

# Halloween Worksheet

**1 Match the definition to a Halloween word.**

- |   |  |      |                |
|---|--|------|----------------|
| a | special clothes to look like someone/something else                          | i    | vampire        |
| b | a large orange vegetable   | ii   | werewolf       |
| c | a woman with magical powers  | iii  | skeleton       |
| d | In stories, a person who changes into a wolf at full moon                    | iv   | pumpkin        |
| e | In stories, a person who drinks blood  | v    | bat            |
| f | a small black animal which flies at night                                    | vi   | costume        |
| g | a small animal with eight legs   | vii  | candle         |
| h | the bones of a person or animal's body                                       | viii | trick or treat |
| i | a large, outside fire  | ix   | creature       |
| j | made of wax and string, it burns slowly                                      | x    | bonfire        |
| k | tradition of children wearing costumes, visiting homes and asking for sweets | xi   | witch          |
| l | any living animal or person  | xii  | spider         |

**2 Which group?**

*Put the words below under the different group headings.*

Food	Creature	Place

- |              |         |           |               |
|--------------|---------|-----------|---------------|
| werewolf     | zombie  | cat       | bat           |
| toffee apple | vampire | graveyard | spider        |
| ghost        | cave    | castle    | sweets        |
| pumpkin      | black   | witch     | haunted house |

# Halloween Worksheet Key

## 1

- a vi
- b iv
- c xi
- d ii
- e i
- f v
- g xii
- h iii
- i x
- j vii
- k viii
- l ix

## 2

<b>Food</b>	<b>Creature</b>	<b>Place</b>
sweets	ghost	cave
pumpkin	werewolf	castle
toffee apple	black cat	haunted house
	vampire	graveyard
	zombie	
	witch	
	spider	
	bat	

1. Work with a partner. Label the pictures with the words from the box.

witch /wɪtʃ/   ghost /ɡəʊst/   skeleton   pumpkin /'pʌmpkɪn/   costume /'kɒstjʊm/



(a) ..... (b) ..... (c) ..... (d) ..... (e) .....

2. Which of the following festivals are the above associated with? Tick the appropriate box. Compare with your partner.

Christmas    Easter    Thanksgiving    Hallowe'en

3. Work with a partner. See if you can answer the questions below. Tick (✓) the appropriate box.

(a) The first people to have a festival similar to Hallowe'en lived in

the United States.    Ireland.    Canada.

(b) People dressed up like ghosts or witches

to have fun.    to cheat evil spirits.    to live longer.

(c) People celebrate Hallowe'en on

30<sup>th</sup> October.    31<sup>st</sup> October.    1<sup>st</sup> November.

**Remember!**

We write: 30th October

We read: the *thirtieth*  
of October

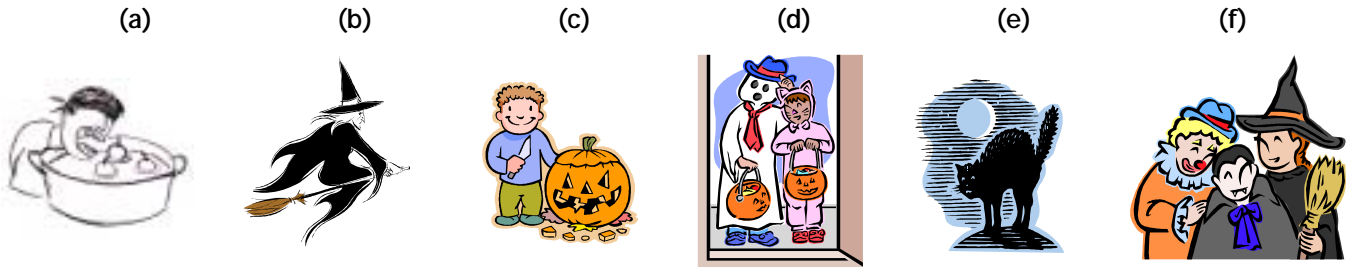
4. Read the text below to see whether you were right. Change any wrong answers you gave.

A long time ago, the Celts (who lived in Ireland, Scotland and Wales) celebrated the new year on 1<sup>st</sup> November, and the night before that, 31<sup>st</sup> October, was the eve of the Celtic new year, called "All Hallows' Eve". The Celts believed that souls of dead people came back to the earth during that night to find a new body for themselves. Of course, no one wanted a ghost to live in his body, so people dressed up to look like the souls of the dead. When Christianity came to Ireland, people no longer celebrated the new year on 1<sup>st</sup> November but they didn't stop the tradition of dressing up as ghosts. When millions of Irish people immigrated to the United States in the 1840s, the tradition came with them. These days, on 31<sup>st</sup> October every year, people in the United Kingdom, the United States and Canada celebrate Hallowe'en. It is a celebration mostly for children, although more and more adults celebrate Hallowe'en as well.

