



SPOOKY SKATERS

THE GRAFFITI GHOST

– 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 magazines.

SYNOPSIS

Adam, Rick and Mia are teenagers who love skating – and graffiti art! They can't believe their luck when the city council asks them to paint a mural to brighten up the subway underneath the city art gallery. But disaster strikes when a famous Picasso painting in the art gallery is vandalised – the police think that the teenage graffiti artists are the culprits and the council refuses to pay for the spray paint anymore. The teenagers are very angry but their mood soon changes when they discover that someone has secretly been adding to their mural – and they love it!

Luckily, the Spooky Skaters were at the art gallery when the painting got vandalised and they know the teenagers weren't the culprits. They return to the art gallery to try to solve the mystery. They find Pablo, who owns a paint shop in the Land of the Dead. He is the one who is secretly helping to paint the teenagers' mural. Pablo tells the Spooky Skaters how he was an unsuccessful artist. Pablo comes to paint the mural because the colours make him feel alive again. Pablo admits to the Spooky Skaters that he destroyed the painting in the gallery because he felt envious of Picasso's success. Pablo feels guilty about the skate kids but the Spooky Skaters have a plan. They take Pablo back into the art gallery at night and Pablo paints over the defaced Picasso painting – it's as good as new! Pablo starts painting murals in the Land of the Dead and the skate kids are famous for their brilliant mural.

CULTURAL BACKGROUND AND THEMES

For many teenagers in the UK, skateboarding is not just a sport but a whole way of life, with its own music, fashion and street art. Skateboarders often hang out in subways in towns and cities, and learn new stunts there. Many of them personalise the space with graffiti art. The subway at the South Bank Arts Centre in London is an example, where visitors to the art gallery, theatre and concert hall can see skateboarders practising under the buildings.

The Graffiti Ghost raises questions about what constitutes art, and whether 'street' art is any less valuable than the paintings exhibited by acclaimed artists in galleries. Use the Fact Files on graffiti art and art galleries (pages 32–5) to stimulate discussion on the topic. You can discuss the questions: 'Is street art real art? Should street art be in art galleries?'

MEDIA LINKS

CD: A recording of *Spooky Skaters: The Graffiti Ghost* is available to accompany the Scholastic Reader.

Internet: Your students can play in the Spooky Skater band, send a Spooky Skater e-card and play games on the Spooky Skater website at www.spookyskaters.com.

Book: *Spooky Skaters: The Skate Park After Dark* is also available as part of the Scholastic Readers series, at Starter level.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Do they want to read it? If not, choose another story. Motivate them with background information from the 'People and places' pages, 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.)

Using the CD

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

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find them in their dictionaries, as a homework task. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Anticipating

Read People and Places, pages 4–5, aloud with the class. Talk

about the characters. Ask for predictions. What is going to happen in this story?

Casual language

Introduce the informal expressions used in *Spooky Skaters: The Graffiti Ghost* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

Book exercises

Show students the Self-Study Activities on pages 38–40. These are divided into sections. They complete some exercises before they read a section, and some after. Check exercises with the whole class. Answers are on page 4 of this resource sheet.

Fact Files

Set these as self-study or use for whole class work. These provide background information about graffiti art, famous art galleries and Pablo Picasso.

What did they think?

Get everyone to do a written or spoken review of *Spooky Skaters: The Graffiti Ghost*. Compare opinions. Take account of these opinions when you choose the next class reader. Did you like it? Let us know at readers@link2english.com.

RESOURCE SHEET STUDENT ACTIVITIES



SPOOKY SKATERS

THE GRAFFITI GHOST

- EXTRA

People and places

1 Answer the questions with the names from the box.

Adam, Rick and Mia Hex Jinx ~~Juju~~ Pablo
Rick Zomboy

Who ...

- a) likes having fun? *Juju*
- b) is a fast skater?
- c) has problems?
- d) loves the Land of the Living?
- e) loves skating – all night and all day?
- f) love skating and graffiti art?
- g) wears a red T-shirt and green skate trainers?

2 Match the two parts of the sentence.

- | | |
|--|---------------------------------------|
| a) Adam, Rick and Mia live | i) the art gallery. |
| b) The subway is next to | ii) in a big city. |
| c) The Spooky Skaters travel to the Land of the Living | iii) is under the Land of the Living. |
| d) The Land of the Dead | iv) because it is boring. |
| e) The Spooky Skaters hate the Land of the Dead | v) through their half-pipe. |

Pages 6–11

1 Who says what? Write the correct name next to each sentence.

Adam gallery assistant Jinx Juju man ~~Mia~~ Rick
security guard woman

- a) 'Check out my tag, boys!' *Mia*
- b) 'No skating!'
- c) 'The subway is going to look better with our mural.'
- d) 'Let's paint our room! We need new colours!'
- e) 'It was a very difficult stunt.'
- f) 'It's boring down here.'
- g) 'Why give good money for graffiti?'
- h) 'Let's go and see some real art.'
- i) 'Have you got tickets?'

