

TEACHER'S NOTES BOOKLET

MARIA'S DILEMMA

JULIA NEWSOME

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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

Maria's Dilemma takes place in the present day in a university town in the north of England. Maria is 19 and has come to England to study. She works hard and hopes to do well so that she can get a good job when she goes back to her home in southern Europe.

The university system

Students come from around the world to study in Britain. Most British universities provide advice and help to overseas students before they come and during their stay. Students like Maria who are European Union nationals don't have to pay tuition fees, but they do have to finance their daily living needs and accommodation. This can be very expensive for their families, particularly when exchange rates are unfavourable. Maria's family are probably making great sacrifices to support her during her time at university. She will feel a strong sense of duty towards her family to do well and repay them by getting a good job.

Most large towns and cities in the UK have a university. Young people often choose a university away from their home town. Living away from home on their own is part of the university experience. Universities provide accommodation for some of their students in halls of residence. Most universities guarantee a place to first year undergraduates. Students often want to make their own arrangements in second and subsequent years.

Halls of residence are usually purpose-built blocks. Each student has a single room with washing facilities. A group of students on the same floor share a kitchen and bathroom. Maria and Yuri live in a modern hall of residence like this. Other students make their own arrangements - some live at home with their parents, some share a flat or house with friends.

Most British undergraduate courses last three years, although many such as Medicine or Architecture are longer. The story doesn't specify what Maria is studying, but it might be, for example, Environmental Sciences, Business Studies or Leisure Management. Entry requirements vary from course to course, and are higher for more popular courses. English students are usually asked for 3 A Levels at specified grades. Students from abroad are asked for comparable qualifications from their own country, for example the Maturità from Italy or the International Baccalaureate. Students also have to achieve a specified level of English before they are accepted, for example the British Council's IELTS (overall score of, for example, 6.5 or higher), TOEFL (minimum score of 575) or Cambridge Proficiency.

The setting

Maria's story takes place in a northern English town or city, perhaps the size of Lancaster, Durham or York. These cities all have well-known universities which attract many students from overseas and have a very international atmosphere.

It is late March when the weather is damp and cold, particularly for someone from southern Europe. The sun begins to rise at about 6.30 at this time of year and the leaves are just beginning to open on the trees. Daffodils and other spring bulbs are flowering.

The time framework of the story

The main part of the story takes place over two days. Most of the action happens on Day 2, with one event triggering off another, and several things happening simultaneously. The loose ends of the story are brought together four weeks later, when Melvin and Maria meet up again.

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Maria's Dilemma*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the Worksheets on pages 9-14.

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*, *individual* tasks or a combination. You may want to assign the individual activities for homework, but make sure that students know exactly what to do before they start. Some of the activity types may be new to them.

Activities before reading the story

I Starting a new book No WS *Whole class, then pairs*

- Write the title of the story on the board. Encourage free discussion of what the dilemma might be.
- Give the students the book. Ask them to study the cover. What kind of story do they think this is? They might suggest that it is a thriller or a romance.
- Ask students to flick through the book and find features that will help them understand the story, for example the chapter titles. Tell students to make a list in pairs, in their own language if necessary.

Suggested answers

cover, illustrations, chapter titles, the glossary, the comprehension questions at the end

- Show students how the glossary works. Tell them to flick through the book and find an asterisked word. Then tell them to find the word in the glossary and read the definition.
- At this first level, the glossary includes irregular past forms of verbs. They should already know the meaning of these verbs in their present or infinitive forms.

2 Words WS 1 *Individual*

- Hand out Worksheet 1. Students look at the illustration of Maria by the river, which is taken from the opening chapter of the story.
- Students complete the labels and add any other words they know.

Answers

1 trees, 2 river, 3 jacket, 4 scarf, 5 bag, 6 letter

- Elicit any other words students know.

3 Making predictions WS 1 *Groups or pairs*

- Students look at the illustration of Maria again and think about the location and the weather. They write down any words that they can think of.

