

## Topics: Easter by Adrian Tennant

**LEVEL:** Intermediate +  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Noun phrases, 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 answer the questions for each text. Get them to do this on their own and give them a time limit of five minutes. Then, put the students in pairs and get them to check their answers together. Finally, check the answers as a class.

**Key b (suggested answers)** \_\_\_\_\_

**Text A:** 1. Easter Island; 2. because it's a long way from any other landmass; 3. look at the stone (Moai) statues and the rock carvings

**Text B:** 1. 275ml in total; 2. (melted) butter; 3. at the end / when you serve the pancakes

**Text C:** 1. eat too many chocolate eggs; 2. the egg hunt

**Text D:** 1. Rabbits are a symbol of fertility or life and Easter is in Spring which is when most new life begins; 2. because the tradition is strange – rabbits don't lay eggs!

### WORKING WITH THE LANGUAGE

#### Focus: Language use

Explain to the students that in English we often use words like *it* and *they* to refer back to something already mentioned, rather than repeating the original word. Give the students an example e.g. *Easter is in Spring. It is either in March or April.* Check that they understand the word *it* is being used instead of repeating the word *Easter*. Next, put the students in pairs and get them to discuss the five sentences and try to work out what each of the underlined words refers to. Encourage the students to look back at the texts to help them work out the answers. Monitor and help where necessary. Check the answers as a class.

**Key** \_\_\_\_\_

1. the 'well' in the flour; 2. eggs; 3. eggs; 4. of the hill; 5. rabbits / bunnies

### WORKING WITH VOCABULARY

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

**Key** \_\_\_\_\_

1. impressive; 2. guarantee; 3. pinch; 4. sift; 5. smooth; 6. stuff your face; 7. smashing; 8. precisely; 9. originated; 10. immigrants

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### 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.

**Key a** \_\_\_\_\_  
*she mentions pancakes, chocolate Easter eggs, Easter egg hunts and making nests for rabbits; she also observes Lent and she spends time with her family*

#### Transcript:

Our family aren't very religious – I mean, we are Christian, but we don't go to church every Sunday. But my mother has always said that Easter is an important time of the year, probably because that's when our whole family spend time together. I love Shrove Tuesday – or Pancake Day as it's often known – but I guess one reason for that is that I observe Lent, so it's my last treat before I stop eating chocolate for 40 days! Then, of course, during Easter I make up for it by eating warm hot cross buns on Good Friday and lots of Easter eggs. I remember as a kid going on an Easter egg hunt and eating everything I found – I was sick for days afterwards. We also used to make a 'nest' for the rabbits, as my grandmother was originally from Germany and apparently that's what they do over there!

Next, ask the students to read through the four sentences and decide if they think the sentences are true, false or not given. Play the recording again, then put students in pairs to discuss their answers. Monitor and help where necessary. Check the answers as a class.

**Key b** \_\_\_\_\_  
 1. F; 2. NG; 3. T; 4. T; 5. F

### 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.