Level 1

Halloween worksheet 1

Read, find and circle.

This is Wendy the Witch. The ghosts have got her things!
Help Wendy find her …

cat broom hat spider bat pumpkin

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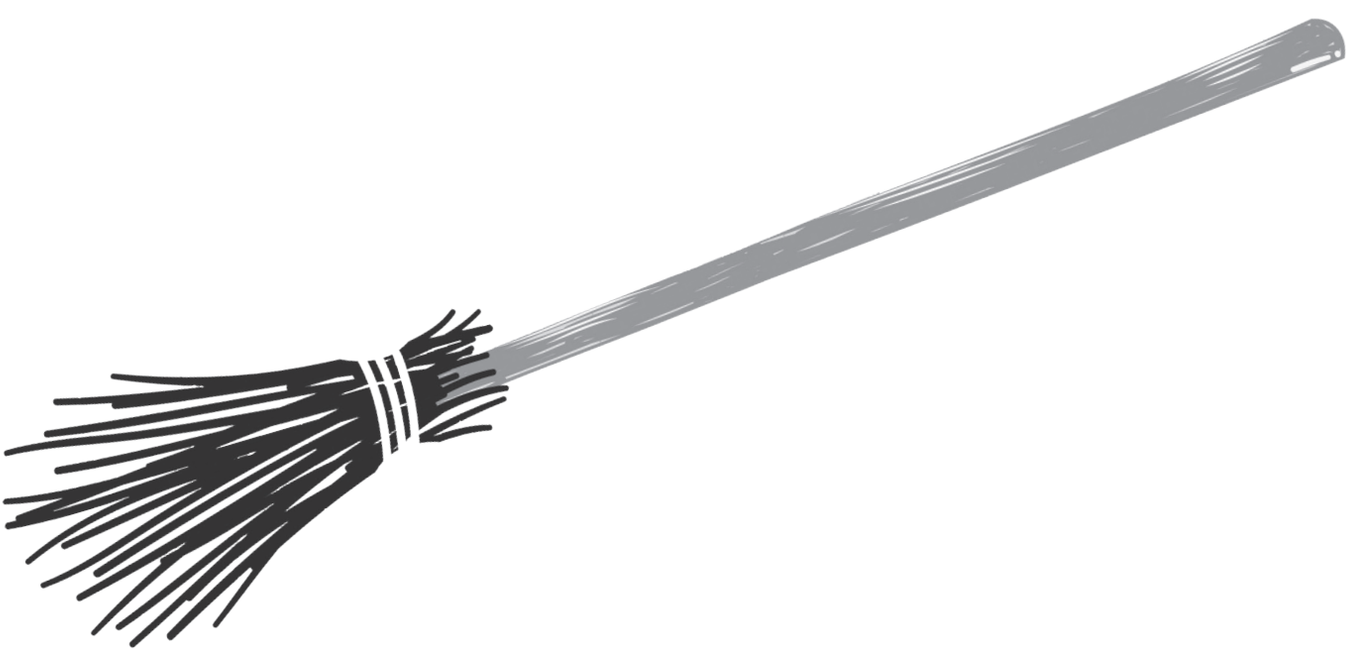
Halloween worksheet 2

Who's on your broom? Draw and write.



This is me and ..... on my broom.

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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 the Halloween vocabulary by getting learners to look at the words and pictures, and repeat the words after you: *cat, broom, hat, spider, bat, pumpkin, witch, ghosts.*
- Point to Wendy the Witch and explain that the ghosts in the picture have got her things. Learners have to help Wendy find them. Do the example with learners. Say *Where's the cat?* Encourage learners to say *It's here* and point to it. Learners look at the scene and find and circle the rest of the items. They can finally colour some of the items in the scene.

Key:

- ***Optional follow-up activities:*** Learners count different items in the scene and say the number. Ask, e.g. *How many (ghosts)?*, *How many (animals)?* Learners answer. Learners can also practise counting parts of the body in the same way (if they have already been introduced to this vocabulary in Unit 2). Ask, e.g. *How many (legs / mouths / tails)?* Learners count and say the answers.
- Learners work in pairs, A and B, with their worksheets in front of them. Learner A points to an item in the scene and asks *What's this?* Learner B answers. Learners A and B exchange roles.
- Learners work in pairs again. Learner A asks, e.g. *Where's the (cat)?* Learner B points to (the cat) and answers *It's here*. Then learners exchange roles.

Halloween worksheet 2

- ***Pre-activity:*** Draw your own 'witch's broom' on the board and say *Look, this is my broom*. Then draw yourself with someone or something else on your broom – it could be your favourite animal, a friend or a family member, for example. Say *This me and my (cat) on my broom. Now, it's your turn!*

- Learners draw themselves with someone or something else on their brooms. Encourage learners to draw a friend, their favourite animal, cartoon character, etc. As learners work, circulate helping them with new vocabulary as necessary and asking them questions, e.g. *Who's this?*, *What's his/her name?*, *What's this?*, *What colour's your ... ?*
- Learners complete the sentence below their picture.

Key: Learners' own answers

- ***Optional follow-up activities:*** In pairs or small groups, learners show one another their pictures and say who / what is on their brooms.
- Do a quick class survey. Ask learners how many of them have drawn, e.g. a friend, an animal, a thing, a family member. Ask *Who's on your broom? A friend? Put up your hand*. Count and write the number on the board. Do the same for the rest of the categories. The aim is to find out what the class' most popular category has been.