

TEACHER'S NOTES BOOKLET

DRACULA

BRAM STOKER

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GRADING SCHEME

LEVEL ONE (500 headwords)

present simple
present continuous (present)
going to (future)
past simple
imperative
can (ability and permission)
would like (requests and offers)
must (obligation)
let's, shall (suggestions)
gerunds
adverbs (time, manner and place)
adjectives (comparatives and superlatives)

LEVEL TWO (800 headwords)

all of the above, plus
present continuous (future)
going to (intentions)
present perfect
past continuous
past perfect
passive (simple forms)
will/shall (future, requests and offers)
must/can't (deduction)
have to (obligation)
should (advice)
gerund as subject
too/enough + adjective
reported speech (with *ask/tell/say*)
zero and first conditional
defining relative clauses

LEVEL THREE (1200 headwords)

all of the above, plus
present perfect continuous
passive (all tenses excluding modals)
was/were going to
used to
make/let
may/might (possibility)
reported speech

LEVEL FOUR (1800 headwords)

all of the above, plus
past perfect continuous
future perfect
future continuous
passive (modals)
had better/would rather
second and third conditionals

BACKGROUND INFORMATION

The Dracula story

Bram Stoker did not invent the story of Dracula, but his version of the folk tale of blood-sucking vampires reached a wide, new audience. He made the story hugely popular by updating it to Victorian England.

The character of Dracula is no invention either. The real Dracula was Prince Vlad III of Wallachia – Vlad the Impaler. The name Dracula means son of Dracul, which in Romanian suggests ‘dragon’ or ‘devil’. Vlad Dracula lived from 1431 to 1476 in Transylvania when the area was held by the Hungarians. Indeed there is a café in the medieval Romanian town of Sighisoara, which is said to have been Dracula’s father’s home. In the snowy forests just beyond the town walls, wolves and bears still roam freely.

There is a print of Count Dracula made in 1485, showing him eating lunch surrounded by his enemies impaled on spikes. He was a warrior, a cruel man, a national hero and leader, honoured to this day in Romania. He led the Hungarians against the Turks in the fifteenth century and won great battles. In Bram Stoker’s version, Dracula appears to be the last living male vampire. He does not have the power or will to turn men into vampires – the sailors on the Russian ship and Renfield are not transformed into the ‘Undead’.

Bram Stoker spent some time researching the Gothic horror legend of Dracula in the Reading Room of the British Museum. There were other literary and dramatic sources. Vampire imagery occurs in much of the contemporary romantic literature – Goethe, Coleridge, Shelley, Byron and Keats. A long (700,000 words) and badly written version called *Varney the Vampyre*, and subtitled *The Feast of Blood*, was published in 1847, the year Bram Stoker was born. He would have been familiar with this sensationalist version as a boy. Another writer, Le Fanu (1814–73), published a short story called *Carmilla*, a black story of vampirism set in Styria, in 1872. There were also stage versions of the tale, dating back to a popular French play, *Le Vampire*, translated and brought to London.

The original ending

From Bram Stoker’s original manuscript of Dracula, someone, perhaps he or his editor, deleted the dramatic final paragraph. In this ending, quoted in Barbara Belford’s biography of Bram Stoker, Castle Dracula is dramatically destroyed:

As we looked there came a terrible convulsion of the earth so that we seemed to rock to and fro and fell to our knees. At the same moment, with a roar which seemed to shake the very heavens, the whole castle and the rock and even the hill on which it stood seemed to rise into the air and scatter in fragments while a mighty cloud of black and yellow smoke ... was shot upward with inconceivable rapidity ... From where we stood it seemed as though the one fierce volcano burst had satisfied the need of nature and that the castle and the structure of the hill had sunk again into the void. We were so appalled with the suddenness and the grandeur that we forgot to think of ourselves.

You might like to read this deleted paragraph to students when they have completed the extended writing task in Activity 12. Ask them if they think it would make a better ending.

Film versions

Dracula was first made into a film starring Bela Lugosi by Universal Studios in 1930. It was immediately successful and has remained so ever since. It is a faithful adaptation of Bram Stoker’s book but with the climax of the film inexplicably taking place off screen. *Dracula* was the first of many horror films for Universal Studios. Among the many sequels of varying quality and taste are *Dracula’s Daughter*, *Brides of Dracula*, *Dracula Has Risen from the Grave* and *Taste the Blood of Dracula*.

