

**Learning objective:** Finish reading the *Red Room* and decide how to identify the important aspects of the plot.

**Starter:**

Students put the plot of the story so far in the right order (attached sheet).

**Introduction:**

Discuss with students which order they chose. How does the plot add to the overall feeling of unease in the story?

**Development:**

Read the rest of the *Red Room* and consider the ending. What is it that is so terrifying about the red room? Students write out a plot summary for the rest of the story as we started above.

**Plenary:**

Ask for a volunteer to read their plot summary for the rest of *The Red Room*. Discuss what the important events in the story are.

**Homework:**

Students go back through their copies of *The Red Room* and highlight or underline any words or phrases which describe the feelings or actions of the narrator.

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Put the following plot summary in the right order

Statement
The narrator sets off for the Red Room.
The old man tells the narrator he must go alone to the Red Room.
The narrator thinks someone is waiting to jump on him.
When the narrator arrives at the Red Room he is so anxious that he looks over his shoulder as he goes in.
The old woman tries to warn the narrator about the room by pointing out that he is too young to have experienced such terrors before.
The narrator opens the story by claiming he is unafraid of ghosts.
The narrator thinks he hears a rustling noise and stops for a moment before proceeding.