Reading in English for Amusement and Dialogue in English

Erasmus + project



Activity bank for ’The Canterville Ghost’ by Oscar Wilde

The simplified version of the book can be found here:

[The Canterville Ghost](http://english-e-reader.net/onlinereader/the-canterville-ghost-stories-oscar-wilde/)

Interactive tasks about the author:

Oscar Wilde:

<https://edpuzzle.com/assignments/56e3fd29d760c53f41754710/watch>

<http://learningapps.org/2215622>

<http://learningapps.org/2215662>

<http://learningapps.org/2215678>

**Pre-reading activities:**

**1.- Compare and contrast (10’)**

AIM: to become conscious of the differences and similarities between 19th and 21st centuries.

GROUP: Pairwork

TIME: 10’ (6’ pairwork + 4’ group exposition)

PROCESS: students are given the sheet with the “Compare and contrast” structure. They must compare and contrast the general ideas that they have about the 19th and 21st centuries. FIRST they must look and think for similarities between both centuries. After that they will find out which differences they can think of, and this time they will have to find the ‘pattern’ of these differences (clothes, political issues, arts…)

They can do it in pairs and then expose it to the rest of the big group.

|  |  |  |  |
| --- | --- | --- | --- |
| https://volcanolady1.files.wordpress.com/2015/05/thhvmo1u95.jpg | | https://www.radcliffe.harvard.edu/sites/radcliffe.harvard.edu/files/Images/radcliffe_magazine/Summer_2014/gender_and_the_business_of_fiction_panel_photo_by_webb_chappell_735px.jpg | |
| **Which are their similarities?** | | | |
|  | | | |
|  | | | |
|  | | | |
| **Which are their differences?** | | | |
|  | Talking about… | |  |
|  |  | |  |
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|  |  | |  |
|  |  | |  |
|  | | | |
| Similarities and differences patterns | | | |
|  | | | |
| Conclusion | | | |

**2.- Europe 19th century fact file (12’)**

AIM: focus on the 19th century historical and social context.

GROUP: teamwork, 6 members (one per country). Students must have researched in their countries about a historical event, Arts (writer, musician, and painter), Political character, Industrial innovations, or other subject… everything related with 19th century in their country and UK.

TIME: 12’ (2’ per student to expose)

PROCESS: students share with their team partners the information from their one countries and the UK. At the end of the activity all students must have the same information.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *HISTORICAL EVENT* | *ART-WRITER,MUSICIAN,PAINTER* | *POLITICAL CHARACTER* | *INDUSTRIAL INNOVATION* | *OTHER* |
| ***UK*** |  |  |  |  |  |
| ***HUNGARY*** |  |  |  |  |  |
| ***TURKEY*** |  |  |  |  |  |
| ***CROATIA*** |  |  |  |  |  |
| ***LITHUANIA*** |  |  |  |  |  |
| ***ITALY*** |  |  |  |  |  |
| ***SPAIN*** |  |  |  |  |  |

**3.- Group of specialists (20’)**

AIM: focus on romanticism and the book Canterville Ghost by O Wilde.

GROUP: teamwork, 6 members (five groups of fsix members, one per country). Each group of students must learn and become specialists in one of these themes: 1) *Other romantic writers, 2) Romanticism Themes, 3) Romanticism Language, 4) Oscar Wilde, 5) Canterville Ghost plot and characters*.

TIME: 20’ (5’+15’)

PROCESS: students read in group, discuss and learn the main points of the subject that corresponds to his/her group (information provided by Erasmus+ teachers). Then they mixed with other students (6 groups of five students) and they have to expose what they have learn (3’ per student).

