

Part II (b) Resource Pack

Background information: The S2 syllabus has a module on Halloween. Also, our school holds a Halloween Party each year for all students. Each S2 class is responsible for designing a game stall for the party. This resource pack is designed based on the S2 module on Halloween with the addition of Language Arts materials.

Level of students: S2 intermediate class

Module: Halloween

Objectives: Through these lessons, students will:

1. have a deeper understanding of the festival including its origin, related vocabulary and how people around the world celebrate it.
2. develop their creativity through designing a Halloween Town, writing a Halloween poem and a script, creating a photo essay and making a video.
3. learn to use their voice to express meanings through performing readers theatres.
4. develop collaboration skills through working with their classmates on various tasks.
5. develop their writing skills through writing a friendly letter.

Summary sheet

Halloween

- **Lesson 1: Arouse interest on the topic and vocabulary building** – matching, word puzzle
- **Lesson 1-3: Reading about the background information** – reading comprehension, fill in the blanks, comparison.
- **Lesson 4-5: Watch and think** – film watching, vocabulary consolidation, drawing, presentation
- **Lesson 6-7: Poems**– reading, singing and writing a poem, presentation
- **Lesson 8-12: Readers Theatre** – relaxation, working on intonation and pronunciation, presentation, speaking with meaning, frozen frame, script writing, presentation, evaluation
- **Lesson 13-14: Photo essay** – matching, writing a photo caption, reading a photo essay, writing a photo essay
- **Extra curricular activity:** joining the school's Halloween party
- **Lesson 15: Students' response** – writing a friendly letter, make a video clip.

The following additional sheets are provided for use with this topic:

- **Worksheet 1:** Halloween vocabulary building and Halloween puzzle
- **Worksheet 2:** Reading comprehension
- **Worksheet 3:** video watching and creating a Halloween town
- **Worksheet 4:** A Halloween poem and poem writing
- **Worksheet 5:** Readers Theatre
- **Worksheet 6:** A short play (scene one)
- **Worksheet 7:** Frozen frame and writing a short script
- **Worksheet 8:** Photo captions and photo essay
- **Worksheet 9:** Letter writing
- **Worksheet 10:** Create your own video clip

Worksheet 1

*Activity 1*

How many Halloween related words do you know?
Match the following pictures with the words given.



1. skeleton

2. broom

3. spider

4. ghost

5. bats

6. vampire

7. candies

8. black cat

9. witch

10. graveyard

11. Jack-O-Lantern

12. haunted house

Activity 2:

Can you find the given words in the puzzle? You can work with a classmate.

Halloween



E R I P M A V R R C G K R Y I
 U O C K J U T T S V R U E O Y
 T R I C K O R T R E A T D P K
 J Y E W I T C H C F V N I E F
 Y A F T Q L U R R K E Y P E D
 B X C P S M B R J R Y B S U U
 D M Z K Z N S L S Q A G Z G N
 I F Q L O N O K O W R I U K N
 P P M C U L E M P O D B C X Y
 N M E O P L A S O T D T A I U
 A P K Z E C N N G X S G N J D
 C J I T I L X J T O V L D S R
 T F O T Q Y B O H E T M Y A B
 D N Y B X Z O G B S R K S I V
 P V I C A D S B C H J N I A N

BLOOD

CANDY

GHOST

GRAVEYARD

JACK-O-LANTERN

MONSTER

SKELETON

SPIDER

TRICKORTREAT

VAMPIRE

WITCH

(puzzle generated by:

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>)

*Activity 1:***Halloween then and now**

A) Read the magazine article in your book and find out more about this festival.

[article taken from Longman Express 2A p. 47 (Nelson, Chan, & Swan, 2004). See Appendix II]

B) Your friend is going to have a Halloween party at his home. Help your friend to complete the invitation to the party.

[exercise taken from Longman Express 2A p. 48 (Nelson, Chan, & Swan, 2004).]

Dear Amy

My family and I are having a party on Halloween Night, i.e.