(a) What do you know about Hallowe'en?

(b) Is Hallowe'en popular in Poland?

5. What do people do during Hallowe'en? Read the text below and match the pictures (a) - (f) to the paragraphs (1) - (5). Write the letters in the boxes. There is one extra picture which you do not need to use. Then compare your answers with a partner.



- (1)  Many people wear strange costumes. Children dress up as ghosts, pirates, vampires, witches, princesses, or popular heroes of the day, e.g. Superman or Harry Potter. Both children and adults go to Hallowe'en parties where they play games.
- (2)  One Hallowe'en game is called "bobbing for apples". Someone puts water in a big bowl and throws apples into the water. To win the game, players need to take the apples out of the bowl but they mustn't use their hands. They are blindfolded and they have to take an apple out with their teeth! The game is sometimes very difficult and players can get very wet!
- (3)  In the evening, children knock on their neighbours' doors and yell "Trick or Treat!" when the door opens. The person who opens the door should give the children some goodies (sweets, fruit or little toys). If the children don't get anything, they will play a trick on the neighbours. They may put soap on their car windows or throw toilet paper on the trees in their garden!
- (4)  Children will definitely get some goodies in a house which has a "jack-o'-lantern" in the window. Jack-o'-lanterns are big orange pumpkins with faces cut out in them. People made them to scare the ghosts away but today they are not really so scary.
- (5)  Jack-o'-lanterns are not the only Hallowe'en decorations. Many people decorate windows of houses and schools with cut-out figures of witches, black cats, skeletons and ghosts.

6. Which of these activities do you think is most fun? Tick (✓) one box and compare with a partner. Tell him / her why.

- dressing up                       trick-or-treating                       making a jack-o'-lantern  
 making Hallowe'en decorations                       bobbing for apples

7. In the magic square below, find 13 words connected with Hallowe'en. The words can go horizontally (⇒ or ⇐) and vertically (⇓). The letters from the remaining squares, read horizontally, will reveal the name of the next important British festival.

C	O	S	T	U	M	E	G	U	Y	1.	.....	10.	.....
█	F	D	R	E	S	S	U	P	P	2.	.....	11.	.....
S	S	K	E	L	E	T	O	N	U	3.	.....	12.	.....
W	O	A	A	W	W	K	E	I	M	4.	.....	13.	.....
E	U	S	T	R	I	C	K	G	P	5.	.....		
E	L	P	P	A	T	█	N	H	K	6.	.....		
T	I	Y	R	A	C	S	G	T	I	7.	.....		
S	H	T	█	G	H	O	S	T	N	8.	.....		
										9.	.....		

The 'mystery' festival: .....

8. Maybe you could organise a little Hallowe'en party at your school or class? You could have a costume party and play bobbing for apples. Maybe you could even tell a scary ghost story?

1. What famous festival are the following associated with? Label the pictures with the words from the box.

bobbing for apples treat-or-tricking witch skull ghost jack-o'-lantern



2. Read the sentences and match the underlined words with their explanations (a) - (x). Write the letter in the box next to the sentence. Think of the Polish equivalents of the underlined words. Compare your ideas with your partner.

- Many Christmas traditions originated in Germany.
- On the eve of the election, nobody knows who will win. We'll have to wait until tomorrow.
- My ancestors came to the USA from Ireland in the 1850s.
- Every year, the older kids play pranks on new students.
- In some villages in Poland, people still don't have toilets at home, only outhouses in their yards.
- Divination is the ability to say what will happen in the future.

(a) a trick, especially one which is played on someone to make them look silly

(b) the night or day before an important day

(c) telling somebody's fortune

(d) a member of your family who lived a long time ago

(e) to come from a particular place or start in a particular situation

(f) a small building over a hole in the ground that is used as a toilet, in a camping area or, in the past, behind a house

3. You're Student A. The text below is incomplete: your partner (Student B) has the information you need. Work with another student A and prepare questions to ask student B to help you complete the text. Student B will then ask you some questions about the information you have in your text. After you have both completed the texts, compare your worksheets.

## Hallowe'en

Hallowe'en is celebrated annually on (1) \_\_\_\_\_. The festival is especially popular among children in countries such as (2) the United States and Canada, but it is also celebrated in some other countries, e.g. the United Kingdom, although definitely not with the same splendour and media coverage.

Hallowe'en is a night above all others when supernatural forces prevail. But just how did this peculiar custom originate? Why do we bob for apples, carve pumpkins into jack-o'-lanterns, and tell ghost stories on this night? Why do children go door-to-door asking for sweets, dressed in fantastical costumes?

