HALLOWEEN ISSUE

ALTERNATIVES IN ASSESSMENT
(Part 2)

TEACHING ENGLISH IN THE KINDERGARTEN:
CLASSROOM ORGANIZATION
Popplet is a web tool and iPad app for making spidergraphs collaboratively. At school or at home, students and teachers can produce mind maps about multiple subjects. In these diagrams, users can organize information about a topic including words, images and concepts, and create relationships among them.

1-Click on ‘Log in’ after you have created an account. Write your e-mail and password.

2-Go to ‘Make new popplet’. Name your popplet, and pick a colour for the font. Then, click on ‘Make it so’.

3-Double click to create a popplet. You may decide to change the colour or typography, and upload an image or video.

4-Once you have created the different popplets, connect them just by clicking on the small grey circles and dragging the link from one popplet to the other.

5-Save your popplet. You have the chance to make your work public or add a collaborator, or add a collaborator. Hope you and your pupils create super fab popplets!

Natalia More.
Welcome to our Halloween Issue! Here, you will find activities to scare - sorry - to teach your students on the topic of Horror and Halloween. For very young learners, there is a story about a group of monsters who get scared; while for young learners, you will find Friendly Ghosts to practise have got and descriptions, as well as a story called The Haunted Class. There are many games to play and learn in the classroom: finding the differences between two pictures, a crossword puzzle, puzzle games, and many more. For teenagers and adults, you will find scary short films and horror stories to work on vocabulary and also on grammar. Last but not least, there is the second part of Alternatives in Assessment, ICT, and an article on Classroom Organization in the new section Teaching English in the Kindergarten. We hope you enjoy this issue as much as we do.
et’s depart again from the idea that all students learn in different ways. Yet, when it comes to testing, the landscape seems quite homogenous. Standardised testing does not seem to relate to what we know about our students. So, why do we insist on it? Why is it our one and only assessment tool? In this second part, we will keep on revising alternative tools for assessment.

**Peer and group assessment**

Peer and group assessment is gaining an important role in education as a way to increase learner autonomy and independence as well as to foster cooperation and social skills. In this kind of assessment, the role of the teacher is that of a moderator and a guide, who helps students establish and agree on evaluation criteria. Peer and group evaluation encourages student involvement and responsibility, focuses on the development of students’ judgment skills and objectivity, and provides relevant feedback as it is as it is generated by classmates. It can be conducted through evaluation sheets or in informative feedback sessions after activities.

**Journals**

A journal is a log in which students can note down their thoughts, feelings, progress, aims, and ideas paying little attention to language correctness because, even when the reader is the teacher, students will not be corrected or punished. The aim of the journal is communication and, while keeping fluent interaction with their students, teachers can become more aware of the learning process and of students’ needs. Moreover, the Internet has made a whole new dimension available for journals. It is possible to keep journals online in the shape of forums, wikis or Facebook groups which keep students interested and in an environment that is familiar to them and they consider their own.

According to Brown (2010), there are a number of categories or types of journal:

**Grammar journals**: They focus on grammar rules and possible sources of error.

**Responses to reading**: A text serves to encourage free writing, and the written expression of thought and opinions.

**Self-assessment reflections**: Checklists and questions trigger students’ reflection on their own performance.

**Diaries of attitude, feelings, and other affective factors**: This can be used to express freely on a number of issues which will help the teacher facilitate students’ learning and tackle possible difficulties.

**Role Plays**

Role plays can be one of the most fun and therapeutic informal assessment tools. They combine oral performance with physical activities and engage students of all ages, while rendering authentic language production. Role plays can be extensively used in a content-based curriculum. Students can role-play real-life situations, practice functional language or vocabulary or express their ideas about different topics, while the teacher assesses their language proficiency.

Some ideas for role plays are available at:
- [http://www.onestopenglish.com/skills/speaking/lesson-plans/role-play/](http://www.onestopenglish.com/skills/speaking/lesson-plans/role-play/)

**Portfolios**

The development of a portfolio is, for many, the most popular alternative in assessment, especially in communicative language teaching frameworks. Portfolios are collections of students’ work over a period of time. They might include all sorts of students’ work, ranging from artwork and written productions to test scores, peer and self-assessment, audio recordings, etc.

Portfolios are a great way for teachers to accumulate data on students’ performance and achievement, and for students to explore their progress in a tangible way and keep their motivation levels high. However, if there is not a clear criterion behind their development, portfolios may become a random pile of paperwork, or simply another version of a student’s notebook. To avoid this, we should:

1. **State the objectives**: A portfolio and the works in it must be a reflection of the curriculum and the course objectives.
2. **Set clear guidelines on what material to include**: Some experts advise on letting students pick the works they will include under the supervision of the teacher.
3. **Set clear assessment criteria**: Experts advise on self-evaluation and teacher evaluation of portfolios which could be guided with questionnaires such as this:
What makes this a good or interesting project?
What’s the most interesting part of the project?
What was the most difficult part of the project?
What did I learn from the project?
What skills did you practise when doing the project?
What resources did you use to complete the project?
What is the best part of the project? Why?
How would you make the project better?

