

HEINEMANN

Using Graded Readers in the Classroom

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teacher's
guide

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WHAT ARE GRADED READERS?

Graded Readers are fiction and non-fiction books that have been specially written for learners of English as a foreign or second language. As their name suggests, they are graded into levels of language difficulty. This is done by means of controlled structures, vocabulary, grammatical features, information load and cultural background.

Graded Readers aim to provide the language student with a variety of reading materials appropriate to his/her language level and interests. Students may recognise some titles at the higher levels, as these are very often adaptations from existing books, while at the lower levels, many Readers are specially written stories.

Graded Readers are deliberately designed not to look like language books, but to look like popular paperbacks. Their bright covers are designed to attract the students' attention and motivate them to want to read. Although the books vary in length, the majority at the lower levels are short and can be read quickly and easily. This is important for students who are learning English as they need to feel they are succeeding right from the start. Finishing a book in a foreign language is one of the most challenging and motivating experiences a student can have and this will encourage further reading.

The language levels are carefully pitched so that at each level students will meet only those grammatical features which they have already been taught in their courses. The use of all the grammatical features is made clear through context and by reinforcement. After new language has been introduced it is repeated and recycled so that the learner becomes familiar with it.

An important feature of Graded Readers is informa-

tion control, that is, the amount of information presented in each sentence, paragraph, or chapter. Care is taken to control the density of information appropriate to each level and to avoid too many sub-plots, focusing on only vital information so that the student can follow the story with ease and enjoyment.

When we read in our native language, we bring an enormous amount of cultural and background knowledge to a text. For many learners, a lack of knowledge of the culture or background referred to or inferred interrupts the understanding of certain authentic texts. This is why the amount of cultural background included within the text of Readers is limited; or such information can also be conveyed through pictures. Background information is also provided whenever necessary in the form of a short summary at the start of the book, together with maps, diagrams and character portraits, in order to aid general comprehension.

Vocabulary is limited at each level. There is a general body of vocabulary that students are expected to know at each level. New or unfamiliar words are only introduced where the meaning is obvious and it is then reinforced by repetition. In Readers at higher levels extra help is given by the inclusion of lists of words that students might find difficult. Illustrations such as photos, maps, drawings and diagrams can also give the student extra help in understanding difficult words, events in the story, or ideas which cannot be easily expressed in the permitted language. All of these comprehension aids help the students to develop their reading ability without necessarily referring to a dictionary and thus interrupting reading fluency.

The Graded Reader provides you with a valuable

teaching tool in order to encourage and motivate your students to read. But does reading help students to make progress in their language learning in general and if so, how and in which areas?

WHY USE GRADED READERS?

Much of the reading done in the classroom is usually based on a short reading passage from a coursebook and students are asked to concentrate on vocabulary or structure or even to develop specific reading skills such as scanning or guessing the meaning of unknown words. This kind of reading is widely known as *intensive reading* and is important in order to prepare students for the extensive reading they can do outside the classroom. *Extensive reading* usually refers to the kind of reading many students already do in their own language, for example, reading novels, non-fiction texts or reference books.

The value of extensive reading outside the classroom is considerable. Research has shown that reading extensively in a foreign language can result in:

- faster reading
- a significant increase in vocabulary
- a better understanding of how the language is used
- better writing skills
- a more positive attitude to the foreign language in general.

We will look at each of these in turn.

Improving Reading Fluency

When we read in our own language, we often read several words together or whole blocks of words, one eye movement taking in several words at a time. Many

students reading in a foreign language move from one word to another, slowing down their reading considerably, which in some cases can prevent comprehension of the text as a whole. By the time they get to the end of a page they have forgotten what they have read at the top. In Graded Readers, by offering simplified language, controlling the amount of information and repeating new vocabulary systematically and naturally, we enable students to read and understand more of the text. The more students read, the easier it becomes for them to transfer their native language reading skills to the foreign language they are studying.

Vocabulary Acquisition

For many students, the task of reading authentic texts ends in frustration and demotivation because of their inability to understand many of the words. Graded Readers, however, allow the learners to read extensively within a limited vocabulary. By seeing words in different contexts, students get a more complete understanding of their meaning and the ways in which they are used. Although the students might not recognise all the words, they will be able to make reasonable guesses at the meaning of the unknown words and understand most of the text, building up their confidence and a feeling of success.

How the Language is Used

Another important function of extensive reading is that students gradually become more aware of how the language is constructed. They begin to recognise how sentences combine to form paragraphs and, in turn, how paragraphs are arranged to form whole texts. This is

important as much of the reading students do in class is at sentence or paragraph level. Through extensive reading, students can arrive at a better understanding of how linking words are used to connect ideas and how pronoun reference (words such as 'it' 'he' etc.) also plays an important role in making a text logical and coherent.

By reading longer texts, students will learn to see the foreign language not as a series of structures or short sentences, but rather as a piece of text that is actually communicating ideas, opinions, or even emotions to them. For many students, this will be their only contact with 'real' language use outside the classroom.

Improving Writing Skills

A growing amount of research has shown that extensive reading over a continued period of time has a direct influence on other language skills such as writing. Not only do learners produce better written work, but they are also more willing to experiment with the language. It is difficult to measure the exact influence extensive reading has on writing, that is, how much reading a learner has to do before its effects can be seen in his/her writing. However, a clear link has been established between the amount students read and their ability to write clear and coherent English.

Building Confidence

Intensive reading can develop the reading skills necessary for an extensive reading programme and both kinds of reading complement each other on any language course. The reading strategies students are taught in the classroom can prepare them to become good readers outside the classroom. By using Graded Readers in an

extensive reading programme, we are helping our students to become more independent in their learning and encouraging them to try out the skills and strategies on their own, leading them ultimately to the extensive reading of ungraded, complete texts.

As T. Hedge (*Using Readers in Language Teaching*, Macmillan, 1985) points out, 'Readers provide an experience for the language learner which builds confidence and encourages independence in reading.'

HOW TO USE READERS IN THE CLASSROOM

Graded Readers can be used in two ways:

- as part of an individual reading programme in which students take books from a class library and read them on their own.

Individual reading allows the students to become much more independent in their learning. On the one hand, it allows them to read at their own pace, and on the other, students are free to choose the kind of book they are interested in. Titles at different graded levels should be available to suit all the learners' abilities.

- as a whole class reading programme in which all the students in a class read the same Graded Reader.

The class reader is also a useful tool because it allows you to prepare the whole class for the reading they will be involved in. Reading in a group can help build up motivation to tackle the difficulties which may be encountered with understanding the content or

vocabulary. After the students have read the book, there is also the possibility of general class discussion and exchange of opinions.

If you have enough time in your English class, both kinds of reading programme can be carried out to complement intensive reading activities.

Below, we take a closer look at these two uses of the Graded Reader.

The Class Library

What is a class library?

A class library is a library of English books that is made directly available to EFL students in the classroom. A school library, on the other hand, is a room specifically designed to house all kinds of books on different subjects. This may seem obvious at first glance but it is important to emphasise the difference.

A school library is ideal for those students who are motivated and have been encouraged to read from an early age. They will make the effort to pay regular visits to the library in order to satisfy their thirst for reading. However, this is not the case for many of our students who will always find excuses such as 'I haven't got enough time', 'I forgot' or 'I don't know which books to choose'. By bringing the library into the classroom, we are at least making it easier for our students to take a book home with them, while at the same time we are also showing them that reading in the foreign language forms an integral part of their English course.

How do I set up a class library?

An important factor in determining the success of a class library is that both the teacher and the students

are responsible for setting it up and running it. The more involved our students become in its creation, the more motivated they will be to use it.

Who chooses the books?

You can choose the books to be included, or better still, the students can help you to choose the books from catalogues. Explain in their own language if necessary, the descriptions given for each book in the catalogue. Gently guide the students to look at the levels you feel are appropriate to them.

Suggestions for using different kinds of tests have been made in the past in order to decide on levels of reading material for students. However, by far the most efficient way of choosing the level of Readers is by using your own intuition. Make an initial selection of two or three titles from each level and read them through yourself. You will then be able to suggest levels that will suit your students' particular needs.

If you are lucky enough to have sufficient funding in your school, the books can be bought by the school itself. If this is not the case, each student can be asked to buy two of the chosen books at the beginning of the year or the students can give you the money and you buy the books. Clearly, if you or your students can finance more than two books, all the better, but the minimum working number should be two books per student.

Where should I keep the books?

Ideally, if you are based in one classroom, this can again be a joint decision and students can be encouraged to participate in making a space for their 'book corner'.

This will require enough shelf-space so that students can see the front covers of the books. If, however, you move from class to class, you can either keep each class library in a cabinet in each classroom or you can have a mobile library. A trolley bought by the school can be wheeled in and out of classes or if you have a problem with stairs, you can make a hanging library with individual pockets (preferably transparent) as shown in Fig. 1 below, which can be folded and stored away at the end of each class.

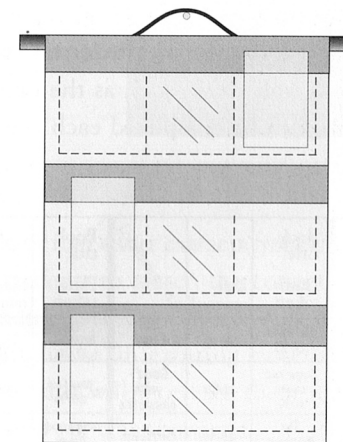


FIG. 1

Keeping books in a box is another solution, but you should always take them out and put them on display face-on as the spines of many readers are very thin and students cannot see the covers properly to make their choice. The appearance of the front cover together with the title often seems to be the main reason why a student initially picks up a book. It is important, therefore, that books are laid out in a display area, because it makes them more attractive and interesting.