Suggested answers

countryside, riverside, outside, cold, damp, dry, winter/spring, daytime.

- Students focus on Maria's expression and think of words to describe how she is feeling and what she is thinking.

Possible answers

sad, unhappy/not happy, nervous

Students may know other words such as anxious, worried, miserable.

- Students use Maria's name (not an English name) and appearance to guess where she is from.

Answer

The story tells us that Maria is from southern Europe.

- Encourage students to discuss what her letter might say. Tell them to check their predictions when they have read Chapter 1.

Activities while reading the story

4 Setting the scene No WS *Whole class*

- As the story opens, Maria is reading a letter from her father. Tell students to read the text on page 5. What information do the opening paragraphs give them?
 - that Maria's father is ill
 - that he cannot work
 - that the family can no longer pay for her studies
- What can they infer from this information?
 - that Maria probably has strong family ties and a deep sense of responsibility
 - that her family is not rich
 - that it is not easy for her family to find the money to pay for her university place

5 Time plan WS 2 *Individual*

- Begin this activity after reading Chapter 1.
- Hand out Worksheet 2. Copy the grid onto the board. Explain that most of the action takes place over two days. Elicit one or two entries for Chapter 1, writing the information in note form. Tell students to complete the worksheet as they go along, updating at the end of each chapter.
- They will find that Day 2 is action-packed, with many events taking place simultaneously.
- The completed plan will be something like this:

	DAY 1	DAY 2
AM	Maria finds Harriet the police arrive Maria hides the necklace	Story in newspaper Visit from police Barry Lyle follows Maria and talks to her 11am Maria's class
MIDDAY		Maria and Yuri have a sandwich Young man with black bag watches Maria Barry speaks to Sakks on phone Melvin returns to castle Barry looks in Harriet's study
EVENING	Maria could not sleep	Maria and Melvin meet Melvin goes to police station and bank Barry and friends escape Melvin and police go to castle Yuri and Maria meet
4 WEEKS LATER		
WEDNESDAY	SUNDAY	MONDAY
Maria gets invitation	lunch at castle	Maria and Yuri walk by the river

- When students have read the whole story and completed the chart, they will have a skeleton summary of the story. Get them to write the short summary on Worksheet 2.

6 All about... WS 3 *Individual or groups*

- Students choose one of the main characters from the story. As they read through the story, they note down significant things about their character, one per box.
- When they have finished the story, they will have a character study in note form of their chosen character. They can write this up into a character sketch as an extended writing activity.
- Students can complete the boxes in character groups or on their own. Remind them to update their chart when they finish reading each chapter.

7 On the way back to the station WS 3

Pairs or individual

- In Chapter 3 two police detectives, Maggie and Bill, visit Maria in her room at the hall of residence. When students have read the chapter, ask them about the characters of Maggie and Bill. Focus on the illustration on page 11, which suggests that Maggie is hard and Bill is more friendly.
- Students find things the two detectives say to suggest their characters.

Possible answers

Bill says, 'You're famous' to make Maria feel relaxed.

Maggie says, 'So we can tell Mr Beecham there was no necklace when you found her.' She then looks hard at Maria to make her feel uncomfortable because she is telling a lie.

- Students find out the meaning of the four adjectives in the exercise and then complete the short conversation between the two detectives.

Answers (in italics)

MAGGIE: Well, Bill. What do you think of our young student friend? *Guilty* or not *guilty*?

BILL: Oh, not *guilty*, I think. She looked *nervous*. But then she found a dead woman in the river yesterday. I'm not surprised she's *nervous*.

MAGGIE: I don't believe her. She told us a lie. I think she has the necklace. When I said, 'So we can tell Mr Beecham there was no necklace when you found her,' she didn't answer for some moments. She looked very *uncomfortable*.

BILL: No, I don't think she has it. I like her face. She's an *honest* girl.