1. **Another writers:**

Russian - Mikhail Lermontov, Aleksandr Sergeyevich Pushkin;

Germany: Goethe, Shiller;

UK: Dickens, W. Wordsworth, S. T. Coleridge, R. Southey (Lake Poets), Byron, Oscar Wilde

France; Alphonse de Lamartine;

America; Edgar Allen Poe

Spanish: Adolfo Becquer

1. **Themes:**

* sensible feelings
* exotic landscape trip
* history and folklore
* mystic and occult

1. **Language;**

Romanticism is a big, baggy concept involving many diverse, even contradictory elements, gestures, and meanings—much like modern life: individualism: the worth, value, and potential of the inner self (essential to democratic equality) sentimental love of nature, the natural world beyond the city, industry, modern transportation, and human society (cf. Club Med as "romantic getaway") exaltation of common people, possibility of higher purposes for all people common feelings or sentiments can be valued and refined as presence of divine or more-than-human feeling or emotion more important than logic or experience ("Anything you want you can have if you only want it enough.") imagination (or what is possible or imaginable) over reason, logic, or the hard facts of experience; compare "fancy" and "fantasy"

1. **Oscar Wilde;**

Born on October 16, 1854 in Dublin, Irish writer Oscar Wilde is best known for the novel The Picture of Dorian Gray and the play The Importance of Being Earnest, as well as for his infamous arrest and imprisonment for being gay.

Acclaimed Works

Beginning in 1888, while he was still serving as editor of Lady's World, Wilde entered a seven-year period of furious creativity, during which he produced nearly all of his great literary works. In 1888, seven years after he wrote Poems, Wilde published The Happy Prince and Other Tales, a collection of children's stories. In 1891, he published Intentions, an essay collection arguing the tenets of aestheticism, and that same year, he published his first and only novel, The Picture of Dorian Gray. The novel is a cautionary tale about a beautiful young man, Dorian Gray, who wishes (and receives his wish) that his portrait ages while he remains youthful and lives a life of sin and pleasure.

Though the novel is now revered as a great and classic work, at the time critics were outraged by the book's apparent lack of morality. Wilde vehemently defended himself in a preface to the novel, considered one of the great testaments to aestheticism, in which he wrote, "an ethical sympathy in an artist is an unpardonable mannerism of style" and "vice and virtue are to the artist materials for an art."

Wilde's first play, Lady Windermere's Fan, opened in February 1892 to widespread popularity and critical acclaim, encouraging Wilde to adopt playwriting as his primary literary form. Over the next few years, Wilde produced several great plays—witty, highly satirical comedies of manners that nevertheless contained dark and serious undertones. His most notable plays were A Woman of No Importance (1893), An Ideal Husband (1895) and The Importance of Being Earnest (1895), his most famous play.

1. **Summary and Characters**

Plot Summary

Purchasing Canterville Chase

As the story opens, Horace B. Otis, the brusque American minister, ignores the warnings of several English friends and buys the haunted Canterville Chase. Lord Canterville desires to sell the home but feels honor-bound to tell Otis stories of skeleton hands and mysterious noises. However, Otis refuses to believe in the existence of ghosts.

The Persistent Blood Stain

The Otis family moves into the Chase, a Tudor mansion. Mrs. Lucretia Otis, disturbed by a blood stain in the sitting-room, orders that it be removed at once. But the housekeeper, Mrs. Umney, explains that the blood stain dates back to 1575, the day Lady Eleanore de Canterville was murdered by her husband, Sir Simon, and cannot be removed. Washington Otis, the oldest son, quickly declares that Pinkerton’s Champion Stain Remover and Paragon Detergent will prove a match for even so historic a stain. Before the housekeeper can stop him, Washington drops to his knees and scrubs out the blood. Thunder and lightening greet his success, and Mrs. Umney faints in fear. The stain, however, reappears the following morning, and again Pinkerton’s is applied. But each successive morning brings a new stain, and the Otises begin to believe that the Chase really is haunted.

The Ghost Appears

Several nights later, Mr. Otis awakes to the sound of clanking metal. In the hallway, he encounters a ghost with burning-red eyes, matted hair, and heavy chains. As a practical American, Mr. Otis suggests to the Ghost that Tammany Rising Sun Lubricator will quiet his chains. The Ghost, stunned by this effrontery, is further insulted as the young Otis twin boys throw pillows at his head. The Ghost retires to his chamber and ponders his past glories of terrifying housemaids and driving members of the aristocracy to madness and suicide. Refusing to be intimidated by upstart Americans, the Ghost plans his revenge. Meanwhile, the Otises discuss the Ghost and note the changing hues of the sitting-room bloodstain. Only the beautiful fifteen-year-old Virginia Otis cannot laugh as the stain mutates from red, to purple, to bright emerald green. When the Ghost next appears, the twins shoot pellets at it. But more insulting is that after the Ghost tries to scare the family with a hideous laugh, Mrs. Otis offers him Dr. Dobell’s tincture to cure his indigestion.

