

Halloween

Topic

Halloween

Aims

To develop and practise (depending on stages chosen):

- vocabulary: Halloween, body parts, animals, rooms
- structure: 'have got', 'there was', 'you need'
- curricular work: recipes, introducing oneself, interviews
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately (depending on stages chosen)

Materials

1. Flashcards
<https://learnenglishkids.britishcouncil.org/flashcards/halloween-flashcards>
2. Word games: 'Halloween 1' and 'Halloween 2'
<https://learnenglishkids.britishcouncil.org/word-games/halloween-1>
<https://learnenglishkids.britishcouncil.org/word-games/halloween-2>
3. Song, activity sheet, answers and lyrics: 'The scary skeleton'
<https://learnenglishkids.britishcouncil.org/songs/the-scary-skeleton>
4. Story, activity sheet, answers and transcript: 'Dark, dark wood'
<https://learnenglishkids.britishcouncil.org/short-stories/dark-dark-wood>
5. Story, activity sheet, answers and transcript: 'The haunted house'
<https://learnenglishkids.britishcouncil.org/short-stories/the-haunted-house>
6. Story, activity sheet, answers and transcript: 'The magic spell'
<https://learnenglishkids.britishcouncil.org/short-stories/the-magic-spell>
7. Craft activity: 'Skeleton'
<https://learnenglishkids.britishcouncil.org/crafts/skeleton>
8. Joke: 'Skeleton party'
<https://learnenglishkids.britishcouncil.org/jokes/skeleton-party>
9. Tongue twister: 'Two witches'
<https://learnenglishkids.britishcouncil.org/tongue-twisters/two-witches>
10. Your turn: 'Halloween'
<https://learnenglishkids.britishcouncil.org/your-turn/halloween>

11. Worksheet: 'Halloween'
<https://learnenglishkids.britishcouncil.org/worksheets/halloween>
12. Colouring: 'Halloween'
<https://learnenglishkids.britishcouncil.org/colouring/halloween>
13. Torch (stage 1 and 3) – optional
14. Mini sets of the Halloween flashcards (stage 1) – optional
15. Dice (stage 2) – optional
16. Paper fasteners, thread or card (stage 6)

For a complete list of all 'Halloween' content on LearnEnglish Kids, click here:
<https://learnenglishkids.britishcouncil.org/category/topics/halloween>

Introduction

In this lesson, learners will practise Halloween vocabulary, sing a song and/or watch a story. Depending on the stages chosen, they will then invent an animal skeleton, write a spooky story, imagine some animals in a haunted house and/or invent a magic potion. Finally, they will make a paper skeleton, then write and talk about it.

Procedure

1. Introduce the topic (5 mins)	<ul style="list-style-type: none"> • Write the date '31 October' on the board. Ask learners if they know what day it is. • Introduce some Halloween vocabulary with the flashcards. For fun, you could use a spooky voice, darken the room and light up each flashcard with a torch! If learners didn't know what '31 October' was, elicit or explain. • Practise some of the Halloween vocabulary with the 'Halloween 1' or 'Halloween 2' word games. • Alternatively, make mini sets of the Halloween flashcards and learners can play a game of Pelmanism in pairs or small groups.
2. Song for younger children (20 mins)	<ul style="list-style-type: none"> • Younger children will enjoy the song 'The scary skeleton'. First, review the body parts by playing Simon Says: 'Simon says, touch your head!' etc. Then play the song and ask learners to touch the relevant body part as they hear it. Stronger learners can take the role of the teacher. • Ask learners to match the pictures and body part words in exercise 1 of the activity sheet. Fast finishers can then sort the body parts according to number in exercise 2. • Play the song again, and learners sing (and dance if they like!) along to the song. • As a follow up activity, learners can either invent an animal skeleton (exercise 3 of the activity sheet) or play the game in small groups (exercise 4 of the activity sheet). Play the song again in the background!
3. Story for younger children (20 mins)	<ul style="list-style-type: none"> • Tell learners they are going to watch a story which takes place in a very dark wood. Show exercise 1 of the activity sheet on the board and check they know the words. • Watch the 'Dark, dark wood' story. Ask learners to complete exercise 2 of the activity sheet – they can copy the words from exercise 1. When you check answers, practise saying the sentences together with a spooky voice!

