

TEACHER'S NOTES BOOKLET

CRAIGEN CASTLE
MYSTERY

ROD SMITH

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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

Author's note

This story takes place on an island in north-west Scotland. It is not a real island, but there are many similar islands in the area. In winter the weather can be very cold, but the sea is relatively warm. This is because of the Gulf Stream, a warm ocean current which goes from the Gulf of Mexico up the Atlantic coast of North America and north-eastwards towards Scotland. For this reason it is possible to grow tropical plants on these Scottish islands.

Mystery stories

Mystery stories always have some of these ingredients:

- a death, usually a murder (or two, or more)
- a murderer (or two, or more)
- a solitary place cut off from the rest of the world, e.g. a large country house or castle, a train, a ship, etc.
- a small number of characters which does not change during the story
- a secret that is discovered during the story
- a detective or a person who discovers the truth
- ghost(s)
- a very dangerous place where people have died
- servants

This kind of story has grown from the “Gothic Novels” of the 1700s and 1800s. These stories were full of ghosts and horror, secrets and crimes. They often happened in empty castles or abbeys. *Frankenstein* and *Dracula* are Gothic stories.

Later writers of stories with Gothic characteristics are Edgar Allan Poe (*The Pit and the Pendulum*, for example), Robert Louis Stevenson (*Dr Jekyll and Mr Hyde*, for example) and Agatha Christie (*Death on the Nile*, for example).

Scottish landscape and geography

In the north-west of Scotland there are lots of rocky islands. Most of the islands have high mountains and very few trees. The towns are small and the villages can be just two or three houses. The people have sheep and cattle. They grow oats and potatoes. They make the famous Scottish “tweeds” from sheep’s wool. They make whisky and they also catch fish.

In the summer, tourists come to enjoy the quiet. They walk in the mountains and fish from the beaches and in the rivers. They visit the castles, some of which have famous gardens. When the weather is good, the views of mountains and sea are spectacular.

The capital city of Scotland is Edinburgh, in the south-east of the country. But the largest city in Scotland is Glasgow, in the south-west. Glasgow is on a large river and is a great port, an industrial city and a centre of learning. It has an international airport and many hotels. Both cities are more than 200 kilometres from the islands in the story.

The Lairds and their castles

Many of the islands in the north-west of Scotland where this story takes place are in a group called the Hebrides. These islands belonged to the Norsemen from Norway from about 750 AD to 1266 AD. Then the Scottish barons, called lairds or lords, took them back from the Norsemen. The real lairds in the Hebrides are the MacLeods, the MacDougalls and the MacDonalds.

The title of Laird went from father to son. The lairds often fought each other. The king was a long way away in Edinburgh and he could not stop them fighting. The castles usually had a central tower and a strong outside wall with a great gate in it. Inside there was enough space for all the people of the village or town to stay. They could all come into the castle when another laird attacked. Sometimes the castles were built on a small island or at the top of high rocks. This made them easier to defend. Some of the castles you can see now in Scotland are 800 years old or more.

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Craigen Castle Mystery*. 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 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 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.

I Books and words WS I *Whole class, then pairs or individuals*

- Ask your students what kinds of stories or films they like: adventure stories, romantic novels, science fiction stories, mystery stories, biographies, and so on.
- Hand out Worksheet 1. Draw their attention to the instructions and make sure they understand them.
- Put your class in pairs if you wish, or have them work individually. Give a fairly short time limit.
- While they are working, draw the tables from the worksheet on the board. Leave them empty.
- When they have finished, ask one or two students to complete the lists on the board with suggestions from the whole class. Discuss meanings and reasons for putting the words in the lists chosen. There are no correct answers. Any of the words could appear in either of the kinds of story, but some are more likely to appear in one or the other. For instance *beautiful*, *eyes*, *love*, *laugh* are more likely to appear in a romance and *die*, *midnight*, *afraid*, *kill*, *police* are more likely to appear in a mystery.