4. Allot some class time for the development of the portfolio. Having the possibility of giving others advice on how to improve their portfolios, and revising them are key steps in the process.

5. Provide positive final feedback. It might be a good idea to assess the project holistically giving it a final grade, bearing in mind the established assessment criteria, which may consider organisation and creativity as important aspects to be acknowledged.

Final word

Alternative tools in assessment have also found criticism along the way. For example, the reliability of such methods has been questioned as scoring is much more subjective than that of traditional tests, and teacher assessment can be biased by belief or preferences. However, with the use of alternative assessment, standardisation is practically lost in favour of classroom and teacher considerations. Moreover, we have to remember that standardised procedures are also prone to subjectivity, and objectivity is a mere illusion if we consider it as the result of a subject’s product. So, how valid are the results of alternative assessment? The benefits outweigh the criticism in that alternative assessment provides continuous flows of information, supports and enhances learning instead of just verifying results, informs students about themselves, and allows teachers to diagnose, intervene and verify the teaching/learning process (Law & Eckes, 2007).

Alternative assessment proves that there can, and there must be a balanced approach to assessment, which can be created by merging the data obtained by summative assessment and alternative tools. This approach will provide a fuller and fairer account of each of the students’ learning processes as well as their abilities and difficulties. At the same time, it will provide the teacher with tools and data to adapt their practice to the class’ needs and maximize the results of their interventions.

Sources and References

The environment in which learning occurs is fundamental for the achievement of teachers’ objectives. It should be stimulating for children’s learning. When we think about classroom organization, the word decoration comes to our minds. However, this process goes far beyond there; it means thinking and incorporating resources and educational material with pedagogical and didactic sense. It is creating spaces that motivate, stimulate, and encourage children’s initiatives and constructive learning.

If you have your own classroom, it is a very good idea to display some of the children’s productions, so everyone can see and enjoy them. As suggested by Joan Dean (2005), remember that “it’s important that everyone’s work gets displayed over time” (p. 15). But be selective when choosing their pieces of work and avoid hanging them up for too long to prevent them from becoming part of the wallpaper.

If you have to share the room with other teachers, it would be advisable to have your own “English corner” in which students will be able to find everything needed for the English lessons. Each class can start there. You can greet students, call the roll, and then ask them to move to their seats after you (and your helpers) have taken the necessary elements for the lesson.

The classroom should also provide an environment rich in printed significant materials, delivering daily experiences that strengthen the processes of reading and writing.

As stated by Dean (2005), “Much of the work you do with children will require the use of different resources [...] which need to be stored around the room ready for use when they are needed. They should be easily accessible so children can get what they need. [...] They also need to be clearly labeled so they can be returned to their proper places after use.” (p. 14-15)

According to Emilia Ferreiro (as cited in Molinari, 2008), there is a relationship of back and forth between orality and writing since pieces of writing provide a model of analysis. In this sense, labelling objects is a very helpful written practice to know what is in each place, which object or box contains something, and at the same time, it is an excellent tool to start reading.

In this issue, there are labels to attach to the most used materials and resources in the classroom to help children be tidy and organized.

It is advisable to organize classroom resources with the help of your students so that they take part in preparing school objects and tidying up the classroom. This will be more memorable, and children will feel motivated taking care of the materials.

Activities to label classroom resources

Preparation: Cover boxes or tins with nice coloured papers to keep materials in them.

Do a treasure hunt: Hide the containers and the labels in different places in the classroom. When a student finds a label, they match it with the correct container, and stick it carefully.

Choose assistants: Choose different pairs of students to be in charge of sections/shelves/boxes. When it is time to tidy up, each pair checks their section, counts the elements and puts them in the right place.

Label students’ objects: Each week choose two or three new words. For instance, rubber, glue, scissors, etc., so children can make their own labels and stick them to their personal elements.

Have fun labelling items!

Sources and References


This story is aimed at kindergarten or primary school students. It is a useful resource to introduce the topic of Halloween or monsters, as well as to teach or revise numbers 1-5 and colours.

**Objectives**

- To practise reading comprehension and retelling stories/storytelling.
- To name colours: red, blue, green, yellow, orange.
- To count monsters: 1-5.
- To understand commands.
- To talk about size: big, little.
- To describe monsters.
- To use prior knowledge.
- To repeat words and sentences.
- To use mime and gestures.
- To sort items by size.
- To sequence events.
- To categorize monsters by colour and size.

**Learning Strategies and Thinking Skills**

- To use prior knowledge.
- To repeat words and sentences.
- To use mime and gestures.
- To sort items by size.
- To sequence events.
- To categorize monsters by colour and size.

**Presenting the Story**

Present the story and interact with students. Point to each group of monsters. Ask *What colour are the monsters? How many are there? Let’s count. Show me [yellow] monsters. Are they big or little?*

Using the flashcards in the poster, tell the story.

