

TEACHER'S NOTES BOOKLET

JASON CAUSES
CHAOS

JEREMY TAYLOR

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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)

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

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

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

BACKGROUND INFORMATION

Babysitting

It is common practice in the UK for a parent or parents to employ the services of a babysitter to look after the children when the parents are unable or unwilling to take the children out with them.

Babysitters are often relatives, friends or neighbours, or people paid by the hour for their services. Many teenagers and students (usually female) do babysitting to earn extra money. There are several babysitting agencies in the UK where a small amount of the babysitter's earnings are paid to the agency which interviews and assigns babysitters to clients.

Advertisements

Many shops, post offices, libraries and clubs allow people to put up advertisements for services, things for sale or items wanted in the windows or on their notice boards. Advertisements are usually written on blank postcards, index cards or business cards.

Police

A police officer with the rank of Police Constable is referred to as P.C. (surname).

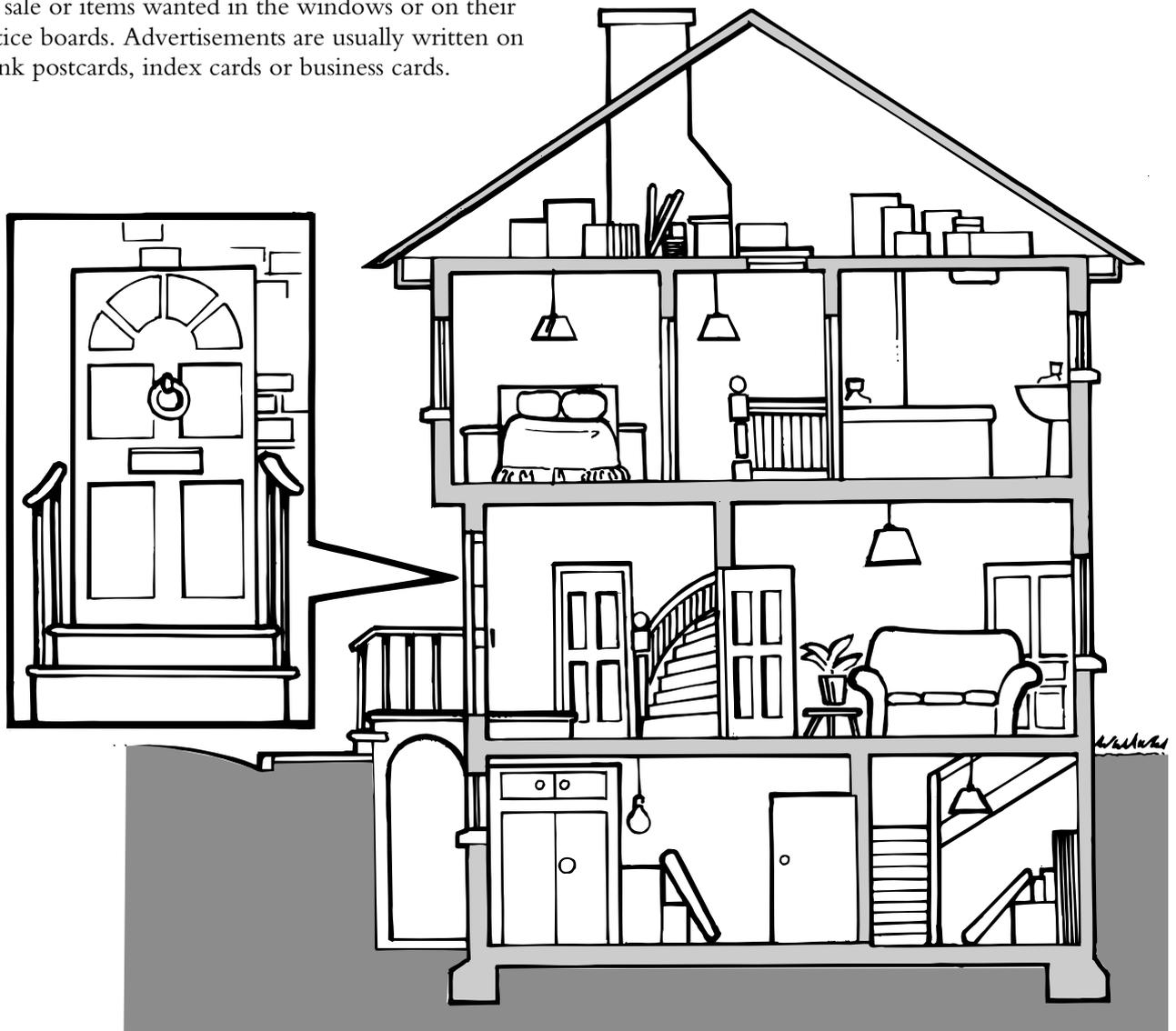
A Police Constable can be a woman or a man.

