

# Webquest: Valentine's Day

by Luke Vyner

**Level:** Intermediate / Upper intermediate

**Target age:** Teenagers / Young adults

**Time needed:** Up to 60 minutes

**Key skills:** Reading, speaking

**Materials:** One copy of the worksheet per student

**Note:** The weblinks for activities 1, 3 and 4 use American English, which affects the way certain language is presented, such as candy instead of the British English equivalent of sweets. You may wish to make your learners aware of this and they could try and find other examples of American English as they do the webquest.

## Warmer

Hand out the student worksheets. Put students into pairs and ask them to discuss what they know about the history of Valentine's Day. Give them a couple of minutes and then ask the pairs to share their ideas.

## Activity 1: The history of Valentine's Day

Put students into pairs, with one being Student 1 and the other Student 2. They should go to [www.bbc.co.uk/newsround/16945378](http://www.bbc.co.uk/newsround/16945378). Student 1 should read the first section, 'Who was St. Valentine?' and Student 2 should read the second section, 'How did St. Valentine's Day start?' and answer their following four questions. See which person can answer their questions the quickest.

### Who was St. Valentine?

**Key:**

1. cards, flowers or chocolates
2. he was a priest, he lived in Rome and he lived in the 3rd century AD.
3. he thought married men were bad soldiers.
4. for arranging marriages (in secret).

## How did St. Valentine's Day start?

**Key:**

1. Lupericalia
2. 496
3. they drew girls' names from a box, became boyfriend and girlfriend with them and sometimes they got married
4. the church

## Activity 2: Celebrating love around the world

Students share with the class, or with a partner, their own country's unique day to celebrate love. Then, ask students to read through the eight sentences about celebrations of love around the world that are similar to Valentine's Day. Before going to the weblink, ask students to see if they know, or can guess, which country each sentence relates to.

[en.wikipedia.org/wiki/Valentine's\\_Day#Celebration\\_and\\_status\\_worldwide](http://en.wikipedia.org/wiki/Valentine's_Day#Celebration_and_status_worldwide)

Encourage your students to skim-read the article. The article is quite long and the purpose of the task is to find the answers as quickly as possible. As this is quite a challenging task, you could give it a competitive edge by making the task a race. Students work in pairs, competing against each other: Student A searches for odd numbers and Student B searches for even numbers.

**Key:**

1. Portugal; 2. Brazil; 3. Sweden; 4. Israel; 5. Philippines; 6. Guatemala

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## Activity 3: Valentine facts

Tell students to look at the list of facts first and decide whether they are true or false before looking at the weblink. Ask them to write T (for true) or F (for false) at the end of each sentence. If they decide the sentence is false, they must correct it.

[www.wilstar.com/holidays/valentn.htm](http://www.wilstar.com/holidays/valentn.htm)

### Key:

1. F - Jack Valentine; 2. T; 3. T; 4. F - the flower and candy industry; 5. T; 6. F - women give men chocolate on February 14th and men give women candy on March 14th; 7. T; 8. F - Valentine's Day is banned

## Activity 4: Quotations about love

Ask students to share any quotations they know about love and to answer the second question on their worksheets. They should then follow the weblink and read the five quotations. Have whole-class feedback on the quotations. Is there a class favourite? Give your students an opportunity to write their own poems or words about love. Are any willing to share their work with the whole class? Perhaps the poems could be displayed on the walls of the classroom for everyone to see!

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