

# CHAPTER 2:

## Halloween and the Supernatural

14

### A History of Halloween, page 56

Use the **REEL** structure, introduced in this chapter, to answer the following questions.

1. Some Halloween traditions, like lighting up hollowed-out pumpkins, have fascinating origins. Do you agree?

**R**

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**E**

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**E**

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**L**

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2. This article confirms that there are connections between the origins of Halloween and how it is celebrated today. Do you agree?

**R**

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**E**

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**E**

---

**L**

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**15** Poetry vocabulary, page 62

1. In this section you learned new vocabulary that you can use to write about poetry. In the spaces provided below:

- List five new terms you have learned. Write the meaning of the term.
- Rate, on a scale of 1 to 5, how confident you are in using this word in a sentence.

**Term 1:** \_\_\_\_\_ Confidence (out of 5) \_\_\_\_\_ / 5

Meaning of this term:

\_\_\_\_\_  
\_\_\_\_\_

**Term 2:** \_\_\_\_\_ Confidence (out of 5) \_\_\_\_\_ / 5

Meaning of this term:

\_\_\_\_\_  
\_\_\_\_\_

**Term 3:** \_\_\_\_\_ Confidence (out of 5) \_\_\_\_\_ / 5

Meaning of this term:

\_\_\_\_\_  
\_\_\_\_\_

**Term 4:** \_\_\_\_\_ Confidence (out of 5) \_\_\_\_\_ / 5

Meaning of this term:

\_\_\_\_\_  
\_\_\_\_\_

**Term 5:** \_\_\_\_\_ Confidence (out of 5) \_\_\_\_\_ / 5

Meaning of this term:

\_\_\_\_\_  
\_\_\_\_\_

2. Name one thing you plan to do to improve your score and increase your confidence in using the term you have learned in this chapter.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Complete the graphic organiser below in a way that will help you to remember the five terms you have just learned.

<b>Write the definition:</b>	<b>Use it in a sentence:</b>
<b>Write a synonym of the word:</b>	<b>Draw a picture:</b>

*SAMPLE*

Term 1: \_\_\_\_\_

Term 2: \_\_\_\_\_

Term 3: \_\_\_\_\_

Term 4: \_\_\_\_\_

Term 5: \_\_\_\_\_

16

**When You're a First Year, page 67**

1. The song *When You're an Addams* expresses what it is like to be part of this eerie family. It uses a lot of rhymes at the ends of lines. Also, the imagery in the song is both gruesome and comical.

In small groups, create a song expressing what it is like to be a first-year student. The song is titled *When You're a First Year*. To get you started, see the lines completed below. Continue writing the lyrics to the same melody as *When You're an Addams*.

