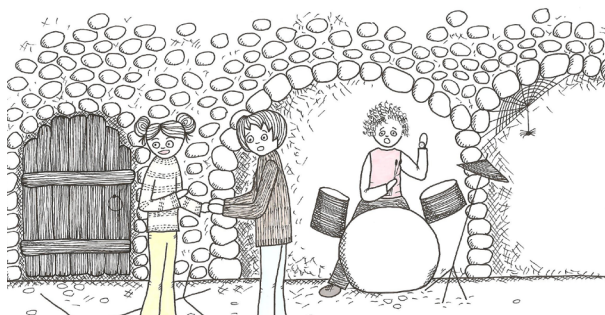
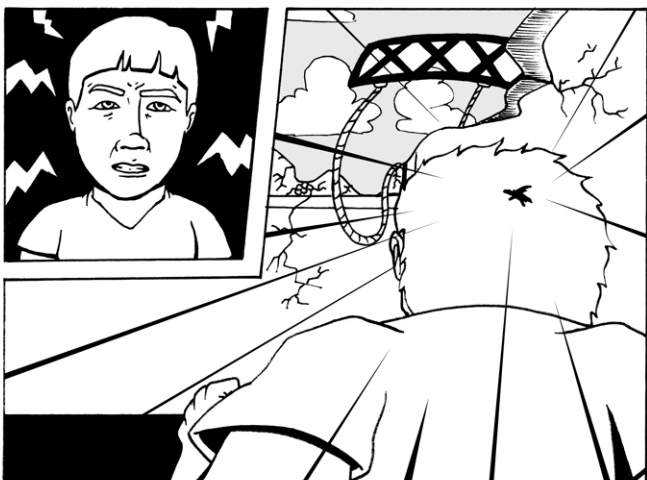
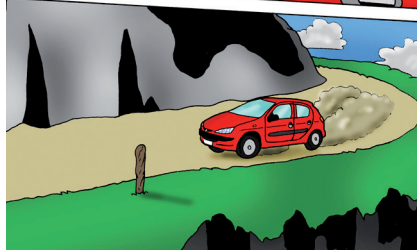
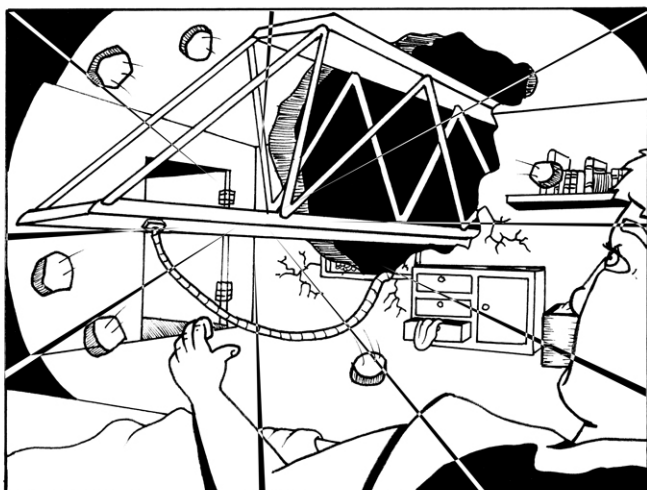




MODERN GHOST STORIES JR.

TEACHER'S GUIDE



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A. PURPOSE

Modern Ghost Stories Jr offers pupils an exciting and moderately scary series of ten radio programmes in English. Through the series, the pupils can practise their listening comprehension. The worksheets for the programmes present a fun and interesting way of working with pupils' understanding of the program.

B. ABOUT THE PROGRAMME

Ghost stories have always held a fascination for children and every English textbook seems to come with its own set of ghost stories. Our thought is to introduce a newer, more up-to-date series of ghost stories to which the pupils can connect, giving them an opportunity to let their imagination take flight.

Modern Ghost Stories is a series of radio programmes with ghost stories set in a modern context. There are ten different episodes in the series, ranging from the boy who fights for real in a computer game to a ghost haunting dogs in a kennel. The series comes in two levels, with *Modern Ghost Stories Jr.* for lower grades (years 5-7) and *Modern Ghost Stories* for higher grades (years 8-9). The stories are the same for both levels, but in *Modern Ghost Stories Jr.* the language is easier and the episodes are divided into two parts, offering a chance to talk about the story and ask questions about it before listening to the second half.

The audio story is supported by a series of illustrations displayed alongside the programme. The illustrations show the story in pictures as a means of supporting and aiding listening comprehension.

Every programme is accompanied by a script and a worksheet. Pupils can listen to the programme while using the script as an extra support for comprehension. In the script, you will also find a list of the more difficult words and expressions found in the programme. Using the worksheet, pupils can answer questions about the content in the programme.

Each worksheet includes exercises to work with before, during and after listening, along with pictures from the programme and a key to the exercises.

In this teacher's guide, you will also find suggestions on how to continue to work with the programmes.

C. SUGGESTIONS ON WORK PROCEDURE

BEFORE LISTENING TO THE PROGRAMME:

Look at the title of the story. Can you guess what the story will be about just from looking at the title? What do you

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10 EPISODES X 12 MINUTES

think it will be about? Who will be in it? Where does it take place? When does it take place? What do you think will happen? On the worksheet you will find some more exercises to do before listening to the programme.

