

TEACHER'S NOTES BOOKLET

THE  
BOY FROM  
YESTERDAY

JOHN DAVAGE

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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)

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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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*The Boy from Yesterday* is set in a small village on the south coast of England. In this story, the boy from yesterday is a ghost from the past who discovered that his father was a smuggler. This discovery had tragic consequences for the boy, as Will and Pattie find out.

Smuggling is the illegal trade in goods. It involves goods which are either restricted in some way because they are dangerous, such as weapons and drugs, or goods which are taxed, such as tobacco and alcohol. Smuggling has gone on for hundreds

of years. In England, smuggling was common along the south and east coasts. In the past, in villages close to the English Channel, many people depended on smuggling to earn their living. Smugglers took their goods across the English Channel and hid them at secret locations along the coast, in caves near small beaches, for example. The goods were then distributed throughout the country.

People were afraid of smugglers as they often worked in armed gangs to defend themselves from the 'excise men' who tried to prevent their activities.

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# TO THE TEACHER

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Welcome to the Teacher's Notes for the Richmond Reader, *The Boy from Yesterday*. 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 - 14.

There are eight 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.

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 Chapter titles** No WS *Whole class, groups or pairs*

- Write the first chapter title, *Sea Bird Cottage*, on the board. Allow students time to read the title and think about its significance to the story. Encourage students to discuss the title and their predictions about the story with their classmates or partners.
- Then write the second chapter title, *A Telephone Call*, on the board, and ask students to make more predictions about the story. Continue until all the chapter titles have been discussed. Although the students will have various ideas about the plot, they will probably all have worked out that it is a ghost story, set in a seaside location (pre-teach smuggler).

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

- Ask students to look at Activity 2 on Worksheet 1 and to make predictions about the story based on the realia, artwork and text in the activity.

**3 Talk about the picture** No WS *Whole class, groups or pairs*

- Give students the book.
- Ask students to look at the picture on page 6.
- Ask questions about the story:
  - How old are the children?
  - Are they brother and sister?
  - How do you know?
  - Who is the woman in the cottage?
  - Who are the people in the car?
  - Where have they come from?
  - What time of day is it?
  - Would you like to live in this place?
  - Why/Why not?

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

- Ask students to discuss their favourite kind of holiday. Do they like to stay in a hotel, a cottage, a tent or a caravan? Do they like holidays at the seaside, in a city, or in the mountains? What do they like to do on holiday? What kind of weather do they like?

## Activities while reading the story

**5 What was the weather like?** WS 2 *Pairs or individual*

- Start at the beginning of the story and continue until the end.
- Draw students' attention to the fact that the weather and its consequences play an important part in the story. Ask students to use the calendar to complete the notes about the weather and landscape for each day or part of a day. They should look carefully for any references to the colour of the sky or the sea – the pictures will give them ideas as well. Students should note the time of day and fill in the blanks with words and phrases to describe the weather and the landscape, as in the example.

### Answers

- Day 1 *grey sea*
- Day 2 *rain, cold, wet*
- Day 3 *rain, cold, wet*
- Day 4 *At five o'clock in the morning: raining hard - strong wind - branch of tree hits window - big pools of water all over garden*
- *At six o'clock in the morning: raining again*
- *Later that morning: rain still very heavy - big*

- pools of water to get across garden - water in stream very high - water nearly on the road
- At the shop: wet, cold, wet clothes - road like river of rainwater
  - On the way home: wind much stronger - difficult to walk - stream much bigger - water moving very fast from stream into road - some of the road breaking - water making holes in the road - wind moving trees overhead - difficult to see road because of heavy rain - water running into the holes in the road
  - Will falls into the hole: very cold - feet and trousers wet - rain and stream water coming into the hole
  - Day 5 sunny, weather much better

### 6 True or false? WS 2 Pairs or individual

- Start this activity at the beginning of the story, then continue until the end.
- Tell the students to look at the sentences about Sea Bird Cottage. They should write T (true) or F (false) next to each sentence.

#### Answers

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

### 7 Complete the postcard WS 3 Individual

- Set this task after reading page 9.
- Tell the students to imagine that they are Pattie and Will. They should complete the postcard to their friend about their holiday so far. Accept any logical answers.

### 8 Discussion No WS Groups or pairs

- Ask students to work in small groups of three or four, or in pairs.
- Encourage the students to think of ways they could still enjoy a holiday at Sea Bird Cottage in the rain. Then ask them to work together to agree a list of five things they could do. Ask groups to share their ideas with the class.

