

TEACHER'S NOTES BOOKLET

COLD FEET

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

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Cold Feet*. 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 labelled as *whole class*, *group*, *pair*, *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.

In discussion activities, decide whether you want your students to use English or their own language.

Activities before reading the story

1 Prediction No WS *Whole class, groups or pairs*

- Do not give students the book yet.
- Write the first chapter title, *The Man with no Shoes*, on the board. Allow students time to read the title and think about its significance to the story. Encourage students to discuss the titles and their predictions about the story with their classmates or partners.
- Then write the second chapter title, *The Attack in Room 201*, 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 different ideas about the plot, they will probably all have worked out that it is a murder story with a consulate involved, and that it takes place in a Spanish-speaking country.

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:
- What do you think happened just before the scene depicted on the cover? What happened next?
- Give this picture a title. Write down three things you associate with this picture.

3 Character descriptions WS 1 *Groups, pairs or individual*

- Students read the list of some of the characters in the story. Ask them to look at the pictures in the story. Can they work out the identity of the characters pictured? What do they learn about the characters, based on the pictures? Ask students to note down their ideas in the spider grams given. Then, as they read the story, they can confirm or change their ideas.

Activities while reading the story

4 Detective's notebook WS 2 Groups or pairs, then individual

- Start after reading Chapter 1, then repeat at the end of each chapter.
- Ask students to imagine that they are detectives following the case Rymer is working on. Ask students to copy the notebook. At the end of each chapter, students should discuss with their classmates or partners the main events in that chapter and use the notebook to write notes about the main events. Ask them to complete the notes for Chapter 1 first. Then they can use these notes as a model for the other chapters.

5 When did it happen? WS 3 Pairs or individual

- Start at the beginning of the story and continue until the end.
- Draw students' attention to the fact that the times of various events in the story are often mentioned. Ask students to look at the page from a weekly diary, divided into hours of the day. Ask them to make copies of the diary pages for each day of the week in the story, i.e. to Saturday May 4th. As they read about an event in the story, they should write a note about it next to the time given, if possible. If no specific time is mentioned, they should write about the event in the diary at the bottom of the page for the appropriate day.
- In this way, students are producing an ongoing summary of events in the story.

6 Correct the report WS 4 Individual

- Set this task after reading page 25.
- Students read the newspaper report, which contains 15 errors.
- Ask them to find and correct these errors.

Answers (in italics): The body of a young man was found by a *cleaner* today at the *top* of the steps in front of the *side* entrance to the U.S. Embassy. The American Consulate, *Eliot Lee*, *didn't* call the police immediately. (*He called his friend Rymer, a private investigator.*)

The dead man was a *foreigner* in Rosca. He was very well-dressed, except for the fact that he was wearing no *shoes*. (*He was wearing socks.*)

A capsule found in his pocket was an important clue about his identity: *perhaps/maybe* he was a drug addict.

Later that morning, another event took place. This time it was in room *201* in the *Grand* Hotel. The room belonged to a man called Rymer.

Rymer saw the attacker running away *down the fire-escape*. Rymer noted the number of the attacker's *blue* Mercedes. Later, he learned that it belonged to Juan Aguado, a *private investigator* in Rosca. Rymer went to Aguado's house to speak to him. But when he arrived at Aguado's house, Aguado was *dead*. Somebody had *shot* him.

7 Summaries WS 5 Groups or pairs

- Set this task after reading Chapter 7.
- Ask students to read the three summaries of Chapter 7. They are all slightly different – while none of them is absolutely correct, they all contain details of the events in this chapter. All of them also contain false information. Ask students to discuss the three summaries with their classmates or partner. Together, they should decide which details of the summaries are accurate. They should then write a completely accurate summary of the events, using the correct information from the three summaries on the worksheet.

