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# EASTER IN EUROPE

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## AN INTERCULTURAL HOLIDAY PROJECT

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Type of module	Using the Internet
Target group	14–17-year-old learners
Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Using the Internet</b>
<b>DESCRIPTION OF MODULE</b>	In this module Ls first learn about different European countries, then about Easter traditions in those countries and make presentations about them. Next, they compare Easter customs and traditions in Great Britain, then in Hungary, and show their findings on the differences and similarities of Easter traditions in Europe in an information leaflet.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ Raising interest in different countries</li> <li>■ Revision of vocabulary (countries, nationalities), learning new phrases</li> <li>■ Revision of geographic knowledge</li> <li>■ Development of group dynamics, working in cooperation</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGETGROUP</b>	14-17-year-old learners
<b>LANGUAGE LEVEL</b>	A2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ work in pairs and groups</li> <li>■ ask questions and make short comments</li> <li>■ write short compositions</li> <li>■ use the Internet for searching for information</li> <li>■ use the Word processor</li> <li>■ give a short presentation</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Social studies, science, Intercultural awareness, cross-curricular awareness
<b>FOCI OF SKILLS-DEVELOPMENT</b>	
<b>Communicative language skills</b>	<ul style="list-style-type: none"> <li>■ Topic (countries, holidays, festivals)</li> <li>■ Listening, speaking, reading, writing skills</li> <li>■ Vocabulary</li> </ul>

**EVALUATION**

Peer review by groups.

It is very important in the first lesson to call students' attention to the need to take part in the module actively and to take an interest each other's work, because at the end of the module they will be asked to evaluate each other in the groups and also by the teacher (see Suggested

Evaluation Criteria at the end of the module description). It would be useful if students did this continuously, making notes after each lesson about each other's involvement and work.

This will make the final evaluation and marking easier.

Groups may also want to keep a "score book" for evaluating and giving feedback to the other groups.

**SUGGESTIONS**

It is advisable for the T to know how to search the Internet for information effectively.

T should pre-check the availability of each website before each lesson and if any are no longer valid, should find a suitable replacement.

**BACK UP SYSTEMS**

On project work see:

Phillips D., Burwood S. and Dunford H. (1999) *Projects with Young Learners* Oxford, OUP

Hutchinson T. (1991) *Introduction to Project Work* Oxford OUP

Hortobágyi K. 1991 *Projekt Kézikönyv* Iskolafejlesztési Alapítvány, Budapest – OKI Iskolafejlesztési Központ

On British culture see:

Room A. (1990) *A-Z of British life* OUP

*100 Questions answered* (2000) FCO

O'Driscoll J. (1996) *Britain* OUP

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Raising interest in different countries Revision of vocabulary (countries nationalities) learning new phrases Revision of geographic knowledge Development of group dynamics working in cooperation	Guessing game: flags and countries Running dictation: Country quiz Presentation of countries	Description of countries	1.2 Flags 1.3 Countries questionnaire 1.3 Countries information 1.5 Happy Easter cards Colour printer for printing out flags
2	Raising interest in the topic Raising intercultural awareness Revision of vocabulary (holidays Easter) Learning new phrases (holidays Easter) Collecting information Development of group dynamics working in cooperation	Jumbled words game Searching for information	Easter customs and traditions Talking about customs	2.1 Jumbled words Computer, Internet, printer
3	Raising interest in the topic Raising intercultural awareness Revision of vocabulary (holidays Easter) Learning new phrases (holidays Easter) Preparing and giving presentations Development of group dynamics working in cooperation	Guessing game Making posters Presentation of posters	Easter customs and traditions Talking about customs	3.1 Easter – languages 3.3 Evaluation sheet Printer Stationery (poster papers, coloured papers, glue, felt pens, etc.)
4	Raising interest in the topic Raising intercultural awareness Revision of vocabulary (holidays Easter) Learning new phrases (holidays Easter) Searching for information Writing a composition	Hangman Searching for information Writing a composition	Easter customs and traditions Talking about customs	Computer, Internet Books on British culture