WHILE LISTENING TO THE PROGRAMME:

Listen to the programme. Pupils at lower levels of understanding may need to listen to the programme several times in order to fully understand it, while more advanced pupils should listen to the programme fewer times.

Listen to it again, using the worksheet to work with the exercises marked *during listening*.

AFTER LISTENING TO THE PROGRAMME:

Talk about what you have heard. Have you learnt anything new? What about words, did you learn any new ones? Are there some words or expressions associated with certain topics that you learned in the programme?

DISCUSSION

- Discuss the topics suggested in the worksheet. You can vary the methods of discussion. One way of working with the discussion is to talk openly about the topics in class. This way, everyone who wants to say something about the topic can do so and those who don't want to speak don't have to.

- Another way of working with discussion is to let the pupils work in pairs and collect arguments *for and against* concerning the topic. Give them ten minutes for this. Remind the pupils to use English when they discuss the topics. Switch pairs and let the pupils work with a different person to compare arguments and see if they can come up with more. Discuss the topics in class. This exercise will allow the pupils to formulate arguments for their opinions and help them to use strategies for linguistic security.

- Yet another way of working with the topics for discussion is to let each pupil write a short report on what they

think about this particular topic and explain why they feel the way they do. This way of working with the topics allows every pupil to let their opinion be heard and learn to argue for her/himself.

WORK WITH PICTURES

- Cut out the pictures. Use them as a support for retelling the story in your own words. Work in pairs for this!
- Cut out the pieces of texts for the pictures. Make your own illustrations to the texts!
- Draw a storyboard – a story with pictures as in a movie. What scenes would you need if you were to make a movie about this story?

THINGS TO DO LATER ON/EXTRAS:

- Try creating your own scary music. Can you find different themes? How would the music for a ghost sound? For a werewolf? For a creepy alley? Try making music without instruments. What can you use instead?
- Create a crossword using words from the story. Let a friend try solving your crossword.
- Work in pairs and enact the story. Perform it in front of the class. For variation: vary the theme of the performed scene. Perhaps one pair can do a variation of the scene so that it is comic instead of scary. Another pair can make a tragic scene, yet another one do it opera-style, western-style, fantasy-style, science-fiction-style etc.
- Write a summary of the story.
- Write a story about what led up to the events in the programme. What had happened before? What happened after the story took place?
- Choose a part of the story and write a dialogue that could have taken place between the characters.
- Translate the text or translate a part of the text.
- Write your own ghost story. Email it to engelska@ur.se
- Imagine you are the main character. Write a diary or a letter to a friend about what has happened to you.
- Write a news article about the events in the ghost story. Carry out interviews with the people involved in it.
- Use a video camera and make a feature for a news broadcast about the events in the story. Pretend you are a reporter/TV team that is investigating the mysterious events in the ghost story.

D. LINKS AND EXTRA MATERIAL

In UR Access, you will find three other UR series about ghosts;

GHOST STORIES OVER TO YOU AND THE GHOST HUNTER

In the UR programme *Anaconda in English – Scary Stuff*, Nassim Al Fakir goes ghost hunting in Scotland.

In Duellen - spöken, Ada Wester competes against Agnes Hellström on the topic of ghosts.

Flickan och spöket is a short movie about a mysterious man in a museum.

A webpage about ghosts in Sweden:
<http://www.spokwebben.se/>

A webpage about paranormal activities:
<http://www.paranormal.nu/>

A webpage about inexplicable things:
<http://www.detoforklarliga.se/detoforklarliga/parse.php?p=index.html&menulang=1>

Create your own crosswords:
<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=213077&CFTOKEN=21956556>

E. LGR II AND MODERN GHOST STORIES

Parts of Lgr 11 touched by Modern Ghost Stories marked in bold;

IN LGR II IT IS SAID THAT:

In years 4–6
Content of communication

- **Subject areas that are familiar to the pupils.**
- **Daily situations, interests, people, places, events and activities.**
- **Views, feelings and experiences.**
- **Daily life, ways of living and social relations in different contexts and areas where English is used.**

Listening and reading – reception

- **Clearly spoken English and texts from various media.**
- **Oral and written instructions and descriptions.**
- Different types of conversations, dialogues and interviews.
- **Films and dramatised narratives for children and youth.**
- Songs, sagas and poems.
- Strategies to understand key words and context in spoken language and texts, for example, by adapting listening and reading to the form and content of communications.
- Different ways of searching for and choosing texts and spoken English from the Internet and other media.
- **Language phenomena such as pronunciation, intonation, grammatical structures, spelling and also fixed language expressions in the language pupils encounter.**
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and spoken language in different situations.
- How different expressions are used to initiate and complete different types of communications and conversations.

*Speaking, writing and discussing
– production and interaction*

- **Presentations, instructions, messages, narratives and descriptions in connected speech and writing.**
- Language strategies to understand and make oneself

understood when language skills are lacking, such as through reformulations.

- Language strategies to participate in and contribute to discussions, such as questions, and phrases and expressions to confirm understanding.
- Language phenomena to clarify and enrich communication such as pronunciation and intonation, spelling and punctuation, polite phrases, and other fixed language expressions and grammatical structures.