

Halloween

Topic

Halloween

Learning outcomes

Develop and practise

- vocabulary: Halloween, body parts
- structure: 'have got', 'there was', 'you need'
- curricular work: personal information
- integrated skills: listening, speaking, reading, writing

Age

Aged 5-8 CEFR A2

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. Craft activity: 'Skeleton'
<https://learnenglishkids.britishcouncil.org/crafts/skeleton>
6. Joke: 'Skeleton party'
<https://learnenglishkids.britishcouncil.org/jokes/skeleton-party>
7. Tongue twister: 'Two witches'
<https://learnenglishkids.britishcouncil.org/tongue-twisters/two-witches>
8. Your turn: 'Halloween'
<https://learnenglishkids.britishcouncil.org/your-turn/halloween>
9. Worksheet: 'Halloween'
<https://learnenglishkids.britishcouncil.org/worksheets/halloween>
10. Colouring: 'Halloween'
<https://learnenglishkids.britishcouncil.org/colouring/halloween>

11. Torch (stage 1 and 3) – optional
12. Mini sets of the Halloween flashcards (stage 1) – optional
13. Dice (stage 2) – optional
14. 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"> • Review the body parts by playing Simon Says: ‘Simon says, touch your head!’ etc. • Then play the song ‘The scary skeleton’ 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!
- 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 in pairs. 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!

**6. Craft activity
(20–30 mins)**

- 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.
- 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. Learners could write a simple bio, with the name, age and hobbies of the skeleton, etc. 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.

Contributed by

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