

TEACHER'S NOTES BOOKLET

# WHERE'S MAURIAC?

LESTER VAUGHAN

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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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### **Wine**

Wine is an alcoholic drink made from fruit. It has anything from 10 to 15 % alcohol whereas whisky or vodka may have 40% alcohol and beer about 8%. Traditionally the best wines were made in France from grapes. Other countries in Europe also made wine but France made wines that did not change their flavour when they travelled. Over the centuries, the French wine industry became very important and made a lot of money each year for France. In the last twenty years or so, many other countries have begun to produce and export wine all over the world. Now you can buy wine from many countries including USA, Australia, Chile and South Africa. But most of the vines grown in those countries were originally from France. The French are rightly proud of their wines and their traditions and experience in vine growing and wine and brandy making.

### **The Channel Tunnel**

The Channel Tunnel is a railway tunnel that runs under the English Channel (La Manche) between Calais on the French coast and near Dover on the English coast. It was completed in 1994 by a French/British business consortium. The idea was first recorded by the Emperor Napoleon around 1800 but the technology of that time was not advanced enough to actually build it.

The trains now run between London (St Pancras International Station) and Paris, Lille or Brussels. Some trains, called the Shuttle, carry people and their cars under the Channel and some, called Eurostar, carry only passengers. The journey from Paris to London takes about two and a half hours (the time in the tunnel is about 30 minutes).

### **Driving on the left**

In Britain everyone drives on the left. The cars and lorries are made with the steering wheel on the right. When drivers cross the Channel it is sometimes difficult to remember to drive on the *wrong* side of the road.

### **Country fairs**

Country fairs in Britain are often based on special local sports, religious celebrations, commemoration of particular local events in the past, specific country pastimes or a combination of these. Some are very small with just a few different things to do and these only last half a day. One such fair might be in a single field in a village on May 1st. There would be stalls or tents selling homemade foods and homegrown fruit and vegetables. There would perhaps be some unusual sports events and maybe a fashion show or beauty contest for the girls and an ugly knees contest for the boys. There would be traditional dancing and lots of flowers everywhere. It is a chance for people to celebrate the beginning of summer.

Other country fairs go on for two or three days and cover many fields and part of the village. The Lowther Show in Northern England, for instance, is a chance for all the horse owners of the country to gather and compete with each other in shows and competitions, to buy and sell horses, to make business deals and to learn about new ideas. It is also good fun but is essentially commercial.

## TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Where's Mauriac?* 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 the book to the students yet.

#### 1 What is a good detective? No WS

*Whole class or pairs*

- Tell the class they are going to read a detective story.
- Put your students in pairs if you wish.
- Explain that you are going to draw up an advertisement for new detectives to join an agency. Ask the students to list the most important qualities of a detective.
- As a whole class, discuss the relative importance of those qualities and put them in order from most to least important.

#### 2 What's the difference? No WS *Whole class or pairs*

- Give your students the book now if you wish. Tell them it is about a French detective who goes over to England on a mission.
- Explain to them that you are going to make a list of differences between England and France. You can either make this straight onto the board with the class, or pairs can make their own list and then contribute to a class list later.
- Possible suggestions may be:  
Speak different language  
Food is different (in what ways?)  
Drink more beer in England and more wine in France

Drive on the left in England

Clothes are different (in what ways?)

People do things for different reasons (e.g. for passion, for fun, to be responsible, because other people expect it of them, etc.)

- Try to focus on vocabulary and themes that occur in *Where's Mauriac?*  
i.e. cars, wine, ways of making friends, police and their methods, village life, etc.
- You may wish to prolong the discussion by asking for similarities between the two countries.

#### 3 Talk about the picture WS 1 *Whole class or pairs*

- Give the students Worksheet 1.
- Put your students in pairs if you wish.
- Tell them that they are going to talk about the picture in English.
- The questions may be worked through in any order. If the students are in pairs, they should prepare answers and take any notes necessary.
- After time for discussion, ask each pair to present their ideas to the class.