Suggested answer:

Rymer bought a ticket for the train's sleeping compartment. The sleeping compartments were at the back of the train. He looked towards the last carriage. Most of the blinds were already down – people were either sleeping or going to bed. Except for one. He saw a girl looking out of the window. It was the red-haired girl he had seen earlier at Los Pinos. She looked at him. She looked as if she wanted to tell him something. She looked shocked and frightened. Suddenly, someone behind her pulled down the blind. Immediately afterwards the lights in the compartment went out. He looked at his ticket number – 16B. Rymer walked towards his compartment. His compartment, 16B, was in the same carriage as the girl's. He noticed that the girl's compartment was 14B – two doors away from his. He heard someone crying inside the girl's compartment. He decided to check on the people in the girl's compartment in the morning.

8 Match the sentence halves WS 5 *Pairs or individual*

- Set this task after reading page 52.
- 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:

- The green door is the side entrance to the Rialto Cinema.
- Katrina is the girl with the red hair.
- Glycerine is the substance in the capsule.
- Triangle is the name of a theatre group.
- Miguel Suarez is one of the country's most popular actors.
- Barbiturate poisoning is the cause of the young man's death.
- Los Pinos is the oldest café in Rosca.
- *A Well-Dressed Man* is the name of a play.

9 Write the ending (extended writing)

No WS *Individual*

- Set this task after reading chapter 9.
- Ask students to imagine that the book ends here, as Rymer walks into the dressing room. What do they imagine the ending would be? Ask them to write the ending of the story in two or three paragraphs.

10 Whose voice is it? No WS *Whole class, groups or pairs*

- Set this task after reading page 61.
- Ask students to think about the voice on the tape recorder. Whose voice is it? How do they know? Ask students to discuss these questions with their classmates or their partner, and then share their ideas with the class.

11 Order the events WS 6 *Individual*

- Set this task after reading Chapter 10.
- The sentences are taken from Imra's explanation of events leading to the murders in Rosca. The sentences are in the wrong order. Ask students to put the sentences in the correct order.

Answers: 5, 11, 8, 15, 6, 1, 7, 14, 3, 10, 2, 16, 9, 13, 4, 12

12 Extra sentences WS 6 *Whole class, groups, pairs or individual*

- Ask students to read the sentences and to imagine that these are all extra sentences that the author forgot to add to the end of each chapter in the story. In which chapter should they be inserted?
- Students may want to discuss the sentences with their classmates or a partner. They can refer to the story again to find the best chapter for the sentences.

Answers:

1 Chapter 3 2 Chapter 5 3 Chapter 1
4 Chapter 8 5 Chapter 2 6 Chapter 10
7 Chapter 7 8 Chapter 4 9 Chapter 9
10 Chapter 6

Activities after reading the story**13 Crossword** WS 7 *Individual*

- Ask students to do the crossword. The clues are made up of evidence and conclusions in the story, which may help to clarify certain questions some of the students may still have about the story.

Answers: *Across* 2 consulate 3 dressing room
4 glycerine 6 watermark 8 barbiturates
11 capital 12 loneliness 13 theatre
Down 1 tape recorder 2 clue 5 socks
7 trembling 9 bullets 10 under

Extended writing**14 Write a summary** WS 8 *Individual*

- Ask students to look at the pictures of the objects. All the objects play a part in the story. Some of them are referred to directly in the story, e.g. the key to room 201. Others feature indirectly in the story, e.g. the key to room 203 and the notice about the President's visit to Rosca.
- Using the objects as reminders, the students should write a summary of the whole story. All the objects should be included in the summary, either directly or indirectly, in the correct order.

Project**15 Write and act out the stage play** No WS

Groups or pairs, then individual

- Ask students to read the story of the play, *A Well-Dressed Man*, again. How does it end? Ask them to discuss possible endings with their classmates or partner. Then, working individually, in groups of three or in pairs, students write the stage play for the three characters; Katrina, Leonardo and Katrina's mother. Remind them to think about sound effects and stage directions (the way the characters say things, their facial expressions etc.).
- When students have completed their stage plays, ask them to practise acting out the plays in groups of three.

