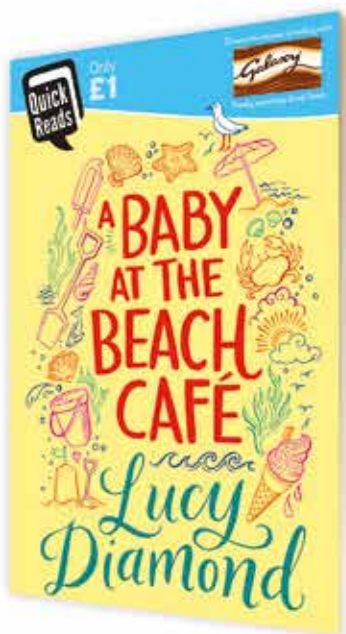




A Baby at the Beach Café by Lucy Diamond



About the book

Evie loves running her beach café in Cornwall but with a baby on the way, she's been told to put her feet up. Let someone else take over? Not likely.

Helen's come to Cornwall to escape the stress of city living. She hopes a seaside life will be the answer to all her dreams. When she sees a job advertised at the café it sounds perfect.

But the two women clash and sparks fly... and then events take a dramatic turn. Can the pair of them put aside their differences in a crisis?



About the author

Lucy Diamond is the author of eleven novels, including *The Beach Café*, which have sold over one million copies combined. She lives in Bath with her husband and their three children.

Visit Lucy's website www.lucydiamond.co.uk

Follow her on Twitter @LDiamondauthor

To find out more about Quick Reads titles, visit www.readingagency.org.uk/quickreads.

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Here is a range of activities to try as you read the book. See the key at the bottom of the page to explain the symbols we've used.

Before reading



- Look at the cover of the book.
What does it make you think about? Why?
Do the cover design and title make you want to read this book? Why or why not?
- What does the *dedication* (on the page before the start of Chapter One) mean to you?
What is a dedication? What is it for?



- What do you know about the author, Lucy Diamond? Use a computer, tablet or smartphone to do an internet search, or search in a library, to see what you can find out.
OR
- What do you know about Cornwall, the part of England where this book is set? Do a library or internet search to see what you can find out about Cornwall. See what you can find out about its history, what it is famous for and about Cornwall in the present day.
Write down what you find, either in note form (words and phrases) or in sentences.
If you are in a group, present what you have found to others.



- Draw a map of Cornwall. *As you read the book, add in details as they come up.*

Chapters 1 and 2



- In these two chapters, we are introduced to two women. Who are they and what do we know about them?
Make a mind-map, or page of notes about what we have learnt about each of these women, their lives and families.
- Go back and find the examples of the baby names Evie is considering. Where do you think she got the idea for these?
Start a list of all the names Evie mentions. *Add to this list as you continue to read.*
Have you ever thought about names for a new baby, or helped someone who has? What is fun about this process? What is difficult about it?

KEY



- What does Evie find behind the radiator and why is it important?
- What is Helen “trying not to think about” (p. 12) and why?



- What is going to happen next? What have you read that makes you think so?



- How long had Helen been working before taking her break in Cornwall? Show someone else how you worked this out.



- From what you have read so far, draw a picture of either Carrawen Bay or the Beach Café.

Chapters 3–5



- Add to your mind-maps or lists of what you know about Evie and Helen.



- Look back and find the passages where Evie talks about how other people react to pregnant women. Does this match your own or friends' experiences?
- Who is Morwenna and why does her visit make Evie so happy?
Have you ever gone back to a place you once lived, long before? Why? What was it like?
- Do you agree that the Beach Café is “the best place in the world to grow up” (p. 33)? Why or why not?
- Why does Helen hurt so much at the end of chapter 5? What do you think she should do? What do you think she *will* do?

Chapters 6–9



- Add to your maps/lists of what you know about Evie and Helen.
- Add to your map of the area (if you've made one) and list of Evie's baby names.

KEY



- Talk about what happens with Evie, Helen and Fred in chapter 7.
- Find this 'scene' and read it aloud as if you were doing a play. If you can, get someone to play the part of the *narrator*, someone to play the part of Evie, someone to play the part of Helen and someone to play the part of Fred. Read it through several times, playing around with your tone of voice – *acting* it in different ways.
- Why do you think Helen behaved as she did? And Evie? Who do you think is 'right'?
- Talk/think about what happens between Helen and Leanne Carpenter. Do you think Helen is right or wrong in her behaviour towards Leanne? Why?
- Read back over chapters 8 and 9 and look out for conversations between Evie and her husband. From these conversations, and those we have read earlier, what would you say about their marriage?

Chapters 10, 11 and 12



- Describe what happens to Evie, leading up to giving birth. Compare this to your own experiences or those you have heard about. Have you ever been present at the birth of a baby? Heard stories? How does this compare?