2 Order the events of the story.

- a) The friends visit the art gallery.
- b) Lots of people don't like the mural.
- c) The council pays for the spray-paint.
- d) Mia sees someone near the mural.
- e) Jinx goes to Pablo's paint shop.
- f) Rip, Hex, Zomboy and Juju go to the Land of the Living.
- g) Adam, Rick and Mia paint their mural.

3 Work in pairs. Who is the 'graffiti ghost', do you think?

Pages 12–19

1 Are the sentences true (T) or false (F)? Correct the false sentences.

- a) Juju loves the paintings in the exhibition.
F. Juju hates the paintings in the exhibition.
- b) The security guards are faster than the Spooky Skaters.
- c) Juju and Pablo are good friends.
- d) Pablo wants to close his paint shop.
- e) The story of the Picasso painting was on the internet.
- f) The Spooky Skaters can smell burgers ... and paint.
- g) The Spooky Skaters catch the mystery painter.

2 Answer the questions.

- a) What happened to the Picasso painting?
Someone painted on it.
- b) Who do the Spooky Skaters think did it?
- c) What does Juju think of Pablo?
- d) How long is Pablo's paint shop closed for?
- e) Why can't the skate kids finish their mural?
- f) Who is painting on the mural at night?
- g) Do the skate kids like the mystery painter's work?
- h) Why is Jinx surprised to see Pablo in the Land of the Living?

3 Work in pairs. What is Pablo's story, do you think?

RICHMOND MEDIA READERS

RESOURCE SHEET STUDENT ACTIVITIES

PAGES 20–25

1 Choose the correct verb and write it in the past simple.

be be be go live leave want

“Many years ago, I (1) *was* an artist. (2) I in Spain. Some of my friends (3) famous artists, like Picasso. No one (4) to buy my art. My wife (5) me. My old friends (6) away to France and America. I (7) poor and alone.”

2 Correct the mistake in the sentences.

- Colours make Pablo feel ~~angry~~. *alive*
- Pablo comes to the Land of the Living through the half-pipe.
- People hate Pablo’s mural.
- Pablo was happy about the Picasso exhibition.
- Pablo feels fantastic about what he did to the Picasso painting.

PAGES 26–31

1 Put the words in the correct order to make sentences.

- fast / skaters / are / You.
You are fast skaters.
- don’t / any / mistakes / more / We / want / stupid.
.....
- open / an / Is / window / there?
.....
- skate / through / can / We / walls!
.....
- I / stunt / cool / a / really / did!
.....

2 Circle the correct words in *italics*.

- The Spooky Skaters get into the gallery through the *window* / wall.
- The gallery is *busy* / empty.
- The Spooky Skaters watched Pablo paint for *hours* / minutes.
- Jinx* / Hex paints the last colour.
- Pablo has a new *girlfriend* / hobby.
- The skate kids *tell* / don’t tell the newspapers about Pablo.

3 Write three adjectives to describe Pablo before he meets the Spooky Skaters. Then write three adjectives to describe him after he meets the Spooky Skaters.

FINAL TASKS

1 What will the Spooky Skaters’ next mystery be? Write a story about it.

2 Imagine that you are Adam, Rick or Mia. You write an e-mail to a friend who lives in a different city. Tell him or her what happened.

Example: *Hi! How are you? I have some exciting news! We finished our mural in the subway but it wasn’t easy ...*

VOCABULARY BUILDER

1 Look at the list of ‘New Words’ at the back of *Spooky Skaters: The Graffiti Ghost*. Choose the right word for these sentences.

- They are painting a *mural* in the subway near my house.
- You need to draw something on a wall.
- This subway is dark and empty. It’s I feel frightened!
- Oh no! We’re late! The museum is
- Picasso is one of the most famous in the world.
- The Spooky Skaters come from The of the Dead.
- You can’t inside an art gallery.

2 Find a word for the description.

- This person looks after a building. *security guard*
- You can find paintings here.
- This is writing or drawings on walls.
- This is a trick you do on your skateboard.
- This is the opposite of dead.
- This is how you feel when you have nothing to do!

3 Unjumble the words.

- I love this colour NAIPT. *paint*
- ‘Do you believe in OGSHT?’
‘No, don’t be silly!’
- What happened? No one knows.
It’s a YRSMTE.
- There’s a Monet NBIIXHETIO at the Tate Modern in London.
- No one can live EFOVERR. It’s impossible!
- ‘We must cross the road but it’s so busy!’ ‘Let’s use the WASUBY.’
- ‘There were no seats at the concert in the park so I sat on the ROUGND.’

Casual language

- ‘**hang-out**’ (p.6). This is a place where you spend a lot of time, especially with your friends. The verb is ‘hang out’.
- ‘**check (something) out**’ (p.7). To go to look at something carefully.
- ‘**a tag**’ (p.7). This is a graffiti signature.

Complete the dialogue with the expressions above.

JOSH: ‘Where do you like to (1) on Saturdays?’
 KATIE: ‘I always go to the skate park. You should
 (2)’
 JOSH: ‘You’re a skater?!’
 KATIE: ‘Yes, I love skating and I love graffiti. Look! Do you like my
 new (3)?’
 JOSH: ‘It’s cool!’