Sickened by the experience, Sir Simon retreats for a few days before making another attempt to horrify the Otises. However, when the Ghost next appears, it is he who is frightened. The twins create a fake ghost out of a hollow turnip, bed curtain, kitchen cleaver, and broom. Their trick succeeds, and Sir Simon, humiliated, gives up on his bloodstain and begins to use Mr. Otis’s Rising Sun Lubricator. The twins continue to torment the Ghost, setting traps along the corridor to trip him. The Ghost, in one final effort, prepares an elaborate costume, “Reckless Rupert, or the headless Earl,” to revenge himself on the twins. When he tries to enter the twins’ bedroom, a jug of water crashes down on him, leaving Sir Simon with a severe cold and no hope of scaring the Otises.

Virginia Otis and the Canterville Ghost

As the Ghost dreams of his past glory, the Otis family carries on with their normal pursuits. The young Duke of Cheshire, madly in love with Virginia, arrives as a guest. One day after riding with the Duke, Virginia stumbles upon the Ghost’s hiding place. Pitying him, Virginia entreats Sir Simon to behave himself.

Though she berates him for stealing her paints to refurbish the blood stain, this exchange marks the beginning of Virginia’s sympathy for the Ghost. Virginia offers to help the Ghost emigrate to America. He declines claiming that all he wants is to sleep in the Garden of Death. Sir Simon asks Virginia to pray for his soul, so that he can finally rest. Despite the pleas of the huntsmen embroidered on the tapestry and the gargoyles carved on the chimney-piece, Virginia takes the Ghost’s hand and follows him into another dimension.

*Characters*

Sir Simon Canterville

Cecil

Duke of Cheshire

Mr. Horace B. Otis

Mrs. Lucretia Tappan Otis

WARM UP DRAMA ACTIVITIES

**1)** Ss make a circle and they imagine that they have a big ball. T tells Ss that the topic of the story is about ghosts, so they throw the ball to another student saying the word that comes to their mind.

*Aim:* To encourage Ss to express their ideas related to a ghost.

*Grouping:*  whole group

*Timing*: 3 min.

**2)** Ss read aloud a paraghaph from the text expressing different emotions (sad, happy, scared, sleepy, constipated, bored, afraid...)

*Aim:* To encourage Ss to express their emotions while reading a text which is not related to emotions.

*Grouping:*  individually (in front of the whole group)

*Timing*: 1 min.\student

**3)** A student read aloud the text raising or lowering the intesity of the voice gradually

*Aim:* To control the intensity of the voice.

*Grouping:* individually (in front of the whole group)

*Timing*: 1 min.

**4)** Ss think of different endings of the story and they act it out.

*Aim:* To encourage students` creativity and drama skills.

*Grouping:*  groups

*Timing*: 30 min. (20 min. for preparation the ending of the story and 10 min. for acting)

**5)** Ss have to act out a scene from the story but they can only use numbers, colors, etc. And the others have to guess which scene they are performing.

*Aim:* To develop students` ability of improvisation.

*Grouping:*  pair work

*Timing*: 2 min. / pair

**6)** Ss have to perform different scenes miming without speaking but the others Ss will speak instead of them.

*Aim:* To develop students` body language

*Grouping:*  groups

*Timing*: 3 min. / group

**7)** Ss have to introduce their characters and the others have to guess which character he\she presents.

*Aim:* To develop students` drama and reading comprehension skills.

*Grouping:*  individually / whole group

*Timing*: 1 min.

**8)** Ss have to read aloud the text holding a pen in their mouth between the teeth. Then, Ss will read aloud articulating their mouth.

*Aim:* To develop students` pronounciation and articulation.

*Grouping:*  individually

*Timing*: 1 min.

**9)** Ss act out a scene and when the teacher says stop, the others Ss will tell what is happening next and the students who act have to continue acting what the others are telling.

*Aim:* To encourage students` creativity, drama and narrative skills.

*Grouping:*  groups

*Timing*: 15 min. (10 min. for preparation the scene of the story and 5 min. for acting)

**10)**

**a)** Ss have to represent in groups the same scene of the story as a picture in which students are statues. Ss will decide which picture they like the most by clapping. Ss are allowed to use different objects from the classroom in their own way.

