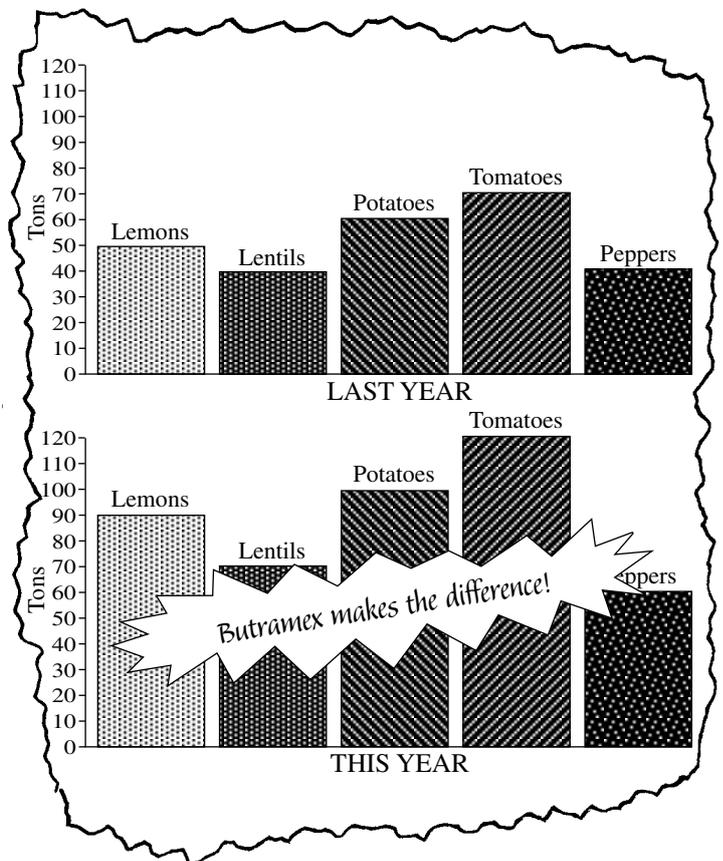
**ACTIVITY 4 Better with Butramex**

Look at this advertisement.

Discuss what you think Butramex makes and what it is made from.

What can go wrong when you work with chemicals? Are there chemical companies that are not careful with their chemicals?

Is it more important to make money or to do the best thing for the planet?



Do these activities as instructed.

**ACTIVITY 5** Talk about the picture

Do this activity before you read the story.

This is a picture from the story you are going to read.

Look at it and discuss the answers to these questions:

- What is this a picture of?
- Where do you think it is?
- What are the people in the picture doing?
- How old are they?
- What have they got in their hands?
- How do they feel about each other?
- When did this story happen?
- How do you know?
- What do you think is going to happen next?



**ACTIVITY 7** People in the story

Start this activity after reading the Prologue.

Fill in the names and notes as you read through the story.

After the Prologue you can fill in two characters and write notes about them.

Rod Smith is the author of this story and is given as an example.

After Chapter 1 you can fill in two more names and write some notes about them, and after Chapter 4 you should have all the characters listed.