How do I keep track of the books?

Library loan cards can be kept on the inside cover of each book. These are collected by the library monitor and stored in a small box so that they know which books have been lent out. Students can be involved in this as library monitors; they keep a check on all the books on loan or those that are brought back so that losses are avoided. By giving students the responsibility for taking care of their books and organising the system, losses and damages are more likely to be reduced.

How can I keep a record of students' reading?

A library record wall chart, such as the one illustrated in Fig. 2 below, can be completed each time a student takes a book.

Name	Book title Date taken	Date returned	Recommended	Book title Date taken	Date returned	Recommended
Pedro Alvarez	Ski Race 6/10	15/10	Easy	The Briefcase 17/10		
Elena Bafill	Sugar and Candy 6/10	13/10	Good - with cassette	Blue Fins 20/10	25/10	Interestin
Susanna Caro	The Briefcase 6/10	20/10	Difficult	Sugar and Candy 6/10		

FIG. 2

Students can also keep a record of the books they have read in a personalised notebook. This might include the title and author of the book they have read, the date, a short summary of the story, general impressions etc. At the lower levels, if the students do not have enough English, this can be done in the native language.

It is also useful if you keep a record of the books each student has read as this can be passed on to teachers of

future courses to provide valuable information about the student's interest and progress.

How do I categorise the books?

Readers can be categorised according to linguistic level or content. Use your knowledge of your students' proficiency to establish how publishers' existing coding systems based on linguistic levels relate to your specific needs.

Some Graded Readers will already indicate the linguistic level by means of a colour code used on the covers, for example, orange for beginner level or blue for upper level. You may want to use a similar system to include all the books in your library. This can easily be done by sticking a coloured square or circle on the spine, therefore providing quick and easy identification of all levels of Reader.

The books can then be categorised into genres such as: thriller, romance, science fiction/fantasy, mystery/horror/ghost, human interest etc. In this way, when your books are colour-coded to indicate linguistic levels, classes which include students of varying degrees of proficiency or individuals who are motivated by the subject matter to move between levels, can all be accommodated.

Many Readers are accompanied by cassettes. You may wish to keep a separate system of index cards for the cassettes as not all the students taking books out on loan will want to listen to the cassettes.

How do students choose what to read?

Time should be set aside for students to look through the class library. This could be during class time, break-

times, after-school hours etc, but you should be available to help them whenever possible. The language level of the Reader is important but it is not the only factor involved in making a choice. By far the most effective way of motivating students to read is by getting them involved in the subject matter. The language level then becomes secondary as long as it does not actually prevent understanding, and students should aim to look for books they find interesting.

If a student finds it difficult to decide, help him/her by making a selection according to his/her interests and level. The ultimate decision should then be taken by the student.

When should students read?

Silent reading can be done during class time, if you have enough time, or, alternatively, at home. Students can also read their books while they are waiting for other students to finish their work, so they are not wasting precious class time. Dedicating thirty minutes of class time per week to reading may make the difference for those students who are unable to or do not want to read at home. You can use this time to help students choose new books or talk to individual students about the book they are reading. If you show a genuine interest in what they are reading, students will see the importance of reading as part of their English course.

Asking individual students to read aloud in class is not recommended. This can be counterproductive. The student can become self-conscious about his/her mistakes in pronunciation and about reading speed. This results in lost confidence. Also the students who are listening will become more involved in picking up

errors rather than following for meaning and everyone's overall enjoyment of a story can suffer. It is better if now and again you read a short passage aloud to the class. This will give the students a model for pronunciation while they follow in their books. Alternatively, passages from the books can be used as language drills in the language laboratory, so that students can be given individual attention on pronunciation problems.

How do I motivate them to read?

So far we have looked at ways of getting your students involved in setting up the library and starting to read. We will now turn to the kinds of activities that can be carried out to allow your students to see the variety of materials available to them and so arouse their interest. The following activities, using the Heinemann Guided Readers Series, are intended to get students to look at a variety of books by giving them limited information about them.

Activity A

1. Mask the titles of a few books with removable sticky labels and write a number on each. (Fig. 3)
2. Give students a list of the titles.
3. Show them each book cover in turn and ask them to match the number with the correct title in their list by using the information from the picture on the front cover.
4. Check their answers by removing the sticky label.

Answer:

- 1 = *This is New York* by Betsy Pennink
 2 = *Frankenstein* by Mary Shelley
 3 = *Shane* by Jack Schaefer

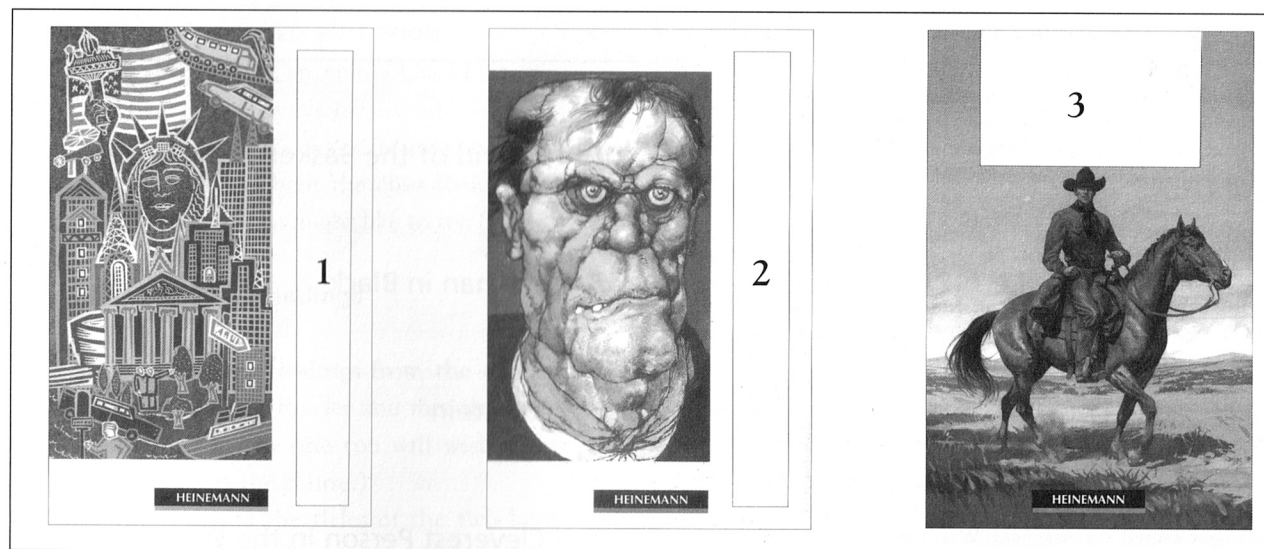


FIG. 3

Activity B

1. Copy the blurb descriptions from the back cover of a variety of books, or prepare summaries in controlled language yourself, using the description of the books from catalogues.
2. Give students a list of the blurbs and/or the summaries, together with a list of titles and ask them to draw lines connecting the book title to the correct blurb/summary. (See Fig. 4 on page 6).

NOTE: When preparing this activity, bear in mind that the summaries or blurbs should include some clues as to which titles they belong to. Any number of books can be introduced to the students in this way.

Activity C

1. Give students a list of three or four titles or even summaries of books.

2. Play three or four short extracts from the cassettes.
 3. Ask the students to match the correct title with the corresponding listening extract.
- NOTE: If you choose an exciting cassette extract with lots of action, this will motivate them to want to read the story to find out what happens.

Activity D

1. Choose a few short extracts from a book. These should include key points in the story or important character descriptions.
 2. Give the students a list of the corresponding titles and ask them to match the title with the extract.
- All these activities can be done using a number of different titles. The main aim of these activities is to make your students more aware of the kinds of books that are included in their class library.

Summary/Blurb	Book Title
<p>The children wanted Arthur to tell them a ghost story. But he could not do so. His story was too horrible to tell. His story was of a lonely house among the dangerous marshes. There a woman in black with hate in her eyes waited and watched. And a child cried out in the mist.</p>	The Hound of the Baskervilles
<p>Mahmoud came from a poor family in a small village. His parents and sisters did not understand him. Mahmoud was a genius. But he did not want money or friends. He wanted to be the Cleverest Person in the World. And no one was going to stop him.</p>	The Woman in Black
<p>Sherlock Holmes and Dr Watson have to solve a strange mystery on Dartmoor. They go to find out if a huge dog has killed Sir Charles Baskerville.</p>	Frankenstein
<p>The lightning was all around me. I looked at the huge body. The silver light reached the hands, the feet and the head. For a moment everything was quiet. Was it moving? No, yes! An arm moved and then a leg. Then I heard breathing. Yes, the man was breathing. He was alive!</p>	The Cleverest Person in the World

FIG. 4

Should students do any activities while reading?

Once they have chosen the book they wish to read, some students will not need any more guidance and will read for pleasure. At Elementary, Intermediate and Upper levels, comprehension questions (Points for Understanding) appear at the back of each book; these provide intensive reading work.

Other students may need more help and there are WORKSHEETS available, free upon request, for each title in the Heinemann Guided Readers Series. (See pages 19 to 23 for reduced facsimiles of Worksheets at each Level.) Each Worksheet includes Pre-reading, While-reading and Post-reading activities that can be followed through by an individual student or by a group.

Worksheets include both intensive and extensive reading activities. The proportion of intensive to extensive activities varies from Worksheet to Worksheet.