2 What is a mystery story? No WS *Whole class or pairs*

- Tell the class they are going to read a mystery story.
- Ask your students if they have read or seen films of any famous mystery stories. Have they read or seen any Agatha Christie or Arthur Conan Doyle (Sherlock Holmes) stories?
- Elicit the essential features of a mystery story from the whole class and list them on the board. Some of the words may be new to your students.
- The features are listed in the Background Information on the previous page.
- Ask your students to note down the meanings of any words they did not know.

3 Look at the book No WS *Whole class*

- Give Students the book.
- If you did Activity 1, ask your students to draw any parallels between the cover and your discussions concerning mystery stories.
- If you did not do Activity 1, use the cover to discuss the possibilities of the story. Ask your students what they see and how the picture makes them feel. Bring in any features of mystery stories listed in the Background Information.

Activities while reading the story

4 Look at the map No WS *Whole class and then pairs*

- Open the book to the pages with the map (pages iv and v).
- Discuss the meaning of any words or symbols that the students do not recognise. Explain that the word *grounds* means all the land and gardens around the castle.
- Write the questions, *Which part of the castle would you like to visit?* and *Why?* on the board.
- Ask your students to discuss these in pairs.
- Then ask each pair to answer the questions briefly to the whole class. Which is the favourite location? Is it one of the chapter titles?
- Draw students' attention to the fact that most of the chapter titles are places on the map.

5 Talk about the picture WS 1 *Whole class or pairs*

- Hand out Worksheet 1.
- Ask your students to look carefully at the picture and to decide where it is on the map on pages iv and v. You may prefer to work with the students as a complete class or to ask them to work in pairs and to report their answers at the end of the activity.
- Explain that they are going to work through the questions to the left of the picture. Tell them that most of the questions do not have correct or incorrect answers. They are a matter of opinion.
- You may wish to set a time limit if the students are working in pairs.

6 Hotel arrangements WS 2 *Pairs*

- This activity should be done after reading Chapter 1.
- Explain to your students that Alan went to a travel agent to make the hotel arrangements for their holiday in Onach. One student in each pair is the travel agent and will ask the questions and fill in the reservation. The other is Alan, who will discuss his needs and answer the questions.
- Read through the instructions with the class to check understanding. Set a time limit if necessary.

7 The guide book WS 3 *Pairs or individuals*

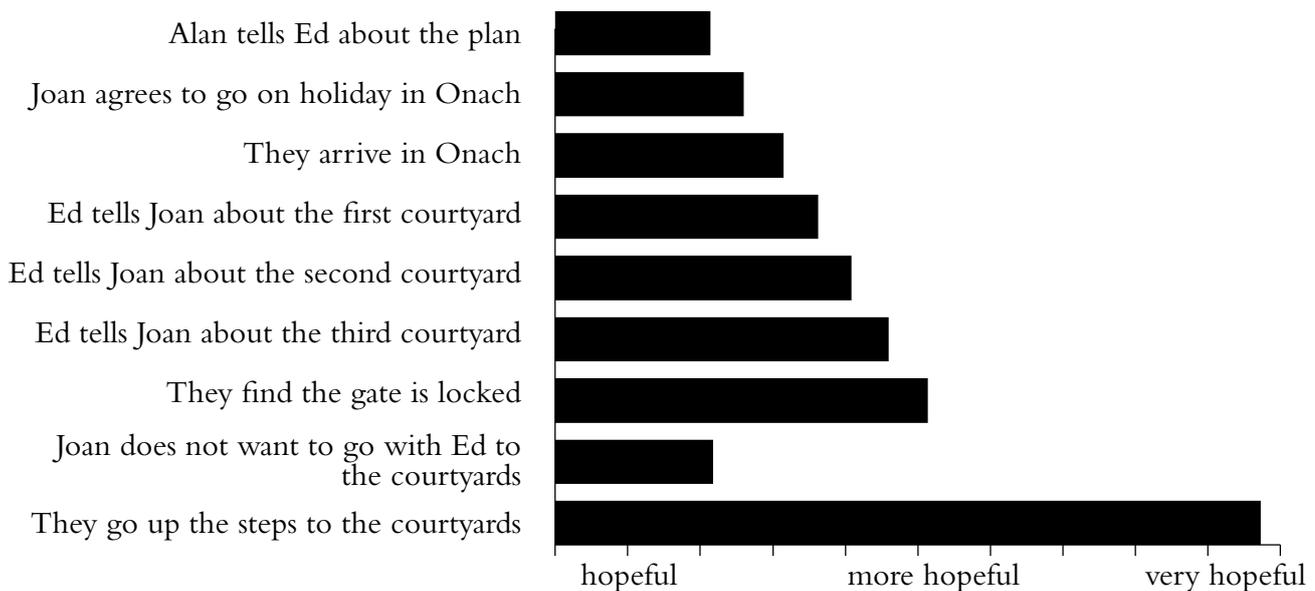
- This activity should be done after reading Chapter 2.
- Explain to your students that the page shown on Worksheet 3 is the title page of the guide book to the Castle. There are eight words missing.
- Arrange your students in pairs if you wish.
- Ask your students to fill in the eight missing words. They can look at Chapter 2 if they need to.
- Set a time limit if necessary.
- When the students have finished, check through their findings and make sure that they have the correct spelling of the words.