(1) _____, at 7 p.m. We hope you can join us.

We're going to have a lot of fun at the party. Everyone is going to wear (2) _____, for example, (3) _____,

(4) _____ and (5) _____. We're going to

play a lot of games. One game we're going to play at the party is

(6) _____. I hope you don't mind getting your face wet!

After the party, we're going to go (7) _____. It should be

lots of fun and I'm sure we'll collect lots of (8) _____ and

(9) _____.

Please let me know if you can come to the party.

C) Compare Halloween in the past with Halloween today: Complete the table below.

Halloween in the past	Halloween today
1. People believed (a) _____ returned on that day.	People celebrate because (b) _____
2. They dressed up as (a) _____.	They dress up as (b) _____.
3. They made (a) _____ out of (b) _____.	They make (c) _____ out of (d) _____.
4. They went outside and made (a) _____. They went to other villages and asked for (b) _____.	They go to other houses and say (c) _____. They usually get some (d) _____ Or (e) _____.
5. They played games like (a) _____.	They still play games like (b) _____

[exercise taken from Longman Express 2A p.48 (Nelson, Chan, & Swan, 2004).]

Activity 2:**Complete the following questions after reading the article.**

[questions adapted from Longman Express 2A p. 48 (Nelson, Chan, & Swan, 2004).]

1. In about what year was the first Halloween festival held?

2. How do you make a Halloween lantern? Describe the process in four steps.

3. Why do you think people in America still celebrated Halloween when they did not believe there were any evil spirits?

4. Why did people in America make lanterns out of pumpkins instead of turnips?

5. Do you think it is easy to pick up apples in the apple bobbing game? Why or why not?

6. If you want to win the 'Scariest costume' prize at a Halloween party, what would you wear? (Draw a picture of your costume at the back)

Worksheet 3

Activity 1:

Watch the opening scene of ‘The Nightmare Before Christmas’ and pay attention to what you see, hear and feel when you watch.



Opening scene: Jack enters Halloweentown

(0:00-0:40)

A) What did you see (including things and colours)?

B) What did you hear?

C) How did you feel?

D) Would you like to live in Halloweentown? Why or why not?

Activity 2:

A) Get into groups of four and draw a Halloweentown of your own. You may include the following items in your town.

- **A town hall**
- **A school**
- **A library**
- **A park**
- **Jack's apartment**
- **Public transports**

B) Present your Halloweentown in class and describe a typical day in Halloweentown.

Worksheet 4*Activity 1:*

A) Read the following poem about Halloween.

Halloween is Coming Soon

Halloween is coming soon, coming soon, coming soon,
Halloween is coming soon,
Oh, what fun!

Black cats sitting on a fence, on a fence, on a fence,
Black cats sitting on a fence,
Meow! Meow! Meow!

Owl's a-hooting in the trees, in the trees, in the trees,
Owl's a-hooting in the trees,
Whoo! Whoo! Whoo!

Witches flying on their brooms, on their brooms, on their brooms,
Witches flying on their brooms,
Eee! Eee! Eee!

Jack o'lanterns grin at you, grin at you, grin at you,
Jack o'lanterns grin at you,
Oh! Oh! Oh!

Halloween is coming soon, coming soon, coming soon,
Halloween is coming soon,
Oh, what fun!

B) This poem can be sung to the tune of London Bridge. Let's sing it together.

C) After reading the poem, answer the following questions:

What are the things related to Halloween described in this poem? Where can we find them?

1. What are these things doing?
2. What are the sounds these things make?

Activity 2:

Write your own poem about Halloween town. Describe at least three different things people can see in Halloween town in three different stanzas. What are the items? What are they doing? What are the sounds these items make? Give your poem an interesting title.

Start your poem with this opening stanza:

Title: _____

Welcome to our Halloween town, Halloween town, Halloween town,
Welcome to our Halloween town,
Let's show you around.

