

Lesson objective: to develop our understanding of descriptions used in mystery and ghost story writing.

Starter:

Students complete the Mysterious wordsearch to remind themselves of words and phrases we associate with ghost stories.

Introduction:

Read the first page of *The Red Room* and then students match up the phrases, using the 'Phrases from *The Red Room*' sheet (attached).

Development:

Read the next page of *The Red Room*, up to 'pallid silence on the landing.' Explain how we can separate aspects of the story into three areas: characters; plot and setting. Get students to write these words in the middle of a page (one for each aspect) and write notes and quotations about each around them. For example they will need a spider leg for each of the characters and their quotations from these. Do an example on the board. For example 'old woman's pale eyes wide open'.

Plenary:

Ask each student to give one example of something they have found out for each of the headings.

Homework:

Choose three sentences from *The Red Room* which you consider to be the most ghostly/mysterious or tense. Write them out in your book with an explanation as to why you have chosen them.

Phrases from the beginning of *The Red Room*

Match up the phrases, which appear at the beginning of *The Red Room*, by drawing a line between the words in the left column and those in the right column. You will need to look at the story to do this properly, although you might be able to guess some because of the genre.

withered

people

old

terrors

yellow

an

shambling

shadow

tangible

glass

haunted

eyes

spiritual

room

pale

teeth

empty

ghost

monstrous

step