Answers

- | | |
|--------------|------------------------|
| 1 Castle | 5 Bride |
| 2 Lord | 6 son/little boy/child |
| 3 courtyards | 7 gardens/plants |
| 4 Fountain | 8 tower |

8 Edward Sutton's hope WS 3 *Individuals or pairs*

- This activity should be done after reading Chapter 3.
- Ask your students to imagine themselves in the place of Edward Sutton. Discuss his feelings towards Joan and what he may be hoping to do.
- Ask your students to look at Worksheet 3 and to make a bar graph of Edward Sutton's feelings of hope at the points in the story as listed. The end product will probably look something like this.



9 What the owl saw WS 4 *Pairs then whole class*

- This activity should be done after reading Chapter 4.
- On page 27 an owl calls. Ask your students to imagine that they are the owl flying over the castle. Read through the instructions with them before they start.
- While they are working, draw the plan of the castle on the board.
- When they have finished, ask them to tell you what to mark on the plan and where, and to explain why.

10 How does he do it? WS 4 *Pairs*

- This activity should be done after reading Chapter 5.
- A list of Alan's equipment appears on page 47. You will not be able to do this activity if your students have read on that far.
- Discuss with the class how the strange appearances and sounds might be achieved. Who do they think is doing them? How and when did he get his equipment to the castle?
- Put them in pairs and draw their attention to Worksheet 4.
- Check through the instructions with them and set a time limit if necessary.
- When they have finished, hold another brief discussion about what they have decided was in the bag. There is no 'correct' answer although there is a list of the items in the story on page 47. The same effects could have been achieved by other means. As long as your students can explain its use, accept other logical equipment.

11 The end No WS *Whole class*

- This activity should be done after Chapter 7 and before the Epilogue.
- Ask your students what they would do now in Ed's place. Do not, of course, tell them what he does do.
- Also discuss what Alan and Joan are going to do now.
- You may want to read the Epilogue in class to round off the story. If you do, give time for discussion afterwards about this ending and other possible endings to the story. Ask how your students feel about each of the three characters now.

