PROJECT 2: HALLOWEEN MONSTERS

Collège Paul Valéry, 5ème CECRL: A1/A2

TASK:

Monsters are captivating. You take part in an exhibit at school entitled : HALLOWEEN MONSTERS. Create a new Halloweenland. Create a monster that represents either your time or another epoch. Describe its characteristics: physical traits, personality and habits.
Thème culturel: Rencontre avec les autres: traditions

Problématique:

To what extent have Halloween monsters changed?

Projet 2: Halloween Monsters
https://annecook4.wixsite.com/mysite

Supports exploités:	
Support iconographique et audio	Audio doc: scary sounds: https://www.youtube.com/watch?v=wgCdynUFI1s
Trailer	ET: Halloween :https://www.youtube.com/watch?v=VrVEHszxL7E
Support: websearch	http://www.halloween-website.com/history.htm
Video	Origins of Halloween: https://www.youtube.com/watch?v=1GwSgtPLnpk
Video	Origins of Halloween: https://www.youtube.com/watch?v=91EstdKw4CE
Support video	**The Nightmare before Xmas** by Tim Burton https://www.youtube.com/watch?v=fW4XLxeBjtw Character Description: Websearch: http://tvtropes.org/pmwiki/pmwiki.php/Characters/TheNightmareBeforeChristmas
Optional	**A night in the Haunted house:** https://www.youtube.com/watch?v=XRJLrMcFwpk **Interactive book on Halloween:** http://chagall-col.spip.ac-rouen.fr/spip.php?article304 **Origins of Jack O Lantern:** https://www.youtube.com/watch?v=GA-9nPLcnTE **Origins of Halloween:** https://www.youtube.com/watch?v=R-VRAemIvbI **(for teachers:** http://www.mes-english.com/flashcards/halloween.php http://media.news.com.au/nnd/captivate/monsters-of-halloween/#chapter6 **Padlets: https://padlet.com/zylka7anne/xw3p9k1tcsb2**

Evaluations

Written Final task: Monsters are captivating. You take part in an exhibit at school entitled: HALLOWEEN MONSTERS. Create a new Halloweenland. Create a monster that represents either your time or another epoch. Describe its characteristics: physical traits, personality and habits.

Written Intermediary task:
You participate in a Halloween film contest. You write about your favourite character in Tim Burton's video: *The Nightmare before Xmas.*

Axes communicatifs et langagiers pour réaliser la tâche finale

Culturels	**Grammaticaux**	**Lexicaux**	**Phonologiques**	**Pragmatiques et socio-linguistiques**	**Citoyen**
Origines d'Halloween Halloween dans la culture populaire	Révision du présent simple , to be, to have Le pronom relatif : who Les prépositions de lieu Place des adjectifs descriptifs. *Le comparatif : more … than* *Le modal : can*	Vocabulaire lié à Halloween Parties du corps Adjectifs liés à l'horreur et la peur Les verbes : les cris des créatures	L'accentuation des mots nouveaux.	Registre de langue écrit Cohérence du texte descriptif et cohérence avec le portait fait en Arts Plastiques	Se familiariser avec et comprendre l'évolution des traditions afin d'éviter les clichés et d'en repérer les aspects commerciaux.

Mise en œuvre du projet				
Etape 1	**Découverte du projet et mobilisation du vocabulaire et enrichissement du vocabulaire**			
Support utilisé	Powerpoint: iconographies et audio document			
Titre	**AL**	**Objectifs**	**Production demandée**	**Intérêt pour la tâche finale**
This is Halloween Présenter la tâche finale	**PO**	Découvrir le thème d'Halloween et mobiliser les connaissances lexicales et culturelles antérieures-	Je peux produire une courte description d'un objet/créature d'Halloween.	Mobiliser le vocabulaire lié à Halloween
Scary places **Test voca**	**PO PE**	Identifier les éléments qui suscitent la peur : personnages, lieu	Je peux produire des phrases pour décrire un lieu, un animal qui fait peur.	Développer les adjectifs descriptifs Vocabulaire de la peur.
A world of fear **Test voca**	**PE**	Décrire un lieu et atmosphère qui crée la peur.	Je peux produire un court texte / des phrases pour décrire une atmosphère effrayante.	Utiliser le présent et present progressif pour decrire une action Organiser idées.
Etape 2	**Comprendre les origines et traditions d'Halloween**			
Support utilisé	Texte du site web sur les origines et traditions et Trailer ET			
2 séances Origins and traditions	**CE PO**	Développer des stratégies de lecteurs pour comprendre un texte factuel.	Je peux vérifier les hypothèses émises et dire ce que j'ai compris Je peux faire une liste des informations recueillies.	Comprendre la présence de monstres et étrange créature
Celtic Halloween	**PO**	Comprendre l'évolution des traditions dont celles des monstres et créatures d'Halloween	Je peux expliquer les origines et traditions d'Halloween à mes camarades	Comprendre l'evolution des monstres avec le temps et les cultures.
Halloween today ET trailer	**CO PO**	Comprendre une video et repérer les elements liés à la tradition d'Halloween. Pouvoir comparer l'évolution	Je peux parler de ce que font les gens aujourd'hui à Halloween	Faire des comparaisonsVerbes de mouvement et activités
Etape 3	**Décrire les monstres qui font parties d'Halloween aujourd'hui**			
Support utilisé	Video: The Nightmare before Christmas et Texte sur les personnages			
Halloweenland Iconographie	**PO CO**	Comprendre une vidéo et s'entraîner à la discrimination auditive, s'appuyer sur les images déterminer si elle illustre bien la tradition d'Halloween.	Je peux chanter la chanson	Le monde d'Halloween aujourd'hui
Characters	**PO PE**	Reconnaître les parties du corps pour pouvoir décrire un personnage/ une créature	Je peux nommer les parties du corps et écrire un court texte sur un monstre	Parties du corps
What creatures can do Test body	**CE PE**	Lire et comprendre un texte sur des personnages pour pouvoir les présenter aux autres. **Evaluation**	Je peux parler des personnages, de leur caractéristiques physiques et de leur actions	Le modal can Les actions
Tâche intermédiaire	**PE**	You participate in a Halloween film contest. You write about your favourite character in Tim Burton's video: *The Nightmare before Xmas.* Choose one of the characters below. Imagine what he is like (personality), what he does in Halloweentown and on Halloween, and what he can do and describe his physical characteristics		
Remédiation		**Travail en ateliers**		
Tâche finale	**PE**	You take part in an exhibit at school entitled: HALLOWEEN MONSTERS. Create a monster that represents either your time or another epoch. Describe its characteristics: physical traits, personality and habits.		

ETAPE 1- Séance 1 This is Halloween

Support exploité : Iconographie

Objectif 1: Découvrir le thème d'Halloween et mobiliser les connaissances lexicales et culturelles antérieures

Objectif de communication : Parler d'Halloween-

Activités langagières : Production orale- **A la fin de cette séance, je peux produire une courte description d'un objet d'Halloween.**

Objectifs culturels	Halloween dans les pays anglophones
Objectifs linguistiques	
grammaticaux	**Revision de be et have** **Place des adjectifs** :*strange, round, orange, black, big, huge, weird, ugly, isolated, abandoned, ruined, deserted, desolate, barren, spooky, creepy, deformed, windy, cold, chilly, foggy, full*
lexicaux	**Vocabulaire lié à Halloween** *Night, haunted house, cat, bat, owl, witch, mummy, grave, graveyard, cemetery, coffin, dead, crow, owl, werewolf, lane, hill, moon, tree, pumpkin, Jack O lantern, vampire, a broom, a hat, scary, to scare,* ***monsters, creatures, beasts, to scream*** **Les adjectifs liés à la peur**
Phonologique	Accentuation des nouveaux mots

REMEMBER: *strange, round, orange, black, big, huge, weird, ugly, isolated, abandoned, ruined, deserted, desolate, barren, spooky, creepy, deformed, windy, cold, chilly, foggy, full, dead, dusty, decayed, rotten, wrapped*

REMEMBER: *Night, haunted house, cat, bat, owl, witch, mummy, grave, graveyard, cemetery, coffin, dead, crow, owl, werewolf, lane, hill, moon, tree, pumpkin, Jack O lantern, vampire, a broom, a hat, scary, to scare,* ***monsters, creatures, beasts, to scream***

DEROULEMENT

Activity 1. (Individually) 1 min **Look at this image say what you see: write at least two words.**

(in pairs) **Share your answers with a partner: gather 4 words per group.**

Mutualisation orale: share with the class

Imagine what project 2 is: It is Halloween

Activity 2: Slide 2: **Identify words you associate with Halloween**

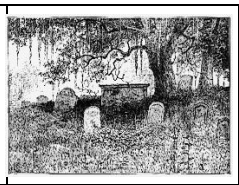
What is Halloween?

Activity 3: Mémoriser le vocabulaire (supports différenciés) Match up : ***Sheet 1: REMEMBER Halloween vocabulary***

Activity 4: Memory game: recap

Activity 5*:* Find adjectives you can use to describe them (colour, shape, size)(imprimer en grand et trouver les adjectifs)

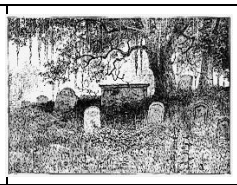
Ghost: white and invisible/Mummy: deformed and bloody/ Vampire: pale and scary/ witch: crooked, ugly and wrinkled, Frankenstein: deformed and green, pumpkin: round and orange, cat: black and wild, bat: tiny and black, graveyard: abandoned and desolate.

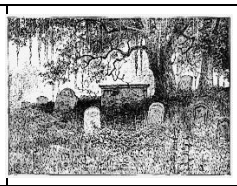
Look at the images and find words to describe them					
					
Old, ugly, wrinkled	Round, big, orange	Scary, bloody and pale	Abandoned, ruined, desolate	Invisible, white and mischievous	Dead, wrapped, decayed, dusty
I am old and wrinkled with a black hat.	I am round and big .	I am pale and scary with a black cloak.	I am abandoned and desolate with dead trees.	I am invisible and mischievous.	I am dead and dusty with white bandages.
Say what those creatures can/ are able to do.					
I can spell a cast I can curse		I can bite people I can suck their blood		I can scare people away I can scream BOO	I can attack people. I am able to frighten people.

Activity 6: RECAP: GAME 2 teams/ prepare your definition and submit them to the other team.

HOMEWORK: Prepare a cover page with a monster and describe it. Don't tell your friends. Learn your vocabulary.

I HAVE LEARNED: WRITE as many words as you can remember:
Old, ugly, wrinkled, round, big, orange, scary, bloody, dusty, pale, abandoned, ruined, desolate, invisible, white, mischievous, dead , decayed, wrapped, bandages, hat, cloak, trees, witch, bat, owl, cat, pumpkin

Activity sheet 1- Student- REMEMBER					
Look at the images and find words to describe them					
					
Make a sentence with those words					
Say what those creatures can/ are able to do.					

