

Culture 1 Halloween

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1. Dress up.



3. Go trick-or-treating.

Words A Listen. Point. Say.

B Find.



76



2. Make a jack-o'-lantern.



4. Have a Halloween party.

Dialogs C Listen.

Chant D Listen. Chant.



77

Lesson 1 Student Book pp. 76-77



Talk about it! (Vocabulary)

Targets

- Ss can point to and name *ghost, clown, skeleton, witch, jack-o'-lantern, donut, apple and candy bar*.
- Ss can understand and participate in Halloween.

Materials

Pictures of children celebrating Halloween, pictures of a ghost, clown, skeleton, witch, jack-o'-lantern, donut, apple and candy bar, CD, bag

1 Before the book

Introduce Halloween

Say **Today we're going to learn about Halloween.** Show Ss pictures of children celebrating Halloween (taken from magazines, the Internet, etc.).

Culture note

Halloween is celebrated on October 31st and is a favorite festival in North America. Many children dress up in costumes and walk around the neighborhood trick or treating. Trick or treating is when children threaten to play a trick on the people in the neighborhood if the children don't receive any treats. Halloween parties are also popular. Both children and adults dress in costumes and participate in traditional activities. Common activities include bobbing for apples, telling fortunes and listening to ghost stories. Schools also join in the fun. They often have their own parties with costume parades.

Halloween began in the United Kingdom more than 2,000 years ago. The Celts celebrated it as a festival of the dead. After the Romans conquered the area, the Celtic festival was combined with two Roman festivals, one of the dead and the other a harvest festival. For this reason, the symbols of Halloween include ghosts, devils, jack-o'-lanterns, witches, black cats, apples, corn and scarecrows.

Introduce vocabulary

Show Ss pictures of the Halloween vocabulary or draw some on the board. Say the words one at a time and have Ss repeat.

Language note

ghost: the spirit of a dead person with no physical body. Ghosts return to their family homes on Halloween. Fires were built on hilltops to guide the kind ghosts home and frighten the evil ones away.

clown: a circus character that makes people laugh. Many children like to dress up as a clown on Halloween.

skeleton: the bones of a dead person.

witch: today the image of a witch is an ugly, old woman with bony fingers, a wart on her nose and a broomstick. Witches are often accompanied by a black cat.

jack-o'-lantern: a pumpkin that has its contents taken out and a scary face cut into it. A candle is put inside it and it is displayed in the windows of homes.

donut: a small round cake often in the shape of a ring. This is a popular treat to eat at Halloween parties.

apple: bobbing for apples is a traditional game where people try to pick floating apples out from a barrel, using only their mouths.

candy bar: a popular treat given to children who trick or treat.

2 Open the book

Have Ss turn to Student Book pp. 76–77 and look at the items at the bottom of the pages. Play CD track B76. Have Ss listen and point to the pictures.



A. Listen and point.

<i>ghost</i>	(2x)	<i>jack-o'-lantern</i>	(2x)
<i>clown</i>	(2x)	<i>donut</i>	(2x)
<i>skeleton</i>	(2x)	<i>apple</i>	(2x)
<i>witch</i>	(2x)	<i>candy bar</i>	(2x)

Play CD track B77. Have Ss listen and repeat.



A. Listen and repeat.

(Same as above, but each word is said only once with a pause for Ss to repeat.)

Play the CD again. Have Ss find and point to the items in the four scenes.

3 After the book

Have a student go to the front of the room. Point to a Halloween vocabulary word on Student Book pp. 76–77. Have S1 draw the word on the board. As S1 is drawing, have the other Ss guess what it is by asking **Is it a ____?** Have S1 answer **Yes, it is / no, it's not.** Have the first student to guess correctly go to the board to draw the next word. Continue until all the vocabulary words have been drawn. Have Ss wear a costume to the next lesson if you want to have a Halloween party. Explain to Ss that any costume is suitable and that it doesn't need to be scary. Costumes can be made from cardboard boxes (robot or monster), plastic garbage bags (witch), old bed sheets (ghost) or newspaper (pirate hats).

Optional

- **Run to it!** (Teacher's Guide p. 14)
Use the drawings of the Halloween vocabulary words on the board.

Next lesson: Bring pictures of the vocabulary words and one A3-sized copy of **Halloween house** (TR 41: Teacher's Guide p. 145). Bring materials for a Halloween party if you choose to do the optional activity.

Lesson 2 Student Book pp. 76–77



Talk about it! (Dialogs)

Targets

- Ss can ask and answer *What are you? I'm a ghost.*
- Ss can ask and answer *Is it ready? Yes.*
- Ss can say *Trick or treat!*
- Ss can ask and answer *Who's next? Me.*
- Ss can chant the *Trick or treat!* chant.

Materials

Pictures of a ghost, clown, skeleton, witch, jack-o'-lantern, donut, apple and candy bar, copies of **Halloween house** (TR 41: Teacher's Guide p. 145) for each student, one A3-sized copy of **Halloween house**

1 Before the book

Warm-up / review

Show Ss pictures of Halloween words or draw some on the board to review the vocabulary taught in the last lesson. Hand out a copy of **Halloween house** (TR 41: Teacher's Guide p. 145) to each student. Put an A3-sized photocopy of it on the board. Say **Draw two ghosts in number 1.** Then, draw two ghosts in number 1. Have Ss draw two ghosts in number 1 on their worksheets. Walk around the classroom and check Ss' comprehension. Continue as above with numbers 2–5.

Introduce dialogs

Show Ss Student Book pp. 76–77 in your book. Point to scene 1 and say **Dress up.** Introduce the dialog. Point to Beth and say **What are you?** Point to Peter and say **I'm a ghost.** Have Ss point to the character speaking and repeat the dialog. Introduce the dialogs for scenes 2–4 in the same way.

2 Open the book

Have Ss turn to Student Book pp. 76–77 and look at the four scenes. Play CD tracks B78–B81. For each dialog, have Ss listen and point to the character speaking then repeat the dialog.

B78

C. Dialog 1. Dress up.

Listen and point.

Beth: What are you?

Peter: I'm a ghost.

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

B79

C. Dialog 2. Make a jack-o'-lantern.

Listen and point.

Lisa: Is it ready?

Mother: Yes.

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

B80

C. Dialog 3. Go trick or treating.

Listen and point.

Peter & Beth: Trick or treat!

Toni & Donny: Trick or treat!

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

B81

C. Dialog 4. Have a Halloween party.

Listen and point.

Toni: Who's next?

Peter: Me.

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

Put Ss into pairs and have them practice the dialogs.

Chant

Play CD track B82. Have Ss listen.

B82

D. Listen and chant.

All: Trick or treat!

Trick or treat!

Give me something good to eat.

Thank you!

Thank you!

Thank you for the treat.

Play the CD again and have Ss chant along.

3 After the book

Play **Line by line** (Teacher's Guide p. 19).

Optional

Halloween party

Have a Halloween party! Here are some activity ideas:

Have Ss make mini jack-o'-lanterns. Give each student an orange, tangerine or persimmon and a black marker. Have Ss draw funny or scary faces on their jack-o'-lanterns.

Float some apples in a tub of water. Have Ss try to fish out the apples with their teeth.

Invite Ss' parents or the staff of your school to the party. Give each adult a small bag of treats. Have each adult represent a house. Have Ss trick or treat by going to each adult and chanting the *Trick or treat!* chant. The adults give Ss the treats in return.

Activity Book p. 68 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 174.