	<ul style="list-style-type: none"> • Now watch the story again and see if learners can say the sentences along with the story. • Tell learners they are going to write their own version of the story! Brainstorm some ideas of where the story can take place, for example in a dark, dark town or a dark, dark cave. Then brainstorm ideas of what can be in that town or cave, and so on. • When you have lots of ideas, give learners exercise 3 of the activity sheet, and ask them to complete the sentences with their own ideas to make a story, and draw a picture to illustrate. • Some learners might like to read their story to the class with a spooky voice. Darken the room and give learners a torch to read their story to add atmosphere!
4. Story for older children 1 (20 mins)	<ul style="list-style-type: none"> • Older children will enjoy being scared by the story 'The haunted house'! Show a picture of a haunted house and ask them what rooms they think they might find inside, to review rooms vocabulary. Then play the story, asking questions about the pages as you go along. • After the story, see if the learners can remember what animal was in each room! They can then complete exercise 2 of the activity sheet. • As a follow-up activity, learners can say what other animals they think might live in the haunted house and draw pictures to illustrate (exercise 4 of the activity sheet).
5. Story for older children 2 (20 mins)	<ul style="list-style-type: none"> • If 'The haunted house' story will be too scary for your learners, try 'The magic spell'. Show learners a picture of a cauldron (for example, from the 'Halloween' colouring) and see if they can tell you what people usually make in a cauldron. Tell learners they're going to watch a story about a magic spell. First, give them exercise 1 of the activity sheet and ask them to write the words under the pictures. • Then play the story and ask them to watch and say which words from exercise 1 are ingredients in the spell. • Ask learners to try exercise 2 of the activity sheet: write the missing words. Tell them to complete what sentences they can, and leave the sentences they are not sure about. Then watch the story again and ask them to complete their remaining sentences. Check answers as a class. • Tell the learners they are going to invent their own magic potion! Brainstorm on the board ideas for what magic the potion will do, for example it will turn you into a frog, or it will make you good at homework! Now brainstorm ideas for ingredients for the potion. • Learners can then plan their potion in their notebooks, and when they are ready, give them exercise 3 of the activity sheet to write up their potion and draw a picture. Depending on their level, they can simply say what ingredients you need or describe the recipe as well. • Display their work around the room and let learners look at each other's potions!
6. Craft activity (20–30 mins)	<ul style="list-style-type: none"> • Make a skeleton! Decide in advance if you are going to make it using paper fasteners, thread, or alternatively by sticking the pieces on a larger piece of card in a funny pose. • Now show learners the template for the craft skeleton. See if they can help explain how to make the skeleton. Elicit as much language in English as possible, for example cut out the bones, make holes, stick, etc.

	<ul style="list-style-type: none"> • Give out the template. Make sure learners come and ask you for equipment in English, for example scissors or glue. Monitor and help where necessary. You might like to play 'The scary skeleton' song in the background! • After they have made their skeletons, ask learners to give their skeleton a name and come up with some information about them. This will depend on your learners' level, for example lower levels could write a simple bio, with the name, age and hobbies of the skeleton, etc. Higher levels could write about the skeleton's typical day or what they did last weekend. Brainstorm some ideas together first, then monitor and help as necessary. • Finally, depending on what the learners wrote, use the skeletons as the basis for a speaking activity. For example, if your learners wrote a simple bio, you could have a class mingle, where learners take their skeletons and 'introduce' themselves to each other! They could even try to find other skeletons with the same name or hobbies. Or, if your learners wrote about their skeleton's typical day, learners could write some interview questions and then work in pairs to interview each other's skeleton.
7. Round off activity (5–10 mins)	<ul style="list-style-type: none"> • Read the skeleton joke with your learners. Do they think it's funny? • Alternatively, try the 'Two witches' tongue twister – see how fast you and your learners can say it!
8. Setting homework (5 mins)	<ul style="list-style-type: none"> • Learners can watch the stories or listen to the song again at home. If they are members of LearnEnglish Kids, they can also read comments on the 'Halloween' Your turn and leave their own comment on the page. • Alternatively, you could give older kids the 'Halloween' worksheet to try at home, or the 'Halloween' colouring to younger kids.

Contributed by

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