Activity sheet 1- Student- REMEMBER					
Look at the images and find words to describe them					
					
Make a sentence with those words					
Say what those creatures can/ are able to do.					

VOCABULARY TEST- HALLOWEEN MONSTERS

Name	Date

Identify the objects/ creatures /5

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Describe each creature with 2 adjectives /10

Make a sentence to describe the creature starting with my monster/ my creature /5

Say what your creatures can do:

Eléments/Objectifs du CERCL :

Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.

Mark :

Conseils:

VOCABULARY TEST- HALLOWEEN MONSTERS

Name	Date

Identify the objects/ creatures /5

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Describe each creature with 2 adjectives /10

Make a sentence to describe the creature starting with my monster/ my creature /5

Say what your creatures can do:

Eléments/Objectifs du CERCL :

Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.

Mark :

Conseils:

ETAPE 1- Séance 2 Scary places

Support exploité : Iconographie associé à l'audio

Objectif 2 : Identifier les éléments qui suscitent la peur et décrire une atmosphère.

Objectif de communication : Parler de ce qui suscite la peur.

Activités langagières : Production orale- A la fin de la séance, je peux produire des phrases pour décrire un lieu qui fait peur.

Objectifs culturels	Halloween dans les pays anglophones
Objectifs linguistiques	
grammaticaux	**Révision Present simple-présent progressif** **Préposition de lieux : at, by, next to, in the distance, on top of, above**
lexicaux	**Vocabulaire lié à la peur** *strange, wild, stray, menacing, ferocious, dangerous, noisy, mad, tiny, curious, weird, aggressive, menacing* **Vocabulaire lié au temps:** *cold, chilly, damp, dreary, dark, spooky, creepy, eerie, scary, windy, rainy, foggy, misty* **Vocabulaire lié à un état** *: Ruined, dilapidated, abandoned, isolated, deformed, broken, old, worn out, barren, haunted/ The house looks abandoned.* **Verbes pour le bruit des animaux :** *to caw, to meow, to screech, to growl, to hoot, to howl, to blow*
Phonologique	Accentuation des nouveaux mots

REMEMBER: at the door, by the lane, on top of the hill, next to the gate, in the distance, above the tree
To describe a habit, I use the simple present.
Cats meow, dogs bark.
To describe an action in progress:
My cat is meowing because he is hungry.
Tonight the wind is blowing.

REMEMBER: to caw, to meow, to screech, to growl, to hoot, to howl, to blow
Weather: cold, chilly, damp, dreary, dark, spooky, creepy, eerie, scary, windy, rainy, foggy, misty
Adjectives: strange, wild, stray, menacing, ferocious, dangerous, noisy, mad, tiny, curious, weird, aggressive, menacing
State: **Ruined, dilapidated, abandoned, isolated, deformed, broken, old, worn out, barren, haunted/ The house looks abandoned.**

Deroulement:

Activity 1: Recap: Our new project is: slide 3- Find one word you immediately associate with Halloween: monster, beast, creature. Look at the images you have and find 2 adjectives to describe it: a mummy, a werewolf, a zombie, Frankeinstein, a vampire, a skeleton, a grim reaper, a dragon.

Test de connaissances : 5 minutes

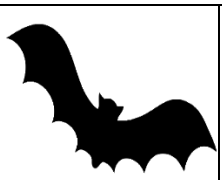
Activity 2: Is this image scary? What's missing? Identify the missing elements to make it scary. What's the difference with first image.

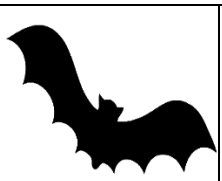
Find word to describe it. Imagine what the weather is like? Weather vocabulary: Words to write : foggy, misty, cold, damp, dreary, dark, eery, State: Ruined, dilapidated, abandoned, isolated, deformed, broken, old, worn out, barren/ The house looks abandoned. Preposition: by, in the distance, on top of the hill, next to, at, above

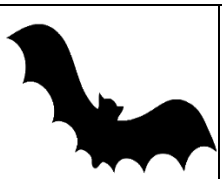
Activity 3: **Listen to the audio document**: Close your eyes. Imagine you are walking in this deserted cemetery. How would you feel? To be scared out of one's wits; to be shivering

Activity 4: Discrimination -1. **Identify the animals you hear-2. Identify the noise you hear**

Activity 5: ***Sheet 3 on animals and their sound***

Activity sheet 3- Teacher - REMEMBER					
Identify the animal.					
					
A crow	A wolf	A dog	A cat	A bat	An owl
Associate the animal with the sound it makes					
To caw	***To howl***	***To growl, to bark***	***To meow***	To screech	To hoot
Write what these animals usually do.					
A crow caws.					
Associate the words with the animal: strange, wild, stray, menacing, ferocious, dangerous, noisy, mad, tiny, curious, weird, aggressive, menacing					
Noisy, nosy, curious	***Ferocious, menacing***	***Mad, aggressive***	***Wild, stray***	Tiny, huge	Strange, weird

Activity sheet 3- Student- REMEMBER					
Identify the animal.					
					
Associate the animal with the sound it makes					
Write what these animals usually do.					
Associate the words with the animal: strange, wild, stray, menacing, ferocious, dangerous, noisy, mad, tiny, curious, weird, aggressive, menacing					

Activity sheet 3- Student- REMEMBER					
Identify the animal.					
					
Associate the animal with the sound it makes					
Write what these animals usually do.					
Associate the words with the animal: strange, wild, stray, menacing, ferocious, dangerous, noisy, mad, tiny, curious, weird, aggressive, menacing					

Activity 6: What have you learned today. Write two animals and two words to describe them. Write two words to describe the weather.

Homework: /5 Draw one of those animals on your coverpage. Describe it. Learn your vocabulary.

Test de vocabulaire séance 3

VOCABULARY TEST- HALLOWEEN MONSTERS				
Name		**Date**		
Identify the animals/5				
A bat	A crow	A wolf	A dog	A cat
Describe each creature with 2 adjectives /10				
Tiny and strange	Noisy and ominous	Menacing and ferocious	Dangerous and mad	Stray and black
Write the sound they make/5				
To screech	To caw	To howl	To growl	To meow
Imagine it is Halloween night. Write 3 sentences to describe what you hear. It's Halloween night and the cats are meowing, the wolves are howling and the crows are cawing. What a scary night!				
Eléments/Objectifs du CERCL :				
Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.				
Mark :				
Conseils:				

ETAPE 1- Séance 3 A world of fear

Support exploité : Iconographie associé à l'audio

Objectif 3 : Décrire un lieu et atmosphère qui crée la peur.

Objectif de communication : Faire peur : imaginer un lieu qui fait peur.

Activités langagières : Production écrite- A la fin de la séance, je peux produire un texte qui décrit une atmosphère effrayante.

Objectifs culturels	Halloween dans les pays anglophones
Objectifs linguistiques	
grammaticaux	**Présent progressif** **Préposition de lieux : at, by, next to, in the distance, on top of, above**
lexicaux	**Remobilisation du vocabulaire des séances 1 et 2.**
Phonologique	Accentuation des nouveaux mots

REMEMBER: vocabulaire du texte. Beware of, glowing eyes, narrow lane, it stands on , to lead to, a world of fear, cemetery

REMEMBER: avoir l'air de: to look + adj
The house looks abandoned. The cat looks skinny.

DEROULEMENT

Recap: Name 3 animals you find on Halloween night. Identify the sound they make.

Game: memory game : power point:

In pairs , memorise these items			
1.	2.	3.	4.
5.	6.	7.	8.
9.	10	11.	12.
13.	14.	15.	16.
17.	18.		

Test de connaissances: 10 min et correction du test précédent.

VOCABULARY TEST- HALLOWEEN MONSTERS				
Name		Date		
Identify the animals/5				
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Describe each creature with 2 adjectives /10				
Write the sound they make/5				
Imagine it is Halloween night. Write 3 sentences to describe what you hear.				
Eléments/Objectifs du CERCL :				
Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.				
Mark :				
Conseils:				

Activity 1: Imagine a scary night. Make sentences to say what's going on and what is scary. Powerpoint. /Reconstitute the text:

Reconstitute the text, use the vocabulary you have learned.

It is a cold and damp night,

The moon is full.

In the distance there is a haunted/abandoned(adj) house.

It stands on the barren -(adj)hill.

There is a narrow lane leading to it.

The cemetery looks abandoned(adj)

Tonight, the wind is blowing (verb)

The noisy/ black (adj) crows are cawing;(verb)

It is a scary/strange/ spooky -(adj)night,

With glowing eyes in the dark

It is a creepy adj) night

It is Halloween Night

Beware of the monsters

Activity 2: PRACTICE: Let's create a world of fear: class – orally S'appuyer sur l'image pour écrire un texte qui suscite la peur.

1. Identify elements you see: moon, wolf, graves, trees, clouds, fog
2. Find adjectives to describe those words: full moon, scary, howling wolf, dead trees, abandoned graves, ominous clouds, thick fog
3. Find words to describe the weather: chilly, damp and eerie

4. To look menacing, ominous- to hide, to roam, to lurk, to shiver- it's pitch dark.

It is pitch dark on October 31st

The moon is full and the clouds look menacing

it is a foggy night and the clouds look menacing.

The wind is blowing.

The dead tree is shivering.

I am walking around this desolate and abandoned cemetery.

The crows are hiding but there is a howling wolf by the graves.

It is a dangerous wolf.

It's pitch dark now

The monsters are coming

So it's time for me to go home.Write a text to go along this image. Imagine you are over there. orally

Activity 3: Homework: draw a scary atmosphere on your coverpage and describe it. /5

VOCABULARY TEST- HALLOWEEN MONSTERS

Name	Date

Identify the animals/5

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Describe each creature with 2 adjectives /10

Write the sound they make/5

Imagine it is Halloween night. Write 3 sentences to describe what you hear.

Eléments/Objectifs du CERCL :

Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.

Mark :

Conseils:

VOCABULARY TEST- HALLOWEEN MONSTERS

Name	Date

Identify the animals/5

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Describe each creature with 2 adjectives /10

Write the sound they make/5

Imagine it is Halloween night. Write 3 sentences to describe what you hear.

