

Summary of the stories

In the book there are descriptions of ghosts. There are true stories, animal stories and photos too. On pages 6-7 there are colourful photos on celebrations on the theme of death. In a Read and Choose Story, a thirteen-year old girl passes an old house on her way back from school. Then, one dark wet night, some strange things happen – but is it a ghost? The book finishes with a picture quiz from films and a play.

Background information

Melanie Williams, series editor for the Penguin Young Readers, is also a freelance consultant and teacher trainer working worldwide and specializing in young learners.

Topics and themes

Animals Both real and ghost animals are featured in the book. In English stories, certain kinds of real animal often appear in ghost stories; cats, bats, owls, wolves and dogs.

Celebrations. Four celebrations are given, from around the world. Although they are about death they are not always sad occasions.

Magic Do the pupils believe in ghosts? Has anyone seen one? The topic can tie in with one on witches.

Senses Feeling cold, scared, seeing and hearing unknown things are part of the book to be explored. There are five senses, and a sixth sense too.

Weather/Seasons When do ghosts appear? Ghost stories are often set at night, in the cold or wet and in winter. Halloween is in the autumn. What other celebrations are there in different seasons?

Making use of the Reader

Act the Adjective Prepare a set of cards using the adjectives from the ghost descriptions. (e.g. sad, friendly, quiet etc). Pupils take it in turns to pick a card and mime the adjective and the others guess what it is. This can also be done in pairs or small groups. (Each group or pair will need their own set of cards copied from yours.)

Costume Collage The pupils can collect pictures or do drawings of clothes from different times in the past. They could make them into a collage or a picture parade arranged by date.

The Next Morning. After the pupils have read the Read and Choose Story, they might like to continue it themselves. For example: The next morning is

sunny. The girl passes the old house again and the door is open. Individually, or in small groups, the pupils can write a short paragraph about what happens then.

The groups could each take a different section of the story and make their own variations. The sections could then be brought together.

Dramatization. Pick out one scene from True Stories (pages 4 and 5: let the pupils choose it). The pupils should write the dialogue and then act it out. The Marie Celeste scene might need most of the pupils but if they choose a scene with only four or five characters, divide the class into smaller groups. Record the scene.

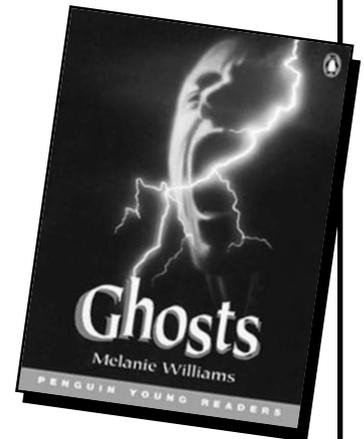
Using the accompanying audio cassette

During watching and listening – whole class vote. Play through the Read and Choose story. When you get to a letter choice, let the pupils vote on your route.

Listening for specific information The pupils can signal, by putting up their hand or possibly howling like ghosts, whenever the words ghost or dead are mentioned. Also, play tape for pages

4-7. Pupils put up their hand whenever they hear a country or region mentioned. To make this easier, they can be told the total number to listen for (5).

Sound effects the pupils might like to add their own sounds to one part of the book: for example, pages 8-11, rain, falling books, running footsteps, cat, front door opening and closing. Or one group could make up sound effects, and the second group guess which story they belong to.



Chants

Chants help pupils become familiar with the sounds and rhythm of English, in a fun way. The language in each chant recycles language from the story. Pupils listen to the chant a few times, clapping in time with the rhythm. Then they say the chant, verse by verse, with the cassette, beating out the rhythm as they say it, to become familiar with the words and rhythm. A possible activity with the chants, is to split a class into groups and they each say one verse.

Chant 1

I move quickly
I move quietly
I'm a ghost!
I'm a ghost!

Doors don't stop me
Walls don't stop me
I'm a ghost!
I'm a ghost!

Now you see me
Now you don't
I'm a ghost!
I'm a

Chant 2

We're on the boat
The Marie Celeste
We heard that the food was good

We're on the boat
The Marie Celeste
The sea's very quiet today

We're on the boat
The Marie Celeste
'Hello, is there anyone there?'

Chant 3

The Day of the Dead!
The Day of the Dead!
Here come the ghosts
On the Day of the Dead

Remember, remember
The Day of the Dead
With food and candles and flowers
Remember, remember
The Day of the Dead
Friends and family, people who died

The Day of the Dead!
The Day of the Dead!
Here come the ghosts
On the Day of the Dead

Notes on the activities in the Factsheet

Activity 1 The pupils read the sentences about the story and decide if they are true or false. They must correct the false sentences in whole phrases.