Welcome to our Halloween town, Halloween town, Halloween town,
Welcome to our Halloween town,
Have fun together!

Worksheet 5

Readers Theatre



(Taken from 'Learning With Readers Theatre' by Dixon, Davies & Politano (1996))

All:	Readers Theatre...Readers Theatre...Readers Theatre...
Reader 1:	Readers Theatre.
Reader 2:	What is it?
Reader 1:	It is reading.
Reader 3:	Reading a script...
Reader 2:	as a character...
Reader 1:	as a storyteller.
Reader 3:	It is theatre...
Reader 2:	that isn't memorized...
Reader 1:	and we can read more than one part...
Reader 2:	by changing our voices.
Reader 1:	Readers Theatre is...
Reader 3:	an audience listening...
Reader 2:	using imagination...
Reader 3:	to picture the scenes.
Reader 1:	It is theatre...
Reader 2:	about people,
Reader 3:	ordinary people,
Reader 2:	whose lives are exciting...
Reader 1:	sad
Reader 3:	boring...
Reader 2:	and strange.
Reader 1:	Readers Theatre is entertaining.
Reader 3:	It is acting with the voice...
Reader 2:	without scenery...
Reader 3:	makeup or props.
Reader 1:	Readers Theatre is challenging.
Reader 3:	Readers Theatre is the voice of the people.
Reader 2:	It is sharing literature.
All:	Readers Theatre!

Activity 1

Get into groups of 3 and practice readers theatre using the script above. Pay attention to your pace, tone and word stress.

Ex-change roles and see how different people read differently. Does the way you read affect the meaning?

Activity 2

Use different tone, volume and stress to express different meanings.

Practice saying the word 'Christmas' in different ways to express the following emotions.

1. Halloween (sad)
2. Halloween (excited)
3. Halloween (happy)
4. Halloween (confused)
5. Halloween (frustrated)
6. Halloween (scared)
7. Halloween (angry)

Activity 3

Get into groups of 5 and practice readers theatre using the given script in worksheet 7. You will have to perform it in front of the whole class.

Worksheet 6**The Festival of the Dead****Scene 1**

Storyteller: (Feeling excited) Imagine that you can jump into a time machine and travel back in time. The date is the thirtieth of October, in the year five hundred. It is the day before the Festival of the Dead. Come with me now and join an ordinary family as they prepare for this important festival.

(Pause)

Woman: (Feeling worried) Listen, husband. Come here, children. In a few hours, it will be the Festival of the Dead. If we don't prepare well, ghosts and witches will come to our house. Hurry and help me to finish making these costumes. We must look very frightening so that we can scare the evil spirits away.

Man: (Feeling angry) What? Aren't the costumes finished yet? Do you want to put our family in danger? Last year, some villagers weren't prepared and terrible things happened to them.

Boy: (Feeling frightened) Look, Father! I think I can see a witch! I've never seen a witch before. Can you see her? Oh no, here she comes!

(Suddenly a witch appears beside the boy.)

Witch: (Feeling happy) Oh, how lovely! What a nice family. I've waited a long time to find people who are not prepared for the Festival of the Dead. Now you cannot escape my spell.

Into the pot
Slimy and hot
Throw the shell of a snail
The ears from a dog
The legs from a frog
And the hair from a kangaroo's tail

Into the pot
Slimy and hot
Throw the tail of a rat
The nose from a bear
The toes from a hare
And the eyes from a three-legged cat

ABRACADABRA!

Woman: (Feeling worried) Oh, no! We're all under the witch's spell. Our lives are ruined forever.

END OF SCENE 1

Worksheet 7*Activity 1:*

In your group, make a frozen frame of the end of scene 1. Each person has to take up a role in the story and say what he/she is thinking about and how he/she feels in the scene. Each group has to put their frozen frame in front of the class. When the teacher taps on your shoulder, you need to say what's in your mind.

Activity 2:






A) Get into groups of 5 and write the second scene of the story. What happens to the family? Can they escape from the witch's spell? Who comes to help them? You can add more characters in the story. The script should last for about 4-5 minutes.

