

TEACHER'S NOTES BOOKLET

SATURDAY STORM

JULIA NEWSOME

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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

Saturday Storm takes place in the present day in a coastal town on the Greek island of Euboea, very near to mainland Greece. The story follows the lives of the Alexiou family – mother, father and three children – through seven stormy days. The action focuses on Philip, the eldest son, who thinks everyone is against him. He thinks that his father doesn't understand him and that his mother doesn't care about him. He argues with his sister and takes no notice of his younger brother.

As tension builds up within the family, so it builds up in the skies above them, leading to dramatic events as the story reaches its climax. The storm brings rocks crashing onto the road and causes a landslide. Philip is badly injured, giving everyone cause to rethink their priorities.

The setting

The Alexiou family live and work in a market town on a coastal plain in Euboea. This area was originally settled in the 1920s by Greek refugees expelled from Turkey. The local economy is based on agriculture all year round and tourism in the summer months. The town itself is not a tourist town, but the local farmers supply hotels and restaurants in resorts around the island.

The east side of the island is wild and mountainous. The road here has been carved out of the cliff. The family are driving south along this road when the landslide happens.

The story is set in March, usually a warm and mild time of year in Greece. But although the strength and consequences of the storm in the story are unusual, Greece does suffer from extreme weather conditions from time to time. In 1984, for example, there was a tremendous storm in this area that lasted only ten minutes but nevertheless claimed two lives and created great gashes in the mountainsides.

The family

The Alexious are a typically close-knit family with grandparents and cousins living in the same town. Philip, now 17, finds it difficult to communicate with his parents and is blindly self-centred as teenagers often are. Viki, his 16-year-old sister, has a more sympathetic approach to their parents.

Local employment prospects for Philip and Viki would be fairly limited. There would be administrative work in the town hall, with computer literacy an important skill, and agricultural work. The children of a teacher and a pharmacist, however, would probably be expected to follow a profession, such as medicine, the law or accountancy. They would go to the city to study and later to work, probably returning to live on the island in late middle age. They would remain frequent visitors to the island, coming home for festivals and holidays.

Philip appears to have decided against a profession and is obsessed with computers. He is convinced he can make his fortune in the brave new world of technology. He probably considers his father's more idealistic and less well-paid choice of career – as a history and music teacher – a job for fools.

Basketball

Basketball is taken very seriously in Greece. Under 18s play in semi-professional leagues, unconnected with their schools. Local people sponsor teams and pay for kit, shoes and travel to fixtures. Teams have to travel a long way for some of their matches.

The players train very hard – often three evenings during the week, 2 hours per session, and again on Saturday, with a match every week. They have to fit their homework in between school and training. Players belong to their team and a transfer system operates even at the Under 18 level, where players have to be bought and sold in order to change teams. Many of the players in professional British teams were trained in Greece.

The family would be very involved with their basketball team, travelling to away matches with their children as the Alexiou family do in the story.

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Saturday Storm*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on page 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

1 Relationships WS 1 *Whole class, then individual*

- Explain that *Saturday Storm* is about family relationships between parents and their children. The events focus particularly on how the relationship develops as children get ready to make their own way in the world. It is also about teenage friendships.
- Elicit vocabulary for relationships and write it on the board: *mother, father, son, daughter, brother, sister, cousin, girlfriend, friend, boyfriend*
- Tell students to look at page 4 of *Saturday Storm*. Give them time to read the captions.
- Hand out Worksheet 1. Students describe the relationship between the pairs of characters, as in the example.

Answers

Barbara and Viki: *friends*
 Philip and Viki: *brother and sister*
 Penny and Philip: *mother and son*
 Steve and Philip: *friends*
 Jim and Viki: *father and daughter*
 Philip and Barbara: *boyfriend and girlfriend*
 Philip and Alex: *brothers*

2 Starting a new book No WS *Pairs*

- Ask students to flick through the book and find features that will help them understand the story, for example the chapter titles. The titles in *Saturday Storm* provide a time framework for the story and are a useful reference point for the reader. Tell students to work in pairs and make a list of useful features. Let them use their own language if necessary.

