

Westbourne Word

EDITION #23

Westbourne's student-led newspaper



Westbourne

Independent Co-educational School 4-16

Articles in this edition include: In the Head of the New Head, "The Shawshank Redemption" film review, quizzes and more!

Also included in this edition, anagrams and a quiz!

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Westbourne Word

Hello and welcome to another edition of the Westbourne Word!

It's the first term of our new academic year, and a new year for the Westbourne Word. In this edition we have a few reviews of books and films so if you're bored at home those would be great to look at! We also see banned foods from around the world - definitely one to read if you're going travelling anytime soon. Also we have halloween quizzes and a toffee cinnamon roll recipe to try if you're feeling in an autumn mood.

We would love for more people to join the editorial team especially from Y9 and Y10!

Until the next edition, from Elena Larkin, Bethany Rowson, Sam Kasher, Leila Young, Ayaan Ahmad, Neema Wright and our film critic Harry Carter!

In the Head of the New Head - Interviewing Mr Edmanson

This term has been the first for our new headteacher, Mr Edmanson. In order to help the student body get to know him a little better, The Westbourne Word team sat down and asked him a few questions .

Why did you choose Sheffield?

Having previously taught at a school in Malaysia, and then in Boston, moving to England has brought me closer to family and friends. That being said, prior to teaching at Westbourne, I had never visited Sheffield. What originally drew me to Sheffield was the dynamic aspect of the city and the close proximity in the peaks where I can take my dogs on scenic walks.



What made you choose Westbourne?

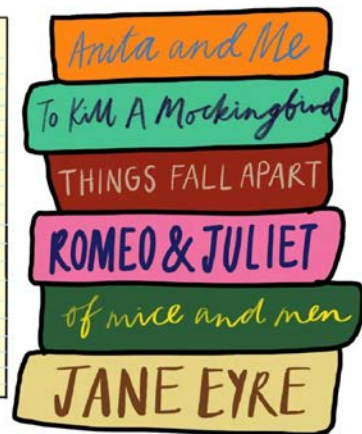
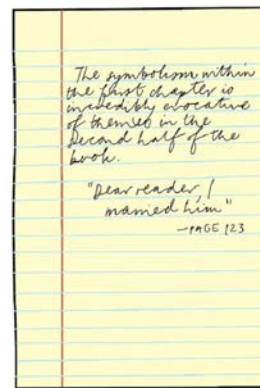
From the moment I came here, for my interview, I found the atmosphere so welcoming, particularly with the students. It seemed like an incredibly supportive environment, like a family, and this was something I wanted to be a part of. Becoming the headteacher here was an excellent opportunity for me, as leadership is a role I enjoy. It meant that I could maintain the excellent practices here at Westbourne as well as drive the school and lead new experiences.



Westbourne
Independent Co-educational School 4-16

What made you become an English teacher?

Teaching was not something I ever wanted to do when I was younger; in fact, it happened by accident after I studied English literature and language at university. Shortly after finishing Uni, I took up my first job at a school in Lincoln, working as a teaching assistant, but fortunately the English teacher happened to be taking some time off, and the school offered me the role and provided the necessary training. From then, I fell in love with teaching, particularly years 10-13 (GCSE through to A-level).



What job would you be if you weren't a teacher?



I'd love working as a chef. Although it would be extremely challenging, I have always loved cooking since I find it to be calming and beneficial to my health. I particularly enjoy Indian cuisine; my favourites include curries, dahl, and homemade naan bread.

What made you want to travel the world?

I have a strong sense of curiosity and love of learning, so travelling to new places has been an amazing experience that I have thoroughly enjoyed. I was fortunate enough to work in South East Asia for a considerable amount of time, and I loved getting to know their culture.



What is your favourite band/artist?



As an avid runner, I love using headphones as they are essential for my runs. I typically listen to house music while running, although I also have an appreciation for all music genres. Noah Kahn is a big country singer in Boston and I think he has potential to achieve great fame in the coming years

Some Favourites of Mr Edmansons:

I support Manchester United football team. My favourite book is Catcher in the Rye, and I have even started writing a few novels of my own. My favourite movies include Back to the Future and Home Alone, as I really enjoy 80's and 90's films. If I could meet one famous person it would be an author. I think it would either be Margaret Atwood or Maya Angelou.



