

HALLOWEEN



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*“English Through Songs
and their Cultural Background”*

November 2006

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TEACHING UNIT: "HALLOWEEN"



1. CONTEXT OF THE TEACHING UNIT

1.1. Level

This activity is mainly applied to the fourth course of primary education, that is, nine-year-old children. Elementary level.

1.2. Learners' motivations

One of our goals is to catch students' attention in order to make them improve the target language. We can achieve it through the use of songs because they are seen as something different from what they usually do in class. Besides, they arouse students' interest and sense of curiosity, so they are learning without realizing it.

Music and rhythm help learners to assimilate concepts in a better way than a list of words, for example.

Games also play a relevant role because the learning becomes an actual activity.

Songs encourage students to improve the English language by listening to them and consequently, paying attention to what goes on. They are good in order to learn about the culture and pronunciation in an enjoyable way.

2. TEACHING UNIT

2.1. Setting

Activities will take place in the classroom.

2.2. Topic

Halloween and everything related to it.

2.3. Contents

- Concepts:
 - ✓ Vocabulary:
 - Old vocabulary. Here, we distinguish clothes vocabulary (hat or shoes) and physical appearance (tall, short...) among other words.
 - New vocabulary. This includes words such as "ghost", "witch" or "pumpkin".
 - ✓ Additional language. Here it is enclosed words like "costume", "to scare", "to dress up"...
 - ✓ Cultural background. A good illustration of it can be "When the Hallows' eve takes place".
 - ✓ Review of some grammatical aspects. For example, the verbs "Have got" and "To be".
- Procedures:
 - ✓ Introduction of the thematic unit by making questions.
 - ✓ To listen the song written by Geof Johnson "Trick or Treat".
 - ✓ To practice vocabulary.
 - ✓ Identification of different pictures related to the theme.

2.4. Linguistic skills

- Listening: Students do it through the song "Trick or Treat". They will be familiarized with authentic English intonation and, at the same time, they will practise this pronunciation.
- Speaking: Learners will make questions and answers about the topic. They have to participate in class.
- Reading: They will be handed out the lyric song. They will read and sing it aloud. Afterwards, students will practice reading comprehension.
- Writing: Students will write a brief text about what they see in the pictures.

2.5. General objectives

- To reinforce the structures and vocabulary that students have already seen in the previous years of English and add some more.
- To provide the students with a positive attitude towards the learning of a different culture.
- To provide an integrated approach to listening, speaking, reading and writing.
- To catch students' attention and motivate them through the use of several materials.
- To promote teamwork.

2.6. Time

We will work on this unit right through three lessons of fifty minutes each one.

3. LESSON PLANNING

This teaching unit is preferably done in October, close to the date of the Halloween's celebration.

3.1. First lesson

- Activity 1
 - ✓ *Time:* 20-25 minutes.
 - ✓ *Materials:* a picture of something related to "Halloween" placed on the blackboard (it should be big enough that all students can have a good view of it). A picture like this :



✓ *Procedure:* Firstly, I write on the blackboard the Halloween vocabulary as we can see in the previous picture.

Then, I tell students that this picture give us information about the song they will listen to later.

In order to introduce the theme, I make questions about the picture such as:

- What can you see in the picture?
- Can you see a yellow monster?
- What character of the picture do you like most?
- Do you know what the song is going to be about?
- Do you like Halloween?
- Have you got a scary costume?
- When is Halloween celebrated?

Here, the new vocabulary is introduced and learners practice it.

▪ Activity 2

✓ *Time:* 20 minutes.

✓ *Materials:* a CD player, the song of "Trick or Treat" and a copy of the worksheet for each group of 3-4 students.

✓ *Preparation:* Make enough copies of the worksheet.

✓ *Procedure:* Firstly, I distribute the copies. Second, we listen to the song. Then, students fill in the gaps of the exercise and finally, we correct the song and sing it aloud so as to practice intonation.

The worksheet should be like the following:

"Trick or Treat"

**The very best part of _____
Is getting more candy than you've ever seen.**

**I've _____ my scariest costume on.
I _____ myself when I'm all alone.**

**Sun goes down, I'm all dressed _____,
I set out to try my luck.
Walkin' up and down the street,
I knock on the _____ and say...
_____ or treat, trick or treat, Give me something
_____ to eat.**

**Trick or _____, trick or treat, Give me something
good to eat.**

**The very first _____ is big and dark,
I get scared when I hear the dog bark...**



- Activity 3

- ✓ *Time:* 10 minutes.
- ✓ *Materials:* Some flash cards with the words explained before (one flash card, one word).
- ✓ *Procedure:* This game is based on the imitation with gestures of the word found in the flash card. One student stands up and takes a flashcard. He or she has to imitate the character (for instance, the witch) without saying a word. The rest of students has to guess this character. They can ask questions like: "Has she got a broom?".