Activities after reading the story

12 Mystery story - words and phrases WS 4 *Pairs*

- Explain or elicit that different styles of writing use different vocabulary and techniques. In this mystery story, words themselves produce an atmosphere or a feeling (see Activity 1). Phrases, metaphors and similes can also be emotive.
- Arrange your class in pairs.
- Ask your students to go through the story and to list some of the mystery style vocabulary on Worksheet 4 in the columns provided. Read the instructions with them before they begin.
- Set a time limit, or a limit to the number of items to find if necessary.
- This activity can go on too long and become tedious, so you may prefer to limit the chapters in which your students are going to search, or to assign different chapters to different pairs.
- When they have finished, collate their findings on the board. You may want to keep a copy of this research for reference when they do writing activities in this style.

Answers

Some of the following may be among the students' findings. The numbers are page numbers.

single words

nervous (12)
skeleton (16)
screamed (18)
trapped (20)

phrases

crying out for (14)
like broken glass (21)
a full moon (21)
like a hungry black mouth (23)

mysterious (21)
lock (25)
false (27)

almost midnight (25)
a terrible dream (25)
like a child who is afraid of the dark (25)

owl (27)
hand (29)
tower (31)

... turns from silver to black (27)
long, thin and white (29)
burns like fire through the falling snow (38)

skull (40)
terror (42)
dark (43)
evil (44)
etc.

a long, silent scream (40)
a mad smile (42)
the cold, dark sea ... waiting (43)
falls silently like the snow (46)
etc.

13 Mystery story - techniques WS 5 *Whole class then pairs*

- Discuss how authors create suspense and horror. In this story they are often built up by the author hinting at things to come.
- Draw attention to Worksheet 5. Read through the instructions with your students.

- Set a time limit if necessary. If the class discussion produced a lot of examples from the story, the students will not need a long time to do the listing.
- You may want to suggest that they look particularly at the ends of chapters to find the suspense techniques.

Answers

Some of the following may be among the students' findings. The numbers are page numbers.

It was all part of the plan. (12, 20)
 I know getting out is impossible. (21)
 ...it will be finished by then. (24)
 ...the walls ... are moving closer. (25)
 And it's only just begun. (31)
 There is one, only one (window). (31)
 The sounds of the lost bride described... (33)
 Cora Hay is waiting. (42)
 I could kill her now. (Will he change his mind?) (44)
 It is finished. Joan is dead. (46)

14 Mystery story - passive WS 5 Pairs or individual

- Draw your students' attention to page 14. Ask them to look for examples of the use of the passive.
- Discuss why the passive is used:
 - we do not know who did the action
 - the writer does not want the reader to know who did the action
 - the action is more important than the doer
- In a mystery story the second reason is probably most important.
- Arrange your students in pairs or individually.
- Give them Worksheet 5 and set a time limit if necessary.

Answer

This is a possible version of the story with many of the verbs in the passive. Your students will probably write other variations.

The door was pushed open. John was sitting at his desk. He looked up. Smoke was coming into the room. It was followed by something large and black. The doorway was completely filled. John did not move. He could hear music. The piano was being played in the next room. But Pat was away and there was no one else in the house. John felt the hair move on his head and heard his heart in his ears. The blackness in the doorway was dissolving. John held the arms of his chair with white hands. Now a voice could be heard, singing a sad melody. The room was filled with white smoke. It was carried in through the door with the music by the wind.

A bright light was turned on in the next room. The music and singing were louder, and so very, very sad.

- When you have looked at their rewrites, discuss any interesting passives that your students may have written and their effect on the suspense and the atmosphere of mystery.

15 The higher ... the softer ... WS 6

Individual

- Read the instructions on Worksheet 6 for this activity with your students. You may wish to set this as homework, or to do it in class with a time limit.

Suggested answers

- 1 The higher we went, the brighter the sunlight got/became/grew.
- 2 The longer I know him/her, the more I like him/her.
- 3 The older he gets, the more good-looking he is/becomes.
- 4 The more he/she eats, the fatter he/she gets.
- 5 The richer he gets, the more unhappy he seems.