CASSETTE RECORDINGS are now available for many titles in the Heinemann Guided Readers Series and are a useful aid to comprehension. Students can use the cassettes in a variety of ways. They can listen to parts of the cassette before reading, while they are reading, or even use them as an activity after they have read the whole story. The dramatisation of a story can help students to understand and follow the plot much more easily than just following the written text. This is particularly useful for slower readers as they are forced to read at a certain pace and can go back over sections they do not fully understand. Listening to a cassette

while reading also aids word recognition as students relate the written form to the spoken word.

How do I maintain my students' interest in reading throughout the year?

What often happens with many class libraries is that all the students start with good motivation but by the end of the school year only a few are still reading. It is our job to maintain the level of motivation by doing activities such as those outlined above not only at the start of the first term, but at regular intervals throughout the year. In this way, students are being reminded that the class library is there for their use.

By the time you do these activities in mid-term, some students will already have read a number of books and might recognise the blurbs, summaries or extracts from the cassettes that you are using in these activities. This is not a problem, but an advantage. Students who are familiar with certain of the books can help their classmates with these activities. And you can ask the students about their opinions in front of the whole class.

By using a wall chart, students can recommend books to their friends. This is one of the most valuable ways of motivating them to read. Alternatively, you can ask your students to give short talks about the books they are reading. You can also make up a quiz as a competition for the whole class, including questions about the front covers, the titles, the illustrations etc.

Perhaps the most important way of keeping the class library alive is by you showing interest in it throughout the year.

The Class Reader

The class Reader is a book which all the class reads, so multiple copies of the same book are bought and read primarily in class. The activities given in the following pages have been used with different age-groups in different kinds of learning environments. Some of these activities are more applicable to large classes with young adolescents, while others can best be carried out with smaller groups. They are designed to be used as a check-list of ideas that can be adapted for use with any kind of Reader.

The main aim of these activities that students will be asked to do while they are reading is to aid global comprehension as opposed to focusing on a more detailed study of a text. Students are not invited to analyse word order or give the meaning of specific vocabulary items in these activities because such tasks are more appropriate to intensive reading. They are encouraged to 'ignore' words they do not understand as long as this does not prevent global understanding. Students are given the freedom to use their imagination and to bring their own experience to bear on their own interpretation of the text.

The activities below are divided into three sections: Pre-reading, While-reading and Post-reading. Pre-reading activities aim to motivate the student to want to read, either by getting them involved in the theme of the book or by getting them involved in the text itself. While-reading activities are designed to guide the student through the text, providing help where necessary. Finally, Post-reading activities aim to get the student to think about what they have read.

PRE-READING ACTIVITIES

Activities A, B, C and D from the Class Library section above are excellent ways of introducing the class Reader to the students. You can use the activities to build up information about the class Reader. Here are some more activities you might like to try:

Mixed-up Chapter Headings

Activity E

1. Take the chapter headings from the chosen class Reader and another Reader and mix them up. (The second book may be one you will wish to use at a later stage during the course.)
2. Give the students the titles of the two books and show them the front covers.
3. Ask the students to write the chapter headings under the titles as shown in the example in Fig. 5.

NOTE: By looking at chapter headings, students begin to predict how a story develops. If you feel it will help your students, give them the blurbs from the back covers.

Putting Chapter Headings into Order

Activity F

Some chapter headings provide information about their order.

1. Give the students a list of chapter headings from a Reader. Make sure the headings are in the wrong order.
2. Ask the students to decide which chapter heading they think is the first and which is the last.
3. Ask them which chapter they think is going to be the most exciting, the saddest, the most important etc.

1. Read these descriptions of what happens in these two stories at Beginner Level.

The Sky's the Limit

Max worked for a large company - Friendship Services International. Every day he received lots of letters. These letters asked for 'FSI products'. But FSI products had no names! They only had numbers and letters: X3Ys, L7Ks, A5Qs. What did these numbers and letters mean? Max did not know.

Dear Jan...Love Ruth

They were so different: Jan from Poland. Ruth from England. 'What's wrong with an English boyfriend?' Ruth's mother asked. But Ruth did not listen. She did not care. She loved Jan.

2. Here are the chapter headings from the two books. Put the headings in the correct column:

The Arrival	The Ground Floor	Going Home
The Fifth Floor	An Important Man	Ruth's Parents
Higher and Higher	The Meeting	A New Start For Max
Bad News, Good News	Jan and Ruth	The Sky's The Limit
	The End	

Dear Jan..Love Ruth	The Sky's The Limit
The Arrival	

FIG. 5

4. Ask the students to look at the remaining chapter headings and to decide their own order for these.
5. Ask the students:
 - (a) to predict what will happen in a chapter or
 - (b) to predict what will happen in the story.
6. Ask the students to invent their own story based on their order for the chapter headings. You can even ask your students to write a short paragraph about what they think happens in each chapter.

Using Illustrations

Activity G

1. Give the students a series of pictures taken from the same book. The examples in Fig. 6 are from *The House on the Hill* by Elizabeth Laird (Beginner Level).
2. Ask the students to put the pictures in order and make up a story to go with them.

NOTE: Alternatively, you can give the students the chapter headings as well as the pictures to enable them to tell their own story.

Activity H

Other types of illustrations can also be used, such as pictures of letters. See the example in Fig. 7, page 9. This idea comes from the Worksheet for *The Return of the Native* by Thomas Hardy (Upper Level).

Character Role-Play

Activity I

Some Readers include a variety of characters and when this is the case, there is often a short introduction to the characters at the beginning of the book.



FIG. 6

Here are two letters from early in the story.
Try to answer these questions about Letter 1 and Letter 2.

- What is the relationship between the writer and the person who received the letter?
- What is the problem?
- What do you learn about the characters of the people involved?
- Do you think there is a connection between the two letters?

LETTER 1

Dear Diggory Venn,

I was surprised at your question. I'm afraid I can't marry you. I'm sorry I laughed when you asked me. My aunt likes you. But I'm sure she doesn't want me to marry a dairy-farmer like you. It is better if we don't meet again.

Thomasin Yeobright

LETTER 2

After thinking it over carefully, I have decided that we must not meet or speak to each other again. For two years now, you have been unfaithful to me. I am ending our friendship because you are marrying another woman.

Eustacia

FIG. 7

This sometimes includes their name, their job and their relevance in the story. We can use this information to make role-play cards for our students by adding a small amount of information to each description. The aim of this activity is for students to become familiar with all the characters in the story before reading the book.

Imagine you have six characters in the story and thirty students in your class.

- Make five sets of the six character role-cards.
- Divide the class into five groups of six students.

- Give out one of the character role-cards to each student in each group.
- The students read their character role-cards and take notes if necessary.
- Keeping the five groups separate, tell the students that they are at a party with the other members of their own group. They should all stand up and meet everyone in their own group by introducing themselves and taking notes of the other people's names, jobs etc.
- Once they have met all the other people in their group, ask the students to sit down again.
- Ask them to write down what they have found out about the other characters. Then ask them to write a brief description of what they think their character looks like.
- Give the students the books and ask them to compare their own descriptions with the artist's impression in the Reader.

NOTE: If you have an uneven number of students, take out some minor characters from the role-cards. Or, this activity can be further exploited by giving different groups of students different selections of character role-cards. The groups would then have to question each other and pool their facts to find the missing information.

WHILE-READING ACTIVITIES

Putting Events Into Order

Activity J

- Ask the students to put a number of randomly ordered sentences into the correct order while they are reading.

The following example (Fig. 8) is based on Chapter 13 from *Z for Zachariah* by Robert C. O'Brien (Elementary Level).

Read these sentences and put them into the correct order.

Mr Loomis makes Ann fall.

Mr Loomis tells Ann not to touch the suit.

Mr Loomis wants to go to Ogdentown.

Ann tries to find out more things about Mr Loomis.

FIG. 8

NOTE: The sentences aim to summarise the events in the story and act as a guide to the students to help them pick out the key points in the story.

Prediction

Activity K

- Divide the students into pairs or groups.
- Choose a key passage in which an unexpected event occurs.
- Give the students the first and last line of a chapter or of two pages.
- Ask the students to predict what they think will happen in this part of the story.

Activity L

- Give the students a selection of key words in the same order as they appear in the book.
- Ask them to predict what happens in this part of the book.

The example (Fig. 9 on page 10) is based on the first four chapters of *The Stranger* by Norman Whitney (Elementary Level).

These words have been taken from the first part of a story.
Read them with your partner and talk about what you think happens in the story.

VILLAGE
STRANGER
BUYS HOUSE
SHOP
SPECIAL ROOM
UNUSUAL CUSTOMER
PALE AND FRIGHTENED

FIG. 9

Jigsaw Tasks

Activity M

Jigsaw tasks can be carried out using different elements of a book. Short passages from a chapter can be used; or a set of extracts from the same chapter on a cassette can be used. The aim is for the students to pool together their information to form an understanding of the whole.

1. Divide your chosen passages or cassette extracts into three parts and write a set of key questions related to each part.
2. Now divide the students into three groups. Give each group one part of the jigsaw and every student a set of all the key questions. At this stage the students will only be able to answer the question on one part of the jigsaw.
3. Ask them to discuss the questions then write the answers to the key questions in as much detail as possible.
4. Regroup the students into threes, so that each student in each group has a different part of the jigsaw information. See the diagram in Fig. 10.

5. Each student explains his/her part of the story from their first groups to the others in their new group, using their answers to the questions as a guide. The other students in the group listen and write the answers to the remaining questions.

NOTE: This activity can also be done using pictures from a part of the book.