*Aim:* To encourage students` creativity, improvisation and body language.

*Grouping:*  groups

*Timing*: 20 sec./ group

**b)** Ss have to represent in groups different scenes of the story as a picture. An optional activity could be that if a S touches someone from the scene, he\she will start performing.

*Aim:* To encourage students` creativity, improvisation, body language and drama skills.

*Grouping:*  groups

*Timing*: 5 min. /group

**Language-related activities:**

OSCAR WILDE: THE CANTERVILLE GHOST

COMPREHENSION MULTIPLE-CHOICE TEST

1. Mr Hiram B. Otis

* wanted to live and work in New York
* wanted to visit London
* wanted to live near London

1. Mr Otis didn’t believe in ghosts

* because he was American
* because he was superstitious
* because they had never been found

1. Mrs Umney  didn’t want the blood-stain in the library to be removed

* Because the Canterville ghost would be angry
* because it was  the blood of Lady Eleanore  de Canterville
* because it made her faint

1. When the Canterville ghost met Mr Otis in the corridor

* he was very surprised
* he was very frightened
* he took the Tammany Rising Sun Oil

1. The Canterville ghost was very unhappy

* because he had never frightened
* because he had always been frightening
* because he didn’t laugh anymore

1. When the ghost hurt himself with the suit armour

* Virginia was angry with him
* Washington pointed a gun at him
* Mrs Otis was worried about him

1. The ghost found

* there was a second ghost in the chase
* he wasn’t afraid of ghosts
* the twins weren’t afraid of ghosts

1. The ghost said to Virginia

* he really wanted to eat
* he really wanted  his revenge
* he really wanted some rest

1. Virginia decided

* to  weep for the ghost
* to walk into the Garden of Sleep
* to disappear in the darkness

1. Finally the ghost

* was forgotten
* was forgiven
* was revenged

Language Use Activities - The Canterville Ghost and Other Stories

(All the activities below in one.)

### <http://learningapps.org/display?v=p6k7xovmj16>

### Reading Comprehension

### 1. Characters - The Canterville Ghost and Other Stories

[http://LearningApps.org/watch?v=pob5iuz2t16](http://learningapps.org/watch?v=pob5iuz2t16)

### 2. True or False - Canterville Ghost

### <http://learningapps.org/display?v=p7ey9xoy216>

### Reading Comprehension with Listening

### 3. Sentences and Paragraphs - The Canterville Ghost

<http://learningapps.org/display?v=pg3njzk9j16>

### 4. Names -The Canterville Ghost and Other Stories

<http://learningapps.org/display?v=pf6irh1i216>

### Vocabulary

### 1. Pronunciation - The Canterville Ghost and Other Stories

[http://LearningApps.org/watch?v=pf6irh1i216](http://learningapps.org/watch?v=pf6irh1i216)

### Vocabulary with Listening

### 2. Vocabulary - The Canterville Ghost and Other Stories

<http://learningapps.org/display?v=p6oiagdet16>

### 3. Picture Vocabulary - The Canterville Ghost

<http://learningapps.org/display?v=p54c9xvmc16>

### Grammar

### 1. Conjugation - Canterville Ghost

<http://learningapps.org/display?v=pawxaqbyj16>

### 2. Small words - The Canterville Ghost

<http://learningapps.org/display?v=pxcxkkutc16>

### Part of Speech - The Canterville Ghost

<http://learningapps.org/display?v=pdw0d3uij16>

[**http://learningapps.org/display?v=pawxaqbyj16**](http://learningapps.org/display?v=pawxaqbyj16)

**Fill in the text with a suitable tense from the box above.**

'We have not cared to live in the place ourselves,' said Lord Canterville, 'since my grand-aunt, the Dowager Duchess of Bolton, was frightened into a fit, from which she never really recovered, by two skeleton hands being placed on her shoulders as she (1).                for dinner, and I feel bound to tell you, Mr. Otis, that the ghost  (2).               by several living members of my family, as well as by the rector of the parish, the Rev. Augustus Dampier, who is a Fellow of King's College, Cambridge. After the unfortunate accident to the Duchess, none of our younger servants would stay with us, and Lady Canterville often got very little sleep at night, in consequence of the mysterious noises that  (3)                from the corridor and the library.'

