

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.

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LEAD-IN

Look at the words below. Do you know what they mean? What other things do you associate with Easter?

CROSS **LENT** **CHOCOLATE**
CROSS **LENT** **SPRING** **EGGS**
CROSS **PANCAKES** **EGGS**
CROSS **BUNNY** **FRIDAY** **EGGS**
CELEBRATION

READING 1: TITLES

You are going to read four texts about Easter.
Look at the titles and try to guess what each text is about.

1. Delicious pancakes
2. Egg-citing times!
3. Strange traditions
4. Where it's Easter all the time

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READING 2: EASTER TEXTS

a. Match the titles from the previous exercise to the texts below.

A.

WELCOME TO RAPA NUI!

Rapa Nui is also known as Easter Island because it was on Easter Day in 1722 that the first European sailors saw the island from their ship. Wherever you are travelling from, Rapa Nui is very far away! The island is more than 3,000 kilometres from the mainland and the best way to fly here is from Chile. You will be pleased you made the journey. When you are here, walk to the coast and look at the amazing stone statues or visit some of the caves and look at the rock carvings. You will remember your stay in Rapa Nui forever!

B.

Ingredients:

110g plain flour
a little salt
2 eggs
200ml milk
75ml water
50g butter

To serve:

lemon juice
sugar

Method:

1. Mix the flour and salt in a bowl.
2. Add the eggs, milk and water and stir until the mixture is smooth.
3. Heat a small amount of butter in a frying pan – add enough of the mixture to cover the bottom of the pan and fry.
4. Serve hot with lemon juice and sugar.

C.



Easter is not only about chocolate eggs. Come and have some fun with us and bring all the family. The activities include:

EGG PAINTING – decorate your own eggs so they are colourful and beautiful.

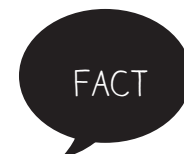
EGG HUNT – find the hidden eggs – there are prizes for the people who find the most eggs.

EGG ROLLING – yes, rolling! Roll your egg down the hill. The first to the bottom of the hill wins – it's great fun!

Middleton Manor House
Saturday 30th March
11am-5pm



D.



What do rabbits – or bunnies – have to do with Easter? Well, Easter is in spring, the time of year when baby animals are born, flowers bloom and leaves appear on trees. Rabbits are a symbol of fertility and life and this is why they are an Easter tradition. In the US, there is an unusual tradition where children make a nest for the rabbits to lay eggs! (But rabbits don't really lay eggs!)

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b. Read the texts again. Match the letter A, B, C or D to the type of text.

internet page poster recipe tourist brochure

- A. _____
B. _____
C. _____
D. _____

c. Now read the texts again. Are these sentences true (T) or false (F)?

- The island has two different names.
- It's quite easy to get to Easter Island.
- There are some tourist sights on Easter Island.
- You need more water than milk for the pancakes.
- After frying the pancakes, you add some lemon and sugar.
- The activity day is for families.
- All of the activities use eggs.
- Spring is when things start to come alive.
- In the US, children think that rabbits lay eggs.

WORKING WITH THE LANGUAGE

Focus: Language use

Complete the sentences with the correct preposition from the box.

at from in in of on

- Easter Island is more than 3,000 kilometres _____ Chile.
- ... it was _____ Easter Day _____ 1722 that the first European sailors saw the island ...
- Don't eat too many chocolate eggs _____ Easter.
- ... the first to the bottom _____ the hill wins ...
- Well, Easter is _____ spring and ...

WORKING WITH VOCABULARY

Focus: Meaning

Find words or phrases in the texts that match the definitions below.

- an area of land along the edge of the sea
- a limited period of time that you live somewhere

- completely even with no lumps
- to give food or drink to someone
- to make something more attractive by putting nice things on it
- to try to find someone or something
- someone or something that represents a particular idea
- a structure that birds make to keep their eggs and babies in

LISTENING

a. Listen to a woman speaking about Easter. Which of the activities or traditions from the Reading 2: Easter texts exercise does she mention?

b. Listen again. Are these sentences true (T) or false (F)?

- The woman's mother makes pancakes on Shrove Tuesday.
- She doesn't like eating chocolate eggs.
- When she was young she didn't like eating chocolate because it made her ill.
- She eats less chocolate now than she did when she was a child.

SPEAKING

Work in groups and discuss these questions?

- Do you celebrate Easter? What do you do?
- Which of the traditions from texts B, C and D do you think are interesting? Why?
- Do you observe Lent? If so, what do you give up and why? If you don't, what do you think you would give up for the 40 days of Lent? Do you think this would be difficult to do?
- Did you know anything about Easter Island before this lesson? Would you like to go there? Why? Why not?

PROJECT

Think of an important festival in your country and design an information leaflet to give to tourists with information about some important things connected to the festival. You might want to include things like food, symbols or other traditions.