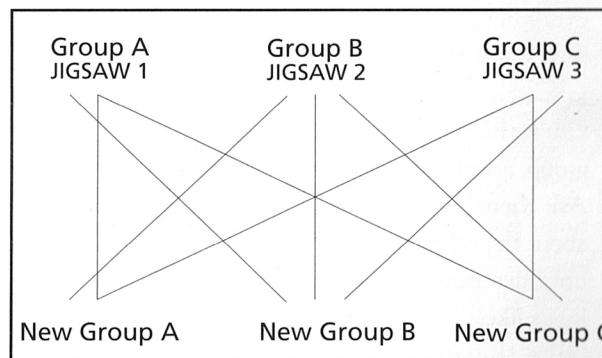


FIG. 10

Using Illustrations

Activity N

Use the illustrations to present or practise vocabulary items. For example the following picture (Fig. 11) taken from page 21 of *The Promise* by R.L. Scott-Buccleuch (Elementary Level) can be used for vocabulary presentation.

Present the students with the illustration before reading the chapter. Elicit words connected with the picture and eventually prompt the word 'dodge'. Write the word on the board and ask the students for a definition of the word. This is also written up on the board. The students now read the chapter and have the vocabulary item and the explanation on the board to refer to if necessary.



FIG. 11

Activity O

Ask your students to predict what is going to happen next by showing them a picture from the class Reader.

Activity P

1. Divide your students into pairs.
2. Ask each student to choose a picture related to a part of the class Reader they have already read. They should not show their partner the picture.
3. Each student takes it in turn to describe his/her picture. His/her partner listens and explains which part of the story the picture refers to.

Strip-cartoon Dialogues

Activity Q

Some Readers include strip-cartoon dialogues. Your students can act out the dialogue between the characters and record their own work on cassette.

Activity R

The part of the story that is in strip-cartoon can be used as a writing task in which the students rewrite this part in narrative form. For example, after reading page 16 (Fig. 12) from *Death of a Soldier* by Philip Prowse (Beginner Level), the students might write something like Fig. 13:



FIG. 12

Points of View

Activity S

1. Invite the students to retell a part of the story as if they were a main character in the story, using "I...."
2. Or get the students to retell part of the story from the point of view of another character.
3. 1 and 2 can be further exploited by you asking questions at appropriate points in the story such as "How do you feel?" or "What do you think of..."

The girl asked, 'Can we come in, please?'
Mrs O'Donnell looked at her for a minute
but she didn't know her, so she asked,
'What do you want?'...

FIG. 13

Character Studies

Activity T

Ask the students to assess and make notes on two or three characters at different points in the story for their various qualities, e.g. bravery, cruelty, generosity, selfishness etc. Do these qualities change as the story progresses?

POST-READING ACTIVITIES

Characters

Activity U

1. Select parts of the story in which different characters are being described. Copy these passages, using correction fluid to paint out the name of the character if it appears in the description. Hand out the descriptions to the students.
2. On the board, make a list of the names of all the characters in the story, or ask your students to write this list in pairs.
3. When the students have read the different character descriptions, ask them to write the name of the character they think is being described at the top of each description.
4. Students can check their answers in the book.

Guessing Game

Activity V

Students play in pairs or groups. On the board, write a list of the characters in the story. One student thinks of a character from the list, the other students ask Yes/No questions in order to guess the character.

Continuing the Story

Activity W

Students speculate on what happens after the story ends. This can be a good task for homework.

Play Writing

Activity X

Ask your students to rewrite the story in play form. They can then act it out to the rest of the class, or record their version on cassette or video.

Board Games

Activity Y

Make a board game including squares with questions about the text. Questions can include facts about events, how characters react to different events, who said what, and so on. When a student falls on a question square, the others in the group can refer back to the book to check to see whether the question was answered correctly or not.

Tell the Story

Activity Z

Plot summaries can be made more realistic by asking the students to summarise the story, for example,

- in a review
- in a letter to a friend
- in a diary entry for the main character as in the example in Fig. 14 based on *Marco* by Mike Esplen. In this particular book, the action takes place over the period of two days.

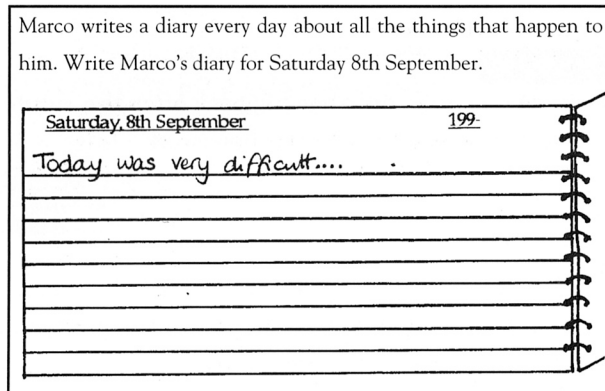


FIG. 14

Match the Quote

Activity AA

Take a number of quotations from the story and ask the students to say which characters said each one.

The Heinemann Guided Readers Series

Series Editor: John Milne

- A graded reading scheme at five levels - Starter, Beginner, Elementary, Intermediate and Upper (see the Grading Chart, p13) where the control of structures, grammatical features and vocabulary has been carefully balanced with control of both factual and cultural information, so highly praised by the Edinburgh Project on Extensive Reading (1989).
- A widely varied selection of fiction and non-fiction titles - both original stories and retold versions of well-known novels.
- Good quality, fully integrated artwork on pages which have an easily readable typeface for maximum legibility.
- Full colour artwork at Starter and Beginner levels making these books attractive to a wide range of readers.
- Covers with specially commissioned artwork from contemporary artists, to reflect the individuality of the books. The students will feel they are reading a 'real book' and not a textbook. The back covers and spines present clearly signalled and colour coded information on level and content, allowing teachers and students to select appropriate readers at a glance.
- Titles at Elementary, Intermediate and Upper Levels have Points for Understanding comprehension questions to test the students' understanding of events in the story and plot development.
- Intermediate and Upper Level titles have glossaries of the special vocabulary that is introduced in these stories.

- Additional resource and back-up material such as illustrated character listings, maps and notes on background and setting that can be valuable aids for classroom or homework extension activities and help students' understanding of the story.
- A good selection of **Cassette** recordings of titles in the Series to expand and support the use of the books in the class and as self-study.
- Free **Worksheets** for all titles, at all levels, to provide practice for pre-, while-, and post- reading activities, based on the vocabulary and content of each book. See facsimile examples on pages 19 to 23.

The titles in the HGRs have been chosen and written with both the students' linguistic ability and their wide ranging interests in mind. If the students feel challenged but not intimidated, stimulated rather than stultified by their reading books, they will derive pleasure and a sense of achievement from reading rather than looking on it as a chore.

Teachers can feel confident that they have chosen a book that reads well, introduces and recycles language that is pertinent and useful to the theme or topic presented, and that together with the support of the supplementary materials available they have an extremely useful tool for the teaching of English in the classroom.

A GUIDE TO THE STRUCTURAL GRADING OF HEINEMANN GUIDED READERS

All levels are cumulative and any structure listed at one level is freely permitted at any higher level

	VERBAL GROUP	NOMINAL GROUP	ADVERBIALS	ADJECTIVALS	SENTENCE STRUCTURE
Starter Level (about 300 basic words)	Present simple tense Present continuous tense Future tense with <i>going to</i>	Simple common nouns Proper nouns	Verb + maximum of one simple Adverbial phrase of manner, place or time	Maximum of one Adjective before the noun or in the predicate	Simple sentences with maximum of one Clause : Subject + Verb Subject + Complement Subject + Verb + Object Simple sentences introduced by: <i>There is... There are... It is...</i> Simple questions which can be answered using <i>yes</i> or <i>no</i>
Structures occasionally found at Starter , and frequently at all subsequent levels.	Modal - <i>must</i> (obligation) Modal - <i>can</i> (ability)			Two Adjectives before the noun	Questions beginning with <i>wh</i> - words
Beginner Level (about 600 basic words)	Present and Past simple tenses Present and Past continuous tenses Future tense with <i>going to</i> and <i>will/shall</i> Modal - <i>can</i> (for ability) Modal - <i>have</i> (for obligation)	Common nouns Proper nouns Nouns in simple apposition Two Nouns linked by <i>and</i>	Verb + maximum of two Adverbs Verb + maximum of two simple Adverbial phrases of position, direction, time or manner	Maximum of two Adjectives + noun Noun + one simple Adjectival phrase Simple comparatives	Simple sentences Compound sentences with maximum of two clauses joined by <i>and</i> , <i>but</i> or <i>or</i>
Structures occasionally found at Beginner , and frequently at all subsequent levels.	Present perfect tense Past perfect tense	Noun phrase in apposition to a noun	Simple Adverbs of probability - <i>perhaps/probably</i>		Compound sentences with three clauses , joined by a comma then by <i>and</i> , <i>but</i> or <i>or</i>
Elementary Level (about 1100 basic words)	Past perfect tense Simple passive forms Simple linked verb forms	Abstract nouns Maximum of three adjectives + Noun Two adjectives + Noun + adjectival phrase	Adverbs of frequency and duration	Comparative and superlative forms of Adjectives	Complex sentences maximum of Main clause + one Subordinate clause Adverbial clauses of time Adjectival clauses introduced by <i>who</i> , <i>that</i> and <i>which</i>
Structures occasionally found at Elementary , and frequently at all subsequent levels	Infinitives of purpose Conditional forms Modals			Superlative form of Adjectives + Adjectival clause	Adverbial clauses of comparison Adverbial clauses of reason
Intermediate Level (about 1600 basic words)	Present perfect continuous tense Past perfect continuous tense Future perfect Extended use of modals and conditional forms Verbs of perception +infinitive Verbs of perception +present participle	Maximum of three adjectives + Noun + adjectival phrase or clause	Verbs + two Adverbs + Adverbial clause	More complex Adjectival groups modifying a noun	Complex sentences - maximum of main clause + two Subordinate clauses Adverbial clauses of purpose - concession condition Embedded clauses Contact clauses
Upper Level (about 2200 basic words)	Future perfect conditional tense Extended verb forms - maximum of three verbs	Noun modifiers Maximum of four adjectives + Noun + adjectival phrase or clause	Verb + maximum of two Adverbs + two Adverbial clauses		Complex sentences - maximum of Main clause + three Subordinate clauses

Practical Ideas for Using an Elementary Level Reader in the Classroom

The Black Cat by John Milne (Heinemann Guided Reader Series)

The following section provides some suggestions on how the story *The Black Cat* can be exploited as a class Reader. The activities include suggestions for Pre-reading, While-reading and Post-reading. Other ideas can also be added from those already outlined in the section How to use Readers in the Classroom, pages 1 to 12.

