

WHAT'S ON?

Compact A2 Key for Schools Unit 9

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CLASS PROJECT: A FESTIVAL PROGRAMME Step 1: Plan

THE PROJECT

In groups, you are going to create a programme of events for a cultural festival in your town, city or region. Your programme will list *What's On* at the festival, and you will make copies of it to hand out to the other groups. You will then have a discussion with your classmates about the different events in your festival and which ones interest them. You will also choose the events that interest you in the festivals organised by the other groups.

1 Read the project description and answer these questions with a partner.

- 1 What kind of event will your project be about?
- 2 How will you present the information for this event?
- 3 What will you discuss with your classmates?
- 4 What will your group have the chance to do?

2 Discuss these questions about the topic with your classmates.

- 1 Do you have cultural festivals or events in your town, city or region? What happens at these festivals or events? What is celebrated?
- 2 Do you like going to these festivals or events? Have you ever performed in them?
- 3 Does your town / city have a twin town / city in another country? Does your town / city do any cultural events that link to the twin town / city?
- 4 What kind of cultural event can you see in the photo?



PREPARATION

3 Read the definitions and complete them with words from the box.

circus concert dance exhibition film music play sports

- 1 pleasant sounds made by different instruments
- 2 a group of performers who do shows, usually in a large tent
- 3 different physical activities that people do or play
- 4 something we can watch at the cinema or on TV
- 5 a musical performance with musicians and singers
- 6 a physical activity where the body and feet move to music
- 7 something that actors perform on stage
- 8 an event which shows objects like art for people to look at

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4 Read through the programme on page 2 and complete gaps 1–8 with the entertainment words in Exercise 3.

Crofton Cultural Festival

This weekend, come along to Crofton for lots of festival fun!
We celebrate the culture of Ghana in this exciting annual event!



Saturday

11am-6pm

Sculpture (1) _____
Crofton Primary School
display their wood sculptures

11-11.30am

(2) _____ **Performance**
Traditional Gome:
Year 10 dancers perform

Sunday

11am-12pm

(6) _____ **event**
Crofton Middle School
African football match to raise money for
the Ghana Schools Association

11-11.30am

Dance Performance
Traditional Kete:
Year 11 dancers perform



12pm-2pm Ghana Food Festival

Come and try some traditional dishes from Ghana at a choice of food stalls at our festival

2pm-4pm

(3) _____ **Skills Workshop**
Learn to play the drums with a
traditional drummer from Ghana

5pm-7pm

Musical (4) _____
Year 12 singers and musicians perform
music from Ghana

7pm-8pm

(5) _____ **Act**
Watch Ajuba from Ghana
and his amazing fire show



2pm-4pm

Art Skills Workshop
Learn painting techniques
from Ghana from a local painter

5pm-7pm

Anansi the (7) _____
Year 12 actors perform a well-known folk
story about a spider

7pm-8pm

(8) _____ **showing**
Watch an outdoor screening of a
popular movie from Ghana

6 Read the responses from students about what they want to go and see at the festival. Complete their responses with the infinitive or -ing form of the verbs in brackets.

1 I'd love _____ (see) the concert on Saturday.

2 I'm interested in _____ (watch) the film on Sunday evening.

3 I hope _____ (get) to the festival on Sunday morning for the football match.

4 I want _____ (try) some traditional food from Ghana.

5 I enjoy _____ (dance) so I'm going _____ (watch) the dance performances.

6 I need _____ (visit) the exhibition because my little brother has a sculpture on display.

7 I'm going _____ (learn) to play the drums.

8 I don't like _____ (paint), but I love _____ (act) so I'm going _____ (see) the play.

7 Discuss with a partner. What would you like to go and see at the Crofton Cultural Festival? Are there any events that really interest you? Are there any events that aren't very interesting to you?

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CLASS PROJECT: A FESTIVAL PROGRAMME Step 2: Develop

1 In groups, decide which country you would like to plan your cultural festival programme for. You can choose a place that is twinned with your town, city or region, or a new place that you would like to learn more about.

2 Try to find out the answers to these questions about the country you chose in Exercise 1. Use the *Online Research* to help you with your search.

