

CELEBRATIONS

Carnival – Rio and Notting Hill

Teacher's notes

Age: Teenagers/Adults

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

Time: 60 minutes

Activity: In this lesson, students will:

1. read about two specific international carnivals
2. create an advertising poster
3. talk about carnivals and street festivals in general

Language focus: vocabulary related to carnivals; adjectives + nouns

Materials: one copy of the worksheet per student

Procedure

1. Warmer

Ask students to work in pairs and talk to each other about which carnivals and festivals happen in their town over the year, including briefly covering what happens when and why there is a carnival at this time, i.e. what does it celebrate?

2. Two places, two carnivals

Tell students to use the words in the box to complete the two short introduction texts about the carnival locations.

Key:

Rio de Janeiro, usually called Rio, is the second largest city in Brazil. Six and a half million people live in Rio, from the very rich to the very poor. It is famous for its beaches and for the giant statue of Christ the Redeemer.

Notting Hill is an area in the west London royal borough of Kensington and Chelsea. Since the 1980s it has become a fashionable and expensive place to live. Around 160,000 people live here in its large houses which are mostly divided into flats and apartments.

3. Rio or Notting Hill?

Next, tell students they need to decide whether each statement is about the Rio Carnival or the Notting Hill carnival.

Key:

Rio: b, d, e, i, j, k, m

Notting Hill: a, c, f, g, h, l, n

4. Carnival descriptions

First, ask students to write the descriptive words in front of the nouns. They may use the words as many times as they feel appropriate. Then elicit other words that could be used to describe the nouns in the context of 'carnival'. Get the students to add these to their worksheets, as they will be able to use them in the following task.

Key: (possible answers)

loud /funky/ live	music
glittering / beautiful / samba / colourful	dancers
marching / steel / samba	bands
beautiful / glittering	costumes
crowded / loud	streets
spicy / multicultural / foreign	food
happy / foreign	faces
foreign / happy	visitors
largest / loud/ funky / multicultural	street festival
colourful / loud / glittering	parades

5. Come to the carnival!

Students work in small groups to create a webpage or flyer / leaflet advertising a trip to one of the carnivals. Encourage them to use some of the language from the previous tasks and to make their advertisements as enticing as possible.

Pin their finished work on the wall and hold a feedback session in which all the students look at and discuss the ads.

6. Discussion questions

Finally, ask students to talk about the two carnivals in the lesson and any other carnivals they have attended or been involved in.