Extended writing

16 Book report WS 6 Whole class, then pairs or individuals

- You could show your students some book reviews if you think this will help set the tone.
- Discuss what people want to know about a book before they buy it. Some or all of the following will probably arise:
 - the type or genre of book
 - the plot
 - whether the author has written any other, more famous books
 - any particularly interesting characters
 - the length of the book
 - whether it has any pictures
 - whether it is good of its type – and what 'good' means for its type
 - how much it costs
 - whether other people have read it and liked it
 - what sort of people would like it
- Ask your students to look at the Book Report Form on Worksheet 6 and read through the instructions with them.
- Give them time to fill it in.
- If possible, display the finished reports so that other classes can read the opinions.

Project

How the moon killed Ed Sutton No WS

- This project may stretch over two lessons to allow research in the time between.
- Your students are going to research and present information on the tides of the sea. This may mean using some unfamiliar words so dictionaries should be available.
- Discuss with the whole class how Edward Sutton died. Ask them what they know about the tides. Tell them they are going to do some research on why the tides exist and their influence on people and animals.

Write any or all of these questions on the board and discuss the answers. If no one knows, then suggest where they may be able to find the answer.

- 1 What makes the sea go up and down?
- 2 How long is the cycle between high tides?
- 3 Does the sun have any effect on the tides?
- 4 Why are the tides higher at new and full moon?
- 5 Where do they use the power of the tides to make electricity?
- 6 Where is the place with the highest recorded difference between high and low tide?
- 7 Which sea(s) have almost no tides?
- 8 Is there any other kind of coastline where the tide is dangerous to people, apart from the rocky caves where Ed died?
- 9 Does the tide have any effect on the animals and plants living at the edge of the sea?
- 10 Does the tide have any effect on the lives of the humans living near the edge of the sea?
- 11 Are there any animals from deeper water that make use of the tides for anything?

Answers

The following are brief answers to these questions. For better information look at encyclopedias, documentary films, wildlife magazines, and in libraries of books and CD Roms.

- 1 The gravitational pull of the moon.
 - 2 Twelve and a half hours.
 - 3 Yes, but not as much as the moon.
 - 4 Because that's when the moon and the sun are in line and pulling together.
 - 5 In northern France.
 - 6 The Bay of Fundy, in Nova Scotia in Canada.
 - 7 The Mediterranean, the Caspian, the Aral Sea, etc. (any landlocked sea)
 - 8 Very wide sandy beaches that are uncovered at low tide can be dangerous as the tide comes in. Places where inhabited islands are joined to the land at low tide but not at high tide. River mouths where the incoming tide causes whirlpools when it meets the river water coming the other way.
 - 9 There's a whole ecology based on being in the water sometimes and out of it at others. Many animals like crabs, shellfish and shrimps depend on the coming and going of the tide. Many birds also depend on the food that is uncovered at low tide.
 - 10 Harbours in places with high tidal differences have very high walls and have to have ladders and staircases for people to climb up when the tide is out. Roads and houses cannot be built right beside the sea. People can collect shellfish from the sand for food when the tide is out.
 - 11 Some large animals hunt in the shallow water as the tide comes in. The plankton that grows in the shallow tidal waters is the basic food for many kinds of fish. In fact, countless animals are affected by or use the tides.
- Put your students into pairs or small groups. Each group should choose the aspect of the tides that they want to research and present.
 - They should find a series of facts and write them on a large poster or in a leaflet. They can illustrate each fact with drawings or photographs.
 - You may need to limit the number of pages, the size or the length of time.
 - Display the finished projects.

WORKSHEET I

Do these activities before you read the story.

ACTIVITY I Books and words

Here are 25 words. Write each one on the list for the kind of story you think you can find it in most often. If the word can be found in both kinds of story, then write it on the middle list.

beautiful far laugh coffee nowhere happy
hand midnight love weekend afraid spring
die kill cinema secret rain forever flower
island police wine building eyes run

<i>Romantic novel</i>	<i>Both</i>	<i>Mystery story</i>

ACTIVITY 5 Talk about the picture

Look at this picture and think about the questions below. Discuss them. Give the picture a title.