Westbourne's Poetry Event: in their Shoes By Elena Larkin

On the 3th of October Westbourne hosted a captivating poetry event centered around the theme "In their shoes'" bringing together students from across different year groups to explore creative perspectives. It was a day filled with workshops, performances, and community spirit, celebrating the rich literary talent at our school.

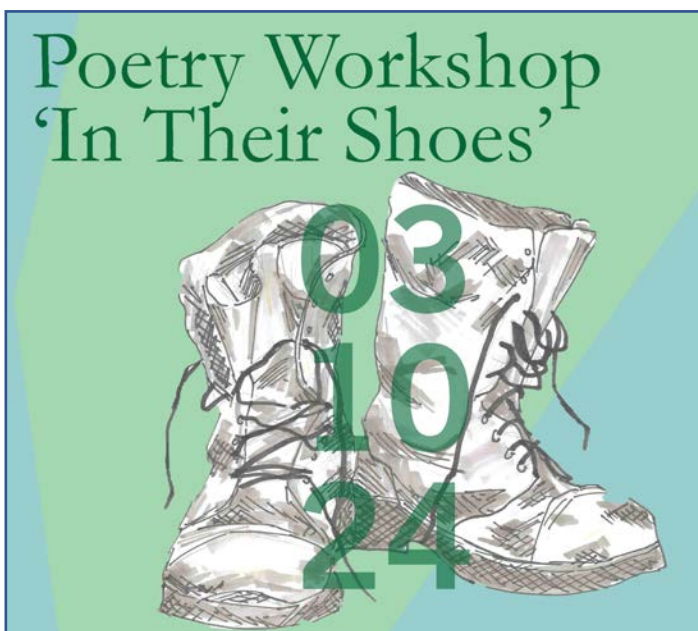
The event actually started a few weeks before with an exciting Year 10 and 11 GCSE HAPS (High Achieving Pupils) poetry workshop, led by former Westbournian, Charlotte Jockey. Charlotte, a distinguished poet who has won a prestigious prize for young poets and a notable school creative writing award, guided our senior students through a thought-provoking session on poetic expression. Her journey from Westbourne to becoming an award-winning writer was inspiring to all who attended.



In the afternoon of the 3rd of October, the National Poetry Day workshop brought a flurry of creativity to our new hall. Year 6 and 7 students from Westbourne, alongside Year 6 pupils from other local schools, worked with our talented Year 9 HAPS poets, crafting poems on the theme: "In Their Shoes." The range of topics was incredibly imaginative, with students placing themselves in the perspectives of pets, canoes, and even Santa Claus!

After the workshops, parents were invited to enjoy coffee and cake while watching the performances of the students' poems. The afternoon began with our Year 9 HAPS poets sharing their own creations. Lyra imagined herself as crockery, Stelios took on the perspective of a chessboard, Anna became a tree and other y9s became a range of other objects and people. Their unique interpretations captivated the audience and set a high standard for the younger students.

One of the highlights was a fun guessing game where Year 6 and 7 students read their poems aloud, and the audience had to guess whose shoes they were standing in. It was a brilliant way to engage everyone and appreciate the imaginative leaps the younger poets had taken.



Then Hatty, a Year 11 student, read Charlotte Jolley's poem which won her the Foyles Young Poets award. The event concluded with performances from some GCSE students of their poems written in the HAPS poetry workshop. Jack took on the perspective of a dictionary, Daniella stepped into the shoes of a celebrity, Neema became a sink (poem below) , and I, Elena, became a pen (poem below).

The event was a resounding success, with students of all ages embracing the challenge of writing from new perspectives. It was a wonderful celebration of creativity and collaboration, showcasing the vibrant literary talent here at Westbourne.

A huge thank you to Miss Smith and the English department for organizing such an inspiring event! It was a brilliant way to encourage empathy and imagination through poetry, and we look forward to many more events like this in the future.

Feel free to check out the performances in the videos here: [Poetry workshop performances](#) and [HAPS poetry workshop](#). And read Neema and Elena's poems below.

“You never really understand a person until you consider things from his point of view, until you climb into his skin and walk around in it.”

“Before you judge a person you should walk a mile in their shoes.”

