

TEACHER'S NOTES BOOKLET

DR JEKYLL  
AND  
MR HYDE

ROBERT LOUIS STEVENSON

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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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### London streets

City streets in the nineteenth century were very noisy during the day. They were made of stones, and horses and carriages rumbled over them. People walked along selling things, newspaper boys shouted the news and people met while shopping or going to work.

There were usually people selling flowers from baskets they carried with them. Cigarettes and matches, bread and pies, milk and cheeses and many other things were also sold. Each seller had a kind of song announcing what they had to sell and they sang loudly, so that the whole street knew they were coming. The newspapers were sold by boys of about eight and older. They used to shout the most important news like this: 'Ten dead in train crash. Read all about it!'

By 1880 the streets of London had gas lights at night, were cleaned regularly and were patrolled by policemen. In general, they were busy during the day and quiet at night. There were some areas, such as Soho and Leicester Square in London, where people went at night for theatres or bars. Soho was particularly famous as an area where the streets were busy all night and where criminals met and lived.

### Darwin's theories

In the mid-nineteenth century Charles Darwin wrote two books which introduced the idea of the evolution of human beings from animals. At first this shocked the people of the time and he suffered a lot of criticism. As time went on, many people understood the logic of his evidence. People began to think about how this affected them personally and many had fears about the 'animal' side of their nature.

Charles Darwin studied geology and natural history at Cambridge University. He went around the world on an English ship called HMS Beagle as an unpaid naturalist. At that time everyone believed that there was no connection between one species of animal and another.

From what he saw in the Galapagos Islands, Darwin began to work on the idea that animals evolved differently in different places and that the strongest lived and the others died.

This seemed to be the opposite of what the Bible teaches and many people were very angry with Darwin. Most people liked to think that God had made them as they were. The idea that they came from animals and that they must try hard not to go back to being animals made them feel insecure and afraid. But this was an idea that had already appeared in many stories. From the time of Darwin's books it became more and more important and is still being examined.

### The good and the bad

In the early nineteenth century, traditional stories were collected by Thomas Percy in Britain and the Grimm brothers in Germany. In these stories the phenomenon of the Doppelgänger - the double - appears. This is linked to the idea that there are two sides to each personality, a 'good' side and a 'bad' side. Many stories were written about the battles people had with the evil in themselves and this idea interested Robert Louis Stevenson all his life. It still interests people today. These stories often included religious ideas, but Stevenson kept away from religious controversy in his stories.

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# TO THE TEACHER

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Welcome to the Teacher's Notes for the Richmond Reader, *Dr Jekyll and Mr Hyde*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 10 to 15.

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 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 students the book yet.

### I Words for feelings WS | Pairs, then whole class

- Put your students in pairs.
- Ask your students to discuss and write down as many words (verbs, nouns and adjectives) as they know in English which describe feelings. Give examples. They should write the positive feelings in one list and the negative feelings in the other. Set a time limit.
- Prepare the board for two lists.
- Write their ideas onto the board. Make sure these words are included in the lists (they are all used in the story and those with stars are new at this level).

kindness	bored
afraid	frightened
angry	wild
worried	cruel
pleased	enjoy
friendly	trust*
evil*	suffer
fond of*	disappoint
shocked	nervous
satisfied	suspicious
excite	relaxed

- Ask your students to add to their own lists any words you think will be useful when reading the story, including all the above.
- If there is time you may want to discuss which words might be either negative or positive, depending on the context. This can stimulate a long discussion and lots of speaking practice.

### 2 The history of horror stories No WS

*Whole class*

- Ask your students what they know about Dracula. Write notes on one part of the board (you can have a student do the actual writing, if you prefer).
- Then ask about Frankenstein and write notes on another part of the board.
- Tell your students when these stories were originally written (*Dracula* in 1877 by Bram Stoker and *Frankenstein* in 1818 by Mary Shelley) and that they are early examples of a genre called 'Gothic'.
- Discuss the common elements of these stories with your students and list them on the board. Among your notes there may be some or all of the following:  
atmosphere of horror  
human beings who are not quite human  
ghosts  
supernatural happenings  
castle or house with strange rooms and/or architecture  
death  
madness  
murder  
horrifying secrets
- Discuss other stories that your students may have come across, such as *The Picture of Dorian Gray* by Oscar Wilde.