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<ul style="list-style-type: none"> <li>Raising interest in the topic</li> <li>Raising intercultural awareness</li> <li>Comparison of different cultures</li> <li>Revision of vocabulary (holidays Easter)</li> <li>Learning new phrases (holidays Easter)</li> <li>Listening for information</li> <li>Brainstorming ideas</li> <li>Making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Easter in Hungary</li> <li>Brainstorming</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Easter vocabulary</li> <li>Talking about customs and traditions</li> <li>Making comparisons</li> </ul>	5.2 Easter in Hungary

# PROCEDURE

## LESSON 1: COUNTRIES

### AIMS OF THE LESSON

- Raising interest in different countries
- Revision of vocabulary (countries, nationalities)
- Learning new phrases (countries, nationalities)
- Revision of geographic knowledge
- Development of group dynamics, working in cooperation

### MATERIALS AND RESOURCES

1.2 Flags, 1.3 Countries questionnaire, 1.3 Countries information, 1.5 Happy Easter cards, Colour printer for printing out flags

### STAGE 1

**Warm-up – Countries, towns, names...**

### TIME

6 mins

### SKILLS AND COMPETENCIES IN FOCUS

Vocabulary

### ORGANISATION

Frontal

## TEACHER'S ACTIVITIES

- 1 T says one letter (e.g. P).
- 2 T leads checking.
- 3 The aim of this game is to warm up and revise the vocabulary and the knowledge students already have about countries, British towns and names.  
The categories may be changed according to the Ls' knowledge and interest (e.g. flowers, sports, etc.)

## LEARNERS' ACTIVITIES

- 1 Ls write a country, a (British) town, a river or lake, a boy and a girl's name starting with the given letter (e.g. *Poland, Portsmouth, Po, Paul, Patricia*).  
The time limit is 1 minute for each letter.
- 2 After 1 minute the whole class checks the answers. If two or more people have written the same answer, it has to be crossed out. Only unique answers score one point. Ls with the most points win.

**STAGE 2. A** **Guessing game, forming groups – Flags and countries**

**TIME** 4 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Guessing skills  
Cross-curricular skills

**ORGANISATION** Individual or pair

**AIDS AND MATERIALS** 1.2 Flags

**TEACHER'S ACTIVITIES**

- 1 T cuts the coloured cards from 1.2 Flags and puts them on the board or somewhere where all Ls can see them.
- 2 T checks the answers with Ls.
- 3 T might want to make the decision instead of the Ls.
- 4 T might want to include some other countries apart from the given ones. However, it is advisable not to talk about Britain and Hungary yet, as these countries will be discussed later in the module.

**LEARNERS' ACTIVITIES**

- 1 Ls look at the flags and make guesses about which country belongs to which flag, and write down their guesses.
- 3 Ls form 8 groups (depending on the size of the group, these can be individuals or groups of 2/3/4). Each S/group chooses a flag which will be their target country for the rest of the module.

<b>STAGE 2. B</b>	<b>Matching flag cards with countries cards</b>
<b>TIME</b>	4 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing skills Cross-curricular skills
<b>ORGANISATION</b>	Group
<b>AIDS AND MATERIALS</b>	Cards (flags and countries) cut out from 1.2 Flags

### TEACHER'S ACTIVITIES

- 1 T makes cards with the flags and countries' names and hands them out to Ls (one for each). If there are more than 16 Ls in the group, the rest of the class helps in the matching game. If there are less than 16 Ls, some Ls get 2 cards (1 county and 1 flag).
- 2 T checks the answers with Ls.
- 3 T might want to include some other countries apart from the given ones. However, it is advisable not to talk about Britain and Hungary yet, as these countries will be discussed later in the module.

### LEARNERS' ACTIVITIES

- 1 Ls go round the classroom and match the countries with the flags cut out from 1.2 Flags.
- 3 Ls form 8 groups (depending on the size of the group, these can be individuals or groups of 2/3/4). Each S/group keeps the flag and country card they have matched, which will be their target country for the rest of the module.