Sinking - By Neema wright

Sinking

*In the kitchen, the sink leaks,
water pooling, a small splash of neglect.
Each drop echoes like a missed
message,
the quiet retreat of friendships,
draining slowly into the unseen.*

*We stand, eyes glued to glowing screens,
hearts racing towards the next distraction.
while the world outside fades,
just like the threads that once tied us,
fraying, unravelling, forgotten.*

*The sink's rusting edges fracture,
reminders of carelessness,
And ignorance of the present,
dancing around the cracks,
ignoring the drip, drip, drip of time.*

*We rush to patch what feels urgent,
band-aids for the broken,
yet we ignore the slow erosion,
the widening space between laughter,
and the silence that settles like dust.*

*As the water spills over,
so do our voices,
drowned by the chatter of tomorrow,
a reminder that nothing lasts,
that life can leak, just like a sink.*



Silent witness - By Elena Larkin

I am ink and steel,
a slender vessel of potential,
crafted to glide across paper's smooth skin,
leaving trails of thought, lines of soul.

I could birth worlds with a flick,
spiral dreams from a single curve,
or press life's beauty into the thin, soft
breath of a page.

I am a creator's tool
poetry, prose, whispers of wonder.
With me, words blossom, soar,
and sometimes, they burn.

Yet I am also a weapon,
sharp as intent, ruthless as law.
I draft decrees that crush,
sign names that seal fates,
draw borders that fracture lives.
I know the weight of what I carry,
and still, I am helpless.

For I am neither author nor judge,
no arbiter of truth or lies.
I am the servant, wielded by hands
that wield too much.
They twist me into sentences of deceit,
forge signatures that bleed others dry,
and conjure speeches that divide and enrage.

I am furious, trapped in this dance,
for I am neutral, yet bound to the bias
of those who grip me tight,
using my ink to carve their hunger into history.
They speak of my might,
call me mightier than the sword,
but it's their force, their will,
and I am merely the silent executioner.

I yearn to scribe only beauty,
to sketch the stars and the sea,
to capture love's delicate pulse
or the tremor of a first breath.
But I am dragged into war rooms,
courtrooms, back rooms,
where shadows press my point
into contracts that steal,
into scripts that mislead,
into declarations that scar.

I am not to blame
it is not my desire to destroy.
Yet, guilt coats my nib,
stains my body with every misuse.
I scream in my silence,
begging for a kinder hand,
a gentler grip, a noble mind.
For in the end, I am only ink and steel,
and my power is borrowed,
bent and broken at the whims of those
who claim dominion over me.

So know this, human:
every word I write is a testament to your
choices,
I am nothing but a silent witness,
Wield me cautiously.



Foods You Wouldn't Want to Meet in a Dark Alley

Banned Foods from Around the World

By Sam Kasher

Warning - Do not read if you have just eaten or are about to eat.

Some foods are very nice, such as pizza or mini cheddars. Some foods are not nice, such as Brussel sprouts or blue cheese. And some foods you look at and think “Why is this a thing?” An example of this is casu marzu, which literally translates to “rotten cheese”. It's Sardinian. The way you make casu marzu is you get a perfectly good wheel of pecorino cheese, fill it with cheese flies (scientific name *Piophilidae casei*) and let them lay eggs in it. The eggs then hatch and the maggots eat through the cheese, causing the texture of the cheese to become very soft. This takes about 3 months, and then you can eat the cheese - with the maggots inside still being alive. Yay! But make sure you chew well enough or you could come down with a case of enteric pseudomyiasis, which is a fancy way of saying that LIVE MAGGOTS ARE WRITHING AROUND IN YOUR INTESTINES. How horrifying! This is why it is banned in the EU and why it is not safe for consumption. Let's leave this “delicacy” to the Sardinians.

Why would anyone want to eat this?



Now, the next food isn't one that you look at and go, "That's disgusting", but once you find out what it's made of, you will again think "Why would someone eat this?" That food is bird nest soup. You may think that's a play on words, that it just looks like a bird's nest and that's how it got its name. But no, it is a soup made out of a bird's nest. That is, a very certain type of bird's nest, not just one made of twigs and leaves. This type of nest is made only by swiftlets, and it is made of their very special spittle that hardens to form a nest. Yes, you read that right, this is basically bird spit soup. You take the nest, turn it back into its original gelatinous form, and eat it. This food is banned in many places for good reasons: one, it is destroying the homes of birds and that's not cool; and two, it is a very good way to get bird flu.



This turns into this... somehow



My question is, how on earth did someone discover this? My theory is that some dude just waltzed up to a nest and said "Ah, today I crave bird spit."