When students have finished reading *Dracula*, you could ask them to think up possible titles for film sequels.

You could discuss the relative merits of screen and page. Is it a more frightening experience to see a horror film in a cinema full of people or to read it to yourself at night?

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Dracula*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 8 to 14.

There are seven worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination.

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

- Read through the introduction with students, explaining particularly that the whole story is told in a sequence of documents, ordered by date. Ask students what kind of documents they might expect to find (letters, diaries, newspaper cuttings, telegrams, notes). There is no straightforward narrative. The dates are important for the reader because they show how the events described in the different sections are related to each other in time.
- Ask students if they know where Transylvania is. Bring in a map of Europe, if possible, showing its location in central and north-western Romania. A map of England might also be useful to show the other locations in the story: Whitby in the north-east, Exeter in the south-west and London in the south-east.

Activities before reading the story

I Discussion No WS *Whole class*

- Most students will be familiar with the story of Dracula, more likely from the many Hollywood versions than from Bram Stoker's original story. Ask students to think of vocabulary items they associate with Dracula and that are likely to come up in the story. Guide them if necessary:
 - Describe Dracula. (vampire, pointed teeth (fangs), white face)
 - What does he do? (drinks blood, only comes out between sunset and sunrise)
 - How can you protect yourself against vampires? (crucifix, garlic, stake)

Write their suggestions on the board, translating as necessary.

Activities while reading the story

2 A time plan WS 1 and 2 *Individual*

- Begin this activity after reading Chapter 1. As students are reading, they record the key events which take place on the dates given in the chart.
- Remind them to update their charts after each chapter.
- Students may include different pieces of information on their charts. On some days many events take place. The purpose of the activity is to help students pick out and focus attention on key events and to make them aware of events happening simultaneously.
- You may wish to divide this task into three parts, breaking after 18 September and 3 October on the chart. See next page for suggested answers.

Suggested answers

5 May	Jonathan arrives at Castle Dracula.
8 May	Jonathan realises he is a prisoner.
17 May	Three vampires try to drink Jonathan's blood.
25 June	Jonathan finds Count Dracula 'asleep' in one of his boxes in the chapel.
30 June	The Slovak workmen take Dracula and his boxes on his journey to England.
24 July	Mina arrives at Whitby where Lucy is waiting for her.
7 August	A Russian ship runs onto the rocks at Whitby. A large dog is seen running up the hill towards the church.
11 August	Mina finds Lucy sleepwalking in the churchyard. She sees a dark shape with a white face and red eyes.
22 August	Mina tells Lucy that Jonathan is alive, although thin and pale, and that they have married in Budapest.
3 September	Van Helsing visits Lucy.
12 September	Mrs Westenra tells Van Helsing that she removed the flowers from Lucy's room and opened the windows.
17 September	Van Helsing's telegram asking Dr Seward to watch over Lucy goes astray. Mrs Westenra dies of shock when the wolf breaks the window of Lucy's bedroom.
18 September	Newspaper report of escape and return of Bersicker the wolf.
20 September	Lucy dies.
22 September	Mina and Jonathan see Dracula in London.
23 September	Mina reads Jonathan's diary of his time at Castle Dracula.
24-26 September	Newspaper reports of missing children and 'a beautiful lady'.

25 September	Mina and Van Helsing meet.
26 September	Van Helsing and Dr Seward find Lucy's coffin empty.
29 September	Arthur drives a stake through Lucy's heart.
1 October	The men enter Carfax and find 29 boxes. While they are away, Dracula visits Mina.
3 October	Renfield is killed. Van Helsing and the others find Dracula in Mina's room; Jonathan is unconscious on the bed. They finally realise that Mina has been turned into a vampire. The men deal with 49 of Dracula's boxes: only one is missing.
4 October	Van Helsing hypnotizes Mina and they discover that Dracula is escaping on a ship.
15 October	The six arrive in Varna.
28 October	They learn that the <i>Queen Catherine</i> is arriving in Galatz, not Varna.
1 November	The six set out on separate journeys towards Castle Dracula.
5 November	Van Helsing drives his stake through the hearts of the three vampires. The six catch up with the Slovak group and Dracula's box. They kill Dracula. The mark of the vampire goes from Mina's forehead. Quincey Morris dies.

3 All about Dracula WS 3 *Whole class and then pairs*

- Begin this activity after reading Chapter 3.
- Students record all the pieces of information they learn about Dracula - both physical and psychological attributes - in note form on Worksheet 3, until all the boxes are complete. They should include page numbers so that they can refer back to the information in the book later.