### 3 At that time... No WS *Class discussion*

- Ask your students what they know about life in the 1880s when the story is set. Talk about transport, houses, servants, shopping, eating and clothes.

#### 4 Chapter headings WS 1 Pairs, then whole class

- Hand out the book and Worksheet 1.
- Put your students in pairs.
- Ask your students to look through the book in pairs and make a list of all the chapter headings on their worksheet.

#### Answers

Chapter 1	The Story of the Door
Chapter 2	The Search for Mr Hyde
Chapter 3	The Carew Murder Case
Chapter 4	The Letter
Chapter 5	A Face at the Window
Chapter 6	The Last Night
Chapter 7	Dr Lanyon's Story
Chapter 8	Henry Jekyll's Story

- Check that everyone has the correct list. Discuss briefly with the whole class what the headings make them think of.

### Activities while reading the story

Do each activity after reading the chapter stated.

#### 5 People in the story WS 2 Pairs or individuals

- This activity should be started after reading Chapter 1.
- Hand out Worksheet 2.
- Put the class in pairs if you wish.
- Explain the idea of a list of characters (usually known as Dramatis Personae) who appear in a story. It is common practice when printing the texts of plays to print all the characters' names on the first page. This convention is sometimes used with books as well.
- Ask your students to write in the names of the characters they have read about so far, each one followed by a short description. Robert Louis Stevenson is given as an example.
- After Chapter 1 they will be able to complete Mr Enfield, Mr Utterson and Mr Hyde. As they continue with the story they will be able to complete Dr Lanyon, Poole, Dr Jekyll, Sir Danvers Carew, Inspector Newcome, Mr Hyde's housekeeper, and Mr Guest. By the end of Chapter 4 they should have all these characters listed on their worksheets.

#### 6 Correct the mistakes No WS Whole class

- This activity should be done after the students have read Chapter 3.
- Tell your students you are going to recap on the chapter and then read the paragraph below. There are 14 mistakes in the facts and they are underlined.
- You may prefer not to tell your students that there are any mistakes before you begin so that they have fun interrupting you. Or you may need to be quieter and so can arrange with them how to signal to you that they want to correct you.

*A year later, in November, there was a very foggy night. During that night a shopkeeper saw an old man walking in the street. He met a tall man with a gun. The shopkeeper knew the man with the gun because he had bought something from her shop. The younger man hit the older man and the shopkeeper ran down into the street to stop him. But the younger man killed the old man and ran away. The police were called and they found a book belonging to Mr Utterson on the dead body. They also found part of the gun on the ground.*

*Mr Utterson told the police that the body was that of a friend of his and took the police to Dr Lanyon's house to find the murderer. A woman with black hair showed them into the Soho house. It was rather poorly furnished and they found a burnt note book in the fire. They did not find anything else but the policeman was sure the murderer would appear at his house again soon.*

#### Answers

October/clear/servant/small man with a stick/visited her master/fainted/envelope/stick/Mr Hyde's/silver hair/expensively furnished/cheque book/found the rest of the stick/bank

#### 7 Poole's diary WS 3 Individuals

- This activity should be done after reading Chapter 4.
- Ask the class what they know about journals and diaries. Why do people write them?
- Ask the class what they know about Poole. Discuss why he might keep a diary. Suggest that they imagine what his afternoon was like that day.
- Hand out Worksheet 3.
- Ask them each to write what happened as if they were Poole on the pages of the diary on the worksheet.

**8 Order of events** WS 3 Pairs or individuals

- This activity should be done after reading Chapter 5.
- Make sure your students have Worksheet 3.
- Put your students in pairs if you wish.
- Read through the rubric with your students. Set a time limit if you wish. Your students should work without looking at the book.
- When they have completed the activity, check the order as a class and discuss any differences of opinion.