Cellars

Many old houses in the UK have cellars in the basement, which are generally used for storage. See the plan.

Letter-boxes

Most front doors of houses in the UK are fitted with flaps which can open for the delivery of letters and other papers. See the plan.



TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Jason Causes Chaos*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 7 - 13.

There are seven worksheets and a page of activities for Extended Writing. Photocopy the worksheets 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 all labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination of these. 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.

In discussion activities, decide whether you want your students to use English or their own language.

Activities before reading the story

Do not give students the book yet.

1 Prediction WS 1 *Whole class, groups or pairs*

- Ask students to look at Activity 1 on Worksheet 1, and to make predictions about the story based on the realia, artwork and text in the activity.

2 Discussion No WS *Whole class, groups or pairs*

- Ask students to suggest jobs they could do to earn extra pocket money. Ask if anyone has a Saturday or evening job, e.g. working in a shop, supermarket, delivering newspapers or groceries, cleaning or shopping for people, etc. (These are jobs frequently done by students in the UK.) Ask if anyone has ever done any babysitting. What were the children like? What were the parents like? Were the children well-behaved? Ask students what they would do if they found themselves having to babysit a badly-behaved child.

Activities while reading the story

3 Check the time WS 2 *Pairs or individual*

- Start at the beginning of the story, and continue until the end.
- Draw students' attention to the fact that Eva is very conscious of the time - she looks at her watch often, wishing the minutes would pass quickly. Ask students to use the blank clock face to make a note of each time Eva checks her watch. Suggest to students that they use a different colour for each time. Students should note the time, and what Eva and Jason are doing around that time, as in the example.

4 Tick the rules WS 3 *Individual*

- Set this task after reading chapter 3.
- Tell students to read the list of (true and false) 'house rules' written by Mrs Day. They should tick the three rules that are true.

Answers: Numbers 1, 3 and 5 are true.

5 Write Eva's diary WS 3 *Individual*

- Start after reading Chapter 4, then repeat at the end of each chapter.
- Ask students to read Eva's first entry in her diary, written after she met Jason for the first time. Tell students to imagine that they are Eva. At the end of each chapter, they should write down a paragraph summarising Eva's thoughts about the events in each chapter. (In this way, students are producing an ongoing summary of the main events in the story.)

6 List the 'lies' in the story No WS

Individual or whole class

- Start after reading Chapter 4, and continue until the end.
- Ask students to keep a record in their notebooks of all the 'lies' that are told in the story.
- Set aside a few minutes after reading each chapter for students to think about and note down any lies that were told in that chapter.

Answers

'We were upstairs,' said Jason. 'I was showing Eva my new computer game. It's very loud.'
(page 20)

'Didn't you know? There's a little man who lives in the pipes under every bath. He drinks bath water.'
(page 24)

'Jason had a bath and then went to bed at half past nine.' 'Well, maybe it was twenty five to ten, but he's asleep now.'
(page 29)

'I'm watching a film about pirates.'
(page 30)

'Come in, P.C. Thomson. Sorry, I had a problem with the door.'
(page 37)

'Sometimes people come in and talk to us about their jobs.'
(page 38)*

'Colin brought them here. Eva's boyfriend. Colin came to our house. They sent me upstairs, but I watched them. Do you know what they were doing on the sofa? First of all they kissed...'
(page 45)

* *possibly a lie*

7 Crossword WS 4 *Individual*

- Set this task after reading Chapter 9.