- Why did you choose your title?
- Where is this?
- When is this?
- How do you know?
- Write down five words that you associate with this picture.
- How do you feel about it?
- How do the people in the picture feel?
- How do the people in the picture feel about each other?
- How old are they?
- What are they doing?
- What are they wearing?
- What's the weather like?
- Is there anything strange or unusual in the picture?
- Would you like to be there? Why? Why not?
- What do you think happens next?



WORKSHEET 2

Do this activity after reading the chapter given.

ACTIVITY 6 Hotel arrangements

Do this activity after reading Chapter 1.

Work in pairs.

Student A is the travel agent. He/she will ask the following questions and fill in the hotel reservation form.

Student B is Alan. He will look at the hotel information and answer the questions. His idea is to stay in a hotel where his and Ed's and Joan's activities will not be noticed.

Student A

Use Student B's answers to these questions to fill in the necessary information on the hotel reservation form below.

Why are you going to Onach? Is it a holiday or are you on business?

What kind of activity would you like to do during the day?

What kind of hotel are you looking for?

How many of you are there?

How much would you like to pay per night?

Would you like to have all your meals at the hotel?

How many rooms would you like?

Singles or doubles?

With or without bathrooms?

Will you have a car or will you go by train?

HOTEL RESERVATION FORM

Name of customer

Number of people

Name of hotel

Dates of stay: from to

How many single rooms?

How many double/twin rooms?

How many dinners each day?

How many cars need a parking space?

Other information

.....

.....

Student B

Discuss where you want to stay with the travel agent using the following information about hotels in Onach.

Hotel information, Onach

The Onach Hotel

17 Waterside, Onach

On the sea front at the end of the bridge
20 rooms, 4 single, 16 twin doubles, all with shower, sea views and balconies

Breakfast and dinner served in dining room

Bar, garage, reading room

£45 per night per person for Bed and Breakfast, dinner £12

Ferry Inn

39 MacLeod St, Onach

12 rooms, 3 single, 8 with bath

all with view over town and sea to islands

Dining room, bar, billiards

National Trust owned, 16th century building, family atmosphere

Bed and Breakfast £30 per person per night, garage extra

Dinner £10, fine cellar

packed lunches on request

Fishing permits available for River Carron

ARISAIG ARMS

22 Arisaig Road and Waterside, Onach

3 mins on foot from station

25 rooms, 20 with bath, all twin doubles

15 with sea view, 10 with mountain view

Breakfast room, reserved parking on street,

£35 per night per room for Bed and Breakfast

No other meals

Tourist information centre in the building, fishing and hunting permits available

WORKSHEET 3

Do these activities after reading the chapter given.

ACTIVITY 7 The guide book

Do this activity after reading Chapter 2.

Fill in the missing words on this copy of the title page of the book that Ed has in his hand.

CRAIGEN

(1) _____ and Grounds

A guide to the home of (2) _____
William Douglas, 23rd Earl of Craigen.

Visit the three historic (3) _____.

The (4) _____
Courtyard where a lord died of hunger and thirst,
The Courtyard of the Lost (5) _____
where a young woman was lost for more than 200 years,
Cora's Courtyard where a mother believed her
(6) _____ had died in the
cavern under the floor.

