

Topic: Two London festivals: The Lord Mayor's Show and Notting Hill Carnival

Level: A2

Time: 50–60 minutes

Aims

- To develop students' ability to read about and describe special events
- To develop students' vocabulary relating to special events
- To practise word order in questions

Introduction

This lesson compares two of London's biggest parades: the Lord Mayor's Show, which originates from the same time as the Magna Carta in 1215, and the Notting Hill Carnival, which has been held every year since 1966 and is one of the largest street festivals in the world. The lesson incorporates speaking activities, reading and some grammar. If appropriate, Task 6 can be used as the basis for preparing and giving formal presentations in a later session.

Preparation and materials

Make enough copies of the **Student A worksheets** for half the class, and the **Student B worksheets** for the other half.

There is a Powerpoint file, **London_festivals.pptx**, to display the pictures in a larger format.

You can read more about the history of the Lord Mayor's Show and the Magna Carta here:

<http://www.lordmayorsshow.org/history/>

Warmer – Festivals (5–10 minutes)

- Check that students understand 'festival' (a special day or period when people celebrate something; it can also mean a series of performances, e.g. a film festival/music festival).
- Ask the students about festivals, or hand out the worksheets and get them to ask each other.
- Elicit which festivals students celebrate in their town/city/culture.

Note

When you distribute the worksheets, give the **Student A worksheets** to the learners on one side of the room, and the **Student B worksheets** to those on the other. For Task 4, the students will need to regroup, so that each Student A sits with a Student B.

Task 1 – Two London festivals: vocabulary for descriptions (5–10 minutes)

- Ask the students to look at the pictures of The Lord Mayor's Show and Notting Hill Carnival and elicit whether the students know anything about these two festivals.
- Hand out the worksheets and draw attention to the question (Which of these things can you see in the pictures?) and the list.
- Do the first together.

Note – Mayor or Lord Mayor?

*If students ask, explain that the **Lord Mayor of London** is different from the **Mayor of London**. The first represents the small area called the 'City of London'. The second represents all of London.*

- Students work through the list in pairs.

- Take some whole class feedback and clarification of any vocabulary issues. E.g. students will probably know ‘coach’ as ‘long-distance bus’. Explain that its earlier meaning is a vehicle pulled by horses.

Task 2 – Grammar: questions (10 minutes)

- Explain the students are now going to make questions about the festivals from the words supplied.
- Do the first question together.
- Ask the students to work individually and write the questions.
- Monitor and make note of difficulties.
- Fast finishers can check in pairs.
- Check with the whole class.

Task 2: answers

1. Which month is the festival?
2. When did the festival begin?
3. What do people do at the festival?
4. How many people watch the festival?
5. What time does the festival start?

Task 3 – Jigsaw reading (5–10 minutes)

- Tell the students that they are going to read and find out about one of the festivals.
- Give students five minutes to read their text, then to check they know the answers to the questions they wrote in Task 2, but do not go through the answers at this stage.

Task 4 – Information exchange (5–10 minutes)

- Put the students in pairs, a **Student A** with a **Student B**. Ask them to use the questions they wrote for Task 2 to ask and answer questions about their festivals.

Task 3/4: answers

| | Notting Hill Carnival | Lord Mayor’s Show |
|-------------------------------------|--------------------------------------|---|
| Which month is the festival? | August | November |
| When did the festival begin? | 1960s | 800 years ago |
| What do people do at the festival? | wear costumes dance play music | The mayor travels across London. People walk, dance and play music. Soldiers ride horses. |
| How many people watch the festival? | 1,000,000 | 500,000 |
| What time does the festival start? | 9 a.m. | 11 a.m. |

Task 5 – Presentation (10–20 minutes)

- Put the students in groups of 3–4.
- Explain they are going to do some extended speaking.
- Give each student five minutes to talk about a festival they have enjoyed and to answer questions from other students.
- Encourage students to google pictures on their phones or tablets to support their description.
- This can be used as the basis for formal class presentations, if appropriate.