- We learn at the beginning of Chapter 3, although we may already suspect it, that Dracula is the coach driver. At this point students can go back to Chapters 1 and 2 and collect extra information, for example his power over the wolves.
- Make the first few notes with students, helping them to reduce their information to note form. For example:
(p10) hotel keepers - frightened of CD (Count Dracula)
(p12) coach passengers - frightened of CD
(p12) tall, flashing red eyes
(pp12-13) power over wolves
(pp14-15) hands cold as ice, dressed in black, old, strong face - thin, high nose, grey hair, cruel mouth, very red lips, long white teeth, pale face
- Remind students to update their sheet after each chapter.
- At the end of the activity they will have a complete profile of Dracula.
- Students can write up their notes into a character study of Dracula.

4 A Conference *WS 4 Groups*

- Do this activity after reading Chapter 15, before starting Chapter 16.
- Hand out Worksheet 4 and read through the instructions with the class. Organise them into groups of six and let them work out their own dialogues. Help with language as necessary.

Activities after reading the story

5 Discussion *No WS Whole class*

- When students have had time to digest the story, spend a few minutes discussing their reactions. Did they enjoy it?
- Explain that Dracula was very shocking when it was first published, mainly because of its sexual content. It was also considered very frightening. A hundred years later, do students find it shocking or frightening? Or have we become so used to graphic horror images that it is no longer so easy to shock or frighten us?
- Ask students to consider the structure of the book. Do they think that telling the story from several points of view through diaries, letters and other documents adds to the build-up of tension and drama? By giving us many sources, all supporting each other, the author makes it clear that all the characters are telling the truth. If it

were just one person's diary, we might think that the whole story were taking place in their imagination. When we have several authoritative sources, we know it must be happening.

- Is the plot convincing? Students might find it unlikely that the men would have left Lucy unprotected at night, and that they are so slow to realise what is happening to Mina at Purfleet, when Dracula is actually living in the house next door.
- Are the characters convincing? A modern audience might find the heroes and heroines of the story too good to be true. The contrast between good and evil is perhaps too sharply drawn.

6 Complete the sentences *WS 4 Individuals*

- Students put the verbs in brackets in the correct form to complete each of the sentences.

Answers

1 had intended 2 left, arrived 3 was calming, formed 4 had gone out, was lit 5 will take 6 have waited 7 eat, 'll live 8 had been drinking 9 will not be 10 was, had finished

7 Record a diary entry *WS 5 Whole class, then individuals*

- The incidents in this activity involving Renfield take place in Bram Stoker's original and lead up to the incident where he says he is trying to catch birds to eat alive (see p45). Clearly Renfield is in a state of semi-vampirism. First he eats flies, then spiders, then he wants to eat birds and finally he begs to be allowed to keep a cat. At one point he attacks Dr Seward and tries to drink his blood. He is not a fully fledged vampire, however, but a willing devotee of Dracula. Van Helsing does not need to deal with his dead body as he does with Lucy's. In his lucid moments Renfield realises the evil of his actions and tries to warn Mina to leave Purfleet. He knows that Dracula wants her for his next victim. In the end, however, in the pathetic hope that Dracula wants him, Renfield invites Dracula into the mental hospital, thereby sealing Mina's fate.
- Go through the instructions for the task with students, perhaps doing the first two or three sentences with them. There is no set answer and students' versions will differ. Make sure that they assume the role of Dr Seward and use the first person throughout.

8 Adjectives WS 5 *Individuals then pairs*

- Students choose adjectives from the box provided to describe each of the characters listed in the chart. The same adjective can be used more than once, but not all of them are needed.
- All the adjectives in the box are used in the story.
- Once the students have completed the activity they should compare their choices with a partner.

9 Who said that? WS 6 *Individuals*

- Students locate the quotations and identify the speaker and person being addressed.
- If you want to speed up the activity, give students the page references.

Answers

- 1 the old hotel keeper to Jonathan (p10)
- 2 Dracula to the three vampires (p20)
- 3 Quincey Morris to Lucy Westenra (p30)
- 4 Renfield to Dr Seward (p41)
- 5 Van Helsing to Dr Seward (p46)
- 6 Dracula to Mina (p93)
- 7 Mina (under hypnosis) to Van Helsing (p100)
- 8 Quincey Morris to the other five (p121)

10 Conversations WS 6 *Pairs*

- Organise students into pairs. Read through the three alternative situations with them. If you feel students need some extra input, discuss ideas for each situation.
- Pairs do the task. Help with language as necessary.