#### 4 Thinking about a new book No WS *Whole class*

- Draw attention to the background information.
- Read any passages with them that you feel they may know nothing about. Discuss this information in the light of your earlier discussions about the differences between France and England. Mention your own country and compare it.

#### 5 Reading strategy No WS *Whole class*

- Show your students the instructions in Section 1 of the book. If they have never seen this kind of story before, explain that they have choices every now and then and that they can collect points.
- You may want to decide on a prize for the best detective at this stage. The prize will be given when everyone has finished reading the story and has completed his/her score.

**6 Verbs with nouns** WS 1 *Individual*

- Explain to your students that some verbs are often used with particular nouns. Read through the first sentence or two with them and show them. Then tell them that they should fill in the gaps with verbs from the box in the correct form.
- Later, as they read through the story, they will find most of the verbs used with the nouns in these sentences. They may like to write the section number where each one occurs in the small boxes.

**Answers**

- 1 drive (50)    2 having (10)    3 do (14)  
 4 follow (41)    5 catch (13)    6 broke (43)  
 7 rob (10)    8 play (13)    9 press (60)  
 10 wears (31)    11 carry (37)    12 pointed (25)

**Activities while reading the story**

**7 What else is in your case?** No WS

*Whole class or pairs*

- Do this activity after Section 23.
- Ask your students to look at the picture at the end of Section 23. They can see some things that Courtois packed in his/her suitcase.
- Put your students in pairs if you wish.
- Ask them to imagine the other things that would be needed on a mission like this and to make a list. If the students are in pairs, ask them to report their lists to the class when they have finished.
- Are there any things that Courtois would need in your country that s/he does not need in England?

**8 Follow that car!** WS 2 *Individual*

- Do this activity after Section 60.
- Explain to your students that there are 36 words from the story hidden in the puzzle, all to do with Courtois' detective work so far. Some of them are verbs and some are nouns. Three of them are two-word nouns.
- You may want to give the students a time limit if you are working in class.

**Answers**

**horizontally**

bend packet suitcase coat description  
 wait bus radar taxi gadget mobile phone  
 passport ejector seat clock throw parachute  
 look engine shoot smoke agent

**vertically**

instructions gun hit brakes dark mystery  
 photograph driver train horse cyclist  
 watch car criminal hotel bar

**9 What's going on?** WS 2 *Pairs or individual*

- Do this activity after Section 43.
- Put your students in pairs if you wish.
- Explain the flow chart. Each box is labelled with where it is and the time of day. The arrow indicates the *flow* of the action from one place and time to another.
- The students will fill in what happened at each place and time in note form. The first two are completed as examples.
- Your students may want to go on with the chart as the story progresses. If so, they will need to copy this part onto a larger piece of paper to give them enough space for the rest of the action.

**10 Now what?** No WS *Whole class or small groups*

- Do this activity after Section 26.
- You may want the students to have continued with their flow chart from Activity 10 before you start this activity.
- Discuss possible ways the story may now continue with the class. Start by establishing with them what has happened so far and where Courtois is now. Then it may help to talk about the following questions.  
 Who was Dr Stone?  
 Why should Courtois want to go to his house?  
 How can Courtois find out where it is?  
 Who do you think was in the white van?  
 What do you think Mauriac is doing in England?

**11 Get it right!** WS 3 *Pairs or individual*

- Do this activity after Section 62.
- Put your students in pairs if you wish.
- Explain that there are some mistakes in the text that they are going to read.
- They should underline and number the mistakes.
- They should write and number the correct version of each mistake on the lines provided.
- The text has been reproduced in the simple past as an implicit preparation for report writing later on. You need not draw attention to this at this stage.
- When everyone has finished you can hold a class discussion about the results.

**Answers** There are 16 mistakes

- On the morning in the hotel near Langbury, you woke up at *11 o'clock* and looked for the Frenchman. *He* drove off in a sports car. You had lost him. You left the hotel and phoned your *boss*. She told you your room was not tidy so she could not help you. You had breakfast at *John's Café*. There were *lots of different things to eat* but you chose egg and chips.

- You looked at Mauriac's burnt papers. They were about making *whisky*. An old man with a *big* nose told you that they made it in Langbury. They grew *apples* there on special *trees* called vines.