8 Discussion No WS *Whole class*

- After students have read Chapter 6, ask some questions.
 - What trade or business are Barry Lyle and Sakks involved in? (the drugs trade - selling drugs to children)
 - What does Barry know about Harriet's past? (When she was younger, she took drugs and the police caught her)
 - Does Melvin know about Harriet's past? (No)
- Tell students to look at the illustration on page 22. Ask them to describe what is happening in the three pictures. You might want to teach new vocabulary items here: drugs factory, heroin, cocaine, ecstasy, dealer, pusher, addict. Broaden the discussion to a general survey of the drugs trade in the students' own country, discussing perhaps the problems it creates for young people or for society as a whole.

9 Resolving the dilemma WS 4 *Pairs or groups*

- After students have read Chapter 7, tell them to look at the illustration of Maria on page 27. Maria is about to resolve her dilemma.
- Hand out Worksheet 4. Students think of reasons for selling the necklace and reasons against selling the necklace.

Possible answers

Reasons for selling the necklace:

- 1 Maria needs the money to finish her studies, get a good job and look after her family. (The end justifies the means.)
- 2 Melvin Beecham is rich - he doesn't need the money.
- 3 No one knows she has the necklace. No one knows she has done wrong.

Reasons against selling the necklace:

- 1 The necklace is not hers.
 - 2 It's wrong to take something from a dead body.
 - 3 The necklace may be important to Melvin.
- When students have completed their lists, tell them to read the text on page 27 and the first three lines on page 28.
 - The groups or pairs can then discuss Maria's solution: selling the necklace back to Melvin. Is this better or worse than selling it to a dealer in London?
 - Students read the rest of Chapter 8 and find out what Maria did.

10 An invitation WS 4 *Individual*

- Do this activity when students have read Chapter 9.
- Show students the invitation on Worksheet 4. Ask students to predict who the 'someone' is that Melvin wants Maria to meet.
- Tell students to complete the two replies - one accepting Melvin's invitation and one refusing it.

Possible replies

Thursday 30th April

Dear Melvin,

Thank you for your invitation to lunch at the castle on Sunday. I will be very happy to come.

Who do you want me to meet, I wonder?

Best wishes,

Maria Adami

Thursday 30th April

Dear Mr Beecham,

Thank you for your invitation to lunch at the castle on Sunday. I am very sorry but I cannot come. My parents are coming to visit me.

Yours sincerely,

Maria Adami

Activities after reading the story

11 Wanted! WS 5 *Individual*

- Students look at the illustration on page 33.
- Explain that the police have issued Wanted posters to police and customs officers throughout the country.
- Students find what descriptive information they can about the three men and write it on the posters. Help with vocabulary as necessary.

Possible answers

WANTED! THREE MEN FOR SELLING DRUGS TO CHILDREN

Last seen yesterday evening driving at speed away from Hadburgh Castle in a large black Mercedes.

Barry Lyle

Age: about 35

Description: tall, blond hair, good-looking, sky blue eyes, wearing polo-neck jumper and jacket

Other information: smiles a lot

Young Man (name unknown)

Age: 20-25

Description: blond hair

Other information: carries a big black bag and a mobile phone, works for Barry Lyle

Sakks (first name unknown)

Age: 40-50

Description: dark hair and moustache

Other information: laughs a lot

12 Emotions WS 5 *Individual or pairs*

- Explain that many of the characters experience different feelings at different times in the story.
- Go through the list of feelings given on Worksheet 5, checking meanings and adding any others that students suggest:
happy sad angry afraid nervous sorry
- Students write the words in the appropriate boxes. They can use each word as many times as they like. Explain that they need to be able to support their choices with evidence from the text.
- Encourage students to add other appropriate adjectives they know.
- Copy the names and boxes onto the board. Elicit words to complete the boxes. Invite different students to give an example from the story to support each choice of word before you write it on the board.