The word itself, *Hallowe'en*, has its origins in the Catholic Church. It comes from (3) \_\_\_\_\_, a day before November 1<sup>st</sup>, which is a day during which Catholics honour the dead and the saints. The festival as such, however, like some other famous celebrations, has its origins in both pre-Christian and Christian customs. For the Celts /kelts/, ancestors of the present-day Irish, Welsh and Scottish people, 31<sup>st</sup> October was (4) the eve of the new year. In Scotland, the Gaelic word "Samhain" (pronounced sɑ:wi:n or sɑ:ve:n) means literally "summer's end". One story says that, on that day, the spirits of all those who had died throughout the preceding year (5) \_\_\_\_\_. The still-living dressed up in all manner of ghoulish costumes in order to (6) cheat spirits looking for bodies to possess. Of course, nobody believes in spirit

possession now, and the practice of dressing up like goblins, ghosts, and witches took on a more ceremonial role. Children and teenagers enjoy costume dances at their school, and the more outrageous the costume the better!

But Hallowe'en is much more than just costumes: there would be no Hallowe'en without the traditional treat-or-tricking! On this night, dozens of children knock on their neighbours' doors and yell, "Trick or treat!" when the door opens. The person who opens the door should (7) \_\_\_\_\_. If they don't, the kids will play a trick on them. In the old days, some favourite pranks in New England included tipping over outhouses and unhinging fence gates. Nowadays, the repertoire of tricks includes soaping car windows and covering garden trees with (8) toilet paper. Trick-or-treating probably originated with a ninth-century European custom called (9) \_\_\_\_\_. On 2<sup>nd</sup> November, early Christians used to walk from village to village begging for "soul cakes", made out of square pieces of bread with currants. In return for the cakes, the beggars promised (10) to say prayers on behalf of the dead relatives of the donors to help their souls get to heaven. Today the cakes have been replaced with sweets, fruit or little toys.

Because Hallowe'en originated as a celebration connected with evil spirits, witches, ghosts, goblins and skeletons have all become symbols of the festival. Another easily recognisable symbol of Hallowe'en is a jack-o'-lantern: a hollowed pumpkin with a face carved in it, made into a lantern. The name comes from an old Irish tale. Jack was a man who could enter neither heaven nor hell. They didn't want him in heaven (11) \_\_\_\_\_, and they didn't want him in hell because (12) he had tricked the devil on several occasions. However, the devil gave him (13) \_\_\_\_\_ to help him find his way in the purgatory. Jack put it (14) into a turnip and made a lantern to light his way. The Irish made those to represent the souls of the dead on Hallowe'en but when they moved to America in the 1840s, they had to replace the vegetable with pumpkins, which were easier to get.

Owing to its magical powers, Hallowe'en is also a festival during which divination of the future is also commonly practised. Certain traditions, such as bobbing for apples, roasting nuts in the fire, and baking cakes which contain tokens of luck, are actually ancient methods of telling fortunes.

Just like Christmas, modern Hallowe'en has become highly commercialised. Shops all over the USA and Canada sell Hallowe'en postcards, Hallowe'en costumes, and Hallowe'en T-shirts. Some dangerous incidents also occur during Hallowe'en and that is why some people are much less fond of the festival than they used to be.

- 1. ....
- 3. ....
- 5. ....
- 7. ....
- 9. ....
- 11. ....
- 13. ....

4. Find in the text as many words associated with Hallowe'en as you can. Write them in the box below and compare your list with your partner.

5. \* Many people in Britain and the USA, including the police, do not like Hallowe'en. What reasons do you think they give? What do *you* think?

\* Do you think Hallowe'en could become popular in Poland? Why / Why not?

6. There are quite a lot of jokes connected with Hallowe'en. In some of them the humour results from the fact that some words are pronounced in the same way although they are spelt differently. Here's an example:

Question: Why did Dracula take cold medicine?

Answer: To stop his coffin.

The word *coffin*, which means 'trumna' in Polish, is pronounced more or less the same as the word *coughing*, which means 'kaszleć' in Polish.

Make two-line jokes by matching a question from column A with an answer from column B. The humour in some of them will be of the kind shown above.

