

The Big Picture

Materials and Resources for ESOL Tutors

Section B: Daily life



7 Festivals and Celebrations

Lesson plan and exercises

Objectives

The students will be able to:

1. Read and write about festivals and celebrations
2. Compare festivals and celebrations in different countries
3. Talk about festivals and celebrations in different countries

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Section B - Daily Life

7 Festivals and Celebrations

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7.1 Chinese New Year - Lesson Plan

Objectives:	At the end of the activity students will be able to: skim and scan for specific information, use brainstorming techniques to write a short text about holidays and festivals.	
Functions:	Reading comprehension, question forms, writing short texts	
Level:	Elementary-Pre-Intermediate, Basic Literacy	
Materials:	• Chinese New Year Student Writing	Page 136
	• Chinese New Year Question and Answers	Page 137
	• What About You? Activity	Page 138

Key Vocabulary

- lunar • parade • costumes • firecrackers • gunpowder • giant • exchange
- envelope • delicious

Text:

1. Explain to students that they are going to look at a text to get specific information, not to read the whole text (ideally, skimming and scanning exercises should have been done previously). Hand out the **Questions and Answers** and get the students to read the questions. Make sure students understand the questions.
2. Hand out the **Chinese New Year**. Ask students to work in pairs and find the answers in the text. Tell them to write short answers in the space opposite the question. Give them a specific time in which to do this. Let them know you will tell them when half the time is up.
3. When the time is up, check to see that the students were able to do all the questions; if no one was able to finish, give them an extra timed session to complete the exercise. When they have finished, have students ask and answer the question (one student asks, the other answers).
4. Have the students read the entire text silently. Have them look up any unfamiliar words in the dictionary. Ask if there is any other information to describe the holiday.

What About You? Activity

1. Tell the students to think about their favourite holiday or festival. If they confuse “holiday” with time off, give them examples – Ramadan, Christmas, Easter, Eid, Carnival, etc. Hand out the **What About You? Activity**.
2. Tell the students to think for one minute. Have them write down six words or phrases associated with the holiday in the thought bubbles. They may use a dictionary if needed. You may want to model this with a holiday of your own, writing your own words or phrases.

7.1 Chinese New Year - Lesson Plan (continued)

3. Ask the students to use each word or phrase in a sentence. This may be done as a homework assignment or in class.
4. When they have finished, check for errors and have them rewrite the sentences.
5. Have each student practise saying the sentences with a partner. Then ask them to present it to the class. The class may ask questions. Check comprehension by asking the class questions about the presentation.

Suggestions for extension/consolidation activities:

1. The presentations may be tape recorded or videotaped.
2. Photos or drawings could be included with each text and the texts could be turned into class books or displayed on the wall. When the holiday comes up (Ramadan, Easter, etc.) the texts could be referred to and projects done (finding out more information, attending the festival, making a dish) and could be primarily led by the student(s) who celebrate the holiday.

Student Writing

Chinese New Year is a lunar holiday. Each year is a special animal year. 2003 was the year of the sheep. 2004 is the year of the monkey.

There is a parade with a big dragon and people in costumes. The dragon leads people into a good new year. Many visitors go to the parade. There are loud noises and firecrackers. The air is full of smoke and the smell of gunpowder. People say “Gong Hay Fat Choy.” This means “Happy New Year.” The new year is a giant birthday party. Everyone is one year older this day. They exchange presents and play games. Parents give children money. The money is in a red envelope for good luck. Chinese people make delicious foods for the New Year. They put flowers in their homes. They visit their family and friends. This is my favourite holiday.

My Quan from China



Questions and Answers

Read the **Chinese New Year** text and answer the questions with a partner.

The first one is done for you.



What is her favourite holiday?

Her favourite holiday is Chinese New Year

What kind of holiday is it?

What do people watch?

What do people give each other?

What else do people do?

What do people say to each other?

What About You?

What is your favourite holiday or festival?

Think of six things about your holiday or festival (Ramadan, Christmas, Divali, etc.)



