A TRIP TO THE STARS

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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 (intentions)
- 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
Welcome to the Teacher’s Notes for the Richmond Reader, *A Trip to the Stars*. 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 – 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 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.

**Route through the story**

The diagram below shows the possible routes taken by the readers as they follow the story. You may find this a useful reference when doing some of the activities.

```
1 Introduction. Instructions.

   20 Say you have experience of space travel.
   28 Space vocabulary.
   49 Go to spaceship. Meet Captain.
   61 Check-in counter at spaceport.
   66 Have some coffee.

6 Meet robots. Have conversation with chair.

15 Answers.

19 The Moon.
   26 Laboratory broken into. Thompson interrogates Tran.
   43 Spaceship passes Jupiter.
   46 The planets. The gods.
   59 Answers.

53 Spaceship passes Neptune.
   64 Phone your father.

22 Someone changes the spaceship’s course.

31 Hit the door.

3 52 Apologise to door.
```
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13 Arrive at the centre of the Galaxy.
4 Fun computer.
8 Galaxies, Stars and the Sun.
3 Black Holes.
44 The Theory of Relativity.
11 Space jokes.
35 Space, Time, the Universe and Everything.
34 Aliens.
16 Answers.
41 Answers. Problems with alien police.
63 Anne travels to the stars. Astronaut's song.
57 Go back to hotel room.
48 Go the right way. Get into Samdim's spaceship.
36 Go to Rolandia.
37 Look for Samdim's spaceship.
14 Wrong spaceship.
30 Right spaceship. Escape from Rolandia. Approach black hole.
45 Fire your ray guns at Samdim's new spaceship.
23 Hit Samdim's ship.
25 Samdim goes into black hole.
56 Go away from black hole.
9 Go around black hole.
21 Hide behind black hole.
51 Choose untidy robot.
62 Repair spaceship. Tell computer how to find Solar System.
17 Wrong planet.
12 Arrive at spaceport. Meet Thompson.
27 Help Cindy.
47 Shout, 'Help! There's a mad robot following me.'
50 Supernova.
54 People rule.
38 Take the stairs.
18 Description of Earth.
32 Right planet.
7 Go to Earth.
20 Answers.
69 Go the way.
58 Escape from hotel.
39 Go the wrong way.
65 Wait before firing laser.
40 Choose tidy robot.
42 Robots rule.
67 Take the lift.
5 Help Thompson.
28 Repair spaceship. Meet aliens. Go to Hotel Central.
46 Answers.
64 Repair spaceship. Meet aliens. Go to Hotel Central.
43 Answers.
60 Fight Thompson.
Activities before reading the story

Do not give students the book yet.

1 Headlines No WS Whole class, groups or pairs
- Write a headline from a current news item (or invent one) on the board.
- Point out to students, or elicit from them, the style of headlines (no articles, present tense used for past events, etc.).
- Divide students into pairs or groups.
- Write the following headlines on separate pieces of paper, and give each group one of the headlines to read. Do not tell students that the headlines are all connected to their reader.
  PIRATES SUSPECTED OF HIJACKING SPACESHIP
  COMPUTER TERMINALS BROKEN ON BOARD
  SPACESHIP DISAPPEARS INTO WORMHOLE*
  ‘WE ARE NOT ALONE’ – HUMANS REPORT FROM LATEST SPACE EXPLORATION.
- Ask students to discuss their headlines in groups. When they have finished, groups exchange headlines with each other.
- When all the groups have read all the headlines, ask the class to discuss ideas about each headline and the news article that it would accompany.

2 Talk about the cover No WS Whole class, groups or pairs
- Give students the book. Ask them to study the cover. What kind of story do they think this is? Ask them to make predictions about the story, based on the information they have from the chapter titles and the cover. Suggested questions:
  - Where is the story set?
  - When?
  - What do you notice about the characters?
  - What do you think happened just before the scene depicted on the cover?
  - What do you think is going to happen next?
- Give this picture a title. Write down three things you associate with this picture.

3 Reading strategy No WS Whole class
- Show the students the instructions in Section 1 of the book. If they have never seen this kind of story before, explain to them that they have choices every now and then and that they can collect points.

Activities while reading the story

4 Tran Garcia’s diary WS 1 Pairs, then individual
- This activity should be done at the beginning of the story and should continue at the end of each section or group of sections. See Route through the story on pages 3 and 4 to help you select suitable points for writing.
- Ask students to imagine that they are Tran Garcia. At the end of each section or group of sections, students discuss the main events with their partners. Then they use the diary to write notes about them.
- Students read the beginning of the first entry in Tran Garcia’s diary. They complete the diary entry for Section 10. Then they can use these notes as a model for the other sections.