**Story**

*Five Little Red Monsters.*  
*Four Little Blue Monsters.*  
*Three Little Green Monsters.*  
*Two Little Yellow Monsters.*  
*One Scary Big Orange Monster.*

Ask students to repeat the story after you, and then, to mime what the big scary monster would do. Tell them to colour and cut the pictures on page 8 to then order and paste them on their notebooks according to the story. Activity C on page 9 is for older students; they have to match numbers, colours and pictures.

**Revising Numbers**

Tell students to clap as many times as the number you mention or to put up as many fingers as you say. With very young children, take advantage of informal opportunities to revise numbers, such as counting the number of pencils they have on the table, the number of posters in the classroom, etc.

**Presenting Big and Little**

Presenting the fifth picture of the story, point to any little monster and say the word *Little.* Ask students to repeat. Point to another little monster and do the same. Then, point to the big monster and say *Big* for students to repeat. Use different items to practise the meaning of words: books, pieces of cardboard, pencils, etc. Then, ask students to do activity D on page 9.

**Revising Colours**

Retell the story stopping before mentioning the colour, for students to say it. Play *I spy.* Choose an object that children are familiar with and say *I spy something blue.* Children take turns guessing the object in the room. Depending on the level of your students, you may want them to point to different objects or to form the question: *Is it this pencil?* Play several rounds, and then let children be the leader. Another activity could be that students follow your instructions; for example, you say *Point to something red* or *Touch something blue.*

Remember that young children love to be told stories, so once in a while use it again, even if you are dealing with another topic.
A) Colour the pictures. Cut by the dotted lines and paste them in order in your notebook.
B) Cut the sentences and paste them under each picture.

**FIVE LITTLE RED MONSTERS.**

**FOUR LITTLE BLUE MONSTERS.**

**THREE LITTLE GREEN MONSTERS.**

**TWO LITTLE YELLOW MONSTERS.**

**ONE SCARY BIG ORANGE MONSTER.**

C) Count the monsters and match.

\[
\begin{align*}
\text{Blue} & : 3 \\
\text{Red} & : 5 \\
\text{Green} & : 4 \\
\text{Orange} & : 2 \\
\text{Yellow} & : 1 \\
\end{align*}
\]

D) Match.

**BIG**

**LITTLE**
Little children are sometimes afraid of ghosts. That’s why with these friendly ghosts you may help them overcome their fear. In this lesson plan, a group of five friendly ghosts will help you introduce the topic of horror at a beginner level. Your students will enjoy and have fun working with the verb have got, and recycling vocabulary on clothes, colours, numbers and personal items. They will also love to find the ghosts hidden at Ghostly Park, while learning prepositions of place.

Objectives
• To introduce the topic of horror.
• To revise numbers, colours and personal items.
• To recycle vocabulary on clothes.
• To learn the verb have got.
• To learn prepositions of place.
• To choose whether a statement is true or false.
• To answer questions.
• To write about their favourite ghost.

Lexical and grammatical contents
• Verb have got.
• Prepositions of place.
• Vocabulary on colours, personal items and clothes.
• Yes/No questions.

Activities
Tell students they are about to meet Friendly Ghosts, a group of friends who love playing and having fun together. Show them photocopiable activity A, and ask How many are they? Read the names of these friends aloud, and encourage students to repeat them. Then, point to Argy’s ice-cream, and ask Is it a ball? Is it a dog? What is it? Ask similar questions for all ghosts. Finally, encourage students to complete the activity in pairs.

In photocopiable activity B, you will find Ghostly Park, where the ghosts are hidden.

As a warm-up activity, ask questions such as Do you like parks? Do you go to the park?, etc. Then, show students the picture of Ghostly Park. After they have found the five hidden friends, ask them to complete activity B 1. If prepositions of place is a new topic, explain the difference between prepositions. You can use the picture of Ghostly Park as a teaching resource.

In order to promote reading comprehension skills, ask one volunteer to read the instructions of activity B 2. Then, find other volunteers to read sentences a-g for the rest of the class. Students decide, as a class, whether the sentences are true or false. You may help them to correct the false ones.

In activity B 3, students read and colour the ghosts’ clothes. This exercise is meant to recycle the topic of clothes and colours as well as to promote reading comprehension skills. As a warm-up activity, you may ask questions such as Is Argy wearing a dress? Is Billy wearing shorts?, etc. Then, students describe orally what the ghosts are wearing. Once you have checked all students remember how to name pieces of clothing, focus on colours. You may ask them to point to any item in the classroom, for example, “Point to something (blue, yellow, red, green, etc)”. Finally, students colour the ghosts’ clothing in Activity A as mentioned in the instructions.

Students answer yes/no questions with the verb have got in activity B 4. Before students complete it, check that the ghosts’ clothing has been coloured correctly. Then, read the questions one by one, and ask students to complete the exercise individually.

As a final task, students choose their favourite ghostly friend.

Marcela Catmari Ferrer
A) Look and write.

1) Argy has got an _________________.
2) Freddy has got a _________________.
3) Lily has got a _________________.
4) Benny has got a _________________.
5) Ollie has got a _________________.