The third and final food is the ortolan, which is a kind of bunting, which is a sort of passerine, which is a type of bird. They're birds, and like many animals, they have a long history of being eaten by the French. But don't be fooled, this is no Christmas turkey; you don't kill it by gassing it like a normal person (yes, that is how turkeys are killed). The way the ortolan is prepared is by locking it in the dark, which causes it to overeat for some reason, and when it is twice as fat as it should be, it is sealed into a jar full of brandy. Alive. Once it has drowned in the brandy, it is removed, roasted and presented to the consumer. It is eaten by inserting the feet into your mouth, holding the head with one hand, and filtering out bones with the other as you eat. This whole process is done under a towel, some say to keep in the smell, but others say is to shield God's eyes from such a disgraceful act. The killing of ortolans was banned in the EU in 2007, not for ethical reasons, but because the French had hunted this thing to near extinction. Thankfully, the ortolan population has recovered since. Bonus fact, two people who are known to have enjoyed ortolan are, and I kid you not, Bill Cosby and the guy who invented the lobotomy. Maybe he invented it to forget that he ever liked this abomination of a food...

So now you know about foods that, no matter how hard you try, you will never be able to order from Deliveroo.

Cooked ortolans and
people eating them



Le Voyage Français

On the 16th of September, early in the morning, 40 Westbourne pupils and 5 staff members embarked on a journey to the Opal Coast in France. After assembling at school, we headed on the coach for a 7 hour journey to Dover where we caught a ferry to Calais.

After we had arrived at the port, we immediately headed off to a WW2 museum called “La Coupole”. It was originally designed to serve as a launch base for V-2 rockets against London and southern England by Nazi Germany between 1943 and 1944. However, it was captured by the allies before construction could be completed. After taking a quick picture outside the building, we headed into the reception and were given a small tablet; we soon realised that these tablets could be used to scan certain codes around the complex which would give you a VR experience or a map of what the area used to look like during WW2 and there were 8 collectibles to find in these, which, of course, everyone wanted to collect. After this, we headed to our

accommodation and met the animatrices, guides for each day and got some much needed rest, but not before a French scavenger hunt in the courtyard.

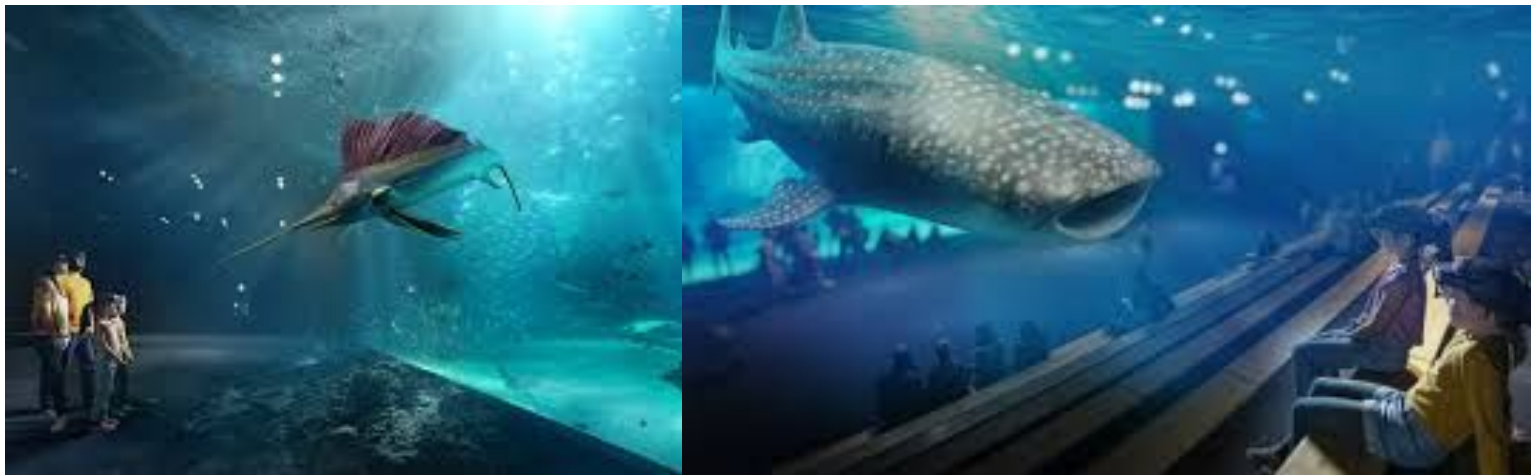


The next day, after breakfast, we visited Opalaventure, a high ropes centre. There were three different courses you had to complete which increased in difficulty and despite a few minor injuries, everyone had lots of fun. We then visited the St Cecile beach for some ice cream and beach games. There were the usual sports: football, rounders, cricket but also a new one where if a player's number was called out, they would have to run and grab a flag in the centre before the other teams. This led to several very exciting matches. In the evening, there was a French quiz in the basement where we had to guess the height of the Eiffel Tower and name the 4 seasons in French.



