THE ROAD THROUGH THE HILLS
and Other Stories

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

The Road through the Hills
The title story takes place in a fictional village somewhere in the south of England. The village has a small close-knit community where everyone knows everyone else. It probably has a pub, a church, a school, one or two shops and a post office. The story is set in the present day, but flashes back to the late 1950s, when a railway line passed through the village. A few years later in the early 1960s, smaller stations and lines, called branch lines, were closed all over the UK by the government because they were considered uneconomic to run. This action has since been much regretted as many roads today are choked with cars and rural areas are left without public transport.

The Music of the Forest
This story is set in India in the early 1950s. The Indian sub-continent had only recently divided into Muslim Pakistan and Hindu India in 1947. India was part of the British Empire from 1858 until it achieved independence in 1950, after a successful campaign by the nationalist movement led by Mahatma Gandhi.

Both the USA and India, where the characters in the story come from, were heavily involved in the Second World War, which was just over at this time.

Simla, where the story is set, was and still is a hill resort and health centre in northern India. It was the summer capital of India during the period of British rule, providing a cool retreat for the British in the hottest months.

Mr Lal displays national pride in the face of rich American tourists who come to shoot India’s animals and show no respect either for the indigenous culture (see Larry’s reaction to his music) or people. He hopes to influence his guests to better ways rather than frighten them away, however, because he runs a hotel and depends on their custom for his livelihood.

The Detective
The detective of the title is actually a store detective rather than a police detective. He likes to think his job is glamorous and important, but actually it’s rather boring, standing around in the supermarket all day. The story is set in the present day. The supermarket is like supermarkets the world over. Useful items of vocabulary here are aisle, shelves, check out and manager.

The Restaurant
The south coast of Britain is dotted with small family-run hotels like The Flower Garden in this story. They do good business in the summer, often with the same people coming to stay every year – people feel safer going somewhere they know even if it’s not very exciting. In the winter months, however, when the weather is bad, these hotels do very little trade. The hotel owner in this story is anxious to improve his winter custom by getting a good name for his restaurant. When he learns that an inspector from the Good Restaurant Guide – an annual guide recommending places to eat across the UK – is going to pay an incognito visit, it sounds like the answer to his dreams.

TO THE TEACHER

Welcome to the Teacher’s Notes for the Richmond Reader, The Road through the Hills. Here you will find a wide variety of activities based on these four original stories.

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.
The Road through the Hills

Activity before reading the story

1 Directions  No WS  Whole class
- The points of the compass are important in following the events in The Road through the Hills. This activity gives students some quick practice in following directions.
- Draw a compass on the board. Elicit the four points – north, south, east and west and write them up. If students know them well, elicit the intermediate points: north-east, north-west, south-east and south-west.
- Tell everyone to stand up. The directions you give will depend on how much room you have in your classroom. Give instructions. Students follow them, for example Walk two steps north. Turn to the east. Walk one step south. Turn to the north. Walk three steps west.
- In a competitive version, students have to sit down if they make a mistake. The last student standing is the winner.
- Invite different students to come to the front and give the directions.

Activities while reading the story

2 Village map  WS  Individual
- Give out Worksheet 1 before students begin reading the story. Briefly discuss the map and the information they are given. The village is arranged around a crossroads. The pub and bus stop where Jamie first arrives are marked.
- Remind students to add information as they go. Some of the information given during the story is misleading. For example, Church Street is actually called Churchill Street. Do not tell them this! Point out, however, that the instructions tell them to write in pencil so that they can rub out any mistakes.
- Let students compare their maps in pairs before checking the information with the whole class.

Answers
- Their completed map should look like this:

3 Newspaper interview  WS  Individual or pairs
- Do this activity when students have read the news cutting on pages 13 and 14 or after they have finished the story.

Answers
1 What time of day was it?
2 Where do you think Mary was going?
3 Why did she stop at the railway line?
4 Could you see or hear a train?
5 What did she do next?
6 Why did she stop on the line?
7 Did the train come then?
8 What did you do?
9 Did she hear you?
10 What happened to Mary when the train hit the car?

