



DIDACTIC SEQUENCE: FREE COMMENTARY

PluriTAV Didactic Sequence: Free commentary (Fiesta)




This Didactic Sequence was developed by Betlem Soler Pardo and Diana González Pastor (Universitat de València, Valencia, Spain).

Didactic sequence summary

This didactic sequence focuses on festivals, traditions and culture around the globe. It uses intersemiotic translation in English (free commentary) as a mode of audiovisual translation to help students develop communicative and plurilingual competences. The students being targeted are adults with a B2 CEFR level of English. The sequence is divided into three workshops of two hours duration each. A set of tasks revolving around festivities, traditions, gastronomy, and cultural rituals is proposed in order to help students develop the intended skills. The final task of this sequence consists of commenting freely a clip about the Valencian's Fallas Festival where students will have to write, narrate and record the scene. The tools required to perform the tasks are computers, microphones and headphones and the open-source software Videopad.

 TOPIC:	Fiesta
 AV RESOURCES:	<ul style="list-style-type: none"> • Festivals in Great Britain (https://www.youtube.com/watch?v=k4TAI5NZJM8) • Food and celebrations (https://www.food24.com/News-and-Guides/Food-and-travel/worldwide-food-festival-bucket-list-6-celebrations-from-around-the-world-20180504) • Sham El Nessím festival (https://www.youtube.com/watch?v=yrokAi57tLc)

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	<ul style="list-style-type: none"> Celebrating various occasions (https://www.youtube.com/watch?v=OQyM2PeJBQg) Fallas festival clip (https://www.youtube.com/watch?v=0JoMTcmkVF8) 		
 AVT MODALITY	Free Commentary		
 TARGET CEFR LEVEL:	<ul style="list-style-type: none"> Adult students B2 	⌚ DURATION:	3 sessions of 2 hours. Total duration: 6 hours
 KEY COMPETENCES:	COMMUNICATIVE (CEFR)		PLURILINGUAL (FREPA)
	Linguistic competences: <ul style="list-style-type: none"> Lexical competence (vocabulary related to culture, traditions and festivities) Grammatical competence (word formation, passive voice, etc.) 		<ul style="list-style-type: none"> K 3.3 Knows that one must adapt one's own communicative repertoire to the social and cultural context within which communication is taking place.




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<ul style="list-style-type: none"> • Semantic competence (translation equivalence, cultural words) • Phonological competence (pronunciation of words, sentence stress and rhythm, intonation, etc.) • Orthographic competence (spelling, punctuation marks and their conventions of use, etc.) <p>Sociolinguistic competences (culture-specific contexts that include the norms, values, beliefs, and behavioural patterns of a culture).</p> <p>Pragmatic competences:</p> <ul style="list-style-type: none"> • Discourse competence (knowledge of and ability to control the ordering of sentences, knowledge of text design conventions, conversational rules, etc.) • Functional competence (use of humour in spoken discourse and written texts.) 	<ul style="list-style-type: none"> • K.3.4 Knows that there exists language means to facilitate communication {simplification / reformulation etc.}. • K 3.4.1 Knows that one can try to resort to linguistic similarities {genealogical links, loans, universals} to facilitate communication. • K 6.2 Knows that each language has its own, partly specific, way of perceiving / organising reality: <ul style="list-style-type: none"> • K 6.2.1 Knows that the particular way in which each language expresses / “organises” the world is influenced by culture. • K 6.2.2 Knows therefore that, in translating from one language to another, there is rarely a word for word solution, a simple exchange of labels, but that one should see the process within the context of a different perception/ organisation of reality. • K 6.6 Knows that there is no word for word equivalence from one language to another.
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		<ul style="list-style-type: none"> • K 6.6.2 Knows that what one language may express with one word may be expressed by two or more words in another language. • K 6.6.3 Knows that certain aspects of reality may be expressed in words in one language, but not in others. • K 6.7 Knows that words may be constructed differently in different languages. • K 7.2 Knows that one can build on the (structural / discursive / pragmatic) similarities between languages in order to learn languages. • K 8.1 Knows that a culture is a grouping of practices / representations / values of all kinds shared (at least partially) by its members. • K 8.3 Knows that cultural systems are complex / manifest themselves in different domains {social interaction, the relationship with the environment, knowledge of reality, language, table manners,...}.
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		<ul style="list-style-type: none"> • K 8.4 Knows that the members of each culture define (partially) specific rules/ norms / values about social practices / behaviours. • K 8.7.2 Is familiar with some specificities of one's own culture in relation to certain social practices / customs from other cultures. • A 4.2.2 Accepting the fact that another culture may make use of different cultural behaviours (/ table manners / rituals /...). • S 2.3.1 Can identify [recognise] loans / words of international origin/ regionalisms.
 FINAL PRODUCT:	<ul style="list-style-type: none"> • Write and record a cultural clip on Fallas Festival 	
 ASSESSMENT:	<ul style="list-style-type: none"> • Peer-assessment • Self-assessment • Teacher assessment 	
TOOLS: 	<ul style="list-style-type: none"> • Computer • VideoPad • Microphone and headphones 	

