



# MONSTER HOUSE™

## -Extra

### Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazine.

### SYNOPSIS

It is Halloween in Mayville and DJ and his friend, Chowder, are very interested in the strange house across the street. The scary owner, Mr. Nebbercracker, chases everyone away from the house and anything that lands on the lawn or near the house mysteriously disappears.

With Jenny, a schoolgirl they meet that day, the boys try to discover the secret of the house. They find that the house has a life of its own and they realise that they must find and destroy its heart. The house attacks them and they learn that it is possessed by the spirit of Mr. Nebbercracker's late wife, Constance. She was a giantess, whom Mr. Nebbercracker rescued from a circus. Mr. Nebbercracker wanted to build the house for Constance, but sadly one Halloween she was killed on the site of the house.

The kids escape but the house chases them to a building site where they use a digger to fight it. Finally DJ succeeds in blowing up the house with dynamite and releasing Constance so that Mr. Nebbercracker can live his life. Peace returns to Mayfield.

### THE BACK STORY

*Monster House* was released by Columbia Pictures in 2006. It is a unique animated feature film from executive producers Robert Zemeckis and Steven Spielberg. It uses performance capture for the animation. This is a complex procedure which

captures the actors' own movements and then 'clothes' them in animation. The only previous film to have used this technique extensively was *The Polar Express* which starred Tom Hanks and was directed by Robert Zemeckis.

*Monster House* brings together a cast of famous actors including Steve Buscemi as Mr. Nebbercracker, Maggie Gyllenhaal as Zee and Kathleen Turner as Constance. The three kids are voiced by three new young actors: Mitchel Musso plays DJ, Sam Lerner plays Chowder and Spencer Locke plays Jenny. The film's director, Gil Kenan, is also a new, young talent. He was given the film to direct immediately after he finished film school having made an impression with the short animated film *'The Lark'*.

'From the moment I saw his short film, *The Lark*, I recognized that Gil was a special talent,' said executive producer Steven Spielberg. 'He proved it every step of the way on *Monster House*, from his creativity in regards to the performance driven animation to his resourceful work with the actors.'

### MEDIA LINKS

**DVD:** The 2006 film *Monster House* is produced by Columbia Pictures Industries.

**CD:** A recording of *Monster House* is available to accompany the Scholastic reader.

**Internet:** For more information about the film, visit: [www.sonypictures.com/movies/monsterhouse](http://www.sonypictures.com/movies/monsterhouse)

## HOW TO USE YOUR SCHOLASTIC MEDIA READER

### Choosing and motivating

Is this the right story for your class? Has anyone seen the film? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English language option on the DVD. The film is 91 minutes long. You could show it in chunks of around 15 minutes in parallel with the class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

### Glossary

Before you start reading *Monster House* in class, go to the 'New Words' at the back of the reader. How many of these words do the students know already? Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Casual language

Introduce the informal expressions used in *Monster House* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context by giving different examples and asking students to do the same. Ask students to look out for them as they read.

### Fact Files

Set these as self-study or use for whole class work. These provide background information about the festival of Halloween, strange and unusual houses and the circus today and in the past.

### What did they think?

Get everyone to do a written or spoken review of *Monster House*. Compare opinions. Will they go and see the film? Did you like the book? Let us know at [readers@link2English.com](mailto:readers@link2English.com).

# RICHMOND MEDIA READERS

## RESOURCE SHEET STUDENT ACTIVITIES



# MONSTER HOUSE™

## -Extra

### People and places

#### 1 Who ...

- a) are the three friends?  
..... *DJ Walters* .....
- b) are the two policemen?  
.....
- c) stays with DJ when his mom and dad are away?  
.....
- d) is her boyfriend? .....
- e) lives opposite DJ? .....

### Chapters 1–2

#### 1 Are these sentences about the house true or false?

- a) It has two windows at the front.  T
- b) Smoke comes from the top.
- c) It has a red throat.
- d) It doesn't have a front lawn.

#### 2 Write the name of the person.

- a) ... *Mr. Nebbercracker* ... shouts at children.
- b) ..... watches the house from his room.
- c) ..... has a new ball.
- d) ..... falls down and doesn't move.
- e) ..... had a red kite.

#### 3 Answer the questions.

- a) What does DJ have on the walls of his room?  
..... *pictures of Mr. Nebbercracker's house* .....
- b) DJ doesn't want to go trick-or-treating. Why?  
.....
- c) What frightens DJ when he wakes up?  
.....
- d) What does Bones throw on Mr. Nebbercracker's lawn?  
.....
- e) Why does Zee tell Bones 'Go home!?'  
.....

#### 4 Talk to your partner. What do you think is in the house?

### Chapters 3–4

#### 1 Correct these sentences.

- a) Zee buys some (*magazines*) from Jenny. .... *Chocolates* .....
- b) The boys see Jenny from the garden. ....
- c) Jenny has black hair. ....
- d) The house pulls Jenny in. ....
- e) A cat walks on the lawn. ....
- f) Chowder sees his bicycle in the house. ....

