Halloween reading tasks

Name _____ Date _____

Task 1

a) Put the words in the box into alphabetical order.

pumpkin	cat	skeleton
spider	lantern	**costume**

_____

_____

_____

_____

_____

_____

b) Find the meaning of the word **haunted** in a dictionary.
Write the meaning here.

_____

c) Find the meaning of the word **lantern** in a dictionary.
Write the meaning here.

_____

d) Find the meaning of the word **commercial** in a dictionary.
Write the meaning here.

_____

Halloween reading tasks

Name _____ Date _____

Task 2

Answer the questions about the text.

> ### The History of Halloween
>
> Halloween is a fun festival which is celebrated in autumn. It has its roots in the Christian festival of All Hallows Eve and the Celtic festival of Samhain.
>
> In the past, people believed that the spirits of the dead returned to Earth. Ghosts of family members who had died were honoured and invited home, and bad spirits were scared off.
>
> Nowadays children dress in special costumes, tell spooky stories and carve scary pumpkin lanterns.
>
> Adults enjoy going to fancy dress parties, watching horror films and visiting haunted houses.
>
> Some people don't like Halloween because they think it is too commercial.

a) The most likely place to find this text is: Tick (✓) the correct answer.
- A.　　in a magazine.
- B.　　on a menu.
- C.　　in an email.

b) Circle three adjectives in the text.

c) Which 2 festivals is Halloween based on?

_____ and _____

d) Name 2 things that adults like to do at Halloween:

_____ and _____

e) Why don't some people like Halloween? _____

f) What is the purpose of the text? Tick (✓) the correct answer.
- A.　　To give information about Halloween.
- B.　　To sell Halloween costumes.
- C.　　To give instructions on how to have a Halloween party.

Halloween reading tasks

Name _____ Date _____

Task 3

a) Use arrows to match the words to the correct space on the form.

Halloween Party Volunteers

Registration Form

Address	Mr/Mrs/Miss/(Ms) (circle one)
Postcode	Carmen
Date of birth	Consoli
Email address	69 Catania Place Evesham
Family name	
First name(s)	EV72 6AA
Telephone number	0744 5149621
	cconsoli@narciso.com.uk
Title	4th September 1974

b) Give the full name and title of the person that filled in the form.

_____

c) What does this person want to do?

_____

Halloween reading tasks

Name _____ Date _____

Task 4

Answer the questions about the text.

To: Lara Anderson

Cc: Mohammed Anderson

Subject: Our Halloween Party   Date: 26 Oct

Hi Lara

Thanks for your reply. I'm so happy that you and Mo are coming to the Halloween party.

It will be lovely to see your twins again too. Little Jack and Chloe must be almost 4 years old now?

You asked if there was anything you could do to help. Could you bring some of your splendid Halloween spider cupcakes? You are such a good baker!

See you on October 31 at the party. If there is no room in the village hall car park in Marsh Street you can park outside our house in Heath Street.

Love

Mary Shah

a) What is the text? Tick (✓) the correct answer.

A.   A leaflet.

B.   An email.

C.   A webpage.

b) What date is the party? _____

Name _____ Date _____

c) Name two streets where Lara can park her car.

_____ or _____

d) Who wrote the text?   _____

e) The text was written on what date?   _____

f) What can Lara bring to the party?   _____

g) What is the **main** purpose of the text? Tick (✓) the correct answer.

A.   To invite Lara to a Halloween party.

B.   To ask for Lara's help.

C.   To explain how to make something.

Task 5

a) Complete this table using examples from each text. Some have been done for you.

	Task 2 text (page 2)	Task 4 text (page 4)
A proper noun	*Samhain*	
		Mo
A proper adjective	*Celtic*	

Halloween reading tasks
Curriculum mapping, answers and teaching notes

Reading content descriptors

'Reading' within FS English qualifications is defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3 Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.8 Read correctly words designated for Entry Level 1 ✓ E1.9 Read simple sentences containing one clause ✓ E1.10 Understand a short piece of text on a simple subject ✓	E2.7 Read correctly words designated for E2 ✓✓ E2.8 Understand the main points in texts ✓✓ (T2c, d, e. T4b, c, f.) E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) ✓ ✓ (T1b, c, d) E2.11 Read and understand sentences with more than one clause ✓ E2.12 Use illustrations, images and captions to locate information	E3.8 Read correctly words designated for E3 ✓ (mostly in the Task 2 text) E3.9 Identify, understand and extract the main points and ideas in and from texts ← E3.10 Identify different purposes of straightforward texts ✓ (T2a, f. T3c. T4a, g.) E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) ← E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ✓ (T3a. T4d, e.)
Scope of study – learners should read texts that include:		
short simple texts that inform, describe, narrate.	short, straightforward texts that instruct ✓, inform ✓, describe ✓ and narrate.	straightforward texts that instruct, describe, narrate and explain.

This resource also covers many Adult Literacy and Adult ESOL Curriculum elements
- http://www.excellencegateway.org.uk/content/etf1286 (Adult Literacy)
- http://www.excellencegateway.org.uk/content/etf1194 (Adult ESOL)

Halloween reading tasks
Curriculum mapping, answers and teaching notes

skills w o r k s h o p

Writing content descriptors

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.
Learning aims for Entry Level writing
E1, 2 & 3 Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
Spelling, punctuation & grammar E1.11 Punctuate simple sentences with a capital letter and a full stop → E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 Use lower-case letters when there is no reason to use capital letters E1.14 Write the letters of the alphabet in sequence and in both upper and lower case → E1.15 Spell correctly words designated for Entry Level 1 **Writing composition** E1.16 Communicate information in words, phrases and simple sentences	**Spelling, punctuation & grammar** E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) ✓ (T5a) 2.14 Form regular plurals E2.15 Use the first and second letters to sequence words in alphabetical order ✓✓ (T1a) 2.16 Spell correctly words designated for E2 **Writing composition** E2.17 Communicate information using words and phrases appropriate to audience and purpose E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) ✓✓ (T3a, b.) E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses E2.20 Use adjectives and simple linking words in the appropriate way ✓ (T2b)	**Spelling, punctuation & grammar** E E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) ← 3.14 Form irregular plurals E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) E3.16 Use the first, second and third place letters to sequence words in alphabetical order ← E3.17 Spell correctly words designated for E3 **Writing composition** E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points E3.21 Write in compound sentences and paragraphs where appropriate E3.22 Use language appropriate for purpose and audience
Scope of study – learners should write texts that include:		
short simple texts such as messages and notes	short, straightforward texts such as letters, emails and simple narratives	straightforward narratives, instructions, explanations and reports

PLEASE NOTE: If you are a site contributor page 8, a **free answer sheet**, is available. Please email Maggie or use the site contact link to request a copy. 😊