

A **FREE** RESOURCE FOR TEACHERS!

Haunted BRITAIN -EXTRA

Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazine.

SYNOPSIS

Josh is an ordinary London teenager. But then the house next door blows up and extraordinary things start to happen. The explosion releases a ghost from the house and it soon takes over Josh's life. *He* can see the ghost but no one else can. It follows him to school and to his club and takes him on a night-time walk in the cemetery.

Josh's girlfriend, Jaz, gets angry with him, especially when he leaves her at the club without even saying goodbye. His friend, Flynn, laughs at him. Josh's gran is more understanding. She knows who the ghost is and helps Josh work out what's happening to him. The ghost is Tilly Turner, who used to be a friend of Josh's gran, until she ran away from home.

The ghost continues to follow Josh. He gets angry and upset and doesn't know what to do. He meets Jaz. When she sees what a state he's in, she feels sorry for him. Together, they set out to solve the mystery. They find Tilly's skeleton under the wrecked house and they discover that she was murdered by her husband – she didn't run away from home and her body has been hidden in the house next door ever since.

When Josh finds out the truth, Tilly can be properly buried and her ghost can leave the earth in peace.

CULTURAL BACKGROUND

Josh lives with his mum and gran in a row or 'terrace' of Victorian houses built around 1870. All the houses in the terrace are identical. You find these houses all over Britain.

Josh goes to St Margaret's School, Highgate. This is a secondary school and the students are aged 11 to 18. Boys and girls are taught in the same classes. Josh is 14 (nearly 15) and he's in Year 10.

Josh lives with his mum and gran. These days in the UK, it's quite unusual to have three generations in the same house. Nowadays, grandparents tend to live independently until they're too old, and then go into a nursing home.

Highgate Cemetery is a real cemetery in north London.

CASUAL LANGUAGE

There are three informal expressions in the story.

- **'What's up with you?'** This means 'What's the matter?'
- **'I'm cool!'** This means 'I don't have a problem with the situation.'
- **'... or something?'** This is often added to the end of a sentence when the speaker is unsure about what they are saying.

HOW TO USE YOUR SCHOLASTIC READER

Choosing

Is this the right story for your class? Do they want to read it? If not, choose another! Ask them some questions. For example: *Do you like ghost stories? Has anyone ever seen a ghost? Have a class vote. Do you believe in ghosts? Yes or no?*

Motivating

Get your class to want to read *Haunted Britain*. Motivate them with some background information and a taste of the story: *Josh doesn't believe in ghosts ... but then a ghost visits him. This ghost has a very dark secret. She needs Josh – she can't leave the earth without his help.*

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the back of the reader and extra activities from this resource sheet to go with each chunk of reading.

Anticipating

Read People and Places on pages 4–5 aloud with the class. Talk about the characters. Ask for predictions. What is going to happen in this story?

Glossary

Go to 'New Words' on the inside back cover of the reader. Translate the words with the class or get students to find meanings at home.

Casual language

Introduce the informal expressions used in *Haunted Britain*. Put them into context (see above). Tell students to look out for them as they read.

Book exercises

Show students the Self-Study Activities on pages 30–32. These are divided into sections. They complete some exercises before they read a section, and some after. (Answers are in this resource sheet.)

Feedback

Have class feedback sessions each week. Talk and ask about the story so far. Get students to ask each other questions. Check exercise answers with the whole class. Answers to all exercises are on page 4 of this resource sheet.

Fact Files

After the story, there are 5 Fact Files. Set these as self-study or use for whole class work. The files explore the themes of the book in a fun and cultural context with interactive elements. Project ideas are on page 4 of this resource sheet.

What did they think?

Get everyone to do a written or verbal review of *Haunted Britain*. Compare opinions. Did you like it? Let us know at: readers@linkenglish.com

RESOURCE SHEET STUDENT ACTIVITIES



Haunted BRITAIN -EXTRA

Chapter 1: Boom!

1 Who ...

- a) does Josh live with? *his mum and his gran.*
- b) does Josh tell about No.65?
- c) is on holiday in Egypt?
- d) does Josh see in the classroom?
- e) doesn't see a girl?

2 What happened at No.65? You work for a newspaper. You talk to a woman from No.63. Make questions.

- a) ?/name/What's/your *What's your name?*
- b) you/live/do/?/Where
- c) hear/What/you/did/?
- d) What/see/did/?/you
- e) did/?/you/do/What

Work in pairs. Ask and answer the questions. Use a dictionary for new words.

Chapter 2: Tilly Turner

1 Complete these questions with the right question word.

How What Where Who Why

- a) *Why* can't Jaz and Flynn see Tilly?
- b) does Josh leave Jaz?
- c) does Josh give to Tilly?
- d) do they get into the cemetery?
- e) is Tilly Turner?