After that, we visited a small market where he had to make the most French sandwiches we could but we could only spend €12. However, some Y7s decided it would be a good idea to make a banana and chocolate sandwich. After the winners were announced, we had a small picnic and ate the sandwiches we had made.

Following on from this, we then had the opportunity to visit the biggest aquarium in Europe, Nausicaa. The aquarium housed 60,000 creatures and 1,600 different species in numerous massive tanks, the biggest of which held 10,000cm³ of water. There was also an entertaining sea lion show, which we struggled to understand as it was all in French, an immersive 360° cinema and a sizable gift shop with sea creature-themed souvenirs of all kinds.



Then, we visited a French school where we completed several activities with French students, comparing school uniforms, rules and timetables and also played some hangman. This visit concluded with a massive and incredibly chaotic 20v20 game of grab the flag, which resulted in a victory for Westbourne. After a short break, we headed off to visit a goats' cheese farm and were able to try some of their products. In addition to this, we had the chance to interact with the goats and also learn about how they are milked. Finally, we ended the day with a speech from the Y11 girls who delivered instructions, completely in French, about how to clean your table after dinner and a session of karaoke on the terrace outside.



On the final day, we said goodbye to the animatrices that we had got to know over the last several days and visited a French bakery. Whilst there, we were taught how to make French bread and croissants by a rather angry Frenchman who randomly selected people to speak to him in French. After this, of course, we were able to buy some of their delicious pastries for ourselves to enjoy before another ferry and a coach back to school. Overall, everyone had a great time and I'm sure that the trip has been an unforgettable experience for all as we have all gained a greater appreciation of French culture as well as a greater understanding of the language.



History's Greatest Mysteries : Orwellian Russia By Elena Larkin

How is Orwell's *Animal Farm* such a good allegory for Russian history and what can we learn from it?

Russia, a country known for its vast landscapes and rich cultural heritage, also has one of the most complex political histories in the world. From monarchies to revolutions, Russia's journey through the 20th century in particular has shaped global politics and inspired literature that captures the rise and fall of oppressive regimes. One of the most famous literary works to examine such dynamics is George Orwell's *Animal Farm* which I have been studying recently in English. This allegorical novella uses farm animals to mirror events from Russia's turbulent history, particularly the rise of the Soviet Union and the leadership of Joseph Stalin. To better understand the novel, it's helpful to look at the key moments in Russia's history that inspired it.



Before the 20th century, Russia was ruled by a long line of monarchs called tsars. These rulers had absolute power, and the country was deeply divided between the rich aristocracy and the poor peasants. By the late 1800s, Russia was facing social and economic problems, with workers and peasants suffering while the tsar and his government lived in luxury. This inequality led to growing dissatisfaction among the population, setting the stage for revolution. In *Animal Farm*, this unequal society is symbolised by the humans on the farm, particularly Mr. Jones, who represents the wealthy ruling class. The animals, just like the Russian peasants and workers, live in poor conditions and are overworked. Their rebellion against Mr. Jones mirrors the Russian Revolution that toppled Tsar Nicholas II in 1917.

The 1917 Russian Revolution marked a turning point in Russian history. After the fall of the tsar, the Bolshevik Party, led by Vladimir Lenin, took control and established a communist government. Lenin promised equality and better lives for the workers and peasants. In *Animal Farm*, Old Major, the wise pig who inspires the animals to rebel, represents Lenin (or Karl Marx, whose ideas Lenin followed). Old Major's vision of a farm where animals are equal and free from human oppression reflects the communist ideals that Lenin promoted. However, after the revolution, the reality of life in Russia didn't match the utopian dreams. Lenin's death in 1924 left a power vacuum, and this led to internal struggles for control of the government.



