

Halloween

Name: _____ Date: _____

Halloween is one of the world's oldest festivals, celebrated around the world on the night of October 31st.



In countries such as England, Canada and the United States, adults and children alike revel in this popular holiday, which is thought to **originate** from ancient festivals and religious **rituals**. Traditions include costume parties, trick-or-treating, pranks and games.

Halloween is a time of celebration and **superstition**.

It is thought to have started with the ancient Pagan festival of *Samhain*, when people would light bonfires and where costumes to ward of roaming ghosts.

Samhain was also known as '*The Day of the Dead*' and many Wiccans and modern Pagans around the world still celebrate this holiday. Although it sounds scary, '*The Day of the Dead*' is a happy holiday. It is the day that the soles of dead people come back to Earth. Therefore, in Pagan religions it is not about scary things. It is about remembering family or friends who have died. In Mexico and other Latin American countries, Día de los Muertos—the Day of the Dead—honours **deceased** loved ones and **ancestors**.

In the eighth century, Pope Gregory III made november 1st a time to honour all saints and **martyrs**, which became known as 'All Saints Day.' This holiday included sum of the traditions of Samhain.

Halloween

Name: _____ Date: _____

The evening befor All Saints Day became known as 'All Hallows' Eve' and later 'Halloween'.

Over time, Halloween **evolved** into a popular community-based event, includeing child-friendly activities such as trick-or-treating.



On the knight of Halloween, children dress up in costumes and go to peoples' homes saying "Trick or treat!" to ask four sweets. People sometimes dress up as ghosts, witches, goblins and other scary things for Halloween and have partys or gather together to tell ghost stories or play tricks on each other.

Every october, carved pumpkins appear on porches, in windows and doorsteps in the UK, United States and other parts of the world. These orange fruits, are decorated with ghoulish faces and **illuminated** buy candles. They are called 'Jack-o'-lanterns' and they are thought to warn off ghosts and spirits.

The tradition of decorating "jack-o'-lanterns originated in Ireland, were they used large turnips and potatoes to make scary Halloween faces. Irish **immigrants** took the tradition to America; home of the pumpkin, where it became an important part of Halloween festivities and was later also brought to the UK.

Halloween



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1. When is Halloween celebrated?

2. Name three things people do to celebrate Halloween

3. Where did the celebration of Halloween come from?

4. What was Samhain?

5. Which religions celebrated Samhain?

6. When and What is All Saints Day?

7. What do people put on porches and in doorways on Halloween and why?

Halloween



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8. Where did the tradition of making 'Jack-O'-Lanterns' come from?

9. Some of the words in the text are in **bold**.

Look up these words in a dictionary, and write the meaning below:

originate _____

ritual _____

superstition _____

deceased _____

ancestors _____

martyrs _____

evolved _____

illuminated _____

immigrants _____

Halloween



Name: _____ Date: _____

10. There are 18 mistakes underlined in the text. Correct them below.

celibrated _____

childern _____

thort _____

where _____

of _____

soles _____

rembering _____

freinds _____

countrys _____

november _____

witch _____

sum _____

befor _____

includeing _____

knight _____

four _____

partys _____

october _____

buy _____

were _____

Halloween

Name: _____ Date: _____

11. What do you notice about the words that have been highlighted on the first page?

12. Look at the words below.
Change the singular nouns to plural form.

Remember the spelling rules!