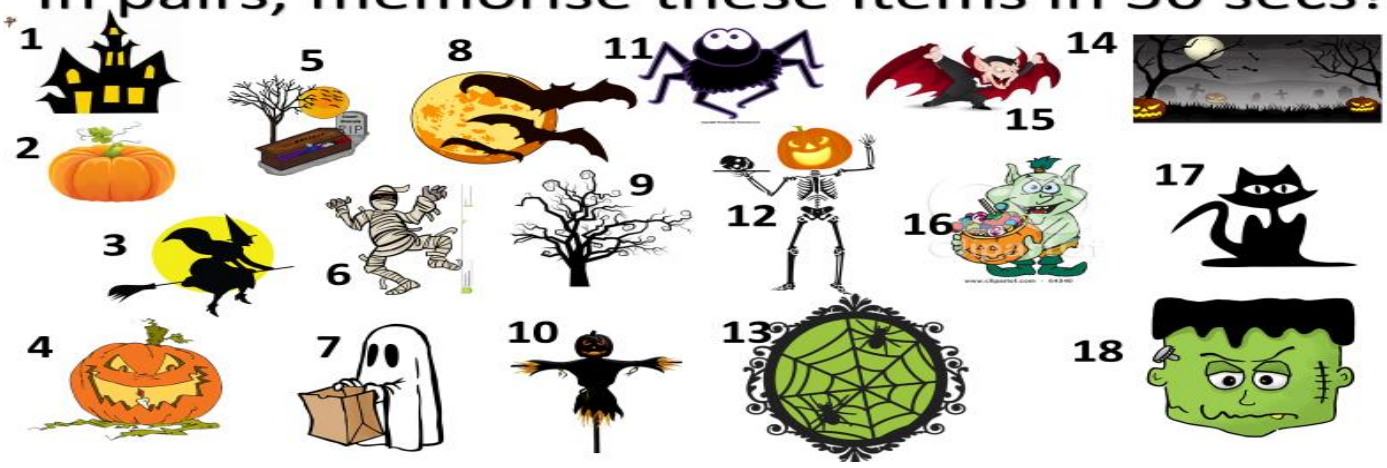
Eléments/Objectifs du CERCL :

Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.

Mark :

Conseils:

In pairs, memorise these items in 30 secs!



In pairs , memorise these items			
1.	2.	3.	4.
5.	6.	7.	8.
9.	10	11.	12.
13.	14.	15.	16.
17.	18.		

In pairs, memorise these items in 30 secs!

In pairs , memorise these items			
1.	2.	3.	4.
5.	6.	7.	8.
9.	10	11.	12.
13.	14.	15.	16.
17.	18.		

Reconstitute the text, use the vocabulary you have learned.

It is a cold and ---------- (adj)night,

The ---------- (noun) is full.

In the distance there is a ----------(adj) house.

It stands on the ----------(adj)hill.

There is a narrow lane leading to it.

The cemetery looks ----------(adj)

Tonight, the wind ----------, (verb)

The ----------(adj) crows ----------;(verb)

It is a ----------(adj)night,

With glowing eyes in the dark

It is a ---------- (adj) night

It is Halloween Night

Beware of the monsters

Reconstitute the text, use the vocabulary you have learned.

It is a cold and ---------- (adj)night,

The ---------- (noun) is full.

In the distance there is a ----------(adj) house.

It stands on the ----------(adj)hill.

There is a narrow lane leading to it.

The cemetery looks ----------(adj)

Tonight, the wind ----------, (verb)

The ----------(adj) crows ----------;(verb)

It is a ----------(adj)night,

With glowing eyes in the dark

It is a ---------- (adj) night

It is Halloween Night

Beware of the monsters

ETAPE 2- Séance 4 Halloween origins and traditions

Enjeu: Why is Halloween linked with monsters and horror? Let's find out the first monsters associated with Halloween.

Objectif 1. Développer des stratégies de lecteurs pour comprendre un texte factuel.

Objectif 2 : Je lis pour recueillir des informations que je vais transmettre à mes camarades.

Objectif de communication : Lire et comprendre un document pour 1)vérifier les hypothèses émises sur les origines d'Halloween et 2)transmettre les informations aux autres.

Activités langagières : lire et comprendre et production orale.

Project 2 : Halloween Monsters

Support: Document - Support: http://www.halloween-website.com/

Halloween History

Halloween is on October 31st, the last day of the Celtic calendar. It is a holiday honoring the dead. Halloween was referred to as All Hallows Eve, which is the evening before All Saints Day and dates back to over 2000 years ago. It was referred to as Samhain which signifies "end of the summer " or November. Samhain was a **harvest** festival with **huge** sacred **bonfires**, marking the end of the Celtic year and beginning of a new one.

Halloween costumes originated from the Celts when they lit huge bonfires and celebrated Samhain by **dressing up in animal skins**. The Celts thought that spirits and ghosts **roamed** the countryside on Halloween night. They began **wearing masks** and costumes to avoid being recognized as human. They also left gifts and treats to pacify the evil spirits. This custom evolved into trick-or-treating.

Traditions

- Orange and black are Halloween colors because orange is associated with the **Fall harvest** and black is associated with **darkness** and death.
- Jack o' Lanterns originated in Ireland where people placed **candles** in **hollowed-out turnips to keep away** spirits and ghosts on the Samhain holiday. The traditions of **carving** jack 'o lanterns originates with the Celts. A miserable man named Jack, tricked the devil. Unable to enter heaven or hell after his death, he was destined to roam **the earth**. Jack placed **a piece of coal** into a **carved-out turnip** and used it as a lantern to keep the evil spirits away. Today, pumpkins (which are easier to cut) are carved into jack-o-lanterns**, lit** and placed outside of doorways to keep the evil spirits away.
- Black cats are believed to be connected to **evil** and linked to witchcraft. They protect the witch's powers.
- Crows are viewed **as a bad omen**, often **foretelling** death. If they caw, death is very near.
- Halloween was brought to North America by immigrants from Europe who would celebrate the harvest around a bonfire, share ghost stories, sing, dance and **tell fortunes.**
- In North America, Halloween is the 2nd most commercially successful holiday, with Christmas being the first.
- Vampires are mythical beings who **defy death** by **sucking** the blood of humans.
- Werewolves are shape-shifting humans and are associated with witchcraft and the devil.

VOCABULARY HELP:

To be referred to as: être connu sous le nom de
To roam: errer/ to defy death: defier la mort
To wear a mask:porter un masque
To dress up as: se deguiser
The harvest: la récolte
Evil: mauvais, malveillant
To tell fortunes: predire l'avenir/ to suck blood: aspirer le sang
To foretell death: announcer, prédire la mort
A bad omen: de mauvaise augure : une mauvaise premonition
Ominous : inquiétant, sinistre, menaçant
Huge= big, enormous
A bonfire: un feu (de joie)
A custom: une coutume
The fall: l'automne (US)
Darkness: l'obscurité/ shape-shifting humans: etres humains qui se transforment
Hollowed-out turnip: navet vidé
Carved out pumpkin: citrouille vidée
To keep away: garder éloigné
The earth: la terre
A piece of cold: morceau de charbon

VOCABULARY HELP:

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Exploitation du document support:

Fiche de travail en autonomie
Project 2 : Halloween Monsters

Support: Document: http://www.halloween-website.com/

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Etape 2- Séance 4 Origins of Halloween

Activités langagières : Lire et comprendre un texte. A la fin de la séance, j'ai utilisé des stratégies pour comprendre un texte. Je peux faire une liste des informations recueillies.

Objectifs culturels	Les origines d'Halloween
Objectifs linguistiques	
grammaticaux	**Le passé: to think: thought, light: lit, bring: brought** **-used to**
lexicaux	**Vocabulaire lié aux origines :** To be referred to as/ To roam/To wear a mask/To dress up as/The harvest/ Evil/To tell fortunes/To foretell death/ A bad omen/Ominous /Huge= big, enormous/A custom/The fall/Darkness/Hollowed-out turnip/Carved out pumpkin /To keep away/The earth/ a piece of cold
Phonologique	Accentuation des nouveaux mots

REMEMBER:

REMEMBER:

DEROULEMENT

Activity 1: Emettre des hypotheses: **Why is Halloween linked with monsters and horror? Write list.**

Activity 2 : Developper les stratégies de lecture

Fiche de travail en autonomie
Project 2 : Halloween Monsters

Support: Document: http://www.halloween-website.com/

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- **Activity 1 : Individually : Read the text. Turn it over.**

- **Activity 2: In pairs**: **Find a partner and tell him/ her what you understand**.(Record on Ipad your discussion)

Activity 3: Individually: Choose 10 words you can use to explain the text: Keywords. Compare with a friend. Together choose the most important words: keep only 5. Highlight them.

Je lis un texte pour savoir comment on célèbre Halloween aujourd'hui

Je peux identifier les mots connus : **Identify words you know**

Write 10 words you know.

Je peux repérer les mots transparents :**Identify transparent words**

Pick out transparent words :

Check your answers with your friend. Add missing words in green.

Je peux relever des informations

Identify the title :	Identify the source of the document :

Pick out words with a capital letter:

Pick out the date :

Circle the verb **to be** in the text. (in the present)
Highlight verbs that are in the past.

Je comprends le texte en général

True or false : Write T if it's true or false and justify with a sentence from the text.

Halloween has Celtic origins.

It is celebrated in November.

It celebrates dead people and the end of the summer.

The Celts dressed up in costumes because they were cold.

They also gave some treats to the spirits.

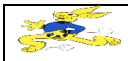
Je comprends certains détails

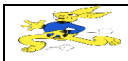
Explain the name Halloween:

Explain the name Samhain

Explain Trick or treating

J'explique en français ce que je comprends : Quel est le sujet du texte ? Quels sont les informations importantes que tu as compris.

 GRAMMAR CHECKPOINT: Halloween Monsters	
In English, you use USED TO + verb to express a past habit that no longer exists: Ex: A long time ago, I smoked. A long time ago, I used to smoke.	
The Celts prepared huge bonfires on Halloween night. They also fed the evil spirits with treats. (to feed: nourrir) People celebrated Halloween to keep the evil spirits away. They mainly dressed up as ghosts, skeletons and witches.	

 GRAMMAR CHECKPOINT: Halloween Monsters	
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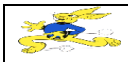 GRAMMAR CHECKPOINT: Halloween Monsters	
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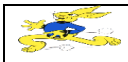
<table>
<tr><td>  </td><td colspan="2">GRAMMAR CHECKPOINT: Halloween Monsters- CORRECTION</td></tr>
<tr><td colspan="3">In English, you use USED TO + verb to express a past habit that no longer exists:
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They also fed the evil spirits with treats. (to feed: nourrir)
People celebrated Halloween to keep the evil spirits away.
They mainly dressed up as ghosts, skeletons and witches.</td><td>The celts used to prepare ….
They also used to feed ….
They used to celebrate …
They used to mainly dress up as ….</td></tr>
</table>

Fiche de travail en autonomie
Project 2 : Halloween Monsters

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Je lis un texte pour savoir comment on célèbre Halloween aujourd'hui

Je peux identifier les mots connus : **Identify words you know**

Write 10 words you know.