Answers

Across: 2 pirates 3 pockets 4 babysitter
6 plug-hole 9 detective 10 parents

Down: 1 biology 4 boss 5 salads 7 litre 8 taps

8 True or false? WS 4 *Individual or pairs*

- Set this task after reading Chapter 9.
- Ask students to say whether the sentences are true (T) or false (F).

Answers

1 T 2 T 3 F 4 F 5 F 6 F 7 T 8 F 9 T
10 F

9 Correct the summary WS 5 *Individual or pairs*

- Set this task after reading Chapter 12.
- Ask students to read the summary of Chapters 10 - 12. The summary contains 10 errors. Ask students to find and correct these errors.

Answers (in italics)

Jason and Eva saw a man at the side of the garden. Then he stood under the *window*. Eva picked up a heavy *flower pot* and threw it on the man's head. Jason and Eva ran downstairs. Eva started to dial *999* to call the *police*. Jason stopped her. The man lying in the garden was a policeman. The policeman came in and Eva gave him a cup of *tea*. She put a bandage on his head. Eva invited him to come to her *school* to talk about his job. He wrote down the date in his diary. The name on the diary was P.C. J Thomson. Then he left. Later, Jason and Eva saw another man in the *garden*. He looked exactly the same as P.C. J Thomson. The man rang the doorbell. He wanted to phone the police station. Eva asked for his identity card. The name on the card was P.C.J Thomson. Eva and Jason thought the man at the door was the escaped prisoner. Perhaps he had attacked P.C. Thomson, put on his uniform and taken his *identity card*. They invited the man in and noticed that he had P.C. J Thomson's diary too. Eva hit him on the head with a *saucepan*. They pulled him into the *cellar* and shut the door.

10 Order the events WS 5 *Individual or pairs*

- Set this task after reading Chapter 13.
- The sentences about the events in Chapters 4 - 13 are in the wrong order. Ask students to put the sentences in the correct order.

Answers

The correct order is 5, 12, 9, 7, 11, 3, 6, 1, 10, 4, 2, 8.

Activities after reading the story

11 Tick the adjectives WS 6 Pairs

- Tell students to choose two adjectives which best describe the characters.

Answers

Jason: disobedient, arrogant

Mrs Day: hysterical, emotional

Mr Day: calm, friendly

Eva: patient, responsible

12 What are their thoughts? WS 6

Individual, pairs or groups

- Tell students to read the thought bubbles. Who does each one belong to? Students should then match each thought bubble to one of the pictures in the story.
- Encourage them to think of different thought bubbles which could correspond to the pictures, if you like.

'I don't want to go!' (page 7)

'Another stupid girl...' (page 12)

'What a horrible pet!' (page 15)

'I can't believe he's going to eat all ten of them!' (page 18)

'He's been in there for nearly an hour.' (page 23)

'He didn't turn the taps off!' (page 28)

'Ouch! What has happened to my head?' (page 32)

'I'll tell her school friends to be careful with flower pots!' (page 35)

'This is hard work...' (page 39)

'What is my brother doing in the cellar?' (page 42)

13 Complete the newspaper report WS 7

Individual

- Ask students to read and complete the newspaper report about Eva and the Thomson twins.

Answers

1 fifteen 2 seven 3 newspaper

4 park 5 dinner dance 6 prisoner 7 shops

8 chocolate 9 boyfriend 10 garden

11 flower pot 12 uniform 13 helmet

14 identification 15 Heavy 16 attacked

17 diary 18 saucepan 19 cellar 20 twin

Extended Writing

Activity 1

- Ask your students to read the conversation between Eva and her friend Sonja on page 8 again. Can they guess what Sonja is saying? Ask them to write Sonja's side of the conversation.