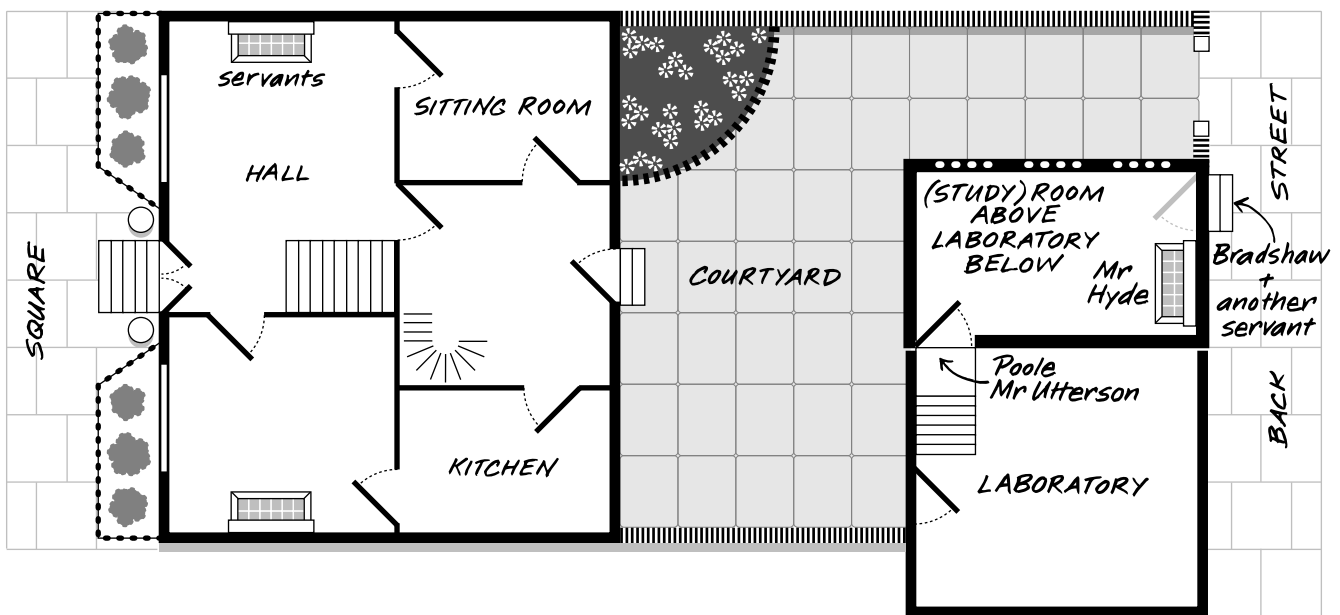
**Answers**

a 5 b 9 c 2 d 10 e 12 f 6 g 1 h 7 i 11  
j 13 k 4 l 14 m 8 n 3

**9 Attack!** WS 4 Pairs or individuals, then whole class

- This activity should be done after the students have read Chapter 6.
- Put the class in pairs if you wish.
- Ask them what they think the house where Dr Jekyll lived was like. Discuss the number of rooms and the laboratory and mention the courtyard.
- Hand out Worksheet 4.
- Read the rubric through with your students and set a time limit if you wish.
- While they are working, draw a replica of the plan on the board.
- When they have finished, ask the class what they have written on their plans and where, and discuss the possibilities. Complete the plan on the board.

**Answers** (See plan below)



**10 What killed Dr Lanyon?** No WS *Whole class*

- This activity should be done after the students have read Chapter 7.
- On page 62 Dr Lanyon writes, 'He told me things in the next hour that I cannot put on paper.' Discuss with the class what Dr Jekyll might have told Dr Lanyon:
  - 1 about his adventures as Mr Hyde
  - 2 about why he liked to change himself
  - 3 about how he felt physically and ethically
- Do not tell your students what happens in the next chapter. Let their imaginations work.
- When you feel enough has been said, you may want to finish off by reading it out loud to them. It will take between 10 and 15 minutes.

**Activities after reading the story****11 Mr Utterson speculates** WS 4 *Individuals*

- Read the rubric through with your students.
- You may wish to set this for homework or to do it in class with a time limit.

**Answers**

- 2 He can't be a friend because Dr Jekyll would not be friends with a bad man.
- 3 He must be a blackmailer who knows something bad about Dr Jekyll's past.
- 4 He can't be a blackmailer because Dr Jekyll would tell me.
- 5 He must be a murderer who is waiting for the right moment.
- 6 He must want all Dr Jekyll's money.
- 7 He can't be poor because he has a comfortable house in Soho.
- 8 Dr Jekyll must owe Mr Hyde a lot of money.