     'My Lord,'(4)                        the Minister, 'I (5)                   the furniture and the ghost at a valuation. I come from a modern country, where we have everything that money (6)....................; and with all our spry young fellows painting the Old World red, and carrying off your best actors and prima-donnas, I reckon that if there (7)....................such a thing as a ghost in Europe, we'd have it at home in a very short time in one of our public museums, or on the road as a show.'

     'I fear that the ghost exists,' said Lord Canterville, smiling, 'though it (8)...................the overtures of your enterprising impresarios. It (9).................well ..................for three centuries, since 1584 in fact, and always (10)......................its appearance before the death of any member of our family.'

|  |
| --- |
| Came                              answered                           were                     may have resisted  has been seen                will take                                   can buy          had seen  was dressing                              makes                    has been known ...................... was interested |

*The above is from another publication not the one we agreed to use so I made a variation with our text.*

'I don't want a blood-stain in my library,' said Mrs Otis. 'Please remove the stain. Please (1)\_\_\_\_\_\_\_\_\_\_\_\_ the floor immediately.'

The old woman smiled. 'It is the blood of Lady Eleanore de Canterville. She (2)\_\_\_\_\_\_\_\_\_\_\_\_ by her husband, Sir Simon de Canterville, in 1575. The blood-stain (3)\_\_\_\_\_\_\_\_\_\_\_\_ here for over three hundred years. It cannot be removed.'

'Nonsense,' said Washington Otis. 'I have some Pinkerton's Stain Remover from America. It can (4)\_\_\_\_\_\_\_\_\_\_\_\_ any stain. Watch.'

Washington Otis took the stain remover from a bag. Pinkerton's Stain Remover looked like a small black stick. He (5)\_\_\_\_\_\_\_\_\_\_\_\_ the stick on the blood-stain. A minute later the floor was clean. The stick (6)\_\_\_\_\_\_\_\_\_\_\_\_ the stain quickly and easily.

Mrs Umney looked at the floor. She was frightened. No one had removed the blood-stain for three hundred years. Mrs Umney was very frightened.

'Pinkerton's can remove anything,' said Washington Otis. 'The blood-stain (7)\_\_\_\_\_\_\_\_\_\_\_\_.'

Lightning flashed and (8)\_\_\_\_\_\_\_\_\_\_\_\_ the library. Thunder (9)\_\_\_\_\_\_\_\_\_\_\_\_ over the house. Mrs Umney (10)\_\_\_\_\_\_\_\_\_\_\_\_.

  clean   crashed   fainted   had removed   has been   has gone   lit   remove   rubbed   was murdered

----------Key----------

'I don't want a blood-stain in my library,' said Mrs Otis. 'Please remove the stain. Please clean the floor immediately.'

The old woman smiled. 'It is the blood of Lady Eleanore de Canterville. She was murdered by her husband, Sir Simon de Canterville, in 1575. The blood-stain has been here for over three hundred years. It cannot be removed.'

'Nonsense,' said Washington Otis. 'I have some Pinkerton's Stain Remover from America. It can remove any stain. Watch.'

Washington Otis took the stain remover from a bag. Pinkerton's Stain Remover looked like a small black stick. He rubbed the stick on the blood-stain. A minute later the floor was clean. The stick had removed the stain quickly and easily.

Mrs Umney looked at the floor. She was frightened. No one had removed the blood-stain for three hundred years. Mrs Umney was very frightened.

'Pinkerton's can remove anything,' said Washington Otis. 'The blood-stain has gone.'

Lightning flashed and lit the library. Thunder crashed over the house. Mrs Umney fainted.

[**http://learningapps.org/display?v=pxcxkkutc16**](http://learningapps.org/display?v=pxcxkkutc16)

**Fill in the text with a suitable preposition or article.**

As Canterville Chase is seven miles from Ascot,(1) ............ nearest railway station, Mr. Otis had telegraphed (2)............ a waggonette to meet them, and they started on their drive (3)........ high spirits. It was a lovely July evening, and the air was delicate with the scent of the pinewoods. Now and then they heard (4)........ wood pigeon brooding over its own sweet voice, or saw, deep (5).... the rustling fern, the burnished breast of the pheasant. Little squirrels peered (6).... them from the beech-trees as they went (7)....., and the rabbits scudded away through the brushwood and over the mossy knolls, with their white tails in the air. As they entered the avenue of Canterville Chase, however, (8).... sky became suddenly overcast (9).... clouds, (10).... curious stillness seemed to hold the atmosphere, a great flight of rooks passed silently over their heads, and, before they reached the house, some big drops of rain had fallen.