Activity after reading the story

4 Child’s play  WS  Individual or pairs
- The illustration shows the young Laurence’s bedroom frozen in time, some fifty years ago. Students work in pairs or on their own to update the bedroom. Remind them that Laurence was eight years old when he died.
- Discuss ideas with the whole class.
- You could ask students to go on and write
  1 a description of the modern bedroom
  2 a description of the original 1958 bedroom
  3 a comparison of the two bedrooms.

Possible answers
posters of football players, a television, a computer, a radio, a personal stereo, Batman curtains, a duvet rather than blankets, plastic toys rather than wooden or metal ones, much more mess, a bunk bed
The Music of the Forest

Activity before reading the story

5 The law of the jungle No WS Whole class

- To introduce the setting and theme for this story, you could talk about how humans and wild animals can co-exist. Animals have not fared well in the second half of the twentieth century, with many species lost altogether and the Indian tiger now under particular threat of extinction. Ask students for their opinions.
- Ask students if they have heard of or read The Jungle Book by Rudyard Kipling. They may have seen one of the Walt Disney film versions (the enduring 1967 animation with its well-known song The Bare Necessities and the 1994 remake with real people). Although Kipling’s famous short stories are set in an earlier period — they were published in 1894 — they deal with the same central theme as The Music of the Forest; the relationship between man and wild animals. Kipling, however, takes the point of view of the animals.

Activity while reading the story

6 The story so far WS 2 Individual or pairs, then whole class

- Do this activity when students have read almost to the bottom of page 23, as far as ‘He smiled mysteriously, and left her.’
- When they have completed the sentences, ask them to predict how the story will end. Write the best ideas on the board and come back to them when students have finished reading the story. Was anyone right? Do they think their ideas were better?

Answers
1 was playing  2 felt/was feeling  3 was enjoying  4 stopped, talked  5 have died  6 will not kill/isn’t going to kill  7 am going  8 is, is always talking, has been  9 am always hoping, will stop, is  10 will bring, smiled

Activities after reading the story

7 Anagrams WS 2 Individual, then pairs

- Get students to try to work out the anagrams on their own first. All the words appear in the story. Once they have the words, they can fit them into the paragraph.
- Put students into pairs. Provide dictionaries for the next part of the activity.
- Pairs go on to work out an ending. Each pair can then tell the class how the story ends in their version.

Answers
hunter, forest, gun, animals, evening, shadows
(1) evening (2) shadows (3) gun (4) forest (5) animals (6) hunter
1 tiger 2 tortoise 3 monkey and parrot in the trees 4 crocodile

8 Debate No WS Groups, then whole class

- The Music of the Forest is about shooting animals for sport — hunting. There are reasons for and against hunting. Ask students to give their opinions in a vote: how many students think hunting is a good thing and how many think it is a bad thing? If the class is roughly divided, put them into for and against groups according to their real views. If the class is heavily in favour or against, then divide the class down the middle. One half either is or pretends they are in favour of hunting. The other half is against. Each half splits into smaller groups. Groups think of reasons to support their argument. When they have had enough time, the two halves re-form and collate and summarise their arguments. Each side then chooses one or two spokespeople to present their case to the class.
- Begin the debate with these presentation speeches. Allow time for students to question the main speakers and put forward their own points of view. Make sure the debate doesn’t descend into a shouting match.
- Finish with a second vote. Ask students to give their genuine opinions again. Has anyone changed their mind?
The Detective

Activity before reading the story

9 Supermarket shelves WS 3 Individual or pairs and whole class
- This activity practises vocabulary related to the supermarket, the setting for *The Detective*.
- Give students time to study the supermarket floor plan. Let them first work in pairs and use dictionaries to find meanings for new words.
- Have a whole class session, building up a list of supermarket vocabulary with translations on the board. Words to include: dairy (milk, cheese, butter, yogurt, cream), bakery (bread baked freshly on the premises, as well as pre-packed bread, etc), household (cleaning materials, washing liquids, soap, toilet rolls), breakfast (cereals), baking (home baking – flour, sugar, dried fruit, yeast, etc), customer service (where customers go with complaints, comments and questions), check-outs, entrance, exit, toilets.
- Students can work through the activity either on their own or in pairs. Finish with a whole class feedback session to check answers.