Walk among the famous tropical (7) _____
and look out at the spectacular vistas of sea and islands
from the tallest (8) _____ in
Scotland.

by Maggie Caird-Maclean

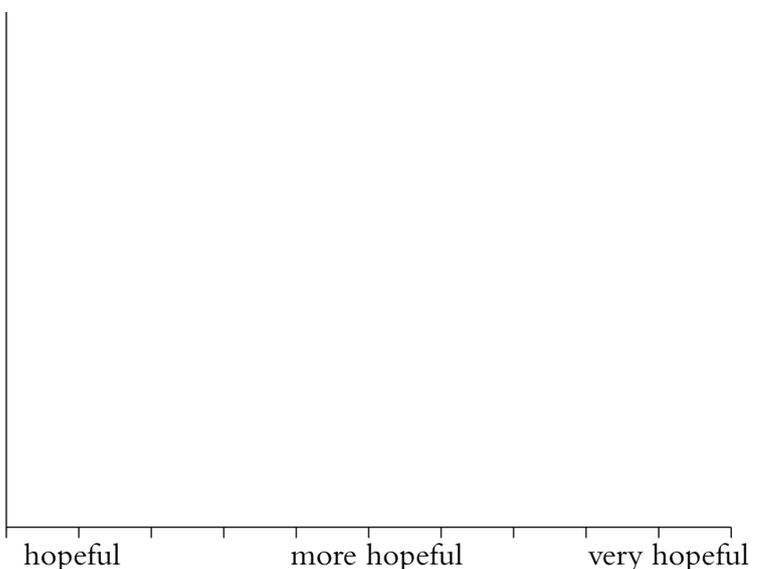
photographs by Ian Findlayson Studio, Inverness

ACTIVITY 8 Edward Sutton's hope

Do this activity after reading Chapter 3.

Think about how hopeful Ed is at each of these moments in the story and draw a 'bar' along to that point. When you have drawn all the 'bars' you can colour them in. Then you can see very easily how Ed's feeling of hope grows or gets smaller.

- Alan tells Ed about the plan
- Joan agrees to go on holiday in Onach
- They arrive in Onach
- Ed tells Joan about the first courtyard
- Ed tells Joan about the second courtyard
- Ed tells Joan about the third courtyard
- They find the gate is locked
- Joan does not want to go with Ed to the courtyards
- They go up the steps to the courtyards



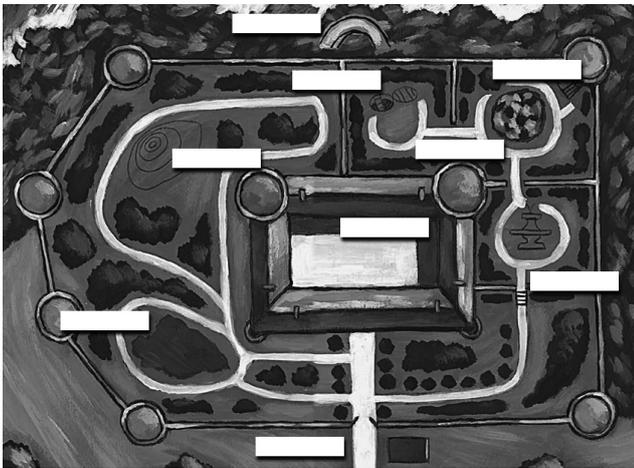
WORKSHEET 4

Do these activities after reading the chapters given.

ACTIVITY 9 What the owl saw

Do this activity after reading Chapter 4.

Here is a plan of the castle taken from the guide book. You and your partner are the owls who live in the castle. You fly over it many times in a night. Mark on the plan the places where you see the humans. Mark the first place you see them with a 1, the second place with a 2, etc. You can go on doing this for the rest of the story as you read on.



ACTIVITY 12 Mystery story - words and phrases

Do this activity after you have read the story.

The style of this story is mystery/horror. What characteristic words and phrases does the author use?

ACTIVITY 10 How does he do it?

Do this activity after reading Chapter 5.

This is the bag that the 'ghost' had in the castle. It contains all the things he needs. What do you think they are? Draw and label them. You may need to use a dictionary.



Look through the story and list any that you find in the spaces below. An example of each is given. Put the page number beside each one.

<p>SINGLE WORDS</p> <p><i>alone (8)</i></p> <hr/>	<p>PHRASES</p> <p><i>cold, dark month (8)</i></p> <hr/>
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WORKSHEET

6

Do these activities after reading the story.