**ANSWERS**

1. The
2. For
3. In
4. A
5. In
6. At
7. By
8. The
9. With
10. a

*The above is from another publication not the one we agreed to use so I made a variation with our text and chose a part from the middle of the story.*

The Canterville Ghost

The second appearance of the ghost was (1)\_\_\_\_\_ a Sunday night. The Otises had all gone (2)\_\_\_\_\_ bed. Suddenly they were woken (3)\_\_\_\_\_. They heard (4)\_\_\_\_\_ terrible crashing noise downstairs.

The whole family ran (5)\_\_\_\_\_ of their bedrooms. (6)\_\_\_\_\_ ran downstairs. It was dark but Mr Otis and his eldest son carried candles. They heard another crashing noise (7)\_\_\_\_\_ the hallway near the front door.

There was (8)\_\_\_\_\_ suit of armour in the hallway. This suit of armour was more than three hundred years old. (9)\_\_\_\_\_ had fallen over and made a loud noise. The Canterville Ghost was sitting (10)\_\_\_\_\_ the floor (11)\_\_\_\_\_ to the armour.

The ghost had tried to put (12)\_\_\_\_\_ the suit of armour. He wanted to walk around the house and frighten the Otis family. But (13)\_\_\_\_\_ metal suit was too heavy. The suit of armour had fallen (14)\_\_\_\_\_ the floor.

The Canterville Ghost was sitting beside the armour. (15)\_\_\_\_\_ was rubbing his knee. He had hurt himself.

Mr Hiram B. Otis pointed a gun (16)\_\_\_\_\_ the ghost. Washington Otis held his candle high (17)\_\_\_\_\_ the air. The Otis twins laughed loudly. Virginia was afraid and stood beside her mother. They all looked (18)\_\_\_\_\_ the Canterville Ghost.

  a   a   at   at   He   in   in   It   next   on   on   on   onto   out   the   They   to   up

----------Key----------

The Canterville Ghost

The second appearance of the ghost was on a Sunday night. The Otises had all gone to bed. Suddenly they were woken up. They heard a terrible crashing noise downstairs.

The whole family ran out of their bedrooms. They ran downstairs. It was dark but Mr Otis and his eldest son carried candles. They heard another crashing noise in the hallway near the front door.

There was a suit of armour in the hallway. This suit of armour was more than three hundred years old. It had fallen over and made a loud noise. The Canterville Ghost was sitting on the floor next to the armour.

The ghost had tried to put on the suit of armour. He wanted to walk around the house and frighten the Otis family. But the metal suit was too heavy. The suit of armour had fallen onto the floor.

The Canterville Ghost was sitting beside the armour. He was rubbing his knee. He had hurt himself.

Mr Hiram B. Otis pointed a gun at the ghost. Washington Otis held his candle high in the air. The Otis twins laughed loudly. Virginia was afraid and stood beside her mother. They all looked at the Canterville Ghost.

[**http://learningapps.org/display?v=pdw0d3uij16**](http://learningapps.org/display?v=pdw0d3uij16)

**Form the necessary part of speech.**

  1.  This was Mrs. Umney, the housekeeper, whom Mrs. Otis, at Lady Canterville's ..............request, had consented to keep on in her **........** position. (**earn; form**)

2. She made them each a low curtsey as they alighted, and said in a quaint, **..........** manner,'I bid you welcome to Canterville Chase.'(**fashion**)

3. **.............**her, they passed through the fine Tudor hall into the library, a long, low room, panelled in black oak, at the end of which was a large stained-glass window. (**follow**)

4. The old woman smiled, and answered in the same low, **.........** voice, 'It is the blood of Lady Eleanore de Canterville, who was murdered on that very spot by her own husband, Sir Simon de Canterville, in 1575. (**mystery**)