Je peux repérer les mots transparents :**Identify transparent words**

Pick out transparent words :

Check your answers with your friend. Add missing words in green.

Je peux relever des informations

Identify the title :	Identify the source of the document :

Pick out words with a capital letter:

Pick out the name of the country mentioned:

Circle the verb **to be** in the text. (in the present)
Highlight verbs that are in the past.

Je comprends le texte en général

True or false : Write T if it's true or false and justify with a sentence from the text.

Orange and black are colors associated with Halloween.

Jack O Lantern come from the USA.
People placed a piece of coal in a turnip to keep away spirits and ghosts.

Pumpkins did not exist at the time.
Now people put a candle in their pumpkins and place them outside of doorways.

Je comprends certains détails

Explain why carved pumpkins are called Jack O Lantern:

J'explique en français ce que je comprends : Quel est le sujet du texte ? Quels sont les informations importantes que tu as compris.

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Je lis un texte pour savoir comment on célèbre Halloween aujourd'hui

Je peux identifier les mots connus : **Identify words you know**

Write 5 words you know.

Je peux repérer les mots transparents :**Identify transparent words**

Pick out transparent words :

Check your answers with your friend. Add missing words in green.

Je peux relever des informations

Identify the title :	Identify the source of the document :

Pick out the animals mentioned.

Pick out the name of the country mentioned:

Circle the verb **to be** in the text. (in the present)

Je comprends le texte en général

True or false : Write T if it's true or false and justify with a sentence from the text.

Black cats are associated with witches.

Crows signify good luck.

Halloween was created in Europe.

Je comprends certains détails

Identify actions to celebrate Halloween:

J'explique en français ce que je comprends : Quel est le sujet du texte ? Quels sont les informations importantes que tu as compris.

Fiche de travail en autonomie
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Traditions

- In North America, Halloween is the 2nd most commercially successful holiday, with Christmas being the first.
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Write 5 words you know.

Je peux repérer les mots transparents :**Identify transparent words**

Pick out transparent words :

Check your answers with your friend. Add missing words in green.

Je peux relever des informations

Identify the title :	Identify the source of the document :

Pick out the monsters mentioned.

Pick out the name of the country mentioned:

Circle the verb **to be** in the text. (in the present)

Je comprends le texte en général

True or false : Write T if it's true or false and justify with a sentence from the text.

Christmas is the most famous holiday in North America.

Halloween is the second most famous holiday in North America.

Vampires really exist.

Je comprends certains details: Tick the appropriate answer

Explain what a werewolf is:

- A werewolf is a human that changes shape and turns into a wolf.
- A werewolf is a dangerous and aggressive wolf.

Explain what a vampire does:

- A vampire attacks animals
- A vampire sucks the blood of humans.

J'explique en français ce que je comprends : Quel est le sujet du texte ? Quels sont les informations importantes que tu as compris.

Etape 2 Séance 5- Celtic Halloween

Objectif 2 : Je lis pour recueillir des informations que je vais transmettre à mes camarades.

Objectif de communication : Lire et comprendre un document pour 1)vérifier les hypothèses emis sur les origines d'Halloween et 2)transmettre les informations aux autres.

Activités langagières : lire et comprendre et production orale. A la fin de la séance, je peux expliquer les origines et traditions d'Halloween.

DEROULEMENT

Recap: Write words you remember about your text. Read your text again. Say what your text is about. Write on the board.

Countries Ireland North America Europe: England	People: the Celts	Original names Samhain: end of summer Day between the living and the dead All Hallows Eve: all saints day	Date- 2000 tears ago The night before all Saints day: October 31st November 1st 1840 brought to America	Reasons -harvest festival: to celebrate end of summer - end of the Celtic year and beginning of new one -belief: roaming spirits	How: Dress up in animal skins Lit huge sacred bonfires Carved turnips Fed the spirit	Animals Back cats + witch Crows: bad omen	Monsters Vampires Ghosts Werewolves

Make a time line in order to explain the origins of Halloween. / draw monsters at the origins of Halloween.

Orally: explain the origins of Halloween: record on Ipad

Mutualisation: Write a text about Halloween:

Etape 2- Séance 6- HALLOWEEN TODAY

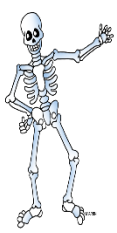
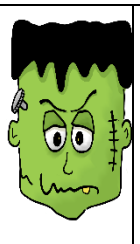
Objectif: comprendre une video et repérer les elements liés à la tradition d'Halloween. Pouvoir comparer l'évolution.

Objectif de communication : Expliquer Halloween aujourd'hui

Activités langagières: comprehension orale vers production orale

Activity 1- Halloween Monsters- Correction	Date:
Video: https://www.youtube.com/watch?v=VrVEHszxL7E	
Type of document:a a trailer. It is ET.	
Identify the country: America	**Identify the time:before sunset, late evening**
Identify the people you see. A family, children, people in costumes, and ET	
Identify their actions: Tick the appropriate answer	
○ They are walking around the neighborhood ○ They are taking family photos ○ They are going trick or treating ○ They are going shopping ○ They are eating ○ They are going from houses to houses ○ They are celebrating Halloween ○ They are going to the cinema	
Highlight the costumes you see:	
A nurse, a clown, a vampire, a zombie, animals, skeletons, aliens, a ghost, An injured man, a goblin, a mummy	
Describe the atmosphere: find at least two words:	Pleasant and funny, friendly, a family outing
Old costumes A ghost, a mummy, skeletons	New costumes A zombie, an injured man, aliens, animals, a nurse, a killer clown
Influence on Halloween: Cinema, very commercial, linked with our own fear.	
GRAMMAR CHECKPOINT: la comparaison	
Read the sentences: Halloween is **more** friendly now **than** before. There are **more** costumes **than** before. It is a **more** family-oriented activity **than** before. **What do you notice? To express a comparison, you can use: MORE+ adj/ noun + THAN** **Your turn**: Use the words and make 3 sentences to compare Halloween now and before. Pleasant, popular, amusing Halloween is more pleasant now than before. It is more popular than before. It is more amusing than before.	

Activity 2: Classify the monsters according to their appearance: injured men zombie, mummy, killer clown, ghost, witch, vampire, alien, Frankenstein, skeleton, deformed man, **The custom of wearing animal hides at bonfire-lighted Celtic feast ceremonies survived until recent times,**

Evolution- teacher									
									

Halloween Monsters- student	Date:
Video: https://www.youtube.com/watch?v=VrVEHszxL7E	
Type of document:a a trailer. It is ET.	
Identify the country:	**Identify the time:**
Identify the people you see.	
Identify their actions: Tick the appropriate answer	
○ They are walking around the neighborhood ○ They are taking family photos ○ They are going trick or treating ○ They are going shopping ○ They are eating ○ They are going from houses to houses ○ They are celebrating Halloween They are going to the cinema	
Highlight the costumes you see:	
A nurse, a clown, a vampire, a zombie, animals, skeletons, aliens, a ghost, An injured man, a goblin, a mummy	
Describe the atmosphere: find at least two words:	
Old costumes	New costumes
Influence on Halloween:	
GRAMMAR CHECKPOINT: la comparaison	
Read the sentences: Halloween is more friendly now than before. There are more costumes than before. It is a more family-oriented activity than before. **<u>What do you notice? To express a comparison, you can use:</u>** **Your turn**: Use the words and make 3 sentences to compare Halloween now and before. Pleasant, popular, amusing	

ETAPE 3 THE EVOLUTION OF MONSTERS IN HALLOWEENLAND

How does the document and the town represented in it illustrate the Halloween tradition and the evolution of monsters associated with it?

Support video: The Nightmare before Xmas by Tim Burtonhttps://www.youtube.com/watch?v=fW4XLxeBjtw

Objectif 1: Comprendre une video et s'entraîner à la discrimination auditive, s'appuyer sur les images pour comprendre la vidéo et déterminer si elle illustre bien la tradition d'Halloween.

Objectif 2 : Reconnaître les parties du corps pour pouvoir décrire un personnage/ une créature

Objectif 3 : Parler des actions des monstres.

Objectif de communication : Reperer les personnages de la video et leur lien avec Halloween. Présenter les différents personnages, pouvoir présenter leurs caractéristiques physiques, et leur actions.

Activités langagières : compréhension orale vers production écrite guidée. (entraînement à la tâche finale)

Séance 7 Support exploité : Iconographie- **Halloweenland**

Objectif 1: Comprendre une video et s'entraîner à la discrimination auditive, s'appuyer sur les images pour comprendre la vidéo et déterminer si elle illustre bien la tradition d'Halloween.

Objectif de communication : Chanter la chanson : This is Halloween

Activités langagières : Production orale- A la fin de la séance, je peux chanter la chanson

Objectifs culturels	Halloween dans la culture populaire britannique
Objectifs linguistiques	
grammaticaux	**Le pronom relatif: who pour complexifier les phrases.** **Révision des pronoms personnels et adjectifs possessifs.**
lexicaux	**Les verbes : to hail, to ride, to scream, to hide, to bite, to grin,** **Lexique lié à la ville: town, mayor, bins,** **Lexique lié aux parties du corps : scar, tear-away face, glowing eyes, protruding eyes, stitches, hollowed eyes, a mouth with a grin, skinny, tall, legs, neck, bald, skull, jaw**
Phonologique	Prononciation du H-

DEROULEMENT

Recap: Name one old costume and one new.

Activity 1: Anticipation de la vidéo avec image : See powerpoint. Do you know this document?

It is Halloweenland it is a fantasy town

Activity 2: Emettre des hypotheses sur la video: What is the video about? What is going on?

Reponse attendue: They are celebrating Halloween.