5 At the spaceport WS 1 Individual or pairs
- This activity should be done after reading Section 61.
- Students study the floor plan of the spaceport. Working individually, they match the definition in the box with the places numbered 1 – 8.
- Students compare their answers in pairs.

Answers
The place where you declare whether you have brought back goods from another country – 8 Customs
The place where you show your boarding-pass before you board – 4 Boarding gate
The place where you buy magazines, sweets and drinks – 1 Newspaper/Sweet kiosk
The place where you collect your suitcases and bags when you land – 7 Luggage collection
The place where you show your passport – 5 Passport control
The place where you show your ticket and boarding pass – 2 Check-in desks
The place where you wait just before you board – 6 Departure lounge
The place where flight times are displayed – 3 Arrivals/Departures board

6 Complete the advertisement WS 2 Individual
- This activity should be done after reading Section 19.
- Students read the advertisement for a trip to the Moon. The notice contains 10 gaps.
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- Ask students to complete these gaps with words from the box.

**Answers**
1 dark side 2 message 3 wind 4 pick up 5 weight 6 eleven 7 atmosphere 8 sound 9 cook 10 fifty

7 Put the words in the correct order
**WS 3 Pairs or individual**
- This activity should be done after reading Section 52.
- Ask students to read the instructions. Working individually, students put the words in each sentence in the correct order, checking with a partner when they have finished. Check the answers with the class and ask students to give themselves a score out of 5.

**Answers**
1 Where can I buy a drink? 2 Did you have a good journey? 3 There is no gravity on the moon. 4 Why do you want to control the world? 5 Planets are large round objects that orbit the stars or the Sun/Sun or the stars. 6 Why don’t you leave me alone? 7 Everybody must go immediately to the spacebus park. 8 Somebody got into the control room. 9 Why have they changed the direction of the spaceship? 10 We are going in the wrong direction.

8 What’s happening? **WS 3 Pairs or individuals**
- Do this activity after Section 30.
- Put your students in pairs if you wish.
- The students fill in what happened at each place and time.
- If you want to extend this activity, use Route through the story on pages 3 and 4.

**Possible answers**
**At the spaceport**
You check in, say goodbye to your father and board the spacebus to go to the Spaceship Liberty.

**The laboratory on the spaceship**
Someone has broken into the laboratory and broken the equipment. Billy has been hit on the head. Thompson suspects you did it.

**Spaceship Liberty changes course**
Captain Rogers orders everyone to leave. You have an argument with a door and are left behind on the spaceship with Cindy and Thompson.

**The wormhole**
The spaceship is taken to the centre of the Galaxy.

Hotel Central
You meet Sandim. You are arrested by alien police. Sandim helps you escape.

Rolandia
Sandim wants to do business with Earth. You do not want to. You escape in his spaceship.

9 Rules of the planets **WS 3 Individual or pairs**
- This activity should be done after reading Section 36.
- Students read the jumbled list of rules for the planets Earth, Rolandia and the Federation of Superior Life Forms.
- Students match the rules to the correct planet by writing the correct numbers in the corresponding boxes. Some of the rules apply to more than one Planet.

**Answers**
Earth: 1 4 6 7 11 13  
Rolandia: 1 2 3 4 7 8 10 14  
Federation: 5 9 12

10 What is it for? **WS 4 Individual, then pairs**
- This activity should be done after reading Section 41 or at the end of the story.
- Ask students to look at the objects in the illustration.
- They should imagine that they have to explain to an alien what each object is for.
- When everyone has finished the activity, students can compare their answers in pairs.
- Pairs form into groups and choose the best definitions for each object.
- Class votes on the best definition from each group.

**Possible answers**
1 camera – a small machine for taking photos/pictures of people  
2 toaster – an electric machine for drying out pieces of bread to make toast  
3 toothbrush – an object for brushing/cleaning teeth  
4 hammer – a tool used for knocking nails into objects  
5 sharpener – an object with a blade, used for sharpening pencils  
6 hosepipe – an object used for watering plants or gardens  
7 kettle – an electric machine for boiling water  
8 hairdryer – an electric machine for drying wet hair  
9 matches – objects used for starting fires  
10 light bulb – an object connected to an electric wire to give light  
11 answer machine – an electric machine used for recording telephone messages  
12 microwave – an electric machine used for cooking or heating food quickly
Activities after reading the story

11 Match the sentence halves WS 4 Pairs or individual
- Ask students to match the sentence halves in the left and right columns to make sentences about people, places and things in the story.