Column A	Column B
1. What do you call a witch who lives at the beach? <input type="checkbox"/>	
2. Why didn't the skeleton dance at the Hallowe'en party? <input type="checkbox"/>	
3. What are ghosts' favourite kind of streets? <input type="checkbox"/>	
4. What happens when two vampires meet? <input type="checkbox"/>	
5. What do you call a little monster's parents? <input type="checkbox"/>	
6. What's it like to be kissed by a vampire? <input type="checkbox"/>	
7. What's it called when a vampire has trouble with his house? <input type="checkbox"/>	
8. What is a witch's favourite subject at school? <input type="checkbox"/>	
9. What do you call a monster who poisons corn flakes? <input type="checkbox"/>	
10. Why didn't the skeleton cross the road? <input type="checkbox"/>	
	a. A mummy and deady.
	b. A cereal killer.
	c. A grave problem.
	d. Dead ends.
	e. It's a pain in the neck.
	f. He had nobody to dance with.
	g. A sand-witch.
	h. Spelling.
	i. It's love at first bite.
	j. He had no guts.

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(b) the night or day before an important day

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(d) a member of your family who lived a long time ago

(e) to come from a particular place or start in a particular situation

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3. You're Student B. The text below is incomplete: your partner (Student A) has the information you need. Work with another student B and prepare questions to ask student A to help you complete the text. Student A will first ask you some questions about the information you have in your text. After you have both completed the texts, compare your worksheets.

## Hallowe'en

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Hallowe'en is a night above all others when supernatural forces prevail. But just how did this peculiar custom originate? Why do we bob for apples, carve pumpkins into jack-o'-lanterns, and tell ghost stories on this night? Why do children go door-to-door asking for candy, dressed in fantastical costumes?

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believes in spirit possession now, and the practice of dressing up like goblins, ghosts, and witches took on a more ceremonial role. Children and teenagers enjoy costume dances at their school, and the more outrageous the costume the better!

But Hallowe'en is much more than just costumes: there would be no Hallowe'en without the traditional treat-or-tricking! On this night, dozens of children knock on their neighbours' doors and yell, "Trick or treat!" when the door opens. The person who opens the door should (7) present the children with some goodies. If they don't, the kids will play a trick on them. In the old days, some favourite pranks in New England included tipping over outhouses and unhinging fence gates. Nowadays, the repertoire of tricks includes soaping car windows and covering garden trees with (8) \_\_\_\_\_. Trick-or-treating probably originated with a ninth-century European custom called (9) "souling". On 2<sup>nd</sup> November, early Christians used to walk from village to village begging for "soul cakes", made out of square pieces of bread with currants. In return for the cakes, the beggars promised (10) \_\_\_\_\_ to help their souls get to heaven. Today the cakes have been replaced with sweets, fruit or little toys.

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- 2. ....
- 4. ....
- 6. ....
- 8. ....
- 10. ....
- 12. ....
- 14. ....

4. Find in the text as many words associated with Hallowe'en as you can. Write them in the box below and compare your list with your partner.

- 5. \* Many people in Britain and the USA, including the police, do not like Hallowe'en. What reasons do you think they give? What do *you* think?  
  
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	d. Dead ends.
	e. It's a pain in the neck.
	f. He had nobody to dance with.
	g. A sand-witch.
	h. Spelling.
	i. It's love at first bite.
	j. He had no guts.

## Hallowe'en, 31st October

### Elementary: Teacher's Notes

Ex. 1: (a) skeleton (b) ghost (c) witch (d) costume (e) pumpkin

Ex. 2:  Hallowe'en

Ex. 3: (a) The first people to have a festival similar to Hallowe'en lived in  Ireland.

(b) People dressed up like ghosts or witches  to cheat evil spirits.

(c) People celebrate Hallowe'en on  31<sup>st</sup> October.

Ex. 4: Ask students to read the text individually and check any wrong answers they gave to questions in exercise 3. Then have a very short discussion on questions (a) and (b), inviting students to give their personal reaction to the problem. You may first put students into buzz groups of 3 or 4 to think of the answer to question (b).

Ex. 5: 1f 2a 3d 4c 5b

Ex. 6: (students' personal reactions)

Ex. 7:

C	O	S	T	U	M	E	G	U	Y	1. costume	9. soul
	F	D	R	E	S	S	U	P	P	2. dress up	10. treat
S	S	K	E	L	E	T	O	N	U	3. skeleton	11. witch
W	O	A	A	W	W	K	E	I	M	4. trick	12. night
E	U	S	T	R	I	C	K	G	P	5. apple	13. pumpkin
E	L	P	P	A	T		N	H	K	6. scary	
T	I	Y	R	A	C	S	G	T	I	7. ghost	
S	H	T		G	H	O	S	T	N	8. sweets	

The mysterious festival is **Guy Fawkes' Night**, for which you will find a worksheet on the Longman website.

You can ask students to write sentences of their own with the words from exercise 7. They can leave the spaces for the words blank and give the sentences for their partners to complete. They can also dictate their sentences to their partners with the blanks for them to complete.

