

Topics: Easter by Adrian Tennant

LEVEL: Pre-intermediate
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Prepositions, understanding vocabulary in context, topic words

LEAD-IN

Ask the students to look at the word cloud and see how many words they know – there are nine (*eggs, Lent, chocolate, celebration, spring, bunny, Friday, pancakes, cross*). Next, ask the students if they know the meaning of all the words and what their connections are to Easter.

Cultural notes:

Lent: the period of 40 days before Easter, starting on Ash Wednesday, when some Christians stop eating or doing something that they enjoy

pancakes: pancakes are eaten on Shrove Tuesday, commonly known as Pancake Day, which is the last day before Lent begins

Friday: Good Friday is the Friday before Easter, which Christians remember as the day that Jesus Christ died

bunny: the Easter bunny is an imaginary rabbit that children believe brings chocolates or sweets at Easter

eggs: Easter eggs are egg-shaped chocolates traditionally given as presents on Easter Sunday

cross: the structure on which Jesus Christ died according to the Bible. On Good Friday, Christians traditionally eat hot cross buns, which are sweet individual cakes with a cross on the top.

READING 1: TITLES

Ask students to work in small groups and look at the four headings and discuss what they think each one is about in connection to Easter. Monitor and prompt where necessary. Write up some of the answers on the board, but tell them they will find out more when they read the texts in the next activity.

READING 2: EASTER TEXTS

Ask students to read through the texts and match the titles from the previous section to the texts.

Key a _____
 A. 4; B. 1; C. 2; D. 3

Next, ask students to read the texts again and match the texts to the text types in the box. Put the students in pairs and get them to check their answers together. Then, check the answers as a class.

Key b _____
 A. *tourist brochure*; B. *recipe*; C. *poster*; D. *internet page*

Ask the students to read the sentences and decide if they are true or false. Get them to do this on their own and give them a time limit of five minutes. Next, put the students in pairs and get them to check their answers together. Finally, check the answers as a class.

Key c _____
 1. T; 2. F; 3. T; 4. F; 5. T; 6. T; 7. T; 8. T; 9. F

WORKING WITH THE LANGUAGE

Focus: Language use

Ask the students to complete the sentences with the prepositions in the box. Tell them NOT to look back at the texts yet. Next, put the students in pairs and get them to check their answers together. Finally, ask the students to look back at the texts and check their answers.

Key _____
 1. *from*; 2. *on / in*; 3. *at*; 4. *of*; 5. *in*

WORKING WITH VOCABULARY

Ask students to look back at the texts and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. Monitor and help where necessary. Check the answers as a class.

Key _____
 1. *coast*; 2. *stay*; 3. *smooth*; 4. *serve*; 5. *decorate*; 6. *hunt*; 7. *symbol*; 8. *nest*

LISTENING

Tell the students that they are going to listen to a woman talking about Easter. Ask them to first listen out for the Easter-related activities and traditions she mentions that are also in the reading texts. Play the recording. Before playing the recording for a second time, ask the students to note down any other activities or traditions that the woman mentions. Check the answers as a class.

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Key a _____
she mentions pancakes, chocolate Easter eggs and Easter egg hunts

Transcript:

Easter is quite important in my family. It all starts with Shrove Tuesday. It is weeks before Easter but it is the day when my mother makes lots of delicious pancakes. I stop eating chocolate for Lent, which is really difficult for me! I love eating lots of chocolate eggs at Easter. When I was young, we used to hunt for Easter Eggs. I always ate all the ones I found and I was sick afterwards. I still like eating chocolate, but I don't eat too much.

Next, ask the students to read through the four sentences and decide if they think each one is true or false. Play the listening, then put students in pairs to discuss their answers. Monitor and help where necessary. Check the answers as a class.

Key b _____
1. T; 2. F; 3. F; 4. T

SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion.

PROJECT

Leave ten to fifteen minutes at the end of the lesson to do the project. Alternatively, get students to do this for homework and then share their findings in a subsequent lesson.