Extended writing**11 Bram Stoker – a life** WS 7 *Individuals*

- Students use the notes provided about Bram Stoker to write a biographical profile.
- Before they begin, read through the notes with the class and discuss ways of structuring the paragraph. Encourage students to suggest ways of starting, for example with his birth, with his best-known achievements, with his death...
- Remind students to use words like *while*, *since*, *although*, *before*, *after*, *because* and *rather than* to join ideas together.

12 Rewrite the ending No WS *Pairs or individuals*

- At the end of the story, the six manage to kill Dracula just in time, seconds before the sun sets.

- Tell students to imagine that the six are just too late and that when they catch up with the Slovaks, they have delivered Dracula's box to his castle and locked it up in the chapel where the six cannot reach it. Dracula has transformed himself into a mist and is roaming freely.
- Students can work on their own or in pairs and devise an alternative ending. They each write a paragraph describing what happens in their version.

Project**A story in documents** No WS

- For this activity, students work in groups to produce a presentation of a story or an event through documents.
- Groups first need to decide on a topic. Provide suggestions if students are short of ideas:
 - a UFO sighting: include an eye-witness report (perhaps a police statement), a news report of strange goings on, a letter to a scientific society, an email to UFO watchers, a second eye-witness report that corroborates the first (perhaps providing evidence from a different angle, but in some way overlapping with the first eye-witness report).
 - a film plot: if all the members of a group have recently seen the same film, they might choose an episode from it and present it through documents, for example, include letters, transcripts of telephone conversations, telegrams, news reports.
 - a historical event, perhaps a battle or an episode of intrigue: messages between generals and commanders, letter home from soldiers, news report of battle, list of injured/wounded, list of commendations.
 - a weather report of impending storms: transcript of a radio interview with a farmer whose trees crash across the road, police accident report of one person killed in a car accident and another drowned when their car went into a lake; notice from a newspaper obituary column (two deaths announced, separately by separate families).
- Groups plan out their documents. Each member of the group prepares one of the documents. Encourage them to edit each other's work.
- Groups make final copies of the documents, making them as authentic as possible – e.g. handwritten letters, newspaper reports styled as cuttings, documents typed on different typewriters. They could pour tea over documents that are supposed to be old and fold the corners to make them look dog-eared.

WORKSHEET

I

Begin this activity after reading the chapter given.

ACTIVITY 2 A time plan

- Begin this activity after reading Chapter 1.
As you are reading, record the key events which take place on the dates given in the chart below. Record your information briefly, as in the examples.
- Remember to update your chart after each chapter.
- At the end you will have a summary of the main events of Dracula which you can use as an index to find particular events in the story quickly.

5 May	<i>Jonathan arrives at Castle Dracula.</i>
8 May	<i>Jonathan realises he is a prisoner.</i>
17 May	<i>Three vampires try to drink Jonathan's blood.</i>
25 June	
30 June	
24 July	
7 August	
11 August	
22 August	
3 September	
12 September	
17 September	
18 September	