## Hallowe'en, 31st October

### Intermediate: Teacher's Notes

Ex. 1: jack-o'-lantern; ghost; skull; witch; treat-or-tricking; bobbing for apples

Ex. 2: originated - e; eve - b; ancestors - d; pranks - a; outhouses - f; divination - c

Ex. 3:

- Divide the class into group A and group B. Give one copy of worksheet A to each student in group A and one copy of worksheet B to each student in group B.
- Tell your students they are going to read about Hallowe'en. They have the same text, but there is some information missing from each worksheet. Explain that they are going to ask a member of the other group some questions to help them complete the text, but first they need to prepare the questions.
- Ask the students to work together to prepare and write down the questions they need to ask to complete the text.
- When all the students have prepared their questions, ask a student from Group A to work with a student from Group B. They should take it in turns to ask and answer the questions they have prepared and write the answer in the space in their text.
- When both students have finished asking and answering, allow them to compare worksheets.
- Check answers in open class.

#### Suggested questions:

- When is Hallowe'en celebrated?
- Where / In what countries is Hallowe'en celebrated?
- Where does the name Hallowe'en come from?
- What was 31<sup>st</sup> October for the Celts? / Why was 31<sup>st</sup> October a special day for the Celts?
- What did the spirits do on 31<sup>st</sup> October?
- Why did people dress up in costumes?
- What should the person who opens the door do when s/he sees children treat-or-tricking?
- What are trees covered with as a prank?
- What was the name of the custom from which treat-or-tricking originated? / What was the custom from which treat-or-tricking originated called?
- What did the beggars promise to do in return for the soul cakes?
- Why wasn't Jack welcome in heaven? / Why couldn't Jack enter heaven?

12. Why wasn't Jack welcome in hell? / Why couldn't Jack enter hell?

13. What did the devil give him / Jack?

14. Where did he put the lump of coal?

**Ex. 4:** (students' own answers). *You can ask students to write sentences of their own with the words from exercise 4. They can leave the spaces for the words blank and give the sentences for their partners to complete. They can also dictate their sentences to their partners with the blanks for them to complete.*

**Ex. 5:** *Before a whole class discussion, you may first wish to put students into buzz groups of 3 or 4 to think of the answer to the two questions. Encourage students to give their own opinions on the issues.*

**Ex. 6:** 1g 2f 3d 4i 5a 6e 7c 8h 9b 10j

# FESTIVAL WORKSHEETS

## Halloween

## Elementary

①—Do you know many Halloween words? Try to build 7 words using these bricks.

SCA-	GHO-	APP-	WIT-	-AT	-RY	-LE	-ST	1. .... 2. .... 3. .... 4. .... 5. .... 6. .... 7. ....
	TRI-							
	TRE-		SWE-		-CH			
						-ET		
							-CK	

②—Read this text about trick-or-treating and complete **words in bold** with missing letters. Each **◆** stands for one consonant (e.g. K, P) and each **❖** stands for a missing vowel (e.g. A, U).

### *A Halloween scene*

It was a cool autumn evening. Mrs. Brown was sitting in her living **(1) r❖❖m**, reading. Suddenly, there was a loud **(2) k◆❖◆k** on her door, then two or three more **(3) k◆❖◆◆s**. Mrs. Brown put the safety chain on her door. Then she opened the door a little and looked out. There stood three children wearing masks and costumes. When they saw her, they all shouted, "Trick or **(4) t◆❖❖t!** Money or eats!"

Mrs. Brown dropped a candy bar into each child's bag. One boy was wearing a big hat, a plaid shirt, blue **(5) j❖❖◆s**, and high boots. The holster on his belt had a toy **(6) g❖n** in it. Mrs. Brown asked him, "Who are you?"

"I'm a cowboy," he **(7) a◆◆◆❖◆d**.

"And I'm a ghost," shouted the child next to him, hidden under a white **(8) s◆❖❖t**.

"And I'm a skeleton," said the third child. The "skeleton" was wearing a black shirt and black pants with strips of **(9) w◆❖◆e** tape on them.

"Thanks for the candy," shouted the children as they ran off to **(10) r❖◆g** another doorbell.

"You're welcome," said Mrs. Brown. "Have fun, and don't play any pranks."

③—While trick-or-treating may be great fun, it is important to be safe on Halloween night. Here is some advice to all children who want to go trick-or-treating this year. Complete the sentences with *should* or *shouldn't*. There are a few examples at the beginning.

Children **should** go trick-or-treating in groups.  
 Children **shouldn't** go-trick-or-treating alone.

Kids **should** wait outside for their treats.  
 Kids **shouldn't** go inside the house or apartment of a stranger.

