

## Festivals Around the World

### Topic

Festivals

### Aims

To develop integrated skills: reading, speaking and writing around the topic of festivals  
To learn and practice vocabulary for describing festivals

### Age group

Secondary/ adult

### Level

B1 (plus some above-level vocabulary necessary for particular festivals)

### Time

50-60 minutes

### Materials

1. 4 texts for jigsaw reading A B, C, and D with exercises
2. Lesson plan

### Introduction

This is an integrated skills lesson, in which students will discuss festivals in their countries/ their favourite festivals. They will then work in groups of 3-4 to read and complete comprehension questions on different texts describing the reasons behind and the customs practised in four different festivals from different parts of the world. They will then share the information about their festival and discuss which one they would like to attend and why. Finally they will work together to invent and describe an imaginary festival to celebrate a calendar event such as the middle of winter, the first day of autumn, etc.

**Procedure**

<b>1. Warmer</b>	<p>Show some pictures of festivals. Pictures of the ones described in the texts can be found at the following websites.</p> <p><a href="http://www.cheese-rolling.co.uk/index1.htm">http://www.cheese-rolling.co.uk/index1.htm</a>  <a href="https://ourc.files.wordpress.com/2011/04/maypole_dance.jpg">https://ourc.files.wordpress.com/2011/04/maypole_dance.jpg</a>  <a href="http://www.lonelyplanet.com/italy/abruzzo/cocullo/travel-tips-and-articles/77158">http://www.lonelyplanet.com/italy/abruzzo/cocullo/travel-tips-and-articles/77158</a>  <a href="http://en.wikipedia.org/wiki/Land_diving">http://en.wikipedia.org/wiki/Land_diving</a>  <a href="http://en.wikipedia.org/wiki/Cheung_Chau_Bun_Festival">http://en.wikipedia.org/wiki/Cheung_Chau_Bun_Festival</a></p> <p>If these links do not work, use a search engine to look for images of the different festivals in the four texts. Ask the students what they can see and to try and guess what happens in the festival.</p>
<b>2. 1. Vocabulary brainstorm</b>	<ul style="list-style-type: none"> <li>• Begin a mind map on the board and brainstorm with the students:</li> <li>• What words do they know or what words can you introduce in the following categories? As a minimum, introduce the following words, which occur in the texts:</li> <li>• What: (festival, celebration plus collocations: hold a festival, celebrate something)</li> <li>• What happens: (procession, fireworks, music, musicians, band dance, dancers, decorate, wear costumes)</li> </ul>
<b>3. Lead-in</b>	<ul style="list-style-type: none"> <li>• Put students in groups of 3-4.</li> <li>• Ask them to discuss the question:</li> <li>• What is your favourite festival? How does your family celebrate it?</li> </ul>
<b>4. Jigsaw Reading</b>	<ul style="list-style-type: none"> <li>• Put learners in groups of 3-4.</li> <li>• Give each learner in the groups a different text A, B, C and D.</li> <li>• Get them to find the meanings of the particular vocabulary in their text, using a dictionary.</li> <li>• They should then work individually to complete the table for their text.</li> <li>• Then get them to share their information, using the table they have completed, and to complete the table for all texts.</li> <li>• Ask them to discuss which festival they would like to see most and why.</li> </ul>

**5. Follow Up  
Task**

- Ask each group to invent a festival for a specific calendar event, using the table to structure their discussion. When they have completed the table, they should write a short description of their festival. You can display these around the classroom, or put them on Pinterest and ask students which festivals they would like to attend.

**Contributed by**

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