ACTIVITY 15 The higher... the softer...

Do this activity after you have read the story.

On page 46, as Joan is running up the stairs, the author uses the sentence: *The higher she goes, the softer the sound gets.* The two parts of the sentence (clauses) have the same pattern - comparative, subject, verb; comparative, subject, verb.

The verb can also have an object, like this: *The more I read **this book**, the better I like **it**.*

Make similar sentences for the following circumstances. Do not forget the comma after the first clause.

- 1 You were going up in an aeroplane and the sunlight grew brighter.

- 2 You have known someone for a long time and you like him/her more and more.

- 3 Your brother is getting older and more and more good-looking.

- 4 Your dog eats a lot and is getting fat.

- 5 Harold is getting richer and richer but he seems to be more and more unhappy.

ACTIVITY 16 Book Report Form

Do this activity after you have read the story.

Fill in this report form with the information and your own opinions.

Report on (title).....
Author
Publisher
Other books by the author
.....
Price Length (number of pages)
Illustrations (black and white or coloured)
Subject or kind of book (e.g. romantic novel)
What happens?
.....
.....
.....
The most interesting character is
Do you like this book? Why?
.....

KEY TO BOOK EXERCISES

A Comprehension

Chapter 1 Holiday in Onach

- 1 Because it is expensive to maintain.
- 2 In the summer.
- 3 In the winter.
- 4 Because she is ill, and because it is cold and dark and they are alone.
- 5 A company which makes clothes.
- 6 Joan.
- 7 Because he thinks she is going mad.
- 8 By killing her.

Chapter 2 The Story of the Three Courtyards

- 1 The third Lord Douglas was killed by his enemies.
- 2 In the tower in the second courtyard.
- 3 Because she married Ian Jardine, the man Cora loved.
- 4 Lying on the floor of the third courtyard.
- 5 She escaped and was never seen again.
- 6 Because it is part of his plan.

Chapter 3 Trapped!

- 1 False.
- 2 False.
- 3 True.
- 4 True.
- 5 False.
- 6 False.

Chapter 4 The Fountain Courtyard

- 1 Joan.
- 2 A voice coming from the fountain.
- 3 Joan.
- 4 Joan.
- 5 Ed.
- 6 Ed.

Chapter 5 The Courtyard of the Lost Bride

- 1 Because it is very high, with no door and only one window.
- 2 Because it starts to snow.
- 3 From inside the rock structure.
- 4 A strange light appears, and then the skull of a bride.

Chapter 6 Cora's Courtyard

- 1 She tries to climb a tree.
- 2 She screams, runs to the top of the tower and jumps off.

Chapter 7 Through the Trapdoor

- 1 Ed thinks Alan feels bad about Joan's death.
- 2 Because sea water is coming in.
- 3 So he can climb out of the hole before Ed and shut him in.
- 4 When he sees her hand take the key from Alan.
- 5 Joan says that she and Alan want to get married.
- 6 She goes to open the door of the courtyards.

Epilogue

- 1 He had a small torch.
- 2 He put it in the sea in an empty whisky bottle.
- 3 He had a long, difficult car journey to get to the castle.
- 4 She used him to kill her husband, but then didn't need him any more.
- 5 She killed him too, for his money.
- 6 Because she used the name of her first husband.

B Working with Language

- 1
 - a ... he thinks she is going mad.
 - b ... back into the Courtyard of the Lost Bride.
 - c ... of the terrible things that happened there.
 - d ... she was dead.
 - e ... he was planning to kill him.
 - f ... she wanted to leave him locked inside.

- 2
 - c d f a b e

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Design: Giles Davies Design
Illustrations: Kathy Baxendale and Cristina Gill

Richmond Publishing
58 St Aldates
Oxford OX1 1ST
United Kingdom

© Richmond Publishing 1997
First published 1997
Revised 2010

EAN: 8431300108035

