

## Topics

Celebrations, festivals, traditions

## Learning outcomes

- Practise using adjectives
- Use vocabulary to make predictions about a text
- Listen for gist
- Listen for specific information
- Speak about celebrations or festivals

## Age group

13–17

## Level

A2+

## Time

Approximately 65 minutes

## Materials

- Presentation – this contains the image and some of the worksheet activities
- Worksheet
- [Audio file](#)
- [Image](#) (After lunch) – printed as large as possible

## Introduction

This activity is designed to encourage learners to develop their higher-level critical-thinking skills to speak about images. The activity is part of a package of materials that includes audio to help learners develop their listening skills. Learners will focus on the use of adjectives and on listening skills, in the context of local festivals and traditions.

**Procedure**

<b>1. Vocabulary (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Give learners two sets of words made using lexis from the transcript (worksheet exercise 1 or <b>Slide 2</b>).</li> <li>• First, ask learners to match the adjectives to the correct nouns. Then ask them to make logical sentences by combining a word from each set (worksheet exercise 2).</li> </ul> <p><i>Answers to matching activity: see Appendix 1 or <b>Slide 3</b>.</i></p>
<b>2. Prediction 1 (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Show learners the photograph, either on paper or on <b>Slide 4</b>.</li> <li>• Ask them to cross out adjective + noun combinations that they think they are unlikely to hear in the recording.</li> </ul>
<b>3. Prediction 2 (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask learners to look at the original word sets and to use them to guess what kind of event the photograph shows.</li> </ul>
<b>4. Listening (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Play the recording for learners.</li> <li>• For the first listen, learners don't write anything. They check what the event was.</li> <li>• During the second listen, they make a note when they hear their adjective + noun combinations.</li> </ul>
<b>5. Feedback (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Check their answers and write any correct combinations on the board.</li> </ul> <p><b>Note:</b> Learners will often hear the correct combinations in cases where their combinations were not correct, for example a learner who wrote 'metal plates' may tell you that they heard 'metal tables'. Add these corrected combinations to those on the board.</p>
<b>6. Listening comprehension (20 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask learners to look at the six questions on their worksheet (exercise 3) or on <b>Slide 5</b> and, working in pairs, try to answer them from memory.</li> <li>• If needed, play the audio again so that learners can hear any answers they can't remember.</li> </ul> <p><i>Answers (also on <b>Slide 6</b>):</i></p> <ol style="list-style-type: none"> <li>1. <i>Where is the town and what is it like? West of Spain, beautiful town with a medieval part.</i></li> <li>2. <i>What are they celebrating? The three cultures that lived together in the past.</i></li> </ol>

	<p>3. <i>What can you eat and drink? Couscous, barbecued meat and peppers, hot white wine, home-made cakes, sweets, fruit.</i></p> <p>4. <i>What did the photographer or her son like best? Photographer: the mix of old and new; Son: big plates of barbecued meat, eating with fingers.</i></p> <p>5. <i>Why did she take the photograph? (Give one reason.) The mix of cultures, lines in the photograph.</i></p> <p>6. <i>What is the last thing she talks about? That everyone has left and the photo is the 'after the party's over' photo.</i></p>
<b>Homework</b> OPTIONAL	<ul style="list-style-type: none"> <li>• Ask learners to choose a photograph from one of the following ELTPics sets:             <ul style="list-style-type: none"> <li>○ Parties and celebrations: <a href="http://www.flickr.com/photos/eltpics/sets/72157627956640513/">http://www.flickr.com/photos/eltpics/sets/72157627956640513/</a></li> <li>○ Festivals: <a href="http://www.flickr.com/photos/eltpics/sets/72157628271215967/">http://www.flickr.com/photos/eltpics/sets/72157628271215967/</a></li> </ul> </li> <li>• They should try and answer the questions in step 6, using their imagination.</li> </ul>

### Contributors

Activity and photograph by Fiona Mauchline; Edited by Suzanne Mordue

### Appendix 1 – Vocabulary answers

ADJECTIVES	NOUNS
beautiful	town
medieval	part
three	cultures
cathedral	square
Portuguese	stall
white	wine
home-made	cakes
old	paving stones
modern	tables
plastic	plate

## Appendix 2 – Transcript

### Fiona

I took this photo about two years ago in the square, er, in front of the cathedral, which is very near my house. I live in a town in the west of Spain, um, between Madrid and Lisbon. And, er, it's really quite a beautiful town. There's a medieval part, which is where I live, and, and every year there are events in the medieval part to celebrate the three cultures that lived together here in the past: um, the Arab, the Jewish and the Christian cultures. Every ... November, I think it is, there's a medieval market, and in the cathedral square, people, um, people from Spain and Portugal come and set up food stalls, you know, places where you can buy and eat food, like couscous and things. And you get a lot of barbecue places, um, with meat and peppers and things, and there's also, um, ah, there's a fantastic Portuguese stall, with white wine, *hot* white wine with fruit in it, and there are home-made cakes, sweets, fruit. It's really nice ... very, well, medieval!

Anyway, I went for lunch with my son, and he really loved the big plates of barbecued meat and eating with fingers, of course – eating big pieces of meat with his fingers. [It's] Fun! We went twice, and I took this photo on the second day. Um, I took it because, you know, when you look under the table, you can see the combination of ... well, not cultures exactly, but times. You've got the old, um, paving, the stones and the ... the modern metal tables and benches. There are also a lot of lines ... I like taking photos with lots of lines. Um, I dunno why. An obsession maybe. Um, but you've also got the contrast between the medieval food things – the bones, look, ... the bread ... the basket – but there's also a plastic plate, the plastic cup, the soft-drinks cans, a contrast between the historical and the more modern.

But I also took the photo because it's ... you can see that there were a lot of people there, eating, but, but, you know, it's cold, it's probably rained and everybody's gone. It's the 'after the party's over' photo, so that's really why I took it. It was a ... a picture that ... told a story.