*Adults **should** be careful on Halloween night, too. Mrs. Brown did not completely open her door until she was sure that her uninvited visitors were children.*

1. Younger kids ..... go with older children or an adult.
2. When kids don't get any treats, they ..... damage property.
3. Kids ..... stop trick-or-treating by 8:00 p.m.
4. To be sure that cars will see children after dark children ..... wear dark-coloured costumes. Their parents ..... put reflecting tape on their children's costumes.
5. To be sure that the kids see the cars parents ..... enlarge the eye-holes in masks by cutting them with scissors.

# FESTIVAL WORKSHEETS

**Halloween**

**Elementary+**

**Teacher's Notes**

**Tasks:** to collect some vocabulary related to Halloween  
to read and complete a text about trick-or-treating on Halloween  
to give advice to children who go trick-or-treating and their parents, using *should(n't)*

**Preparation:** make copies of the worksheet

**Skills:** speaking, reading

**Language:** vocabulary connected with Halloween  
*should(n't)* for advice

**Sources:** Ethel and Martin Tiersky, *The U.S.A. Customs and Institutions*, 4th edition, Longman 2001.  
[Task ② — adapted from page 225]  
[Task ③ — adapted from page 228]

You will find more facts about Halloween and other American issues in this book:



Ethel & Martin Tiersky:  
*The U.S.A. Customs and Institutions*

## Task 1 – lead-in (speaking, vocabulary)

- Try to elicit some facts about Halloween from your students in order to learn how much they know about the festival. If they do not have even rudimentary knowledge, you may consider using last year's worksheets available from Person Longman (search the archives [www.longman.com.pl/i.php?i=524](http://www.longman.com.pl/i.php?i=524) ). Otherwise, give each student a copy of the new worksheet. Divide your group into pairs.
- Ask them to complete the first task. Students should find seven words connected with Halloween by matching halves of the words. Then, they should try to explain why these words are related to the festival.
- Check the answers with your class. Explain any unknown words and/or Halloween traditions.

<p><b>Key</b> ✍ <b>Key</b></p>	<p>APPLE – as in the phrase <i>bob for apples</i> – to play a game in which you must use your teeth to pick up apples which are floating in water</p> <p>GHOST – a popular Halloween costume</p> <p>SCARY – i.e. frightening – people like telling <i>scary</i> stories to frighten other people; the costumes that people wear to Halloween parties are also often <i>scary</i></p> <p>SWEET – one of the <i>treats</i> that children are given while they are trick-or-treating (see below)</p> <p>TRICK OR TREAT – as in the phrase <i>trick or treat</i> and <i>go trick-or-treating</i> – these are the words that children say when they go trick or treating, to say that they will play a trick on someone if they are not given a <i>treat</i>, e.g. <i>sweets</i></p> <p>WITCH – a popular Halloween costume</p> <p>There are some other possible combinations (<i>SWEAT</i> and <i>SCALE</i>) but in each case students must be able to explain the link with Halloween.</p>
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## Task 2 (reading, vocabulary)

- Explain to the students that the text they are going to read describes what happens on Halloween night when children go trick-or-treating. The students' task is to read the text and try to complete the words with coded letters. Try to decipher the first word together, stress the fact that ♦ stands for one **consonant** and ❖ stands for one **vowel**.
- Explain vowel and consonant if necessary. You may also want to pre-teach some vocabulary, especially *holster*, *safety chain*, *pranks* and *candy*.
- After a few minutes check the answers. If your students have difficulty with completing this task, you may help them by
  - writing all the missing words on the blackboard in the alphabetical order, or
  - by giving them some clues about the meaning of the words.
- Ask some comprehension questions if necessary.

<p><b>Key</b> ✍ <b>Key</b></p>	<p>1. room</p> <p>2. knock</p> <p>3. knocks</p> <p>4. treat</p>	<p>5. jeans</p> <p>6. gun</p> <p>7. answered</p> <p>8. sheet</p>	<p>9. white</p> <p>10. ring</p>
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### Task 3 (grammar)

- Elicit *should* as a means of giving advice to people. Ask your students to read the examples on the left. Elicit which two sentences describe good, desirable behaviour, and which two wrong behaviour.
- Ask the students to complete the sentences on the right with *should* or *shouldn't*.
- When they are ready, ask them to compare their answers in pairs. Finally, check the answers with the whole group. Pay attention to pronunciation problems and answer any questions.

Key	1. should
	2. shouldn't
	3. should
Key	4. shouldn't / should
	5. should

### Notes & comments

- If you have not taught *should* yet, use task ③ to introduce it. With the **inductive** approach in mind, make your students work out the meaning of *should*, as well as its form.

