

Lesson Plan

Course/Group: B2

Tutor: Katy

Date:

Topic: A Carnival Atmosphere

Language Focus: Vocabulary/Reading/Speaking

Learning Outcomes

- *By the end of the lesson, students will revise the meaning, form and pronunciation of a range of collocations to describe festival activities.*
- *By the end of the lesson, students will have practised and developed their ability to read for specific information and guess the meaning of words in context with specific reference to an email about festivals.*
- *By the end of the lesson, students will have developed their oral fluency in the context of discussing festivals and festival activities.*

Group details:

Student A (B2, confident at speaking, struggles with listening) / **Student B** (B2, enjoys lively debate and discussion) / **Student C** (B2+, high level, needs correction with articles when speaking) / **Student D** (B2, tentative to speak because concerned with making errors)...

Time (mins)	Teacher Activity & Learner Activity
5	T greets ss, completes register, alerts DoS of any absences, hands out textbooks. T shares a picture on P18 and Task 1 , gives ss 3 mins in pairs/small groups to discuss. Brief open-class feedback (OCFB). T notes good responses on board and looks for opportunities to upgrade language or improve intelligibility, where applicable.
5	T gets ss to read through words in box for Task 2 and asks them to identify appropriate matching words with picture. Ss complete independently, then peer-check. Brief feedback. T then drills words in box with strong stress in mind (<u>confetti</u> , a <u>parade</u> , a <u>fireworks display</u> ...)
10-15	T tells ss they're going to use some common collocations for talking about festivals and carnivals. T elicits the missing noun for the first item from the class. Ss complete independently, then peer-check. T monitors and makes note of any vocabulary that causes a challenge before class discussion. OCFB Language clarification: T should respond to queries and errors raised in exercise. Consider what vocabulary items require clarification of meaning, form and pronunciation. If ss are confident with vocabulary, T can use the opportunity to drill some of the vocabulary items in context or consider pronunciation features (e.g. connected speech in items such as <i>sweep up</i>).

10	T shares Task 4 and asks ss in pairs to share examples and experiences using the collocations. T monitors. In OCFB, T asks any s with a nice example to share with the class. T reformulates any good examples heard. Write interesting uses of collocations on board. DEC - T can also elicit corrections for errors on board.
5	T shares a story about a festival they know well (if possible, it's nice to use a Cornish example). As T includes vocabulary from the lesson but every time T reaches a part where they're about to use the language, pause or say "beep" and see if ss can tell which phrase was about to be used.
5	Pre-reading: T shares Task 5 and ss discuss in small groups. T can share culture notes in TB if ss need further info or seem interested. DEC - T identifies some language for correction and elicits by putting errors on board. Encourage ss to use language from previous class on cities, if possible (P16).
5	Gist-reading task: T asks students to read through the email briefly first and asks a few focus questions (can be written on the board): <i>Who wrote the email? Where is she now? Where has she just been?</i> Ss complete independently, then peer-check. T monitors and, in doing so, checks all ss found key information.
10	T shares Task 6 CCQs/ elicit information about relative clauses (this is revision from previous class). Ss complete task independently, then peer check. In OCFB , T gets ss to identify 'clues' helped them decide where the relative clauses should go.
7	T shares Task 7 Ss complete independently and then peer check. T monitors. In OCFB, elicit evidence from text and get ss to correct false sentences.
8	T shares Task 8 and arranges ss in pairs to read through words in italics first. T asks ss to remember words used in the email, then asks them to scan the text to find the words. T monitors. Use OCFB to clarify any meaning of language through the use of CCQs ,e.g. what other things can be sinister? (dark, old places; dangerous criminals; secret activities by governments) What else can be very fattening? (sugar, biscuits, cakes) What could transform your life? (winning the lottery, having a baby) Consider how to clarify form (phrasal verbs) and drill pronunciation (stress, connected speech) depending on ss needs.
7	T puts ss into pairs to discuss the questions in Task 9 . T monitors
5	DEC - T gathers content feedback from a couple of ss. Then T writes examples of good language and errors on the board. T praises good examples and then elicits corrections for errors on the board.

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If time, T gives ss a choice of Cornish festivals to research. T prompts them to find out about: the history of the event, how long it lasts, what food/drink is typical there, what there is to see and do there, any problems connected to the event, etc.

T may want to ask ss to feedback what they found out after the break.

Homework/Independent Study:

Achievement of Learning Objectives:

See below for pages referenced in the plan.



