



EASTER

By Chris Graham

Use the themes of Easter and more specifically Easter eggs, to support your intermediate adult students with reading, grammar revision (second conditional) and writing activities.

Segment: adult

Level: intermediate

Materials: handout and jigsaw reading text.

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The lesson

1. Introduce the topic of Easter and remind students that the festival celebrates both re-birth and the arrival of spring. Mention that in many cultures – not only Christian ones – there is a tradition of giving chocolate eggs as gifts, particularly to children.
2. **JIGSAW READING.** Make sufficient copies of the jigsaw reading text to allow for one text per group of four or five students. Cut the jigsaw text into seven strips along the dotted lines and mix the strips up. Do not give the students the handout at this stage.
3. Tell the whole class that the title of the text is ‘A 25 million dollar Easter egg’ and ask them to shout out any ideas they have about what is in the text. If time, write some of the ideas on the board. Put students into groups of four or five and distribute the mixed-up strips, one full set for each group. Give the groups of students five minutes or so to put the text into the correct order.
4. Give each student the handout and ask them in their groups to check in step 1 that they have reconstructed the text correctly. Clarify any misunderstandings and queries as needed at class level.
5. Ask students in pairs to re-read the text to answer the questions in step 2 on the handout. Give them five minutes to answer the questions and two minutes to compare them with another pair. Check the answers and clarify any concerns about the answers at class level.

Answers: *There is a small surprise in all the eggs. T; Some of the Imperial Eggs have been stolen. DK; There are at least nineteen eggs in Russia. T; The Imperial Eggs have chocolate on them. F; Peter Faberge was Russian. DK*

6. **WRITING.** Ask students to look at step 3 on the handout and in groups discuss what they remember about the use of the second conditional for two or three minutes. Briefly remind students of the use of the construction to discuss unlikely or impossible situations. You can use examples such as:

“If all wars stopped, the world would be a better place.” (Unlikely) or “If I played football, I would be in the first team”. (Impossible – I don’t play football).

7. **SPEAKING** Show the students the questions in step 4. Tell them that they are going to think about someone they would like to give a Faberge egg to. If appropriate, use your own example. This could be a loved one, someone in the public sphere who you think deserves it, or a ‘type’ of person, e.g. a doctor.

8. Ask the students in their groups to share their answers with each other. Take feedback as appropriate, perhaps asking for the most interesting/surprising/romantic ideas they heard.

9. **WRITING** Show the students the list of key ideas in step 5 of the handout. Ask them to write three short paragraphs of three sentences each about unlikely or impossible situations. They can use the key ideas to help them or they use their own ideas. They must explain why the situation is impossible or unlikely.

For example: *“If I ran to work every day I would get much fitter. The problem is I am lazy and always take the bus. I need to start running.”*

10. Share some of the best examples at class level.



Alternatives. For higher level classes or just with higher level students within the class, longer more complex paragraphs can be expected from the students. Lower level classes could be asked to do a gap fill or multiple choice activity for the writing element.

HAPPY EASTER!