**PEOPLE IN THE STORY**

Rod Smith

*teacher and writer, married, lives in Paraguay*

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**WORKSHEET 3**

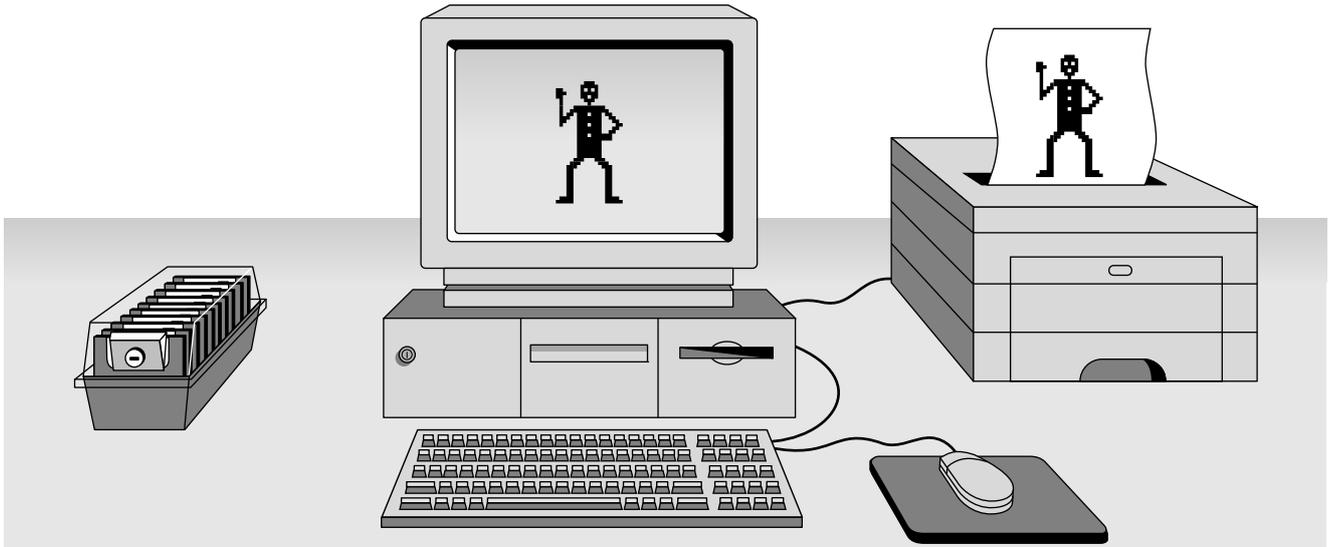
*Do these activities while you are reading the story, after the chapters given.*

**ACTIVITY 8 Computer**

Do this activity after reading Chapter 1.

Look at this picture of a computer. Label the items in the picture in English.

If you do not know any words, look in your dictionary.