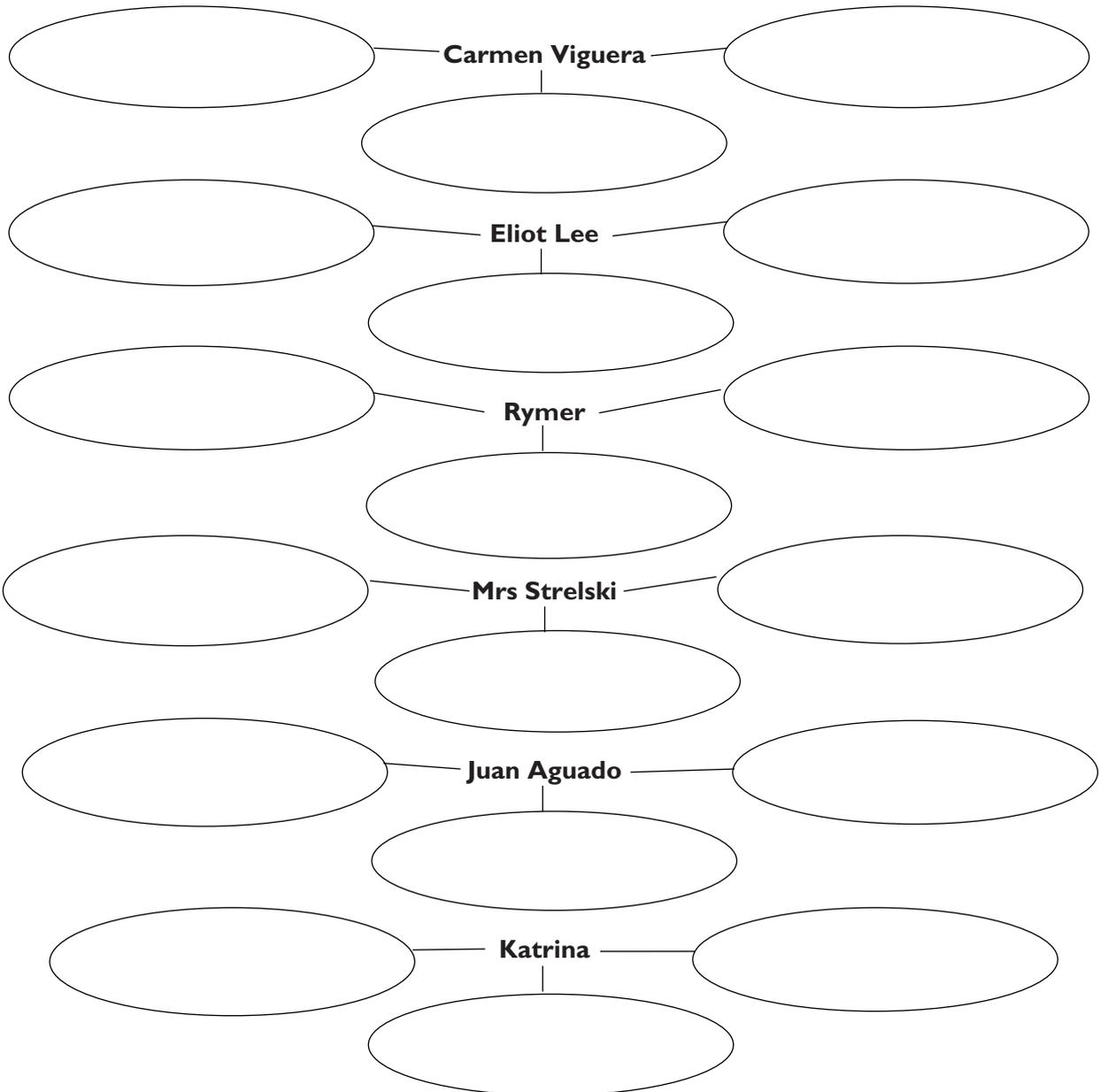
Do this activity before you read the story.

There are no Activities 1 and 2 on the worksheet.

ACTIVITY 3 Character descriptions

Look at the list of some of the characters in the story. Then look at the pictures in the book. Can you work out which characters are in each picture? What do the pictures tell you about the characters? Write your ideas in the spider grams given for each character. Then, as you read the story, you can confirm or change your ideas.