**12 Discussion** No WS *Whole class*

- Ask your students to turn to page 38. Near the bottom of the page Mr Utterson decides not to open the envelope. 'But he was a good and honest man, and followed his dead friend's wishes.'
- Discuss with your students what would have happened if Mr Utterson had not been so honest and had opened Dr Lanyon's letter then. How would the story have finished? What would have happened to Dr Lanyon, Dr Jekyll, and Mr Utterson himself?

**13 Making longer sentences** WS 5 *Individual or pairs*

- Put the class in pairs if you wish.
- Make sure your students have all got Worksheet 5.
- Read through the rubric with them and set a time limit if necessary.

**Answers**

- 2 R. L. Stevenson wrote books *in order to* make money.
- 3 Mr Hyde walked over the little girl *as* he was walking to the laboratory one night.
- 4 Dr Jekyll was sitting at the window *when* he felt the change beginning.
- 5 R. L. Stevenson wrote *Jekyll and Hyde while* he was living in Bournemouth.
- 6 There were no clouds during the early part of that night *although/but* it became foggy later.
- 7 Poole had the axe ready *so that* he could break down the door.
- 8 Dr Jekyll and Mr Hyde never appeared together *since* they were the same person.
- 9 She had an unpleasant face *but* she spoke politely.
- 10 Dr Lanyon gave Mr Hyde a measuring glass *so that* he could take the drug.

**14 Characters compared** WS 5 *Pairs or individual, then whole class*

- Make sure all your students have Worksheet 5. Put them in pairs if you wish.
- Read through the rubric with them and set a time limit if necessary.
- Walk round helping them to find relevant incidents in the story to illustrate the characteristics.

**Answers**

There are no correct answers to this exercise but the following is a guide:

Mr Utterson: shy worried honest dull kind brave gentle

Dr Jekyll: friendly curious keeps secrets brave loves freedom intelligent

- When your students have finished their text research, collate their ideas on the board.

## Extended writing

### 15 Make a will No WS Whole class, then pairs

- This activity stimulates discussion about the relevant language and the legal mechanisms for dealing with death. If the famous dead people chosen are unpopular or extremely rich this activity can be very amusing. But if a student has just had a death in the family or is very sensitive about the idea of death, do not use this activity.
- Ask your students what wills are for and what they usually contain. Discuss the fact that legal language is usually antiquated and that in English there are no commas in legal documents, although there are full stops. This is supposed to prevent misunderstandings.
- Suggest that each pair of students chooses a famous person who has been dead for some time and writes what they imagine was in their will.
- You may want to write these three stock phrases on the board to help with vocabulary and to set the structure.
  - 1 This is the Last Will and Testament of \_\_\_\_\_ (name) of \_\_\_\_\_ (address).
  - 2 In the case of my death I give and bequeath the following possessions namely a) to \_\_\_\_\_ (name) my \_\_\_\_\_ (description of possession) b) to \_\_\_\_\_ (name) my \_\_\_\_\_ (description of possession) etc.
  - 3 In witness of which I set my hand this \_\_\_\_\_ (date) signed \_\_\_\_\_ (signature).
- Set a time limit if necessary.
- When they are finished, display the wills if possible.

### 16 Another time and place No WS Whole class, then individuals

- Discuss with the whole class whether this story is still relevant in today's world. Possible points for discussion:
  - people are all a mixture of good and bad
  - what 'good' means today
  - what 'bad' means today
  - society makes unrealistic rules
  - what those rules are today
  - what happens to people who break those rules.
- Ask your students to write a summary of the story but set in the present. They should give different names to the characters and choose a different city. You may prefer them to do this at home. Set a limit to the number of words if necessary.

### 17 Written argument No WS Whole class, then individuals

- Discuss the form of a written argument with the class.
 