B) Practice your script in your group and perform the readers theatre. You can add sound effects and props to enhance your performance.

Worksheet 8

Activity 1:

The followings are pictures related to Halloween. Choose the most suitable caption for each photo.

<p>a. </p>	<p>b. </p>	<p>c. </p>
<p>d. </p>	<p>e. </p>	<p>f. </p>

<p>1. People in the US decorate their front yard with tomb stones for Halloween.</p>	<p>2. Young girls dress up as witches and go trick or treating around the neighbourhood in Wai Chi on Halloween night.</p>
<p>3. A group of teens having a party at Lan Kwai Fong to celebrate Halloween.</p>	<p>4. Little kids dress up in Halloween costumes and celebrate the festival at Ocean Terminal.</p>
<p>5. A delicious Halloween cake decorated with tomb stones.</p>	<p>6. A window display at Causeway Bay with Jack-O-Lantern.</p>

Writing photo captions

Content and features

- A photo caption is usually a one-sentence description that answers some of the following questions, usually in this order:
 - Who or what is being pictured?
 - What are they doing?
 - Where is it? (Sometimes this may be omitted, e.g. when writing a caption for a picture of an object)
 - When was it? / When was the picture taken?
- An additional sentence can be written to add more details if needed.

Language and structures

- Appositives (words or phrases that define or provide a synonym for a noun or pronoun) often follow the subject of the sentence and provide information regarding the subject's significance.

Examples:

- *Tung Chee Hwa, former Chief Executive of the HKSAR,...*
- *Nicholas Tse, Hong Kong screen star, ...*

- The present tense is almost always used

Example:

- *Jacky Chan, famed martial arts star, appears at the Tsunami Aid Concert ...*

- Active verbs are used

Examples:

- *Donald Tsang, Chief Executive of the HKSAR, addresses a Legco session...*
- *Students from St. John's Middle School take part in a beach clean up...*

- Prepositions of place are used to describe where the subject was

Example:

- *Faye Wong, Canto pop diva, launches a spring/summer shoe collection at a department store in Causeway Bay, Hong Kong...*

- Prepositions of time are usually not used. The date is written at the end of the sentence *Example:*

- *Faye Wong, Canto pop diva, launches a spring/summer shoe collection at a department store in Causeway Bay, Hong Kong, 12 April 2005.*

(taken from EDB NSS Language Arts English Language Resource Pack)

Activity 2:

Look at the picture below. Get into groups of two and write a caption for the picture.



Activity 3:

Look at the photo essay from Time Magazine at:

http://www.time.com/time/photogallery/0,29307,1675675_1473382,00.html

Activity 4:

Write your own photo essay on how our school celebrates Halloween. You have to take your own pictures at the Halloween Party in our school. Your photo essay should include the followings:

1. A head line
2. A theme picture (with captions)
3. A short paragraph summarizing the theme (how our school celebrates Halloween) in 30-40 words
4. 5-6 other pictures describing/ illustrating the theme (with captions)

Worksheet 9

*Letter writing*

After joining the school's Halloween Party, write a letter to your friend in primary school and tell him/ her about the party. In your letter you should include:

1. Why does your school celebrate Halloween? When was the party?
2. What kinds of activities were there in the party?
3. What did you enjoy the most? How did you feel?
4. Suggest something you and your friend can do to celebrate Halloween together.

Write in about 200 words.

Dear _____,

A large, empty rectangular box with a thin black border, intended for writing the letter. The bottom right corner of the box is folded over, creating a triangular shape that mimics the corner of a piece of paper.

Worksheet 10

Create your own video clip through www.dolver.com to encourage your friend to join the school's Halloween Party with you.

In your video clip, you have to:

- **tell your friend why people celebrate Halloween**
- **tell your friend what fun activities are there at the school's Halloween Party**
- **invite your friend to join the party**
- **tell your friend what he/she should prepare for the party**