<b>STAGE 3. A</b>	<b>Running dictation – Country Quiz</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Internet searching skills Vocabulary Cross-curricular skills
<b>ORGANISATION</b>	Group
<b>AIDS AND MATERIALS</b>	3.3 Countries questionnaire, 1.3 Countries information

### TEACHER'S ACTIVITIES

- 1 T pins up 1.3 Countries information sheets of the countries on the walls of the classroom.  
Running dictation: T hands out 1.3 Countries questionnaire and tells Ls to search the displayed sheets for answers on the walls of the classroom (without Question +1). T tells Ls they will have 1 minute to present their findings to the others later.  
As the questionnaire allows for it, the T might want to include some other countries apart from the given ones. However, it is advisable not to talk about Britain and Hungary yet, as these countries will be discussed later in the module.  
Source:  
*Countries of the world*  
<http://www.infoplease.com/countries.html>  
*Country reports*  
<http://www.countryreports.org/>

### LEARNERS' ACTIVITIES

- 1 Ls, taking turns, search the classroom walls for information and run back to the desk and dictates one piece of information to the other Ls who fill in the questionnaire. (Ls swap roles after each question.) They do not have to fill in Question +1, as it is for more advanced or quicker Ls.  
They also prepare for a 1-minute presentation.

<b>STAGE 3. B</b>	<b>Quiz</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Internet searching skills Vocabulary Cross-curricular skills
<b>ORGANISATION</b>	Group
<b>AIDS AND MATERIALS</b>	1.3 Countries questionnaire

### TEACHER'S ACTIVITIES

- 1 T puts up information sheets on the countries on the walls of the classroom.  
Running dictation: T hands out 1.3 Countries questionnaire and tells Ls to search the displayed sheets for answers on the walls of the classroom (with Question +1).  
T tells Ls they will have 1 minute to present their findings to the others later.  
As the questionnaire allows for it, the T might want to include some other countries apart from the given ones. However, it is advisable not to talk about Britain and Hungary yet, as these countries will be discussed later in the module.  
Source:  
Countries of the world  
<http://www.infoplease.com/countries.html>  
Country reports  
<http://www.countryreports.org/>

### LEARNERS' ACTIVITIES

- 1 Ls, taking turns, search the classroom walls for information and run back to the desk and dictate one piece of information to the other Ls who fill in the questionnaire. (Ls swap roles after each question.) They fill in Question +1, too.  
They also prepare for a 1-minute presentation.

<b>STAGE 4. A</b>	<b>Presentation of findings – Presentation of the countries</b>
<b>TARGET GROUP</b>	Ls with good presentation skills / more extroverted Ls
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation skills Vocabulary
<b>ORGANISATION</b>	Individual / pair / group
<b>AIDS AND MATERIALS</b>	1.3 Countries questionnaire filled in by Ls

#### TEACHER'S ACTIVITIES

- 1 T tells Ls they are going to present their findings on 1.3 Countries questionnaire.

#### LEARNERS' ACTIVITIES

- 1 Ls stand in front of the whole class and briefly talk about what they found out about their country. Each group gets 1 minute to talk.  
Groups listen to each other and take notes about the differences and/or similarities with their own country. At the end of the activity the whole class briefly discusses these differences / similarities.

**STAGE 4. B****TARGET GROUP** Ls with worse presentation skills / more introverted Ls**TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Presentation skills  
Vocabulary**ORGANISATION** Individual / group / pair**AIDS AND MATERIALS** 1.3 Countries questionnaire filled in by Ls**TEACHER'S ACTIVITIES**

1 T tells Ls they are going to present their findings on 1.3 Countries questionnaire.

**LEARNERS' ACTIVITIES**

1 In the whole class 2-2 groups get together and compare their findings. After 1-2 minutes the groups change places and go to another group and start the activity again.