Possible answers

Maria: afraid nervous sorry happy
 Melvin: happy sad
 Barry: angry nervous afraid
 Harriet: happy angry afraid
 Lisa: sad
 Sakks: happy afraid

13 Past tense forms WS 6 *Individual*

- Several irregular past tense forms are used in Maria's Dilemma.
- Hand out Worksheet 6. Students complete the two tasks.

Answers

L	E	F	T	Z	M	K	N	E	W	Y
X	D	R	O	V	E	A	L	P	N	T
W	S	A	B	P	T	G	O	M	Y	H
H	C	N	L	O	P	F	E	L	L	O
E	Z	A	C	J	M	E	N	U	P	U
A	L	K	A	C	S	L	B	O	F	G
R	L	T	U	S	A	T	R	P	O	H
D	O	L	G	M	Y	A	X	T	U	T
P	S	D	H	M	F	S	M	O	N	H
Q	T	U	T	O	C	O	U	L	D	Y
W	O	R	E	U	G	P	U	D	U	L

- 1 Harriet *fell* into the river and hit her head on a rock.
- 2 Lisa cried all day because she *felt* so sad about her sister.
- 3 Maria *sat* on her sofa and *thought* about her problems.
- 4 Maria *knew* that Barry wanted the necklace but she did not know why.
- 5 Harriet *wore* her emerald necklace at her sister's wedding party.

- 6 Melvin and Maria *met* in the Campus Café.
- 7 Melvin *found* a small key and a number inside the necklace.
- 8 Barry Lyle and Sakks *drove* away from the castle in a big black Mercedes.

Extended Writing

14 Writing a summary No WS *Whole class, then individual*

- Start with a whole class recap of the main events of the story. You might want to write notes on the board. Write the title of the summary on the board: *What is Maria's 'dilemma'?*
- Students write a short summary, focusing on precisely what the dilemma of the title is. Encourage them to write their summaries without referring to the book.

15 A newspaper report No WS *Pairs or groups*

- Give students the headline:
EMERALDS FOUND - THREE ON TRIAL
- Explain the meaning of *on trial*.
- In pairs or groups, students prepare a newspaper article describing the events in the story. They mustn't mention that Maria took the necklace.
- Look at the article on page 9 with the whole class before students begin. Discuss the stylistic features:
 - lots of information packed into every sentence: *who?, what?, where?, when?, why?*
 - short sentences
 - short paragraphs
 - concentrating on the main events
 - direct quotations from the main characters
 - full names of all people mentioned in the story
- Students prepare their reports. Tell them to organise their information carefully before they begin. Newspapers want to sell copies, so the story should be as exciting as possible.
- If the class or individuals have access to a computer, get students to present their material like a real newspaper report. They can look at their own daily newspaper for layout styles. Finished work can be displayed.

Projects

I A photo version of *Maria's Dilemma* No WS

- Students work in groups to produce a picture version of the book, with text in speech bubbles only.
- First they choose the points of the story they wish to illustrate. This involves identifying the key points of the narrative, summarising and being concise and precise. They can make a storyboard, roughly sketching the action in each shot. You might want to limit the number of pictures they can include in their book to 12, for example.
- Next they can work out the dialogue, noting down what the characters will be saying to each other in each frame.
- When all the groups are happy with their rough outlines, get each group to organise a photo-shoot. First they have to cast their script. They can choose anyone from the class (including the teacher). Then they have to produce a running order, so that they take their photographs in the most time-effective order. All photographs in one particular location, for example by the river or at the castle, should be shot at the same time. They need to think about locations or, if all the photos are to be shot in the classroom, the backdrops.
- Specify how much time students can have to take their photographs.
- When students have their printed photographs, they need to organise them in a book and add their speech bubbles. They might need to type out the dialogue beneath their photos or let the speech bubbles break out of the picture frame if space is a problem. They should avoid covering up too much of each photo with speech bubbles.
- Arrange an exhibition of the completed books. Invite teachers and students from other classes to come and admire them.