Answers
1 g 2 a 3 f 4 i 5 e 6 h 7 c 8 j 9 k 10 l
11 b 12 d

12 Picture crossword WS 5 Individual
- Ask students to look at the pictures and complete the crossword using words from the story.

Answers
Across
1 screen 3 keyboard 4 towel 7 spaceship
8 alien
Down
2 robot 5 luggage 6 stairs

13 Write a song WS 5 Groups or pairs
- Students read the words of a song and complete the gaps with words from the box. To help them, encourage them to notice the rhyming lines in the verses (lines 1 and 3, lines 2 and 4), and to pick out the repetitive phrases (I wonder) and the chorus.
- When they have finished, students compare their answers with classmates.
- As an additional activity, you could get the students to write another verse, using ideas from the story. Groups compare verses and vote on the best one.

Answers
1 outer 2 wonder 3 living 4 share 5 beings
6 planet 7 place 8 Mars 9 air 10 way 11 One
12 sea 13 everyone 14 sun 15 Neptune

14 Play the game WS 6 Pairs or groups
- This activity should be done at the end of the story.
- Each pair or group will need a dice to throw and each player will need a token to move.
- Explain that some of the squares have questions and some have instructions to go forward or backward.
  If they answer the question correctly, they take the next turn as usual. If they cannot answer or answer wrongly, they must miss their next turn.
- When they land on a square with instructions to go forward or backward, they should do it immediately and follow any instructions on the new square, too.

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Answers
Numbers refer to squares:
1 The Milky Way.
4 Roberto.
6 Gloria Nakiełka.
10 To investigate the disappearance of Spaceship Orion.
12 The door.
16 Assistant Hotel Manager.
19 Any three of: Mercury, Venus, Earth, Mars,
  Jupiter, Saturn, Uranus, Neptune, Pluto.
20 Rolandians and Tregusules.
26 Two.
31 He dresses as a robot.
32 In the city centre.

Extended writing

15 Write a postcard from the Spaceship Liberty No WS Individual
- Ask students to write a postcard describing one of the following places:
  - Earth, as seen from the spaceship (Sections 7, 8 and 49)
  - The Hotel Central (Sections 24 and 41)
  - The planet Rolandia (Sections 36, 48 and 50)
  - Inside the Spaceship Liberty (Sections 49 and 66)
- Remind them that postcards are written in a style similar to those of a diary: abbreviations are used, and the personal pronouns I and we are often dropped, as well as articles.

16 An imaginary dialogue No WS Individual then groups
- This activity should be done after reading Section 6.
- Ask students to write an imaginary dialogue with another everyday, inanimate object, for example a desk, a schoolbag or a bicycle. They can use the dialogue in Section 6 as a model.
- When they have finished, ask students to read their dialogues (or selected lines from their dialogues, to make the activity more challenging) aloud in groups. Their classmates should try to guess which everyday object is ‘taking part’ in their dialogues.

17 Write a quiz No WS Pairs or groups
- Ask students to read the information in two or three of the following sections again. Ask them to write a set of ten multiple choice or one-word answer questions for another group: Sections 3, 8, 18, 19, 35, 46, 59.
After students have chosen the sections they are going to write questions about, they should tell another group which sections to read and try to remember.

When they have written their questions (and multiple choice options, if any) they should exchange quizzes with the other group.

When the groups have answered each other’s quizzes, ask them to hand them back so that they can be checked and their scores added up. Ask students to allocate one point for each correct answer, making a total of ten points.

Find out which group had the highest score.

Projects

18 Design a tourist brochure  No WS Whole class

If your class has enjoyed the novel, they may like to attempt to produce a brochure to promote a trip to the stars on Spaceship Liberty as a tourist destination. This project may be as simple or as ambitious as you feel your class can manage and will enjoy.

Have a class discussion about advertising/tourist brochures before the students begin to prepare their own. If you can find some examples to show them it would help. Make sure they know what the main constituents are, for example photos, illustrations, maps, graphs, blurb, hyperbole, slogans, personal recommendations from satisfied tourists etc.

Students work in groups or pairs. Explain to them that they are going to make a brochure to advertise a trip aboard Spaceship Liberty, with optional stops at the planets mentioned in the book.