Suggested features

- cover, illustrations (which help particularly with vocabulary), chapter titles, the glossary, the comprehension questions at the end
- Show students how the glossary works. Tell them to flick through the book and find an asterisked word. Then tell them to find the word in the glossary and read the definition. Explain that the context and illustrations will help them understand many of the words.

3 Talk about the setting No WS *Whole class*

- Use the notes in the Background Information section on page 3 to set the scene. Explain where the story is set and what kind of family the Alexious are. Get students to supply as much of the information as possible with directed questions. Write key vocabulary on the board. If you have access to an atlas, get students to find the island of Euboea - to the right of the mainland, in the Aegean sea.

Activities while reading the story

4 Tensions WS 1 *Pairs, individuals or whole class*

- Do this activity after students have read Chapter 1.
- The basic tensions within the Alexiou family are presented in this opening chapter.
- Hand out Worksheet 1. While students study the chart and the task, copy the chart onto the board. Discuss what worries and conflicts are in a domestic family context. Give and elicit examples from your students' own experiences. Go through the first few entries with the whole class, writing their suggested entries on the board. Students complete the chart either on their own or in pairs. If they find the task difficult, complete the chart as a whole class activity.

Character	Worries and conflicts
Philip	feels negative towards his sister, Viki wants his father to buy him a new computer program knows his basketball is also expensive thinks his mother doesn't care because she won't come to the basketball match is beginning to reject family life - wants to grow up but still acts like a child thinks his father lives in the past
Penny	worried about money - e.g. Alex needs new shoes worried about Philip and his attitude to the family
Jim	also worried about money - all the children need new things has to pay for basketball cannot communicate with his son, Philip
Viki	is interested in Philip's friends but they're too busy to be interested in her worried about Philip

5 Viki's love life WS 2 *Individual*

- Begin this activity after students have read Chapter 1. Remind them to check and update their information after each chapter. There may not be anything to write after some chapters.
- This activity alerts students to the sometimes subtle references to Viki's love life. Students enter their observations in the chart in note form with a page reference. They can either quote directly from the text or rephrase in their own words.
- When they have completed the book and the chart, get them to write their notes up into a short paragraph. Encourage them to use sequencing words such as *then, next, after, when*.

The completed chart might look like this:

page 9	Viki says, 'The boys we meet at the disco are really boring.' and 'The boys I like are in your team.'
page 12	Viki likes Chris: after school, Viki stands as close to Chris as she can.
page 14	Steve likes Viki: Steve tries to ask if they can go and support Viki's team on Wednesday, but he goes pink.
page 18	Steve feels stupid and sad because he hasn't got an umbrella to protect Viki; he probably knows that Viki likes Chris.
page 36	Viki is beginning to like Steve: his character seems stronger than Chris's after the landslide.
page 39	Steve makes Viki angry - he asks her how she feels about Chris at a time when her brother may be dying and they are running for help.
page 53	Viki and Steve are probably now going out together: the phone rings at home; 'She smiled and took the telephone into her room.'

6 Saturday: the storm WS 2 *Individual*

- Do this activity after reading Chapters 5-8. Students have to track the progress of the storm during the events leading up to and after the landslide.
- Hand out Worksheet 2. Copy the grid onto the board.

The completed chart will be something like this:

Weather	Event
raining	the Alexious set off for the basketball game
rain and strong wind: dark clouds	they follow the minibus along the mountain road
thunder and lightning	they drive through water on the road
thunder and lightning	the minibus has stopped in the road
thunder and lightning	landslide people screaming
raining	silence
raining	the people who are not hurt help the others
raining the sun comes out for a moment	Viki and Steve run for help
raining	Viki falls and hurts her foot
the rain stops	the boys sing in the minibus

Activities after reading the story

7 Computer jargon WS 3 *Individual*

- Students use knowledge they already have and research new vocabulary to complete this exercise. Provide up-to-date dictionaries and English language computer magazines if possible.