2 Dilemmas No WS

- Students work in groups to produce a short play based around a moral dilemma. The dilemma has to be presented but not necessarily resolved. It need only be one scene. There might be a narrator and two or three actors. Class discussion and the resolution of the dilemma can follow each play. You might want to teach useful grammatical items for the discussion phase: *I would ... She should ... If I were him, I would...*
- Begin with a class discussion where students suggest moral dilemmas that might be used as the basis for a short play. Record them in note form on the board. You might want to use the students' own language for this stage so that lack of vocabulary doesn't interrupt the free flow of ideas.
- Organise the class into groups and give them time to choose a dilemma - it doesn't have to be one from the board.
- Students write their plays, allocate parts, learn their lines, rehearse and perform them. Help at all stages as requested or necessary, providing vocabulary. Encourage students to bring in props for their performances.
- Possible dilemmas:
 - A You see your best friend's husband/wife at a nightclub. They seem to be with another woman/man. The next day you meet your best friend for lunch. Do you tell her/him?
 - B Your mother is unwell. Your father can look after her but he is getting old. You have been offered a really good job on a one-year contract abroad. You may never get another similar offer again. Do you take it?
 - C You have three children. You don't have much money. Your oldest child - a son - has been offered a place at a prestigious art/music/sports school because he is very talented. But you will have to contribute to the fees. You can't afford to spend the same money on your other children. What do you do?
 - D You work for a government office. You discover that a government minister has been lying to the press. If you reveal the lies, the country may lose a big contract from overseas. You may lose your job. You have a family to support. The minister may lose his/her job. What do you do?

Do these activities before you read the story.

ACTIVITY 2 Words

Six vocabulary items are labelled on this illustration of Maria. Complete the labels.



ACTIVITY 3 Predictions

- 1 Look at the illustration of Maria again and think about these questions.
 Where is Maria?
 What is the weather like?
 What time of year is it?
 What time of day is it?
 Write words in the box.

- 2 Look at Maria's face. How does she feel? Write as many words as you can.

- 3 Where do you think Maria is from?

.....

- 4 What do you think her letter says?

.....

Do these activities after reading the parts given.

ACTIVITY 5 Time plan

Begin this activity after reading Chapter 1.

Update the time plan after you finish each chapter. Write what happens in the story in note form. Some of the boxes will be empty. Most of the action takes place on Day 2.

	DAY 1	DAY 2	
AM	<i>Maria finds Harriet</i>		
MIDDAY			
EVENING			
4 WEEKS LATER			
WEDNESDAY	SUNDAY	MONDAY	

When the time plan is complete, use the notes to make a short summary of the plot of *Maria's Dilemma*. Use words like *then*, *while*, *and* and *but* to make longer sentences.

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Do these activities after reading the parts given.

ACTIVITY 6 All about...

Begin this activity after reading Chapters 1 and 2.

Choose one of the main characters from the story:

Harriet Maria Melvin Barry

Write their name in the box in the centre below. When you learn something about your character, write it in a box with the page number. At the end of the story, you will know all about your character.

If you choose Harriet for example, the first thing you learn about her is that she is dead. So write in one of the boxes: *She is dead* (6). In another box you could write: *She had a beautiful necklace* (6). The next time she comes into the story is on page 9. Here you could choose: *She was rich and beautiful* (9).

<p>Character's name</p> <p>.....</p>

At the end of the story, use your notes to write a paragraph about the character you have chosen.

ACTIVITY 7 On the way back to the station

Do this activity after reading Chapter 3.

Maggie and Bill are police detectives. They are investigating the death of Harriet Beecham. They visit Maria Adami, a student, in her university accommodation.

Look at the illustration on page 11. What is Maggie like? What is Bill like? Find things they say in Chapter 3 that tell us what their characters are like.

On their way back to the police station, they talk about Maria. What does Maggie think about Maria? What does Bill think about Maria? Do they think she has the necklace?