Tell students where you will display the brochures when they are ready and give the students the dimensions you wish them to use. You may wish students to use a sheet of A4 paper, folded into three sections (see diagram).

Set a date for the brochures to be finished.

19 Make a film poster  No WS Groups, pairs or individual

Have a class discussion about film posters before the students begin to prepare their own. Make sure they mention the title, stars, photograph and the synopsis of the story (or caption).

Students think about the leading roles for the film (Garcia, Cindy, Sandim, Thompson, Captain Rogers) and the supporting roles. Ask them to think of captions to attract the public’s attention to the film, or to write a brief synopsis of the film for the purposes of the poster.

Students work in pairs, or groups if you wish. Explain that they are going to make a poster for the film A Trip to the Stars. Tell them that the posters will be displayed on the classroom walls, and give them the size dimensions (A3, or A4 may be more appropriate if space is a problem).

They might also like to choose the theme music for the film. You could have a class where you play extracts of students’ proposed music and discuss whether or not they are suitable choices for this type of film.
ACTIVITY 4 Tran Garcia’s diary
Do this activity after Section 10 and continue at the end of each section.

Imagine that you are Tran Garcia. Read the beginning of the first entry in his diary. Complete the diary entry for Section 10.

This morning I woke up and started making my breakfast. Roberto, the laziest robot in the world, was still in bed. Ever since I joined the Organisation for Robot Rights, he thinks he can go out every night! I watched the news on T.V. There was something about a missing spaceship - the police suspect pirates. Then there was something about football violence. I’m sick of all this violence. Why can’t people be nice to each other? When Roberto woke up he looked at the screen for my messages. There was a vacancy for a Sanitary Officer on board the Spaceship Liberty. So I applied for it...

Now use these notes as a model and write Garcia’s diary for the other sections in the book.

At the end of each section, work with a partner and discuss the main events that have happened. At the end of each section, use the diary to write notes about the main events.

ACTIVITY 5 At the spaceport
Do this activity after Section 61.

Look at the floor plan of the spaceport.

Match the definitions in the box with the places numbered 1–8 on the plan. Then compare your answers with a partner.

the place where you declare whether you have brought back goods from another country
the place where you show your boarding-pass before you board
the place where you buy magazines, sweets and drinks
the place where you collect your suitcases and bags when you land
the place where you show your passport
the place where you show your ticket and boarding-pass
the place where you wait just before you board
the place where flight times are displayed
Do these activities while you are reading the story, after the sections given.

ACTIVITY 6 Complete the advertisement
Do this activity after Section 19.

Read the advertisement for a trip to the Moon. The advertisement contains 10 gaps. Complete these gaps with words from the box.

atmosphere cook dark side eleven fifty message pick up sound weight wind

A trip to the Moon
Come and experience a different world!

Where else can you ...
... go to see the 1 ________ of the Moon?
... write a 2 ________ in the dust, with no 3 ________ to remove it for millions of years?
... ________ your companions and throw them up in the air?
... lose 5 ________ as quickly?
(A normal person weighs about 6 ________ kgs on the Moon!)
... play loud music and sing as loudly as you want?
(With no 7 ________ on the moon, 8 ________ will not travel.)
9 ... ________ your food without a cooker or a microwave oven?
The Moon is 10 ________ times smaller than the Earth. But a hundred times better.

ACTIVITY 7 Put the words in the correct order
Do this activity after Section 52.

The words in the sentences below are in the wrong order. Put them in the correct order. Then check your answers with a partner. Give yourself one point for each correct answer.

Add up your score at the end.
1 I can Where a buy drink?
2 you a Did journey good have?
3 on no There gravity is moon the.
4 the want world do control to you Why?
5 large are round that Planets objects stars the orbit or Sun the.
6 don’t Why leave you me alone?
7 the go must spacebus immediately Everybody park to.
8 room got Somebody into control the
9 the have changed they Why direction the of spaceship?
10 going We in direction the are wrong.
**ACTIVITY 8  What's happening?**

Do this activity after Section 30.

Each box on the chart represents a place at a certain time. Fill in what happened in that place at that time. The first one has been done for you.

![Chart with places and events]

**ACTIVITY 9  Rules of the planets**

Do this activity after Section 36.

Look at the list of rules for the planets Earth, Rolandia and the Federation of Superior Life Forms. The rules are mixed up. Write the numbers of the rules in the correct columns.