PRE-READING

1. Cover the title, ask the students to guess the title of the book and to predict what the story is about, where it takes place, what type of story it will be, etc. Give them the newspaper headline from p.8. Ask them to predict the storyline even further.
2. Give the students a copy of the Introductory Note from the first page of the book. Ask the students to read the text and to make character predictions, i.e. What kind of person is Salahadin? In pairs, ask them to write five adjectives they think may describe his character (remind them that this is not a physical description).

WHILE READING

Activity 1

Copy the diagram in Fig. 15 and give copies to all the students. Ask them to read all the sentences in the circles. Now ask them to read Chapters 1, 2 and 3 of the story. While they are reading, get them to draw a line joining the dots next to the sentences so that they link the sentences in the same order as the events happen in the story. Be careful! Some sentences are incorrect.

When they have finished a picture should be

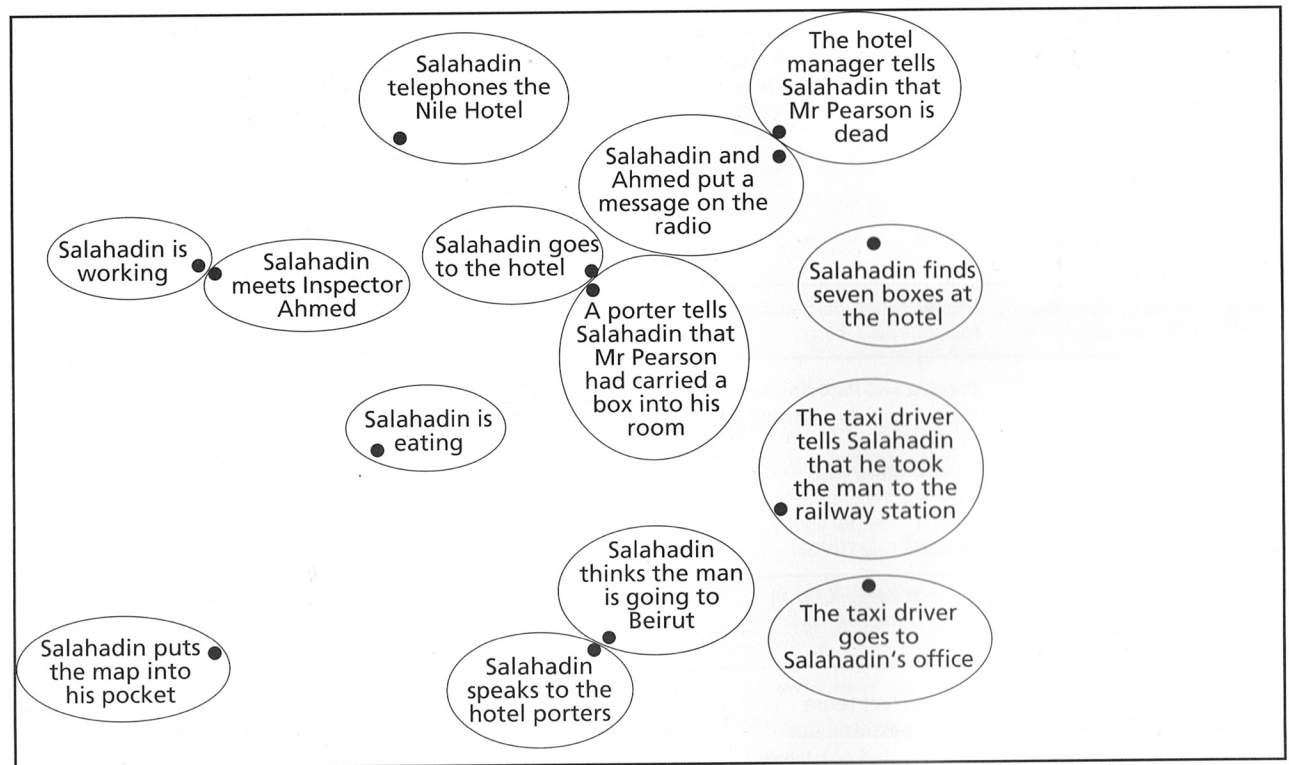


FIG. 15

revealed. What is it? Why is it important in the story?
[Answer: See page 15. **The picture is of a box - the missing box from Pearson's hotel room.**

These sentences are incorrect:

- Salahadin is eating.
- The taxi driver goes to Salahadin's office.
- Salahadin finds seven boxes at the hotel.]

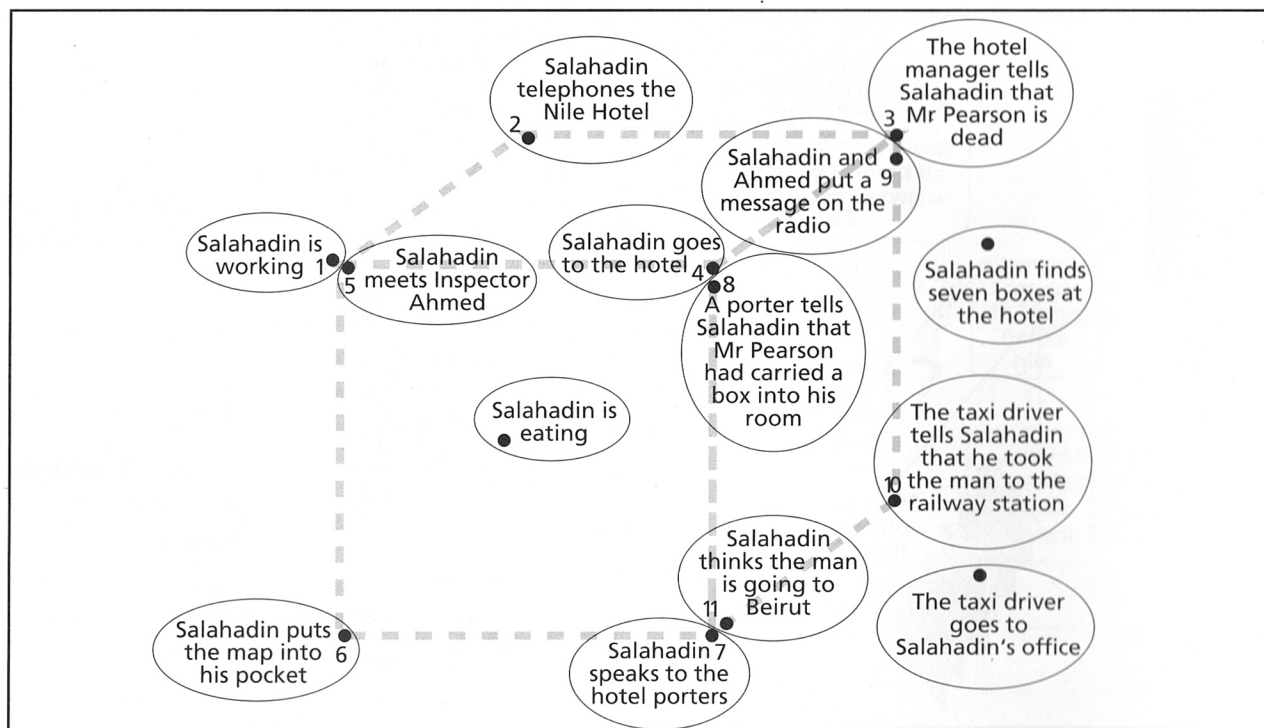
Activity 2

Tell the students not to open their books. Write the following sentences on the board. They are taken from

Chapter 4. They are the first and last sentences of the chapter.

- It was now 7 o'clock in the evening. The train from Cairo had arrived at Alexandria at half past two ...
- '...And now I must go. I've a lot to do,' said Salahadin. 'I must book a seat on the aeroplane and get a ticket.'

Tell the students that the chapter is called 'Boat to Beirut'. Divide the class into pairs and ask them to decide what they think happens in this chapter. Now read Chapter 4.



ANSWER: FIG. 15

Activity 3

Students silently read Chapter 5 individually. After they have finished reading, the students work with a partner and look at the **Questions that must be answered** section in Pearson's notes (page of 24 of the book). Students should try to guess the answers together. When they have finished, pairs of students should join together into groups of four to discuss their answers. Do they all agree?

Activity 4

Students read Chapter 6 of the story. Working in pairs,

they have to imagine they work for a travel agency. They are going to write an advertisement for a week's holiday in Fuad's home country. What key points will they include to attract customers? This activity could also be an individual homework assignment.

Activity 5

Tell the students they are now going to hear the next part of the story on cassette (Chapters 7 and 8). Before turning on the cassette, ask the students the following questions: "Where does this part of the story happen?" "How many cars are there?"

Now ask the students to read Chapters 7 and 8 to find out what happened. As they work in pairs, ask the students the following questions:

- "Who was in the black car?" [Answer: **The fat man/The Red Hang Gang.**]
- "Who was in the taxi?" [Answer: **Borkman.**]
- "Why was the black car following the taxi?" [Answer: **The Red Hand Gang was trying to get the Black Cat from Borkman.**]

Activity 6

While they are reading Chapter 9, ask the students to try and complete the following diagram (Fig. 16) to show what Salahadin knows about the movements of the Black Cat.