Answers

- 1 keyboard
- 2 mouse
- 3 screen/monitor
- 4 printer
- 5 discs (CDs/DVDs)
- 6 CD Rom (drive)

8 Resolution of conflicts WS 3 *Individual*

- This exercise focuses on whether the people in the story get what they want. Students follow the instructions for this task on Worksheet 3. The completed chart will be something like this:

What they want	What they get
Philip wants new software.	He gets it.
Philip wants a job with computers.	He gets one.
Jim wants Philip to get a good job.	Philip gets one.
Penny doesn't want the children to know that she's a cleaner.	The children do find out - she tells them.
Penny wants a better job.	She gets one.
Penny wants Philip to improve his attitude to his family.	He does.
Viki wants to go out with Chris.	She goes out with Steve.
Steve wants to go out with Viki.	He does.
Luke wants to be the trainer for the national Under 18s team.	The Basketball Association stop him from being a trainer.
Jim wants to get on better with Philip.	He does.

9 Finding words WS 4 *Individual*

- Hand out Worksheet 4. Students can work through the exercises at their own pace.

Answers

container for food (5) *bowl*
 clean with water (7) *wash*
 not interesting (9) *boring*
 you are given these on your birthday (12) *presents*
 could not be better (14) *perfect*
 difficult to explain (14) *strange*
 this protects you from the rain (18) *umbrella*
 teams are organised in these in the basketball league (21) *divisions*
 more than you need (22) *extra*
 something you don't want people to know (23) *secret*
 twice as much (24) *double*

heavy rain, with thunder and lightning (28) *storm*
 very loud noise (28) *crash*
 police, ambulance and fire brigade (34) *emergency services*
 put something over something (39) *cover*
 somewhere you can eat (40) *restaurant*
 person who gives information on the radio (43) *presenter*
 these test your ability at the end of a course (47) *exams*
 publication that comes out weekly or monthly, often on a specialist subject (53) *magazine*

10 Finding opposites WS 4 *Individual*

- Find words in the story which mean the opposite of these words. Page numbers are given in brackets.

Answers

clean (7) <i>dirty</i>	closed (30) <i>(wide) open</i>
cheap (8) <i>expensive</i>	clever (33) <i>stupid</i>
rich (11) <i>poor</i>	quiet (36) <i>loud</i>
play (16) <i>work</i>	forget (39) <i>remember</i>
dry (18) <i>wet</i>	light (40) <i>dark</i>
nasty (21) <i>nice</i>	terrible (45) <i>marvellous</i>
well (23) <i>badly</i>	sell (45) <i>buy</i>
noisily (27) <i>silently</i>	ill (47) <i>well</i>
light (27) <i>heavy</i>	left (48) <i>right</i>
safe (28) <i>dangerous</i>	

11 Checking meaning WS 5 *Pairs*

- These words are asterisked (*) in *Saturday Storm*. Students discuss meanings in pairs. Ask them not to look the words up in the glossary at this stage.
 score (n) scream (v) bend (n) smash (v)
 toy (n) bang (n) miss (v) support (v)

Answers

- They walked around a *bend* and suddenly there was a beautiful view of the sea far below.
 - The England team got a good *score* in their match against New Zealand yesterday.
 - There was a loud *bang* when a rock hit the top of the car.
 - The children were given lots of new *toys* for Christmas.
 - Rocks suddenly came down the mountainside and *smashed* the car windows.
 - Everyone *screamed* loudly as the rocks crashed down the mountain.
 - Phil's team had to *miss* their next match because they didn't have enough players.
 - Philip and his friends went to Viki's match on Wednesday evening to *support* her team.
- Students check their answers in the glossary.

12 Wordsearch WS 5 *Individual*

- Students find the names of ten games or sports in the wordsearch. If they have difficulty, change the task. Write the names of the sports on the board and tell students to find them.