#### 2 Choose the best words in italics to complete the sentences.

- a) Skull plays *football* / (*computer games*).
- b) Skull says the kids must find the *throat* / *heart* of the house.
- c) The kids decide to go into the *house* / *garden*.
- d) They want the house to *sleep* / *be angry*.
- e) The policemen put the kids in the police *car* / *station*.

#### 3 Are these sentences true or false?

- a) Zee believes DJ's story about the house.  F
- b) Zee gives DJ chocolates for breakfast.
- c) Skull knows a lot about monsters.
- d) Chowder wants to go into the house.
- e) The police want to help the kids.

#### 4 Talk to your partner. Do you think the kids' plan is good? Can you think of another plan?

### Chapter 5–6

#### 1 Answer the questions.

- a) The carpet tongue pulls one policeman into the house. Which one?  
..... *Landers* .....
- b) What do the kids see on the walls of the caravan?  
.....
- c) Why is Constance angry? .....
- d) What throws the kids out of the house? .....
- e) Who arrives in a car outside the house? .....

#### 2 Use these words to complete the sentences.

angry happy lovely beautiful ~~sad~~ young

- a) Constance was very ..... *sad* ..... in the circus.
- b) When a boy threw vegetables, Constance was .....
- c) Constance was very big, but Mr. Nebbercracker thought she was .....
- d) Mr. Nebbercracker wanted to build a ..... house for him and Constance.
- e) ..... children came to trick-or-treat.
- f) Mr. Nebbercracker was very ..... to be DJ's friend.

#### 3 Talk to your partner. What do you remember about Constance's story?

# RICHMOND MEDIA READERS

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapter 7

#### 1 Choose the best words to complete the sentences.

- a) Chowder drives ..... *the digger* .....
- i) the crane      ii) the digger      iii) the car
- b) Mr. Nebbercracker gives DJ some .....
- i) dynamite      ii) bits of cement      iii) money
- c) The house ..... the digger.
- i) breaks      ii) throws      iii) eats
- d) Jenny ..... at DJ.
- i) laughs      ii) shouts      iii) smiles
- e) The kids see Constance .....
- i) in the sky      ii) in the hole      iii) on the road

#### 2 Put these events in the correct order.

- a) DJ throws dynamite into the house.
- b) Constance puts her arms around Mr. Nebbercracker.
- c) Mr. Nebbercracker and the kids run to the Danger Zone.
- d) DJ and Jenny go up the crane.
- e) Some trick-or-treaters come for their things.

#### 3 Complete the sentences with the past tense of the verbs from the box.

shout    come    give    hold    put    run

- a) The kids ..... *shouted* ....., 'The house is dead!'
- b) DJ ..... the bike to the little girl.
- c) Jenny ..... her arms around the boys.
- d) The boys ..... down the road.
- e) The policemen ..... out of the hole.
- f) Bones ..... his red kite in his hands.

#### 4 People say there are no monsters in real life. What do you think?

### FINAL TASKS

- 1 Choose one of the characters: DJ, Chowder, Jenny, Bones, Zee, Lister, Landers or Mr. Nebbercracker. Write a page for their diary for these two days.
- 2 Write about one of the characters. Read your description to your partner without saying the name. Can he/she guess who it is?
- 3 Write down the things the house did. Compare your list with a partner.
- 4 Work with a partner. One of you is a character from the story. The other is a writer for the *Mayville Times* newspaper. The writer asks the character questions for the newspaper.

### VOCABULARY BUILDER

#### 1 Look at the list of 'New Words' at the back of *Monster House*. Complete these sentences with words from the list. Put the verbs into the past.

1. They're building some new houses. They have a big ..... to dig holes.
2. We need a new ..... for the bedroom floor.
3. Her boyfriend gave her a shirt with a picture of a beautiful ..... on it.
4. My grandmother has a lovely green ..... in front of her house.
5. A ..... is very tall and it can move big things.
6. It's fun to play with a ..... when there is a strong wind.
7. I ..... off my bike and hit my head.
8. There's a big fire in the building. Can you see the ..... ?
9. I ..... the ball into the basket on the wall.
10. They fell into a ..... in the floor.

#### 2 Unjumble the letters to find words from the 'New Words' list.

1. People use this to make strong floors:  
M E T C E N ..... *Cement* .....
2. Something interesting and different:  
T A N R E G S .....
3. Some people live in these on holiday:  
R A C S N A V A .....
4. We need these to speak and eat:  
N O G U T E and .....  
T O H A R T .....
5. Children have these special things when they are good:  
S E T A R T .....

#### Casual language

- 'Uh-oh!' (p 9) Chowder says this when Mr. Nebbercracker falls on top of DJ and doesn't move. He says it because he thinks bad things are going to happen and they are in trouble.
- 'Pleeaase!' (p 15) Zee is saying 'please' but she says it in a special way. DJ tells her he thinks the house ate Bones. She doesn't believe him and this means 'Don't say things that are very stupid!'
- 'kids' (p 15) This word is often used in the story to talk about DJ, Chowder and Jenny. We use this word to talk about young people. It includes young children and teenagers.