Activity 3: Watch the video to find out who inhabits the town: (without sound)

- *deformed monsters, zombies, mummies, witches, goblins, ghosts, clowns with tear away face, werewolves and vampires, Santa*

Watch the video to find the names of the inhabitants:

- *Sally a rag doll human*
- *Lock, Shock and Barrel, a trio of mischievous* trick-or-treating *children*
- *Jack is the pumpkin king, the leader of the town*; his name is Jack Skellington:
- *The Mayor of the town*
- *The Shadow: OOgie: the boogieman*
- *A scientist*

<table>
<tr><td colspan="4">Halloween Monsters- Activity sheet- Characters- Teacher</td></tr>
<tr><td colspan="4">Identify the characters below.</td></tr>
<tr><td> </td><td> </td><td> </td><td> </td></tr>
<tr><td>The Mayor of Halloweentown- a politician</td><td>Dr. Finkelstein- a scientist</td><td>Jack Skellington- a popular skeleton</td><td>Sally- a living rag doll</td></tr>
<tr><td colspan="4">Find 2 adjectives to describe them</td></tr>
<tr><td>Big and strange</td><td>Strange, pale, mad</td><td>Tall, elegant</td><td>Nice and fragile</td></tr>
<tr><td colspan="4">Use a relative pronoun to complexify your sentence:
EX: The clown with a tearaway face/ a killer/ cruel and dangerous
The clown with a tearaway face, who is a killer, is cruel and dangerous.</td></tr>
<tr><td>The Mayor, who is a politician, is big and strange.</td><td>Dr. Finkelstein, who is a mad scientist, is pale.</td><td>Jack, who is a popular skeleton, is tall and elegant.</td><td>Sally, who is a living rag doll, is nice but fragile.</td></tr>
<tr><td colspan="4">GRAMMAR CHECKPOINT: Relative pronouns
Who après une personne</td></tr>
<tr><td colspan="4">Practice:
The boogieman- a killer- dangerous and fat
The monster- hides under the stair- scary and dangerous.</td></tr>
</table>

Halloween Monsters- Activity sheet- Characters- student

Identify the characters below.

Find 2 adjectives to describe them

Use a relative pronoun to complexify your sentence:
EX: The clown with a tearaway face/ a killer/ cruel and dangerous
The clown with a tearaway face, **who** is a killer, is cruel and dangerous.

GRAMMAR CHECKPOINT: Relative pronouns: Use Who after a person

Practice:
The boogieman- a killer- dangerous and fat
The monster- hides under the stair- scary and dangerous.

Halloween Monsters- Activity sheet- Characters- student

Identify the characters below.

Find 2 adjectives to describe them

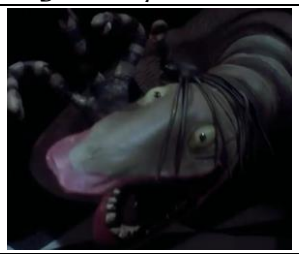
Use a relative pronoun to complexify your sentence:
EX: The clown with a tearaway face/ a killer/ cruel and dangerous
The clown with a tearaway face, **who** is a killer, is cruel and dangerous.

GRAMMAR CHECKPOINT: Relative pronouns: Use Who after a person

Practice:
The boogieman- a killer- dangerous and fat
The monster- hides under the stair- scary and dangerous.

Activity 4: Listen to the song and write down as many words as you can.

Activity 5: Listen again and identify the monsters.

Activity 5 : READ the descriptions below. Associate each text with the correct image.		
I am the one hiding under your bed. Teeth ground sharp and glowing red eyes.	I am the one hiding under the stairs. Fingers like snakes and spiders in my hair	I am the one with the tear-away face Here in a flash and gone without a trace
		

Activity 5 : READ the descriptions below. Associate each text with the correct image.		
I am the one hiding under your bed. Teeth ground sharp and glowing red eyes.	I am the one hiding under the stairs. Fingers like snakes and spiders in my hair	I am the one with the tear-away face Here in a flash and gone without a trace

Activity 5 : READ the descriptions below. Associate each text with the correct image.		
I am the one hiding under your bed. Teeth ground sharp and glowing red eyes.	I am the one hiding under the stairs. Fingers like snakes and spiders in my hair	I am the one with the tear-away face Here in a flash and gone without a trace

This is Halloween

Listen and complete the song with the words from the box:

Boys and (1)_____of every age
Wouldn't you like to see something strange?
Come with us and you will see
This, our town of (2)_____

This is Halloween, this is
Halloween(3)_____scream in the dead of night
This is Halloween, everybody make a scene
(4)_____ till the neighbors gonna die of fright
It's our town, everybody (5)_____
In this town of Halloween

I am the one hiding under your (6)_____
(7)_____ ground sharp and eyes glowing red

I am the one hiding under your (8)_____
Fingers like snakes and (9)_____ in my hair

This is Halloween, this is Halloween
Halloween! Halloween! Halloween! Halloween!

In this (10)_____ we call home
Everyone hail to the pumpkin song

In this town, don't we love it now?
Everybody's waiting for the next surprise

Round that corner, man hiding in the trash cam
Something's waiting no to pounce, and how you'll...
Scream! This is Halloween
Red 'n' black, slimy green.
Aren't you scared?
Well, that's just fine
Say it once, say it twice
Take a chance and roll the dice
Ride with the (11)_____ in the dead of night
Everybody scream, everybody scream
In our town of Halloween!

I am the (12)_____ with the tear-away face
Here in a flash and gone without a trace
I am the "who" when you call, "Who's there?"

I am the wind blowing through your hair

I am the shadow on the moon at (13)_____
Filling your dreams to the brim with (14)_____
This is Halloween, this is Halloween!
Halloween! Halloween! Halloween! Halloween!

Halloween! Halloween!

Tender lumplings everywhere
Life's no fun without a good scare
That's our job, but we're not mean
In our town of Halloween

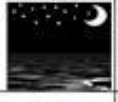
In this town
Don't we love it now?

Everyone is waiting for the next surprise
(15)_____ Jack might catch you in the back
And scream like a banshee
Make you jump out of your skin

This is Halloween, everyone scream
Wont' ya please make way for a very special guy
Our man jack is King of the Pumpkin patch
Everyone hail to the Pumpkin (16)_____

This is Halloween, this is Halloween
Halloween! Halloween! Halloween! Halloween!

In this town, we call home
Everyone hail to the pumpkin song
La la-la la, Halloween! Halloween! [Repeat]

Moon	skeleton	spiders	teeth
clown	Night 	pumkins	
fright	town	king	girls
Halloween	scream	bed	stairs

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Etape 3- Séance 8- CHARACTERS.

Objectif 2 : Reconnaître les parties du corps pour pouvoir décrire un personnage/ une créature

Recap: Guess who. Choose one of the characters in a Nightmare before Xmas. You are this character. Describe yourself.

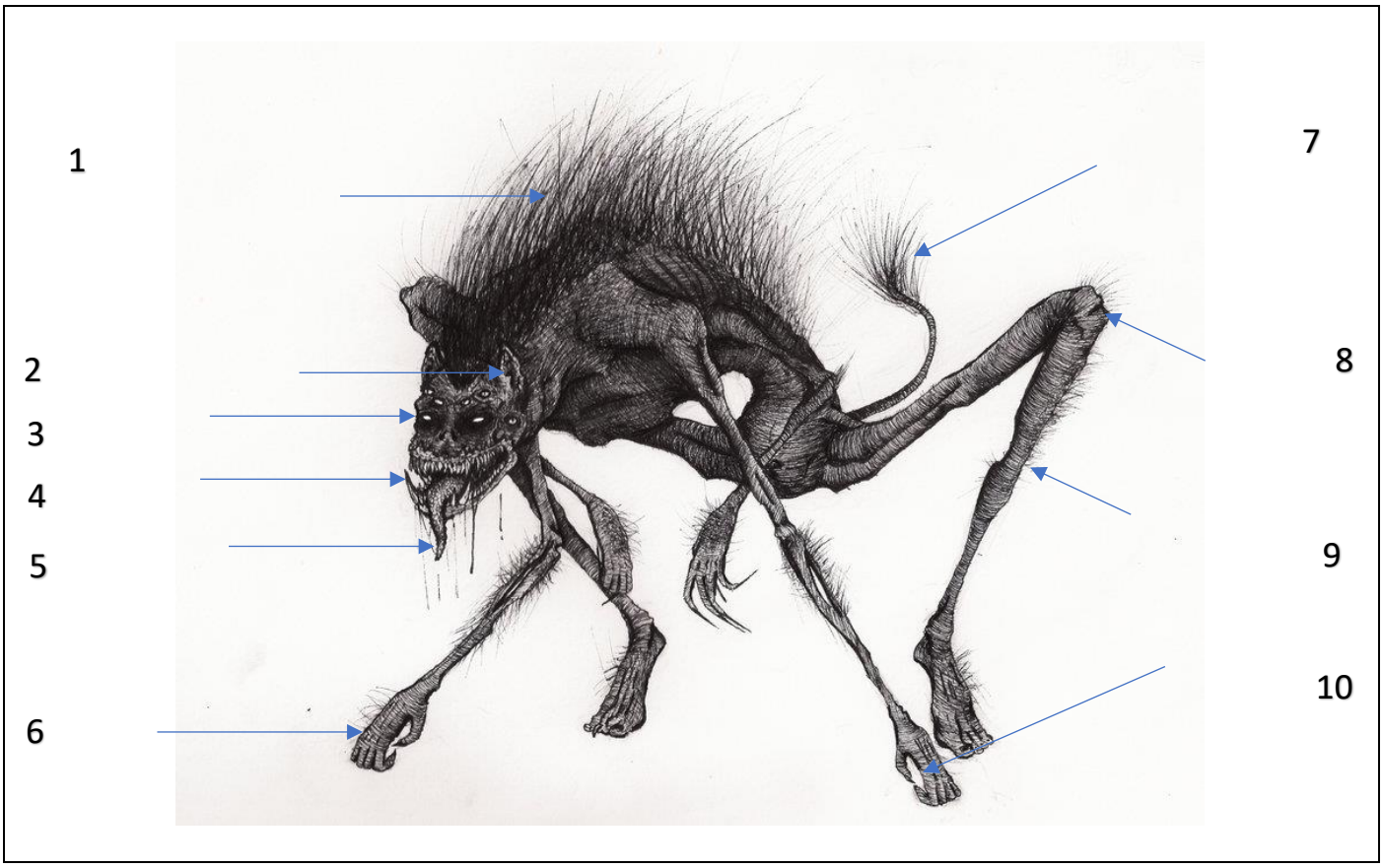
- Rule the town
- To be in charge of Halloween
- To be in love with Jack
- Create a rag doll

I am the character …… (say what he does)- find 2 adjectives to describe him or her

Activity 2; Simon says and body parts.

Activity 3: Body parts activity sheet.

Activity 4: Memorise and label the body parts of this monster:



Activity 5: PRACTICE: What does this monster look like? Describe this monster. Use the adjectives in your copybook to give a detailed description. Use possessive adjectives. How does he look?

Remediation: exercices: pronoms personnels et possessifs :

This is Halloween – Grammar Worksheet 2

ACTIVITY 1 : Work in pairs. Complete the PRONOUN and VERB activities below.

A) Pronoun Revision	**Simple Present (to BE)**
_	= I am / I'm not / Am I?
_ _ _	= _____ / _____ / _____
_ _ / _ _ _ / _ _	= _____ / _____ / _____
_ _	= _____ / _____ / _____
_ _ _ _ _	= _____ / _____ / _____

ACTIVITY 2: MAKE 3 **sentences**.