Activity 2

- Ask your students what they think happened after Jason told his parents the lie about Eva's boyfriend? Ask them to work in groups of four and plan the conversation between Eva, Jason and his parents. They should decide on which roles to take, then work together and write the conversation. Encourage them to practise the conversation and act it out for their classmates.

Activity 3

- Ask your students to imagine that they would like to earn some extra pocket money. They can write an advertisement for themselves to put up in a shop window. Encourage them to look at Eva's note on Worksheet 1 again and use it as a model.

Do this activity before you read the story.

ACTIVITY 1 Prediction

Look at the text and pictures below. What do they tell you about the story you are going to read? Who are the main characters? How do they meet each other? What can you guess about their characters? Discuss these questions with your classmates or partner.

Prisoner escapes

Do you need a BABYSITTER?

Responsible girl, aged 15, needs part-time babysitting work. Any night. Phone Eva - 226 8000.



'He's not a monster,' said Mrs Day. 'Are you, Jason?'

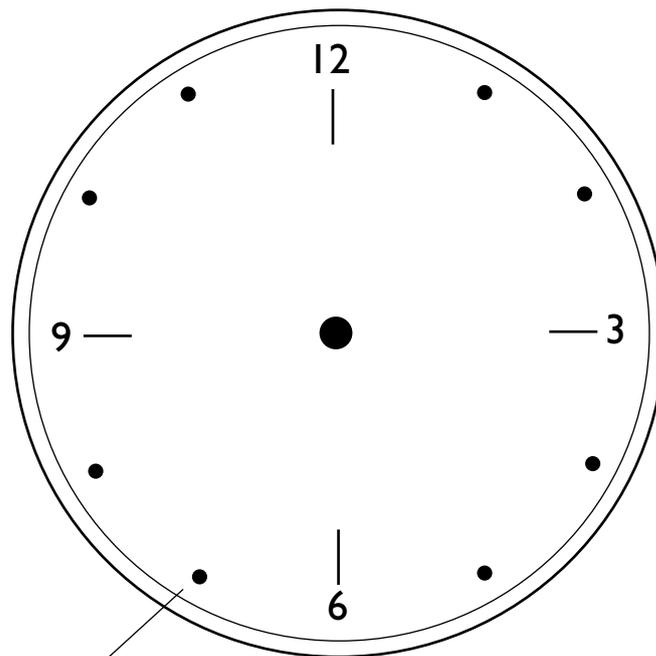
There is no Activity 2 on the worksheet.

Do this activity while you are reading the story.

ACTIVITY 3 Check the time

Start at the beginning of the story and continue until the end.

Eva often looks at her watch because she wants the minutes to pass quickly. Use the blank clock face below to make a note of each time Eva checks her watch. Note the time and what Eva and Jason are doing around that time, as in the example. For clarity, use a different colour for each time you mark on the clock.



twenty five to seven

Jason's parents drive away

Eva reads in the living room

Jason is in the kitchen, eating ice-cream

Do these activities after the chapters given.

ACTIVITY 4 Tick the rules

Do this activity after reading Chapter 3.