Now answer them.

2 You are Josh. Tilly points at the cemetery. What do you say?

.....

Chapter 3: The cemetery at night

1 Complete the sentences with adjectives from the box.

dark dead green sad wet
--

Josh is frightened in the *dark* cemetery.
 trees touch his face. people whisper around him.
 He is following a girl with eyes.

Work in pairs. Think of other adjectives to describe sounds/smells/weather/animals in the cemetery at night. Write some sentences about the cemetery with your adjectives.

2 Put these events from the story in the correct order.

- a) ... just before it closes.
- b) But it's closing.
- c) Finally he see the gate.
- d) He calls Tilly.
- e) He cuts his nose on a gravestone.
- f) He gets through ...
- g) He walks in the dark and the rain.
- h) Josh hits his foot on a gravestone.
- i) She doesn't answer.

Chapter 4: 'I don't believe in ghosts!'

1 Answer these questions.

- a) Josh feels bad when he wakes up on Saturday. Why?
Because he left Tilly alone in the cemetery.
- b) He doesn't want any breakfast. Why not?

- c) He isn't frightened of the cemetery now. Why not?

- d) But then he feels cold and frightened. Why?

- e) He feels happier when he sees the red jacket. Why?

2 Look at page 14 again. Imagine it is 1950. Work in pairs. One of you is Gran. (Gran's name is Sarah. She's only 16.) The other is Gran's mother. They're sitting in the kitchen at No. 63. They talk about Tilly.

Sarah/Gran: Mum, where's Tilly? I saw her about a month ago. I went to her house, but she didn't answer the door.

Gran's mum: Now listen, Sarah. I've got something to tell you. Tilly isn't happy with Ed, is she? You always say that. You don't like him, do you?

Finish their conversation.

RESOURCE SHEET STUDENT ACTIVITIES

Chapter 5: The room under the house

1 Complete these sentences.

- They go to Josh's *HOUSE* and find a
- They move some and find a
- They open the and find a
- They go down into the and find a
- They open the and find a They run home fast!

2 Josh and Jaz get out of the room before the door closes. Imagine they don't. What happens to them? Talk in a group.

Chapter 6: The ghost can leave

Choose the best answer.

- Who do the TV and newspaper people talk to?
 - Josh and Jaz
 - Josh's gran
 - the police
- What did the police find in the box with the skeleton?
 - a photo of a penknife
 - Tilly's penknife
 - Ed's penknife
- How does Gran feel when she learns about Ed?
 - happy
 - angry
 - frightened
- Who is Tilly's skeleton with now?
 - her mother and father
 - her brothers
 - Ed
- How does Tilly's ghost feel now?
 - very sad
 - very old
 - very happy
- Why is everything suddenly quiet for Josh?
 - He sees a ghost.
 - He sees Tilly.
 - He sees the cameras.

FINAL TASKS

Writing

1 What happened next?! At the end of 'The Ghost of Tilly Turner', Josh sees the ghost of a young boy in the cemetery. Plan a new adventure for Josh.

Think about these questions. Who is the ghost? Is it friendly or unfriendly? When does Josh see it again? What happens? What does the ghost want?

Make notes. Tell the class your story. Then, write your story.

2 Choose one of the characters in 'The Ghost of Tilly Turner'. Make up some information about them and their lives and write about them. Find other students in your class with the same character. Compare your ideas.

VOCABULARY BUILDER

Ghostly words

1 Look at the list of new words at the back of *Haunted Britain*. Find words that match these meanings.

- This is in your body. You can't stand up without it.
.....
- When a ghost visits you a lot of times, it's doing this.
.....
- There are a lot of dead bodies in this place.
.....
- They put your body in one of these when you die.
.....

2 Finish these sentences with a word from the list.

- How did you your hand? With my
- Jack the Ripper a lot of women in Victorian London.
- When we die, our bodies turn to
- There are some famous in Highgate cemetery.
- I went into the cemetery and the wind to me, "Be careful! Be careful!" Something my face – I was very frightened.

Casual language

Complete the dialogues with the expressions below.

What's up with you? I'm cool. ... or something?

- 'That teacher was horrible to you in class today. Are you OK?'
'Yeah,
- 'Hey, Em. You're not smiling. Talk to me.'
'Oh, nothing. I just don't feel good today.'
- 'I really like him. What can I do?'
'I don't know. Why don't you send a text message



URBAN MYTHS (pages 20–1)

Story writing

Most cultures have urban myths like these. Get students to research another urban myth and write a story. Other examples include a rat's tail in a hamburger, and a nest of spiders in someone's dreadlocks. (They may want to use local variations of those in the reader.)