VOCABULARY Festivals and carnivals

- Look at the photo above. In pairs, discuss the following questions:
 - Where do you think it was taken?
 - What do you think is going on?
 - What might the event be celebrating?
- Which of these words can you see in the photo?

a band	a costume	a mask
a bonfire	a fireworks display	a parade
confetti	a float	a sound system
- Match the nouns above with the groups of words they go with.
 - make your own ~ / wear a ~ / hide behind a ~
 - build a ~ / ride on a ~ / a ~ in the shape of a fish
 - set up a ~ / a really loud ~ / hire a ~
 - dress up in a ~ / a very ornate ~ / wear national ~
 - make a ~ / sit round a ~ / throw wood on a ~
 - listen to a ~ / form a ~ / play in a ~ / book a ~
 - watch a ~ / a spectacular ~ / cancel a ~ / miss a ~
 - hold a ~ / take part in a ~ / a ~ through town
 - throw ~ / be showered with ~ / sweep up all the ~ afterwards
- Work in pairs. For each of the nouns in Exercise 2 choose one of the collocations in Exercise 3. Think of an example from your own life. Tell your partner your example. Find out if your partner has had similar experiences.

A: I went to a fancy dress party last year and wore a scary monster **mask**.

B: Really? I've never been to a fancy dress party.

READING

- Before you read, discuss the question in groups.
 - What do you know about Venice? Can you say ten things about its history, location, sights or carnival?
- Read the email about the Venice Carnival. Add the relative clauses (a-j) in the spaces (1-10) in the email.
 - which are very ornate and beautiful
 - during which time people fasted
 - which I hope you enjoy
 - which would've been almost impossible
 - which can give you a real shock
 - which are these pastry things full of cream and stuff
 - where they hold the big costume parade
 - which is great fun
 - who I'm sure you remember
 - who used to look after the dead and dying
- Decide if these sentences about the email are true (T) or false (F). Then look back at the email and underline the sentences that support your decisions.
 - Chiaki, Kyeong Jin and Nina all studied together.
 - Hotels are a bit more expensive during carnival.
 - Chiaki preferred the modern costumes.
 - Carnival celebrates the end of Lent.
 - Traditionally, people ate a lot less during Lent.
 - Chiaki sprayed some strangers.
 - She was shocked at the way people behaved.
 - Chiaki plans to send more photos.

8 Find words in the email that mean the same as the words in *italics*.

- 1 It was very kind of Nina to *let me stay at her house for free*.
- 2 The city was completely *full of* tourists.
- 3 It's *not surprising* most costumes look so good.
- 4 The locals generally *continue with* traditional costumes.
- 5 The Plague Doctor costume is quite scary and *threatening and evil*.
- 6 The food is delicious, but *high in calories*.
- 7 Venice is completely *changed in a good way* during carnival.
- 8 People *light and explode* fireworks all the time.

9 Work in pairs. Discuss the questions.

- Do you have a carnival or festival in your town, city or area?
- Do you usually go to it?
- What does it involve? Use some words from Exercises 2 and 3 to describe what happens.
- Have you ever been to any other carnivals or festivals? Where? When? What were they like?



To KyeongJin@hotmail.ml
Subject Re: Hello there

Hi Kyeong Jin,

I hope this finds you well. I'm really sorry I haven't written for so long, but the beginning of the year was really busy for me – and then I went off to Venice for the carnival. In fact, I only got back to Boston last night! Venice was absolutely amazing. You would've loved it. I stayed with Nina, ¹ _____ from uni. It was really kind of her to put me up – and it meant I didn't have to struggle with trying to find a hotel, ² _____. The city was completely packed with tourists for the whole ten days, and prices really shoot up.

Nina lives with her family, about ten minutes' walk from the main square, ³ _____ on the first day of the carnival. Some of the costumes were just incredible – people spend months and months preparing, so it's no wonder they look so good, really. Lots of tourists were dressed up in all kinds of crazy outfits – giant rabbits, pirates, even hot dogs – but the locals tend to stick to traditional costumes, ⁴ _____ and they all wear masks as well. My favourite costume is called the Plague Doctor. It's really scary and sinister and I was told it's based on real doctors, ⁵ _____ when the plague hit Venice.

Apparently, *carnevale*, the word the Italians use, comes from Latin and means 'farewell to meat'. Traditionally, the carnival took place in the week leading up to Lent, the 40 days before Easter, ⁶ _____. That's why food is really important during carnival, and I ate lots and lots of *frittelle*, ⁷ _____ – fattening, but really delicious!

Venice is as beautiful as everyone says: very romantic and atmospheric. All through the carnival, though, it's transformed as they have big fireworks displays, bonfires, parties and so on, and all the kids throw confetti and spray shaving foam and stuff everywhere, ⁸ _____ – unless it lands on you! Mind you, we ended up buying a few cans and joining in ourselves! Attack is the best form of defence, right? People also set off fireworks all the time, ⁹ _____ if you're not expecting it. I nearly had a heart attack a couple of times.

I've attached a few photos, ¹⁰ _____. I was going to send more, but I didn't want to make your computer crash like I managed to last time! I've uploaded loads more onto my website, if you fancy having a look.

Anyway, hope to hear from you soon.

All the best,

Chiaki