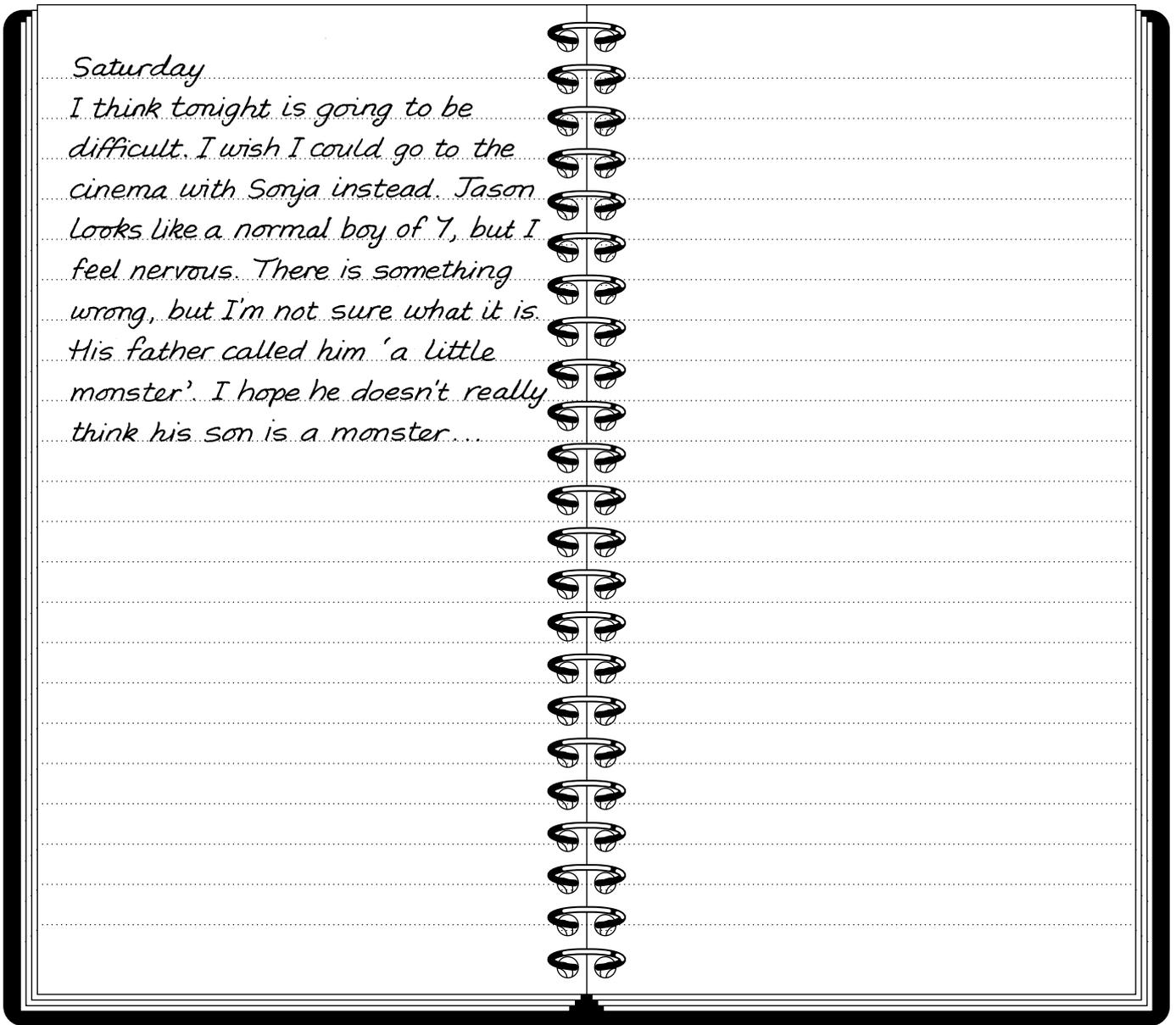
Read the list of true and false 'house rules' written by Mrs Day. Tick the three rules that are true.

- 1 Don't put too much water in the bath.
- 2 Have a bath before you have dinner.
- 3 Don't eat too much ice-cream.
- 4 Don't watch too many videos.
- 5 Don't go out at night.
- 6 Go to bed at half past nine every night.

ACTIVITY 5 Write Eva's diary

Start after reading Chapter 4, then repeat the activity after each chapter, until the end.

Read Eva's diary. She wrote this just after she met Jason for the first time. Now imagine that you are Eva. After each chapter, write a paragraph summarising Eva's thoughts in her diary.



There is no Activity 6 on the worksheet.

Do these activities after reading Chapter 9.