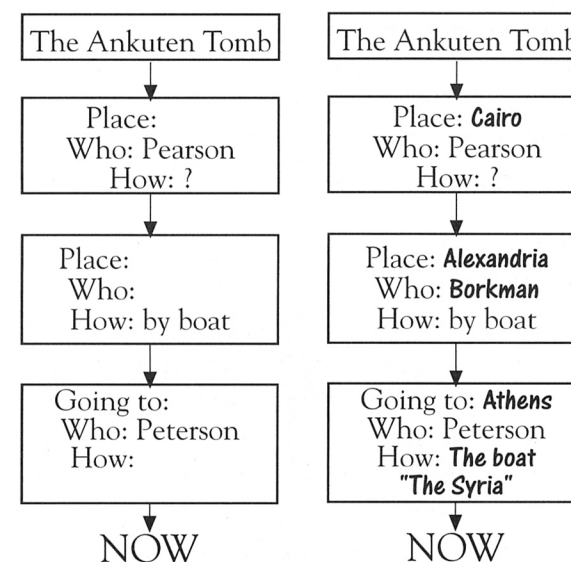


FIG. 16

ANSWER: FIG. 16

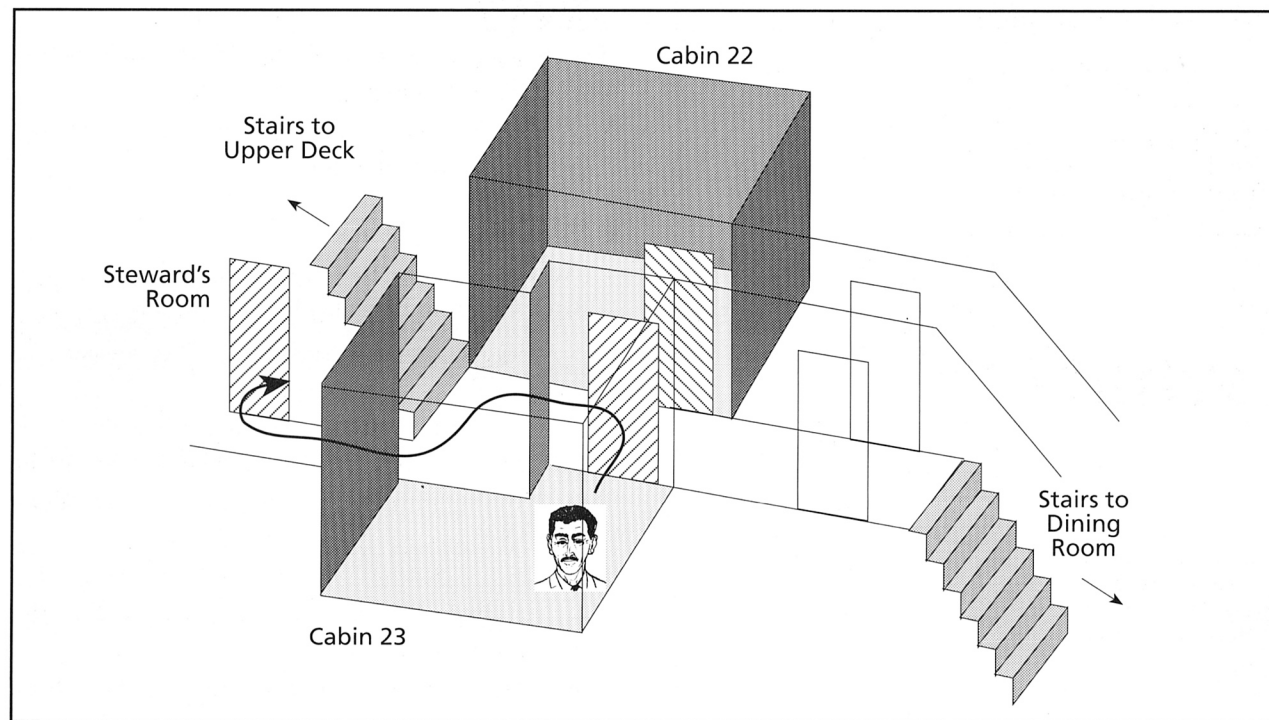
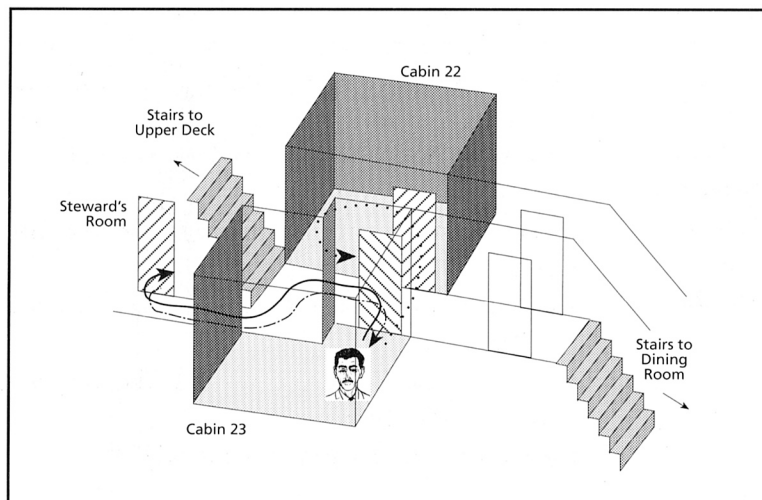


FIG. 17



Activity 7

Students look at the plan in Fig. 17. While they are reading Chapter 11, ask them to mark all of Salahadin's movements. The first has been done for them.

ANSWER: FIG. 17

Activity 8

Write the following sentences on the board.

- The policeman did not ask Salahadin to open the box. In a few minutes, Salahadin was in a water taxi on his way to the railway station.
- When Salahadin work up the next morning, the bright sun was shining into his cabin. He looked at his watch. It was nearly eleven o'clock.
- 'Mr Peterson's put the "Do Not Disturb" notice on his door,' said the steward. 'Perhaps he's sick. I'll not disturb him until Venice.'
- Suddenly Peterson lifted his gun.

Now read the sentences out aloud while the students listen. Ask the students to put the sentences into the correct order and to predict what happens in Chapters 12 to 15.

The students should now go on to read Chapters 12, 13, 14 and 15 to find out if their guesses were correct.

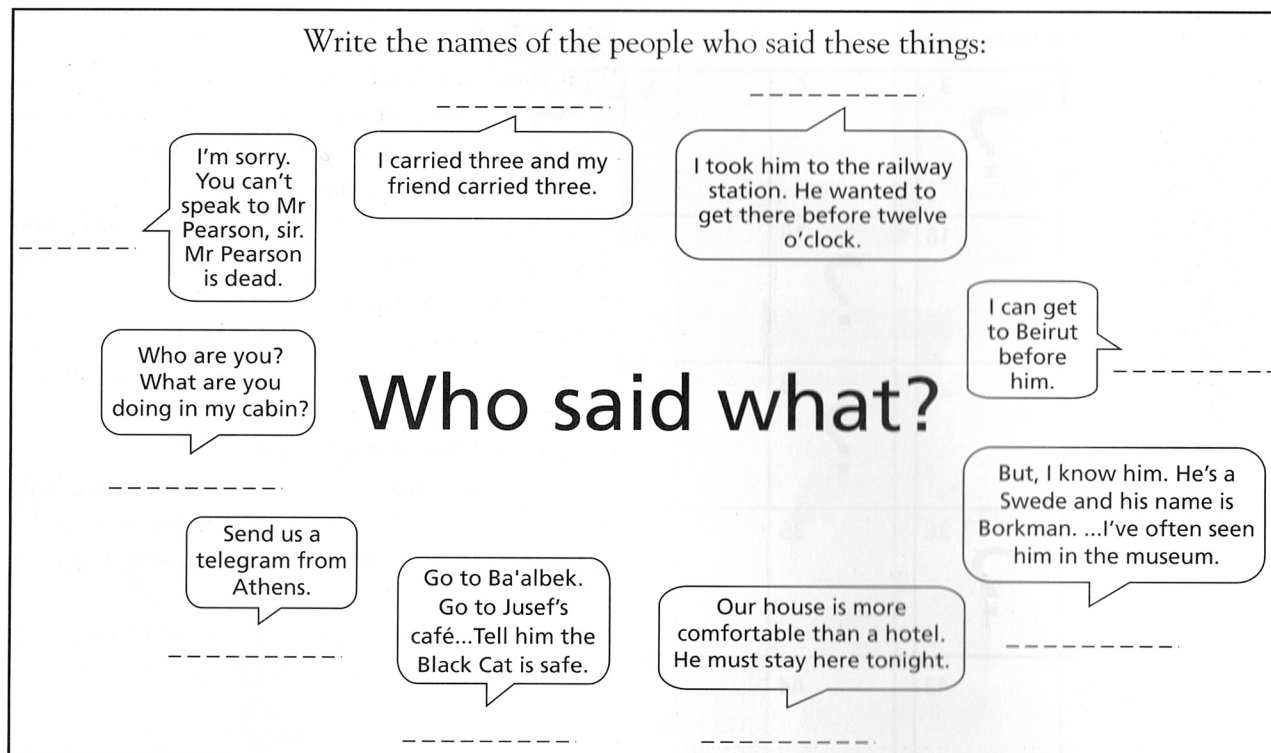
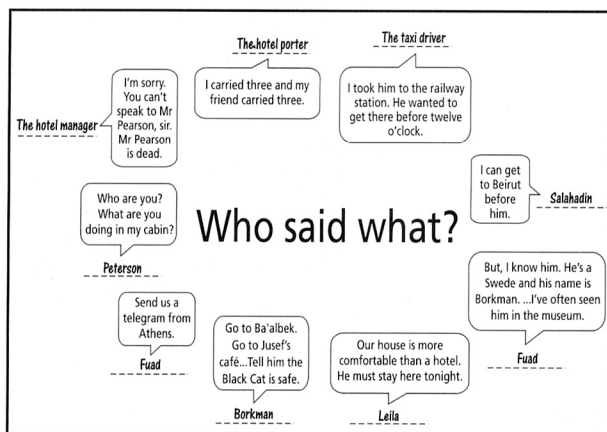


FIG. 18



POST-READING

Activity 9

When they have finished the story, ask the students to close their books. Hand out copies of 'Who Said What?' (Fig. 18). Ask the students to try and complete as many names as they can remember without looking at the book. Students should compare their answers by working with a partner. They can then check the answers in the book.

