

A Teaching House Halloween – Teacher's notes

Halloween	
Aim: Learners will develop listening skills and review/ expand their knowledge of Halloween. Listening is provided via a video clip	Intermediate/ upper-intermediate
Video: https://www.youtube.com/watch?v=dHQZErtwA3E&t=121s	

1) Warmer:

Begin by showing pictures of pumpkins, ghosts, skeletons, witches, spiders, bats, etc. You could play “guess the word from my picture” if time isn't tight.

Ask the students if they know why they have been seeing so many packages of candies and treats in the grocery stores lately. Then ask them to share any information they may already have about Halloween or any similar celebrations they have in their own country/ies.

2) Brainstorm/Prediction task:

WORKSHEET exercise 1

In pairs, or with you students brainstorm as many words or phrases about Halloween that they can think of. Keep a list of these as you'll need them in the next stage.

3) Listening for specific information

WORKSHEET exercise 3

Tell the students that they are going to listen/watch a video clip about the origins of Halloween. While they watch/listen, they need to check to see which words/phrases that they brainstormed are mentioned.



4) Detailed listening comprehension task

WORKSHEET exercise 3

Student(s) listen/watch the clip and answer the questions

ANSWER KEY

1. When was Samhain celebrated? Nov 1st
2. What did people leave on their doorsteps before Samhain? Food and wine
3. Where did souling and guising start? Britain (medieval times)
4. When were the traditions of souling and guising revived? In the 19th century in America
5. When did trick or treating become family friendly? 1950s
6. How much is spent on costumes in the US? \$2.5 billion
7. How much do Americans spend on Halloween (costumes, candy etc)? \$6billion
8. Are there any celebrations in the US that are more popular than Halloween? Yes, Christmas

5) Debate

Split the class into As and Bs – or take on a role yourself in a one-to-one class

As are pro trick or treating. Bs are anti trick or treating. Give the students the debate idea. Allow them some time to brainstorm their ideas. Then re-group the students and let them debate their opinions regarding trick or treating. You could let them take a prize (a slip of paper or candy / sweet if you're feeling generous) for every valid point they make.

"Trick or treating takes over the streets on Hallowe'en each year. Is it a good idea? Is it just simple fun and a chance to get loads of sweets? Or do kids put themselves at risk - and end up being tough on adults?"



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1) In pairs, make a list of as many words and phrases as you can to talk about Halloween. Write the words in the table below:

2) Watch and listen to this video clip about Halloween. Circle any of the words/phrases (above) that you hear.

3) Listen/ watch the clip again and answer the following questions:

- a) When was Samhain celebrated?
- b) What did people leave on their doorsteps before Samhain?
- c) Where did souling and guising start?
- d) When were the traditions of souling and guising revived?
- 3) When did trick or treating become family friendly?
- f) How much is spent on costumes in the US?
- g) How much do Americans spend on Halloween (costumes, candy etc)?
- h) Are there any celebrations in the US that are more popular than Halloween?

4) Student A

Trick or treating takes over the streets on Halloween each year. You think it is a good idea. Is it just simple fun and a chance to get loads of candy. Brainstorm some more ideas why trick or treating is a good thing for kids.

4) Student B

Trick or treating takes over the streets on Halloween each year. It's not a good idea. Kids put themselves at risk - and it is expensive and tough on adults. Brainstorm more ideas about why Halloween and trick or treating is a bad thing.