

A carnival atmosphere!

Outcomes 3ed Upper-intermediate lesson plan

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Materials: Student's worksheet (Upper Intermediate Outcomes 3rd Edition pages 18 & 19), slides, internet access and whiteboard

Video: <https://www.youtube.com/watch?v=Py0TI2PvIJo>

Time: 90min

Level: B2

1 Lead-in (to engage students' schematic knowledge) – Slides 2-7

a Play a game of Taboo with the students. Divide the class into A/B pairs. A's will sit with their back turned to the screen/TV and B's will face the screen/TV

b Show the words 'carnival' and 'Rio de Janeiro' (slide 6) and inform student B that they will describe the video without saying the 2 key words.

c Play the video: <https://www.youtube.com/watch?v=Py0TI2PvIJo> with the sound off. Student A has to listen to Student B and guess what the video is about

d Play the video again a 2nd time to show both students A and B and elicit the words 'carnival' and 'Rio de Janeiro' onto the board

2 Vocabulary – Slides 8-27

a In pairs/groups of 3 students look at the photos in the article on page 19 and discuss the 3 questions. You can display slide 8 so that the students have a clear visual aide.

b Play a quiz by putting the students in teams and showing them each picture one at a time onto the screen (slides 9-24). Award points every time a team guesses the word correctly.

Tip: Do write each word on the board once you reveal it. It's a good tip to include the part of speech next the written word on the board as well as include the indefinite article (e.g. a mask – Noun)

c In pairs students look at exercise 2 on page 18 and discuss in pairs what things they can see in the photos. You can display slide 25 as a visual aide.

d Individually, the students look at exercise 3 on page 18 and match the nouns with the phrases 1-8. Again, you can also display slide 26. Give them a time limit of 4 minutes. Once completed the students compare their answers with their partner.

Tip: When conducting feedback from students it's a nice idea to gamify it and run it as a quiz

e Take one of the collocations from exercise 3 and tell a short personalized anecdote with the collocation in context. This will help demo the next task for the students.

f In pairs students now do exercise 4 in which they choose one of the collocation in Exercise 3 and put it into context to tell their partner a short personalized anecdote.

Tip: It's always great to try and personalize activities as much as possible as it makes them so much more meaningful and purposeful for the students.

3 Reading introduction – Slides 28-30

a Tell students to cover page 19 but just keep the top introductory text visible. Again, you can display this using slide 29. Tell them to look at exercise 5 on page 19 (slide 28) and give them a short time limit (e.g. 40 seconds) to quickly skim the introductory text and choose the correct text type.

b Once they have done this, elicit the answer. You can also reveal it to the class by displaying slide 30.

4 Jigsaw reading – Slides 31-32

a Divide the students into groups of 3. Label the students in each group as A, B and C.

b Student A will read the first text on page 19 (about the Port of Spain, Trinidad), Student B will read the second text on page 19 (about Panjim Goa, India) and Student C will read the third text on page 19 (about Dieburg, Germany).

c As the students read they must make notes about their texts.

d Once finished the students take it turns to tell the other 2 students in their groups about the text they have just read using their notes. The other students can listen and ask questions for further information.

Tip: It is important that the students retell the text using their notes and not just by looking at the text again!

5 Reading comprehension – Slides 33-34

e Students now read all 3 texts quickly and tell their partner which carnival destination appealed to them the most and why. They then do exercise 7 on page 18. They have to decide whether the sentences are true (T), false (F) or not given (NG).

6 Vocabulary meaning – Slides 35-36

a Get the students back into pairs. Show them slides 35-36 and tell them they have 5 minutes to try to work out the meaning of the eight words on the screen by looking at the context in the texts. Make sure you set the students the challenge by not allowing them to use a dictionary. Students do love a good challenge!

Tip: Again it's very important to list the part of speech and include the indefinite article when displaying the words

7 Definition race – Slides 37-54

a Divide the students into new teams of 2/3 and tell them they are going to have a definition race

b One at a time display a slide with each definition. Students must put up their hand (not shout out) and tell you what the word is. Award points

Tip: Do make sure the students confer together before putting up their hands

c Once the race has finished, total the points and congratulate the winning team

Tip: Adding a competitive element to most tasks makes the activity more fun and dynamic

d Individually students now to exercise 9 on page 18 where they have to match the words in bold with their meaning. This task should actually be rather quick due to the previous tasks

e Check their answers

8 Pair discussion - Slides 55-57

a Show slide 56 and get students to discuss the questions in pairs. This is a great opportunity for them to use the new words in context

Tip: Students don't necessarily have to go systematically through the questions in order from 1-8 but can choose random questions to discuss or ones they find interesting

b In new pairs students can do exercise 10 on page 18 and discuss the questions

9 Pair presentation – Slides 58-60

a With a new partner students can now use their mobile phones to research a real-life carnival somewhere in the world (show slide 60 to give them suggestions on the carnivals they could research, but if students prefer to research another one of their own choice then it's fine). They need to make notes on the key facts and things they find interesting. Allow about 10 minutes for the preparation stage

b The students present their carnival to the rest of the class

Tip: If time is lacking then this stage could be done as a homework assignment and the presentations could take place during the next lesson

About the author:



Glenn Standish was originally born in New Zealand but was brought up in Saudi Arabia and the UK. He has been teaching English in Poland for 21 years and is currently the Director of Studies of IH Torun. He is also a tutor for the IHCYLT and IHCAM courses, a course moderator and an inspector for IH World. He loves presenting on the conference circuit and has been to 59 countries. He has given workshops in many countries such as Belarus, Colombia, Italy, Moldova, Poland, Portugal, Romania, Ukraine, the UK and many more including some for National Geographic Learning.

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