- You took a *bus* to Langbury. The driver said you could not get into the place because it was shut. It was *Sunday*. He told you there was a village fair *but you decided not* to go. You passed Dr Stone *in a white van*. The driver said he was famous for *making whisky*. You got *off the bus* and *followed him*.

- 1 9 o'clock
- 2 The manager's wife
- 3 mother
- 4 Tom's
- 5 eggs, chips, bacon and tomato to eat
- 6 wine
- 7 grapes
- 8 red
- 9 plants
- 10 taxi
- 11 Saturday
- 12 and you decided to go
- 13 's funeral
- 14 genetic engineering
- 15 out of the taxi
- 16 went into the fair.

**12 Play a game** WS 4 *Pairs or groups up to four*

- This activity can be done after Section 24 or after finishing the story.
- Each pair or group will need dice to throw and each player will need a token to move.
- Put your students in pairs or groups and give each pair a copy of Worksheet 4.
- Explain that some of the squares have questions on and some have instructions to go forward or backward.
- If they answer the questions correctly, they take their next turn as usual. If they cannot answer or answer wrongly, they must miss their next turn.
- When they land on a square with instructions to go forward or backward, they should do it immediately and follow any instructions on the new square, too.
- The answers to the questions on the following squares are:
  - 1 in the Channel Tunnel/in the train under the sea/Channel
  - 5 Sue
  - 6 in a tree
  - 10 Chris
  - 12 at Rose Cottage
  - 16 the hotel manager
  - 19 you/Courtois

- 20 the taxi driver
- 24 on vines (in France, Germany, Spain, etc. is true but not good enough for this game)
- 27 the girl at the Coconut Shy
- 31 Chris
- 32 in/near/beside the white van
- 33 Mauriac

**Activities after reading the story**

**13 Verbs working as nouns (gerunds)** WS 5

*Individual*

- Give Worksheet 5 to your students.
- Go through the instructions on the worksheet carefully with your students. You may want them to find the gerunds in the story while they are in class with you.
- The word that the gerunds follow in Section 42 is *for*.
- Other verbs which could be used in Section 44 are *like, hate, love, can't stand*, etc.
- If the students do the exercise in class, you may want to give them a time limit.
- The answers given here are suggested answers. There are other grammatically correct ways of using a gerund for some of the sentences. Your students may use other verbs for numbers 4, 5, 8 and 10.

**Suggested answers**

- 3 This room is for doing our gymnastic exercises.
- 4 It is horrible going to the doctor.
- 5 We like/enjoy going to the beach in the summer.
- 6 We use that computer for getting information.
- 7 These boats are for fishing in the sea.
- 8 Courtois does not like driving on the left.
- 9 He uses the white van for carrying bombs.
- 10 'I like/enjoy dancing with Chris,' (Courtois thinks.)

**14 He said, she said** WS 5 *Individual or pairs*

- Make sure your students have got the worksheet.
- Put your students in pairs if you wish.
- Read through the instructions with them.
- Remind them that Courtois is a man for this exercise.
- Your students may not be familiar with the use of the past perfect in reported speech. If not, ask them to use the simple past.

### Answers

He said he was looking for a Frenchman. He asked her if there was a Frenchman in the village. She said she (had) met a man that morning. He (had) got out of a van and asked her the way to the shops. He (had) spoke(n) with a foreign accent. She thought he was French.

He asked if it was a white van. She said it was and asked if he/the Frenchman was his friend. He said he wasn't and that a white van (had) nearly hit him on the road an hour before. (Then) he left the tent.

### 15 Top Secret WS 6 Individual or pairs

- Ask your students if they know that all police and spying operations are recorded at headquarters. Discuss how this may be done. Mention that some operations are secret and some are not.
- Give your students Worksheet 6 and put them in pairs if you wish.
- Ask them to complete the form for the Courtois operation. Tell them that they should make up anything they do not know, such as the secret name of the operation and how much money was spent on it. At the end of the activity you may wish to collate ideas on these pieces of information and discuss them with the whole class.