- 1 How can we find out about different cultural events in our chosen place?
- 2 Which cultural events do we want to focus on?
- 3 Is there enough information about the topic online?
- 4 How can we understand all the information on a website if it isn't in our language?

Online Research: Using Google Translate



When looking for information online, you'll often need to use websites in English. This is a very good way to improve your language skills. The websites you want information from may also be in a language you don't know, like the language of the country you are researching. Here are some tips to help you:

- *Google Translate* is a useful online tool to help you understand some words that you aren't sure of. It's simple and easy to use.
- Some websites also give you the option to translate the text automatically.
- Remember that these tools may not always give correct translations.
- Always try to guess the meaning of words first using your own skills, and use *Google Translate* or website translation tools when you think you have no other option.

3 You are going to do the research for your programme. Use the *Useful Language* to help make and respond to suggestions about the kind of information you want to include.

4 Create your programme using the information you have collected. Don't forget to:

- decide on the best way to present the information in your cultural programme
- use the model programme as an example
- use vocabulary and grammar from Unit 9
- use images to make your programme more attractive
- make copies of your programme to hand out to the other groups
- Prepare to talk about the cultural festivals organised by the other groups, like the speech bubble examples after the model programme

Useful Language: Making and responding to suggestions



Shall we ... ?

Would you like to ... ?

What about (including) ... ?

We could (do) ...

That sounds great!

I really like that idea!

I'd prefer not to.

I don't think so.

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CLASS PROJECT: A FESTIVAL PROGRAMME Step 3: Present

PRESENTATION

- 1** When your programme is ready, hand out copies to the other groups in the class. Give them time to read through the programme of events, and then discuss what interests them. Tell the other groups what events interest your group in their festival programmes too.
- 2** When you have finished discussing each others' programmes, answer these questions with the members of your own group:
 - 1 Were some of the cultural events in the other groups' festivals similar to yours? Were there any events that you'd never heard of?
 - 2 What did you learn about the different cultural events in other countries?
 - 3 Which cultural events, and from which countries, sounded most interesting to you?
 - 4 Which cultural events didn't interest you, and why?
 - 5 Whose group had the most interesting festival programme, in your opinion?

SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well, 6= very well

LEARNING TO LEARN

- 1** How well did we organise our project to work well as a group?

1 2 3 4 5 6

DIGITAL LITERACY

- 2** How well did we use digital tools to help us with our research?

1 2 3 4 5 6

EMOTIONAL DEVELOPMENT

- 3** How well did we understand the other groups' responses to our festival programme?

1 2 3 4 5 6

SOCIAL RESPONSIBILITIES

- 4** How well did we appreciate the culture of the country we researched for our festival programme?

1 2 3 4 5 6

- 2** Answer these questions about yourself. 1 = not very much, 6= a lot

- 1** How well did I contribute to the project?

1 2 3 4 5 6

- 2** How much English did I use to plan and research the project?

1 2 3 4 5 6

- 3** Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups to create a programme of events for a cultural festival in their town, city or region. It will be based on the culture of a place – real or imagined – in a country that their home town, city or region is twinned with. They will put together a *What's On* list of events for the festival after researching the cultural aspects of their chosen place, and then make copies of the programme to distribute to the other groups. Students then discuss the different events in their festival with their classmates, and the groups choose which events interest them in the different festivals.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

LEARNING TO LEARN

Practical skills for participating in learning

DIGITAL LITERACY

Using digital tools effectively

EMOTIONAL DEVELOPMENT

Empathy and relationship skills – understanding other people's perspectives and feelings

SOCIAL RESPONSIBILITIES

Understanding and describing own and others' cultures

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CLASS PROJECT: A FESTIVAL PROGRAMME Step 1: Plan