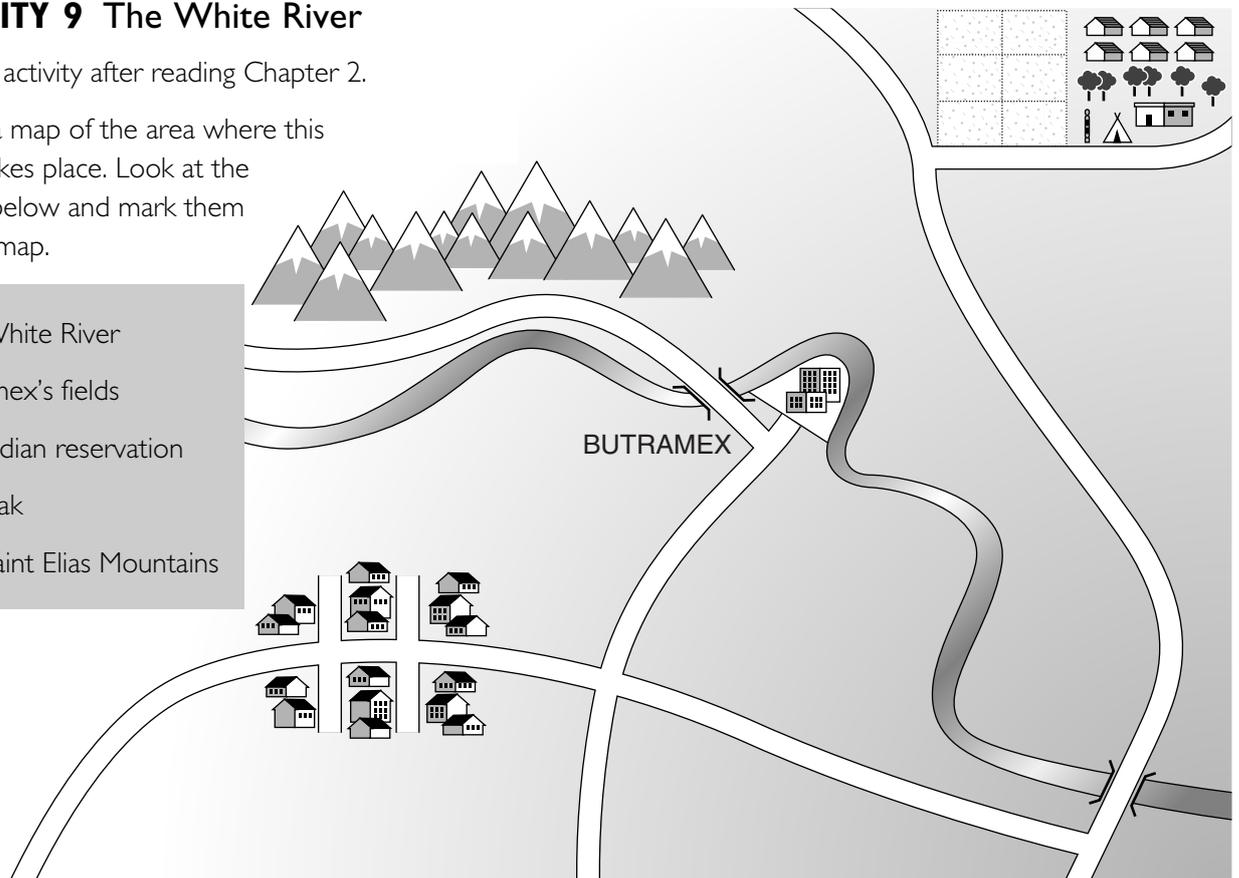


**ACTIVITY 9 The White River**

Do this activity after reading Chapter 2.

This is a map of the area where this story takes place. Look at the places below and mark them on the map.

- The White River
- Butramex's fields
- The Indian reservation
- Kelowak
- The Saint Elias Mountains



**WORKSHEET 4**

*Do these activities while reading the story, after the chapters given.*

**ACTIVITY 10 Order of events**

Do this activity after reading Chapter 3.

Laura worked hard at being a detective in Chapter 3. Put these sentences in the order that they happened.

1	2
3	4
5	6
7	8
9	10

- a She types XOT = OllH on her computer.
- b She asks herself a lot of new questions.
- c She reads the message.
- d She does not understand the message.
- e She sees the shadow of a man.
- f She understands there is no water in the building.
- g She remembers the message in her desk.
- h She sees them reflected in Fallon's screen.
- i She looks for the file name.
- j She understands the code.

**ACTIVITY 11 Storyline**

Do this activity after reading Chapter 4

Look at this line. At the bottom is the beginning of the story. At the top is the end of the story. Write the most important moments in the story in boxes beside the line. Make the line between the boxes long if a long time passes and short if a short time passes.

Leave some of the line empty for the important moments in Chapter 5.

# WORKSHEET 5

Do these activities after finishing the story.

## ACTIVITY 13 Now you know

Read these sentences and then fill in the missing words. The words are all new words from the story. The first one is done for you as an example.

- 1 My sister has a very good job; she is the boss of the logistics section.
- 2 I can't \_\_\_\_\_ it, but I think he killed an Indian.
- 3 You say it's music, but I say it's just \_\_\_\_\_.
- 4 How do you clean those windows up there?  
Do you have a \_\_\_\_\_?
- 5 Have you got any \_\_\_\_\_?  
My lemonade isn't very cold.
- 6 Who is this e-mail from? There is no \_\_\_\_\_ name.
- 7 Look at his bicycle. The front \_\_\_\_\_ is broken.
- 8 The trees make \_\_\_\_\_ on the road when the sun goes down.
- 9 Tea \_\_\_\_\_ caffeine, too, you know.  
It's not just in coffee.
- 10 Sometimes trees by the river are lost because of the \_\_\_\_\_ of the water.
- 11 If you write it in \_\_\_\_\_, only you and I will understand.

## ACTIVITY 14 Comparatives and superlatives

Complete these sentences. Choose an adjective from the box and put it in the comparative or the superlative. The first two are done for you as examples.

dark happy ~~long~~ beautiful  
comfortable interesting ~~good~~ late  
fast far thirsty bad

- 1 I felt better. He had a nice face.
- 2 Tomorrow is the longest day. The sun goes down at 23.00.
- 3 This is \_\_\_\_\_ model. It prints in colour, a page every 15 seconds.
- 4 This magazine is \_\_\_\_\_ than yours. It's about pop stars.
- 5 When he stepped laughing off the train, it was \_\_\_\_\_ moment of his mother's life.
- 6 Don't drink it all now. We are going to be much \_\_\_\_\_ this afternoon.
- 7 The rain got \_\_\_\_\_ and we ran for the village.
- 8 The road stops there. It's \_\_\_\_\_ you can go.
- 9 The penguin is \_\_\_\_\_ in the water than it is on the ground.
- 10 Sam is \_\_\_\_\_ of the three brothers. The others are almost blond.
- 11 The Volvo car is \_\_\_\_\_ but the Honda motorbike is \_\_\_\_\_.