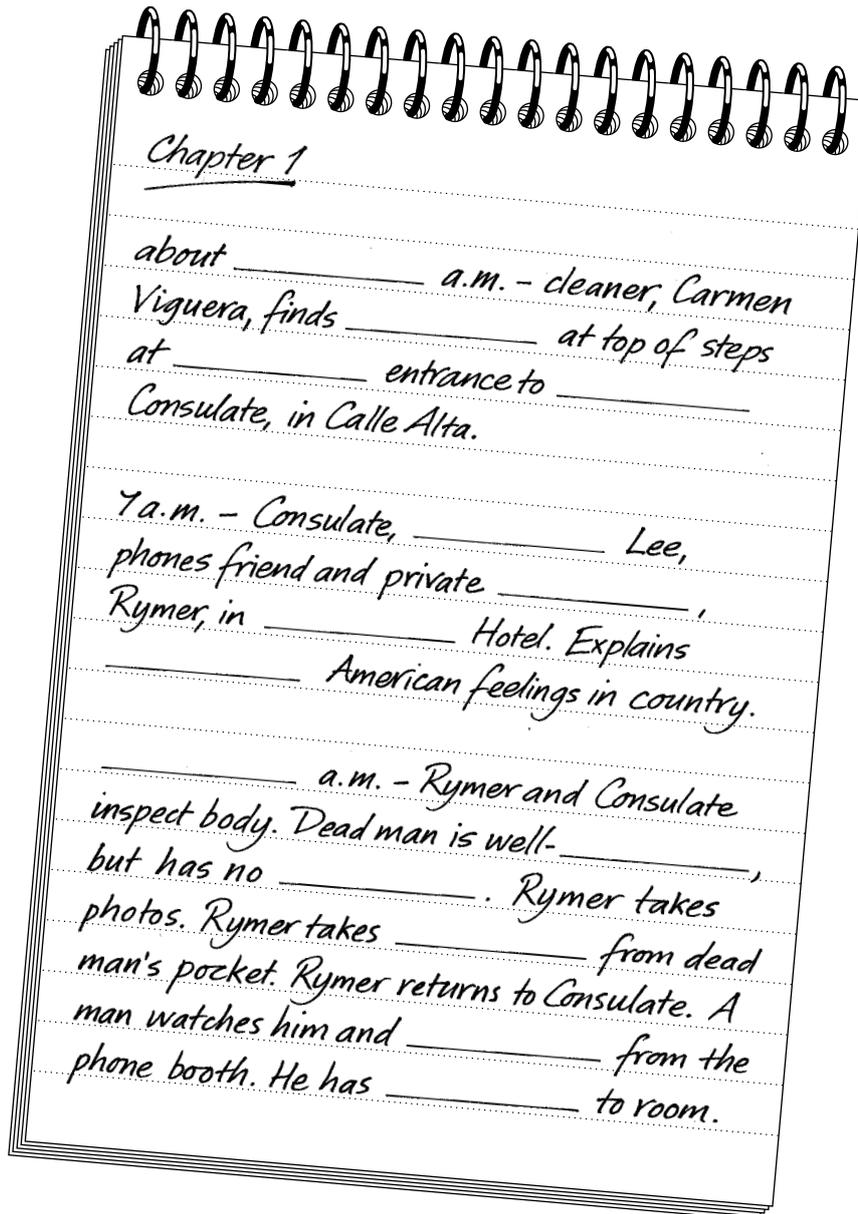
Characters



Start this activity after reading Chapter 1, then repeat at the end of each chapter.

ACTIVITY 4 Detective's notebook

Imagine that you are a detective following the case Rymer is working on. Look at the detective's notebook below. Copy a similar notebook for your own notes. At the end of each chapter, talk about the main events in that chapter with your classmates or partner. Then use your notebook to write notes about the main events. First complete the notes for Chapter 1. Then use these notes as a model for the other chapters.



Do these activities while you are reading the story, after the pages or chapters given.

ACTIVITY 5 When did it happen?

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

In the story, the times of various events are often mentioned. Look at this page from a weekly diary, divided into hours of the day. Copy the page of the diary for all the days of the week in the story, i.e. to Saturday May 4th. When you read about an event in the story, write a note about it in the diary next to the time given, if possible. If no specific time is mentioned, write the event in the diary at the bottom of the page for the appropriate day.