B) Ghostly Park
1) Write IN, ON, UNDER, NEXT TO, BEHIND.
   a) Argy is _______ the bridge.
   b) Freddy is _______ the fountain.
   c) Lily is _______ the tree.
   d) Benny is _______ the bike.
   e) Ollie is _______ the boat.

2) Write TRUE or FALSE.
   a) Argy has got a skirt.
   b) Freddy has got a t-shirt.
   c) Lily has NOT got a doll.
   d) Benny has NOT got a scarf.
   e) Ollie has got a skateboard.
   f) The girl has got a cat.
   g) The boy has got a bike.

3) Read and colour.
   a) Argy has got a RED dress.
   b) Freddy has got a YELLOW t-shirt.
   c) Lily has got an ORANGE dress.
   d) Benny has got BLUE boots.
   e) Ollie has got a GREEN hat.

4) Answer.
   a) Has Lily got a blue dress?

   b) Has Freddy got a yellow t-shirt?

   c) Has Lily got a dog?

   d) Has Benny got boots?

   e) Has Ollie got a green hat?

5) My favourite ghost: draw and write.

   My favourite ghost is Benny. He has got a ball. He hasn’t got a scarf, but he has got blue boots. He is on the bike.

   My favourite ..........is............. . ...........
   has got ............ . .......... hasn’t got
   ............... . ............ is .................
This is a very strange class. Miss Witchy is the teacher. She is very tall and thin. She has got a small mouth, big black eyes and blonde hair. Her hat is red and her pinafore is green and yellow. She has got orange boots. Her pet is a yellow bat. It is above her shoulder. She has got a magic wand. She can cast magic spells. She can correct the pupils’ exercises with it. Her five pupils are: Dracy, Ghosty, Owly, Monsty and Mu.

Dracy is a vampire. His face is white. He has got sharp teeth and red eyes. He is very sweet. He has got a black suit and a white shirt. His pet is a red spider. It is on his shoulder. He can solve maths problems very quickly.

Ghosty is a glamorous ghost. She has got blue eyes, long black eyelashes, a red mouth and long red hair. She has got a pink bag. Her pet is a pink cat. She has got a strange pen. She can write beautiful poems with it.
Owly is a very small owl. She has got very big eyes and an oval head. She has got big glasses because she can’t see very well. Her feathers are orange and blue. She has got a green necklace. She hasn’t got a pet. She has got a lot of brushes. She can paint very well.

Monsty has got a big mouth and three small eyes. His four small ears are in the back of his head. He has got four long arms and three short legs. His feet are very big. His pet is a blue frog. It is very friendly.

Mu is very funny. He has got a green hat. He can walk slowly but he can’t run. His pet is a green cockroach. It’s on the stool. He has got a CD player. He can sing very well.
It is October 31st. There is a supply teacher, Miss Smith. The pupils are very surprised. An ordinary teacher! She is tall and thin. She has got brown hair and blue eyes. She is very pretty. Her pinafore is white and her shoes are brown.

Miss Smith is in front of the blackboard. She has got a very long piece of chalk.

But... what happens? The very long piece of chalk turns into a magic wand. Miss Smith turns round and... surprise!

Now, Miss Smith is Miss Witchy! Miss Witchy is there with her dear pupils again. She has got a basket with a lot of sweets for them.
A) Write the names of the characters.

B) Correct the sentences from the story.
1) Dracy can fly over the desks.
2) Mu can walk fast.
3) It is October 2nd.
4) Monsty has got three ears.
5) Owly has got a red mouse.
6) Miss Brown is the substitute teacher.
7) Miss Witchy has got a green broom.
8) Ghosty is ugly.

C) Choose the right option.

Key: A) (From left to right, top to bottom) Miss Witchy, Dray, Ghosty, Owly, Monsty, Mu. B) 1) Dracy can solve maths problems very quickly. 2) Mu can walk slowly. 3) It is 31st October. 4) Monsty has got four ears. 5) Owly has got a green necklace. Owly hasn’t got a pet. 6) Miss Smith is the supply teacher. 7) Miss Witchy has got an orange broom. B) Ghosty is a glamorous ghost. C) Argentina, I’m, Friday, Miss Ghosty, He’s fat, and he’s tall, I’m scared, Monday, Dracula, October, Yes, I can, Have you got a pet?
A) Circle the words.

pumpkin monster cat vampire ghost skeleton spider broom witch cauldron

B) Complete the crossword.

HALLOWEEN
C) Order alphabetically.
Write the words in alphabetical order. Write one more word and draw to show its meaning.

<table>
<thead>
<tr>
<th>Bag 1</th>
<th>Bag 2</th>
<th>Bag 3</th>
<th>Bag 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAULDRON</td>
<td>BROOM</td>
<td>GRAVE</td>
<td>COFFIN</td>
</tr>
<tr>
<td>CANDLE</td>
<td>BLACK CAT</td>
<td>COBWEB</td>
<td>DEVIL</td>
</tr>
<tr>
<td>GHOST</td>
<td>PUMPKIN</td>
<td>DRACULA</td>
<td>MUMMY</td>
</tr>
<tr>
<td>CANDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D) Put two lollipops in each bag.
A black lollipop can't go with a striped one. Each bag must have...