ANSWER: FIG. 18

Activity 10

A board game for four players. Divide the students into groups of four. For each group, you will need:



- a set of four coloured counters - one coloured counter per student in the group
- a set of dice
- a copy of *The Black Cat*
- a set of 20-25 question cards (see suggestions on page 18). These will need to be prepared in advance. Write one question on each card. They are put face down until they are required.

1. Divide the students into groups of four.
2. Put the counters on START. Player 1 begins by throwing the dice and moving their counter along the number of squares shown on the dice.
3. If Player 1 falls on a square with instructions (go back... or go forward X squares) (s)he follows the instructions.
4. If a player falls on a question square, (s)he takes a question, reads it aloud for all the group to hear and tries to answer the question. If Player 1 answers the questions correctly, (s)he can remain on the square. If his/her answer is incorrect, Player 1 has to go back to the last square (s)he was on. While answering a question, the Player cannot refer to the book. The other players in the group can, however, look at the book in order to check his/her answer.
5. If a Player falls on a blank square (s)he waits. It is the next Player's turn.
6. The Players take it in turn to throw the dice and move around the board.
7. The winner is the first person to reach FINISH.

Black Cat Board Game

Questions

How old is Salahadin?
 Where was Mr Pearson staying?
 Salahadin found a map. What words were written on the map?
 Fill in the gaps. 'It was a ____ box; but it was ____ than the others.'
 Who works with Salahadin in Cairo?
 Who was 'tall with broad shoulders. He had fair hair. He spoke Arabic. But he was not an Arab'?
 When does the express train to Alexandria leave Cairo?
 Why does Salahadin go by plane to Beirut?
 Who was Ankuten?
 Who works with Salahadin in Beirut?
 In the month of May it is hot in Cairo. What is the weather like in Beirut?
 What famous things are in Ba'albek?
 Who owned a café in Ba'albek?
 Salahadin had a long time to wait in Piraeus. How did he pass the time?
 What was in the steward's room on The Syria?
 What notice did Salahadin put on his cabin door?
 Who worked in the Cairo museum?
 What was the Black Cat made of?
 What was the number of Peterson's cabin?

START 	1	2	3 ?	4	5	6 ?	7	8	9 ?
	19	18 ?	17	16	15 ?	14	13	12 ?	11 10
20	21 ?	22 Go forward two squares	23	24 ?	25	26	27 Go forward one square	28	29
39 ?	38	37	36 ?	35	34	33 ?	32	31	30 ?
40	41	42 ?	43	44	45 Go back three squares	46	47	48 ?	49
59	58	57 ?	56	55	54 ?	53	52	51 ?	50
60 ?	61 Go back one square	62	63 ?	64	65	66 ?	67	68	69 FINISH 

Sample Worksheets

STARTER LEVEL

The Lost Ship by Stephen Colbourn

A Before reading

- 1 Look at the cover: what kind of ship is it:
 - (a) a steam ship?
 - (b) a sailing ship?
- 2 Read the back of the book: what is a strange ship:
 - (a) a ship that is frightening?
 - (b) a ship that is not like other ships?
 - (c) a ship that is old?

B While reading

- 3 Start reading. Read to the end of page 3:
What is the Captain thinking?



- 4 Read to the end of page 15:
What is the Captain thinking?

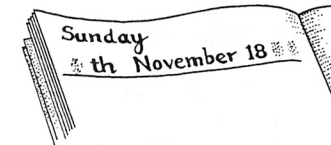


HEINEMANN GUIDED READERS

■ Worksheet ■

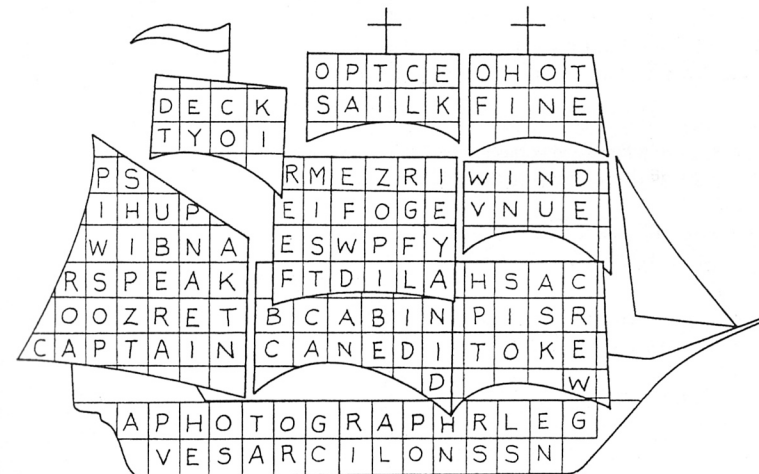
C After reading:

- 5 What is on the next page of the log book?



- 6 Find these words hidden in the ship:

ship fine wind captain crew sail
photograph mist deck cabin



- 7 Now put the words in these sentences:

- (a) It's a very strange
- (b) The weather is
- (c) The is steering the ship.
- (d) I cannot see the or
- (e) They want to to Florida.
- (f) This is the Captain's
- (g) The ship is in a thick, white
- (h) There is nobody in the
- (i) The Captain is below

HEINEMANN GUIDED READERS

■ Worksheet ■

BEGINNER LEVEL

The Sky's The Limit by Norman Whitney

A Before Reading

1 Look at the picture on the front of the book. Read the back cover. What kind of story do you think this is?

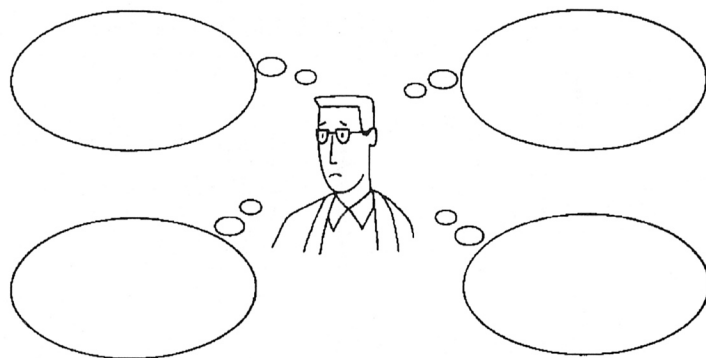
- (a) an adventure story
- (b) a romance
- (c) a mystery story
- (d) a horror story
- (e) a science-fiction story

B While Reading

2 Look at the other side of this worksheet for question 2.

C After Reading

3 Here is Frank. Max has jumped off the top of the Star building. What does Frank think? Write in the bubbles.



4 Imagine you are a television reporter. You are interviewing Angela after Max is dead. What questions will you ask her? What answers will she give?

5 Look at the picture on the cover again. You can answer these questions in your own language.


- (a) Who is the man?
- (b) Why are his eyes covered?
- (c) Why is he walking on a rope?

HEINEMANN GUIDED READERS

■ Worksheet ■

2 Answer the questions after you have read each chapter. Start at the bottom of the Star Building.

Max's Rise to the Twenty-fifth Floor.

WHY DOES MAX JUMP?			
25	What does Max do at work now?		
24	Is Max happy?		
23	Is Angela happy?		
22	Does Max know more about FSI?		
21	Where is Donna?		
20th FLOOR			
20	What job does Max do now?		
19	How does Angela feel?		
18	What lie does Max tell to Angela?		
17	What does Max do at work now?		
16	Where is Frank?		
15th FLOOR			
15	Why does Frank say "...be careful."?		
14	Are Angela, Stephen and Juliet happy?		
13	What does Max do at work?		
12	Does Max like the tenth floor?		
11	Does Frank like the tenth floor?		
10th FLOOR			
10	Is Angela happy?		
9	Is Max happy?		
8	Is Frank happy?		
7	What does Max do at work?		
6	Who works with Max?		
5th FLOOR			
5	Is Max's family happy?		
4	Is Max happy?		
3	Are people friendly?		
2	Who does Max meet?		
1	What does Max do at work?		

HEINEMANN GUIDED READERS

■ Worksheet ■

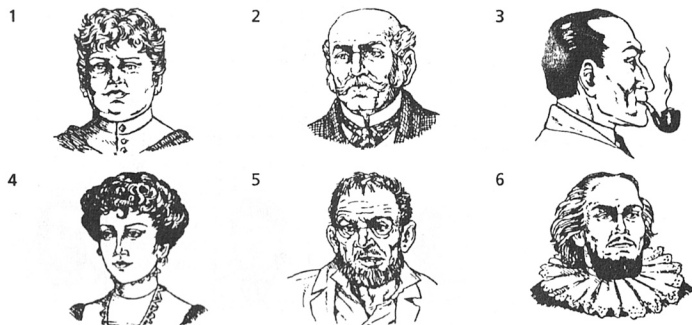
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ELEMENTARY LEVEL

The Hound of the Baskervilles by Sir Arthur Conan Doyle

A Before Reading

- 1 Here are pictures of some of the people in this story. And here is some information about them. Put each description with the correct picture.