1. (He, tired)
2. (they, happy, not)
3. (You, hungry**?**)

ACTIVITY 3 : COMPLETE THE VERBS have /walk

I have / I don't have / Do I have…?	**I walk / I don't walk / Do I walk…?**
_____ / _____ / _____	_____ / _____ / _____
_____ / _____ / _____	_____ / _____ / _____
_____ / _____ / _____	_____ / _____ / _____
_____ / _____ / _____	_____ / _____ / _____

This is Halloween

FIND **adjectives** to describe the monsters below:

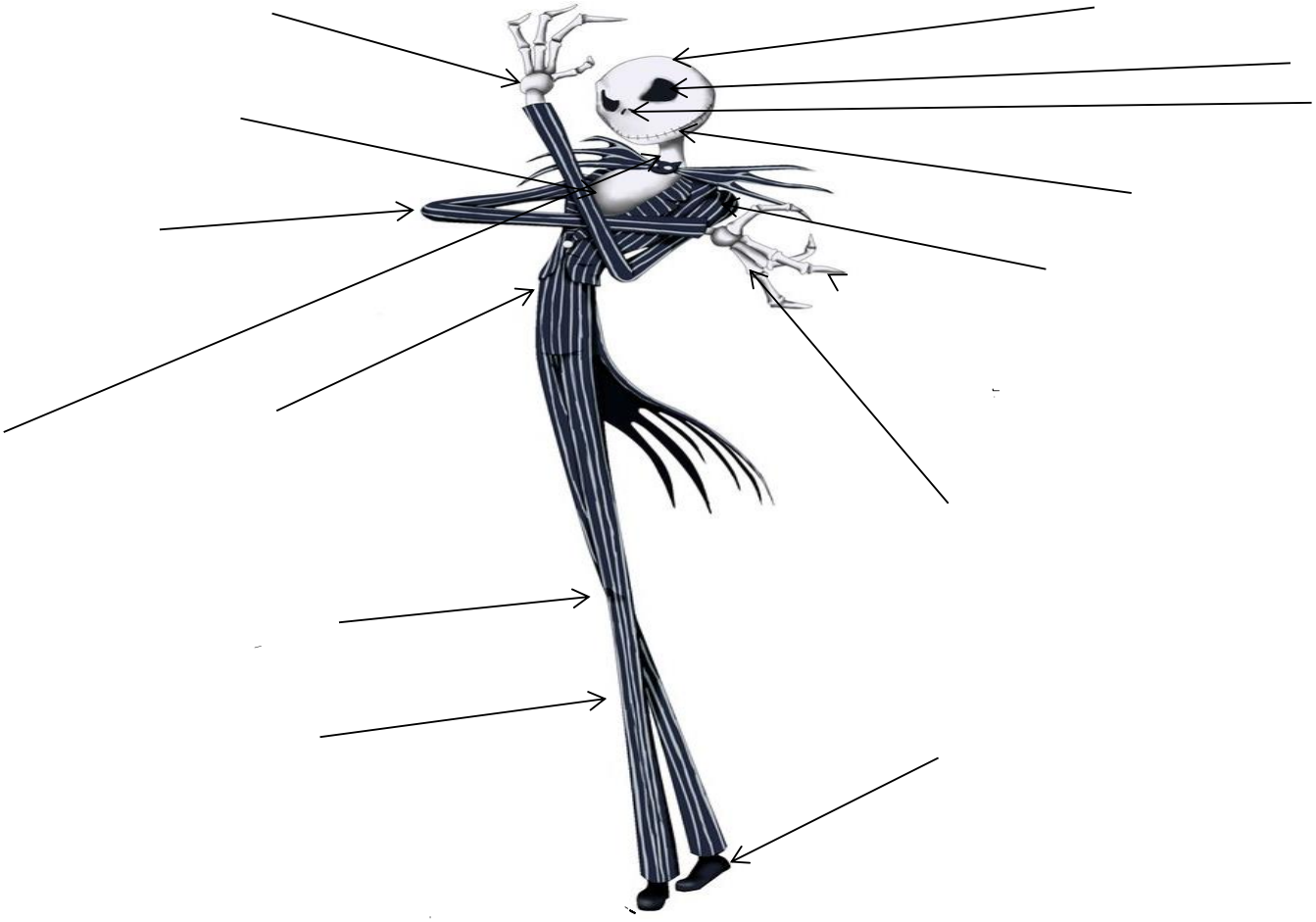
Activity 7 : CHOOSE a monster. USE **pronouns** and **possessive adjectives** (see **Activity 3**) and **adjectives** from **Activity 6** to answer the following question:

What does your creature look like? Example: ***Her teeth are long and white.***

Activity 3 : IDENTIFY the personal pronouns and possessive adjective			
Subject		Possessive adjective	
Je		Mon/Ma/Mes	_ _
Tu/Vous		Ton/ta/tes	Y _ _ _
Il / Elle	/ /	Son/Sa/Ses	_ _ _ / _ _ _ / _ _ _
Nous		Notre/nos	O _ _
Ils/Elles		Leur/Leurs	T _ _ _ _

Activity 3 : IDENTIFY the personal pronouns and possessive adjective			
Subject		Possessive adjective	
Je		Mon/Ma/Mes	_ _
Tu/Vous		Ton/ta/tes	Y _ _ _
Il / Elle	/ /	Son/Sa/Ses	_ _ _ / _ _ _ / _ _ _
Nous		Notre/nos	O _ _
Ils/Elles		Leur/Leurs	T _ _ _ _

Vocabulary Test on Body parts.



Etape 3- Séance 9- What creatures can do

Objectif 3 : Lire et comprendre un texte sur des personnages pour pouvoir les présenter aux autres.

Objectif de communication : parler des personnages, de leur caractéristiques physiques et de leur actions.

Activités langagières : Reading-comprehension vers production écrite.

Support exploité : textes sur les personnages.

The Nightmare before Christmas: Character description- Reading-comprehension

A2: GÉNÉRALE DE L'ÉCRIT
Peut comprendre de courts textes simples sur des sujets concrets courants avec une fréquence élevée de langue quotidienne

Name:

Document:

Jack Skellington, also known as the "Pumpkin King", is the main protagonist in Halloweenland. He lives in Halloween Town and is in charge of organizing Halloween. Jack is popular in town. He is a tall skeleton who wears a black pin-striped suit, with a bat bowtie. He terrifies humans but never harms them. He is able to scare the monsters that occupy the town.

Answer the following questions:

What is the text about? /1

What is Jack's nickname:/2

Where does Jack live? /1

Pick out adjectives used to describe him:/2

Identify what Jack is responsible of in town. /2

Pick out his clothes: /2

True or false:Write T or F and justify with a sentence from the text. /6

Jack is a killer:

Jack organizes Halloween.

People in town appreciate him.

Read your text. Then put it away. Ecris en francais ce que tu as compris : /3

The Nightmare before Christmas: Character description- Reading-comprehension

A2: GÉNÉRALE DE L'ÉCRIT
Peut comprendre de courts textes simples sur des sujets concrets courants avec une fréquence élevée de langue quotidienne

Name:

Document:

Dr. Finkelstein is a resident of Halloween Town. He created Sally. He is in a wheelchair and is a mad and pale scientist. His head is rather huge with many nuts and bolts. He can open up his skullcap to reveal his brain. He also wears tiny glasses. He has a duckbill-like mouth. He repairs injured bodies.

Answer the following questions:
What is the text about? /1

What did he create/2

Where does he live? /1

Pick out adjectives used to describe him:/2

Identify his job. /2

Identify what he can do /2

True or false:Write T or F and justify with a sentence from the text. /6
He is an excellent scientist:

His mouth resembles the mouth of a duck. .

His skullcap can be opened.

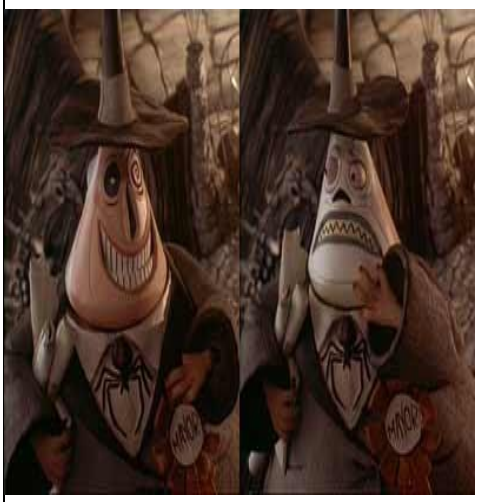
Read your text. Then put it away. Ecris en francais ce que tu as compris : /3

The Nightmare before Christmas: Character description- Reading-comprehension

A2: GÉNÉRALE DE L'ÉCRIT
Peut comprendre de courts textes simples sur des sujets concrets courants avec une fréquence élevée de langue quotidienne

Name:

Document:



The Mayor of Halloween Town is a strange man who is in charge of the town. He has one spiral eye and one dark eye and a conical body. He wears a tall top-hat and suit with a spider bow-tie. He also wears a ribbon that says "Mayor" on it. Being a politician, he is naturally "two-faced" and can rotate his head to appear as either happy or sad, to reflect his mood. Sometimes he has a large toothy smile and at other times, he grins like a Cheshire cat.

Answer the following questions:
What is the text about? /1

What is his job:/2

Where does he live? /1

Pick out adjectives used to describe him:/2

Identify what he can do with his body. /2

Pick out his clothes: /2

True or false:Write T or F and justify with a sentence from the text. /6
Sometimes he is sad and other time he is happy:

His eyes are identical. He is skinny.
Read your text. Then put it away. Ecris en francais ce que tu as compris : /3

Activity: Reading-Comprehension: the nightmare before Christmas	
Read the following statements and find the corresponding characters.	
	This character is a scary looking character who can tear away his face. He is a sinister character who is fat. He has a big purple nose with a large smile. He wears colourful clothes.
	This character is a tall skeleton who wears a black pin-striped suit, with a bat bowtie. He terrifies humans but never harms them. He is able to scare the monsters that occupy the town.
	This character is a villain who can be cruel. He is the "boogieman". He is huge and made of a burlap sack filled with insects, two spiders and a snake that serves as a tongue.He appears as a shadow over the moon and frightens people. He loves singing and dancing.
	Being a rag doll, this character is able to undo her stitches to allow her limbs to act independently. This character feels no pain and can leap from towers to towers. This character is in love with Jack.

Activity: Reading-Comprehension: the nightmare before Christmas	
Read the following statements and find the corresponding characters.	
	This character is a scary looking character who can tear away his face. He is a sinister character who is fat. He has a big purple nose with a large smile. He wears colourful clothes.
	This character is a tall skeleton who wears a black pin-striped suit, with a bat bowtie. He terrifies humans but never harms them. He is able to scare the monsters that occupy the town.
	This character is a villain who can be cruel. He is the "boogieman". He is huge and made of a burlap sack filled with insects, two spiders and a snake that serves as a tongue.He appears as a shadow over the moon and frightens people. He loves singing and dancing.