First	the statement of the case
Second	the argument and points for
Third	the argument and points against
Fourth	the opinion of the writer, with reasons why
- Write this title on the board:  
*It is dangerous to pretend that human nature has no dark side.*  
Do you think R. L. Stevenson agrees with this statement?
- Discuss the points in the story that illustrate both sides of this dilemma. You and your students will find many, but the following points may come up.
  - Jekyll felt he had to keep his wild night life a secret. (p 64)
  - Being Hyde the first time was 'like a taste of the very best wine'. (p 65)
  - Hyde killed Carew after two months of quiet. (p 66- 67)
  - Hyde began to take over the good Dr Jekyll when not wanted. (p 67)
  - Points against Mr Utterson does not seem to have a dark side. (throughout)
  - Dr Lanyon finds Dr Jekyll's experiments impossible to agree with. (p 15)
  - If you are evil, no one will like you. (p 9, 26, letter on p 62, etc.)
- Ask your students to write their opinion in the four paragraphs as above. Set them a limit to the number of words and/or a time limit if necessary.
- You may prefer to set them a more personal title, either instead of the above or as a further writing exercise. Here are some titles that could be linked to this story:
  - It is always right to keep your word. (See discussions in Activity 14 above.)
  - A good friend always helps you do what you want.
  - People must never be curious about things they do not understand.



## Projects

### **Make a poster** No WS *Pairs or individuals*

- Put your students in pairs if you wish.
- Have ready as many sheets of paper as necessary, all the same size.
- Tell them that they are going to make the Wanted poster that Scotland Yard issued for Edward Hyde after the murder of Sir Danvers Carew.
- Discuss with them what a Wanted poster looks like and the information that it contains (the picture, name, description, crimes, amount of the reward, who to give the information to, etc.).
- Ask them to create their posters on the sheets of paper that you give them. Set a time limit if necessary.
- When the posters are made and any language errors corrected, you may want to display them all together as a frieze.

### **The life of RLS** No WS *Whole class, then pairs or individuals*

- The assignment is to illustrate the main events in Robert Louis Stevenson's life visually.
- Discuss with the whole class various ways of doing this. One might be to have a map of the world and to write details of his travels on it in the correct places.
- Another might be for each pair or single student to draw all the events as cartoon-type pictures in a series.
- Another might be for each pair to draw a large illustration of one event and to display them all in a frieze in the correct order.
- Another might be to list the titles of the books he wrote on the left, while giving the date when he wrote each book and information about his private life at that time on the right.
- When you and the class have decided how to do this and what your display space will look like when it is finished, they can start work. You may wish to recommend that they read more about Robert Louis Stevenson in an encyclopedia or other book, but if nothing else is available, the information in the introduction to the story book will probably be enough.

**WORKSHEET****I**

*Do these activities before you read the story.*

**ACTIVITY 1** Words for feelings

Think about the words you know in English for positive and negative feelings. Talk to your partner about them and write them in the two boxes below.

## Positive feelings

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## Negative feelings

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**ACTIVITY 4** Chapter headings

Look through the book with your partner and find the headings of the eight chapters. Fill in this page with the headings.

**CONTENTS**

Chapter 1	_____	page 7
Chapter 2	_____	page 13
Chapter 3	_____	page 23
Chapter 4	_____	page 28
Chapter 5	_____	page 34
Chapter 6	_____	page 42
Chapter 7	_____	page 56
Chapter 8	_____	page 64





*Do these activities after reading the chapters given.*

### ACTIVITY 7 Poole's diary

Do this activity after reading Chapter 4.

Imagine you are Poole. This is your diary. Write in it what happened the day that Mr Utterson came to see Dr Jekyll in the room over the laboratory. You do not need to write complete sentences but be clear - one day you may want to remember it all exactly.

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### ACTIVITY 8 Order of events

Do this activity after reading Chapter 5.

Read through these statements. Put them in the correct order by numbering them in the boxes from 1 to 14.

- a  Mr Utterson offered to try and make the two doctors friends again.
- b  Mr Utterson opened Dr Lanyon's letter.
- c  Dr Jekyll started visiting his friends again.
- d  Mr Utterson put Dr Lanyon's envelope in his safe.
- e  Mr Enfield and Mr Utterson spoke to Dr Jekyll.
- f  Mr Utterson wrote to Dr Jekyll to ask what was wrong.
- g  People told stories of the bad things Mr Hyde had done.
- h  Dr Jekyll asked Mr Utterson to let him be alone.
- i  Poole told Mr Utterson that Dr Jekyll was very silent.
- j  Dr Jekyll shut the window suddenly.
- k  Dr Lanyon become very ill.
- l  Mr Enfield and Mr Utterson looked at each other in terror.
- m  Dr Lanyon died.
- n  Dr Jekyll stopped seeing people and stayed at home.