Write 6 sentences about your holiday or festival.

Tell the class about your holiday or festival.

A large, empty speech bubble shape with a tail pointing towards the bottom left, intended for students to write their responses.

7.2 My First Ramadan - Lesson Plan

Objectives:	At the end of the activity students will have practised dates and numbers (cardinal and ordinal)	
Skills practised:	Reading and listening for specific information Speaking and writing	
Materials:	• My First Ramadan Text	Page 142
	• Writing Numbers	Page 143
	• Writing Dates	Page 144
Level:	Post-beginner - Elementary ESOL & Literacy Basic Literacy	

Key Vocabulary

- Ramadan • fasting • lasts for... • birthday • date of birth • star sign
- months of the year

Focus on Language

Cardinal and ordinal numbers

Instructions:

Read My first Ramadan Text, page 142, gap-fill and listening.

Please note: Students should already have practised basic numbers and dates.

1. Students read the text before working in pairs to fill in the gaps.
2. Ask for volunteers to read out sentences.
3. Listen to the piece on cassette (or tutor reads aloud see Tapescript, page x) to check answers.

Writing numbers

1. Students match the numbers with the numbers in the box. Check in pairs.
2. If students are unsure of ordinal numbers, do this activity together as a group. Model on board/flipchart. Students copy.

7.2 My First Ramadan - Lesson Plan (continued)

Writing dates

A. Write the date in two ways

1. Introduce by asking students “what is the date today?” and “how do you write that?”
2. Write today’s date on the board in two different ways with the students prompting.
3. Students work in pairs to complete the exercise or work individually and check in pairs.
4. Check as whole group-activity, writing the dates on the board.

B. Write about yourself

1. Question forms: Elicit questions from the students.
2. Interview the tutor! Encourage the students to ask you questions: for example
 - How old are you? • What’s your date of birth?
 - What month is your birthday? • What’s your star sign?
3. Model the piece of writing about yourself on the board/flipchart.
4. Students write sentences about themselves.

Speaking and writing

1. Model a few example sentences on board/flipchart about students in the class:
His name is...../Her date of birth is.....
2. Students interview a partner and write sentences about him/her.

Suggestions for consolidation/extension activities:

1. Bingo: play this with cardinal/ordinal numbers, telephone numbers, dates
2. Dictation: difficult number-pairs for example 13 / 30
14 / 40
15 / 50
3. Find someone who: has a birthday in September
.....was born in the same year as you
.....comes to English class for four hours every week
4. Star signs/horoscopes: from magazines (need to be simplified).

7.2 My First Ramadan - Lesson Plan (continued)

Intercultural awareness

- Bear in mind that horoscopes would not be familiar to all students.
- Some students may not celebrate birthdays. Discuss.
- If students do not want to say their age/date of birth etc., teach alternative vocab./phrases, for example:
 - I am in my thirties
 - I am between forty and fifty
 - It's a secret!
- Discuss the appropriacy of asking age in social situations. Is this acceptable in different countries? Students discuss and compare.



Text

Read the text.

Work in pairs.

Write the numbers in the spaces.



10

30

33

5th

The first time I started Ramadan I was _____ years old.

Now I am _____ years old.

This is my _____ day of fasting.

It is good for mind, body and character.

It is good for everything.

Ramadan lasts for _____ days.

By Abderahman Basli from Algeria



Listening

Listen to the text and check the numbers.

Writing Numbers

Writing numbers



- A. Match the numbers with the numbers in the box.
Some numbers in the box are extra.
The first one is done for you

10	ten	twenty	thirty-three
30	first	third	fifth
33	fifteen	four	second
5th	fifty	thirty	twelve
	sixth	fourth	thirteen

- B. Write the numbers in the spaces.
The first one is done for you

1 first	1st
2 second	_____
3 third	_____
4 fourth	_____
5 fifth	_____

Writing Dates

A. Write the dates in two ways. The first one is done for you

1. 01-05-04 May 1st 2004 OR The 1st of May 2004
2. 03-09-00
3. 04-01-02
4. 10-02-98
5. Today is OR

B. Write about yourself.

I am years of age.