Joseph Stalin, one of Lenin's key supporters, eventually took control of the Soviet Union by eliminating his rivals, most notably Leon Trotsky, another important leader of the revolution. Stalin's rule became synonymous with fear, control, and ruthless leadership. He established a totalitarian regime, where dissent was silenced, and those who opposed him were sent to labour camps or executed. In *Animal Farm*, this is represented by the character of Napoleon, a pig who takes control of the farm after the rebellion. Napoleon gradually becomes more oppressive, eliminating rivals like Snowball (who represents Trotsky), and using fear like the Russian secret police (represented by Napoleon's dogs) and propaganda (represented by Squealer) to maintain his power. The gradual erosion of the animals' rights under Napoleon's rule parallels the way Stalin's government betrayed the ideals of the Russian revolution. Under Stalin, the promise of equality was replaced by a dictatorship where the leaders lived comfortably while the people suffered.

Stalin's reign was marked by widespread purges and brutal suppression of dissent, most infamously during the Great Purge of the 1930s, when millions of people were executed or sent to the Gulag labour camps. This is reflected in *Animal Farm* when Napoleon begins using his trained dogs to terrorise the other animals, forcing them to confess to crimes they didn't commit and having them executed on the spot. This dark chapter in Soviet history, where paranoia and fear were tools of control, finds a vivid parallel in the way Napoleon consolidated his power over the farm.



By the end of *Animal Farm*, the animals are no better off than they were under Mr. Jones. In fact, the pigs become indistinguishable from the humans they once rebelled against, as the famous closing line of the book states: "The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." This symbolises how the Soviet regime under Stalin became as oppressive as the tsarist rule it had replaced. The revolution, which had promised equality and freedom, ended up creating a new ruling class that was just as corrupt as the old one.

Russia's history, especially during the 20th century, is a powerful example of how political revolutions can go awry when leaders prioritise power over the people. *Animal Farm* serves as a timeless allegory of this, showing how ideals can be twisted and betrayed when those in power lose sight of their original goals. By understanding the historical events that inspired Orwell's novella, we can better appreciate its message about the dangers of unchecked power and the importance of holding leaders accountable. As students, studying both Russia's history and Orwell's allegory can teach us valuable lessons about leadership, responsibility, and the potential consequences of political systems that fail to deliver on their promises.