**When You're a First Year**

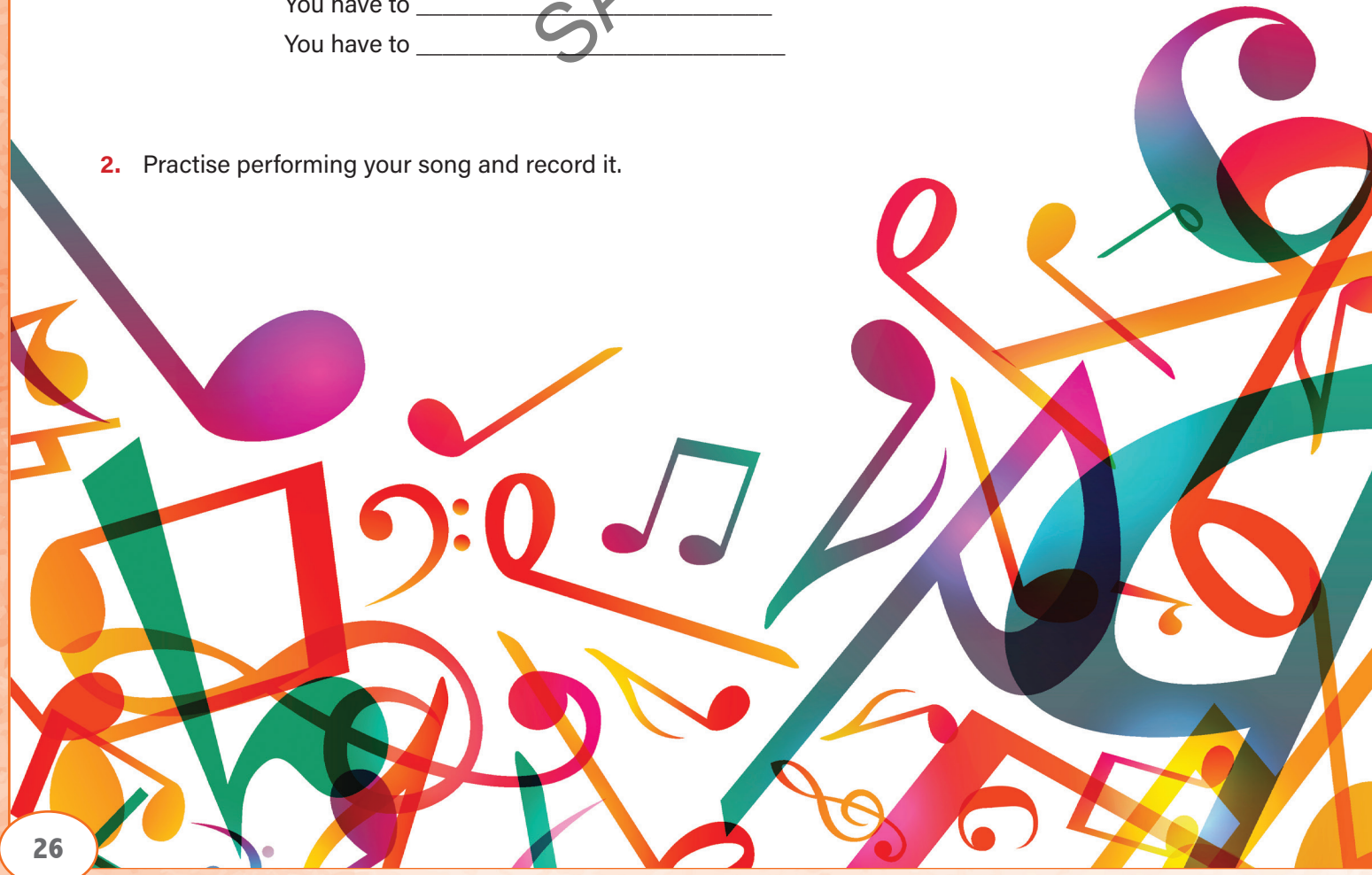
When you're a First Year  
You need to get used to a new school,  
When you're a First Year  
You need to learn new teachers' names.

When you're a First Year,  
You need to \_\_\_\_\_  
When you're a First Year,  
You need to \_\_\_\_\_

Chorus:  
You have to \_\_\_\_\_  
You have to \_\_\_\_\_

2. Practise performing your song and record it.

SAMPLE





17

**The Landlady, page 77**

In *The Landlady*, Dahl creates a mood of suspense and tension. He slowly creates this atmosphere through the careful use of detail. Below, some of the details Dahl uses to create tension are listed. Read these and then complete the table with appropriate examples from the story.

Dahl creates tension by ...	Example of this technique in <i>The Landlady</i>
... setting the story after dark.	'...by the time he got to Bath it was about nine o'clock in the evening and the moon was coming up out of a clear starry sky over the houses opposite the station entrance.'
... hinting at danger.	'But the air was deadly cold and the wind was like a flat blade of ice on his cheeks.'
... putting the main character in an unfamiliar place.	
... describing how eager the landlady is to open the door.	
... including minor details that suggest the boarding-house is unusual.	

18

Chapter 2 Vocabulary Review

Match the words with their definitions.

1. Personification	(a) Poetic technique that joins 'door' and 'floor', 'ache' and 'bake.'
2. Stage directions	(b) An individual sound within a word.
3. <b>R E E L</b>	(c) In poetry, repeating a word, phrase or line for effect.
4. Rhyme	(d) A technique for structuring answers.
5. Alliteration	(e) A group of lines, usually four or more, within a poem.
6. Imagery	(f) A story, or description of a series of events.
7. Stanza	(g) Repetition of a consonant sound.
8. Sibilance	(h) The repetition of 's' sounds.
9. Repetition	(i) When human qualities are given to an object that isn't human.
10. Syllable	(j) Instructions about how the play is to be performed.
11. Narrative	(k) How a poet's language appeals to our senses.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

