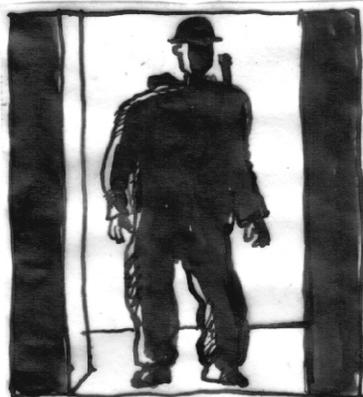
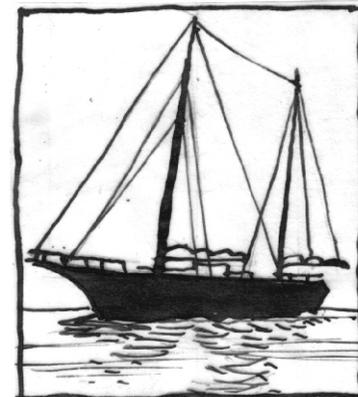
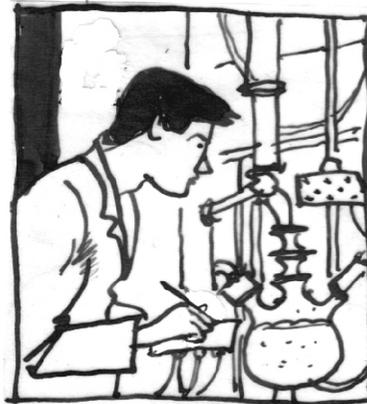




**Look at the picture of the house. The house has a curse on it and all the people who lived there died in strange and mysterious ways. The only thing that all these people had in common was that they had a secret in their past – something that they did that was wrong. It was because of these secrets that the people died.**

**On the next page there are pictures of the people and pictures related to their secrets and to the horrifying ways in which they died. Choose one of the people and tell their story. Before you start, read the story about the first owner of the house and the origin of the curse. Read the story and put the texts into the correct order.**

- Suddenly, he heard a strange noise outside.
- Eckenthorpe's last words were: "I've brought a terrible curse to this house."
- The creature grabbed him by the throat and after a long struggle, Eckenthorpe died a slow and painful death.
- One dark and stormy night, some years later, Eckenthorpe was reading in his study on the top floor of the house.
- As he was opening the door, a terrible creature with enormous fangs appeared and jumped on top of him.
- Without telling any of his companions, he hid the statue in his suitcase and took it back to the United States.
- He stopped reading and got up to go outside to investigate.
- A violent wind was blowing outside and the moon was shining in the sky.
- Before moving in, Professor Eckenthorpe had been in Egypt, where he had excavated the tombs of the ancient kings and queens of that country.
- Eckenthorpe didn't know that there was a terrible curse on anybody who took the statue out of Egypt.
- The first owner of the house was Professor Josiah Eckenthorpe, a world-famous archaeologist.
- One day, while he was working on his own, he found a beautifully carved statue.



## THE HOUSE - Teaching Notes

This activity was published in *IT's for Teachers* issue 41 (January 1995), issue 77 (autumn 2000) and issue 97 (autumn 2005) written by Robert Campbell with artwork by Piet Luthi and the voice of Derek Zinger on the audio recording - horror word search by Rob Metcalf

### 1. Get started

If you do this activity around Halloween, remind students that this is the time that ghosts traditionally return to Earth, and in this lesson they are going to hear and tell ghost stories. If you know a ghost story, tell it to the students. When you've finished, put students into pairs to recount the story you've told them. Find out if any students know similar stories that they can tell each other in pairs, and then in open class.

### 2. Help with vocabulary

Ask students to tell you some of the ingredients of ghost stories, such as the time of day when the stories usually take place, typical weather conditions, common characters and so on. Draw a spider diagram on the board and brainstorm these points with the class, helping them with vocabulary as you do so. Afterwards, students can do the Horror Word Search on this page.

### 3. Reading a story

Ask students to look at the picture of the house and to describe it. Then tell them that different people lived in the house and they all had one thing in common – a secret in their past, something they did that was wrong. It was because of these secrets that the people died. Explain that they are going to read the story of the original owner, Professor Eckenthorpe, who brought a curse to the house. Tell students to read the story and to put it in the correct order. Answer any questions about vocabulary and encourage students to make a note of these to use in their own stories later. Check the answers with the audio recording.

### 4. Analysing tenses in a story

Ask students to tell you what tenses are used in the story. (Establish the beginning of the story – the moment that the professor moved into the house. Draw students' attention to the different tenses used in the story.)

### 5. Writing a story

Ask students to look at the following page with the pictures. First they should match the story they read with the corresponding pictures. Explain that the other people in the top row are the later owners of the house, the second picture underneath is related to the secret in each person's past, and the third picture is connected to their death. In pairs, students choose a sequence of three pictures. They first need to invent a story (depending on their level, they may need to do this in their own language). They then write the story. When they've finished, students can either pass round their stories for others to read and correct, or you can regroup them and allow them to tell each other their stories orally. The students reading or listening to the stories should identify the correct pictures that the story is based on.

## ANSWER KEY

### Horror word search

graveyard; graves; haunted house; ghosts; monsters; blood; curse; midnight; Halloween; full moon; storm; winds; thunder; lightning; screams

### The story

1. The first owner of the house...
2. Before moving in, Professor Eckenthorpe...
3. One day, while he was working...
4. Eckenthorpe didn't know that there was a terrible curse...
5. Without telling any of his companions, he hid the statue...
6. One dark and stormy night, some years later...
7. A violent wind was blowing...
8. Suddenly, he heard a strange noise outside.
9. He stopped reading...
10. As he was opening the door, a terrible creature...
11. The creature grabbed him by the throat...
12. Eckenthorpe's last words were...



## Horror word search

Find the horror story ingredients in the word search. Then complete the text below with the words.

### Clues

Horror stories often have a scene in the g \_ \_ \_ \_ \_ next to an abandoned church. The dead rise from their g \_ \_ \_ \_ s and walk again. Or the action takes place in an old h \_ \_ \_ \_ \_ h \_ \_ \_ \_ , where g \_ \_ \_ \_ s live alongside other m \_ \_ \_ \_ \_ s that drink human b \_ \_ \_ \_ . Often there's a terrible c \_ \_ \_ \_ on the place, and anybody who goes in is destined to die in a horrific way. M \_ \_ \_ \_ \_ is the time when things start to happen, especially on October 31 – H \_ \_ \_ \_ \_ – or when there's a f \_ \_ \_ m \_ \_ \_ shining. On other occasions the weather's bad. There's a s \_ \_ \_ \_ raging, with strong w \_ \_ \_ \_ s, crashes of t \_ \_ \_ \_ \_ , and flashes of l \_ \_ \_ \_ \_ . It can be hard to hear the victim's s \_ \_ \_ \_ \_ s!

A	W	M	I	D	N	I	G	H	T	L	G
L	O	S	Y	U	E	B	T	A	I	G	R
I	E	K	C	S	J	M	I	L	F	H	A
G	F	E	R	R	X	S	Z	L	A	O	V
H	A	U	N	T	E	D	H	O	U	S	E
T	C	S	L	R	U	A	O	W	U	T	Y
N	D	N	V	L	R	C	M	E	I	E	A
I	S	T	O	R	M	I	H	E	O	N	R
N	R	E	T	S	N	O	M	N	G	A	D
G	R	A	V	E	B	L	O	O	D	S	P
R	A	I	N	Q	T	H	U	N	D	E	R