- Bag 1: A black lollipop
- Bag 2: A white lollipop
- Bag 3: No white lollipop
- Bag 4: No striped lollipop
E) Correct these sentences.

The monster has got curly hair.

He’s got two eyes and three mouths.

He’s got five arms and two hands.

His feet are small.

He’s got stripes on his body.

He’s very thin.

F) Match the words to make chains. Use a different colour for each one. Then, complete the sentences.

<table>
<thead>
<tr>
<th>Football</th>
<th>Legs</th>
<th>Vampires</th>
<th>Witches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buses</td>
<td>Kitchen</td>
<td>Eyes</td>
<td>Tennis</td>
</tr>
<tr>
<td>Hamsters</td>
<td>Monsters</td>
<td>White</td>
<td>Arms</td>
</tr>
<tr>
<td>One</td>
<td>Thirty</td>
<td>Cats</td>
<td>Green</td>
</tr>
<tr>
<td>Yellow</td>
<td>Rugby</td>
<td>Fifteen</td>
<td>Eleven</td>
</tr>
<tr>
<td>Ghosts</td>
<td>Blue</td>
<td>Cars</td>
<td>Canaries</td>
</tr>
<tr>
<td>Ears</td>
<td>Lorries</td>
<td>Hockey</td>
<td>Van</td>
</tr>
<tr>
<td>Living room</td>
<td>Dogs</td>
<td>Garden</td>
<td>Bedroom</td>
</tr>
</tbody>
</table>

1) Football, ________, and ________ are sports.
2) Buses ____________________________________________________________
3) Hamsters _________________________________________________________
4) One _____________________________________________________________
5) Yellow __________________________________________________________
6) Ghosts __________________________________________________________
7) Ears ____________________________________________________________
8) The living-room, the _____________________________________________

Key: A) pumpkin, monster, cat, vampire, ghost, skeleton, spider, broom, witch, cauldron; B) ghost, bat, skeleton, owl, cauldron, witch, spider, sweets, pumpkin/lantern; C) black cat, broom, candle, candy, cauldron, cobweb, coffin, devil, Dracula, ghost, grave, hat, mummy, pumpkin; D) bag for mummy: a black and a white lollipop, bag for Frankenstein: two striped lollipops, bag for Dracula: a white and a striped lollipop, bag for the ghost: a black and a white lollipop; E) straight, one, two, big, spots, fat; F) 1) tennis, rugby and hockey, 2) lorries, cars and vans are means of transport, 3) dogs, cats and canaries are pets, 4) thirty, fifteen and eleven are numbers, 5) white, blue and green are colours, 6) vampires, witches and monsters are scary creatures, 7) arms, legs and eyes are parts of the body, 8) kitchen, the garden and the bedroom are parts of the house.
Look at the pictures and find the differences.

**Key:** From left to right: spider/balloon, glasses, pumpkin, broom, trousers, broom, hat, dress
IT'S TIME TO CELEBRATE. IT'S 31ST OCTOBER AND MONSTERS WANT TO GATHER AND HAVE A PARTY. LET'S IMAGINE WHAT WILL HAPPEN. WHICH CREATURES DO YOU THINK WILL BE AT THE PARTY?

What do you know about Halloween?
A) Find the meaning of the following words.

- spooky
- feast
- spicy
- bandages
- swamp
- scary
- hang around

B) Match the pictures to their corresponding words.

- ghost
- witch
- spider
- skeleton
- vampire
- werewolf
- mummy
- ogre
- haunted house
- pumpkin
- candles
- cauldron
- broom
- magic wand
C) Listen to the poem called *Let's Have a Party Tonight*, and choose TRUE or FALSE.

1) It's daytime. TRUE - FALSE
2) It's 13th October. TRUE - FALSE
3) There is a meeting of monsters in the park. TRUE - FALSE
4) The monsters are meeting in a haunted house. TRUE - FALSE
5) Blue and green balloons are important for the party. TRUE - FALSE
6) Some witches are preparing drinks. TRUE - FALSE
7) Vampires are not going to the party. TRUE - FALSE
8) Ghosts are preparing spooky biscuits. TRUE - FALSE
9) Zombies and mummies are celebrating, too. TRUE - FALSE
10) Medusa is afraid of the Ogre. TRUE - FALSE
11) Medusa has got snakes on her head. TRUE - FALSE
12) The werewolf is hairy. TRUE - FALSE
13) The monsters have to pay to go to the party. TRUE - FALSE
14) The skeletons have got a private museum. TRUE - FALSE
15) The party starts at midnight. TRUE - FALSE

D) Imagine you are a ghost and nobody can see you. You want to go to the party, and try to report what you see. You want to write about this party on the local newspaper, but you mixed up the information. Find the two halves of the sentences to write a good report.

| 1) VAMPIRES | a) strikes midnight. |
| 2) MEDUSA | b) is near a swamp. |
| 3) MUMMIES | c) loves watching the full moon. |
| 4) A WEREWOLF | d) has a magic wand |
| 5) AN OGRE | e) cover their bodies with bandages. |
| 6) A TROLL | f) receive guests. |
| 7) A WITCH | g) cooks biscuits. |
| 8) A SKELETON | h) laughs at the werewolf. |
| 9) THE CLOCK | i) turns you into a statue. |
| 10) THE HAUNTED HOUSE | j) is terrified. |

E) Let your imagination run wild. You may choose one or two characters from the house and write your own version of the story. Try to use as much vocabulary from the poem as you can. For example:

*SKELETONS* can cook spiders, but they can't fly.