#### Choose an expression to complete the sentences.

1. 'Where are the ..... ? It's time for dinner.'
2. A: 'You're driving too fast! There's a police car!'  
B: '.....'
3. A: 'There's a monster in the bathroom!'  
B: '.....'

# RICHMOND MEDIA READERS

## FACT FILE FOLLOW-UP

### HALLOWEEN (pages 32–3)

#### Discuss and plan

Divide the class into small groups. Ask each group to plan a Halloween party. They should consider:

- the food
- clothes
- activities

They can then design invitations for it and tell the other groups about their party.

#### Story writing

Ask students to work in pairs or small groups to write a scary story about Halloween. They can first discuss the ideas for the story and then write it down. Before they start you can elicit elements for a good story and put them on the board. When students have finished their stories, they can read them to the rest of the class.

### STRANGE HOUSES (pages 34–5)

#### Research/Presentation

Divide students into small groups and ask them to research unusual houses in their country or in other countries around the world. They should try to find out the names, places and stories. They can use the Internet, books and magazines, etc. When they have completed their research, ask them to tell the other groups what they have found out.

#### Discussion

Ask students to work in pairs to discuss or write down as many ideas as they can to answer this question. 'Do you believe in spirits or ghosts? Why?/Why not?' They can give examples of real life stories they know about. Then discuss the question in open group.

### THE CIRCUS (pages 36–7)

#### Research/Discuss/Design

Ask students to find out about different circus acts and what they are called in English. Ask students what they think about them. Then students work in pairs to design a poster for a circus. They can choose to design a poster for a traditional circus or the more modern types described in the Fact Files. They can show other pairs their posters and discuss whose is the most attractive.

#### Writing

Ask students to imagine that they have joined a circus like Circus Smirkus. Tell them to write a short article or short story about their experience.

### FILM/CD FOLLOW-UP

#### Observation (DVD)

Prepare questions on one scene of the film. Play the scene and tell students to watch very carefully because you will be asking them questions about it afterwards. Ask questions such as *What is in DJ's room? What is Bones wearing?*

#### Prediction (CD)

Play the CD and stop at different points to ask students what happens next. These can be at dramatic points and just before a character says something memorable so you can ask, 'What does Chowder say next?'

#### Differences (DVD/book/CD)

How is the film different from the book/CD? Which scenes don't appear in the book/CD?

### ANSWER KEY

#### Self-Study Activities (pages 38–40)

- 1 a) lawn b) carpet c) throat d) kite
- 2 a) held b) threw c) fell
- 3 a) bike b) the house c) Chowder d) a trainer e) carpet f) chocolates g) dog
- 6 a) circus b) caravan c) smoke d) cement e) heart
- 7 a) computer games  
b) the fire  
c) they want the house to go to sleep  
d) in the police car  
e) the tree threw the car in  
f) children's things/a circus caravan  
g) a body  
h) a giantess – a very big woman
- 8 a) Jenny b) Skull c) Constance d) Chowder e) DJ
- 10 a) dynamite b) cranes c) diggers
- 11 E B H G A F C
- 12 a) ii b) iii c) ii d) i e) iii

#### Resource Sheet Activities

##### People and Places

- 1 a) DJ, Chowder and Jenny  
b) Lister and Landers  
c) Zee  
d) Bones  
e) Mr. Nebbercracker

##### Chapters 1–2

- 1 a) T b) T c) T d) F
- 2 a) Mr. Nebbercracker b) DJ c) Chowder  
d) Mr. Nebbercracker e) Bones
- 3 a) pictures of Mr. Nebbercracker's house  
b) He thinks they are too old.  
c) There is a phone call from the house.  
d) a trainer  
e) He says Mr. Nebbercracker ate his wife.

##### Chapters 3–4

- 1 a) chocolates b) DJ's room/window  
c) red d) the chocolates  
e) dog f) ball
- 2 a) computer games b) heart c) house d) sleep e) car
- 3 a) F b) T c) T d) F e) F

##### Chapters 5–6

- 1 a) Landers b) pictures  
c) because the kids are near her  
d) wind and a lot of water  
e) Mr. Nebbercracker
- 2 a) sad b) angry c) beautiful d) lovely e) Young f) happy

##### Chapter 7

- 1 a) the digger b) dynamite c) eats  
d) smiles e) in the sky
- 2 C D A B E
- 3 a) shouted b) gave c) put d) ran e) came f) held

#### Vocabulary Builder

1. digger 2. carpet 3. heart 4. lawn 5. crane 6. kite  
7. fell 8. smoke 9. threw 10. hole
2. 1. cement 2. strange 3. caravans 4. tongue and throat  
5. treats

#### Casual Language

1. kids 2. Uh-oh! 3. Pleeease!