Thursday April 29th	AM
<i>6.45a.m. – Carmen Viguera discovers dead body at U.S. Consulate.</i>	
<input type="radio"/> <input type="radio"/>	
<input type="radio"/> 12 noon	
PM	
<input type="radio"/> 6 p.m. <input type="radio"/> <input type="radio"/>	

Do this activity after reading page 25.

ACTIVITY 6 Correct the report

Read the newspaper report. There are 15 errors in the report.

Find the errors and correct them, as in the example.

Murder in Rosca

The body of a young man was found by ^{a cleaner} ~~police~~ today at the bottom of the steps in front of the main entrance to the U.S. Embassy.

The American Consulate, Mr Strelski, called the police immediately.

The dead man was a local resident of Rosca. He was very well-dressed, except for the fact that he was wearing no shoes or socks.

A capsule found in his hand was an important clue about his identity: obviously he was a drug addict.

Later that morning, another event took place. This time it was in room 203 in the Plaza Hotel. The room belonged to a man called Rymer.

Rymer saw the attacker running away in the lift. Rymer noted the number of the attacker's white Mercedes. Later, he learned that it belonged to Juan Aguado, a policeman in Rosca.

Rymer went to Aguado's house to speak to him. But when he arrived at Aguado's house, Aguado was dying. Somebody had poisoned him.

Do these activities after reading the pages or chapters given.

ACTIVITY 7 Summaries

Do this activity after reading Chapter 7.

Read the three summaries of some of the events in Chapter 7. All the summaries contain accurate details. All of them contain some false information too. Work with your classmates or a partner and talk about the summaries. Which details are correct in each summary?

Then combine all the correct information and write an accurate summary of these events.

Rymer bought a ticket for the train's sleeping compartment. The sleeping compartments were at the front of the train. He looked towards the last carriage. Most of the blinds were already down - people were either sleeping or going to bed. Except for one. He saw a girl looking out of the window. It was the red-haired girl he had seen earlier at Los Pinos. She looked sad to see him. Suddenly, someone behind her pulled down the blind. Immediately afterwards the lights in the compartment went on. Rymer walked towards his compartment. He heard someone crying inside the girl's compartment.

Rymer bought a ticket for the train. He looked at the number - 16C. He realised it was a ticket for the sleeping compartment in the last carriage. Some of the blinds were already down. He could see people sleeping and going to bed. Then he saw a girl pulling down her blind. It was the red-haired girl he had seen earlier at the hotel. She looked frightened. Suddenly someone behind her switched off the lights in the compartment. Rymer walked towards his compartment. He noticed that the girl's compartment was 14B - two doors away from his.

Rymer bought a ticket for the train's sleeping compartment. He looked towards the last carriage. Most of the blinds were down. Except for one. He saw a girl looking out of the window. She looked at him. She looked as if she wanted to tell him something. Suddenly someone behind her pulled down the blind. She looked shocked. Rymer saw someone switch off the lights in the compartment. Rymer walked towards his compartment. His compartment, 16B, was in the same carriage as the girl's. He decided to check on the people in the girl's compartment in the morning.

ACTIVITY 8 Match the sentence halves.

Do this activity after reading page 52.

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

The green door	is one of the country's most popular actors.
Katrina	is the name of a play.
Glycerine	is the side entrance to the Rialto Cinema.
Miguel Suarez	is the oldest café in Rosca.
Barbiturate poisoning	is the girl with the red hair.
Los Pinos	is the cause of the young man's death.
<i>A Well-Dressed Man</i>	is the name of a theatre group.
Triangle	is the substance in the capsule.

There are no Activities 9 and 10 on the worksheet.

Do these activities after reading Chapter 10.

ACTIVITY 11 Order the events

The sentences below are taken from Imra's explanation of events leading to the murders in Rosca. The sentences are in the wrong order. Put the sentences in the correct order.