	Being a rag doll, this character is able to undo her stitches to allow her limbs to act independently. This character feels no pain and can leap from towers to towers. This character is in love with Jack.

Activity: Reading-Comprehension: the nightmare before Christmas	
Read the following statements and find the corresponding characters.	
	This character is a scary looking character who can tear away his face. He has a big purple nose with a large smile.
	This character is a tall skeleton who wears a black pin-striped suit, with a bat bowtie. He terrifies humans.
	He is the "boogieman". He is huge and made of a burlap sack filled with insects, two spiders and a snake that serves as a tongue. He loves singing and dancing.
	She is a rag doll with stitches. She is Dr. Finkelstein ‘s daughter. She is friendly and is in love with Jack.

Activity: Reading-Comprehension: the nightmare before Christmas	
Read the following statements and find the corresponding characters.	
	This character is a scary looking character who can tear away his face. He has a big purple nose with a large smile.
	This character is a tall skeleton who wears a black pin-striped suit, with a bat bowtie. He terrifies humans.
	He is the "boogieman". He is huge and made of a burlap sack filled with insects, two spiders and a snake that serves as a tongue. He loves singing and dancing.

	She is a rag doll with stitches. She is Dr. Finkelstein 's daughter. She is friendly and is in love with Jack.

Halloween Monsters- The Nightmare before Christmas

Critères de réussite et connaissances à utiliser.

Name:	Date:

Tâche intermédiaire guidée:(A2) You participate in a Halloween film contest. You write about your favourite character in Tim Burton's video: *The Nightmare before Xmas.* Choose one of the characters below. Imagine what he is like (personality), what he does in Halloweentown and on Halloween, and what he can do and describe his physical characteristics.

Critères de réussite	Connaissances à utiliser
Give your creature a name.	○ Use possessive adjectives (2)
Indicate where he/ she lives and describe the place (create an atmosphere)	○ Write at least one sentence with the relative pronoun WHO (1)
Say how he looks	○ Write at least one sentence with the expression: he looks+ adjective (1)
Describe his/ her abilities	○ Write at least 3 sentences with the modal CAN 3
○ Compare him with another character from the video (more…. Than) (1)	○ Use the verb to be, to have in the simple present (3)
Find actions he does : job, activity, likes and dislikes	○ Use the simple present (3)
○ Find at least 4 adjectives to describe his personality (2)	○ Use connectors: and, because
Say what he looks like: detailed description (4)	○ Use descriptive adjectives: colours, size, shape
Compétence disciplinaire: Ecrire	**ECRITURE CREATIVE**
Non acquis / A1 Fragile	A2 Satisfaisant / A2+ Très satisfaisant

Peut écrire des mots et expressions isolés.	Peut écrire des phrases et des expressions simples sur lui/elle-même et des personnages imaginaires, où ils vivent et ce qu'ils font.	Peut écrire des textes imaginaires courts et simples sur les gens.	Peut écrire des textes imaginaires courts et simples sur les gens et relier les phrases dans une suite logique.
Domaine du socle : s'engager et prendre des initiatives		**D3 La formation de la personne et du citoyen**	
A1 Non acquis	A1 Fragile	A2 Satisfaisant	A2 Très satisfaisant
Conseils pour progresser			

Réponse attendue:

His name is Grin and he lives in Halloweentown.

He is a mischievous boy who likes playing tricks on people.

He's got a pale and bluish face with big round eyes.

He is a spooky boy!

Sometimes, he looks happy and has a large smile but he can be scary and ugly

He's got greenish and curly hair.

He wears a purple top with purple trousers.

He's got short legs and strange feet.

He has got 2 friends and they go trick or treating on Hallowing night.

They walk around the neighborhood and knock on doors.

They shout Trick or treat and eat lots of sweets.

He is not very smart but he can run very fast.

He hides in trash cans, scares people and causes trouble.

Name		Date:		
Final Task: (A2) You take part in an exhibit at school entitled: HALLOWEEN MONSTERS. Create a new Halloweenland. Create a monster that represents either your time or another epoch. Describe its characteristics: physical traits, personality and habits.				
Compétence	**Insuffisant**	**fragile**	**Bonne maîtrise**	**Très bonne maîtrise**
Ecriture Créative: Peut écrire des textes imaginaires courts et simples sur les gens	Peut écrire des mots et expressions isolés.	Peut écrire des phrases et des expressions simples sur lui/elle-même et des personnages imaginaires, où ils vivent et ce qu'ils font.	Peut écrire des textes imaginaires courts et simples sur les gens	Peut écrire des textes imaginaires courts et simples sur les gens et relier les phrases dans une suite logique.
Critères Evaluation	**Les descripteurs de capacité du CECRL**			
Etendue du vocabulaire	Possède un répertoire élémentaire de mots isolés	Possède un vocabulaire suffisant pour satisfaire les besoins communicatifs élémentaires	Possède un vocabulaire suffisant	Possède un vocabulaire suffisant voire diversifié
Grammaire	Peut difficilement utilisé des structures appartenant à un répertoire mémorisé.	A un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.	Peut utiliser des structures simples correctement mais commet encore systématiquement des erreurs élémentaires. Sens général reste clair	Peut utiliser des structures simples correctement mais commet encore systématiquement des erreurs élémentaires. Sens général reste clair.
Cohérence et cohésion	Peut difficilement relier les mots et expressions isolés.	Peut relier des groupes de mots avec des connecteurs élémentaires tels que «et » ou «alors».	Peut utiliser les articulations les plus fréquentes pour relier des énoncés et décrire quelque chose.	Peut utiliser les articulations les plus fréquentes pour relier des énoncés afin de raconter une histoire ou décrire quelque chose.
Développement thématique	Pas de descripteur	Peut difficilement décrire quelque chose.	Peut raconter une histoire ou décrire quelque chose avec une simple liste de points successifs.	Peut raconter une histoire ou décrire quelque chose avec une simple liste de points successifs.

Domaine du socle : s'engager et prendre des initiatives		**D3 La formation de la personne et du citoyen**	
A1 Non acquis	A1 Fragile	A2 Satisfaisant	A2 Très satisfaisant
Domaine du socle : mobiliser des moyens divers pour servir un projet artistique		**D1.4 Langages des arts**	
A1 Non acquis	A1 Fragile	A2 Satisfaisant	A2 Très satisfaisant
Domaine du socle : organisation du travail personnel		**D 2 Les méthodes et outils pour apprendre**	
Comprendre les consignes			
A1 Non acquis	A1 Fragile	A2 Satisfaisant	A2 Très satisfaisant
Anticiper/ gérer/ mémoriser/planifier			
A1 Non acquis	A1 Fragile	A2 Satisfaisant	A2 Très satisfaisant

ANNEXES :Supports

Jack Skellington, also known as the "Pumpkin King", is the main protagonist. He lives in Halloween Town and is in charge of organizing Halloween. Jack is popular in town. Jack is a tall skeleton who wears a black pin-striped suit, with a bat bowtie. He terrifies humans but never harms them. He is able to scare the monsters that occupy the town.

Sally is a living rag doll who lives in Halloween town. She was created by Dr. Finkelstein who keeps her under close watch. To escape his watch, she drugs his soup with a potion, but this angers Finkelstein. Being a rag doll, she is able to undo her stitches to allow her limbs to act independently. She feels no pain and can leap from towers to towers. She is in love with Jack.

Dr. Finkelstein is a resident of Halloween Town who created Sally. He is in a wheelchair and is a mad and pale scientist. His head is rather huge with many nuts and bolts. He can open up his skullcap to reveal his brain. He also wears tiny glasses. He has a duckbill-like mouth s mouth is like a duck beak. He repairs injured bodies.

The Mayor of Halloween Town is a strange man. He has one spiral eye and one dark eye and a conical body. He wears a tall top-hat and suit with a spider bow-tie. He also wears a ribbon that says "Mayor" on it. Being a politician, he is naturally "two-faced" and can rotate his head to appear as either happy or sad, to reflect his mood.Sometimes he has a large toothy smile and at other times, he grins like a Cheshire cat.

Oogie Boogie is the main antagonist who kills people. He is a villain who can be cruel. He is the "boogieman". He is huge and made of a burlap sack filled with insects, two spiders and a snake that serves as a tongue.He appears as a shadow over the moon and frightens people. He loves singing and dancing.

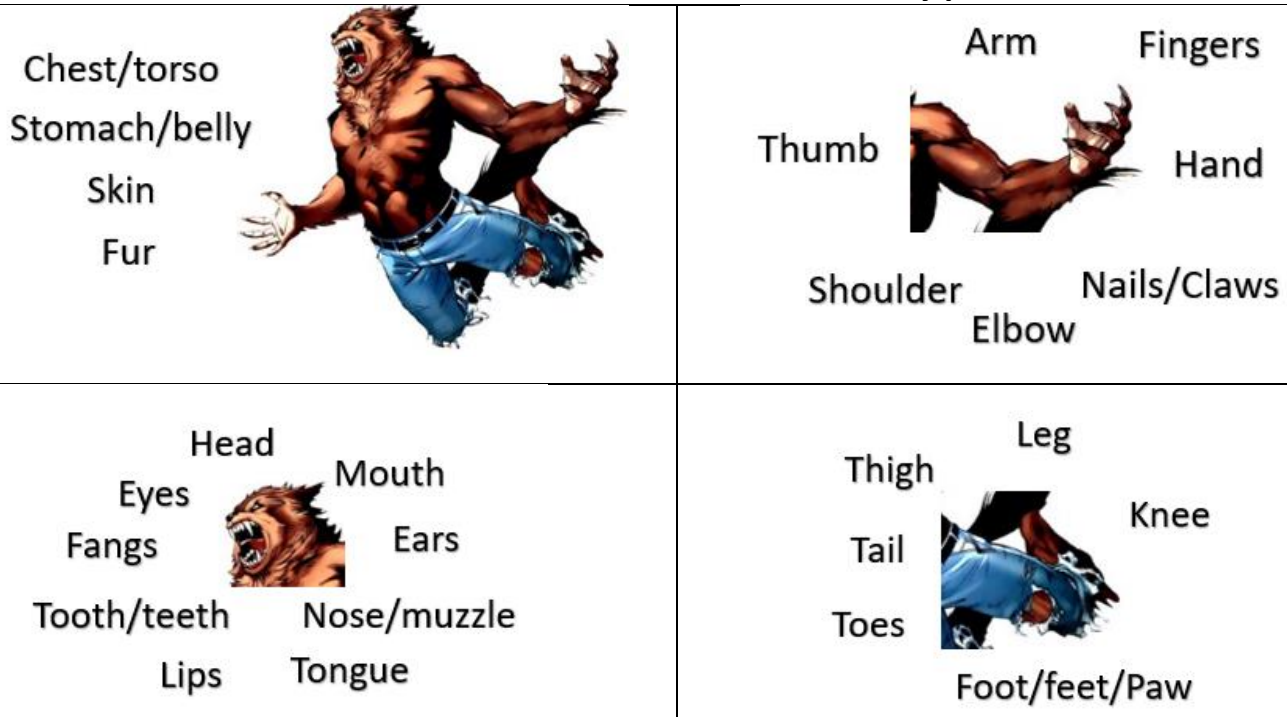
The clown with the tearaway is not a nice clown.but a scary looking clown who can tear away his face.He is a sinister clown who is fat. He has a big purple nose with a large smile. He wears colourful clothes.

