

LESSON PLAN

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PART ONE

Topic	Spring – from its origin to literature
Aim	<ul style="list-style-type: none">• to practice reading for meaning• to practice speaking skills—giving opinions• to develop reading skills• to expand vocabulary
Age/Level	Teenagers and adults A1-A2
Time	50-60 mins
Materials:	<ul style="list-style-type: none">• 1 illustration: download Sandro Botticelli, <i>La primavera</i> or Claude Monet, <i>Le printemps</i>• 1 worksheet per student
Introduction	This lesson is suitable during the months of March, April and May.

PROCEDURE

Warm-up (5 mins)

- Write the word “Spring” on the board and ask the students what this word means to them.
- Speak about the changes that this season brings to their everyday lives.

Reading (5 mins)

- Give students a copy of the worksheet.
- Ask them to read **Text A** quickly and underline the origins of Spring festivals and how people celebrate Spring today. They can do this alone or in pairs depending on the size and ability of the class.
- Check that they have understood the gist of the text and underlined the correct parts.

Vocabulary (15 mins)

Ask students to do the crossword (Exercise 1). Let them know that all the words are in the text they have just read. (Here below the words)

Across

6 appalachian

7 flora

8 celts

9 forest

10 equinox

Down

1 beltane

2 lent

3 sanfrancisco

4 maypole

5 cherry



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Speaking (10 mins)

- Ask the students how they feel about these festivals and celebrations.
- Are there any such festivals and celebrations where they live? Have they ever participated?
- Why do they think other seasons, such as summer, autumn and winter aren't celebrated with festivals?
- Ask the students to look at the download of the painting/paintings. Why did the painter choose that particular subject matter in the work of art?
- What colors do the students associate with Spring and why?

PART TWO

Topic Spring – as a protagonist in literature

- Aim**
- to develop reading skills
 - to expand vocabulary
 - to predict the continuation of a story
 - to identify a literary genre
 - to encourage the pleasure of reading

Level A1-A2

Time 45 minutes

- Materials**
- 1. graded reader *The Happy Prince And The Selfish Giant* by Oscar Wilde
 - 2. one worksheet per student



PROCEDURE

Before the lesson

- make a copy of the worksheet (one per student)
- tell your students you're going to be speaking about a short story called *The Selfish Giant*
- write the title of the graded reader on the board
- read the short background notes on the story to the class

First Step (10 mins)

- Ask the students to comment on their first impressions and ask them these questions
- Ask them if they can say the genre and for what reasons
- Ask them if they have ever read anything else by Oscar Wilde

Second Step (30 mins)

- Give students the worksheet and explain that the text comes from Chapter One of the story.
- Ask them to read **Text B** from the short story, either alone or in pairs.
- Ask students to comment with their feelings and observations.
- Ask students to do Exercises 2, 3 and 4. Then check as a group activity.