My date of birth is

My birthday is in the month of

My star sign is

Speaking and Writing

Interview a partner.
Write some sentences about him/her.
Check spellings together.



- (name) _____
- (nationality) _____
- (date of birth) _____
- (birthday) _____
- (star sign) _____

Please record onto a cassette for class use or read aloud.

My first Ramadan

The first time I started Ramadan I was ten years old.

Now I am thirty-three years old.

This is my fifth day of fasting.

It is good for mind, body and character.

It is good for everything.

Ramadan lasts for thirty days.



7.3 Bright Ideas For Tutors - Lesson Plan

Objectives:	Tutors discover ways to exploit a student writing	
Functions:	Materials development	
Materials:	• Christmas in Romania Student Text	Page 147
	• Questions for Tutors To Consider	Page 148
	• Bright Ideas Activity	Page 149
	• Bright Ideas Guide	Page 150

1. Read the **Christmas in Romania Student Text**, page 147
2. Fill in the **Questions to Consider** Worksheet, page 148
3. List as many activities as possible you think you could do with this text on the **Bright Ideas Activity**, including activities previously used in other texts throughout the module. If you have a specific class in mind, adapt the text for their needs; if you are not teaching yet, adapt it for a false beginner/elementary level (this could also be used with a beginners' class which has been studying for 8 weeks or longer).
4. When you have filled in the chart, look at the suggested activities on the chart key.

Suggestions for extension/consolidation activities:

5. Try to create one or two of the activities you have suggested on the chart and try them with a present or future class.
6. Use the chart as a guide when you receive a student text you would like to adapt for your student(s).
7. Look at the other learner texts and accompanying activities in the **Daily Life** module.



Every year on Christmas Day people go to church where they light candles.

The church is a place where people spend two or three hours. Here they forget their problems and they pray to God.

In my country, Romania, every Sunday and religious day people go to church at 9 a.m. and they stay there three hours till noon when they come back home.

When I was a young boy my mother took me and together we went to church. There something nice happened. I began to learn to pray.

Claudiu from Romania

Questions for tutors to consider

Look at **Christmas in Romamia** text on page 147.

Questions for tutors to consider.

1. Would this work better as a group or one-to-one activity?

Can it be adapted for either?

2. Are there any grammatical structures that occur repeatedly in the text?

Is there any material you could use to reinforce these structures?

3. What themes are covered in the student text?

4. Is the length of the text appropriate for your learners? If not, how can it be broken up (to be made easier to read in smaller pieces) or extended?

5. Are there any skills in which your class needs more practice (listening, writing, etc.)? What activities could be created focussing on these skills?

6. Are there different language or literacy levels in your class?

If so, how can activities for this text be created to suit varied levels?

Bright Ideas Activity

Bright Ideas

Look at the **Christmas in Romania Student Writing**. List types of activities you could do with it and in the chart below, tick the skills and groups which apply. Compare with the completed guide on page 150.

The first one is done for you.

Type of Activity	Group	1-1	Reading	Writing	Listening	Speaking
<i>Gap-fill</i>	✓	✓	✓	✓		

Bright Ideas Guide

Bright Ideas

Here are some sample activities for the **Christmas in Romania Student Writing**, with the skills and groups indicated.

Type of Activity	Group	1-1	Reading	Writing	Listening	Speaking
Gap-fill	✓	✓	✓	✓	✓	
Predicting	✓	✓				✓
Sentence Strips	✓	✓	✓		✓	
Dictation	✓	✓		✓	✓	
Writing Frames	✓	✓	✓	✓		
Skimming/ scanning	✓	✓	✓	✓		
Find someone who	✓		✓	✓	✓	✓
T/F comprehension	✓	✓	✓			
Q&A strips on text	✓	✓	✓		✓	✓
Text discussion	✓	✓	✓		✓	✓
Composing Q&A	✓	✓	✓	✓	✓	✓
Picture Prompts	✓	✓	✓		✓	