Find out the meaning of these four adjectives and then use them to complete the conversation below. You can use some of them more than once.

honest guilty nervous uncomfortable

MAGGIE Well, Bill. What do you think of our young student friend? _____ or not _____?

BILL Oh, not _____, I think. She looked ... But then she found a dead body in the river yesterday. I'm not surprised she's _____

MAGGIE I don't believe her. She told us a lie. I think she has the necklace. When I said, 'So we can tell Mr Beecham there was no necklace when you found her,' she didn't answer for some moments. She looked very ...

BILL No, I don't think she has it. I like her face. She's an _____ girl.

Do these activities after reading the parts given.

ACTIVITY 9 Resolving the dilemma

Do this activity after reading Chapter 7. Half of Maria wants to sell the necklace, the other half wants to return the necklace. Write down as many reasons as you can for each option.

Reasons for selling the necklace

- 1
- 2
- 3

Reasons against selling the necklace

- 1
- 2
- 3

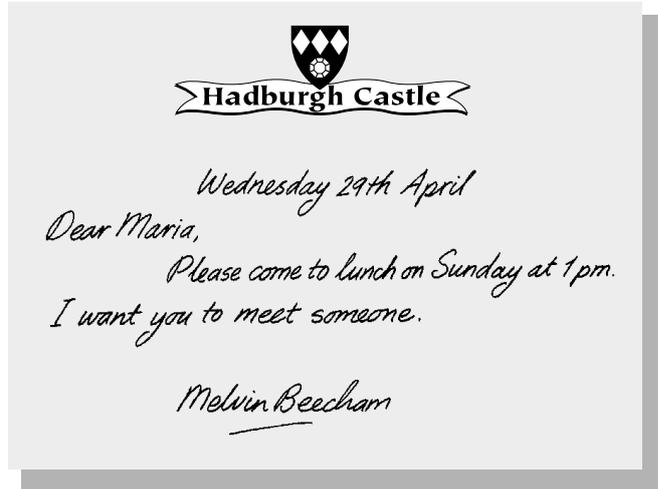
Compare your lists in pairs or groups.

Now read the text on page 27 and the first three lines of page 28. Discuss Maria's decision in pairs or groups.

ACTIVITY 10 An invitation

Do this activity after reading Chapter 9.

Look at the invitation from Melvin to Maria.



You are Maria. Write back to Melvin.

- 1 Accept his invitation.

Thursday, April 30th

Dear

Thank you ...

- 2 Refuse his invitation.

Do these activities after reading the story.

ACTIVITY 11 Wanted!

On page 32, Barry, Sakks and the man with the black bag escape from Hadburgh Castle. There is an illustration of this on page 33. Detective Chief Inspector Wheeler and his officers look for them. Complete the Wanted poster they send to police officers all over the country.

WANTED!

THREE MEN FOR SELLING DRUGS TO CHILDREN

Last seen yesterday evening driving at speed away from Hadburgh Castle in a

<p>Barry Lyle Age: Description:</p>	
<p>Other information:</p>	
<p>Young Man (name unknown) Age: Description:</p>	
<p>Other information:</p>	
<p>Sakks (first name unknown) Age: Description:</p>	
<p>Other information:</p>	

ACTIVITY 12 Emotions

Many of the characters in *Maria's Dilemma* feel different emotions at different times in the story.

Choose appropriate emotions for each of the characters below. Write the words in the boxes. You can use each adjective as many times as you want.

happy sad angry afraid nervous sorry

Add any other appropriate adjectives you know to the list.

For each adjective you choose, think of a moment in the story when the character shows that emotion. Note down the page number.