Answers
1 A14 B6 C12 D15 E11 F5 G3 H8 I12 J14
2 List A: 14, 10, 8, 5 List B: 16, 13, 11, 10, 3, 1
3 the toilets
4 Walk past the check-outs to aisle 1, turn right and the wine is at the end on your left.

Activity while reading the story

10 Peter WS 4 Individual
- Give out this worksheet before students start the story to fill it in as they read or at the end.

Answers

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>bored, p.27</td>
<td>nothing is happening</td>
</tr>
<tr>
<td>happy, p.29</td>
<td>he thinks the old man is going to steal something</td>
</tr>
<tr>
<td>angry, p.29</td>
<td>he can’t see the old man because the girl is in his way</td>
</tr>
<tr>
<td>excited, p.29</td>
<td>he thinks the girl is stealing some tea</td>
</tr>
<tr>
<td>important, p.30</td>
<td>he is taking the girl to the manager</td>
</tr>
<tr>
<td>surprised, p.30</td>
<td>the girl isn’t afraid</td>
</tr>
<tr>
<td>angry, p.30</td>
<td>the girl is making a joke of it</td>
</tr>
<tr>
<td>terrible, p.31</td>
<td>the girl wasn’t stealing the tea</td>
</tr>
</tbody>
</table>

Activities after reading the story

11 Who said that? WS 4 Individual
- This comprehension activity practises reported statements and questions. Students could discuss who the speaker is in each case in pairs before writing out what the speaker said. You might like to do one or two as examples, particularly where the speaker is talking to him/herself.
- Encourage students to try the activity first without looking back at the story.

Answers
1 *Peter* Peter said that he was bored.
2 *the old man* The old man wondered if Peter had seen him.
3 *Peter* Peter thought that the old man was going to put the wine in his coat.
4 *the old man* The old man wondered if Peter had seen the girl.
5 *the girl* The girl asked Peter if the manager was going to offer her a job.
6 *the manager* The manager asked the girl if she had taken the tea from the shelf.
7 *the girl* The girl said that she was not stupid.
8 *the manager* The manager said to the girl that he hoped she understood their mistake.
9 *the girl* The girl asked the old man what he had got.
10 (possible answer) ‘This must never happen again.’

12 Daily report WS 5 Individual
- Students write an entry based on the incident in the story. Give a few examples of note form on the board.
- They then make up a second entry that happened later the same afternoon. It can be quite straightforward, for example he catches a woman putting a bar of chocolate into her handbag.
Activity before reading the story

13 The menu  WS 5 Whole class, pairs and groups

- Don’t expect students to understand every word on the menu. This activity is designed to introduce the theme of the final story, The Restaurant, and to give students an idea of what an English menu looks like.
- Let students try choosing the two meals first. Then discuss with the class what the dishes are. They should be able to work out most of the words from the international language of cuisine.

Answers

The vegetarian choice would be:
1st course: Tomato Soup
2nd course: French onion tart

Activity while reading the story

14 True or false?  WS 6 Individual or pairs

- Stop students when they have read to the end of page 35. Students do the true/false exercise, correcting the false sentences.
- When you have checked answers, ask students to speculate on what will happen next. Don’t respond to their suggestions, but write them on the board. Come back to them at the end of the story to find out if anyone was right.

Answers

1, 5, 7 and 8 are true.
2 False. It is by the sea.
3 False. An inspector from the Good Restaurant Guide.
4 False. Karen is his daughter.
6 False. She is very unhappy.
9 False. Her clothes look cheap.
16 Describe an accident  No WS  Individual

- Students look back to the newspaper cutting in *The Road through the Hills*, which gives an eye-witness account of the accident in which Laurence Walgrave was killed.
- Discuss the style of the article with the whole class. Mention, for example, that the reporter uses short sentences to make the action more dramatic. He/she uses the past simple.
- Tell students to think of an accident they have seen in real life or on screen, or that they have read about in a book (or they can imagine one). Tell them to write a short description of the accident. Tell them to be factual and brief and try to convey some of the drama of the event.