5. His body has never been discovered, but his **.........** spirit still haunts the Chase.(**guilt**)

6. That is all nonsense,' cried Washington Otis; 'Pinkerton's Champion Stain Remover and Paragon Detergent will clean it up in no time,' and before the **.........** housekeeper could interfere he had fallen upon his knees. (**terrible**)

  7. 'I knew Pinkerton would do it,' he exclaimed triumphantly, as he looked round at his admiring family; but no sooner had he said these words than a terrible flash of lightning lit up the sombre room, a **........** peal of thunder made them all start to their feet, and Mrs.(**fear**)

8. Mr. Otis, however, and his wife warmly assured the honest soul that they were not afraid of ghosts, and, after invoking the blessings of Providence on her new master and mistress, and making **........** for an increase of salary, the old housekeeper tottered off to her own room.(**arrange**)

**ANSWERS**

1. **Earnest**
2. **Former**
3. **Old-fashioned**
4. **Following**
5. **Mysterious**
6. **Guilty**
7. **Terrified**
8. **Fearful**
9. **Arrangements**

*The above is from another publication not the one we agreed to use so I made a variation with our text and chose sentences from different parts of the story.*

Virginia knelt on the floor beside the skeleton and began to pray. PRAYER

It was midnight when the family decided to go to bed. DECISION

Sir Simon starved to death. DIE

The servant could not find Virginia so everybody searched the house. SERVE

He is dead and now he can rest. DIE

Washington Otis carried a lighted candle. LIGHT

'Where have you been?' Mr Otis asked angrily. ANGRY

There was darkness beyond the wall and a cold wind. DARK

There is peace and silence. SILENT

The white stars and the pale moon look down on this little garden. It is very peaceful. PEACE

**Finish the questions in order to find as much information as you can about the text.**

**When ………………………………………..?**

**What ………………………………………..?**

**Where……………………………………..?**

**Who………………………………………..?**

**Which ……………………………………?**

**Do ………………………………………….?**

**How many ………………………………….?**

**Why ………………………………………….?**

**Have …………………………………………?**

<http://learningapps.org/display?v=p7ey9xoy216>

TRUE OR FALSE SENTENCES: are the following sentences true or false?

1. When Mr Otis and his family moved to Canterville Chase, nobody was living there. **T   F**

2. There was a blood stain in Mrs Umney's bedroom. **T   F**

3. The Canterville ghost was unhappy because he could not frighten anyone. **T   F**

4. The twins were kind to the ghost and felt sorry for him. **T   F**

5. The ghost had killed his wife three-hundred years before. **T   F**

6. Virginia helped the ghost find peace at last. **T   F**

7. The twins had fun playing tricks on the ghost. **T   F**

8. The ghost gave Virginia a gold bracelet.  **T   F**

9. The Otis family found the ghost’s skeleton in a secret room. **T   F**

10. Sir Simon de Canterville had died of a heart attack. **T   F**

**Answers:**

**1. F**

**2. F**

**3. T**

**4. F**

**5. T**

**6. T**

**7. T**

**8. F**

**9. T**

**10. F**

**CHUNKING: chunk the following sentences, identifying pauses (//) and tonal emphasis (word).**

Example: She was so frightened that she was ill for the rest of her life.

She was **so** **frightened** // that she was **ill** // for the **rest** of her **life**.

1. 'I do not live in Canterville Chase,' Lord Canterville said to Mr Otis.
2. Mrs Umney, the housekeeper, was waiting for them by the front door.
3. He was rubbing the chains together so they made a noise.
4. Everyone was frightened of him, because everyone was afraid of ghosts.
5. Washington Otis removed the blood-stain in the library every day.
6. 'It's green!' shouted the twins. 'It's green blood today.'
7. 'I feel very sorry for you,' said Virginia quietly.
8. It was a summer evening and the sun had not set, so the family and the servants searched the gardens before it was dark.