3	Sherlock Holmes is a very clever detective.
	Sir Hugo Baskerville was the owner of Baskerville Hall in 1645.
	Sir Charles Baskerville was the owner of Baskerville Hall at the beginning of this story.
	Mrs Barrymore is a servant at Baskerville Hall.
	Seldon is an escaped prisoner from Dartmoor Prison.
	Miss Stapleton is a tall, beautiful woman with dark hair and dark eyes.

B While Reading

- 2 Read to the end of Chapter 5. You are Sherlock Holmes. Write in your notebook. What do you know about these things?

1 the missing boots
2 the letter
3 the man with the black beard
4 the death of Sir Charles Baskerville

HEINEMANN GUIDED READERS

■ Worksheet ■

- 3 Read to the end of Chapter 10. Lots of things happen in the story. Put these events in the correct order.

	Sir Henry and Dr Watson find the body of Seldon.
	Dr Watson meets Mr and Miss Stapleton.
	Sir Henry loses a second boot.
	Dr Watson finds the man at the farmhouse on the moor.
	Dr Watson meets Mr Frankland.
	Sir Henry and Dr Watson catch Barrymore signalling to Seldon.
	Dr Watson and Sir Henry travel to Dartmoor.
	Dr Watson sees Barrymore moving a candle in front of a window.

- 4 Read to the end of Chapter 13. Then read the beginning of Chapter 14. 'There are still some things I don't understand,' I said to Holmes. 'Tell me - who was Stapleton? Why did he want to kill Sir Henry?' You are Holmes. Tell Watson the answers to his questions.

C After Reading

- 5 Look at the letter on page 17. Miss Stapleton sent it to Sir Henry Baskerville. Now read page 46 again. Make the letter that Miss Stapleton sent to Sir Charles Baskerville. Use letters or words from a newspaper.
- 6 Look at the map on page 30. Draw a map like Dr Watson's map to show where you live or work.
- 7 You go for a walk on Dartmoor. Write a description of your walk. Here are some words to help you.
moor, path, mire, tor, mud, rock, hill, stone, green, grey, black, white, mist, moonlight/sunlight
- 8 Write one part of the story as a play eg Sherlock Holmes meets Sir Henry (Chapter 4) or Sir Henry and Dr Watson find Barrymore signalling to Seldon (Chapter 9)

eg Sherlock Holmes Meets Sir Henry Baskerville

(Next morning. Dr Mortimer brings Sir Henry to Baker Street.)

DR MORTIMER: Good morning, Mr Holmes. This is Sir Henry Baskerville.

HOLMES: Good morning, Dr Mortimer. Good morning, Sir Henry. I'm pleased to meet you.

(Holmes shakes hands with his visitors.)

HEINEMANN GUIDED READERS

■ Worksheet ■

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INTERMEDIATE LEVEL

Bristol Murder by Philip Prowse

A Before Reading

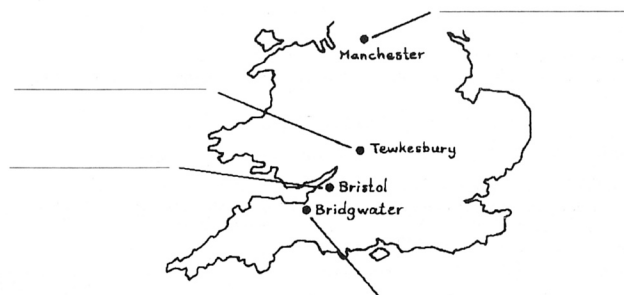
- 1 Read the information on the back cover. Now write the first paragraph of the story.
- 2 Imagine you are a policeman. Write five questions which you want to ask John Stevens.
- 3 Read pages 4 to 6 *The People in This Story*. Now close the book. Look at the pictures below. Who are these people? Write the correct name under each drawing. Then write two facts about each person.



NAME:	NAME:	NAME:	NAME:
FACT 1:	FACT 1:	FACT 1:	FACT 1:
FACT 2:	FACT 2:	FACT 2:	FACT 2:

B While Reading

- 4 Read to the end of Chapter 9. Here is the map from page 6.
 - (a) Draw a line along Peter's route to Manchester.
 - (b) Show where Peter and John are in each chapter.



HEINEMANN GUIDED READERS

■ Worksheet ■

- 5 Read to the end of Chapter 16. Here are the chapter headings for chapters 10 to 15. Can you find more exciting, interesting or helpful headings? You can change three of these headings. Which ones will you change?

10 John is Arrested	=
11 Peter Finds Bob Steel	=
12 More Information	=
13 In the Cafe	=
14 The Chase	=
15 The Police Station	=

C After Reading

- 6 What kind of people are they? Find a sentence spoken by each person that shows what kind of person he is. For example is he: **pleasant, unpleasant, brave, scared, honest, dishonest, helpful, unhelpful?**



Peter



Tommy



Jeff



Bob

- 7 On page 15 there is a newspaper report about the murder of Mr Robert Stevens. On page 47 there is a report about John's arrest. Write the report that is in the newspaper after Tommy Logan's arrest.

Tommy Logan Arrested For Murder Of Teacher, Robert Stevens

- 8 (a) On page 33, John said to Susan, 'I can't explain now, but I've got to go back to Bristol. If you give me your address I'll write to you.' Write John's letter to Susan. Tell her about what has happened.
- or (b) Imagine John goes to Manchester to meet Susan again. He goes by train this time. Write a script (a play) of their meeting. John tells Susan all about the murder of his uncle. Start your script when Susan meets John at Piccadilly Station, Manchester.
- 9 'What do you think will happen to Tommy Logan?' John asked Peter. 'I don't know,' answered Peter. What do you think will happen to Tommy Logan? (Think about would happen to him in your country.) Give reasons for your answer.

There is a cassette recording of *Bristol Murder*. Have you read *The Woman Who Disappeared* by Philip Prowse or *The Queen of Death* by John Milne?

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■ Worksheet ■

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UPPER LEVEL

Rebecca by Daphne du Maurier

A Before Reading

- 1 Look at the cover. Who might this woman be? Write down three adjectives which describe her or the way you think she is feeling.
- 2 Read the description of the story on the back cover and look at the illustrations inside the book. Look at the people, their clothes, their faces, the setting. Now explain what you think the story will be about and explain what clues you found in the illustrations.

B While Reading

- 3 Read to the end of Chapter 4. Imagine Mrs Van Hopper is talking to her daughter, Helen. Pretend you are Mrs Van Hopper. Write a letter to Helen saying what happened in Monte Carlo. You must show how Mrs Van Hopper feels about what has happened.
- 4 Find out about the Narrator. While you are reading Chapters 5 to 17 make a list of the words or phrases that describe how the narrator feels. An example is given for you.

Word or Phrase	Chapter	Page
lonely and afraid	5	26

- 5 At the end of Chapter 17.
 - (a) Look at your answers to Question 2. Did you make any good guesses?
 - (b) You now know what happened to Rebecca and you have read the Introduction which is set twenty years after the end of the story. Write a list of ten things that might happen, or things that the characters might do, between the end of Chapter 17 and the end of the story. All your guesses should be good ones now!

C After Reading

- 6 Draw a line to join the name of the character to the right description.

Frank Crawley	her fat, heavy body swayed above her short, fat legs.
Max	A tall, thin woman dressed in black
Beatrice	His face was fat and round and he had thick, red lips.
Frith	tall, broad-shouldered and very much like Maxim.
Mrs Van Hopper	awkward and shy . . . straight hair and badly fitting clothes.
Ben	. . . big, handsome man . . . and his eyes were a hard blue.
Favell	a dark-haired, handsome man. His face was pale.
Mrs Danvers	An old man with a kind face . . .
Narrator	. . . a thin man with a pleasant, worried face.

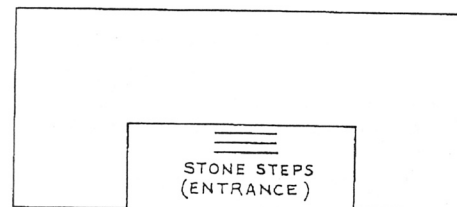
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■ Worksheet ■

- 7 Here is a plan of Manderley and a compass. Make your own plan of the house and the area around it and show where these places could be. Use the book to help you.

the sea
the lodge
west wing
Rebecca's cottage
the rose garden

the hall
the drive
the library
east wing
Happy Valley



- 8 Why do you think that the author never gives the Narrator a name? Do you think it was a good idea not to give the Narrator a name?

9

MANDERLEY BURNS!



Write an exciting front page newspaper story about the burning of Manderley. Include details about Rebecca's death, the wreck, the body in the boat, the inquest, and Maxim's second marriage.

- 10 Pretend you are going to direct a film of *Rebecca*. Make a list of all the characters and choose the actors who are going to play these characters in your film. Explain briefly why you have chosen each of these actors.

Daphne du Maurier also wrote *My Cousin Rachel*, another Heinemann Guided Reader which you might enjoy (Intermediate Level). At Upper Level, try reading these romances: *The Return of the Native* by Thomas Hardy, and *Precious Bane* by Mary Webb.

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■ Worksheet ■

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BIBLIOGRAPHY / ACKNOWLEDGEMENTS

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A full list of available titles in the Heinemann Guided Readers Series can be found
in a current copy of the catalogue, obtainable through your local stockists.

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