### Homework

- [VOCABULARY] Ask your students to learn a few words connected with Halloween, e.g. those in Task ①.
- [GRAMMAR] Ask your students to describe a situation or a place in which they could give another person some advice. Do not ask them to write any sentences with *should* or *shouldn't*. It is enough if they describe a simple situation, e.g. *Somebody has just moved to Poland and wants to rent a flat. Somebody wants to buy a present for his/her brother's birthday.* Collect their ideas and use them as **generative** situations (i.e. situations which generate a few examples of the targeted grammar item, here *should*) during the next lesson. You can introduce and/or revise other modals as well, e.g. *must* and *mustn't*, using the same situations. If you follow this procedure, you will be able to practise some modals with your class, using your students' ideas. Even if the students do not pay attention to in-class grammar explanation, they will - hopefully - remember some of the sentences relating to their own problem situations.

## FESTIVAL WORKSHEETS

### Halloween

### Intermediate

①—Do you know many Halloween words? Try to build 7 words using these bricks. Then, explain their meaning and how they are related to this festival.

SCA-	GHO-	APP-	WIT-	-RY	-LE	1. .... 2. .... 3. .... 4. .... 5. .... 6. .... 7. ....
			-AT		-ST	
	TRI-			-ET		
	TRE-	SWE-		-CH	-CK	

②—While some activities are usually restricted for small children, teenagers and adults can have fun on Halloween as well. One of popular activities is telling scary stories. Can you identify some elements that are common to many Halloween stories? What are their main characters? What are the themes and objects that reappear over and over again? Work in pairs or small groups and discuss your ideas.

③—**SCARY** is a very good word to describe a ghost story. Do you know any others? Work with a partner and write down as many 'scary' words as you can. Then, compare your list with another pair.

④—What are the elements that make a ghost story successful? Read these excerpts from "*Lost Hearts*" by M. R. James, a classic English author. Underline these words and expressions which make the story *scary*.

A. "An evening light fell on the building, making the windows shine like fires. In front of the hall there was a park full of trees, and a church with a clock."


B. "In his dream, Stephen looked through the glass and saw a body in the bath, a very thin, dusty body with a sad smile and the hands pressed over the heart. As Stephen looked, a terrible cry came from the lips, and the arms began to move."

C. "It was now March 24, 1812, a strange day, windy and noisy. Stephen stood in the garden and felt as if it was full of ghosts, people he couldn't see who were flying in the wind and trying to contact living people in the real world."

D. "Mr Abney was in his chair, his head thrown back and his eyes wide, with a look of terrible fear and pain on his face. On the left side of his chest was a large hole and Stephen could see his heart. But there was no blood on his hands and the long knife on the table was completely clean. The window of the library was open and the window blew the curtains in a terrible dance. An old book was open on the table and this is what Stephen read:..."

E. "For many years people wondered about Mr Abney's death. 'It must have been a wild cat that came in through the open window and killed the poor man,' they said. But Stephen knew the truth."

You will find simplified versions of this story and other scary stories in this Penguin Reader





# FESTIVAL WORKSHEETS

**Halloween**

**Intermediate+**

**Teacher's Notes**

**Tasks:** to collect vocabulary necessary for writing a ghost story  
to list and name qualities of a good short story  
to write a ghost story (homework)

**Language:** words related to Halloween  
synonyms of 'scary'  
vocabulary necessary for writing a ghost story


**Preparation:** make copies of the worksheet, one copy per student

**Sources:** Longman Dictionary of Contemporary English on CD-ROM  
Penguin Reader "The Locked Room and Other Horror Stories" by M.R. James

**Skills:** speaking, reading, *writing* (homework)


## Task 1 – lead-in (speaking, vocabulary)

- Try to elicit some facts about Halloween from your students in order to learn how much they know about the festival. If they do not have even rudimentary knowledge, you may consider using last year's worksheets available from Person Longman (search the archives [www.longman.com.pl/i.php?i=524](http://www.longman.com.pl/i.php?i=524)). Otherwise, give each student a copy of the new worksheet. Divide your group into pairs.
- Ask them to complete the first task. Students should find seven words connected with Halloween by matching halves of the words. Then, they should try to explain why these words are related to the festival.
- Check the answers with your class. Explain any unknown words and/or Halloween traditions.

