

CELEBRATIONS

Holi

Teacher's notes

Age: Teenagers/Adults

Level: Elementary–Pre-intermediate (A1–A2)

Time: 60 minutes

Activity: In this lesson, students will:

1. read, discuss and respond to facts about Holi;
2. find out which colours are used to describe emotions and feelings.

Language focus: vocabulary related to Holi and colours. In particular, colours used for expressing emotions and feelings.

Materials: one copy of the worksheet per student

Procedure

1. Students discuss the questions in exercise 1, either as a class or in groups, and then feed back to the class. Teacher demonstrates, giving their own examples first.
2. For exercise 2, students skim-read the article to find the words in **bold** and then write them next to their meanings 1–10. Then they read the text about Holi and notice how the words are used in context.

Key:

1. roast
2. strangers
3. bonfires
4. laughter
5. chase
6. powder
7. together
8. popular
9. forgiveness
10. victory

3. In pairs, students complete exercise 3, deciding how to complete the sentences about Holi using the information from the article.

Key (possible answers):

1. India
 2. the festival of love or the festival of colours
 3. one and a half days / one night and one day
 4. bonfires / much singing and dancing
 5. colours / powdered colours / water / coloured water
 6. eat and drink with friends and family
 7. fun and laughter
4. Exercise 4 is a three-part exercise. In part a, students first match the things that people say (1–5) with the meanings (a–d). They should first try to match up the words before checking in a dictionary for any that are unknown. This will help students realise that they do not need to understand every single word in order to understand the sense and meaning of what someone says.

Key: 1d, 2c, 3a, 4b

In part b, students complete the sentences about themselves individually and then discuss in small groups. The teacher should monitor and provide individual help with vocabulary as necessary.

Finally, in part c, students say whether – in their language – the same or different colours are linked to these emotions. This can be completed either as a whole class discussion or in groups, with the teacher monitoring and the groups feeding back to the whole class at the end. This is an interesting way to compare English with the student's own language.

5. For exercise 5, students search online for images of Holi and, by answering the questions, discuss what they see. Students can work in pairs or groups and should be encouraged to use all the vocabulary and expressions they have learnt in this lesson.

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Exercise 1: Warmer

Do you have a favourite colour?

What colour clothes do you like to wear?

What colours make you feel happy?



Exercise 2: Vocabulary

Write the words in **bold** in the article next to their meanings.

Then read the text about Holi.

- _____ : to cook over a fire or in an oven.
- _____ : people you do not know.
- _____ : large fires built outside – often at parties or celebrations.
- _____ : enjoyment or happiness expressed by laughing.
- _____ : to follow or run after someone quickly to catch them.
- _____ : a soft dry substance that looks like dust or sand.
- _____ : means that people are with each other and not alone.
- _____ : something that is liked by many people.
- _____ : the action of forgetting bad feelings about someone who has hurt you.
- _____ : to win or be more successful than another.



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Holi is also called the 'festival of colours', or the 'festival of love'. It is a happy festival with lots of fun and **laughter**.

The festival of Holi usually lasts for one night and one day. It celebrates the end of winter and the arrival of spring. It also celebrates the **victory** of good over evil.

Holi is a very old traditional Hindi festival celebrated in north India, Nepal and South Asia. Now, Holi is also **popular** in other parts of the world such as the USA, the UK, Germany and Australia.

In India, Holi starts in the evening of the spring full moon. People build large **bonfires**, they **roast** food and there is lots of singing and dancing.

The next morning is a time for fun, play and colour. People go out into the streets with coloured **powder** and water. They **chase** and throw colours on their friends, neighbours and **strangers**.

By the afternoon, the streets, houses and people are bright red, pink, blue, yellow, purple and green.

In the evening, friends and families gather **together** to eat and drink. Holi is a time for **forgiveness**, new beginnings and togetherness.

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Exercise 3: Understanding the text

Complete the facts about Holi with information from the text.

1. The festival of Holi comes from _____ .
2. It is also called _____ .
3. The festival lasts for _____ .
4. The festival starts with _____ .
5. The next day, people throw _____ at each other.
6. In the evening they _____ .
7. Holi is a happy festival with lots of _____ .

Exercise 4: Colours and feelings idioms



a. Match the quotes with the feelings they describe. Look up any words that you do not know.

- | | |
|--|-------------|
| 1. She's green with envy. | a) Angry. |
| 2. I'm feeling rather blue today. | b) Happy. |
| 3. That makes me see red! | c) Sad. |
| 4. I was tickled pink when I got the news. | d) Jealous. |

b. Complete these sentences about yourself.

- When I see _____ then I sometimes go green with envy.
- _____ makes me feel blue.
- _____ makes me see red!
- I was tickled pink when _____ .

c. In your language, do you use these or other colours to talk about feelings and emotions?

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Exercise 5: Web task

Search for images of Holi and discuss:

- What colours can you see?
- What colours can you not see?
- How do the people look? How do you think they feel?