### 9 Describe Will WS 3 Individual

- Set this task after reading page 22.
- Ask students to match the adjectives describing Will at different times in the story.

#### Answers

1 sympathetic 2 helpful 3 excited  
4 curious 5 bored 6 worried 7 nervous  
8 uncomfortable 9 brave 10 calm

### 10 Order the events WS 4 Individual

- Set this task after reading Chapter 5.
- The sentences about the events up to Chapter 5 are in the wrong order. Ask students to put the sentences in the correct order.

#### Answers

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

### 11 Write the newspaper report WS 4 Individual

- Set this task after reading about Dan Fenton (Chapter 6, page 24).
- Ask students to complete the report which appeared in the village newspaper in the year 1887 about the death of Dan Fenton. (They need not use the exact words from the story; accept any correct version.)

#### Suggested answers (in italics)

Dan Fenton was always curious about his father's work. His father, George Fenton, often went out late at *night*. Dan asked him why, but his father got *angry*, so Dan stopped asking questions.

But one night, Dan *followed* his father and a few other *smugglers* down to the beach. He secretly watched George and the other men carry *brandy* from a *boat*, and across the beach. It was a very *windy* night. It was difficult for the smugglers to get the brandy to the *tunnel* under the cliff. The tunnel went under Sea Bird House, and on to the *cellar* of an inn in the *village*.

Dan waited five *minutes* after the smugglers went into the tunnel. Then he followed them. But the ground above the tunnel was very *wet* and heavy after weeks of *rain*. He walked for about three or four hundred metres, and then the ground *fell* in on top of him. The smugglers heard the ground fall into the tunnel. So they had to make a *new* tunnel. The next morning, George noticed that Dan was not in his *bed*. He went to look for him on the *beach*. Then he and some other men looked in the village, on the *cliffs* and all along the beach.

Then George remembered Dan's curious *questions*. He thought about the *tunnel*. And he knew Dan was in the tunnel.

It was *impossible* to get Dan out. They *shut* the tunnel up, and no one will ever go there again.

**Activities after reading the story****12 Crossword puzzle** WS 5 *Individual*

- Ask students to use words from the story to complete the crossword puzzle. They may want to refer to the story if necessary.

**Answers**

*Across* 1 twins 2 brandy 4 smuggler 6 cliffs  
8 cellar 9 cinema 10 stream 11 cottage 13 writer  
14 ghost

*Down* 1 tunnel 3 branch 4 secret 5 grandmother 7  
village 11 coat 12 beach

**13 Complete the dialogue** WS 6 *Pairs or individual*

- Tell the students to imagine that they are Mrs Dale and Mrs Burns, talking together after the Dales have arrived at the cottage. Ask them to complete their conversation.

**Suggested answers**

1 week/holiday/rest 2 tell 3 serious/worried/  
afraid/scared/unhappy 4 people/guests/  
holidaymakers/visitors/anyone /strangers  
5 bad/wet/windy/rainy 6 night/ day  
7 died/disappeared 8 a hundred 9 tunnel  
10 followed 11 men/smugglers/ friends/  
people 12 brandy/contraband/bottles/ things  
13 beach/cliffs 14 cottage/house/place/build-  
ing 15 telling 16 body 17 ground/ earth/  
tunnel/roof 18 ghost/spirit/body  
19 windy/cold 20 ghost/spirit 21 noise/  
sound 22 rain/trees 23 twins/children/others  
24 scared/afraid/worried/unhappy 25 secret

**14 Group the words** WS 6 *Pairs or individual*

- Tell students to write the words from the box under one or more of the three headings, according to their association with the headings. Some words can belong to more than one group. As long as students can justify their choice, accept different answers from the suggested answers given below.

**Suggested answers**

The Sea: grey, cliffs, tunnel, boat, beach

The Village: small, shops, postcards, pictures,  
vegetables, food, books

The Cottage: garden, ghost, books, stairs, trees,  
small, dark, tunnel, cellar

**Extended writing****15 A class story** WS 7 *Groups*

- Tell students that they are going to write another ghost story featuring Pattie and Will.
- Divide the class into groups of four students. Tell them to look at the chart on Worksheet 7. Each student in the group will write the first paragraph of a story on a large sheet of paper, using any of the elements in Box 1. They may use one or more of the elements as they wish. Then the students pass their papers to the person on their right. That student reads the beginning of the story and then writes the second paragraph, using one or more elements from the second box. Continue until all the boxes have been used, and if students want to continue the story, go back to Box 1 and start again. Stop the activity when you think it is appropriate. Ask students to read their groups' stories to the class. If students have not had time to write a conclusion paragraph for their stories, they can read them out to the class and ask the class to supply ideas for endings.