Answers

B	R	X	S	C	H	E	S	S	Y
A	U	Z	A	P	L	F	M	W	N
S	G	R	I	O	A	O	B	I	G
K	B	U	L	L	S	O	T	M	V
E	Y	N	I	O	Y	T	C	M	P
T	E	N	N	I	S	B	B	I	M
B	A	I	G	F	E	A	R	N	L
A	O	N	Q	G	S	L	T	G	L
L	M	G	C	Y	C	L	I	N	G
L	B	H	I	T	A	B	P	L	N

13 News report WS 6 *Individual*

- Remind students of the radio news report that the basketball team hear while they are waiting for help to arrive. This was broadcast by a local station serving the area around their opponents' home village. Explain that the island radio station picked up the story from the local station and broadcast more details later that same day.
- Students complete the report. Write the missing words at random on the board if you feel the task is too demanding for your students. Alternatively, let them look back through the book to find appropriate words.

Missing words (in random order):

broke boy basketball injured crash water
 landslide bend news opened island
 flash weather rock hurt

Answers

...Now more about that *landslide*. There was a dramatic storm this morning over the mountains on the east side of the *island*. Some people were on the coast road, on their way to a *basketball* match at about 11 o'clock. The storm was heavier and there was a lot of *water* on the road. Round a *bend*, the first vehicle - a minibus - stopped suddenly. There was a large *rock* in the middle of the road. The driver got out to move the rock. A few moments later, a *crash* of thunder followed a bright *flash* of lightning above their heads. Suddenly rocks flew everywhere and there was a tremendous landslide.

Two people were badly *hurt*. Rocks covered the driver and *broke* his leg. A passenger in the second vehicle - a 17 year-old *boy* - was also covered in rocks. He had *opened* his car window moments before the lightning hit the mountainside.

Ambulances took all the *injured* to hospital. *Weather* experts say this was the worst storm for twenty years. And now the rest of the day's *news*. In Athens...

14 Headlines WS 6 *Individual*

- Students follow the instructions on Worksheet 6.
- Explain that students do not have to understand every word of either the headlines or the newspaper stories in order to understand the general idea and complete the task.

Answers

1f 2d 3a 4b 5e 6c

Extended writing

15 A magazine article No WS

- Tell students to look back at pages 53–56 of *Saturday Storm*, where the characters discuss the computer café.
- Ask students about the services the café will provide, who will use it, and how it will benefit the town.
- Students prepare an advertisement (either a radio script or a press advertisement) for the opening day of Harris Levandis' computer café.

16 A crime report No WS

- A reporter from an island newspaper followed the trial of Luke Makris for match-fixing. Students write his/her report.
- Go through the story with students, extracting the key information about Luke Makris and how his activities were discovered by Penny Alexiou.

First he asks Jim for more money. Jim agrees, although he is surprised there is no money in the account. Luke suggests, without actually saying it, that perhaps his predecessor took the money. Penny overhears someone making some kind of agreement in Harris Levendis' shop. Luke phones someone called Ben immediately after the landslide, instead of the emergency services. Penny recognises Luke at the hospital. Penny tells Harris Levendis and Luke is found out. He then confesses to the Athletics Foundation. They report him to the police and he goes on trial for corruption and match-fixing. Students can decide whether he is found guilty and if so, whether he goes to prison. All his team's matches have to be played again.

Project

A sports magazine

- Students write and produce a magazine about sports in their local area.
- First decide on the content with the whole class. Try to cover a really good mix of sports. Make sure everyone contributes something. Here are some ideas:
 - match or fixture reports – Over the next few weeks, students volunteer to go to various sporting events and write a piece about the event for the magazine. They can take photographs or use photographs about the same event that appear in the local press.
 - feature articles – A student might write a general article about a sport that is popular locally. They can talk about whether the local venues are good or bad, whether there are enough training facilities and if there is good support from the local community.
 - keeping fit and healthy – A piece about how to live a healthy lifestyle – diet, exercise, sleep, and so on.
 - league tables of local sports
 - a letters page
 - an editorial – a short piece about a particularly controversial event that has happened in the local area
 - an interview with a local sporting celebrity
 - a profile of a local team – 'A week in the life of...'
 - advertisements for equipment, gyms, private lessons
 - sport in schools – is there enough? Is there too much?
- Allocate tasks. Appoint an editorial team. Give them the responsibility of getting copy in from members of the class. Appoint a design team. Encourage them to make the magazine look stylish and well produced.
- Students will need a lot of specialised vocabulary. Spend lesson time working with the whole class on finding useful sporting vocabulary for each of the sports being covered. Possible sources: dictionaries, English newspapers or sports magazines, English books about sport.
- Think of a title for the magazine.
- If possible, photocopy the completed magazine for everyone to have their own copy. Distribute copies around the school for other classes to read and comment on.