Activity 2 The pupils will fill in the circles with vocabulary. For example, under 'how they look' they might put white, grey, like clouds.

Activity 3 Note: Words also go backwards and upside down. The pupils should put a line through the search words. Remaining letters should be written down going from left to right and top to bottom. Decode using the same code as p. 15.

Activity 4 You may wish to play this once with the whole class to elicit vocabulary and check knowledge of prepositions. Alternatively, pupils can label one copy of the picture before carrying out the activity. Pupils play in pairs. One pupil from each pair draws seven small ghosts on their outline picture. The other guesses where they are using whole phrases e.g. there's a ghost under the table; a ghost is behind the clock. The first player only answers if whole sentences are used, saying Yes or No to indicate whether there is a ghost in that position. The second pupil has seven chances to find as many ghosts as possible, The pupils then change roles.

Answers to the activities

In the back of the Reader

Before you read

1. a. 8, 9, 10, 11 b. 5 c. 6 d. 4, 12, 13.

After you read

2. The code is three letters further in the alphabet than the real letter. For example, A will be D in the code. The message reads: 'Hello, I'm your friendly ghost. You can give me a name. Then, when you want help, close your eyes and say my name.'

In the Factsheet

Activity 1. 1. The answer is given already. 2. F. She was thirteen years old. 3. She was alone. 4. F. He had a small black cat. 5. T. 6. F. the girl saw a light inside the house. 7. F. She wore a yellow coat.

Activity 2. Feel circle. friendly, sad, quiet, noisy
Look circle. White, grey, clouds, people, animals, clothes of past times. Move circle, quickly, quietly, through walls and doors

Activity 3. Secret Message. On Halloween children dress as ghosts.



Ghosts

Name.....

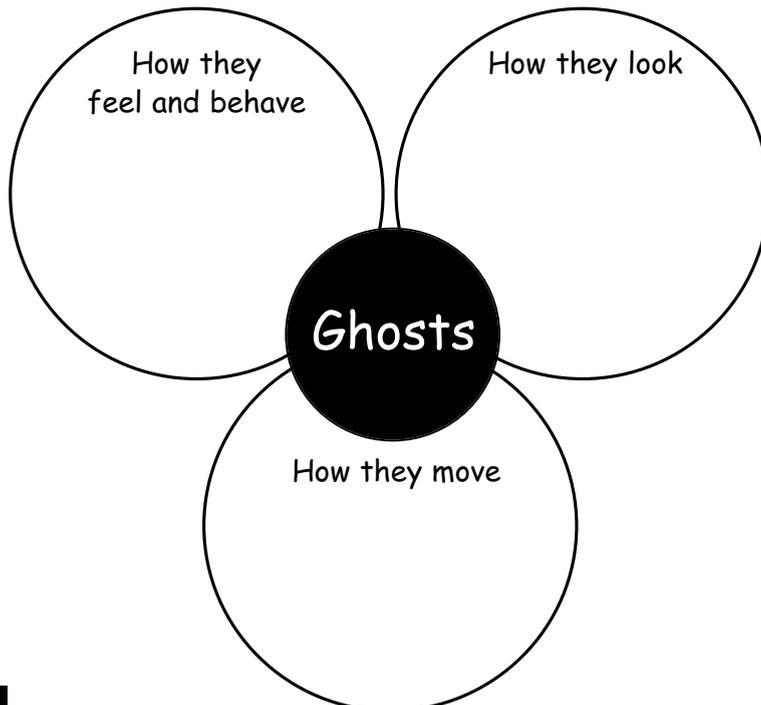
Activity 1

Read pages 8-11 again and write True or False. Correct the false sentences.

- 1. The night was dry. **False. It was wet.**
- 2. The girl was sixteen years old.
- 3. She was with her mother.
- 4. The old man had a large white dog.
- 5. The house was old.
- 6. The girl saw a light outside the house.
- 7. She wore a red coat.

Activity 2

Each circle is a different word family. Find as many words as you can in pages 1-3 to go in the families and write them in the circles.



Ghosts

Name.....

Activity 3

Find these words: **dogs, people, spirits, disappear, sad, friendly.**



Now write down the letters that are left. Read the secret message.

Activity 4



Find the small ghosts!

Draw seven small ghosts in the picture.

Ask a friend to guess where the ghosts are.

He has seven chances!

