

LESSON PLAN

Topic

Reading and vocabulary: A Haunted House

Learning Objectives

As a result of this lesson, students will:

Identify and define vocabulary related to ghosts and ghost stories.
Discuss their opinions about the existence of ghosts and similar creatures.
Read a short story about ghosts and discuss it.
Write a short paragraph about ghosts.
Make a poster about ghosts.

Age group and level

Pre-intermediate (11-13 years)

Time

80 +(10 min game time) / two shorter lessons (each 45 min)

Materials

Projector or SMART Board
Non-scary ghost movie clips
Whiteboard or blackboard
A Ghost Story: A haunted house, adapted by the teacher

Activity 1: Warmer- Introducing the topic (15 min)

Introduce the lesson by showing a short clip from a ghost movie, such as **Casper, Harry Potter** or a similar movie that is not frightening for the age level of your students (the links are provided). Ask students if they are familiar with the word '**ghost.**' Ask them to describe the ghost(s) in the short video that you showed.
Elicit some titles of films and books for young people about ghosts or which include ghosts and write them on the board, e.g. **ParaNorman, The Canterville Ghost, Tim Burton's Corpse Bride.**

	<p>Ask the students to turn to a partner and discuss these questions: Do you believe in ghosts? Why or why not? Do you know anyone who says they have seen a ghost? Exercise : Put students in pairs and tell them to look at the picture number one and describe it to their partner. Put their ideas and sentences on the board. Extend the discussion across the class.</p>
<p>Activity 2: Pre-reading vocabulary task (10 min)</p>	<p>Ask the learners to read the text and use their dictionaries to do the activity with their partners. When students have finished, go through the pairs of words so that students are clear on the exact meaning. You can do this by giving examples (e.g. It is bright when the sun is shining but it is dark at night.), by giving synonyms (e.g. large = big, messy = untidy, cosy = comfortable) or by showing with your hands (e.g. narrow, wide). Check the answers with the class. Answers: 1. dark 2. large 3. narrow 4. old-fashioned 5. messy 6. Cosy 7. slowly 8. difficult 9. tall 10. Crazy Game time: use the worksheet and the instructions to play a fun game with your learners and practice vocabulary with your class.</p>
<p>Activity 3: Reading for scanning details and discussion (10 min)</p>	<p>Get students to read the text again and discuss the sentences in pairs. Ask them to help each other remember the details of the story. After students have read the story once more, elicit the answers and get them to correct the false statements. Answers: 1. F --2. F --3. T --4. F --5. T --6. T --7. F - -8. F</p>
<p>Activity 4: Vocabulary focus 10 min)</p>	<p>Tell students to write the two headings in their notebooks. Elicit examples for each heading. a. Furniture and things in a house: b. Rooms and parts of a house: Answers: a: bed, light, carpet, curtain, chair, painting, armchair b: floor, corridor, hall, attic, garden, roof, chimney, wall</p>
<p>Activity 5: Generating sentences (10 min)</p>	<p>Write the words on the board (bed, light, carpets, curtains, chairs, paintings, armchair, floor, corridor, hall, attic, garden, roof, chimney, wall) Ask the class to look at the words. At this stage, students work in pairs. Tell them to use each word to describe a different room or place in a house (e.g. My bedroom is quite dark. The window is very small. Our kitchen is very bright.)</p>
<p>Activity 6: Creativity/ Follow-up Writing (10 min)</p>	<p>Put the learners into groups of two and ask them to work together to write their own ending to the story using the ideas. When they have finished, invite different groups to read out their endings. Hold a class vote and discussion to decide which ending most students prefer as the best one.</p>

Activity 7: Project – making the poster (15 min)	<p>Divide the class into two groups, A and B.</p> <p>Get students to write two or three sentences that transfer horror to the audience. Ask them to draw pictures, which reflect the same sentences. Have a poster presentation with the whole class.</p> <p>Give students a few examples to trigger their imaginations and see if they can write something similar.</p> <p>1. I woke up to hear something knocking on the glass. At first, I could not see anything, but then I saw a big bat on the window looking inside my bedroom.</p> <p>2. I put my son to bed and he told me, ‘Daddy, check for monsters under my bed.’ I looked under the bed and saw a clown smiling at me.</p>
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Game: antonyms

Materials needed for the game: Worksheet provided by the teacher and dictionary

How to play the game:

Divide the class into A and B. Give each group the worksheet for the game. They can use their dictionaries. Allocate time limit to finish the worksheet according to level of your learners. The first group to finish is the winner. Go through the answers with the class. You may want to run a race to the board also.