### 16 Debate No WS Whole class

- Genetic engineering is a serious subject about which people have very strong opinions. To make sure that all opinions are heard in official debates, there is a form and procedure that is followed.
- Put the following information on the board. Students may need an explanation of the word *bred*.  
'Genetic engineering can change anything in any life form. It is used, among other things, to make plants more resistant to disease or temperature changes and to make animals produce more meat or milk. Before scientists knew how to change genes, plants and animals were chosen and bred for the qualities humans needed or wanted. Nothing that had not appeared naturally could be created. Now, with the advances in biology, any change can be made, even to humans themselves.'
- Tell your students that they are going to hold a formal discussion called *Is genetic engineering a good or a bad thing for the future of human beings?*
- You may feel your students would find it easier if you limit the discussion to the genetic engineering of only plants, or only animals or only people. If so, make that clear now.

- Divide the class in two and ask each half to make a list. One half will list the possible genetic changes they are afraid of and feel would be bad. The other will list the changes that they think would be good. Ask each side to elect a spokesperson who will read out the list and (if you feel your students are able) explain the reasons for the things on the list.
- Explain that you are acting as chairperson and that you have no opinion. First of all, each side will read out their lists and make their explanations. Then anyone who wishes to speak must ask you for permission. If there is too much noise or disagreement, you will stop the debate.
- You may wish to set a time limit for the formal discussion before you start, or you may prefer to tell the students near the end that they have, for example, five more minutes.

## Extended writing

**17 Courtois' report** WS 3 (Activity 11) and 5 (Activity 14) for reference *Individual*

- Remind your students that policemen and spies do not only have to go out and catch the baddies but, in the real world, they also have to write reports on what they did.
- Ask each student to choose an incident or series of incidents in the story and to write about them as a report to Daudet. The short report on what happened at the Coconut Shy may act as an example although the agent's report would not include every word. It would summarise the action and note the result. This is an exercise in choosing the relevant information and using the past simple tense. Ask the students to write about 150 words.

**18 Which ending?** No WS *Individual*

- Explain to your students that the story is now going to be made into a feature film. The company providing the money to make the film is called *Ace Movies* and the executive producer is called Jake Mercer. Mr Mercer has asked a director to make the film. Each of your students is the director.
- Mr Mercer must choose the ending of the film that will sell the most tickets. The director writes to him about why each ending is good or not so good. At the end of his/her letter the director explains why one of the endings would be most popular in your country, and therefore that that is the one s/he wants to use.
- You may want to set a limit on the number of words in the letter.

**19 Chris' journal** No WS *Individual*

- Chris keeps a journal and writes in it every two or three days. Ask your students to imagine what it was like to be Chris before s/he met Mauriac and Courtois.
- On the day after Chris first met Courtois, s/he wrote up his/her journal about the day before. Ask your students to write that extract for you. You may want to set a limit on the number of words.

## Projects

**1 Making a poster or video cover** No WS *Groups, pairs or individual*

- Have a class discussion about film posters before the students begin to prepare their own. Make sure they know what the main constituents are, i.e. the title, the stars, the photograph or picture, the small print about all the other actors, director, writer, etc., and on DVD covers the synopsis of the story and the length in minutes.
- Put your students into their working groups or pairs if you wish. Explain that they are going to make a poster or DVD cover for the film of *Where's Mauriac?* Tell them where you will display the posters when they are ready and give the students the dimensions you wish them to use.
- They might also like to choose the theme music for the film from what they hear on the radio or have recorded at home. You could have a class where you play extracts and discuss why they are good or not for this particular story.

**2 Country fair** No WS *Groups or pairs*

- Hold a class discussion on village gatherings in your country. Are they based on sports, religion, commemorating a particular event in the past, raising money, or a combination of these? The country fair in the story was probably a commemoration of something in the past and a chance to show everyone what is happening in the countryside both in commerce and for fun.
- Put your students into groups or pairs as you prefer. Each group or pair is the committee which is going to plan a country fair in a field with 20 tents. The reason for the fair is for everyone to have fun celebrating a national holiday. The committee should decide on:
  - 1 which national holiday and therefore a theme for the fair
  - 2 what the tents are going to have in them, where the fair will be held and when
  - 3 a list of other events like talent contests or pet shows that will take place during the day
  - 4 how the tents and events will be arranged in the field and draw a plan



Do these activities before reading the story.