<b>Key</b>  <b>Key</b>	<p>APPLE – as in the phrase <i>bob for apples</i> – to play a game in which you must use your teeth to pick up apples which are floating in water</p> <p>GHOST – a popular Halloween costume</p> <p>SCARY – i.e. frightening – people like telling <i>scary</i> stories to frighten other people; the costumes that people wear to Halloween parties are also often <i>scary</i></p> <p>SWEET – one of the <i>treats</i> that children are given while they are trick-or-treating (see below)</p> <p>TRICK OR TREAT – as in the phrase <i>trick or treat</i> and <i>go trick-or-treating</i> – (these are the words that children say when they go trick or treating, to say that they will play a trick on someone if they are not given a <i>treat</i>, e.g. <i>sweets</i>)</p> <p>WITCH – a popular Halloween costume</p> <p>There are some other possible combinations (<i>SWEAT</i> and <i>SCALE</i>) but in each case students must be able to explain the link with Halloween.</p>
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## Task 2 (vocabulary, speaking)

- Explain that some Halloween activities are performed only by children (e.g. adults don't go trick-or-treating). Still, teenagers and adults can have fun on Halloween, as there are parties, people decorate their houses, and organise *the-most-scary-story contests*.
- Explain that during this lesson they will think of vocabulary that could be used in scary stories to make them even more scary (and more enjoyable).
- Ask your students to think about main characters of horrors and ghost stories. Working in pairs, the students should come up with some ideas. After a few minutes, collect the ideas. You can draw a spidergram on the board.

<b>Key</b>  <b>Key</b>	<p><i>[suggested answers &amp; vocabulary]</i></p> <p>Halloween characters (related vocabulary given in brackets):</p> <ul style="list-style-type: none"> <li>▪ ghost (haunted house/castle, to clang chains, afterlife)</li> <li>▪ witch (old and ugly, broomstick, black cat, crystal ball, tarot, white and black magic)</li> <li>▪ zombie (grave, cemetery)</li> <li>▪ skeleton (skull, bones)</li> <li>▪ vampire (the most famous – Dracula, castle, coffin, blood-thirsty, to suck blood)</li> <li>▪ devil (to be possessed by devil, to sell one's soul to the devil)</li> </ul>
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**Task 3**  
**(vocabulary, speaking)**

- Ask the students to come up with some synonyms of 'scary'. After a while, sum up their ideas and your own examples on the board.

<b>Key</b>  <b>Key</b>	[suggested answers from LDOCE]
	<p>Words and phrases with a similar meaning:</p> <ul style="list-style-type: none"> <li>▪ frightening (~ experience/thought/prospect; it's ~)</li> <li>▪ terrifying (~ scream/crash/sound; ~ experience/ordeal/thought; it's ~)</li> <li>▪ creepy</li> <li>▪ chilling (<i>also</i> spine-chilling)</li> <li>▪ hair-raising (~ tale/story)</li> <li>▪ blood-curdling (~ scream/howl/roar)</li> </ul>

**Task 4**  
**(reading, speaking)**

- Explain that there are five excerpts from a simplified version of a ghost story "Lost Hearts" by M. R. James.
- Ask them to read the excerpts and find the elements that make a ghost story successful.

<b>Key</b>  <b>Key</b>	[suggested answers]
	<p>Features of a good story:</p> <ul style="list-style-type: none"> <li>▪ uses a wide variety of adjectives [<i>thin, dusty, sad, terrible, strange, windy, noisy</i>]</li> <li>▪ uses words that appeal to all the senses [things which you can hear: <i>windy, noisy day</i>; things which you can see: <i>an evening light</i>]</li> <li>▪ in order to hold the reader's interest an author uses words that create a scary atmosphere and often suspense [<i>terrible cry, ghosts trying to contact living people in the real world, terrible fear and pain</i>]</li> <li>▪ describes both what has happened and what hasn't happened, if that is important [<i>there was no blood</i>]</li> <li>▪ describes people's feelings [<i>he felt as if...</i>]</li> <li>▪ final paragraph (excerpt E) leaves the reader with a lasting impression [<i>But Stephen knew the truth.</i>]</li> </ul> <p>There are some more qualities that do not follow from the analysis of the excerpts on the worksheet.</p> <ul style="list-style-type: none"> <li>▪ use of direct speech</li> <li>▪ use of colloquial English, i.e. idioms and idiomatic expressions, contractions etc.</li> </ul>

**Homework**

- [WRITING] Ask your students to write a ghost story, or at least one paragraph of a ghost story. Ask them to use some words from this lesson and apply some of the techniques. Set a clear word and time limit for this task. It is a suitable *New Matura* task at the extended level (*poziom rozszerzony*) with a 250 word limit and *Matura*-like criteria of assessment.

**Notes & comments**

A wide choice of ghost stories for intermediate students is available from PENGUIN READERS. Here are some titles.

Level 3 (1200 words)	Level 4 (1700 words)
Edgar Allan Poe: <i>The Black Cat and Other Stories</i>	M. R. James: <i>The Locked Room and Other Horror Stories</i>
Thomas Hood and Others: <i>The Man with Two Shadows and Other Ghost Stories</i>	Stephen King: <i>The Breathing Method</i>



You can find a complete list at [www.penguinreaders.com](http://www.penguinreaders.com).