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1st SESSION

A. WARM-UP ACTIVITY

Aim: to introduce new cultures and get acquainted with various festivals around the globe.

Timing: 5'

Interaction: S-S (pairs)

Feedback: on vocabulary, pronunciation and cultural expressions from different countries and social groups.

A.1. Discuss the following questions in pairs:

- Which country do you think each of the photos was taken in?
- Can you identify the different festivities?
- Have you ever joined any of these events?



Source: <https://www.roadaffair.com/best-festivals-in-the-world/>

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A.2. Choose one of the pictures from the previous exercise (A.1) and act out a humorous dialogue between the festival participants.

B. VIDEO: FESTIVALS IN GREAT BRITAIN

Aim: to introduce the topic of the lesson. To highlight the main festivities in Great Britain and identify their corresponding cultural words.

Timing: **80'**

Interaction: S-S (pairs) and individually

Feedback: on listening, understanding, vocabulary, translation

B.1. Watch the documentary <https://www.youtube.com/watch?v=k4TAI5NZJM8> and answer the following questions in pairs: (15')

1. On May Day, dancers **dance around a pole/dance around Maurice**.
2. During Gloucester's cheese rolling race, contestants **run 300 metres down a hill/run 200 metres down a hill**.
3. The Oxford and Cambridge boat races **take place on the river Cam/take place on the river Thames**.
4. The Royal Ascot Horse Racing Festival **takes place in July/ takes place in June**.
5. The Notting Hill carnival festival **is even bigger than the Rio de Janeiro Carnival/ is not as big as that the Rio de Janeiro Carnival**.
6. Guy Fawkes celebration is a tradition that **dates back to the 16th century/ dates back to the 17th century**.

B.2. Watch the following scene from the documentary 'Festivals in Great Britain' and fill in the gaps. (15')

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Festivals in Great Britain

New Year's Eve marks the end of the old year and the beginning of the new. Over the next twelve months, there are many _____: some traditional, some _____, some modern.

Let's take a look at the British festival calendar:

SPRING

May Day, on the 1st day of May, it's a _____ celebration. You can see traditional activities such as dancing around the _____ and the _____ dancing. Nobody knows where this tradition comes from, even Shakespeare described it as ancient.

If you travel to Gloucestershire, on the last day of May, you can see one of the strangest _____ in the world. It's called: 'cheese rolling'. The contestants run 300 metres down a hill and try to go faster than the cheese. It could be quite dangerous, but inevitably, the cheese wins.

This is the Oxford and Cambridge _____ held on the river Thames since 1845. A quarter of a million people watch the two university rowing teams from the river bank, and four hundred million watch on TV.

SUMMER

And now, for a summer horse race, where the clothes are as important as the horses. The third day of the Royal _____ Horse Racing Festival in June is Ladies Day. Women wear the most extraordinary _____. The Queen arrives in a _____ carriage before the start of the first race wearing a hat, of course.

People wear exactly what they like at the _____ festival, one of the biggest and best _____ festivals in Britain. The three-day event at the end of _____ attracts top bands, top _____, and over a hundred and forty thousand people.

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The Notting Hill _____ in West London is the largest street carnival in Europe, and in the world, only the Rio de Janeiro carnival is bigger. It began as a Caribbean carnival in the 1960s, but now it attracts about two million people every year, and _____ from all over the world. At the heart of the festival, there is a spectacular carnival parade with floats, massive sound systems, and steel-drum _____.

AUTUMN

This is Diwali, the Hindu festival of _____. It happens in October or November, and lasts five days. The fifth day marks the beginning of the _____ New Year, in cities like Leicester, Hindus and Sikhs prepare special food and give presents and cards. They light _____ and _____, and there are fireworks and celebrations, including traditional dancing.

There are _____ all over the country for Guy Fawkes night on the 5th of November. People have parties, like _____, and burn the figure of a Guy. This is a tradition that goes back to the 17th Century, when Guy Fawkes tried to blow up the Houses of Parliament with gunpowder.