**ACTIVITY 3** Talk about the picture

Look at this picture and think about the questions below it. Discuss them.



- Give the picture a title.
- Why did you choose that title?
- Think of five words that you associate with this picture.
- Where is this?
- What is happening?
- What is the person wearing?
- What do you think is the most important thing in the picture?
- What do you think is the least important thing in the picture?
- What do you think happens next?
- Read the story and find out if you are right.

**ACTIVITY 6** Verbs with nouns

Complete the sentences with the correct form of a verb from the box.

Later, when you are reading the story, you will find the same verbs with the same nouns. You can put the number of the section where you find each one in the box.

- 1 Can you ..... a car?
- 2 I'm ..... a meal with the boss this evening.
- 3 I want to ..... a good job this time.
- 4 Then you ..... the path along by the river.
- 5 We'll ..... a bus to the village.
- 6 He said he ..... the window and got into the kitchen.
- 7 We planned to ..... a bank and then go to Argentina.
- 8 I can't ..... the guitar but I can sing and dance.
- 9 You must ..... this button to stop the noise.
- 10 She always ..... a gold bracelet on her right hand.
- 11 We couldn't ..... the case. It was too heavy.
- 12 She ..... the gun at his head and said 'Bang!'

drive follow break rob play have do press  
carry wear point catch



**Do this activity after reading Section 62.**

**ACTIVITY 11 Get it right!**

Do this activity after Section 62.

There are 16 mistakes in this summary of part of the story. When you find one, underline it and give it a number. Write it correctly and number it on the lines provided.

On the morning in the hotel near Langbury, you woke up at 11 o'clock and looked for the Frenchman. He drove off in a sports car. You had lost him. You left the hotel and phoned your boss. She told you your room was not tidy so she could not help you. You had breakfast at John's café. There were lots of different things to eat but you chose egg and chips.

You looked at Mauriac's burnt papers. They were about making whisky. An old man with a big nose told you that they made it in Langbury. They grew apples there on special trees called vines.

You took a bus to Langbury. The driver said you could not get into the place because it was shut. It was Sunday. He told you there was a village fair but you decided not to go. You passed Dr Stone in a white van. The driver said he was famous for making whisky. You got off the bus and followed him.

- 1    9 o'clock .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10.....
- 11.....
- 12.....
- 13.....
- 14.....
- 15.....
- 16.....

Play this after Section 24 or when you have finished the story.

**ACTIVITY 12 Play a game**

Play this after Section 24 or when you have finished the story.

You will need dice to throw and a token to move. Some of the squares in this game have questions on and some have instructions to go forward or backward.

If you answer the questions correctly, you can take your next turn as usual. If you cannot answer or answer wrongly, you must miss your next turn. When you land on a square with instructions to go forward or backward, do it immediately and follow any instructions on the new square, too.

**START**

**FINISH**

1 Where did you have your last French meal?

2 You find Sue Johnson. Go forward 2.

3

4 Chris steals the book. Go back 1.

5 Who says 'Follow that car'?

6 You stop the car by the river. Where is Sue?

7

8

9

10 Who says 'I'm very angry!'?

11 Chris is captured. Go forward 3.

12 Where is Mauriac staying?

13 You find the burnt paper. Go forward 3.

14 Sue and Chris disappear. Go back 3.

15

16 Who says 'I can't see a mouse!'?

17

18 You don't find Mauriac at the hotel. Go back 2.

19 Who says 'Can I have the menu, please??'

20 Who says 'That's Dr Stone's funeral.'?

21 You visit the fortune teller. Miss a turn.

22

23

24 Where do grapes grow?

25 You visit the English Wines tent. Go forward 2.

26

27 Who told you that a French man had a white van?

28 You frighten the men at Dr Stone's house. Go forward 1.

29

30 You find Sue and Chris. Go forward 3.

31

32 Who said to you 'You're marvellous!'?

33 Where were you when Chris first kissed you?

34 Mauriac has planted a bomb. Go back 3.

35

Do these activities after reading the story.

