

CELEBRATIONS

Diwali

Teacher's notes

Age: Adults/teenagers

Level: Pre-intermediate (A2) +

Time: 60–90 minutes

Activity: In this lesson, students will:

1. read a short text about the festival of Diwali and look at the language used;
2. discuss Diwali and other celebrations they have attended that involve fireworks;
3. complete an information poster for a local Diwali celebration.

Language focus: vocabulary related to Diwali, and the language involved in advertising a festival and issuing safety warnings

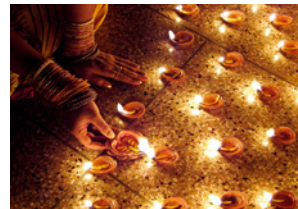
Materials: one copy of the worksheet per student; one sheet of paper per group suitable for designing as a poster

Procedure

1. Warmer: Diwali traditions

- a. Students read the descriptions and write them below the images they relate to. Even if the students haven't heard of *rangoli* before, they will be able to complete the task by first matching the things they know and then seeing what's left.
- b. Next, students read the text to find out how these things are connected with the festival of Diwali and write the day each image is most connected with below its description.

Key:



Lights and lamps
Day 2



Rangoli
Day 2



Brothers visiting sisters
Day 5



Giving gifts
Day 4



Cleaning and
decorating the home
Day 1



Buying kitchen items,
new clothes and gold
or silver
Day 1



Fireworks and
firecrackers
Day 3



Family parties
Day 3

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2. Key words

Students read the definitions and match them with the key words in the text that have been underlined.

Note: the definitions are not in the order that the words appear in the text.

Key:

1. clay
2. demon
3. entering
4. evil
5. feast
6. firecrackers
7. powders
8. prayer
9. rescued
10. victory

3. Using the key words

Students use six of the key words from task 2 to complete the sentences.

Key:

1. evil
2. prayer
3. clay
4. entering
5. rescued
6. firecrackers

4. Discussion – festivals, fireworks and lights

a. Working on their own, students read the incomplete sentences and decide which one they could make true for them. If students have ever attended or taken part in Diwali celebrations, they should complete the first sentence about their experiences there. If they haven't yet had the opportunity to attend Diwali festivities, they should complete the second sentence about another festival they have attended which involved fireworks and/or firecrackers.

b. Then put students into pairs for the next part of this task. They first should read their sentences to each other and then hold a short conversation in which they ask questions about the other's experience and answer the questions providing as much information as they can.

5. Group task – Diwali poster

Students read the information. Then in small groups they plan and design a poster advertising their Diwali celebrations. Ask them to include as much practical information as they can about the celebration, and remind them to concentrate more on coming up with a really good text than pretty images.

Display the posters in class and allow time for students to look at and read all of them.