ACTIVITY 7 Crossword

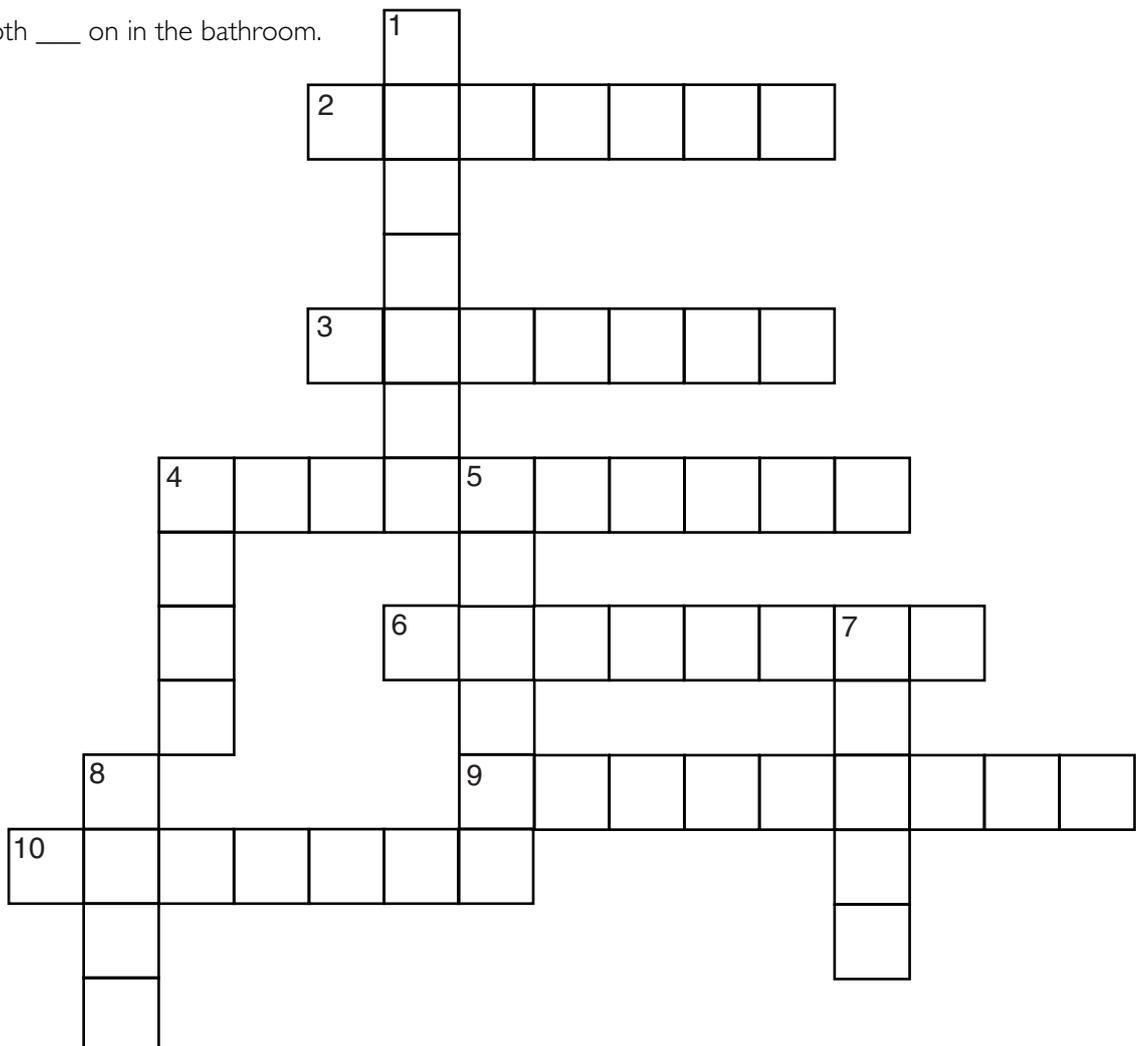
Clues:

Across

- 2 After his bath, Jason watched a film about ___ on TV.
- 3 Jason put 9 Bonga Wongas into the ___ of his coat.
- 4 Eva wanted to earn extra money as a ___.
- 6 Jason looked down the ___ of the bath to see the little man living under the bath
- 9 Before his bath, Jason watched a ___ film on TV.
- 10 Jason's ___ were at a dinner dance.