Let's ask the *WITCHES* to share their brooms.

And fly to the moon.

F) Let's imagine a different haunted house. Draw it and include the characters you like best naming the part of the house they are in. For example:

I can see a witch preparing sweet drinks in the kitchen.

There is a friendly vampire in the hall.

**Key:** C) 1) false, 2) false, 3) false, 4) true, 5) false, 6) true, 7) false, 8) false, 9) true, 10) false, 11) true, 12) true, 13) false, 14) false, 15) true; D) 1) F, 2) I, 3) E, 4) C, 5) J, 6) H, 7) D, 8) G, 9) A, 10) B.
Let's Have a Party Tonight

On a crazy day, on a dark, dark night,
The clock strikes twelve and everyone comes out.
A meeting of monsters is going to be...
In a haunted house near a muddy swamp.
It's time to celebrate!
Surprises to find, they do not need costumes.
These creatures are real and scary as they fear,
For they are all preparing for a Halloween feast.
Pumpkins, lanterns as well as candles,
Balloons: black and white or orange and green
All is valid, they say “Let's party, it's Halloween!
It's 31st October, footsteps are approaching,
A meeting of monsters. Are they hanging around?
Some witches are flying on their brooms
Carrying magic wands with them.
They are hurrying to bring a cauldron to prepare sweet drinks,
While friendly vampires receive guests who bring
Some spicy spiders and small mice to eat.
Let's help to prepare trick-or-treat greetings,
Some skeletons cook spooky biscuits and some prepare blood tea to share.
Let's see what may happen when ghosts (if you see them)
Celebrate together with zombies and mummies,
Who spend hundreds of bandages to cover their bodies.
As friendship is true, who says that monsters
Cannot be friendly, too?
An ogre feels terrified as Medusa appears.
She wants to attract people for her private museum.
Snakes on her hair are her favourite hairstyle,
But don't look at her eyes, their sight makes you petrified,
They call your attention and a statue you become.
A werewolf comes nearer and a troll seems to laugh.
“Why are you so hairy?”, without waiting, he asks,
The werewolf angrily replies,
“Don't laugh at me. At full moon you'll see.”
My victims will come and make sacrifices for me.
It's Halloween time, scary monsters are joining in.
A party will be at full swing. Let's come and see.
Don't miss it. It's free.
Remember the date: October 31st, when the clock strikes midnight
Celebrate Halloween.

Miriam Silvana Mazzella
RED
A) We are going to watch a short film called *Red*. Use these words to guess what children’s short story the video is related to.

**LITTLE GIRL  WOLF  PICNIC BASKET  WOODS  GRANDMA  GRANDMA’S HOUSE**


C) Choose the correct option.

1) What is the girl doing at the beginning?
   a) Dancing.  c) Running.  ○
   b) Walking.  ○

2) Where is she?
   a) In the park.  ○
   b) In the woods.  ○
   c) On the beach.  ○

3) What animal is there?
   a) A dog.  ○
   b) A tiger.  ○
   c) A wolf.  ○

4) What does green represent in the video?
   a) Peace.  ○
   b) Nature.  ○
   c) War.  ○

5) What does red represent?
   a) Danger.  ○
   b) Love.  ○
   c) Fun.  ○

6) What does blue represent?
   a) Happiness.  ○
   b) Death.  ○
   c) Life.  ○

D) Watch the ending of *Red* again, and complete the answers.

1) How does the girl kill the wolf? With a ...........................................

2) What does she do next? She opens the wolf’s ...........................................

3) What does she take? She takes her ...........................................

4) Where does she go? She goes ...........................................

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**TUCK ME IN and THE LITTLE WITCH**

A) Answer these questions before watching.

**Short film 1: Tuck Me In**
1) What does the expression “tuck me in” mean?
2) Did/do you ask your parents to do that?

**Short film 2: The Little Witch**
4) What is “The Little Witch” about?
5) Who are the protagonists?
6) Watch it and check your answers at [https://www.youtube.com/watch?v=EtKFeWi5YrL](https://www.youtube.com/watch?v=EtKFeWi5YrL).
B) In your opinion, which of the two videos...
1) ...is scarier?
2) ...is more intelligent?
3) ...is more creative?
4) ...is better?
5) ...is more boring?

C) Complete the sentences to find three differences between the two short films.
1) In Tuck Me In, the child is a ....................................................
2) In The Little Witch, the child is a .......................................... 
3) In Tuck Me In, the father and the boy are in the .......................
4) In the other, the father and the girl are playing in the ....
5) In the first, the boy under the bed is ......................................(feeling)
6) In The Little Witch, the girl under the bed is .......................(feeling)

D) Complete the sentences to find some similarities between the two short films.
1) In both short films, the protagonists are a ...........................
2) Both ........................................ ask their fathers to tuck them in.
3) Both stories are ........................................ stories.