**WORKSHEET 4**

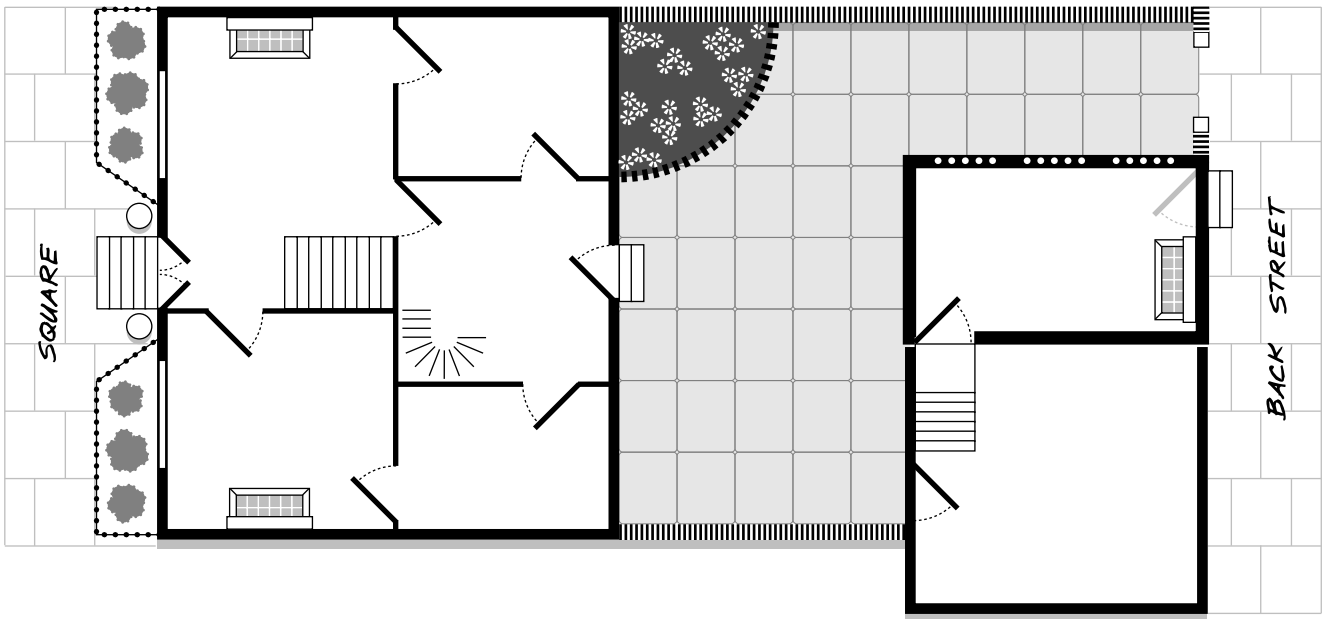
*Do these activities after reading the parts given.*

**ACTIVITY 9 Attack!**

Do this activity after reading Chapter 6.

This is a plan of Dr Jekyll's house and laboratory. Label the rooms.

Which people were in and near the house at the time of Mr Hyde's death? Label the places where they were.



**ACTIVITY 11 Mr Utterson speculates**

Do this activity after you have finished reading the story.

Do you remember Mr Enfield saying on page 11, *It must be blackmail, I suppose?* We use *must* in this way when we believe that something is true. We use *can't* for when we cannot believe that something is true, for example Mr Utterson thinks that Dr Jekyll *can't* be too ill to go for a walk on page 41.

Mr Utterson is worrying about his friend, Dr Jekyll. He is thinking about the relationship between Jekyll and Hyde. He is very confused. He writes down some notes to help him think.

Here are his notes. Make complete sentences out of the notes using *must be* or *can't be*. Number 1 is done for you as an example.