WORKSHEET |

Do these activities after looking at, or reading, the parts given.

ACTIVITY 1 Relationships

Saturday Storm is the story of one week in the life of a family. Look at the illustrations on page 4 of the book. They introduce the main characters in the story. Read what it says about each character.

What words do you know to describe family relationships and friends? Write them in this box.

What is the relationship between these pairs of characters?

Example: Jim and Alex: *father and son*

- Barbara and Viki: _____
- Philip and Viki: _____ and _____
- Penny and Philip: _____ and _____
- Steve and Philip: _____
- Jim and Viki: _____ and _____
- Philip and Barbara: _____ and _____
- Philip and Alex: _____

ACTIVITY 4 Tensions

Do this activity after you have read Chapter 1. The basic tensions within the Alexiou family are presented in this opening chapter. Look at the chart. What are *worries* and *conflicts*? Discuss what these words mean in a domestic context with the rest of the class. Think of examples from your own experience. Look at the examples in the chart. Go through Chapter 1 again and complete the chart.

Character	Worries and conflicts
Philip	feels negative towards his sister, Viki wants his father to buy him a new computer program _____ _____ _____ _____
Penny	worried about money - e.g. Alex needs new shoes _____ _____ _____
Jim	also worried about money - all the children need new things _____ _____ _____
Viki	is interested in Philip's friends but they're too busy to be interested in her _____ _____ _____

Do these activities after reading the chapters given.

ACTIVITY 5 Viki's love life

Begin this activity when you start reading the book. Update your information after each chapter. There may not be anything to write after some chapters.

Viki is Philip's sister. As the story develops, we learn which boy she likes and would like to go out with. Keep a record of Viki's love life. Write the page number and what happens below, as in the example.

Page 9 Oiki says, 'The boys we meet at the disco are really boring', and 'The boys I like are in your team'.

Page _____

Page _____

Page _____

Page _____

Page _____

Page _____

When you have completed your notes and finished reading *Saturday Storm*, write a short paragraph about how Viki's love life develops during the story.

ACTIVITY 6 Saturday: the storm

Do this activity after reading Chapters 5-8. Note down the progress of the storm during the events leading up to and after the landslide.

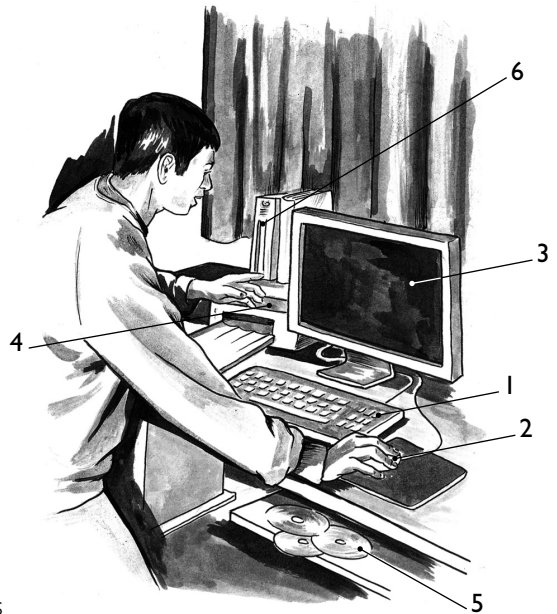
Weather	Event
<i>raining</i> _____ _____	the Alexious set off for the basketball game
_____ _____	they follow the minibus along the mountain road
_____ _____	they drive through water on the road
_____ _____	the minibus has stopped in the road
_____ _____	landslide people screaming
_____ _____	silence
_____ _____	the people who are not hurt help the others
_____ _____	Viki and Steve run for help
_____ _____	Viki falls and hurts her foot
_____ _____	the boys sing in the minibus

WORKSHEET 3

Do these activities after reading the story.