Worksheet for Game: Antonyms

Worksheet for Game: Antonyms

Long		Old		Happy	
Fast		Far		Buy	
Pretty		Full		Clean	
Hot		Sink		Clever	
Over		Wet		Nice	
Never		Messy		Future	

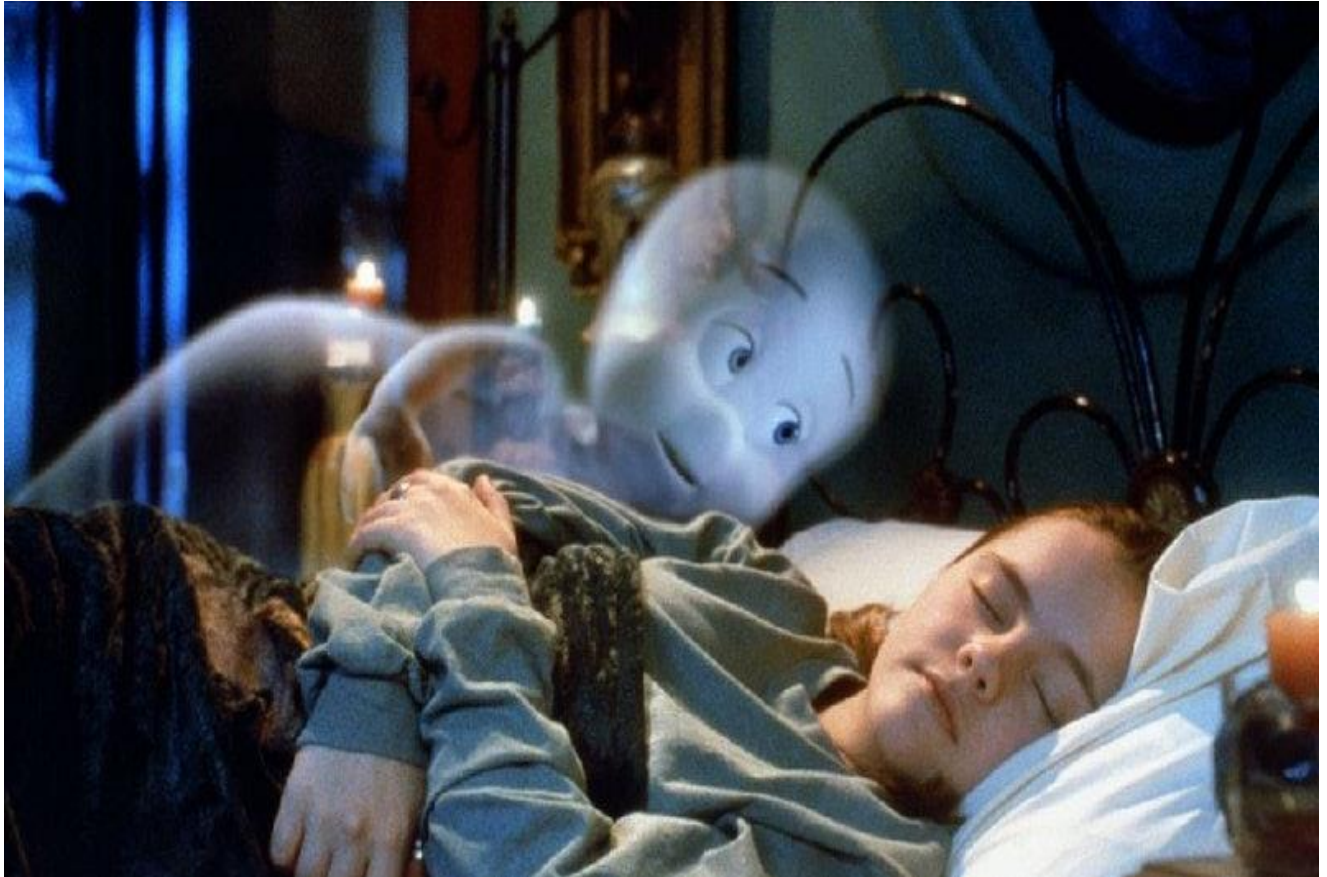
Answer sheet

Long	Short	Old	Young	Happy	Sad
Fast	Slow	Far	Close	Buy	Sell
Pretty	Ugly	Full	Empty	Clean	Dirty
Hot	Cold	Sink	Float	Clever	Stupid
Over	Under	Wet	Dry	Nice	Bad
Never	Always	Messy	Neat	Future	Past

Links for activity 1:

1. <https://www.youtube.com/watch?v=ISugbhXnVTU>

2. <https://www.youtube.com/watch?v=5WrDsDxHsS8>



Picture number 1

Worksheet

Activity 1: Answer the questions. Then say the name of your favorite film or book about ghosts.

- Do you believe in ghosts?
- Do you like ghost stories?

Activity 2:

Preparation: Read the text then match the highlighted words in the story with their opposites bellow.

Vocabulary	
1. Bright –	6. Uncomfortable –
2. Small –	7. Fast—
3. Wide –	8. Easy—
4. Modern –	9. Short—
5. Tidy –	10. Sane—

Activity 3:

Read the story.

A HAUNTED HOUSE

She woke up and sat on the bed. She could hear a dog barking just under her room window. She was frightened because her uncle does not have a pet. He never liked them. The room was dark so she switched on the light over her head. She tried to listen carefully but she did not hear anything.

She told to herself maybe it was a dream. Two nights later, she heard the same noise again but this time there was a hamster on the wall. It ran slowly to the floor and went outside of the room. She got up and followed the hamster through a long corridor into the attic. The attic was not very clean and everything was quite old, and messy. She looked everywhere, behind the curtains and paintings, under the narrow sofa and rugs but she could not find it. It was a strange thing. Therefore, she went back to her cozy room and sat in the chair.

The next day, she told her uncle about the hamster. What? Are you crazy, Alice? He said angrily. The next night a young man came to her room. He was tall and thin with short black hair and brown eyes. Will you help me? The young man asked. It was difficult to hear his voice. He took