And a great way to satisfy your competitive spirit is a game of conkers. A conker is the nut of a horse chestnut tree. Take the nut, make a hole in it and fix it to a piece of string, then try to break your _____'s conker by hitting it. It's great fun!

WINTER

(Sings in Latin)

Christmas is Britain's most popular holiday. There are great Christmas _____, such as _____ singing.

(Carol singing)

Christmas _____, Christmas presents under the tree, and Christmas dinner. This is always huge and usually includes _____ and Christmas _____. People pull _____, inside there is a little gift, a paper hat, and a silly joke.

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And that brings us back to New Year's Eve. There are parties all over Britain, and everybody is waiting, like these crowds in Trafalgar Square, for the twelve _____ of Big-Ben, when the old year ends, and a new year begins.

B.3. Match the following British cultural words or expressions with their corresponding place of celebration. (5')

Cultural word/Expression	Place of celebration
1. Carnival	A. Trafalgar Square
2. Boat Race	B. Gloucestershire
3. Horse Races	C. Leicester
4. Music Festival	D. Notting Hill
5. Cheese Rolling	E. Oxford and Cambridge
6. Diwali	F. Glastonbury
7. New Year's Eve- 12 chimes of Big Ben	G. Ascott

B.4. Pronunciation activity.

1. Work in pairs. Read and listen to the following text below from the previous exercise about festivals in Great Britain (source: <https://www.youtube.com/watch?v=k4TAI5NZJM8>). Underline the words the narrator stress (an example is given).
2. Listen again and mark with a ↗ or a ↘ to show where their voices rise or fall on stressed words (an example is given).
3. Use a (/) to mark where you think they pause. Then listen again to check your answers.
4. Take turns to read the transcript aloud.

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Festivals in Great Britain

↗ New Year's Eve ↘ marks the end of the old year and the beginning of the new. / Over the next twelve months, there are many festivals: some traditional, some religious, some modern.

Let's take a look at the British festival calendar:

SPRING

May Day, on the 1st day of May, it's a Spring celebration. You can see traditional activities such as dancing around the Maypole and the Maurice dancing. Nobody knows where this tradition comes from, even Shakespeare described it as ancient.

If you travel to Gloucestershire, on the last day of May, you can see one of the strangest races in the world. It's called: 'cheese rolling'. The contestants run 300 metres down a hill and try to go faster than the cheese. It could be quite dangerous, but inevitably, the cheese wins.

This is the Oxford and Cambridge boat race held on the river Thames since 1845. A quarter of a million people watch the two university rowing teams from the river bank, and four hundred million watch on TV.

SUMMER

And now, for a summer horse race, where the clothes are as important as the horses. The third day of the Royal Ascot Horse Racing Festival in June is Ladies Day. Women wear the most extraordinary designer hats. The Queen arrives in a horse-drawn carriage before the start of the first race wearing a hat, of course.

People wear exactly what they like at the Glastonbury festival, one of the biggest and best music festivals in Britain. The three-day event at the end of June attracts top bands, top singers, and over a hundred and forty thousand people.

The Notting Hill carnival in West London is the largest street carnival in Europe, and in the world, only the Rio de Janeiro carnival is bigger. It began as a Caribbean carnival in the 1960s, but now it attracts

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about two million people every year, and performers from all over the world. At the heart of the festival, there is a spectacular carnival parade with floats, massive sound systems, and steel-drum bands.

AUTUMN

This is Diwali, the Hindu festival of lights. It happens in October or November, and lasts five days. The fifth day marks the beginning of the Hindu New Year, in cities like Leicester, Hindus and Sikhs prepare special food and give presents and cards. They light lamps and candles, and there are fireworks and celebrations, including traditional dancing.

There are fireworks all over the country for Guy Fawkes night on the 5th of November. People have parties, like bonfires, and burn the figure of a Guy. This is a tradition that goes back to the 17th Century, when Guy Fawkes tried to blow up the Houses of Parliament with gunpowder.

And a great way to satisfy your competitive spirit is a game of conkers. A conker is the nut of a horse chestnut tree. Take the nut, make a hole in it and fix it to a piece of string, then try to break your rival's conker by hitting it. It's great fun!

WINTER

(Sings in Latin)

Christmas is Britain's most popular holiday. There are great Christmas traditions, such as Carol singing.

(Carol singing)

Christmas decorations, Christmas presents under the tree, and Christmas dinner. This is always huge and usually includes roast turkey and Christmas pudding. People pull crackers, inside there is a little gift, a paper hat, and a silly joke.