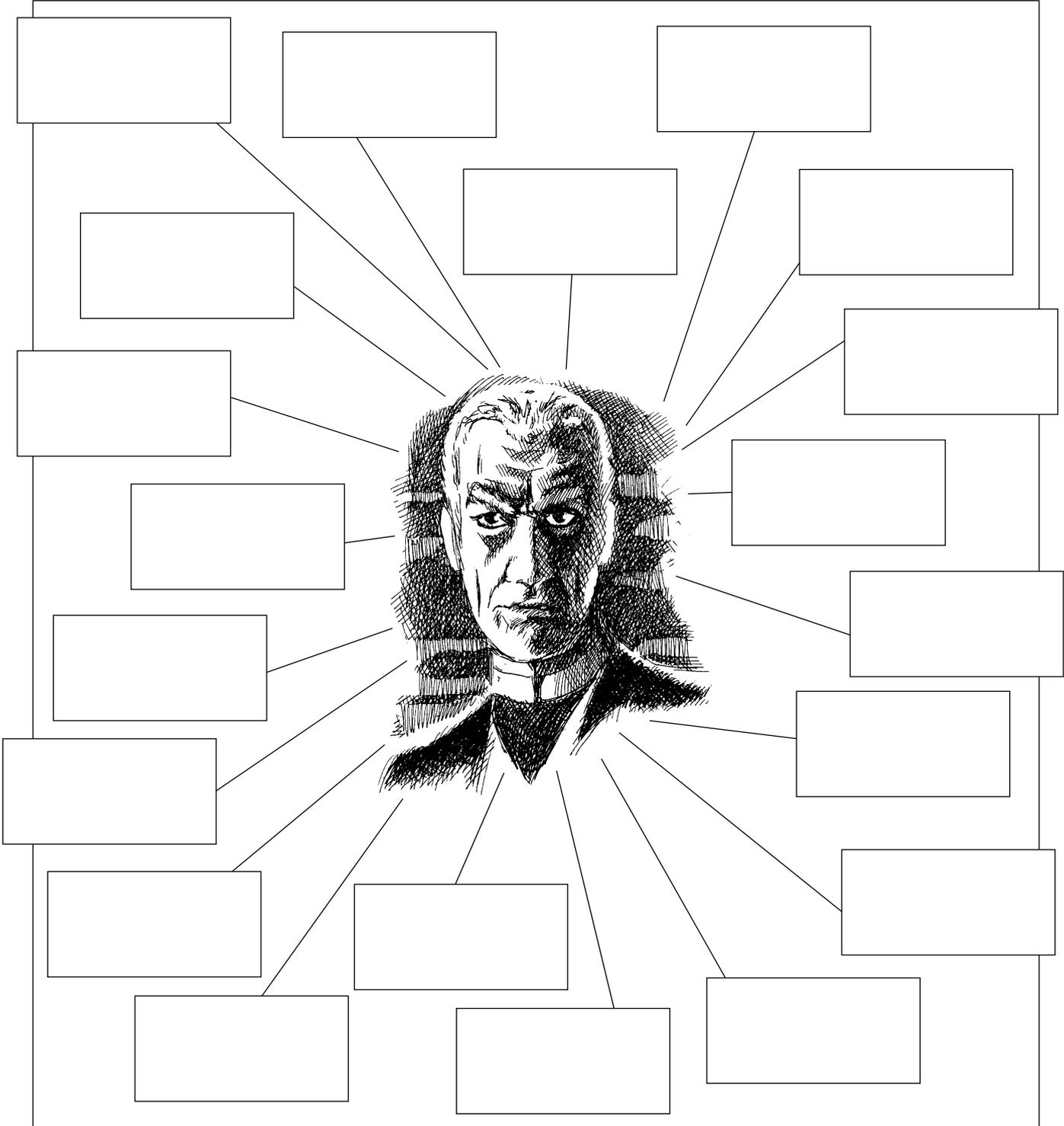
ACTIVITY 2 A time plan (continued)

20 September	
22 September	
23 September	
24-26 September	
25 September	
26 September	
29 September	
1 October	
3 October	
4 October	
15 October	
28 October	
1 November	
5 November	

Begin this activity after reading the chapter given.

ACTIVITY 3 All about Dracula

Begin this activity after reading Chapter 3. Record all the pieces of information you learn about Dracula - both physical and psychological attributes - in note form until all the boxes are complete. Include page numbers so that you can refer back to the information in the book later. When you finish the book you will have a complete character profile of Dracula in note form.



WORKSHEET 4

Do these activities after reading the chapters given.

ACTIVITY 4 A conference

Do this activity after reading Chapter 15.

- Work in groups of six. Allocate a role to each member of the group - Van Helsing, Mina, Jonathan, Dr Seward, Quincey and Arthur.
- Mina has collected all the information about the Count to date. Plan a conference dialogue, with each member of the group contributing.
- For example, Van Helsing might give a brief summary of the information so far. Quincey might make practical suggestions. Mina and Jonathan can describe seeing Dracula in London and the results of Jonathan's trip to Whitby. Arthur might state the group's determination to rid the world of Dracula. Dr Seward might mention Renfield's activities.
- Go on to devise a plan to trap Dracula.
- Learn, rehearse and perform your conference dialogue.

ACTIVITY 6 Complete the sentences

Do this activity after you have finished reading the story.

Put the verbs in brackets in the correct form to complete each of these sentences.