17 Dialogue  No WS  Individual or pairs

- At the beginning of *The Music of the Forest*, Larry wants to take home a tiger’s head to New Jersey as a trophy to show off to his friend, Ralph. By the end of story, Larry is a different man. Mr Lal’s arguments and a night of fear change him forever.
- Students imagine that Larry and June have arrived back in New Jersey. They invite Ralph and his wife over for supper to tell them all about their holiday. Ralph expects Larry to show him a stuffed tiger’s head. Instead Larry shows him June’s drawings.
- Elicit what the theme of their conversation will be: the way that the visit to India has changed Larry’s ideas.
- Students discuss in pairs how the conversation between Ralph and Larry might go and then write it down.
- They might start like this:

  **Ralph:** Welcome back, Larry. Did you kill a tiger?

  **Larry:** No, I didn’t...

  Ralph might laugh at Larry at first and accuse him of being scared, but then Larry can go on to explain that he met an interesting Indian man who persuaded him that it was wrong to kill the animals.

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**Project**

Class restaurant guide  No WS  Whole class, pairs, individual

- Discuss briefly the purpose of reviews generally – to recommend what to do/see and what not to do/see. Ask students what reviews they might use, for example to help them choose CDs, films, holiday destinations, and restaurants.
- First students give a short oral review of The Flower Garden restaurant for the *Good Restaurant Guide*. Tell them to discuss their ideas in pairs before eliciting a review from the whole class. They can award stars – a maximum of 5 – and give an honest account of eating out there based on Mrs Williams’s experience.
- Now students think about real restaurants they have eaten at. It doesn’t have to be smart or expensive – it can be the local café or hamburger bar. Tell them that the purpose of this activity is to write reviews and bind them together in a *Class Restaurant Guide*. Ask everyone which restaurant they have chosen. If two or three students choose the same restaurant, that’s fine – you can include different opinions about the same restaurant in the guide. If several students choose the same place, ask them to try to think of other places.
- Begin with a class discussion on what they might comment on. Build up a list on the board:
  - the type of restaurant (French, Mexican, hamburger, fish, etc.)
  - the type of customers it wants to attract (e.g. young people, rich people, families)
  - the appearance of the restaurant
  - the food they chose on their visit and the variety of food offered on the menu
  - the prices, the service, the ambience
  - practical details: opening times, opening days, disabled access, vegetarian options, etc.
- If possible, photocopy a couple of pages from a restaurant or hotel guide either in the students’ own language(s) or English. Give students time to study and discuss the entries, either in pairs or with the whole class, to get an idea of what kind of things to say.
- Students write their reviews. Help with vocabulary if necessary. Encourage them to present their work as neatly as possible. If the class has access to a computer, you might want students to print out their reviews.
- Finally, collate their work into a *Class Restaurant Guide* which students can circulate. If anyone goes to a new restaurant as a result, ask them afterwards to compare their own experience with the review in the guide.
ACTIVITY 2 Village map

While you are reading the story, build up a map of the village. Each time you get some new information, add it to your map. Use a pencil – you may need to rub it out!

By the end of the story, make sure you have marked these places:

Mrs Walgrave’s house, Church Street, the church, the old railway line

Now compare your map with your partner’s.

ACTIVITY 3 Newspaper interview

Do this activity when you get to page 14.

Read the news cutting again. It includes a long quotation from a witness, Mr Charles Webb. Write the reporter’s questions. Some information may not be in the same order as in the newspaper story.

R: Where were you when the accident happened?
Mr W: I was walking on the hills with my dog.
R: 1 .................................................
Mr W: It was in the morning.
R: 2 .................................................
Mr W: I think she was going to the seaside.
R: 3 .................................................
Mr W: Because the gates were closed.
R: 4 .................................................
Mr W: No, no train was coming.
R: 5 .................................................
Mr W: A very stupid thing. She opened the gates and drove over the line.
R: 6 .................................................
Mr W: She didn’t want to stop, but the car stalled.
R: 7 .................................................
Mr W: Yes, it came round the corner very fast.
R: 8 .................................................
Mr W: I shouted to her. I ran towards her.
R: 9 .................................................
Mr W: No, I was too far away. It was terrible.
R: 10 ............................................... 
Mr W: She was thrown to the side of the road. But poor Laurence … poor, poor boy …

ACTIVITY 4 Child’s play

Do this activity when you have finished the story.