3.2. Second lesson

- Activity 1

- ✓ *Time:* 20-25 minutes.
- ✓ *Materials:* The worksheet of the last lesson and a new worksheet about reading comprehension and cultural knowledge.
- ✓ *Preparation:* Make enough copies of the worksheet to give one to each group of 3-4 students.

Procedure: Firstly, I explain students that they have to read the lyric song and then answer the questions. Second, I distribute one copy of the worksheet to each group of students. Word order can be a bit difficult for learners of nine years old, so I try to do it simple: students do not know some words' position, so I put them together.

When they have finished the tasks, we correct them.

The worksheet can be like the next:

"Trick or Treat"

1. READING COMPREHENSION

Write TRUE or FALSE:

The best part of Halloween is getting many candies	
I have got my funniest costume on	
I am all dressed up when the sun goes down	
I say: "Trick or treat"	
I say: "Give me something good to drink"	
The first house is small and dark	
I don't hear the dog bark	
I don't get scared when I hear the dog bark	

2. WORD ORDER:

1. is celebrated/on the 31st/Halloween/October/of

2. their/Children/got/scary costumes on/have

3. go/door-to-door collecting/They/sweets

4. It/popular/is/tradition/a very

**5. United States, Great Britain and Ireland/
tradition/this/celebrate**



▪ Activity 2

- ✓ *Time:* 20-25 minutes.
- ✓ *Materials:* Some flash cards with a drawing of a character and some others with attributes of the same character.
- ✓ *Preparation:* I divide the class into 2 groups. Each student of the group A has a flash card of the drawings and each student of the group B has a flash card of the attributes.
- ✓ *Procedure:* Students cannot say what flash card they have. Then, students of the group B make questions to each student of the other group about the attributes they have in their flash cards. Questions like: "Have you got a brown broom? The student of the group A has to answer: "Yes, I have got the brown broom" or "No, I haven't got a brown broom. I have got white bandages". Students of the group B have to make these questions in order to guess the characters of the group A. When they have finished, we play again but changing the flash cards. A good example of the flash cards can be:

GROUP A



GROUP B



3.3. Third lesson

- Activity 1

- ✓ *Time:* 25-30 minutes.
- ✓ *Materials:* A copy of the worksheet for each student.
- ✓ *Preparation:* Make enough copies of the worksheet to give one to each student.
- ✓ *Procedure:* While I distribute the copies, I explain students that they have to describe what they see in the pictures and write it down. When they have finished, each student say aloud what he or she wrote about the pictures and we correct the mistakes.

The worksheet is the following:

HALLOWEEN

Look at the pictures and describe them:



This character is a white ghost. It is short and fat...









▪ Activity 2

- ✓ *Time:* 20-25 minutes.
- ✓ *Materials:* A copy of the worksheet for each student.
- ✓ *Preparation:* Make enough copies of the worksheet to give one to each student.
- ✓ *Procedure:* While I distribute the copies, I explain students that they are going to do a crossword, so they have to find the missing words in the square. Then they will draw these words. When students have finished, the drawings can be exposed on the wall of the classroom.

The worksheet can be the next:

HALLOWEEN CROSSWORD

**Happy
Halloween!**



1. Find these words in the square:

Costume Sweets Halloween night Children
Tradition Fright Carved pumpkin Skeleton

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

2. Now draw and colour them in another paper.

4. EVALUATION

✓ *Preparation:* Make a table of contents with the students' names like this:

NAME	ATTITUDE & PARTICIPATION	LISTENING	SPEAKING	VOCABULARY	READING	WRITING	GLOBAL ASSESSMENT
A	Good	Needs improve	Good	Very good
B	Excellent	Very good	Very good	Very good
C					
D	...						
E							
F							
G							
H							
...							

- ✓ *Procedure:* The evaluation of this unit is going to be continuous. This means that from the very first activity, students are assessed.

Points to be assessed:

- Student's attitude towards the new unit and participation in class.
- Intonation of the words.
- Acquisition of the new vocabulary.
- Reading comprehension.
- Grammatical constructions.

5. TEACHING UNIT'S ASSESSMENT

When we have finished the unit, the teacher should verify if the goals planned have been achieved so as to know if the method used is the correct one or if he or she has to change some strategies or activities.