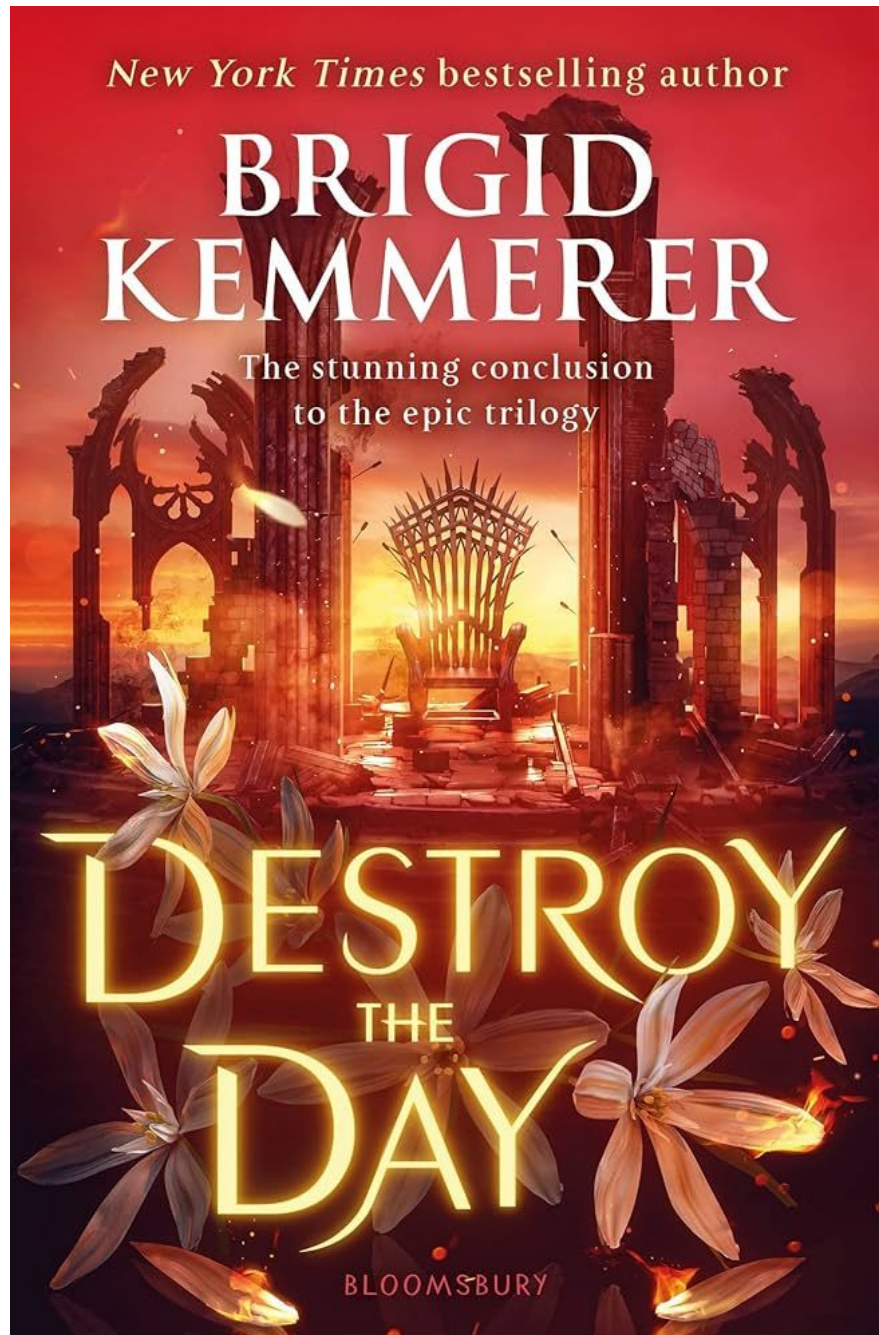


Bethany's Book Review

Destroy the Day by Brigid Kemmerer

Without trying to sound like I'm gushing too much over this book or trying to sell it in stores, I can honestly say that 'Destroy the Day' by Brigid Kemmerer is probably one of my favourite books out of all that I've read recently. The third in a trilogy, this book is a stunning finale to this series, tying all story lines together into one final conclusion.

Let's start with a small synopsis. After a strenuous journey by boat to a foreign country, Tessa and Corrick are split up: Corrick is under the harsh imprisonment of Oren Crane, and Tessa is at a loss, believing Corrick to be dead and yet having no way back home other than through someone who has betrayed her. Back home, politics are raging as the king is turned upon, yet finds alliance in odd places.



What fascinates me about this series is that by the end of book 2, there are a staggering amount of small storylines and interesting complexities, but - like the threads of a piece of string - they are all cleverly wound together. In fact, it isn't easy to appreciate the number of different intricacies because they go together so well. In *Destroy the Day*, we get multiperspectivity, in that we have 3 POVs, for the 3 different main storylines working alongside each other in a 'race the clock' fashion.

Google depicts this book as a fantasy fiction, but it is no less varied than an encyclopaedia. It has adventure, mystery and remarkable romance. Although it is not a romance novel in of itself, it does have multiple love stories running through the plot, which help enunciate the suffering and the joy that the characters face, because their relationships add a certain depth to them giving them so much more to lose. The romance is also well-written, and certainly less cringe worthy or rushed than many other authors manage.

Finally, it is exceedingly difficult to talk about how satisfying the ending of this book - and this trilogy - is, without spoiling anything. The author toys with the reader's emotions but leaves us with a fulfilling ending worthy of everything that has come before it. As the pages count down, we get the sense that the storylines of the characters we've become so invested in will never be complete, and yet Kemmerer manages to pull it together in such a rewarding way.

I would definitely recommend this series to anyone who is maybe in a reading slump, since I can confidently say that it dragged me out of mine.

The Shawshank Redemption

Film review - Carter's Guide to the Classics

In 1994, the ingenious "Green Mile" director Frank Darabont brought the 1982 Stephen King masterpiece to the screen. The Shawshank Redemption is a tale of false imprisonment, brutality and suffering, but also of friendship and everlasting hope. The star-studded line up of cast consists of "Top Gun" star Tim Robbins, prolific narrator Morgan Freeman, the intimidating Clancy Brown, character actor Mark Rolston, and the notoriously authoritarian Bob Gunton.



The plot follows a banker named Andy, who in 1947 is sent to Shawshank Prison to serve two back-to-back life sentences for murdering his wife and her lover. He faces many adversities in prison, such as when he crosses paths with the wrathful prison guard Byron Hadley, the sadistic "Sisters" Gang, and the God-fearing Warden Norton. However, Andy befriends the prison smuggler nicknamed "Red".