Do these activities after finishing the story.

**ACTIVITY 15 An infinitive follows**

Match the two halves of these sentences. Choose the second half from List B and write it in after the first half in List A. The first one is done for you as an example.

**List A**

- 1 Oh no! I forgot to turn off the water .
- 2 When is the concert? Did you remember \_\_\_\_\_ ?
- 3 He fell down and started \_\_\_\_\_ .
- 4 Don't stop playing. I like \_\_\_\_\_ .
- 5 If you go to Namibia, are you going to learn \_\_\_\_\_ ?
- 6 It's very hot. Would you like \_\_\_\_\_ ?
- 7 I can't do this. I need \_\_\_\_\_ .
- 8 Not today. I prefer \_\_\_\_\_ .
- 9 He took the book from my hand and started \_\_\_\_\_ .
- 10 The family is bigger now and they want \_\_\_\_\_ .
- 11 It's raining. Would you like \_\_\_\_\_ ?

**List B**

- to cry
- to go on Saturday
- to buy the tickets
- to come in and get dry
- to speak the language
- to see you having a good time
- to ask for help
- to turn off the water
- to read
- to sit in the shade
- to move into a bigger house

**ACTIVITY 16 Who said that?**

Who said these things in the story? Write the name of the speaker on the line given.

- 1 The new girl doesn't like me.  
\_\_\_\_\_
- 2 I want to see you in my office.  
\_\_\_\_\_
- 3 You can drive.  
\_\_\_\_\_
- 4 You're not being a very good detective.  
\_\_\_\_\_
- 5 No one must see me.  
\_\_\_\_\_
- 6 There's a problem with the electricity.  
\_\_\_\_\_
- 7 I came to look for a message.  
\_\_\_\_\_
- 8 Where's the river?  
\_\_\_\_\_
- 9 I'm happy to see you two.  
\_\_\_\_\_
- 10 There they are. Don't move!  
\_\_\_\_\_

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# KEY TO BOOK EXERCISES

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## A Comprehension

### Chapter 1 The Message

- 1 Because she has a lot of work to do.
- 2 Because he knows the Indians on the reservation and he likes to help them. He also knows a lot about plants.
- 3 That it is bad for the environment.
- 4 A piece of paper.
- 5 Because the printer is working and she is the only person in the office.

### Chapter 2 At the Reservation

The correct order is: 3, 5, 1, 4, 2.

### Chapter 3 The Night Visit

- 1 False. Strode drives out of the car park with Fallon.
- 2 False. The light is not on in her office. There is a light outside.
- 3 False. The newspaper is over the guard's face. He is sleeping.
- 4 True.
- 5 True.

### Chapter 4 Where is Jack?

- 1 ...takes her hand away from his arm.
- 2 ...there was a problem with the electricity.
- 3 ...the day before yesterday.
- 4 ...for security.
- 5 ...go to the window.

### Chapter 5 In the Tunnel

- 1 Because Strode turned off the water.
- 2 Fallon hit him on the back of the head.
- 3 Because there was something wrong with their apple trees.
- 4 Hydroelectric generators.
- 5 She opens the gates to the river.

## B Working with Language

- 1
  - a Laura was early for work, so she waited in the car.
  - b Strode rang Laura because he wanted to see her.
  - c Laura went to Jack's laboratory, but he wasn't there.
  - d Jim and Laura went into the tunnel and then they saw Jack.
  - e Jack was angry, so he hit Fallon.
  - f Laura climbed over the gates and then she got out of the tunnel.
- 2 The correct order is: c, b, e, f, a, d.

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# THE RICHMOND READERS SERIES

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The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in four levels, from beginner to upper-intermediate. Our grading scheme has been devised with reference to the Council of Europe's Waystage and Threshold syllabi and the Cobuild lists of the most frequently occurring words in the English language. Structures and vocabulary have been selected according to two criteria:

- 1 what students are likely to have been taught
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