Maria			
Harriet			
Melvin			
Lisa			
Barry			
Sakks			

Do these activities after reading the story

ACTIVITY 13 Past tense forms

The past tense forms of these verbs all appear in Maria's Dilemma. Find them in the wordsearch.

catch can drive fall feel find hear know
leave lose meet run sit think tell wear

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L E F T Z M K N E W Y
X D R O V E A L P N T
W S A B P T G O M Y H
H C N L O P F E L L O
E Z A C J M E N U P U
A L K A C S L B O F G
R L T U S A T R P O H
D O L G M Y A X T U T
P S D H M F S M O N H
Q T U T O C O U L D Y
W O R E U G P U D U L

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Use past tense forms from the wordsquare to complete these sentences.

- 1 Harriet _____ into the river and hit her head on a rock.
- 2 Lisa cried all day because she _____ so sad about her sister.
- 3 Maria _____ on her sofa and _____ about her problems.
- 4 Maria _____ that Barry wanted the necklace but she did not know why.
- 5 Harriet _____ her emerald necklace at her sister's wedding party.
- 6 Melvin and Maria _____ in the Campus Café.
- 7 Melvin _____ a small key and a number inside the necklace.
- 8 Barry Lyle and Sakks _____ away from the castle in a big black Mercedes.

KEY TO BOOK EXERCISES

A Comprehension

Chapter 1 By the River

- 1 Maria has two problems: her father is ill and there is no more money for her studies.
- 2 A dead woman.
- 3 A beautiful green necklace.
- 4 She wants to sell it.

Chapter 2 In the News

- 1 Harriet Beecham.
- 2 At Hadburgh Castle.
- 3 She fell into the River Had and hit her head.
- 4 On Saturday night.

Chapter 3 A Visit from the Police

- 1 Police detectives.
- 2 What time Maria found Harriet, what clothes Harriet had on, and if Maria saw an emerald necklace.
- 3 Nothing.
- 4 No, it isn't.
- 5 Because she has a class.

Chapter 4 Partners

- 1 Because when she moves, he moves and when she stops, he stops.
- 2 Barry Lyle.
- 3 To tell him anything she remembers before she tells the police.
- 4 No, he doesn't.
- 5 Because he knows where she lives and where she goes to class. He can find her any time.

Chapter 5 The Young Man with the Black Bag

- 1 Someone who works for Barry Lyle.
- 2 No, she isn't.
- 3 Because she knows it is wrong but she needs the money.

Chapter 6 At the Castle

- 1 Harriet's sister and Barry's wife.
- 2 On Saturday, the day Harriet died.
- 3 Very sad.
- 4 That they sold drugs to children.
- 5 That she took drugs when she was young.
- 6 No, he didn't.
- 7 The USB drive that Harriet had.
- 8 In a safety deposit box in Harriet's bank.

Chapter 7 Barry looks for the USB Drive

- 1 Drug problems (and other problems).
- 2 Because he wants to cry.
- 3 In her study.

Chapter 8 Maria Decides what to Do

- 1 Mr Beecham.
- 2 Barry Lyle gave it to her (see Chapter 4).
- 3 The young man with the black bag.
- 4 Because she has done wrong.
- 5 He opens the largest emerald in it.
- 6 A piece of paper and a key.
- 7 No, he isn't.

Chapter 9 A Good Night's Sleep

- 1 Three USB drive and a letter.
- 2 Because the young man with the black bag followed Melvin to the police station.
- 3 Yuri.
- 4 Meet for lunch and go to the cinema in the evening.
- 5 Because she has returned the necklace to Melvin.

Chapter 10 An Invitation to the Castle

- 1 No, she doesn't.
- 2 No, he didn't.
- 3 No, they don't.
- 4 Put some money into Maria's bank.
- 5 Very happy. She wants to dance.
- 6 She gives him a kiss.

Chapter 11 By the River Again

- 1 The first chapter.
- 2 To say goodbye and thank you to Harriet.

B Working with Language

1

was / had / wanted / was / could not / hit / was / saw / closed / looked / saw / was / saw / was / had / was / screamed / called / came / could not / was / did

2

1 under 2 between 3 in front of 4 from 5 at 6 through 7 up 8 by 9 next to 10 into

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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