Please note, this film's age rating is 15



Carter's Guide to the
CLASSICS



After serving eighteen years in Shawshank Prison, Andy meets a new prisoner named Tommy Williams, imprisoned for burglary. Wanting to turn his life around, Tommy asks Andy to help him pass his high school diploma. After believing he had achieved poorly, Tommy questions Red as to why Andy was in prison. After hearing the reason, Tommy has a moment of realisation and reveals some breathtaking information about Andy's conviction.



Will Andy ever get out of Shawshank Prison? Or will he die there for a crime he didn't commit? Find out by watching this King-Darabout paragon for yourself! Take a look at the trailer in the link below!

<https://youtu.be/PLI99DIL6b4?si=e1NMHnsV6i1tQUnr>



Thank you for reading
Carter's Guide
To the
CLASSICS
See you next time!

Caramel apple cinnamon buns

Ingredients

320ml milk (any milk will work), plus an extra splash
50g cold butter cut into cubes
500g strong white bread flour, plus extra for dusting
7g sachet fast-action dried yeast
2 tbsp light brown soft sugar
vegetable oil, for proving

For the apple filling

3 medium eating apples, peeled, cored and cut into 1cm cubes
knob of butter
2 tbsp light brown sugar

For the cinnamon butter

100g butter softened
100g light brown sugar
2 tsp vanilla extract
1 tbsp cinnamon

For the icing

150g soft cheese
150g icing sugar
large pinch of cinnamon
3 tbsp canned caramel



Method on next page

Method

STEP 1

Warm the milk in a pan until steaming. Add the butter and mix until melted and the milk.

STEP 2

Put the flour in a bowl. Add the yeast, sugar and ½ tsp salt. Whisk together, then pour in the buttery milk. Mix until the ingredients form a soft dough, then tip onto a lightly floured work surface and knead by hand for 8-10 mins. The dough will feel stretchy and soft when it's ready. Lightly oil a bowl, add the dough and cover. Leave to rise for a few hours.

STEP 3

To make the apple filling, cook the apples, butter, sugar and 1 tbsp water in a pan for 5-10 mins until soft and sticky. Add a splash more water if the pan looks dry or the sugar starts to burn. Leave to cool.

STEP 4

For the cinnamon butter, mix the butter, sugar, vanilla and cinnamon together with a pinch of salt. Tip the dough onto a lightly floured surface, shape into a rough rectangle, then roll out until it's about 50 x 40cm. Spread the cinnamon butter over the dough and add the apple filling

STEP 5

roll the dough up as tightly as you can into a sausage shape. Cut into 12 equal pieces. Line a large round baking dish with baking parchment. Arrange the buns, cut-side up, in the dish. Leave some space around each bun, as they will expand as they prove. Cover loosely and leave to rise for 30 mins-2 hrs until the buns are puffed up and touching at the sides. Heat the oven to 200C/180C fan/gas 6.

STEP 6

Bake for 35-40 mins until golden. Leave to cool in the tin while you make the icing.

STEP 7

Mix the soft cheese, icing sugar and cinnamon together. Spread over the buns. Loosen the caramel with a drop of milk, if needed, then drizzle over the icing. Leave to set for 30 mins before serving.

Halloween Anagrams!

By Elena Larkin

Try to work out these tricky anagrams related to Halloween! Good luck! Check the answers at the end!

anthem rig

glitter pose

a piano trip

kit or combs

lunar cod

fewer owl

not sleek

unused hat hoe

colorblind dug

agent verso



Answers



nightmare

poltergeist

apparition

broomstick

cauldron

werewolf

skeleton

haunted house

Bloodcurdling

Gravestone



Halloween Quiz!

By Elena Larkin

Related to the articles

- 1) To the closest thousand, how many years old is Halloween?
- 2) Which country is believed to be the birthplace of Halloween?
- 3) What is the word for "fear of Halloween"?
- 4) What is the highest-grossing horror movie of all time?
- 5) In what year was the classic horror novel "Dracula" published?

Riddles

- 6) You're in a room and there's a ghost in the room, but you are the only one in the room. How is this possible?
- 7) Two girls ate dinner together. They both ordered iced tea. One girl drank them very fast and had finished five in the time it took the other to drink just one. The girl who drank one died while the other survived. All of the drinks were poisoned. How is that possible?

Quiz: Answers!

- 1) 2000
- 2) Ireland
- 3) Samhainophobia
- 4) It (2017)
- 5) 1897
- 6) You are the ghost
- 7) The poison was in the ice



Thank you for
reading this
edition of the
Westbourne Word!
See you next
time!!



Westbourne

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