**STAGE 5** Cooler – How do you say...

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Searching skills  
Vocabulary

**ORGANISATION** Individual / pair / group

**AIDS AND MATERIALS** 1.5 Happy Easter cards

### TEACHER'S ACTIVITIES

- 1 T cuts up the 1.5 Happy Easter cards – one for each group. (Worksheet 3)  
T asks Ls how to say “Kellemes húsvéti ünnepeket!” in English.  
T writes “Britain - Happy Easter” on the board, then tells Ls to match the cards to find out how “Happy Easter” is said in their chosen/target countries’ languages.  
When Ls find the right expression, they should run to the board and write their answers.  
Source:  
Happy Easter in many languages  
<http://www.omniglot.com/language/phrases/easter.htm>

### LEARNERS' ACTIVITIES

- 1 Ls answer T’s question.
- 2 Ls match the cards to find out how “Happy Easter” is said in their chosen/target countries’ languages.  
When they find the right expression, they run to the board and write it on the board. (It is a race, so the aim is to finish as quickly as they can.)

## LESSON 2: EASTER IN 8 EUROPEAN COUNTRIES 1

### AIMS OF THE LESSON

- Raising interest in the topic
- Raising intercultural awareness
- Revision of vocabulary (holidays, Easter)
- Learning new phrases (holidays, Easter)
- Collecting information
- Development of group dynamics, working in cooperation

### MATERIALS AND RESOURCES

2.1 Jumbled words, computer, Internet, printer

### STAGE 1

**Warm-up – Jumbled words with Easter vocabulary**

### TIME

5 mins

### SKILLS AND COMPETENCIES IN FOCUS

Vocabulary  
Guessing skills

### ORGANISATION

Group

### AIDS AND MATERIALS

2.1 Jumbled words, board

### TEACHER'S ACTIVITIES

- 1 T cuts up the word cards into letters (one set to each group) and hands them out to groups.

### LEARNERS' ACTIVITIES

- 1 Ls put the letters in the right order. When they are ready one L from each group runs to the board and writes up one word from the list. The whole class looks at the list of words and checks their meaning.

<b>STAGE 2</b>	<b>Searching for information – Easter traditions in 8 European countries</b>
<b>TIME</b>	35 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Searching skills Reading Note-taking
<b>ORGANISATION</b>	Individual / group
<b>AIDS AND MATERIALS</b>	Computer, Internet, notebooks, (printer if needed)

### TEACHER'S ACTIVITIES

- 1 T instructs Ls to get into groups again (see previous lesson) and go to the given websites to look for information on their previously chosen countries.  
T tells Ls that they will have to make a presentation about their country later, so they should collect as much information as they can. They may want to collect pictures from the web as well.  
T walks around the classroom and gives help to Ls as they search.  
These sites may be starting points for further research.

#### Easter in Bulgaria

<http://www2.aristotle.net/easter/world/bulgaria.html>  
<http://www.b-info.com/places/Bulgaria/Easter/>  
<http://www.easterbunnys.net/bulgarianeaster.htm>  
<http://www.everythingeaster.com/traditions/bulgaria.asp>

#### Easter in the Czech Republic

<http://archiv.radio.cz/easter/holiday.html>  
<http://www.czechheritage.net/nameday.html>  
<http://www.prague-online.net/traditions/easter.html>  
[http://www.myczechrepublic.com/czech\\_culture/czech\\_holidays/easter/](http://www.myczechrepublic.com/czech_culture/czech_holidays/easter/)

#### Easter in Finland

<http://virtual.finland.fi/finfo/english/paaseng.html>  
<http://pelu.jns.fi/~kanaa/SchoolFestivals/EasterFinText.htm>  
[http://www.eat-online.net/english/habits/easter/finnish\\_easter\\_traditions.htm](http://www.eat-online.net/english/habits/easter/finnish_easter_traditions.htm)  
[http://www.scuola.alto-adige.it/sm-foscolo/tradizioni/pasquafin/easter\\_finland.htm](http://www.scuola.alto-adige.it/sm-foscolo/tradizioni/pasquafin/easter_finland.htm)

### LEARNERS' ACTIVITIES

- 1 Ls search the Internet for information about their “own” countries. They take notes for later use. They may want to print out pictures too.