- 1 Mr Hawkins ... to go to Transylvania himself, but he has hurt his leg and cannot travel. (intend)

- 2 The train ... Vienna in good time and ... in Klausenburg yesterday evening. (leave, arrive)

- 3 While he ... the horses down, a circle of wolves ... around the coach. (calm, form)

- 4 My lamp ..., but the room ... by brilliant moonlight. (go out, light)

- 5 I ... some of the gold with me and try to climb down the walls. (take)

- 6 Renfield said, 'I am here to follow your orders. I ... a long time for this moment.' (wait)

- 7 Renfield is trying to catch birds to eat alive! 'If I ... living things, I ... forever,' he cried. (eat, live)

- 8 I found the servants half-asleep and I believed they (drink)

- 9 'Your spirit, dead or alive, ... free until he is truly dead,' said Van Helsing. (not be)

- 10 I ... glad to see the look of peace on their faces when I ... the horrible work. (be, finish)

Do these activities after reading the story.

ACTIVITY 7 Record a diary entry

Do this activity after you have read the story.

Renfield is Dr Seward's most interesting patient. He is very clever, but he is also very selfish, very secret and has some purpose to what he does. His great hobby is collecting pets. Dr Seward visits him often and talks with him at length. Below is a description of one of his visits. Read it and then record it as diary entries as if you were Dr Seward. Look back at Dr Seward's diary entry for 30 September (pp78 and 79) as a guide to style.

On 5 June, Dr Seward made one of his regular visits to his patient, Renfield. He wanted to talk to Renfield about his hobby of keeping pets. He was amazed by Renfield's collection of flies.

'Why do you catch all these flies?' Dr Seward asked him, expecting Renfield to fly into a rage. To his surprise, Renfield remained calm.

'May I have three days?' Renfield asked. 'I shall clear them away.'

'Of course you may,' Dr Seward answered. 'That will be fine.' Dr Seward thought to himself that he must watch him.

On 18 June, Dr Seward found Renfield with a large collection of spiders.

'I have several very big fellows in this box,' he said. He had solved the problem of the flies by feeding them to the spiders.

By 1 July, Dr Seward decided that the spiders had become as much of a nuisance as the flies.

'You must get rid of them,' he told Renfield. Renfield looked so sad that Dr Seward said he could keep some.

This cheered him up. However, he performed a disgusting act while Dr Seward was with him. A large fly came into the room. He caught it, held it for a few moments between his finger and thumb, and put it in his mouth and ate it. Dr Seward thought he must watch how Renfield got rid of his spiders.

ACTIVITY 8 Adjectives

Do this activity after you have read the story.

Find adjectives in the box that describe each of the characters in the chart below.

You can use the same adjective more than once. You don't need to use all the adjectives. All the adjectives in the box are used in the story.

Compare your choices with a partner's.

brilliant interesting clever serious rich awful
 evil terrible straight direct good-looking violent
 brave strong beautiful sweet

Count Dracula	
Lucy Westenra	
Mina Harker	
Dr John Seward	
Quincey Morris	
Lucy Vampire	
Jonathan Harker	
Arthur Holmwood	
Dr Van Helsing	

WORKSHEET

6

Do these activities after reading the story.

ACTIVITY 9 Who said that?

All the quotations below come from Dracula. Write the name of the speaker or writer and the person being addressed in each case.

Example:

'I am looking forward very much to being the wife of a brilliant lawyer!'

Mina Murray to Jonathan Harker (p 8)

1 'For the love of your mother.'

to _____

(p _____)

2 'I told you not to touch him. This man belongs to me.'

to _____

(p _____)

3 'I'll always be your friend if you'll let me.'

to _____

(p _____)

4 'I don't need you ... He has come. He is very near.'

to _____

(p _____)

5 'She needs blood or she will die. Who will it be - you or me?'

to _____

(p _____)

6 'First I need a little drink.. It will not be the first time you have given me one...'

to _____

(p _____)

7 'I can hear water ... I am on a ship.'

to _____

(p _____)

8 'See! ... The mark of the vampire has gone!'

to _____

(p _____)

ACTIVITY 10 Conversations

Work in pairs. Choose one of the following situations. Work out a conversation together.

When you are ready, act out your conversation.

- A You are both passengers on the coach carrying Jonathan Harker to the Borgo Pass. Work out a conversation about Jonathan and his visit to Castle Dracula.
- B Imagine one of you wants to write a newspaper story about one of the children missing in Hampstead. The other one of you is the parent of the child. Work out an interview.
- C One of you is Dracula and the other is a house agent. Work out the conversation you have when Dracula is looking for a suitable house to buy in the West End of London.