Remember, some of the rules apply to more than one Planet!

<table>
<thead>
<tr>
<th></th>
<th>Earth</th>
<th>Rolandia</th>
<th>Federation of Superior Life Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cities are noisy, bright and full of traffic and pollution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Everyone carries a gun.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Houses have no windows.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Many people go hunting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>No life form eats another life form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>People eat meat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>There are guns and machines of destruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>There are no speed restrictions for cars.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>There are three sexes on this planet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>There are two suns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>There is one sun in the Solar System.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Violence is banned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Violence is seen on T.V. and in videos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>You can go surfing on exploding stars.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 10  What is it for?

Look at the objects in the picture.

Now imagine that an alien is visiting you in your home. Explain what each object is used for:

(1) …………………………………………………………………………………………………………………
(2) …………………………………………………………………………………………………………………
(3) …………………………………………………………………………………………………………………
(4) …………………………………………………………………………………………………………………
(5) …………………………………………………………………………………………………………………
(6) …………………………………………………………………………………………………………………
(7) …………………………………………………………………………………………………………………
(8) …………………………………………………………………………………………………………………
(9) …………………………………………………………………………………………………………………
(10) …………………………………………………………………………………………………………………
(11) …………………………………………………………………………………………………………………
(12) …………………………………………………………………………………………………………………

Compare your definitions with your partner’s. Who wrote the clearest definitions?

ACTIVITY 11  Match the sentence halves

Match the sentence halves in the left and right columns to make sentences about people, places and things in the story.

1 Samdim is a small machine for taking pictures of people.
2 Tran Garcia Martin is the name of a hotel in the centre of the Galaxy.
3 Thompson is the name of a spaceship sent to search for another lost spaceship.
4 Rogers is the region of space around the Solar System.
5 Cindy is a robot on the spaceship.
6 Roberto is a detective.
7 Liberty is a citizen of Rolandia.
8 Orion is a domestic robot.
9 Rolandia is the captain of the spaceship.
10 Gloria Nakielska is the name of the missing spaceship.
11 The Central is a planet, not a member of the Federation of Superior Life Forms.
12 Oort Cloud is the Second Officer on the spaceship.
ACTIVITY 12  Picture crossword

Look at the pictures and complete the crossword. The words go across and down.

Clues
Across         Down

ACTIVITY 13  Write a song

Read the words of a song. Complete the gaps in the song with words from the box.
When you have finished, compare your answers with your partner(s).

Verse 1
I wonder if there's life in ☀………………………space.
I wonder if there are people ☁………………………there.
I wonder if the human race could ever really ☀………………………

Chorus
One world

Verse 2
Are we the only ☀………………………in space
who don't care about our ☁………………………?
I wonder if Earth would be a better ☁………………………,
if other life forms ran it?

Chorus
One world

Verse 3
I wonder what will happen one day,
if we don't look after the ☁………………………?
We can't go on in this careless ☁………………………,
if we want the Earth to share.

Chorus
"………………………world

Verse 4
So let's all try to save the sun,
the sky, the land and the ☁………………………
That way, each and ☁………………………
can work together to be.

Chorus
One world

Verse 5
The "………………………, the stars and the Moon
One world
Uranus, Saturn and ☀………………………

Chorus
"………………………
ACTIVITY 14 Play the game

You will need dice to throw and a token to move.
Some of the squares have questions and some have instructions to go backward or forward.
If you answer the question correctly, you can take your next turn as usual. If you cannot answer or answer wrongly, you must miss your next turn.
When you land on a square with instructions to go forward or backward, do it immediately and follow any instructions on the new square, too.

Do this activity at the end of the story.
KEY TO BOOK EXERCISES

A Comprehension

1.
2. Roberto.
3. To Oort Cloud.
4. He supervises the cleaning robots.
5. She is Second Officer on board the Spaceship Liberty.
6. He is a detective.
7. In the centre of the Galaxy.
8. The Federation Police send him back to Earth.
10. They want to help the world.

B Working with Language

1.
1. furthest
2. most
3. as
4. to
5. many
6. much

2.
The rocket engines make the spaceship move.
The Captain makes you work hard.
The robots make the spaceship dirty.
The pictures make the room look bigger.
The robots make the captain angry.
Thompson makes you answer his questions.

3.
1. T
2. F
3. F
4. F
5. T
6. F

A TRIP TO THE STARS
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THE RICHMOND READERS SERIES

The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in five levels from starter 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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