## TEACHER'S ACTIVITIES

### Easter in Germany

<http://www.easterbunnys.net/germaneaster.htm>

<http://www.serve.com/shea/germusa/ostern.htm>

<http://www.germanculture.com.ua/library/links/easter.htm>

[http://www.germany-info.org/relaunch/culture/new/cul\\_easter2002.html](http://www.germany-info.org/relaunch/culture/new/cul_easter2002.html)

### Easter in Italy

<http://neuronet.pitt.edu/~mruperto/easter.htm>

<http://italian.about.com/library/weekly/aa031401a.htm>

<http://www.italiansrus.com/articles/eastertraditions.htm>

<http://www.easterbunnys.net/italianeaster.htm>

### Easter in Russia

<http://www.cin.org/liter/tradeast.html>

<http://www.teachersfirst.com/russ-easter.htm>

<http://members.aol.com/Mor cathlyn/Easter.html>

<http://www.easterbunnys.net/russianeaster.htm>

### Easter in Poland

<http://www.polandcarolina.org/Easter.htm>

<http://www.polstore.com/html/polisheaster.html>

<http://acweb.colum.edu/users/agunkel/homepage/easter/easter.html>

<http://www.easterbunnys.net/polisheaster.htm>

### Easter in Spain

<http://www.cyberspain.com/life/ssanta.htm>

<http://www.auburn.edu/~jfdrake/teachers/gould/easter.html>

<http://www.european-schoolprojects.net/festivals/Spain/spring/easter.htm>

<http://www.easterbunnys.net/spanisheaster.htm>

## LEARNERS' ACTIVITIES

**STAGE 3** Consolidation – Time for questions

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking

**ORGANISATION** Frontal

**TEACHER'S ACTIVITIES**

- 1 T asks Ls about their findings and answers Ls' questions.

**LEARNERS' ACTIVITIES**

- 1 Ls briefly share their findings with the others and ask questions.

### LESSON 3: EASTER IN 8 EUROPEAN COUNTRIES 2

#### AIMS OF THE LESSON

- Raising interest in the topic
- Raising intercultural awareness
- Revision of vocabulary (holidays, Easter)
- Learning new phrases (holidays, Easter)
- Preparing and giving presentations
- Development of group dynamics, working in cooperation

#### MATERIALS AND RESOURCES

3.1 Easter – languages, 3.3 Evaluation sheet, printer, stationery (poster papers, coloured papers, glue, felt pens, etc.)

#### STAGE 1 Warm-up – Easter in different languages

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary  
Guessing skills

**ORGANISATION** Individual

**AIDS AND MATERIALS** 3.1 Easter – languages

#### TEACHER'S ACTIVITIES

- 1 T hands out 3.1 Easter – languages (without the Key) and tells Ls to solve the questions by guessing the answers.

#### LEARNERS' ACTIVITIES

- 1 Ls fill in the questionnaire and check the answers with the whole class.

<b>STAGE 2</b>	<b>Preparation – Posters</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Writing Presentation skills
<b>ORGANISATION</b>	Pair/ group
<b>AIDS AND MATERIALS</b>	Notes from previous lesson, stationery

### TEACHER'S ACTIVITIES

- 1 T tells Ls to make posters using their notes and previously collected materials about the Easter customs and traditions of their previously chosen country. It is a good idea to talk about the criteria of a good poster before Ls start making them (e.g. clear layout, informative, brief, calls attention to the important information, etc.). Also, T may want to tell Ls that these posters will be evaluated by other groups, and give the evaluation criteria (layout, content, overall impression).

### LEARNERS' ACTIVITIES

- 1 Ls prepare poster presentations about the Easter customs and traditions of their previously chosen country. If they want to, they can print photos from the Internet.

<b>STAGE 3</b>	<b>Presentation – Poster fair</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Group/ whole class
<b>AIDS AND MATERIALS</b>	Posters, 3.3 Evaluation sheet

### TEACHER'S ACTIVITIES

- 1 T helps Ls to display posters around the classroom and tells them to choose one spokesperson for their poster. As Ls go around and look at each poster the T keeps track of the time and allows about 1 minute for each poster. T makes sure the exhibition goes smoothly and each poster is evaluated by the Ls.