Lock, Shock, and Barrel are a trio of spooky trick-or-treaters from Halloween Town who love causing trouble . They served as Oogie Boogie's henchmen and they can control monsters. They really are terrified of Oogie

This is Halloween – Vocabulary Worksheet 3

Body Part Nouns

ACTIVITY 4: DRAW a line from each word to the correct body part:



Descriptive Vocabulary (ACTIVITY 5)

Size/Dimension		Force	
Tiny	Minuscule	Strong	Fort
Small	Petit	Weak	Faible
Average/medium size		Fat	Gros
		Thin / Skinny	Mince/maigre
Large/Big	Grand/gros	Bony	Osseux
Tall/Short	de grand/petit taille	Muscular	Musculaire
Long		Fast	Rapide
Wide	Large	Slow	Lente
Narrow	Etroit	Agile	Agile

Texture		Aspect	
Furry	Velu	Scary/Frightning	Effrayant
Hairy	Poilu	Mad/crazy	Fou
Smooth	Lisse/doux	Evil	Méchant
Rough	Rugueux	Old	Vieux
Spiky	Hérissé	Young	Jeune
Slimy	Visqueux/gluant	Dark	Somber
Soft	Doux/mou	Bright	Clair
Hard	Dur	Pale	Pâle
Pointy	Pointu	Sharp	Tranchant
Curly	Frisé/bouclé	Round	Ronde

Fiche pour verifier si tu connais ton vocabulaire :

This is Halloween – Knowledge Test 1 (Vocabulary)

WRITE the English word for the creatures represented in the images below:

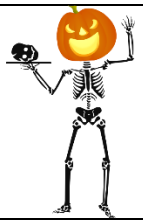
Eléments/Objectifs du CERCL			**Mark:**	**/ 10**

Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.

Maîtrise du vocabulaire (A2): Possède un répertoire restreint ayant trait à des besoins quotidiens concrets.

This is Halloween – Knowledge Test 1 (Vocabulary- Responses)

WRITE the English word for the creatures represented in the images below:

				
A haunted house	A pumpkin	A witch on a broom	A graveyard	A skeleton
A mummy	A spiderweb	Frankenstein: a monster	Dracula: a vampire	A scarecrow
Eléments/Objectifs du CERCL			**Mark:**	**/ 10**

Etendu du vocabulaire (A2): Possède un vocabulaire suffisant pour mener des transactions quotidiennes courantes dans des situations et sur des sujets familiers.

Maîtrise du vocabulaire (A2): Possède un répertoire restreint ayant trait à des besoins quotidiens concrets.

Fiche pour s'entraîner à la compréhension de lecture

Fiche de travail en autonomie
Project 2 : Halloween Monsters

Support: Document

Halloween

October 31st is Halloween. Halloween is made up of two words: Hallow and Een. Hallow means *saint* and *een* means eve. Halloween means the night before All Saints'Day. It is a very special day for children in Canada, in the United States and in England. On Halloween, children dress up in costumes. Some children wear masks and some wear makeup. They dress up as monsters, ghosts, witches, skeletons and mummies. In the evening they walk around in their neighbourhood and go from house to house shouting "Trick or treat".

At each house, people give out sweets. One traditional custom is to put a Jack O' Lantern on your doorstep or window. To make a Jack'OLantern, you clean the inside of a pumpkin, cut out the eyes, the nose and the mouth and put a candle inside it. People also decorate their house with pictures of black cats, spiders or witches and bats and sometimes ghosts.

From: ***Blogs on Halloween***

○ **Activity 1 : Individually : Read the text. Turn it over.**

○ **Activity 2: In pairs**: **Find a partner and tell him/ her what you understand**.(Record on Ipad your discussion)

Activity 3: Individually: Choose 10 words you can use to explain the text: Keywords. Compare with a friend. Together choose the most important words: keep only 5. Highlight them.

Je lis un texte pour savoir comment on célèbre Halloween aujourd'hui

Je peux identifier les mots connus : **Identify words you know**
Write 10 words you know.
Je peux repérer les mots transparents :**Identify transparent words**
Pick out transparent words :
Check your answers with your friend. Add missing words in green.

Je peux relever des informations	
Identify the title :	Identify the source of the document :
Pick out 3 countries mentioned in the text:	
Pick out the date :	Pick out the words in *italics:*
Circle the verb **to be** in the text. (in the present)	**Pick out other verbs**:

Je comprends le sens général du texte :

Look at each image and find the associated sentence in the text

The text is about
Halloween means

Identify at least 3 animals people use to decorate their house :

Identify 3 monsters children dress up as:

Je comprends certains détails

TRUE OR FALSE: Write T or F and **Justify with a sentence from the text.**

Children scream BOO on Halloween	
Halloween is on October 30th	
People decorate their house.	

J'explique ce que je comprends: Explain what you understand

Explain what you put inside a Jack O Lantern	

Describe what people do on Halloween, use **frequency adverbs** in your sentences : always , usually, sometimes, often

In America, people **always** celebrate Halloween.

They ----------decorate their house. They ----------carve pumpkins. Children ----------dress up in costumes. ----------, they dress up as ghosts. They ----------walk around in their neighborhood.

Je fais du lien avec ma culture : Compare with your own culture

Say what you usually do on Halloween? Use a frequency adverb to answer the question.

Answer the following questions with a frequency adverb:

Do you decorate your house on Halloween?

Do you carve pumpkins?

Do you walk around your neighborhood on Halloween?

Je raconte ce que j'ai compris :

J'écris ce que je comprends : **Write in French what you understand.**

Lire et comprendre/ Je m'auto-evalue :Je colorie en rouge : difficile en vert : sans difficulté en jaune : fragile
Je note ce qui m'a bloqué et comment j'ai résolu la difficulté.

S'approprier le document en utilisant des repérages de nature différente :	
Comprendre des documents écrits, de courts textes simples (A2)	
Domaine du socle commun	**Les méthodes et outils pour apprendre D2**
Comprendre les consignes	
Fait preuve d'autonomie	
Ce que j'ai trouvé difficile	

Fiche pour consolider les bases.

Replace the subject by the corresponding pronoun and circle the possessive ones

1. **Frankenstein** is an ugly monster. His face is green with lots of scars.

2. **Count Dracula** is a dangerous vampire. His teeth are pointy.

3. **Frankenstein and Count Dracula** are legendary monsters.

4. Reading-Comprehension

Halloween Monsters
Je lis un texte pour savoir comment on célèbre Halloween aujourd'hui
Read your text
SUPPORT: Halloween Halloween is a special day in Canada, the USA and England. It is celebrated on October 31st. On Halloween, children dress up in costumes. In the evening they dress up as ghosts, witches and mummies.They walk around the neighborhood, knock on doors and shout "Trick or Treat". People decorate their house with big, round pumpkins. From: Blogs on Halloween
Je peux identifier les mots connus : **Identify words you know**
Write 5 words you know.
Je peux repérer les mots transparents :**Identify transparent words**
Pick out transparent words :
Circle the personal pronouns.
Write the title of the text.
Highlight the verb to be in the present
Pick out other verbs
Write the date when people celebrate Halloween:
Identify the countries:
Write one action people do on Halloween

Write one action children do on Halloween
Answer the question: What do you do on Halloween?

Fiche pour consolider les bases.

This is Halloween – Grammar Worksheet 1

ACTIVITY 1 : Work in pairs. Complete the PRONOUN and VERB activities below.

B) Pronoun Revision		**Simple Present (to BE)**
Je	_	= I am / I'm not / Am I?
Tu / vous	_ _ _	= _____ / _____ / _____
Il / Elle	_ _ / _ _ _ / _ _	= _____ / _____ / _____
Nous	_ _	= _____ / _____ / _____
Ils / Elles	_ _ _ _ _	= _____ / _____ / _____

ACTIVITY 2: MAKE 3 **sentences**.

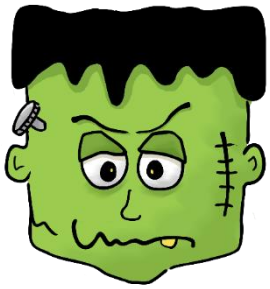
4. (He, tired)
5. (they, happy, not)
6. (You, hungry**?**)

ACTIVITY 3 : COMPLETE THE VERBS have /walk

I have / I don't have / Do I have…?	**I walk / I don't walk / Do I walk…?**
_____ / _____ / _____	_____ / _____ / _____
_____ / _____ / _____	_____ / _____ / _____
_____ / _____ / _____	_____ / _____ / _____
_____ / _____ / _____	_____ / _____ / _____

Adjectives – physical description

ACTIVITY 3 : MAKE short sentences to describe these creatures.

Image 1	**Image 2**	**Image 3**	
			

Fiche pour s'entraîner à décrire.

This is Halloween

Activity 1 : FIND **adjectives** to describe the monsters below:

Activity 2 : CHOOSE a monster. USE **pronouns** and **possessive adjectives** and **adjectives** and answer the following question:

What does your creature look like? Example: ***Her teeth are long and white.***

Behemoth
Clown
(With a Tear-Away Face)
Creature Under the Stairs
Easter Bunny
Jack Skelington
Barrel
Bat Kid
Cyclops
Devil
Dr. Finklestein
Harlequin
Demon
Igor
Lock
Mayor
Mr. Hyde
Melting Man
Mummy Boy
Oogie
Boogie
Sally
Sandy Claws
Shock
Underwater
Sea Gal
Wolfman
Witch
Zero

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Witch
Zero

Activity 3 : IDENTIFY the personal pronouns and possessive adjective			
Subject		Possessive adjective	
Je		Mon/Ma/Mes	_ _
Tu/Vous		Ton/ta/tes	Y _ _ _
Il / Elle	/ /	Son/Sa/Ses	_ _ _ / _ _ _ / _ _ _
Nous		Notre/nos	O _ _
Ils/Elles		Leur/Leurs	T _ _ _ _

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Fiche pour consolider le vocabulaire : voir PDF Halloween crosswords