



Eid al-Fitr

Teacher's notes

Age: Teenagers/Adults

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

Time: 60 minutes

Activity: In this lesson, students will:

1. read facts about Eid al-Fitr, the 'festival of breaking the fast';
2. learn words that relate to this festival;
3. talk about fasting;
4. share information about their favourite sweet dishes.

Language focus: vocabulary related to Eid al-Fitr and in particular to sweet dishes

Materials: one copy of the worksheet per student, a picture of your favourite sweet dish

Procedure

1. Fast or feast?

This exercise pre-teaches some of the important vocabulary for this lesson. Students write 'food' or 'no food' after each of the sentences to show they understand the concept of fasting and feasting. Afterwards, explain that fasting is undertaking by Muslims leading up to Eid al-Fitr. During this period they must not eat (or drink) during daylight hours.

Key:

- a. food
- b. no food
- c. no food
- d. food

2. Key words

Students match the key words with their meanings. They will use these words again in the following task. Check answers as a whole class.

Key: 1d, 2c, 3a, 4e, 5b

3. Reading and understanding

Students use the words in the box to complete the sentences about Eid al-Fitr. If students don't know any answers, tell them to make a guess. Students check their answers in pairs, then as a whole class. Discuss these sentences and what they mean.

Key:

1. religious
2. fasting
3. feast
4. last
5. dishes
6. pray
7. breakfast
8. traditional
9. charity
10. enjoy
11. moon
12. Arabic

4. Talking about fasting

You may want to demonstrate answering the questions in this exercise first. For example:
I fasted before. It was two years ago and it was for charity. I fasted for 24 hours. At the end of the fast I felt very hungry! The first thing I ate was a bar of chocolate.

Students make notes to answer the four questions about themselves, looking up any words they need but do not yet know before they ask you. When they have all written their notes, have them sit together in small groups of three or four and discuss the questions and their answers. Ask them to share any interesting information that comes up in their discussions with the whole class in a short feedback session.

5. Our favourite sweet dishes and treats

You should demonstrate here by bringing in a picture of your favourite sweet dish – or even the dish itself for the students to try! Tell the class about it using the following vocabulary from exercise five:

- *This is my favourite sweet dish. It is called ...*
- *It is made with ...*
- *You eat it hot/cold/warm/frozen.*
- *It tastes of ...*
- *People usually eat it for ...*
- *I like this sweet dish because ...*

In part a, working in pairs or small groups, students now think of one sweet dish or treat that they



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like – one that they buy, make for their family and friends, or like to order in a restaurant. They write the names of these on the first line. There should be one treat per student in each group: i.e. if they are working in groups of three, they should think of three different sweet dishes or treats.

In part b, students complete the sentences to describe their favourite sweet treats and dishes – completing one sentence per dish by adding information or crossing through words that do not fit the description.

The last sentence brings a personal element to the information, e.g. *I like this sweet dish or treat because it reminds me of my grandmother / it is easy to prepare / it makes my children happy/ it is delicious!* You may want to suggest some of these as examples.

Students should look up any words they do not know, before asking you for help with any unknown vocabulary items.

Finally, in part c, students should share their information with the rest of the class. This can be done either in poster or verbal presentation form.



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Exercise 1: Fast or feast

Write 'food' or 'no food' after each of these sentences.

- a. When you **feast**, you eat a lot. _____
- b. When you **fast**, you do not eat. _____
- c. Ramadan is a time of **fasting**. _____
- d. Eid al-Fitr is a time of **feasting**. _____

Exercise 2: Key words

Match the key words with their meanings.

| Key word | Meaning |
|----------------|--|
| 1. charity | a. continue to happen |
| 2. dishes | b. speak to God or a saint, for example to give thanks or ask for help |
| 3. to last | c. food prepared and cooked in a special way |
| 4. traditional | d. organization to which you give money so that it can help people who are poor or ill, or who need advice and support |
| 5. pray | e. relating to very old customs, beliefs or stories |



Exercise 3: Reading and understanding

Use these words to complete the information about Eid al-Fitr. The first sentence is completed as an example.



| | | | |
|--------|-----------|------------------|-------------|
| Arabic | breakfast | charity | dishes |
| enjoy | fasting | feast | last |
| moon | pray | <i>religious</i> | traditional |



- 1. Eid al-Fitr is an important religious holiday for Muslims all over the world.
- 2. It is celebrated at the end of Ramadan, the Islamic holy month of _____.
- 3. Food is an important part of Eid al-Fitr. After a month of fasting, there is a _____.
- 4. The feast and the celebrations _____ for up to three days.
- 5. It is sometimes called 'Sweet Eid' because people eat many kinds of sweet _____ at this celebration.



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Worksheet

6. On the first morning of Eid al-Fitr people get up early and _____ together.
7. Then they have a _____ with sweet dishes.
8. People wear their best clothes or _____ clothes at Eid al-Fitr.
9. Children sometimes get gifts or money, and people give money to _____.
10. In many countries Eid al-Fitr is a national holiday. Schools, offices and businesses are closed so that people can _____ the celebrations with their family, friends and neighbours.
11. Eid al-Fitr begins after Ramadan, when people see the new _____ in the sky.
12. In _____, the word Eid means festival or feast.

Exercise 4: Talking about fasting

- Have you fasted before? When? Why did you fast?
- How long did you fast for?
- How did you feel at the end of the fast?
- What was the first thing you ate after your fast?

Exercise 5: Our favourite sweet dishes and treats



Work in groups. What are your favourite sweet dishes?

- a. Our favourite sweet dishes and treats are: _____.
- b. Complete the information about your favourite sweet dishes or treats.
The dish or treat is called _____.
It is made with _____.
You eat it *hot / warm / cold / frozen*.
It tastes of *fruit / sugar / chocolate / honey / _____*.
People usually eat it for *breakfast / lunch / dinner / supper / as a snack / as a special treat / _____*.
I like this sweet dish or treat because _____.
- c. Now tell the class about your favourite sweet foods.