Look at this illustration of 8 year-old Laurence’s bedroom, frozen in time about fifty years ago.

Think about how Laurence’s bedroom would look today. Write labels like the example, showing what is different.
ACTIVITY 6 The story so far

Do this activity when you have read nearly to the bottom of page 23.

Use the correct form of the verbs in brackets to complete these sentences.

1. It was a warm evening and Mr Lal ................... the piano. (play)
2. Larry Adams ................... angry and bored. (feel)
3. June ................... the music. (enjoy)
4. Mr Lal ................... playing and ................... to Larry and June. (stop, talk)
5. ‘Many white men ................. in the forest,’ said Mr Lal. (die)

ACTIVITY 7 Anagrams

Rearrange these groups of letters to make words.

NUTHRE .......................... STROFE ..........................

NUG .......................... SLAMIAN ..........................

GNIVENE .......................... DOSWASH ..........................

Use the words above to complete this paragraph.

It was early (1) ............... The (2) ............... were long. A man with a (3) ............... walked through the (4) ............... He was looking for wild (5) ............... He was a (6) ............... He walked through some long grass. An animal was hiding in the grass. He did not see it. He walked past some rocks. An animal was hiding there. He did not see it. He walked under some trees. Some animals were hiding there. He did not see them. He walked beside a river. An animal was hiding there. He did not see it. Then he saw a big, grey animal in front of him. He walked slowly towards it. He lifted his gun...

Look at the picture. What animals were hiding in the forest? Work with a partner: Look up the English words for the animals. Write them here:

1. A ................... was hiding in the grass.
2. A ................... was hiding in the rocks.
3. A ................... and a ................... were hiding in the trees.
4. A ................... was hiding in the river.

What happened next? Work with a partner: Think of an ending to the story.
ACTIVITY 9 Supermarket shelves

Look at this plan of a typical British supermarket. How many words for food do you know? Use the pictures on the plan and a dictionary to find out.

1 Where would you find these items? Write the number of the aisle. If you don’t know some of the words, use your dictionary.

A toilet roll ....  B baked beans ....
C fresh chicken ....  D dog biscuits ....
E cornflakes ....  F potatoes ....  G yoghurt ....
H bread rolls ....  I fresh beef ....  J soap ....

2 Here are two shopping lists.

A

small loaf of bread
spaghetti
washing-up liquid
carrots

B

teat
orange juice
cornflakes
milk
rice
latest Rhianna CD

Which aisles do you need to go to? You are in a hurry, so plan the best route round the supermarket.

List A ................................................
List B ................................................

Now write your own shopping list.

Give it to your partner. Your partner plans the quickest route round the shop.
........................................................

3 You are standing beside aisle 3. You have asked an assistant for directions to somewhere. This is what the assistant says:

Walk along to aisle 14, turn right, walk to the end of aisle 14, turn left, and you will see them on your right.

Where do you want to go? ..............................

4 You are standing beside the newspaper kiosk. You want to buy a bottle of wine. Write the directions.
...........................................................................
..................................................................................
..................................................................................
ACTIVITY 10 Peter

Peter goes through a range of emotions during this story. Each time his feelings change, make a note in the left-hand column with the page number. Write the reason for each feeling in the right-hand column.

<table>
<thead>
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<tbody>
<tr>
<td>bored, p.27</td>
<td>nothing is happening</td>
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</table>

ACTIVITY 11 Who said that?

First decide who made each of these statements and who they are talking about. Sometimes the speaker is talking/thinking to him/herself. Then report what the speaker said in each case, as in the example.

'I'm a detective,' he told everyone.  Peter

Peter told everyone that he was a detective.

1 ‘I'm bored,’ he said. .................

2 ‘Has he seen me?’ he wondered. ............

3 ‘He's going to put the wine in his coat,’ he thought. ..............

4 ‘Has he seen her?’ he wondered. ..............

5 ‘Is he going to offer me a job?’ .......................

6 ‘Did you take this tea from the shelf?’ .............

7 ‘I'm not stupid.’ ...............