Alice's hand and they went through the hall to the back garden together. As they reached there, he pointed to the roof and said look at there. Alice looked up. The hamster was near the tall chimney and eating something. When Alice turned back, the young man was gone. Alice turned around to see the hamster, to her surprise; it was not on the roof either. In the morning Alice talked about the young man with her uncle. He went to the living room and took an old photo from the wall, and showed it to Alice. The picture showed the same young man sitting in an old-fashioned room in an armchair. At his feet, on the floor, was a small hamster. These people lived here a hundred years ago, her uncle explained. They sold the house after something bad happened. What? What happened? Asked Alice eagerly. A thief murdered the young man. He was only 14 years old.

Read the story again. Mark the sentences (true) / (false).

1. The story takes place in Alice's house.
2. The house's chimney is short.
3. Alice heard the hamster before she saw it.
4. Alice knew how the hamster got out of the attic.
5. Alice's uncle does not like pets.
6. The young man wanted Alice to help him get the hamster.
7. The young man in the photo died in an accident.
8. The young man came to Alice's room in the morning.

Activity 4: find the furniture and rooms in the story.

- a. Furniture and things in a house:
- b. Rooms and parts of a house:

Activity 5:

Use each word to describe a different room, place, or thing in a house.

(bed, light, carpets, curtains, chairs, paintings, armchair, floor, corridor, hall, attic, garden, roof, chimney, wall)

Activity 6:

Write your own ending to the story. How do you think the story ends? Use the following ideas.

- a. Alice finds the hamster.
- b. Alice falls from the roof.
- c. Alice finds out that the young man is not a ghost.

Activity 7: making a poster

Write two or three sentences that transfer horror to the audience. Draw pictures, which reflect the same sentences.

Contributed by:

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