And that brings us back to New Year's Eve. There are parties all over Britain, and everybody is waiting, like these crowds in Trafalgar Square, for the twelve chimes of Big-Ben, when the old year ends, and a new year begins.

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B. 5. Additional activity

Cultural expressions differ from country to country and even from the region in which they are celebrated. They are normally rooted in history and tradition and are passed on from generation to generation in the form of various activities and festivals.

Take turns to talk about a festival in your town or country.

What does the festival celebrate?

What happens during the festival?

Do you participate? Why?/Why not?

To which extent are they similar/different from the festivals in Great Britain?

B.6. Write one of the verbs from the box in the correct form in each of the gaps below to complete the descriptions of festivals and celebrations and then translate the sentence into your mother tongue. To what extent have you changed the word order in the sentence when translating it into the TL? (15')

celebrate	commemorate	dress up	gather around
let off	march	perform	hold

1 We hold a festival every March to _____ the arrival of spring.

Translation:

2 People in our region _____ in traditional costumes and then they _____ one of our traditional dances.

Translation:

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3 People _____ through the town in a spectacular parade to _____ a famous battle.

Translation:

4 In many parts of the town, residents _____ street parties.

Translation:

5 Crowds _____ street performers.

Translation:

6 During the festival, we _____ firecrackers.

Translation:

B.7. Read this text to find out what happens at the Egyptian festival of Sham el Nessim. (25')**Sham el Nessim**

A large number of contemporary Egyptian traditions (1) _____ said to have their origins in very ancient times. These include the holiday which is known (2) _____ Sham el Nessim. This holiday may have (3) _____ celebrated as early as 4,500 years ago. It is thought (4) _____ have been the first festival to celebrate the beginning of the spring.

Nowadays, in the early morning of Sham el Nessim millions of Egyptians come out to crowd public parks and other open areas. Young men swim in the Nile and families generally enjoy the cool breeze of spring.

Sham El Nessim (5) _____ also celebrated by eating traditional foods and these often include salted fish, coloured eggs, sunflower seeds and raw onions. The reason for each of these foods (6) _____ eaten is supported by (7) _____ a different myth. For example, offerings of fish are believed to (8) _____ been made to the ancient gods and by (9) _____ this a good harvest was ensured. Salted fish symbolized welfare to the ancient times fish (10) _____ easily caught by being trapped in natural pools created by the movement of the Nile.

Source:

https://books.google.es/books?id=YRkRg_6RNVIC&pg=PA136&lpg=PA136&dq=sham+el+ness%C3%ADm+cambridge+a+large+number+of+contemporary&source=bl&ots=1FdkDjCSqV&sig=ACfU3U1mYRpyW0Tpzoac-hsaPcnfTRdHYQ&hl=es&sa=X&ved=2ahUKEwizgvL7gZLnAhUMmhQKHbf4Au0Q6AEwAHoECAoQAQ#v=onepage&q&f=false

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B.8. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between 2 and 5 words, including the word given.

1 People believe that the festival originated in the 18th century.

HAVE

The festival _____ in the 18th century.

2 People expect that she will be chosen as carnival queen.

BE

She is _____ as carnival queen.

3 The festival is said to be more popular than ever.

THAT

It is _____ more popular than ever.

4 They think Channel 4 is the only channel which will broadcast the opening ceremony.

THOUGHT

Channel 4 _____ the only channel which will broadcast the opening ceremony.

5 People think that Carnival is the best festival of the year.

CONSIDERED

Carnival _____ the best festival of the year.

6 We know the festival started more than three thousand years ago.

BACK

The festival is known _____ three thousand years.

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2nd SESSION

A. WARM-UP ACTIVITY

Aim: To introduce the student into different types of food festivals.

Timing: 5'

Interaction: S-S (in pairs)/the whole class

Feedback: speaking/listening

A.1. Match the following food festivals with their place of celebration. Check your answers by watching the following video (1'43"). (Source: <https://www.food24.com/News-and-Guides/Food-and-travel/worldwide-food-festival-bucket-list-6-celebrations-from-around-the-world-20180504>)

TYPICAL FESTIVAL FOOD	CITY & COUNTRY OF CELEBRATION
Maine Lobster Festival	Austin, USA
La Tomatina	Naples, Italy
Pizza Village	Munich, Germany
Salon du Chocolat	Buñol, Spain
Ice Cream Festival	Maine, USA
Oktoberfest	Paris, France

A.2. Now answer the following questions:

1. Can you name any other food festivals?
2. Have you ever participated in a food festival?
3. Did you like it? Why/Why not?