**16 Write an advertisement** WS 8 *Pairs or individual*

- Tell students to read the advertisements for holiday cottages in Britain. Ask them which holiday cottage they would choose and why. Then ask them to write an advertisement for Sea Bird Cottage. They should do this in stages:  
1 brainstorm all the words used in the story to describe the cottage  
2 brainstorm all the descriptions of the garden, stream, nearby houses and village and the sea  
3 ask students to think about why the Dales chose the cottage (it is quiet - Mrs Dale needs to write her book, it is near the sea and the village, it is not too expensive, etc.) They should try to include these factors in their advertisement.
- Encourage students to use magazine pictures or illustrations to decorate their advertisements. When all the advertisements are finished, ask students to display them on the walls of the classroom for their classmates to read.

**Do this activity before reading the story.**

There is no Activity 1 on the worksheet.

**ACTIVITY 2 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 and where do they meet each other? What kind of things happen in the story?





# COTTAGE HOLIDAYS

## BOOKING FORM

**1. APPLICANT'S DETAILS**

Name Mr/Mrs/Miss <i>Barbara Dale</i>		Names of children	
Occupation		<i>Pattie Dale</i>	
		<i>Will Dale</i>	
Total number of adults	Total number of children	Pets (max 2)	

**2. PROPERTY REQUIRED**

Cottage Name	Date	Duration of stay
<i>Sea Bird Cottage</i>	<i>14th September</i>	<i>One week</i>

There are no Activities 3 and 4 on the worksheet.

Do these activities while reading the story.

### ACTIVITY 5 What was the weather like?

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

The weather and its consequences play an important part in the story. Use the calendar to write down the way the weather and landscape is described for each day or part of a day. Look carefully for any references to the colour of the sky or the sea. The pictures will give you ideas as well. Note the time of day, and the words and phrases used to describe the weather and the landscape, as in the example.

Day 1 grey sea

Day 2 rain, cold, wet

Day 3 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Day 4 At five o'clock in the morning: \_\_\_\_\_ hard - strong \_\_\_\_\_ - \_\_\_\_\_ of tree hits window - big \_\_\_\_\_ of \_\_\_\_\_ all over garden

At six o'clock in the morning: \_\_\_\_\_ again

Later that morning: rain still very \_\_\_\_\_ - big \_\_\_\_\_ of \_\_\_\_\_ to get across garden - water in \_\_\_\_\_ very high - water nearly on the \_\_\_\_\_

At the shop: wet, cold, \_\_\_\_\_ clothes - road like \_\_\_\_\_ of rainwater

On the way home: \_\_\_\_\_ much stronger - difficult to \_\_\_\_\_ - stream much \_\_\_\_\_ - water moving very \_\_\_\_\_ from stream into road - some of the road \_\_\_\_\_ - water making \_\_\_\_\_ in the road - wind moving \_\_\_\_\_ overhead - difficult to see \_\_\_\_\_ because of heavy rain - water \_\_\_\_\_ into the holes in the road

Will falls into the hole: very \_\_\_\_\_ - feet and trousers \_\_\_\_\_ - \_\_\_\_\_ and stream - water coming into the hole

Day 5 \_\_\_\_\_, weather much \_\_\_\_\_

### ACTIVITY 6 True or false?

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

Read the sentences about Sea Bird Cottage and write T or F (true or false) next to each one.

- 1 Sea Bird Cottage is near the sea.
- 2 The rooms are large and bright.
- 3 There is no TV.
- 4 The cottage belongs to Mr Webb.
- 5 There is a cellar under the cottage.
- 6 You can see the sea from all the rooms.
- 7 It is near the village and the sea.
- 8 It is in front of a house called Sea Bird House.
- 9 Pattie has her own bedroom.
- 10 There are no trees near the windows.

**Do these activities after reading the parts given.**

**ACTIVITY 7 Complete the postcard**

Do this activity after reading page 9.