Discussion

There's often a moral message behind urban myths. For example, the moral of The Hook might be that 'nice' girls and boys don't spend their evenings in cars in dark places. The rat's tail in the hamburger might suggest that we shouldn't eat junk food. Lead a discussion on the possible hidden agenda behind urban myths.

CREEPY CASTLES (pages 22–3)

Creative writing

Each student finds out about a ghost. They can ask their family and friends, look in the local library or try the internet. Once they have chosen a ghost, ask them to imagine that they are that ghost. They have to write their story in the first person, like the ones in Creepy Castles. Encourage them to use lots of adjectives to create a ghostly atmosphere. Give a word limit of 80 words.

Hold a ghostly reading session of students' stories. Play some eerie music and turn the lights down.

Presentation

Students work in small groups and choose a haunted place, for example, a castle/church/theatre etc. They collect information on ghostly sightings from the internet or library. They prepare their presentation. This could be done in the form of a news report (with a main presenter, and interviews with those who have seen the ghost or the ghost itself!), or a short play, re-enacting the sightings.

CORNWALL: LAND OF LEGEND (pages 24–5)

Research

Smuggling was an important part of the local economy in Cornwall in past centuries. Local people, called 'wreckers', put lights on dangerous cliffs at night. Passing ships thought they were lighthouses. They came towards the lights and their ships were wrecked on the cliffs. The wreckers came and stole the things from the ships. There were tunnels and secret caves in the cliffs. The wreckers escaped through these tunnels and hid the stolen goods there.

Ask students to find out all they can about smuggling. Then, hold a class discussion on the subject.

Story telling

Students choose a character from 'King Arthur and the Knights of the Round Table'. (For example, Arthur, Merlin, Sir Lancelot, Guinevere, Morgan le Fay, Mordred etc.) They then research an adventure involving their character and tell it to the class.

BLACK SHUCK: DOG OF THE DEAD (pages 26–7)

Researching myths

Most cultures have stories of scary wild animals wandering about in the countryside. Ask students to research an animal myth from a different culture.

A GHOST-HUNTER'S GUIDE (pages 28–9)

Planning a trip

Students work in groups. They choose a ghost they want to hunt from the Fact Files. They plan their trip and what they will do if they see it.

ANSWER KEY

Self-Study Activities (pages 30–2)

- 1 a) whisper b) touch c) fall d) follow e) blow
- 2 a) ghost b) gas c) cemetery d) fence, gate e) bricks, dust
- 3 a) False. The front wall of No. 65 falls down.
b) True c) True d) False. She can't see the girl.
e) False. Jaz and Josh go to the club.
f) False. She's angry because she can't see the girl.
- 4 Open answers.
- 5 a) iii b) i c) iii d) i e) ii
- 6–7 Open answers.
- 8 a) Because Tilly isn't there.
b) Because Tilly put it there for him. She's OK. She knew her way out of the cemetery.
c) She met a younger man and left Ed.
d) Because he can see ghosts.
e) Because he left her at the club. He didn't say goodbye.
- 9 Open answers.
- 10 a) iii b) iv c) i d) ii
- 11 Open answer.
- 12 a) Because Josh is frightened and cold. b) Yes, she does.
c) Yes, she does.
- 13 a) True b) False. They find Tilly's skeleton.
c) False. A ghost laughs. d) False. It's a bad ghost.
e) True f) True g) False. She knew Ed was bad.
h) False. Her ghost is happy.
i) False. He sees Tilly's ghost and the ghost of a young boy.
- 14 Open answers.

Resource Sheet Activities

Chapter 1

- 1 b) Jaz c) the family from No.65 d) a girl e) Jaz
- 2 b) Where do you live? d) What did you see?
c) What did you hear? e) What did you do?

Chapter 2

- 1 a) Because she's a ghost.
b) Where – At the Waterlow Club.
c) What – His red jacket.
d) How – Through the gate. Tilly opens the gate.
e) Who – A ghost / We don't know exactly.
- 2 Open answers.

Chapter 3

- 1 wet, dead, sad, green
- 2 The correct order is: h, d, i, e, g, c, b, f, a.

Chapter 4

- 1 b) Because he feels bad.
c) Because it's a nice day and there are a lot of people there.
d) Because Tilly is a ghost and only Josh can see her.
e) It's a message from Tilly – she's OK.
- 2 Open answers.

Chapter 5

- 1 a) torch b) bricks, door c) door, room d) room, box
e) box, skeleton
- 2 Open answers.

Chapter 6

2. b 3. b 4. a 5. c 6. a

Vocabulary Builder

Ghostly words

- 1 1. skeleton 2. It's haunting you. 3. cemetery 4. box/grave
- 2 1. cut, knife 2. killed 3. dust 4. graves/gravestones
5. whispered, touched

Casual language

1. I'm cool.
2. What's up with you?
3. or something?