**ACTIVITY 13 Verbs working as nouns (gerunds)**

The present participle (the part of the verb ending in -ing) can work as a noun or an adjective. When it works as a noun, it is called a gerund.

Look at the exercise at the end of Section 42 and find the gerunds. There are five. Look carefully at the way they are used. Which word do they follow?

Look at the last paragraph of Section 44 and find the gerunds. There are two. What other verbs could you use in the first part of the sentence?

Now complete this exercise by rewriting each sentence in a different way. Use a gerund but do not change the meaning of the sentence. Numbers 1 and 2 are examples.

- 1 I use this case to carry my books.  
This case is for carrying my books.
- 2 It is good to watch tennis on TV.  
I like watching tennis on TV.
- 3 We do our gymnastic exercises in this room.  
.....
- 4 It is horrible when you go to the doctor.  
.....
- 5 It is very nice when we go to the beach in the summer.  
.....
- 6 We use that computer when we need to get information.  
.....
- 7 We fish in the sea with these boats.  
.....
- 8 Courtois thinks it is not easy to drive on the left.  
.....
- 9 He uses the white van to carry bombs.  
.....
- 10 'It is good to dance with Chris,' Courtois thinks.  
.....

**ACTIVITY 14 He said, she said**

Look at Section 35. You are going to write it again as a report. You will need to change the tenses of the verbs and the expressions about time to be in the past. Read this paragraph carefully to see how the changes are made and then go on with the rest of the section in the same way. For the purpose of this exercise, Courtois is a man.

**The Coconut Shy**

He went into the tent and asked if he could have three balls. He threw the balls at a coconut but did not hit it. She said it was bad luck. ....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

*Do this activity after reading the story.*

**ACTIVITY 15 Top Secret**

This is the form that Daudet has to fill in about every case his police and spies work on. It is kept secret and so is never put into a computer. Fill it in for the operation with Courtois. Make up anything you do not know.

<b>TOP SECRET</b>	
Operation start date	.....
Code name of operation	.....
Agent(s) participating	.....
Objective(s)	..... .....
Information at start	..... .....
Money that can be spent	.....
Situation later	..... ..... .....
Ultimate result	.....
Date	.....
Success or failure?	.....
Money that was spent	.....
Comments	..... .....
Signed	..... (Head of operation)
Date of signature	.....

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# KEY TO BOOK EXERCISES

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## A Comprehension

### Part 1

- 1 He gives you your passport.
- 2 She plays the guitar.
- 3 They take Sue's book.

### Part 2

- 1 Chris
- 2 Sue
- 3 Mauriac

### Part 3

1F 2T 3T 4F

### Part 4

- 1 Your mother.
- 2 Sue

There is no Egg and Spoon tent at the Langbury Country Fair.

### Part 5

- 1 Three
- 2 Sue and Chris
- 3 In the laboratories.
- 4 To save the French wine industry.
- 5 Chris

## B Working with Language

### I

a iii b v c iv d vii e i f ii g vi

### 2

- 1 The car went down the hill.
- 2 He put the money into his pocket.
- 3 She took the gun out of the bag.
- 4 Sue fell onto the ground.
- 5 Sue put her arm around Chris' neck.

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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.

## **Richmond Readers offer the teacher**

A broad selection of genres which will appeal to a wide variety of students.

Support for the teacher, with a large number of additional activities and projects provided in the Teacher's Notes.

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Where's Mauriac? Answers He said he was looking for a Frenchman. He asked her if there was a Frenchman in the village. She said she (had) met a man that morning. He (had) got out of a van and asked her the way to the shops. He (had) spoke(n) with a foreign accent. She thought he was French. Where's Mauriac? book. Read reviews from world's largest community for readers.Â Let us know what's wrong with this preview of Where's Mauriac? by Lester Vaughan. Problem: It's the wrong book It's the wrong edition Other.