Imagine that you are Pattie and Will. Complete the postcard to your friend about your holiday so far.

Dear Sam,

Well, here we are at Sea Bird Cottage. We can see the sea from \_\_\_\_\_'s room, but the \_\_\_\_\_ is awful – it \_\_\_\_\_ every day. Yesterday we went for a \_\_\_\_\_ on the \_\_\_\_\_ and along the \_\_\_\_\_ but we came back \_\_\_\_\_ and \_\_\_\_\_. We watch \_\_\_\_\_ and read \_\_\_\_\_. There is no \_\_\_\_\_ here either. So it's quite \_\_\_\_\_! Mum \_\_\_\_\_ – she brought her \_\_\_\_\_ with her. We are staying here for a \_\_\_\_\_. Hope the weather gets \_\_\_\_\_ soon!

Love Pattie and Will

There is no Activity 8 on the worksheet.

**ACTIVITY 9 Describe Will**

Do this activity after reading page 22.

Match the adjectives describing Will to the different times in the story.

calm worried brave helpful nervous sympathetic bored uncomfortable excited curious

- 1 'You work too hard!' Will said, quickly. 'You need a good holiday.' (page 5)
- 2 'And we can make the beds, and ...' Will began to say. (page 7)
- 3 'I can see the sea!' he shouted. (page 8)
- 4 'What's the matter?' Will said. (page 9)
- 5 'It's not a very exciting village, and there's no cinema here.' (page 9)
- 6 'Do you think she's going to die?' (page 11)
- 7 Will could not go to sleep after that. (page 12)
- 8 His feet and trousers were wet. (page 20)
- 9 'Think about something different,' he said. (page 20)
- 10 Pattie looked at him. There was something strange about him. (page 22)

Do these activities after reading the parts given.

### ACTIVITY 10 Order the events

Do this activity after reading Chapter 5.

The sentences about the events up to Chapter 5 are in the wrong order. Put the sentences in the correct order.

- 1 Pattie and Mrs Burns found Dan in the road.
- 2 Will and Pattie went to the village shops.
- 3 The ghost of Dan Fenton helped Will.
- 4 Will and Pattie heard noises under the cottage.
- 5 Mrs Dale, Pattie and Will arrived at the cottage.
- 6 Pattie ran to Mrs Burns for help.
- 7 Mrs Burns told Mrs Dale a secret.
- 8 Will fell into a hole in the ground.
- 9 Mrs Burns told Pattie and Will 'the secret'.
- 10 Mrs Dale's mother went to hospital.

### ACTIVITY 11 Write the newspaper report

Set this task after reading about Dan Fenton (Chapter 6, page 24).

Read and complete the report which appeared in the village newspaper in the year 1887 about the death of Dan Fenton.

Dan Fenton was always curious about his father's work. His father, George Fenton, often went out late at \_\_\_\_\_. Dan asked him why, but his father got \_\_\_\_\_, so Dan stopped asking questions.

But one night, Dan \_\_\_\_\_ his father and a few other \_\_\_\_\_ down to the beach. He secretly watched George and the other men carry \_\_\_\_\_ from a \_\_\_\_\_, and across the beach. It was a very \_\_\_\_\_ night. It was difficult for the smugglers to get the brandy to the \_\_\_\_\_ under the cliff. The tunnel went under Sea Bird House, and on to the \_\_\_\_\_ of an inn in the \_\_\_\_\_.

Dan waited five \_\_\_\_\_ after the smugglers went into the tunnel. Then he followed them. But the ground above the tunnel was very \_\_\_\_\_ and heavy after weeks of \_\_\_\_\_. He walked for about three or four hundred metres, and then the ground \_\_\_\_\_ in on top of him.

The smugglers heard the ground fall into the tunnel. So they had to make a \_\_\_\_\_ tunnel. The next morning, George noticed that Dan was not in his \_\_\_\_\_. He went to look for him on the \_\_\_\_\_. Then he and some other men looked in the village, on the \_\_\_\_\_ and all along the beach. Then George remembered Dan's curious \_\_\_\_\_. He thought about the \_\_\_\_\_. And he knew Dan was in the tunnel.

It was \_\_\_\_\_ to get Dan out. They \_\_\_\_\_ the tunnel up, and no one will ever go there again.

*Do this activity after reading the story.*

**ACTIVITY 12 Crossword puzzle**

Use words from the story to complete the crossword puzzle. You may want to refer to the story if necessary.