8 ‘I hope you understand our mistake.’ ..............

9 ‘What did you get?’ ..............

10 What do you think the manager said to Peter?

.................................................................
ACTIVITY 12 Daily report

Peter has to write a report of the incidents that happen each day in the supermarket. He writes notes. Write his report for today. Write about the girl and the old man, then make up a second incident that happens later the same afternoon.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>DESCRIPTION OF INCIDENT</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY 13 The menu

The Flower Garden is the name of the restaurant in the next story you are going to read. This is the menu on the day the story is set.

Study the menu and choose what you would like to eat. Work with a partner. Use a dictionary to find the meaning of any unknown words. Compare what you have found out with the class.

Now choose a meal for a vegetarian.

First course ........................................................
Second course ........................................................
Dessert .................................................................

Work in groups of three. One of you is the waiter. The other two are customers. The waiter takes the customers’ order from the menu. Remember to ask what they would like to drink.
**ACTIVITY 14 True or false?**

Stop reading when you get to the end of page 35.
Are these statements true or false? If you think they are false, say why.

1. Clive Gordon owns The Flower Garden hotel and restaurant. ....................
2. The hotel is in the middle of a city. ....................
3. Today he is expecting an inspector from the Good Hotel Guide. ....................
4. His wife, Karen, works in the kitchen. ....................
5. Clive is a good cook but a lazy man. ....................
6. Karen is happy with her life at The Flower Garden. ....................
7. Karen’s hands are red from cutting vegetables. ....................
8. The first customer arrives at the hotel in an expensive car. ....................
9. The second customer is wearing expensive clothes. ....................
10. WHAT WILL HAPPEN NEXT? Write your prediction here. .................................

**ACTIVITY 15 Giving advice**

Look at this café. There are all sorts of things wrong with it. Work in pairs. Imagine one of you is an inspector for the Good Café Guide. The other is the owner of the café. The inspector gives the owner some advice on how to improve his/her chances of getting in the guide.

You can say things like this:

- You should clean the windows.
- If you don’t give people bigger portions, they won’t come here.
### A Comprehension

#### The Road through the Hills

1. She calls him Laurence because he reminds her of her own son.
2. Because he feels afraid.
3. The landlord of the pub tells him.
4. The curtains over the bed were open, showing five photographs of boys of different ages.
5. He hopes it will remind her of happy times by the sea with her son, Laurence.

1. The landlord
2. Mr Charles Wells of Melbury
3. Mary Walgrave, dressed as a man
4. Laurence Walgrave
5. Jamie

#### The Music of the Forest

1. True   2. False – he says he is bored but his wife thinks he is afraid   3. False – he thinks they have very different interests   4. False – Larry wakes up   5. True

The correct order for the sentences is: 2, 4, 5, 1, 3

#### The Detective

1. False – he is a store detective   2. True   3. True   4. False – she is very confident   5. False – he is her grandfather

1. He begins to walk towards the music section.
2. To distract Peter from watching her grandfather.
3. Because she smiles and asks if he is going to offer her a job.
4. Because it has the price on it in Euros.
5. He steals food and drink from the supermarket.

### The Restaurant

1. Because she has to do so much work in the kitchen.
2. He takes her to a table beside the door to the kitchen.
3. She hears their conversation through the wall.
4. Because he is a man and he looks important.
5. He offers him a bottle at half price.
1. False – she never has time to go out with her friends   2. True   3. False – ‘more people came to eat’ (p.39)   4. False – he offers him the wine at half price   5. True

### B Working with Language

2

a. While I waited, I looked around the room.
b. When the car stalled, she tried to push it across the line.
c. The curtains were open and the room was full of light.
d. Other people called it the old railway line but she called it the road through the hills.
e. Larry wasn’t enjoying himself because he hadn’t seen a single tiger.
f. June opened her drawing book and gave some pages of drawings to Mr Lal.
g. Larry closed his eyes but that didn’t help.
h. When he saw the girl steal a packet of tea, he forgot about the old man.
i. I put the tea on the shelf because I wanted to compare the price and size.
j. Because the man was well-dressed and had an expensive car, Clive thought he was the inspector.
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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