Chapters 13 and 14



- In chapter 13 we learn that friends send flowers and presents after the birth of the baby. What usually happens after the birth of a baby in the cultures, communities or families you know? Talk as a group about the customs you know or have come across.
- Why do you think Morwenna sent the letter and photo? How does Evie feel when she gets it?
- Where does Evie find the name Jago? Why does she choose it? What does it mean? Do you know what your name means?
- What has changed between Evie and Helen? What will happen next for them?
- Why did Evie give Helen the necklace? Do you believe in lucky charms?

KEY



- Imagine you are Evie. Write a letter back to Morwenna.
- Write a story about a lucky charm.



- After reading these chapters, add to your notes on the characters we have met and what we know about them.
Share and compare your notes with someone else, or read through them and think about what they tell us about human nature.



Reading



Discussion/reflection



KEY

Writing



ICT



Maths



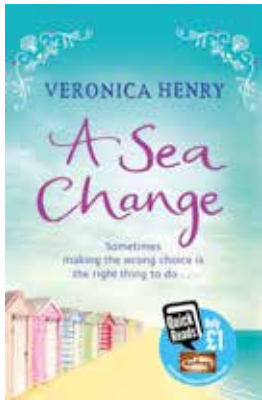
Explore

After reading the book...

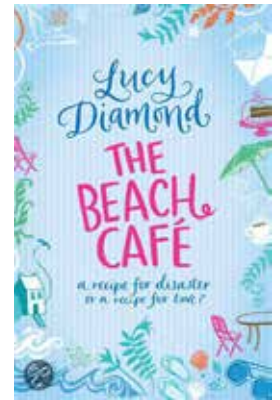
These are some questions to think about individually or as a group.

- Evie and Helen don't get on at first, but end up being good friends. Does this often happen? Why or why not? Has this happened to you?
- On the very first page of the book Evie finds a mobile that she remembers from her childhood. She decides to use it for her baby. Have you found anything that ended up linking you to past or future times like this?
- Helen and Paul moved to the seaside to escape their busy city life. Have you ever made such a big lifestyle change? Would you like to?

If you liked this, you might enjoy these other Quick Reads...



You can also find out how it all began in an extract from *The Beach Café* in the back of the book.



Continuing your reading journey

As well as Quick Reads, The Reading Agency runs lots of programmes to help keep you reading.

Reading Ahead invites you to pick six reads and record your reading in a diary in order to get a certificate. If you're thinking about improving your reading or would like to read more, then this is for you. Find out more at www.readingahead.org.uk

World Book Night is an annual celebration of reading and books on 23 April, which sees passionate volunteers give out books in their communities to share their love of reading. Find out more at worldbooknight.org

Reading together with a child will help them to develop a lifelong love of reading. Our **Chatterbooks** children's reading groups and **Summer Reading Challenge** inspire children to read more and share the books they love. Find out more at www.readingagency.org.uk/children

KEY

These resources have been designed for those reading Quick Reads independently, as well as for those using Quick Reads in a group.

As practitioners, you could therefore refer your students to these resources as independent study material, or use them with groups in the classroom. We have included activities focussed on discussion and reflection, close reading, writing, ICT, maths and other ways to explore a topic or theme.

Quick Reads have been created specifically for adults who are less confident in their reading, who may not see themselves as readers or who may feel that it has been a long time since they have read. They will also appeal to younger people who feel daunted by reading their first book. Quick Reads, and these materials, aim to develop lifelong reading habits.

In the terms of the English Adult Literacy Core Curriculum levels, Quick Reads are often seen as suitable for those at Entry 3, Level 1 or Level 2. Adult literacy or functional skills English learners below Entry 3 are likely to find them too challenging (as may some Entry 3 learners), but everyone is different, so it is always worth having a look.

ESOL learners - those learning or developing their English as an additional language - often find Quick Reads a helpful introduction to reading books in English and a useful way to develop vocabulary and awareness of language structures. Quick Reads are frequently used by ESOL teachers teaching at Entry 3 or above. What works with individual learners will depend on the learners and the particular books.

Quick Reads could potentially be used with a range of groups and levels, depending of course on how you use them. It is worth remembering that Quick Reads are authentic texts - real books written by real authors - and so can be particularly motivating for adult learners. However, the needs, strengths and interests between and within groups vary (whether your group is a Functional Skills English class, an adult literacy class, a GCSE class or an ESOL class) and so at times you may want to adjust the language, as well as adapt and play around with the ideas. You may find that you prefer some activities to others and that you will want to rework them for your particular group(s) and context(s).

We hope that if you do use these with your students, you try things out that you haven't tried before, and let us - and your colleagues - know what worked well and not so well.

Email us at quickreads@readingagency.org.uk

To find out more about **Quick Reads**, visit www.readingagency.org.uk/quickreads

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