Down

- 1 ___ is the study of plants and animals.
- 4 Jason and Eva both thought they were the ___.
- 5 Jason doesn't like ___, but he likes chocolate.
- 7 There was a 4-___ carton of ice-cream in the fridge.
- 8 Jason left both ___ on in the bathroom.



ACTIVITY 8 True or False?

Read the sentences and say whether they are true (T) or false (F).

- 1 Jason and Eva both like chocolate.
- 2 Jason's last babysitter was Eva's friend, Sonja.
- 3 Chief Inspector Ian Catcham was a friend of Mrs Day's.
- 4 Jason took money out of Eva's bag.
- 5 Jason showed Eva his new computer game.
- 6 Eva's boyfriend is called Colin.
- 7 Jason doesn't think Eva is very intelligent.
- 8 Eva didn't hear the phone ringing, because Jason was watching TV.
- 9 Eva and Jason found Bonga Wongas in the fourth shop they went to.
- 10 Jason stayed in the bath for an hour.

Do these activities after the chapters given.

ACTIVITY 9 Correct the summary

Do this activity after reading Chapter 12.

Read the summary of Chapters 10 - 12. The summary contains 10 errors. Find and correct these errors, as in the example.

Jason and Eva saw a man at the side of the garden. Then he stood under the tree. Eva picked up a heavy vase and threw it on the man's head. Jason and Eva ran downstairs. Eva started to dial 333 to call her mother. Jason stopped her. The man lying in the garden was a policeman. The policeman came in and Eva gave him a cup of coffee. She put a bandage on his head. Eva invited him to come to her house to talk about his job. He wrote down the date in his diary. The name on the diary was P.C. J Thomson. Then he left. Later, Jason and Eva saw another man in the street. He looked exactly the same as P.C. J Thomson. The man rang the doorbell. He wanted to phone the police station. Eva asked for his identity card. The name on the card was P.C. J Thomson. Eva and Jason thought the man at the door was the escaped prisoner. Perhaps he had attacked P.C. Thomson, put on his uniform and taken his money. They invited the man in and noticed that he had P.C. J Thomson's diary too. Eva hit him on the head with a book. They pulled him into the kitchen and shut the door.

ACTIVITY 10 Order the events

Do this activity after reading Chapter 13.

The sentences about the events in Chapters 4 - 13 are in the wrong order. Put the sentences in the correct order.

- 1 Eva asks for the policeman's identity card.
- 2 The policeman tells Eva that the escaped prisoner has been caught.
- 3 Jason has a bath.
- 4 Eva and Jason pull the policeman into the cellar.
- 5 Jason eats a litre of ice-cream.
- 6 Eva throws a flower pot on the policeman's head.
- 7 Mrs Day phones Jason and Eva, but there is no answer.
- 8 The two policemen tell Eva and Jason that they are twin brothers.
- 9 Jason and Eva go to the shops to buy Bonga Wongas.
- 10 Eva hits the policeman on the head with a saucepan.
- 11 Mrs Day comes home to see if Jason is safe.
- 12 Jason puts his pet rat on Eva's shoulder.

Do these activities after reading the story.

ACTIVITY 11 Tick the adjectives

Choose two adjectives from each group which best describe the characters. Then discuss your choices with a partner.

Jason: kind, disobedient, arrogant, angry

Mrs Day: hysterical, calm, emotional, beautiful

Mr Day: interesting, calm, friendly, formal

Eva: generous, stupid, patient, responsible

ACTIVITY 12 What are their thoughts?

Read the thought bubbles. Who does each one belong to? Then look at all the pictures in the story again. Match each thought bubble to one of the pictures. Check your answers with your classmates or a partner.



Do this activity after reading the story.

ACTIVITY 13 Complete the newspaper report

Read and complete the newspaper report about Eva and the Thomson twins.

Schoolgirl gets the wrong man - twice!

A (1) ___-year-old schoolgirl, Eva Dean, had an embarrassing experience yesterday. Eva was babysitting for Jason Day, the (2) ___-year-old son of Mr Lee Day, the editor of the local (3) ___, and Mrs Rosemary Day, at their home, The Lodge, next to the (4) ___ in Waterbridge.