THE SMILING MAN
A) Look at these pictures, and complete the sentences with your ideas/first impressions.
1) The man in the first picture is .................
2) The man in the second picture is .................

B) Watch the short film The Smiling Man at

C) Decide if these statements are True or False.
1) The young man is walking in the park ....................
2) He is walking in the afternoon .........................
3) A smiling man starts following him ..................
4) He gets scared ........................................
5) The smiling man kills the young man ..............

PROJECT WORK (optional)
A) In small groups, plan a horror short film (No more than three minutes long), and shoot it using your netbooks or cell phones.

B) Then, share it with your schoolmates.

C) Vote the favourite/best ones.

Once there is a winner, it can take part in one of the contests which are usually organised in your city/province/state/country (You will have to do some research to find out about this).

Key: Red: A) Little Red Riding Hood; C) 1 b), 2 b), 3 c), 4 a), 5 a) 6 b); D) 1) knife, 2) stomach, 3) grandma/grandmother, 4) home.
Tuck Me in and The Little Witch: B) 1) It means "to make someone comfortable in bed, especially a child, by arranging the covers round them" (Taken from: http://dictionary.cambridge.org/es/diccionario/britanico/tuck-sb-in); C) 1) boy, 2) girl, 3) house, 4) garden, 5) relaxed, 6) scared/nervous, D) 1) father, 2) children, 3) horror, scary. The Smiling Man: A) Possible answers: 1) scary/funny/silly, 2) dancing/looking at the sky; C) 1) False. He is walking on the street, 2) False. He is walking late at night, 3) True, 4) True, 5) False. The short film has an open ending.
A) Do you like horror stories? What’s your favourite story or film? Tell your classmates.

B) Read the following text.

Horror stories have always been popular: films, comics, TV series are watched by people all over the world. But there is a genre that has become quite popular among young people: very short horror stories.

These stories don’t usually need more than a couple of sentences to scare, and anyone can write them. That means that you can terrify or be terrified within only two sentences! Here are some stories that you can find on the Internet:

- I wake up and everything feels wrong; it’s too quiet outside. I look out the window and see everyone standing still, looking at my house.

- Don’t be scared of the monsters, just look for them. Look to your left, to your right, under your bed, behind your dresser, in your closet but never look up, she hates being seen.

- I woke up to hear knocking on glass. At first, I thought it was the window until I heard it come from the mirror again.

- The last thing I saw was my alarm clock flashing 12:07 before she pushed her long rotting nails through my chest, her other hand muffling my screams. I sat bolt upright, relieved it was only a dream, but as I saw my alarm clock read 12:06, I heard my closet door creak open.

People love this kind of stories because they suggest more than what they express. The most interesting fact about them is that the scariest ones are the ones that narrate every-day situations in common places.

If you want to read more very short horror stories and other genres, check this web page: http://www.reddit.com.

C) Answer the following questions about the short stories.

1) What do three of the four stories have in common?
2) In the first story, what do you think it could have happened to make everyone look at the narrator’s house?
3) In the second story, who’s she who hates being seen? Why is she above the narrator? What does she look like? Draw a picture (Remember you have to look up to see her.).
4) In the third story, why did the knocking come from the mirror? Who’s there? Why? What does the word again add to the story?
5) What do you think about the last story? Was it only a dream? Is the narrator a man or a woman? How old could he/she be? Who is She in the story? What will She do to the narrator?

D) Passive voice.

1) What’s the difference between the verbs in bold type?
That means that you can terrify or be terrified within only two sentences!
What’s the difference in form? And in meaning?

2) Find in the text the verbs in passive voice and underline them.

3) Write your own short horror story. It must be one or two sentences long, 50 words maximum. It will happen inside a house, narrated in first person. It has to be scary!

All the stories are from: http://www.reddit.com/r/AskReddit/comments/1iwylh/what_is_the_best_horror_story_you_can_come_up/
WHEN HALLOWEEN APPROACHES, ITS FUNNY AND SCARY SPIRIT INVADERS CLASSROOMS AND ALLOWS EVERYONE TO ENJOY. IT IS BECOMING TRENDY TO ORGANISE COSTUME PARTIES, TO DECORATE ROOMS OR TO GATHER TOGETHER TO WATCH HORROR FILMS. IN THE FOLLOWING EXERCISES, IMAGINATION PLAYS A KEY ROLE SINCE LIVING AND DEAD CREATURES CAN ALL SHARE A LEADING ROLE IN OUR STORIES.

A) Below, there are seven short stories that share three characteristics: They are scary, they are written in the present tense and they are open-ended. Which story refers to…?