ACTIVITY 7 Computer jargon

How much computer terminology do you know? Some of it may be the same in your language and in English. Label the diagram. List any other words you know to do with computers below. Make sure you know what the words mean.



ACTIVITY 8 Resolution of conflicts

Do this activity when you have finished reading the story. The left-hand column of this chart lists what various characters in *Saturday Storm* want at the beginning of the story. In the right-hand column, record whether they get what they want or not, as in the example.

What they want	What they get
Philip wants new software.	<i>He gets it.</i>
Philip wants a job with computers.	
Jim wants Philip to get a good job.	
Penny doesn't want the children to know that she's a cleaner.	
Penny wants a better job.	
Penny wants Philip to improve his attitude to his family.	
Viki wants to go out with Chris.	
Steve wants to go out with Viki.	
Luke wants to be the trainer for the national Under 18s team.	
Jim wants to get on better with Philip.	

Do these activities after reading the story.

ACTIVITY 9 Finding words

Find words in the story which match these definitions. Page numbers are given in brackets.

container for food (5)

clean with water (7)

not interesting (9)

you are given these on your birthday (12)

could not be better (14)

difficult to explain (14)

this protects you from the rain (18)

teams are organised in these in the basketball league (21)

more than you need (22)

something you don't want people to know (23)

twice as much (24)

heavy rain, with thunder and lightning (28)

very loud noise (28)

police, ambulance and fire brigade (34)

put something over something (39)

somewhere you can eat (40)

person who gives information on the radio (43)

these test your ability at the end of a course (47)

publication that comes out weekly or monthly, often on a specialist subject (53)

ACTIVITY 10 Finding opposites

Find words in the story which mean the opposite of these words. Page numbers are given in brackets.

white (5) *black* _____

clean (7) _____

cheap (8) _____

rich (11) _____

play (16) _____

dry (18) _____

nasty (21) _____

well (23) _____

noisily (27) _____

light (27) _____

safe (28) _____

closed (30) _____

clever (33) _____

quiet (36) _____

forget (39) _____

light (40) _____

terrible (45) _____

sell (45) _____

ill (47) _____

left (48) _____

WORKSHEET

5

Do these activities after reading the story.

ACTIVITY 11 Checking meaning

These words are asterisked (*) in *Saturday Storm*.
Work in pairs. What do they mean? Don't look them up in the glossary yet.

score (n) scream (v) bend (n) smash (v)
toy (n) bang (n) miss (v) support (v)

Use the same words to complete these sentences.

- 1 They walked around a _____
and suddenly there was a beautiful view of the
sea far below.
- 2 The England team got a good _____
in their match against New Zealand yesterday.
- 3 There was a loud _____
when a rock hit the top of the car.
- 4 The children were given lots of new _____
for Christmas.
- 5 Rocks suddenly came down the mountainside
and _____ the car windows.
- 6 Everyone _____ loudly as the
rocks crashed down the mountain.
- 7 Phil's team had to _____
their next match because they didn't have
enough players.
- 8 Philip and his friends went to Viki's match on
Wednesday evening to _____
her team.

Now look the words up in the glossary and check your answers.

ACTIVITY 12 Wordsearch

Find the names of ten games or sports in the wordsearch.

B R X S C H E S S Y
A U Z A P L F M W N
S G R I O A O B I G
K B U L L S O T M V
E Y N I O Y T C M P
T E N N I S B B I M
B A I G F E A R N L
A O N Q G S L T G L
L M G C Y C L I N G
L B H I T A B P L N

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Do these activities after reading the story.

ACTIVITY 13 News report

On Saturday afternoon the main island radio station gave the report below. Fill in the missing words.