**Answers:**

**1.** 'I **do not** live // in **Canterville** Chase' // Lord **Canterville said** // to Mr **Otis**.

**2.**Mrs Umney // the **housekeeper** // was **waiting** for them // by the **front door**.

**3.**He was **rubbing** the **chains** together  // so they **made** a **noise**.

**4. Everyone** was frightened of him // because // **everyone** was afraid of **ghosts**.

**5.**  Washington Otis **removed** the **blood**-stain // in the **library** // **every day**.

**6.**'It's **green**!' // **shouted** the **twins** // 'It's **green** blood today.'

**7.**'I feel **very sorry** for you' // said **Virginia** quietly.

**8.**It was a **summer** evening // and the sun had **not set** // so the **family** and the servants **searched** the gardens  // before it was **dark**.

<http://learningapps.org/display?v=pg3njzk9j16>

**SENTENCES AND PARAGRAPHS: put each sentence a-h in the correct paragraph 1-8**

1. Mr Hiram B. Otis was a rich American from New York. He had come to live and work in England, but he did not want to live in London. --------- He wanted to live in the countryside outside London.

2. The eldest son, Washington, was almost twenty years old. --------- His two young brothers were twins. They were twelve years old. The daughter, Virginia, was fifteen years old. She had large blue eyes and a lovely face.

3. Washington Otis took the stain remover from a bag. Pinkerton's Stain Remover looked like a small black stick. He rubbed the stick on the blood-stain. --------- The stick had removed the stain quickly and easily.

4. --------- He had lived in Canterville Chase for three hundred years. Everyone was frightened of him, because everyone was afraid of ghosts. But this American gentleman was not afraid.

5. Washington Otis removed the blood-stain in the library every day. Every morning the stain had reappeared. But the stain was no longer the colour of blood. --------- Another morning it was purple. Then it became bright green.

6. Slowly and silently he walked to the twins' bedroom. --------- The house was quiet. The door of the twins' room was slightly open.

7. The ghost kissed her hand. His lips were cold like ice, hut they burned like fire. The ghost held her hand and they walked to the wall of the library. The wall opened. There was darkness beyond the wall and a cold wind. --------- 'Go back, Virginia. Go back before it is too late.'

8. 'This is the body of Sir Simon de Canterville,' said Virginia. 'He murdered his wife in 1575. Then his wife's brothers shut him in this room.  --------- Sir Simon starved to death. His ghost was in this house for three hundred years. But now he has found peace.'

a. A minute later the floor was clean.

b. He did not want to live in the city.

c. Voices spoke out of the wind.

d. He was given no food.

e. It was one o'clock in the morning.

f. One morning it was brown.

g. The Canterville Ghost was very surprised.

h. He was good-looking and had fair hair.

**Answers:**

**1. 1 b**

**2. 2 h**

**3. 3 a**

**4. 4 g**

**5. 5 f**

**6. 6 e**

**7. 7 c**

**8. 8 d**

Post-reading activities:

**Activity 1:**

A newspaper article about the story “finally the castle is free” and interview with the different characters.

Students have to create a newspaper page about the story with 4 articles.

The longest article is the summary of the story after the story is over. (200 words)

Two shorter articles about characters in an interview format (100-150 words)

A short article describing the place - the surroundings, the castle itself) - advertisement for tourists to go there

<http://www.extranewspapers.com/>

<http://www.educatorstechnology.com/2013/03/wonderful-free-templates-to-create.html>

<http://www.readwritethink.org/files/resources/interactives/Printing_Press/>

**Activity 2:**

Summarize the story in 50 words and make a word cloud of it

<http://worditout.com/>

<https://tagul.com>

**Activity 3:**

Making a board game with three sets of questions

Students create a board and three sets of questions with different types of questions such as questions about the story, who said this, vocabulary, or funny questions (go back….)

<http://www.toolsforeducators.com/boardgames/>

<http://people.uncw.edu/ertzbergerj/word_games.html>

[www.quizlet.com](http://www.quizlet.com)

**Activity 4:**

Students choose a character from the story and make a Fakebook profile for him or her with basic information and some posts and comments

<http://www.classtools.net/FB/home-page>

**Activity 5:**

Students need to create an Illustration of one scene. They can choose any art form - drawing, painting, comic strip, photo story with captions…..)

<http://www.readwritethink.org/files/resources/interactives/comic/>

<http://elearningindustry.com/the-5-best-free-cartoon-making-tools-for-teachers>

[www.proz.com](http://www.proz.com)

The activities created by our students:

<http://anyflip.com/uerb/rzkw/>