RICHMOND MEDIA READERS

FACT FILE FOLLOW-UP

GRAFFITI: ART FROM THE STREET (pages 32–3)

Debate

Students work in groups of four. Two of the students are going to argue for street art and two of the students are going to argue against street art. Give them five minutes to prepare their arguments. Write the question: *Is graffiti art or vandalism?* on the board and ask your students to debate the question. Give them three minutes. Then ask for a class vote. Find out how many students think graffiti is art and how many students think graffiti is vandalism by asking them to raise their hands.

Design

Students work in pairs. They should design a mural to brighten up their local area. They should draw their design on a large piece of paper. Display the students' posters on your classroom walls and give the students time to look at and comment on those of other groups.

ART GALLERIES: THREE OF THE BEST! (pages 34–5)

Write a fact file

Students should write a fact file about an art gallery or museum that they have visited. They can use the Internet to find information about their chosen place.

Write a dialogue

Ask students to imagine that they are museum guides and to write a speech for a tour of the museum. They should write about four or five objects in the museum and explain their history and what they mean. Students can choose a real museum and objects and research them on the Internet or they can imagine a museum and the objects inside. Ask them to include:

- what the object looks like
- where the object comes from
- where it was found
- what it was used for

Make a poster

Ask your students to design a poster for a graffiti art exhibition at an art gallery. Ask them to think about what type of person they would like to attract to the exhibition and to design an interesting poster for the show. They should draw or paint their poster on a large piece of paper. Display the students' posters on your classroom walls. Which poster would attract your students to the exhibition? Have a class vote.

PABLO PICASSO (pages 36–7)

Newspaper article

Ask students to write a newspaper article about the life of a famous artist from their country, alive or dead. They can do their research for the article on the Internet. Their article should include:

- information about when and where the artist was born
- where he/she studied, lived etc. ...
- what kind of art he/she makes/made
- students' opinions of the art

Picasso quiz

Students work in pairs. Each pair writes three to five quiz questions based on the information in the Fact File. Pairs ask each other their questions to see who knows the most about Pablo Picasso.



ANSWER KEY

Self-Study Activities (Pages 38–40)

- a) *art*: exhibition, gallery, security guard, painting
b) *skating*: half-pipe, stunt, skater, subway
- a) graffiti b) art c) spray-paint d) mural
- a) frightening b) country
c) having nothing to do/not interested d) not open
- a) under your feet
- a) beautiful colours b) skating and painting c) Pablo
d) because it's boring e) through the half-pipe f) in the subway
- a) Because he's left-handed and he broke his right arm. b) They don't think it's real art. c) Because they try to take skateboards and bags in the gallery. d) Because they don't have tickets.
e) Because it's raining. f) She wants to paint her room
g) Because the mural is wet.
- Open answer.
1. forever 2. mystery 3. artist 4. ghosts
- He is Pablo. He is going to paint on the mural and on a Picasso painting.
- The correct order is: c, d, a, e, b, f.
- a) Because no one buys colours in the Land of the Dead.
b) The Picasso painting c) Old pizza
- Open answer.
- alive
- a) Spain b) artist c) Picasso
- a) Pablo b) Zomboy and Juju c) Juju d) Pablo
- Open answer.
- They plan to make Pablo fix the Picasso painting.
- a) wall b) in the gallery c) slowly d) must e) hobby f) love
- Open answer.

Resource Sheet Activities

People and places

- a) Zomboy c) Pablo d) Jinx e) Hex f) Adam, Rick and Mia
g) Rick
- b) i c) v d) iii e) iv

Pages 6–11

- b) security guard c) Adam d) Jinx e) Rick f) Juju g) man
h) woman i) gallery assistant
- The correct order is: c, g, b, a, e, f, d.

Pages 12–19

- b) T c) F. The security guards are faster than the spooky skaters.
d) F. Juju thinks Pablo is mean.
e) F. The story of the Picasso painting was on TV.
f) F. The Spooky Skaters smell pizza and paint. g) T
- b) They don't know. It's a mystery. c) He thinks he's mean.
d) forever e) because the council won't give them paint
f) Pablo g) Yes, they do.
h) Because she thought he hated the Land of the Living.

Pages 20–25

- (2) lived (3) were (4) wanted (5) left (6) went (7) was
- b) Pablo comes to the Land of the Living through a *door*.
c) People *love* Pablo's mural.
d) Pablo was *angry* about the Picasso exhibition.
e) Pablo feels *terrible* about what he did to the Picasso painting.

Pages 26–31

- b) We don't want any more stupid mistakes!
c) Is there an open window? d) We can skate through walls!
e) I did a really cool stunt!
- b) empty c) hours d) Jinx e) hobby f) don't tell
- Before*: sad, mean, envious. *After*: happy, excited, kind

Vocabulary Builder

1. spray-paint 3. spooky 4. closed 5. artists 6. Land 7. skate
2. gallery 3. graffiti 4. stunt 5. alive 6. bored
2. ghosts 3. mystery 4. exhibition 5. forever 6. subway
7. ground

Casual language

1. hang out 2. check it out 3. tag