Estimated time: 45 minutes

- 1** Ask students to look at page 58 of the Student's Book again and to tell you what events are on at the WOMAD festival. Elicit events such as music/concert (drummers, jazz band), dance and circus. Explain to students that in their project they are going to learn more about cultural festivals around the world, and they will make a programme of events for their own cultural festival. Have students read the project description and then answer the questions in pairs.
[AK: 1 a cultural festival; 2 in a programme; 3 which events interest them in our festival; 4 choose the events that interest us in the other festivals]
- 2** Discuss the questions about the topic as a class to find out about any cultural festivals or events students may have been to, or even performed in. Talk about the twin town(s) or city(ies) that your town or city is twinned with (if you have a twin town or sister city in another part of the world), and any cultural links between the towns/cities that the students may have been involved in. Explain what a twin town is to students if they are unsure. The photo shows a traditional dance event in Colombia, South America.
[AK: Students' answers]
- 3** Ask students to complete the exercise.
[AK: 1 music; 2 circus; 3 sports; 4 film; 5 concert; 6 dance; 7 play; 8 exhibition]
- 4** Draw students' attention to the speech bubble at the top of page 2. Read it, and pinpoint both Ireland and Ghana on a map if you have one. Ask students if they think it is a good idea that the town in Ireland has a cultural festival to celebrate its twin town in Ghana. Encourage students to understand the importance of sharing cultural insights so that we can learn about one another's countries and cultures, and begin to understand that other people in the world live differently. Ask students what events might be on at the cultural festival in Ireland. Accept all reasonable answers, such as the typical events often seen at festivals, e.g. dance, music, and other performances. Give students time to read through the Crofton Cultural Festival Programme,

and tell them they are going to prepare a similar programme later in the project. Then ask them to do Exercise 4, completing gaps 1–8 with the entertainment words in Exercise 3.

[AK: 1 exhibition; 2 dance; 3 music; 4 concert; 5 circus; 6 sports; 7 play; 8 film]

- 5 Ask students to read through the programme again and find six names of people who do different activities. They circle these words, and list the ones that end with *-er* (dancer, painter, singer, drummer).

[AK: dancer, drummer, musician, singer, actor, painter]

- 6 Look at the speech bubbles at the bottom of page 2 and ask students to complete them with the infinitive or *-ing* form of the verbs in brackets.

[AK: 1 to see; 2 watching; 3 to get; 4 to try; 5 dancing, to watch; 6 to visit; 7 to learn; 8 painting, acting, to see]

- 7 Students look at the festival programme in pairs and discuss what they'd most like to go and see, and the events that don't really interest them.

[AK: Students' answers]

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about which country they would like to plan their cultural festival for.

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CLASS PROJECT: A FESTIVAL PROGRAMME Step 2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)

Exercises 1–3: 45 minutes

Exercise 4: 45 minutes

- 1 In groups, students choose the country that they would like to plan their cultural festival programme for. If your town, city or region has one or more twin town or city, it would be good to allocate these to one group or more, and encourage other groups to pick different places in the world so that there is an interesting mix of cultural festivals to learn about. This will encourage more discussion in the final stage of the project.
- 2 Students should use these questions as guidelines to help them find the information they need to plan their programme of cultural events for their chosen place. Focus their attention on the tip box. Explain that they can use translation tools such as *Google Translate* or the translation options on certain websites to help them in circumstances where they really need to find out the meaning of words that are in a language they don't know, such as information from websites in the language of the country they are researching. They should use *Google Translate* sparingly to help them with their English, as first they should try to work out the meaning of words from the context, and by using other skills they have been taught.
- 3 Students start doing the research for their programme by discussing and making suggestions about the kind of information they want to include. Encourage students to use the language in the *Useful Language* box to help them with this planning and research stage.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4 Students create their festival programme in their groups. They should decide on the best way to present the information and design their programme accordingly. This can be done digitally if preferred using an authentic website that creates programmes of events, such as Prezi. They prepare the text and include images to illustrate their festival of events. When their programme is completed, they should print off enough copies to hand out to the other groups in the class. Students should also have some time to practise explaining their festival, and prepare to ask questions to the other groups about the events that interest them.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: A FESTIVAL PROGRAMME
Step 3: Present**Estimated time: 30 minutes****PRESENTATION**

- 1** Have each group hand out their programmes to the other groups in the class. Allow the groups time to read through the programmes and decide which events interest them. Students tell the groups which events they'd like to see, or not, using language from Unit 9 (see the speech bubbles on page 2 for an example of the kind of responses students should be giving).
- 2** When students have finished discussing the festival programmes with the other groups, ask them to work in their original groups to answer the questions. Take feedback on Questions 3–5, and discuss as a class the cultural events from the different countries that sound the most interesting, those that aren't so appealing, and which group overall had the most interesting festival programme.

SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.