Do this activity after reading the story.

ACTIVITY 11 Bram Stoker – a life

Do this activity after you have read the story.

Use these notes about Bram Stoker to write a biographical profile. Think about the structure of the paragraph before you begin. How will you start? With his birth? With his best-known achievements? With his death?

Join ideas wherever you can. Use words like *while*, *since*, *although*, *before*, *after*, *because*, *rather than*.

Bram (Abraham) Stoker

(1847 – 1912)

- born Dublin
- third child out of seven
- unhealthy child – did not walk until he was seven
- grew into strong young man, the biggest of the seven children
- went to university in Dublin 1866
- as a young man worked as civil servant, journalist and theatre critic
- published first short story when 24
- married Florence Balcombe 1878
- Florence, aged 20, had just refused Oscar Wilde's proposal of marriage
- for 27 years, from 1878, worked for famous actor, Henry Irving
- Irving died 1905
- moved freely in theatrical circles
- wrote many novels and short stories
- only *Dracula* received approval of critics
- *Dracula* published 1897
- has remained in print* ever since
- died and buried in London
- Universal Studios made *Dracula* 1930

* In print means that the publisher continues to print copies of the book on a regular basis

KEY TO BOOK EXERCISES

A Comprehension

- 1 1c 2a 3d 4b 5a
- 2 **Suggested answers**
- a The old couple who own the hotel in Bistritz are too frightened to talk to Jonathan about Dracula. The crowd make the sign of the cross as he leaves in the coach and the old woman hangs a crucifix around his neck at the last moment. The other passengers want the coach driver to go faster so that Dracula's coach will not yet have arrived when they get to the Borgo Pass.
- b Jonathan notices that Dracula smells of corruption, that there are apparently no servants in the castle, that there are no mirrors anywhere, that Dracula has no reflection and that Dracula never seems to eat or drink.
- c Because he did not expect Jonathan to leave Castle Dracula alive.
- d She took away the garlic flowers and opened the window.
- e So that people would think Jonathan was still alive.
- f Because Van Helsing's telegram asking him to watch over Lucy was wrongly addressed. It went to Purley instead of Purfleet and arrived 22 hours late.
- g She saw Dracula in London.
- h He read letters from Mina to Lucy among Lucy's papers.
- i They both had important information about where Dracula's boxes were.
- j A vampire has to be invited into a house for the first time, so Dracula persuaded Renfield to let him in.
- k He learned by communicating with Mina that the six were in Varna, so he changed the destination of the Queen Catherine to Galatz.

B Working with Language

- 1 very old (p14) ancient
place where books are kept (p15) library
one who pays others to work for him (p14) employer
light (p19) lamp
aware (p25) conscious
talk about (p53) discuss
very tired (p84) exhausted
ready (p90) prepared
firm trust (p94) confidence
hundreds of years (p101) centuries
official papers (p103) documents
- 2 stupid (p8) brilliant
narrow (p9) wide
dark (p20) fair
love (p25) hate
peaceful (p45) violent
noisy (p72) silent
light (p80) dark
liquid (p90) solid
enjoyed (p94) suffered
delivered (p103) picked up
- 3 1c 2b 3d 4d 5c 6a 7d
- 4
- a The Count must have carried me to bed.
b The Count might have seen my diary!
c The Captain would not abandon his ship.
d I wondered if Lucy was in our favourite seat.
e I asked Lucy why she was at the window the night before.
f Van Helsing told Mrs Westenra not to take anything from Lucy's room in future.
g If only we had time to enjoy this beautiful country.
- 5
- a They say Jonathan has had a terrible shock which might destroy his mind.
b I was tidying his clothes when I found a notebook.
c I did not want to read it so I put it away safely.
d I returned with Van Helsing to his hotel, where a telegram was waiting.
e I went to Whitby to see Mr Billington who took/had taken charge of Count Dracula's boxes.
f We found the keys of the house lying on a table.

THE RICHMOND READERS SERIES

The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in four levels, from beginner to upper-intermediate. Our grading scheme has been devised with reference to the Council of Europe's Waystage and Threshold syllabi and the Cobuild lists of the most frequently occurring words in the English language. Structures and vocabulary have been selected according to two criteria:

- 1 what students are likely to have been taught
- 2 what students will be able to deduce through transference from their own language

Each Reader has a glossary and a number of different exercises to check comprehension and practise language manipulation.

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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