We spoke to Eva about the events of last night.

Mr and Mrs Day were at a (5) ___ in New Wellington. Mrs Day telephoned her son from the dinner dance, but there was no answer. She was nervous. Where were her son and the babysitter? She told them they were not allowed to go out. Just then, Chief Inspector Ian Catcham told the Days about the (6) ___, Mr Heavy, who escaped from Waterbridge Prison yesterday afternoon. Mrs Day rushed home to see if Jason was safe. She saw that he was safe, and returned to the dinner dance.

'Eva, why didn't you answer the telephone?'
'I was at the (7) ___, with Jason. He wanted me to buy him Bonga Wongas.'

'Bonga Wongas? What are they?'

'They are a kind of (8) ___.'

'Why did you listen to Jason? His mother told you not to go out, didn't she?'

'Yes, but Jason started practising a lie to tell his parents: Eva's (9) ___ came to our house. I knew they would believe Jason. So I went to buy him the Bonga Wongas.'

At about 11 o'clock, Jason and Eva saw a man in the (10) ___. Eva thought it was the escaped prisoner. So she threw a (11) ___ on his head. But it was a policeman - P.C. J Thomson.

'How did you know it was a policeman, Eva?'
'Well, he was wearing a blue (12) ___ and black shoes and his blue policeman's (13) ___ was lying next to him. The flower pot knocked it off his head...'

Eva then invited the policeman in and made him some tea.

Later, Eva and Jason saw another policeman in the garden. He looked exactly the same as P.C. J Thomson. He rang the doorbell and Eva checked his (14) ___. She was sure it was the escaped prisoner, Mr (15) ___.

'Eva, why did you think it was the escaped prisoner?'

'Because his identity card had the name P.C. J Thomson on it and the photo was the same too. I thought he had (16) ___ P.C. J Thomson, put his uniform on and taken his identity card.'

'What did you do then?'

'We opened the door and showed him the phone. He wanted to phone the police station. Then we saw his (17) ___. It was the same as P.C. J Thomson's, and it even had his name on it. So we were sure it was Heavy, this time.'

Eva hit the policeman on the head with a (18) ___, and Jason helped her to pull him into the (19) ___. Jason saw another policeman coming to the house. It was P.C. J Thomson!

He told Eva and Jason that Mr Heavy had been caught. Eva was confused. She took P.C. J Thomson to the cellar and opened the door. P.C. J Thomson was surprised to see his (20) ___ brother Jeff in there!

KEY TO BOOK EXERCISES

A Comprehension

- 1 1 She wanted to go to the cinema with her friend Sonja.
 - 2 Sonja said that she had also been a babysitter for Jason Day and that he was a very naughty child.
 - 3 Jason ate too much ice-cream (and was probably ill) and put too much water in the bath (and probably caused a flood).
 - 4 Jason had eaten the rest.
 - 5 He will tell them that Eva's boyfriend came to the house, and that Eva and her boyfriend sent Jason upstairs and started kissing on the sofa.
 - 6 They were at the shops and arrived home too late to pick up the phone.
 - 7 They lived in Waterbridge, near the park, and the prisoner might be hiding there.
 - 8 She will tell them that he took money from her bag.
 - 9 She told him that there was a little man living under the bath who wanted to drink the bath water because he was thirsty. He would die if he didn't get water soon.
 - 10 He wanted to give the little man some water.
- 2 1 L 2 T 3 L 4 T 5 L

B Working with Language

- 1 a 5 b 6 c 8 d 2 e 10 f 3
g 7 h 1 i 9 j 4
- 2 a so b before c or d but e then

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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
- 2 what students will be able to deduce through transference from their own language

Each Reader has a glossary and a number of different exercises to check comprehension and practise language manipulation.

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Richmond Publishing
58 St Aldates
Oxford OX1 1ST
United Kingdom

© Richmond Publishing 1997
First published 1997
Revised: 2010

EAN: 8431300108042



Design: Giles Davies Design
Illustrations: Kathy Baxendale, Geo Parkin