...Now more about that _____. There was a dramatic storm this morning over the mountains on the east side of the _____. Some people were on the coast road, on their way to a _____ match at about 11 o'clock. The storm was heavier and there was a lot of _____ on the road. Round a _____, the first vehicle - a minibus - stopped suddenly. There was a large _____ in the middle of the road. The driver got out to move the rock. A few moments later a _____ of thunder followed a bright _____ of lightning above their heads. Suddenly rocks flew everywhere and there was a tremendous landslide. Two people were badly _____. Rocks covered the driver and _____ his leg. A passenger in the second vehicle - a 17 year-old _____ - was also covered in rocks. He had _____. his car window moments before the lightning hit the mountainside. Ambulances took all the _____ to hospital. _____ experts say this was the worst storm for twenty years. And now the rest of the day's _____. In Athens...

ACTIVITY 14 Headlines

Match the six headlines below with the opening sentences of the newspaper articles. You do not have to understand every word in order to get the general idea of the text.

- 1 **THREE DIE IN CRASH**
- 2 **LOCAL TEAM WINS NATIONAL TROPHY**
- 3 **10 YEAR-OLD EARNS \$000S!**
- 4 **'Economic miracle' claims minister**
- 5 **WEATHER WORST FOR TWO DECADES**
- 6 **3 YEARS FOR MATCH-FIXER**

- a A young Californian girl has been nicknamed 'the new Picasso'. At the age of only ten she produces mature and provoking works of art that painters twice her age would be proud of. The latest child prodigy...
- b Giles Peters, a government Treasury spokesperson, yesterday claimed that the country was enjoying a period of outstanding prosperity only two years after gloomy predictions that the recession would continue into the next decade.
- c A basketball trainer on the island of Euboea was given a three-year prison sentence yesterday for fixing local league Under 18 basketball matches over a period of six months. Luke Makris, 42, admitted paying referees to make sure his teams always won their matches.
- d Our girls' basketball team won a brilliant victory last Saturday over their great rivals, the Coast Schools, to take the National Under 18s Gold Cup. They came home triumphant on Saturday evening...
- e The Meteorological Office yesterday announced that this month's snow was the worst for twenty years. Deep drifts have been reported throughout southern parts of the country, with thousands of people cut off from essential supplies.
- f A six-car pile-up on the M3 yesterday afternoon left three young men fatally injured.

KEY TO BOOK EXERCISES

A Comprehension

Chapter 1

1 No 2 No 3 Yes 4 Yes 5 No 6 Yes
(something in computers)

Chapter 2

1 Chris 2 Chris 3 Steve 4 Philip 5 Jim

Chapters 3 and 4

- 1 Luke Makris, the new team trainer.
- 2 More money for the team.
- 3 In the bank.
- 4 Because if they win, they will stay in the First Division.
- 5 She is a cleaner.
- 6 No, they don't.
- 7 Because his son's birthday party is this evening.
- 8 Money.

Chapters 5 and 6

- 1 Because she knows Jim and Philip are not talking to each other.
- 2 When Jim drives fast through the water on the road and it goes everywhere.
- 3 Philip.
- 4 A flash of lightning and a crash of thunder.
- 5 The minibus driver and Philip.
- 6 Jim, Viki, Luke, Steve and Chris.
- 7 No, he didn't.
- 8 Because the battery was dead.
- 9 Very upset.
- 10 Viki and Steve.

Chapters 7 and 8

- 1 Jim.
- 2 Because he was so happy that Philip was alive and conscious.
- 3 He started the engine.
- 4 She fell down and hurt her foot.
- 5 They went in George's truck.
- 6 He heard it on the radio in the minibus.
- 7 He was smiling a strange smile.
- 8 The ambulance.

Chapters 9-11

- 1 Luke Makris.
- 2 Paying the referee to make sure Philip's team won the match.
- 3 Harris Levendis.
- 4 That he was lucky to be alive.
- 5 Luke Makris.
- 6 Maybe he'll go to prison.
- 7 He's going to start a computer café.
- 8 Penny and Philip.

B Working with language

- 1 1 into 2 in 3 onto 4 into 5 on 6 at
7 on 8 in 9 At 10 onto
- 2 1 After 2 While 3 When 4 until
5 before 6 When 7 until 8 after
9 before 10 While

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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:

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

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