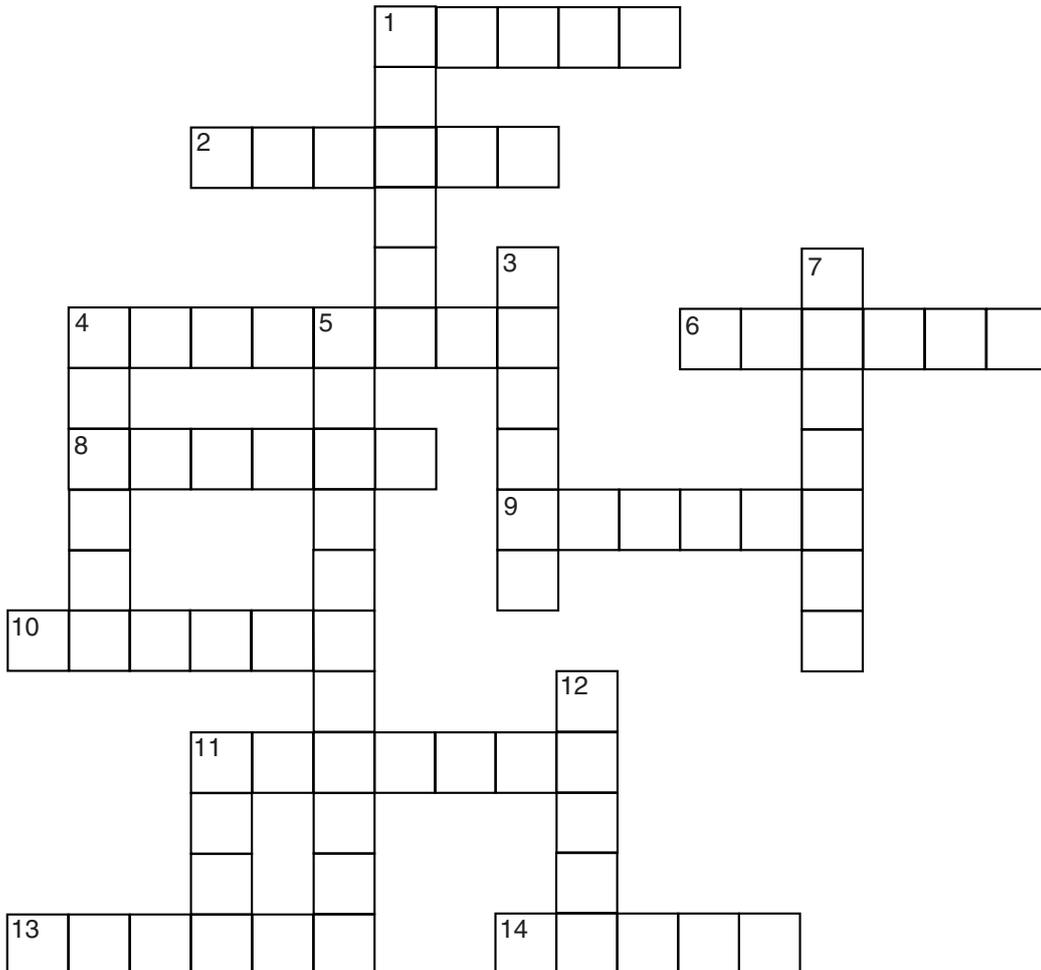
**Clues**

*Across*

- 1 Will and Pattie are \_\_\_\_\_. They are 15 years old.
- 2 The men were carrying \_\_\_\_\_ from the boat.
- 4 George Fenton was a \_\_\_\_\_.
- 6 Pattie and Will went for walks along the beach and the \_\_\_\_\_.
- 8 They couldn't find a door to a \_\_\_\_\_ under the cottage.
- 9 The nearest \_\_\_\_\_ was in the next town.
- 10 Water from the \_\_\_\_\_ was running into the road.
- 11 Sea Bird was the name of the \_\_\_\_\_.
- 13 Mrs Dale was a \_\_\_\_\_.
- 14 The \_\_\_\_\_ of Dan Fenton helped Will.

