

## 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

## Topics: Easter by Adrian Tennant

### 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.

Topics: Easter  
by Adrian Tennant

### LEAD-IN

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

CROSS LENT CHOCOLATE  
SPRING EGGS  
PANCAKES  
BUNNY FRIDAY  
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. Peculiar traditions
4. Where it's Easter all year round

## Topics: Easter by Adrian Tennant

### READING 2: EASTER TEXTS

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

A.

### WELCOME TO RAPA NUI, THE NAVAL OF THE WORLD!

Rapa Nui is also known as Easter Island because the first time European sailors saw it was on Easter Day in 1722. It is more than 3,000 kilometres from the next nearest landmass. This makes it one of the most remote tourist destinations in the world! But flying to Rapa Nui from Chile is simple. Marvel at the impressive stone Moai standing along the coast looking out to sea and admire the fascinating rock carvings. We guarantee you'll have an experience you will remember for the rest of your life.

B. **Ingredients:**

110g plain flour  
pinch of salt  
2 eggs  
200ml milk  
75ml water  
50g butter

**To serve:**

lemon juice  
sugar

**Method:**

1. Sift the flour and salt into a bowl.
2. Make a 'well' in the flour and break the two eggs into it.
3. Mix and then gradually add the milk and water.
4. Keep mixing until all of the liquid is used.
5. Melt the butter in a saucepan and add to the mixture so that the batter is rich and smooth.
6. Heat a small amount of butter in a frying pan. Then add enough batter to cover the bottom of the pan and fry.
7. Serve hot with lemon juice and sugar.

C.



Don't just stuff your face with chocolate ones – come and join us for a fun packed day for all the family.

The activities include:

**EGG PAINTING** – decorate your own eggs and brighten up your dining table displays.

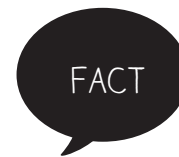
**EGG HUNT** – find the hidden eggs – prizes for the team that finds the most.

**EGG ROLLING** – yes, rolling! Roll your egg down the hill; the first to the bottom wins – a smashing time for all!

**Middleton Manor House**  
**Saturday 30<sup>th</sup> March**  
**11am-5pm**



D.



*What do rabbits – or, more precisely, bunnies – have to do with Easter? Well, it seems that they are a symbol of fertility and life. Easter is in the springtime, which is also the time when new life begins – flowers bloom, leaves appear on trees and lambs are born in the fields. There is one very odd tradition in parts of the US, where people make nests for the rabbits (or hares) so they can lay eggs! Apparently, the tradition originated in Germany and was taken across by immigrants.*

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### b. Read the texts again and answer these questions.

#### Text A:

1. What's another name for Rapa Nui?
2. Why isn't it easy to visit Rapa Nui?
3. What would tourists do there?

#### Text B:

1. How much liquid (in total) is used in the recipe?
2. What makes the pancake mixture 'rich'?
3. When do you add the lemon juice?

#### Text C:

1. What does the writer not want you to do at Easter?
2. Which activity involves group participation?

#### Text D:

1. What is the connection between rabbits and Easter?
2. Why does the writer use the words *one very odd tradition*?

## WORKING WITH THE LANGUAGE

### Focus: Language use

Look at these sentences from the texts. What do the underlined words refer to?

1. Make a 'well' in the flour and break the two eggs into it.
2. Don't just stuff your face with chocolate ones - ...
3. Egg hunt – find the hidden eggs – prizes for the team that finds the most.
4. Roll your egg down the hill; the first to the bottom wins - ...
5. What do rabbits – or, more precisely, bunnies – have to do with Easter? Well, it seems that they are a symbol of fertility and life.

## WORKING WITH VOCABULARY

### Focus: Meaning

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

1. very good, large or showing a lot of skill so you admire it
2. to promise that something will happen
3. a small amount of something that you can hold between your finger and thumb

4. to pour a dry substance through a sieve to remove any large pieces
5. completely even with no lumps
6. to eat too much food until you are not hungry or feel ill
7. great, very good or enjoyable
8. exactly
9. to begin to exist, come from or appear for the first time
10. people who come to live in a country from another country

## LISTENING

### Focus: Meaning

- a. Listen to a woman speaking about Easter. Which activities or traditions from the Reading 2: Easter texts exercise does she mention? What other things does she do at Easter?

- b. Listen again. Are these sentences true (T), false (F) or not given (NG)?

1. Easter is important for the woman and her family because they are Christians.
2. She eats lots of chocolate on Shrove Tuesday.
3. She eats hot cross buns on Good Friday.
4. She was once ill because she ate too much chocolate.
5. She lives in Germany.

## Topics: Easter by Adrian Tennant

### SPEAKING

Discuss the questions below in groups.

1. Do you celebrate Easter? If yes, what do you do?
2. Which of the traditions from texts B, C and D do you think sound interesting? Why?
3. 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?
4. Are there any unusual traditions connected to Easter, or another festival period, that you know about? What are they?
5. Have you heard about Easter Island before? 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.

## 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.

## Topics: Easter by Adrian Tennant

**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.

Topics: Easter  
by Adrian Tennant

## 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 SPRING EGGS  
 CROSS PANCAKES EGGS  
 CROSS BUNNY FRIDAY EGGS  
 CROSS CELEBRATION EGGS

## 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

## Topics: Easter by Adrian Tennant

### 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.

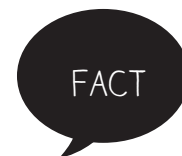
**EGG HUNT** – find the hidden eggs – there are prizes for the people who find the most eggs.

**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 30<sup>th</sup> March**  
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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.