

Spring is in the air

Language

Vocabulary connected with celebrations; collocations and pronouns / possessive adjectives

Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

Comment

This eLesson looks at how people celebrate spring around the world.

How to use the lesson

- 1 Set the context of the reading: how people celebrate spring around the world. Check students know where the countries (Iran, Ukraine, Japan, Italy and Sicily, and the USA) are on a map if possible. Then ask students if they know any ways people celebrate the beginning of spring. Elicit ideas.
- 2 Pre-teach any vocabulary that might prevent students from doing the first reading task, eg *graves* (exercise 1). Set exercise 1 and give a brief time limit, eg 1–2 minutes, depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Before doing exercise 2, you could check students know how to say these numbers. Students decide which numbers fit each sentence and then read the text again to check their answers. If you feel this is too difficult for your students, let them go straight to the text to find the answers. If students have problems with any of the words, you can refer them to the Glossary if appropriate. Take feedback.
- 4 Exercise 3 focuses on object pronouns and possessive adjectives. If appropriate, elicit the missing items to the table as a whole class activity. Use example sentences to make the use clear if necessary.
- 5 Exercise 4 gives students practice of the object pronouns and possessives adjectives from exercise 3 and relates to the content of the text. Students choose the correct form to complete the sentences. If appropriate, students pair check. Take feedback.
- 6 Exercise 5 checks that the students remember which way of celebrating relates to which country. With a stronger group, they could decide in pairs and then read the text to check their answers. Weaker groups could read the text to find the answers and then discuss these with their partners. Take feedback.
- 7 Exercise 6 focuses on word partnerships (collocation). Students choose the correct verb for the noun. This might be an appropriate time to tell/remind students to make a note of new vocabulary with any words which are typically used with them. You could extend this exercise by asking students to say why each collocation is important in the text, eg *People light fires in Iran and jump over them because they think it's lucky.*
- 8 Set the discussion task (exercise 7) for small groups if appropriate. Take class feedback. You could extend this by talking about any celebration in students' own countries, which they could either do during the lesson, or prepare at home using some of the collocations from the text and then discuss in pairs in the following lesson. They could then write a short text about the celebration for homework.

It's a good idea to set a purpose and an audience for any writing task, so you could set the following writing task: 'Your school wants short articles about celebrations around the world. They will put the best stories in their next student magazine.' If appropriate, you could display the stories on the walls of your classroom.

Reading eLesson

Answer key

1

- | | |
|-----------|----------------------------|
| 1 Japan | 4 Sicily / (ancient) Italy |
| 2 the USA | 5 Iran |
| 3 Iran | 6 Ukraine |

2

- | | |
|------------------|---------|
| 1 30,000; 14,500 | 5 50 |
| 2 13 | 6 2 |
| 3 7 | 7 1000s |
| 4 12 | |

3

subject pronoun	object pronoun	possessive
You	you	your
It	it	its
They	them	their

4

- | | |
|---------|---------|
| 1 their | 4 them |
| 2 them | 5 their |
| 3 its | 6 them |

5

- | | |
|-----------|-----------|
| 1 Iran | 4 Iran |
| 2 Italy | 5 Japan |
| 3 the USA | 6 Ukraine |

6

- | | |
|---------|---------|
| 1 light | 5 buy |
| 2 visit | 6 make |
| 3 give | 7 bring |
| 4 clean | 8 have |

7 Students' own ideas.

Related websites

The following websites might be useful for either you or your students.

http://www.usatoday.com/news/washington/2010-04-05-eggroll_N.htm

<http://www.brama.com/art/easter.html>

http://www.asij.ac.jp/elementary/japan/jp_holi.html#mar20

<http://www.angelfire.com/rnb/bashiri/Nowruz/NowRuz.html>

http://daughtersofearthwisdom.org/sabbats/ostara/ostara_traditions.html