According to Imra:

- 1 She gave him a sleeping drug during the rehearsal.
- 2 I heard your conversation on the phone next door.
- 3 Aguado said he would help me cover up the accident if I paid him.
- 4 So he took your key from reception and entered your room.
- 5 Katrina fell in love with Paul Czerny.
- 6 I asked her to help me to get it from his jacket pocket.
- 7 But he was very sensitive to it.
- 8 Paul had lots of letters from his other girlfriend.
- 9 He saw you take the capsule from Paul's pocket.
- 10 He stayed with us in our hotel room - room 203.
- 11 Paul wanted to marry Katrina - but only for her money.
- 12 He took the capsule from your jacket.
- 13 I told him the capsule would be a connection between Paul and the theatre group.
- 14 Later, Aguado found Paul at the steps of the consulate, dead.
- 15 I wanted Katrina to read one of the letters.
- 16 I sent Aguado to watch you and Eliot.

ACTIVITY 12 Extra sentences

Read the sentences. Imagine that these are all extra sentences that the author forgot to add to the end of each chapter in the story. In which chapter should they be inserted?

Talk about the sentences with your classmates or a partner. Refer to the story again to find the best chapter for the sentences.

- 1 Her mother had lied to her. There were no other girlfriends. There was no letter.
- 2 Rymer's heart started beating faster. He knew the answer was very close. Soon he would know who the murderer was.
- 3 'You'll never find out what's inside the capsule, my friend,' thought the man. 'But I will...'
- 4 Katrina trembled with fear. She knew what her mother was going to say...
- 5 Rymer started the car. He felt the hard object in his coat pocket. 'I hope I won't need to use this,' he thought.
- 6 Suddenly Rymer understood. The truth made him feel sad, too. Imra was a very lonely old woman. Her fear of being alone had made her a murderer.
- 7 He didn't have a chance to think about her again that night.
- 8 She knew she couldn't leave. Her mother was not afraid of killing. She had already killed once...
- 9 He stood in the darkness and waited.
- 10 Rymer thought about the dead man on the steps of the consulate. He remembered his clothes, the expensive suit. 'Of course,' he thought.

Do these activities after finishing the story.

ACTIVITY 13 Crossword

Do the crossword.

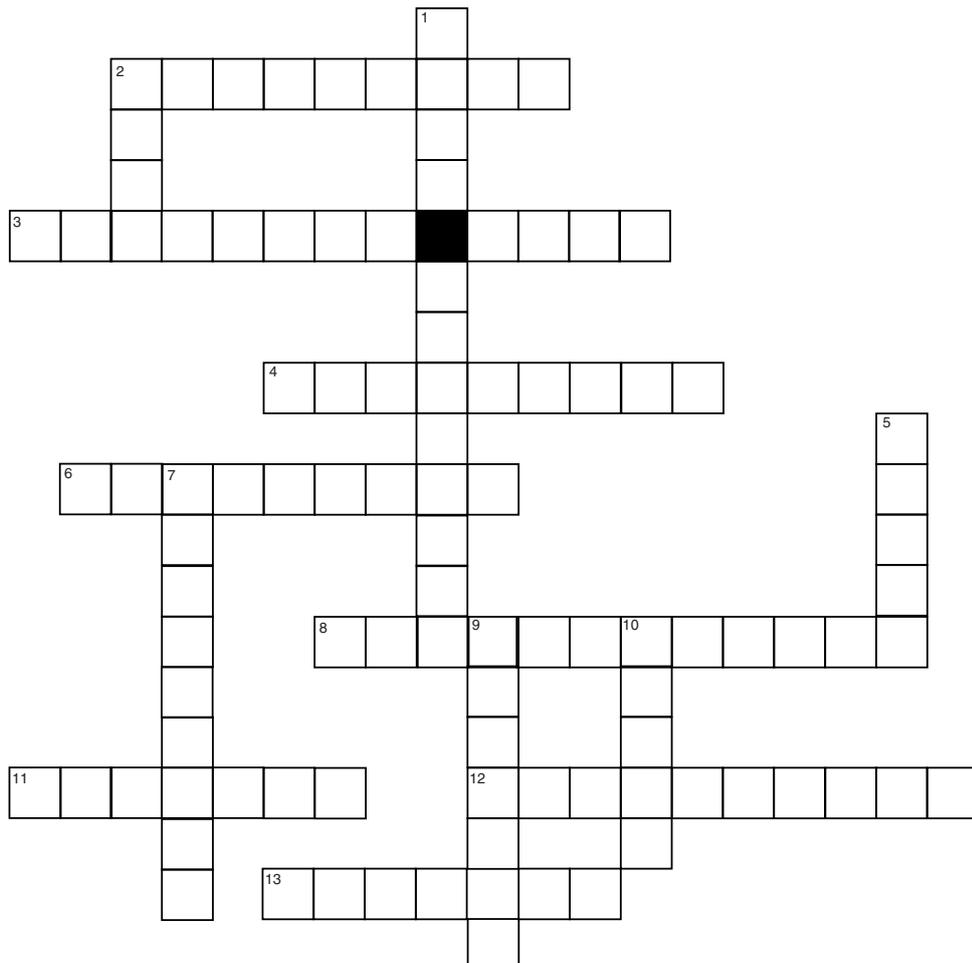
Clues:

Across

- 2 The dead body was found outside the ____.
- 3 Rymer met the murderer in the ____ after the play.
- 4 The capsule contained ____, a harmless substance.
- 6 Katrina knew the letter was typed in Rosca, because she saw the ____ on the paper.
- 8 Paul Czerny died from ____ in the drug.
- 11 Rymer left Rosca to see the play in the ____.
- 12 Katrina's mother killed her daughter's boyfriend because she was afraid of ____.
- 13 The Rialto Cinema was used by a ____ group on Sunday.

Down

- 1 A man's voice was coming from a _____. Then Rymer realised it was Imra's voice.
- 2 The capsule was a ____ to the dead man's identity.
- 5 The dead man had small stones in his _____. He wasn't wearing shoes.
- 7 Mrs Strelski's hands were ____ whenever she spoke to Rymer.
- 9 Katrina had the six ____ from the gun in her hand.
- 10 Katrina found a gun and a letter ____ the white cloth in the small black case.



Do these activities after finishing the story.

ACTIVITY 14 Write a summary

Look at the pictures of the objects. All the objects play a part in the story. Some of them are referred to directly in the story, e.g. the key to room 201. Others feature indirectly in the story, e.g. the key to room 203 and the notice about the President's visit to Rosca.

Using the objects as reminders, write a summary of the whole story. Include all the objects in the summary, either directly or indirectly, in the correct order.



KEY TO BOOK EXERCISES

A Comprehension

Chapters 1 and 2

- 1 He was well-dressed but was wearing no shoes. He had a capsule in his pocket containing an unknown substance.
- 2 Because there was already a lot of anti-American feeling in the country and any more publicity could cause the government to close down the Consulate.
- 3 The key to Rymer's hotel room.
- 4 She looked foreign, sad, lost and mysterious.
- 5 News of violence always upset her.
- 6 Someone had taken the capsule from his jacket pocket.

Chapters 3 and 4

- 1 T
- 2 F (Nobody saw Rymer.)
- 3 T
- 4 F (Tests have not identified what the capsule contained.)
- 5 T
- 6 F (The police would find out for themselves.)

Chapters 5 and 6

- 1 Rymer
- 2 Mrs Strelski
- 3 Mrs Strelski
- 4 Luis
- 5 Raúl
- 6 Raúl

Chapters 7 and 8

- 1 Eliot
- 2 Rymer
- 3 Katrina
- 4 the receptionist
- 5 Miguel Suarez
- 6 Rymer

Chapters 9 and 10

- 1 His shoes are a symbol of the war.
- 2 A false tear.
- 3 Triangle's driver.
- 4 Juan Aguado
- 5 To show Katrina the truth about her mother.
- 6 The watermark on the letter showed her that her mother had written it, not one of Paul's girlfriends.

B Working with Language

- 1 a iii b v c ii d iv e i
- 2 a had seen b would shoot c arrived
d heard e want

THE RICHMOND READERS SERIES

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.

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