*Down*

- 1 The \_\_\_\_\_ ran under the cliffs, under the cottage, to an inn in the village.
- 3 The wind blew a \_\_\_\_\_ of a tree against Will's window.
- 4 Mrs Burns told Mrs Dale a \_\_\_\_\_.
- 5 Will and Pattie's \_\_\_\_\_ was ill in hospital.
- 7 They went to the shops in the \_\_\_\_\_ to buy food.
- 11 They saw a boy in the garden. He wasn't wearing a \_\_\_\_\_, even in the rain.
- 12 The smugglers carried the contraband from the \_\_\_\_\_ to a tunnel in the cliffs.



Do these activities after reading the story.

### ACTIVITY 13 Complete the dialogue

Imagine that you are Mrs Dale and Mrs Burns talking together after the Dales have arrived at the cottage. Complete the conversation.

MRS DALE Well, thank you, Mrs Burns. I'm sure we are going to have a lovely  
(1) \_\_\_\_\_.

MRS BURNS Oh, Mrs Dale. I've got something to  
(2) \_\_\_\_\_ you.

MRS DALE What is it? You look (3) \_\_\_\_\_.

MRS BURNS I don't usually tell (4) \_\_\_\_\_, but the weather is so (5) \_\_\_\_\_ now...

MRS DALE Why is the weather important?

MRS BURNS Well, the weather was the same on the  
(6) \_\_\_\_\_ Dan Fenton  
(7) \_\_\_\_\_.

MRS DALE Who is Dan Fenton?

MRS BURNS About (8) \_\_\_\_\_ years ago, a boy called Dan Fenton died in a  
(9) \_\_\_\_\_.

MRS DALE How awful! How did he get into the tunnel?

MRS BURNS He (10) \_\_\_\_\_ his father and a few other (11) \_\_\_\_\_. They were carrying  
(12) \_\_\_\_\_ to an inn in the village. They used a tunnel from the  
(13) \_\_\_\_\_. The tunnel went under this (14) \_\_\_\_\_.

MRS DALE That's a very sad story. But why are you  
(15) \_\_\_\_\_ me?

MRS BURNS Because it was impossible to get Dan's  
(16) \_\_\_\_\_ out of the tunnel. The  
(17) \_\_\_\_\_ fell in on top of him, you see. The tunnel was shut up after that. But some people say Dan's (18) \_\_\_\_\_ still walks around here on  
(19) \_\_\_\_\_ and rainy nights.

MRS DALE So there is a (20) \_\_\_\_\_ at Sea Bird Cottage?

MRS BURNS Yes. You might hear a (21) \_\_\_\_\_ under the cottage sometimes. But it isn't the wind or the (22) \_\_\_\_\_. It's Dan.

MRS DALE Oh, dear. I won't tell the  
(23) \_\_\_\_\_. They might be  
(24) \_\_\_\_\_.

MRS BURNS Yes, you're right. I think it should be a  
(25) \_\_\_\_\_. Well, goodbye, Mrs Dale.

MRS DALE Goodbye...

### ACTIVITY 14 Group the words

Look at the words in the box. Write them under the following headings (you can write some words under more than one heading):

The Sea	The Village	The Cottage

cellar vegetables tunnel beach pictures  
cliffs boat postcards grey food small  
dark shops trees stairs garden books  
ghost

*Do these activities after reading the story.*

**ACTIVITY 15 A class story**

You are going to write another ghost story about Pattie and Will.

Work in groups of four students. Look at the boxes. Each student in the group writes the first paragraph of a story on a large sheet of paper, using any of the words in Box 1. You may use one or more of the words as you wish. Then pass your papers to the person on your right. That student reads the beginning of the story and then writes the second paragraph, using one or more words from the second box. Continue until all the boxes are used. If you want to continue the story, go back to Box 1 and start again. When the teacher asks you to stop the activity, read your group's story to the class. Ask the class to suggest ideas for endings for the stories, if there isn't time for you to write one.

**Box 1** castle cottage  
hotel inn campsite hostel  
caravan

**Box 5** cellar tunnel  
garden hole cliffs beach  
tree sand water

**Box 9** cave tree boat  
wall garden gate  
window door box road

**Box 2** forest sea village  
city river stream  
mountains desert jungle  
beach

**Box 6** noise face body  
hand black coat white  
gloves hat eyes voice

**Box 10** light car bell  
voice noise sound music  
wind rain animal whisper

**Box 3** rainy windy sunny  
storm beach trees water  
cloudy thunder lightning

**Box 7** shouted cried ran  
helped opened closed  
hit touched pushed

**Box 11** cold warm loud  
soft wet dry ugly  
beautiful scared calm  
worried happy

**Box 4** computer  
TV book postcard stamp  
umbrella boots sunhat

**Box 8** behind inside out-  
side in front of next to  
opposite across under  
above

**Box 12** sleeping dreaming  
reading walking talking  
joking laughing crying  
playing

Do these activities after reading the story.

