

Easter Eggs Teacher's Notes

Videos **1. Marks and Spencer Easter Food advert 2012**
2. Marks and Spencer Easter Food advert 2013

1. Display the mosaic on page 3. Tell students to choose an image and explain to a partner why they've chosen it.
2. Now display the word cloud. Tell students to place the words into three groups: words that collocate with *chocolate*, words that collocate with *Easter*, and words that collocate with *lamb*. They will need to decide if the words *chocolate*, *Easter* and *lamb* go before or after the word in the cloud. They should also decide if they need to add anything extra such as articles or prepositions. Let them use dictionaries / smartphones.

Answers

dark chocolate	hot chocolate
milk chocolate	chocolate bunny
chocolate milk	a mug of chocolate
white chocolate	a bar of chocolate (or a chocolate bar)
a box of chocolates	chocolate-box (e.g. chocolate-box villages)
chunks of chocolate (or chocolate chunks)	
a square of chocolate	

Happy Easter	over Easter
Easter holiday	at Easter
Easter week	Easter bunny

a leg of lamb	stuffed lamb (or lamb stuffed with...)
a joint of lamb (or lamb joint)	lamb chops
a rack of lamb	lamb shanks
roast lamb	carve lamb
tender lamb	

3. Now tell students that they are going to see an Easter video. Put them in A/B pairs sitting back to back, with A facing the screen. Turn the sound off. Tell students that you're going to play a clip and Student A is going to describe to B what they can see on the screen while it's happening. Tell Student A that if they don't know the word for something, they have to find another way to say it. Play video 1. Student A describes what they can see to Student B, who listens without taking notes.
4. Play the video again. This time Student B can take notes.
5. Now tell students to swap places so that Student B is facing the screen and Student A is looking away. Play video 2. Student B describes to A. Again, for the first viewing, Student A listens to Student B and takes notes the second time the video is played.
6. In the same A/B pairs, students discuss the main similarities and differences between their videos. The main differences are:

Video 1

- hand-made Easter cards, scissors, a boiled egg, a paintbrush, a jar of water, hand-painted Easter eggs
- four hot cross buns
- a bunch of daffodils in a vase
- a joint of roast lamb
- onions on the plate
- gravy
- Easter eggs in box and then placed in bowl
- chocolate cake

Video 2

- pumpkin cut in half, garlic, some chocolates
- nine hot cross buns
- a glass of wine
- a leg of lamb
- potatoes on the plate
- no gravy
- Easter eggs in box with straw and butterflies. Someone breaks a piece of chocolate off one of the eggs.
- chocolate caterpillar

7. Tell students to draw three columns. At the top of the first, they write *hot cross buns*. At the top of the second, *lamb*, and at the top of the third, *chocolate*. Say that they are going to watch the first video with sound and they should listen out for words related to the three foods and write them in the correct column. Play video 1, give students a minute or so to compare notes, and play it again.
8. Now play video 2. Students listen out for differences in the way the food is described and note them down. You can find the scripts on page 3.

Video 1

Anyone looking to make Easter really special knows that first you need to find the only hot cross buns made with golden wholemeal, golden cherries, golden raisins and golden syrup. Then search for a delicious joint of roast lamb with garlic and rosemary stuffing. And finally, you need to hunt out the tempting Easter eggs, the irresistible Easter bunny, and the most unique Easter pig.

Video 2

Make this Easter weekend just a little more special. Hot cross buns, but made with chunks of Belgian chocolate and hints of orange. A tender, easy-to-carve leg of lamb stuffed with garlic rosemary and thyme. And hand-decorated luxury eggs with edible straw. Or, for those who want something a little different.....

9. Ask students which food they preferred - video 1 or video 2. To finish off, put them in groups of three and tell them to have a conversation using as much of the vocabulary as they can from the lesson.
10. As a follow up, tell students to take a photo of something they ate during the holiday. They bring it to the next class and talk about their photos in groups of three.



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over
milk week
dark mug tender
at chops joint square
box bunny holiday leg stuffed
carve happy shanks
bar chunks roast white
hot rack