1 H = friend of Dr J's - named in will

*Mr Hyde must be a friend of Dr Jekyll's because he is named in the will.*

- 2 H not friend - Dr J wouldn't be friends with bad man  
\_\_\_\_\_
- 3 Mr H = blackmailer - knows something about Dr J's past  
\_\_\_\_\_
- 4 Mr H no blackmailer - Dr J would tell me  
\_\_\_\_\_
- 5 Mr H = murderer - waiting for right moment  
\_\_\_\_\_
- 6 Mr H wants Dr J's money  
\_\_\_\_\_
- 7 Mr H not poor - has comfortable house in Soho  
\_\_\_\_\_
- 8 Dr J owes Mr H a lot of money  
\_\_\_\_\_

Do these activities after reading the story.

### ACTIVITY 13 Making longer sentences

Read through these pairs of sentences. Make each pair into one sentence using one of the words and phrases in the box to join them and making any other changes necessary. Number 1 is done for you as an example.

as so that but since although while  
in order to when

- 1 Dr Jekyll seemed to like Mr Hyde. Hyde was not a good man.

*Dr Jekyll seemed to like Mr Hyde although Hyde was not a good man.*

- 2 R. L. Stevenson wrote books. He wanted to make money.

\_\_\_\_\_

- 3 Mr Hyde walked over the little girl. He was walking to the laboratory one night.

\_\_\_\_\_

- 4 Dr Jekyll was sitting at the window. He felt the change beginning.

\_\_\_\_\_

- 5 R. L. Stevenson wrote *Jekyll and Hyde*. He was living in Bournemouth.

\_\_\_\_\_

- 6 There were no clouds during the early part of that night. It became foggy later.

\_\_\_\_\_

- 7 Poole had the axe ready. He could break down the door.

\_\_\_\_\_

- 8 Dr Jekyll and Mr Hyde never appeared together. They were the same person.

\_\_\_\_\_

- 9 She had an unpleasant face. She spoke politely.

\_\_\_\_\_

- 10 Dr Lanyon gave Mr Hyde a measuring glass. He could take the drug.

\_\_\_\_\_

### ACTIVITY 14 Characters compared

Look at the words and phrases in the box. Decide which man they describe best and write each one in the space for that man.

Then write a point from the story in note form to explain your choice. One is done for you as an example.

You may find that some of the words and phrases are true about both men, but the points from the story will be different.

shy kind dull friendly curious honest  
keeps secrets worried brave gentle  
loves freedom intelligent

#### Mr Utterson

*honest – did not open Dr Lanyon's letter*

#### Dr Jekyll

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# KEY TO BOOK EXERCISES

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## A Comprehension

### Chapter 1 The Story of the Door

- 1 Mr Enfield.
- 2 Hyde.

### Chapter 2 The Search for Mr Hyde

- 1 Dr Henry Jekyll's will.
- 2 He hoped to see Mr Hyde's face.
- 3 Mr Hyde.

### Chapter 3 The Carew Murder Case

- 1 A servant saw the murder.
- 2 Mr Utterson recognised the broken piece of stick.
- 3 Inspector Newcome went with Mr Utterson to Hyde's house.

### Chapter 4 The Letter

- 1 Dr Jekyll.
- 2 Mr Utterson.
- 3 Newspaper boys.
- 4 Mr Guest.

### Chapter 5 A Face at the Window

- 1 True
- 2 False. He wrote a letter to Dr Jekyll.
- 3 True.
- 4 False. He spoke to Mr Utterson and Mr Enfield.

### Chapter 6 The Last Night

- 1 He wanted a particular powder, but the powder he got was never good enough.
- 2 He used an axe.
- 3 A bottle.
- 4 Mr Utterson's name replaced that of Mr Hyde.

### Chapter 7 Dr Lanyon's Story

- 1 Powders, a bottle and a notebook.
- 2 He took a gun from his desk and waited for a man to arrive to collect the drawer.
- 3 He changed and became Henry Jekyll.

### Chapter 8 Henry Jekyll's Story

- 1 True.
- 2 False. He became smaller.
- 3 False. He employed a woman.
- 4 True.

## B Working with Language

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- e b a d c

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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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