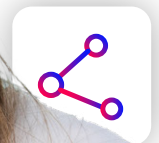
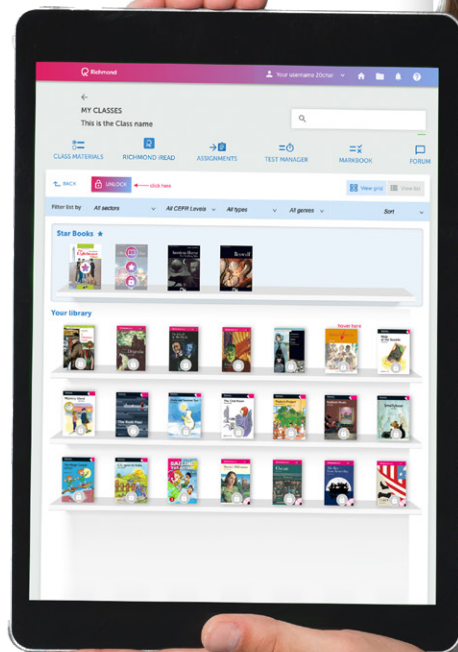


K-12

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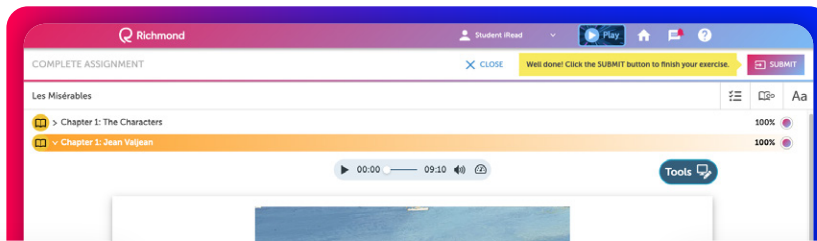
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Reading subskills

- Reading for the main idea
- Reading for detail
- Using pictures
- Guessing unknown words
- Understanding opinions and attitudes
- Understanding sequence
- Predicting
- Matching information
- Using existing knowledge
- Inferring



Enrich your learning experience

Every Reader has an accompanying audio recording, so students can listen as they read. It's the perfect way to enjoy personal learning and extensive reading for pleasure while improving vocabulary.



CHAPTER ONE Jean Valjean



One evening in October 1815, a man with a long beard and torn clothes walked into the town of Digne. He was in his late forties, of medium height and had a strong body. His face was tired and sunburnt, and he carried a large wooden stick. A heavy soldier's bag was on his back.

The townspeople, who had never seen him before, watched him with interest as he stopped at the fountain for some water. He then crossed the square and walked into an inn.

'What can I do for you, sir?' asked the innkeeper without looking at him.

'A meal and a bed,' said the stranger.

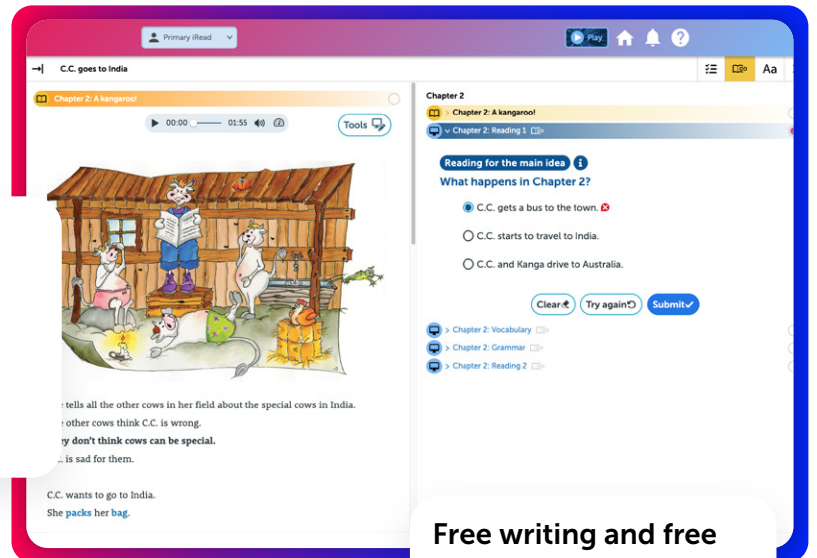
'Of course,' said the innkeeper, who turned and looked at him. The innkeeper saw his rough appearance and added, 'If you can pay for it.'

'I have money,' the stranger showed him an old leather purse.

'Show me your passport,' said the innkeeper.

The stranger took a yellow passport out of his pocket. As soon as the innkeeper saw the yellow passport, which was only given to ex-convicts, he exclaimed 'You can't stay here! You've just come out of prison. I don't want people like you here!'

The Reading activities also target key reading subskills such as Predicting and Reading for the main idea and so develop proficiency in core literacy skills.



Read with practice

Richmond iRead offers a wealth of interactive practice material based on each reader, which teachers can assign as they wish. These fun, diverse activities develop grammar, vocabulary, and the four skills, as well as key competences such as socio-emotional learning.



C.C. tells all the other cows in her field about the special cows in India.

Other cows think C.C. is wrong.

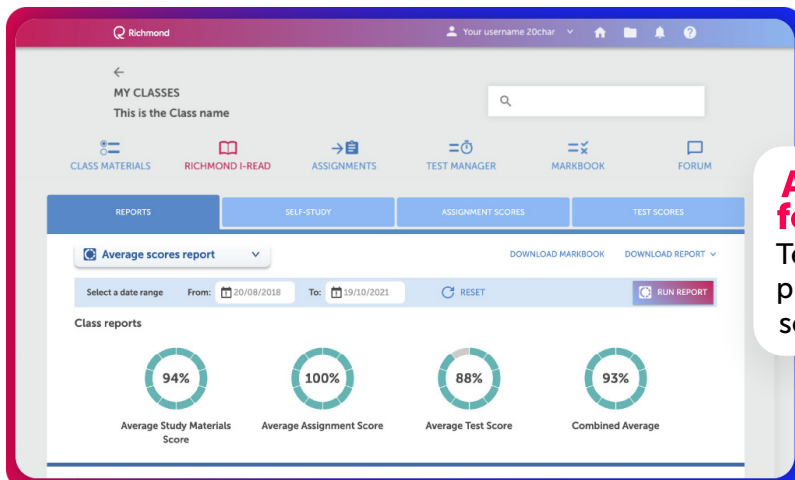
They don't think cows can be special.

C.C. is sad for them.

C.C. wants to go to India.

She packs her bag.

Free writing and free speaking also included.



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