1) A zombie...
2) Dr. Frankenstein’s beast...
3) The Kraken...
4) The Phantom of the Opera...
5) The Banshee...
6) Redcap...
7) The Yeti...

a) Not every time a play finishes, the clapping finishes. Not every time the audience leaves the theatre, the stage is empty. Some nights, when silence and darkness seem to invade the dressing rooms, some steps can be heard. The light of a torch can be seen. If you pay attention, the curtain moves. Someone coughs. Someone shouts. He has a noseless and lipless face. He wears an eye-mask. He hides under his black cloak. Don't breathe! Don't move! The Phantom of the Opera is watching us.

b) Dr. F hides his treasure under a dirty blanket. His years and years of studying corpses are over. Will he be able to defeat death? Today, his son will be born. Just a shock of electricity, and his huge index finger moves... Now, his whole hand moves slowly. His skin is full of scars, full of stitches that join each part of the body. One arm longer than the other, one foot bigger than the other. Fifty parts of different corpses assembled together. Just a shock of electricity, and he opens his tired eyes. Now, Dr. F’s son is born. Now, the beast is born.

c) A new group of tourists walks to the front gate of the abandoned castle. They obviously do not know what happened to the last visitors who came here before. They take pictures of the misty morning, and they take pictures of the castle. Without knowing, they are getting closer and closer to danger. There is no escape. They are inside and the redcap, hiding in the shadows, opens his red eyes, moves his tiny body very fast. His knife is already in, lots of blood coming out. The old dwarf hopes it is enough to dye his red hat once again.
d) After hours and hours of being lost in the forest, the explorer decides to continue walking. It is getting darker and the snow does not stop falling. It is very difficult to see clearly, and he is very hungry. The explorer stops. Is he walking in circles? Are those his own footprints on the snow? He kneels to see them better. His heart beats fast, his face gets pale. The size of the footprints is impossible to believe. The explorer lifts his head and there it is. The Yeti. The explorer understands he is the prey.

e) The cemetery at midnight is the worst place for a picnic—but you know teenagers. Jill and Cecil wait for Leonard and Thomas sitting on a tombstone. It reads: “John Doe R.I.P.” No birth date. No death date. The girls look at each other and laugh. “What a good story to scare the boys!”, says Cecil. But, Jill herself is too scared to answer—or to laugh again. The mud in front of them moves slowly and a foul smell invades the air. Cecil stands up shaking and remains speechless. The fear mutes her as she sees a pale hand scratching the mud.

f) Little John loves the sea. He is on a cruise with his family enjoying their holidays. He stands on deck staring at the horizon. Suddenly, a strange bearded man comes near him and starts muttering, almost whispering: “Have you heard about the Kraken? It is the biggest living creature in the oceans. I used to be a fisherman until I saw it…” Little John remains silent. “It is a giant octopus that can be underwater for days, but when it comes to the surface, it swallows men, ships and whales... We could be sailing above it right now without knowing...” Little John turns his head, but the man is no longer there. He is not sure if he wants to stay on the cruise any longer.

g) Paul and Jasmine love to share a dinner with candies. Tonight, they are celebrating their second wedding anniversary together in their cottage next to the lake. The only noises that can be heard are the sounds of an owl and of a cricket. But for the next minutes, there is complete silence... The owl flies away. The cricket makes no more sounds. In the distance, it is clear that a woman is crying, moaning. Paul gets nearer to the window, but the night is too dark. However, he clearly sees the creepy woman, dressed in white, walking slowly. She stops and looks at him. He is sure she is the Banshee. Something horrible is about to happen.

B) In pairs, choose the one you like the most, and write a scary ending. Read your story to your classmates, trying to create a scary atmosphere. As the stories are in present tense, write your ending in the same tense. Who has written the scariest ending?

C) The characters in the stories are found in numerous tales. Which of them did you know? Are they famous in your country? Try to find more information about them, such as the countries where they are usually found, the type of creature they are, their physical appearance, their powers or their usual scary behaviour.
A) Numbers.

1) Complete.
   IN BLUE: four, eight, twelve, sixteen, twenty-four, twenty-eight, thirty-two, and thirty-six.
   IN RED: five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, and forty.

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2) Write the missing numbers.

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3) Write in full.

55 --------------- 68 --------------- 86 --------------- 99 ---------------

4) Complete the series.


B) Odd and even numbers:

Paint the odd sets in yellow and the even sets in green.
C) + -

1) Match.

- seven + eight = thirty-one
- eleven + forty-nine = twenty-seven
- eighteen + thirteen = fifteen
- twelve + fifteen = sixty

2) Write the answer in full.

34 plus 5 is ____________________
66 plus 1 is ____________________
68 minus 3 is ____________________
72 minus 4 is ____________________
22 plus 33 is ____________________

3) Add and write in full.

\[
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   + & 17 \\
   + & 30 \\
   + & 22 \\
   + & 28 \\
   + & 16 \\
   + & 51 \\
   + & 11 \\
   + & 23 \\
\end{array}
\]

4) Complete and write in full.

\[
\begin{array}{cc}
   - & 70 \\
   - & 11 \\
   - & 99 \\
   - & 60 \\
   - & 87 \\
   - & 13 \\
   - & 34 \\
\end{array}
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   - & 20 \\
\end{array}
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