### ACTIVITY 16 Write an advertisement

Look at the advertisements for holiday cottages in Britain. Which one would you choose? Why?

#### **CLIFFTOPS, Porthleven, Cornwall**

Magnificent house on high cliffs above harbour. Lots of interesting things to see from the front windows in living room - boats, surfers, swimmers. Three pretty bedrooms, large and light.

Modern kitchen and bathroom. Cellar. TV, video. Quiet, ideal for restful holiday. Small garden. 15 minutes' walk down steps to the beach and the village. Shops, restaurants and cinema in the village. Available for one or two weeks only.

**Tel. 01326 543 671**

#### **Beach House, Penzance, Cornwall**

Modern family house on beach in this busy, exciting resort. Five bedrooms, large living room and kitchen, bathroom and shower. Games room with Sky TV in cellar. Shared garden with two other family houses nearby. Tennis court and swimming pool. 5 minutes from windsurfing and sailing clubs on beach. 10 minutes to town centre, with shops, discos, restaurants, supermarkets, etc. Ideal for family with teenagers or young children.

**Tel. 01326 677 452**

#### **Secret Cottage, Helford River, Cornwall**

The name of this cottage describes it exactly. River about 20 minutes from the sea. No village nearby. Quiet, restful. No neighbours. Large garden with trees, close to stream, wild birds. Two bedrooms, small but clean and light. Living room and kitchen downstairs. Outside bathroom. No electricity, so no TV! Ideal for writer, artist or anyone who wants to be alone. *Tel. 01326 545 687.*

Now write an advertisement, using the models above, for Sea Bird Cottage.

Plan your writing as follows:

- 1 Think about all the words used in the story to describe the cottage (What does it look like? Where is it? What is near it? What furniture is in the cottage? What activities can you do around the cottage? etc.).
- 2 Think about the reasons Mrs Dale chose the cottage (it is quiet, near the sea and the village, it isn't too expensive, etc.).
- 3 Use pictures from magazines or decorate your advertisement with illustrations, if you like.
- 4 Write your advertisement on a sheet of paper.
- 5 Display your advertisement on the classroom wall for the rest of the class to read.

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# KEY TO BOOK EXERCISES

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## A Comprehension

### Chapter 1

- 1 Mrs Dale
- 2 Mr Webb
- 3 Mrs Burns

### Chapters 2 and 3

- 1 Will
- 2 Mrs Dale
- 3 Pattie
- 4 Will
- 5 Pattie
- 6 Mrs Dale
- 7 Will

### Chapters 4 and 5

- 1 A picture of Sea Bird House.
- 2 Because George Fenton, the smuggler, lived there.
- 3 Because water is coming into the hole.
- 4 Mrs Burns.
- 5 To see his parents.
- 6 George Fenton's son.

### Chapter 6

- 1 T
- 2 T
- 3 F - he was sixteen years old.

## B Working with Language

- 1.1 Pattie got out of bed and went across to her bedroom window.
  - 1.2 There was a stream next to the road, about twenty metres from the cottage.
  - 1.3 The rooms were small and dark but everything was clean.
  - 1.4 Some people call it 'the smuggler's house' because George Fenton, the smuggler, lived there.
- 2 building: shop, house, cottage, inn  
 weather: windy, rain, cloud, sun  
 family: twin, husband, grandmother, mother

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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
- 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.

The Teacher's Notes Booklets are a unique feature of the Richmond Readers Series. Each reader has an accompanying booklet with photocopiable worksheets, background notes for the teacher and ideas for additional activities, discussion work and project material.

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## **Richmond Readers offer the student**

Well-written stories in a variety of styles which guarantee an enjoyable reading experience.

Language which is carefully graded to ensure that the Readers will be within the appropriate language level.

Background information, glossaries and comprehension exercises to encourage student autonomy.

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Richmond Publishing  
58 St Aldates  
Oxford OX1 1ST  
United Kingdom

© Richmond Publishing 1997  
First published 1997  
Revised: 2010  
EAN: 8431300107991

Design: Giles Davies Design  
Illustrations: Philip Bannister

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