T gives Ls ideas about how to use the evaluation grid:

For layout they can look at these criteria: clearly organised, pictures, written work, for content: relevant, interesting. They consider these criteria, and separately give a mark from 1 to 5 for layout, content, overall impression and add up the total score. Then they can write comments on the posters.

### LEARNERS' ACTIVITIES

- 1 they want to start with and then go around the rest of the class as the T has told them to. After about 1 minute they go to another poster, look at it and ask the spokesperson questions.  
As Ls go around and look at each other's work they also take notes for themselves and evaluate and score each poster. (Evaluation sheet 1)

*If there is not enough time for the poster presentation, Ls can do it in the breaks and hand in their evaluation sheets at the beginning of the next lesson.*

## LESSON 4: EASTER IN BRITAIN

### AIMS OF THE LESSON

- Raising interest in the topic
- Raising intercultural awareness
- Revision of vocabulary (holidays, Easter)
- Learning new phrases (holidays, Easter)
- Searching for information
- Writing a composition

### MATERIALS AND RESOURCES

Computer, Internet, books on British culture, word processor, floppy or memory stick

### STAGE 1 Warm-up/Revision – Hangman

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary  
Guessing skills

**ORGANISATION** Frontal

**AIDS AND MATERIALS** Board

### TEACHER'S ACTIVITIES

- 1 T chooses an Easter word (e.g. egg rolling, hot cross buns, etc.) and draws as many dashes on the board as there are letters in the word. Ls call out letters and the T writes them in the right places or draws the hangman.  
When Ls find out the word, the T may choose another word.

### LEARNERS' ACTIVITIES

- 1 Ls call out letters and guess which word is on the board.

<b>STAGE 2</b>	<b>Searching for information – Easter in Britain</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Searching skills Reading Note-taking
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	Computer, Internet, books on British culture, notebooks

### TEACHER'S ACTIVITIES

- 1 T gives instructions to go to the given websites. Ls should also look at the books they have been given and seek information on British Easter customs and traditions. T tells Ls that they will have to write a composition about their findings later, so they should collect as much information as they can.

T walks around the classroom and gives Ls help as they search.

These sites may be starting points for further research.

Easter in Britain

<http://www.englisch-hilfen.de/en/texte/easter.htm>

[http://www.britain.tv/easter\\_easter\\_in\\_britain.shtml](http://www.britain.tv/easter_easter_in_britain.shtml)

<http://www.britainusa.com/faq/showfaq.asp?SID=263>

<http://www.easterbunnys.net/britisheaster.htm>

### LEARNERS' ACTIVITIES

- 1 Ls search the Internet and books for information about British Easter. They take notes for later use.

**STAGE 3 Writing – What is Easter like in Britain?****TIME** 20 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading  
Writing**ORGANISATION** Pair**AIDS AND MATERIALS** Notes, notebooks, word processor, floppy or memory stick**TEACHER'S ACTIVITIES**

- 1 T tells Ls to write a short composition using their notes and previously collected materials about British Easter customs and traditions.
- 2 T corrects the compositions for the next lesson. The correction should not only concentrate on grammatical errors, but also should make suggestions on style and content.

**LEARNERS' ACTIVITIES**

- 1 Ls write a composition in pairs about British Easter customs and traditions on the computer in Word. They hand it in to the T for correction on floppies, memory sticks or send it by e-mail.

## LESSON 5: EASTER IN EUROPE

### AIMS OF THE LESSON

- Raising interest in the topic
- Raising intercultural awareness
- Comparison of different cultures
- Revision of vocabulary (holidays, Easter)
- Learning new phrases (holidays, Easter)
- Listening for information
- Brainstorming ideas
- Making comparisons

### MATERIALS AND RESOURCES

5.2 Easter in Hungary

### STAGE 1

**Revision – Compositions**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Vocabulary  
Reading  
Grammar

### ORGANISATION

Individual

### AIDS AND MATERIALS

Corrected compositions

### TEACHER'S ACTIVITIES

- 1 T hands out the corrected compositions (written in the previous lesson), walks around and answers questions, gives explanations.
- 2 Short revision of words, expressions and grammar structures used in the compositions.

