

Halloween worksheet 1

Look, read and write.

Look at the invitations to the Vampire's Halloween party. Who are they for? Solve the riddles, and find out!



1

FOR: the skeleton

I HAVEN'T GOT EARS,
AND I HAVEN'T GOT A TONGUE.
MY BODY IS VERY THIN,
IT'S ONLY MADE OF BONES.

2

FOR: _____

I CAN LIVE FOR MORE THAN 20 YEARS,
AND WHEN YOU SLEEP, I AM AWAKE.
I AM AS BLACK AS NIGHTTIME,
AND I FLY, BUT I'M NOT A BIRD.

3

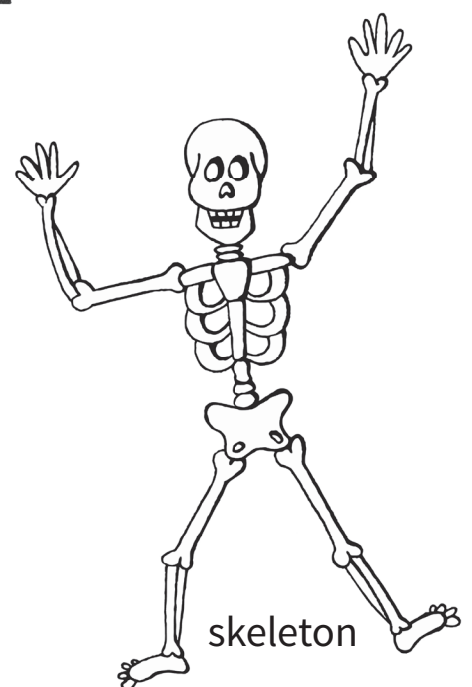
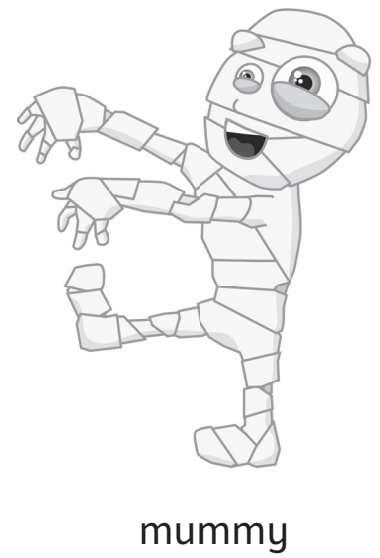
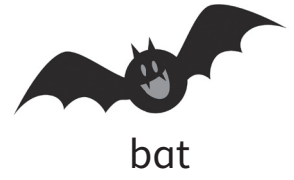
FOR: _____

I GOT DRESSED UP,
FROM HEAD TO TOES IN WHITE.
I'M WEARING THE LONGEST SCARF
IN THE WORLD,
AND YOU CAN ONLY SEE MY EYES!

4

FOR: _____

MY EYES ARE VERY BIG,
THEY'RE OPEN AT NIGHT WHEN I FLY.
THEY HELP ME FIND AND CATCH MY FOOD:
INSECTS, MICE AND FISH!





Halloween worksheet 2



Choose another character and write a riddle for it. Can your partner guess who it is?





Teaching notes

Halloween

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage learners to recognise and point to the relevant items on the worksheet.

- Halloween is celebrated on October 31st in the United Kingdom, the United States, Canada, Australia, New Zealand, and a lot of other countries worldwide. Although it is not a public holiday, it is a very popular festival for children. The word *Halloween* originated from the phrase *All Hallows' Eve*, which means the evening before the Day of the Holy Ones or All Saints' Day, on November 1st. According to tradition, ghosts, witches and spirits walk around the earth on this night. People started to make lanterns out of pumpkins and put them in their windows to make these scary creatures go away.
- These days, on the night of Halloween, children enjoy having a costume party – they get dressed up as ghosts, witches, mummies, vampires and other monsters, and pretend they are those frightening creatures. Images that people typically associate with Halloween are spiders, pumpkin lanterns, bats and black cats. A traditional game called 'apple bobbing' is very popular at Halloween parties. In this game, you have to bite an apple that is hanging on a string or floating in water. Children usually like eating pizza, cupcakes and other party food decorated with scary faces.
- Children love to play *Trick or Treat* on Halloween. They knock on their neighbours' doors and ask *Trick or Treat?* If the neighbour chooses a treat, they offer the children some chocolate, sweets, fruit, or a little money. If they don't, the children play a mischievous trick, such as using a water pistol. That is why it's always wise to have treats ready for monster visitors on Halloween!

Halloween worksheet 1

- **Pre-activity:** Present (or review) the Halloween vocabulary depicted in the images. Ask learners what they can see, e.g.: *a vampire, a frog, a skeleton, a ghost, a cat, a bat, a witch, a mummy and an owl*. Learners can repeat the words after you, as necessary. Ensure the vocabulary from the riddles is clear to learners. Some words you may have to pre-teach are: *tongue, bones* and *mice* (as the plural of *mouse*).
- Read the text below the rubric with learners. Explain what a riddle is: it is a question that gives you clues about a person, a thing or a place. You read or listen to the riddle and then you think and guess what the answer is. If necessary, make the meaning of *riddle* clear by using L1. Ensure learners understand that these are the vampire's invitations for some of the characters in the pictures. Do the example with learners. Individually or in pairs, learners read the rest of the riddles and write the correct answers on the invitations.

Key: 1 the skeleton, 2 the bat, 3 the mummy, 4 the owl

- **Optional follow-up activity:** Ask individual learners to take turns to read riddles 2–4 and discuss some of the facts that may be new to them: for example, that bats can live for more than 20 years, that they're not birds (but mammals), that owls eat mice (and other small mammals), insects and fish. Ask learners if they know any other facts about skeletons, bats, mummies or owls. Learners can finally say which their favourite riddle is and why.

Halloween worksheet 2

- **Pre-activity:** Write a short riddle on the board for one of the pictures e.g. *I live near water and I've got four legs. I hop and jump, and my babies come out of eggs! Who am I? (the frog).* Now, it's your turn!
- Individually or in pairs, learners choose one of the characters and write a short riddle for it. Explain that it's not necessary for it to rhyme. The aim of this task is just for learners to feel comfortable using simple sentences and vocabulary to describe the item they've chosen for their classmate(s) to guess. Encourage learners to think of as many things as they know about the characters, and to have fun. As learners work, circulate helping them with new vocabulary as necessary.
- In pairs or small groups, learners take turns to read their riddles to one another and guess who the character is. You can also conduct this activity as a whole class.

Key: Learners' own answers

- **Optional follow-up activity:** Brainstorm other Halloween vocabulary your learners may know, e.g. *pumpkin, monster, spider, spider's web, (witch's) hat / broom*. With a different partner, learners write a riddle for one of these new items. Then the pair comes to the front to read out their riddle. Another pair comes to the front too. They listen to the riddle and draw the picture for the answer on the board (e.g. they draw a pumpkin). If the answer is correct, then this pair gets to read out their riddle to a new pair that has come to the front to draw the answer.