potato _____

country _____

witch _____

party _____

torch _____

activity _____

child _____

costume _____

family _____

community _____

story _____

porch _____

Halloween

Name: _____ Date: _____

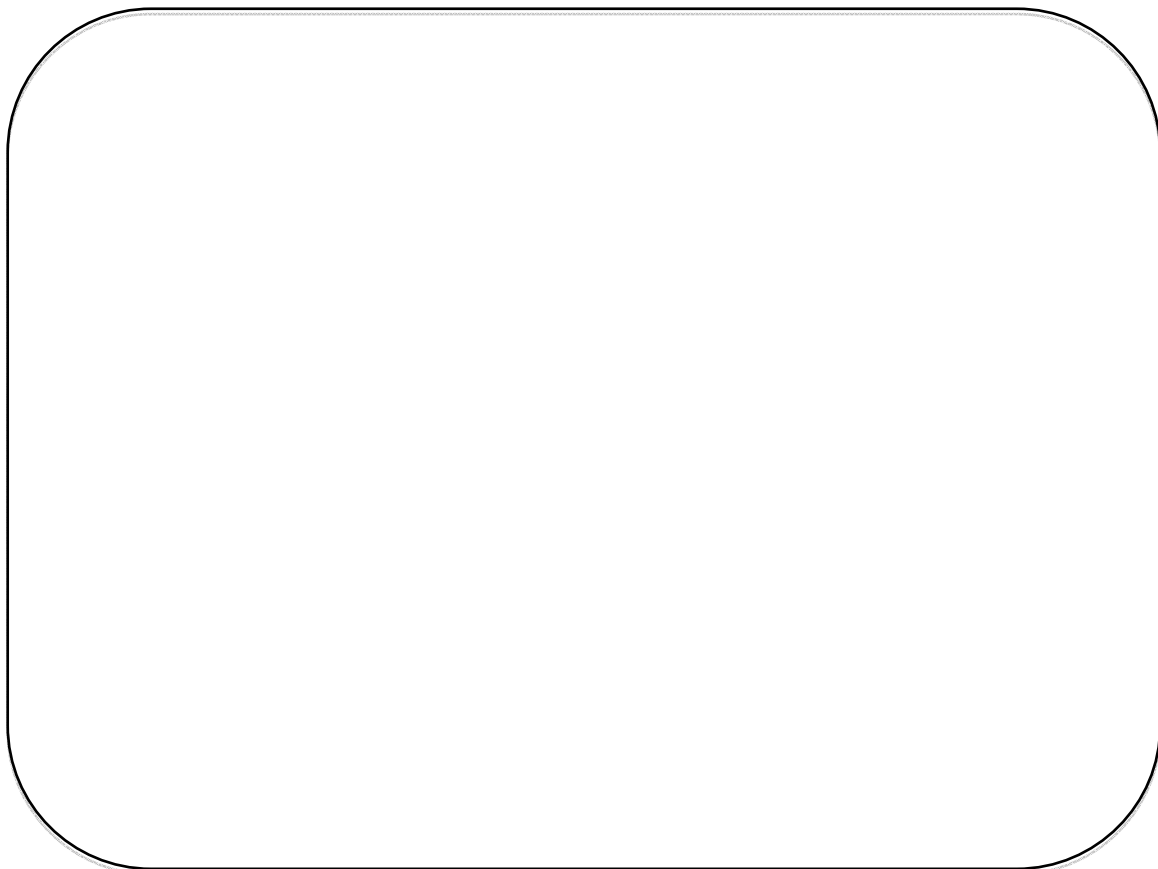
13. Look again at the text.

What is a verb?

14. Highlight all the verbs in the text.

15. What is a Proper Noun?

16. Find the proper nouns in the text and write them in the box below:

A large, empty rounded rectangular box with a thin black border, intended for students to write the proper nouns they find in the text.

Halloween

Name: _____ Date: _____

17. Think of 5 more proper nouns and write them in the box:

A large, empty rounded rectangular box with a thin black border, intended for the student to write five proper nouns.

18. Think of 5 more verbs and write them in the box:

A large, empty rounded rectangular box with a thin black border, intended for the student to write five verbs.

Halloween

Functional English mapping

Ticks indicate main skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher. See www.skillsworkshop.org for further links. Also covers many aspects of the adult literacy curriculum.

Functional English Skill standards	Coverage and range statements	
<p>The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.</p> <p>Reference: Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2. http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria</p>		
Reading		
<ul style="list-style-type: none"> • Entry 2 Read and understand straightforward texts that explain, inform or recount information		Understand the main events in chronological texts <input checked="" type="checkbox"/> Read and understand simple instructions and directions <input checked="" type="checkbox"/> Read and understand high frequency words and words with common spelling patterns <input checked="" type="checkbox"/> Use knowledge of alphabetical order to locate information
<ul style="list-style-type: none"> • Entry 3 Read and understand the purpose and content of straightforward texts that explain, inform and recount information		Understand the main points of texts <input checked="" type="checkbox"/> Obtain specific information through detailed reading Use organisational features to locate information <input checked="" type="checkbox"/> Read / understand texts in different formats using strategies / techniques appropriate to task
<ul style="list-style-type: none"> • Level 1 Read and understand a range of straightforward texts		Identify the main points and ideas and how they are presented in a variety of texts <input checked="" type="checkbox"/> Read and understand texts in detail Utilise information contained in texts Identify suitable responses to texts
Writing		
<ul style="list-style-type: none"> • Entry 2 Write short texts with some awareness of the intended audience		<input checked="" type="checkbox"/> Use written words and phrases to record and present information Construct compound sentences using common conjunctions Punctuate correctly, using upper and lower case, full stops and question marks <input checked="" type="checkbox"/> Spell correctly all high frequency words and words with common spelling patterns
<ul style="list-style-type: none"> • Entry 3 Write texts with some adaptation to the intended audience		Plan, draft and organise writing Sequence writing logically and clearly Use basic grammar including appropriate verb-tense and subject-verb agreement <input checked="" type="checkbox"/> Check work for accuracy, including spelling
<ul style="list-style-type: none"> • Level 1 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience		Write clearly and coherently, including an appropriate level of detail Present information in a logical sequence Use language, format and structure suitable for purpose and audience Use correct grammar, including correct and consistent use of tense <input checked="" type="checkbox"/> Ensure written work includes generally accurate punctuation / spelling & that meaning is clear