### LEARNERS' ACTIVITIES

- 1 Ls read their corrected compositions again and ask the T questions. (This composition will be the basis for their next homework task.)

<b>STAGE 2</b>	<b>Listening – Easter in Hungary</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Writing
<b>ORGANISATION</b>	Frontal
<b>AIDS AND MATERIALS</b>	5.2 Easter in Hungary

### TEACHER'S ACTIVITIES

- 1 T reads the text (2-3 times).
- 2 T checks the answers and explains new words.

#### Solution

Easter in Hungary The Week before Easter is a time of great activity when women spring-**clean** their homes and bake traditional Easter **pastries**. In the villages, women **dye** hardboiled eggs in various colors and **hand-paint** with geometrical or floral designs. This is traditional folk art in Hungary and **patterns** vary from region to region. **Good Friday** starts the Easter period. Church **services** start at 3 o'clock in the afternoon when church-goers all over the country recall the crucifixion of **Jesus Christ**.

On **Easter Sunday**, church services are held in the morning. After the service the people carry a statue of Christ and religious banners in a **procession** through the parish, singing religious songs. **Easter Monday** in Hungary was referred to as Ducking Monday. Now, boys **sprinkle** girls with perfume or perfumed water. They wish one another good luck. The girls must **reward** the boys who spray them. They give them **coins** or Easter eggs. Easter Monday is also a day of **hospitality** when visitors are welcome, people exchange Easter greetings and serve guests with traditional Easter food such as **ham**, hard boiled eggs, horseradish, **meat loaf** filled with eggs, Easter cakes and small glasses of apricot or plum brandy.

(Based on the following source: <http://www.easterbunnys.net/hungarianeaster.htm>)

### LEARNERS' ACTIVITIES

- 1 Ls listen to the text and fill in the gaps.

**STAGE 3 Brainstorming – Easter in Hungary and other countries****TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Writing  
Vocabulary**ORGANISATION** Whole class**AIDS AND MATERIALS** Board**TEACHER'S ACTIVITIES**

- 1 T divides the board into 3 parts:

Hungary other European countries, both

T helps Ls to make decisions.

**LEARNERS' ACTIVITIES**

- 1 Ls get into 3 groups and collect words and expressions (or even draw pictures) for the 3 sections (Hungary, other European countries, both) from their previous findings. The focus is on exploring the differences and similarities between Hungarian and other European nations' cultures, based on Ls' previous research and knowledge.
- 2 One L from each group goes to the board and writes/draws their collected words, expressions into one of the sections.
- 3 When they are ready, the groups look at the other sections and another person from each group adds their findings to the already existing ones.  
Ls also give reasons for their choice.

<b>STAGE 4</b>	<b>Discussion – Comparison</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Reasoning
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Notebooks

#### **TEACHER'S ACTIVITIES**

- 1 T leads the discussion.

#### **LEARNERS' ACTIVITIES**

- 1 Ls discuss their ideas and compare the differences and similarities of different cultures. They may want to look at, e.g. How do Hungarian customs differ from other customs in Europe?; How are they similar to each other?; What can make us feel we belong to Europe?; What new colours can we add to the “European canvas”?.

**STAGE 5 Homework – Comparing cultures**

**SKILLS AND COMPETENCIES  
IN FOCUS**

Writing

**ORGANISATION**

Individual

**AIDS AND MATERIALS**

Stationery

**TEACHER'S ACTIVITIES**

- 1 T tells Ls to create a leaflet for the next lesson, based on their previous findings. It might be a good idea to discuss what a good leaflet looks like, maybe even show example leaflets (eg. from tourist offices).  
The leaflets then can be displayed in the school (especially around Easter time) or if the school takes part eg. in an international exchange programme, the class may want to send the leaflets to the foreign schools.

**LEARNERS' ACTIVITIES**

- 1 Ls make an information leaflet on the basis of their previously written and corrected composition.  
The leaflet contains previously collected information including illustrations (collected from the Internet, taken or drawn by the Ls) and focuses on the differences and similarities of Easter traditions in Europe and also provides information on Hungarian Easter traditions.