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B. LISTENING, USE OF ENGLISH AND WRITING

Aim: to approach one specific festivity and its context to the reader and elicit previous cultural knowledge.

Timing: 45'

Interaction: individual

Feedback: speaking

B.1. In the last session we approached Sham El Nessím, an important Egyptian Festival. Can you remember the most important features of this festival? First, listen to a video about Sham el Nessím to check your answers <https://www.youtube.com/watch?v=yrokAi57tLc-> and, then, answer the following questions:

- When does it take place?
- When is it celebrated?
- What does the expression Sham el Nessím stand for?
- What do they prepare for the festival? (e.g. what kind of meals?)
- Is it safe to visit that country during that celebration?

B.2. Based on the clip you have just watched, write a 5 line paragraph about visiting Egypt and participating in Sham el Nessím festival using the following words. A different grammatical category of the words displayed in the box must be used (e.g. prepare: preparations; arrange: arrangements; energy: energetic...).

ORGANISE	PREPARE	ARRANGE	ACT	PARTICIPATE
SURROUND	ENERGY	USUAL	IMPRESS	

B.3 Students often make mistakes with *it*, *this*, *that* and *they* when referring to other parts of their writing. Complete these sentences by writing *it*, *this*, *that* or *they* in the gaps. In some cases, more than one answer may be possible.

Food festival: Scotland

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1. In my opinion, no food has been associated with Scottish people more than porridge. _____ celebrate their superfood with a highly competitive festival at Carrbridge, a village in the Cairngorms National Park.
2. The Carrbridge festival is a World Porridge-Making Championship event that awards one winner a Golden Spurtle. _____ is a wooden stick traditionally used to stir the porridge pot.
3. The pot must always be stirred clockwise. _____ must always be eaten from a pottinger, or porridge bowl, standing up.
4. Successful contestants at the late September/early October event will be mindful of the superstitions surrounding the preparation of the oat-based dish _____ is why, they must refer to porridge as “they”.
5. Eating porridge has been kept Scots healthy and hardy for generation. On top of all _____, it could have even inspired poetry.
6. People always like the idea of reading a poem based on food. Although _____ cannot always believe it.
7. Porridge is not visually attractive. On the other hand, _____ is cheaper than other famous and popular meals.
8. I am not very keen on porridge myself. In spite of _____, I never miss it when in Scotland!

Adapted from: <https://edition.cnn.com/travel/article/worlds-best-food-festivals/index.html>

B.4. Read the following text carefully where punctuation signs have been removed. Punctuate it correctly by introducing the appropriate punctuation signs (e.g. commas, period, brackets, hyphens, colons, etc.). In order to get acquainted with the punctuation rules, visit the following site: <https://www.ef.com/wwen/english-resources/english-grammar/punctuation/>

American Holidays and Celebrations

Martin Luther King Jr. Day Third Monday of January

On the third Monday of January Americans remember the life and death of Martin Luther King Jr and his fight for equal rights

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Martin Luther King Junior 1929 1968 was a Baptist minister who was a leader in the African American Civil Rights Movement He believed in advancing civil rights in a non-violent manner and received a Nobel Peace Prize in 1964 for his efforts Unfortunately he was assassinated and many riots broke out because of his violent death

His I have a dream speech is well-known and well-loved among many

Groundhog Day February 2

Groundhog Day is a holiday on which a groundhog apparently comes out of his hole in the ground to decide when spring will begin If he is frightened by his shadow he will retreat into his hole and there will be six more weeks of winter

Super Bowl Sunday First Sunday in February

On this day Americans gather to watch the Super Bowl the championship of professional American football Many others watch the game to enjoy the commercials as many companies vie to have the wittiest commercial

April Fool's Day April 1

Americans tend to celebrate April Fool's Day by playing tricks and pranks on each other and then declaring April Fools Pranks can range from simple to elaborate and many companies join the fun by advertising fake products or services for the day

Memorial Day

Though Memorial Day is set aside to remember ancestors especially those who have fallen in battle most Americans seem to equate the day to beaches, barbecues and the first three-day weekend of summer

That being said most cities and towns do have ceremonies many of which are held in cemeteries within their town to celebrate those who have fallen in battle Families who have lost someone dear to them especially if they were lost recently may go to the cemetery to spend time with their loved one while others who haven't felt the sting of death may visit to pay respects to unknown fallen soldiers.

Hanukkah

Hanukkah is also known as the Festival of Lights or the Feast of Dedication It is an eight day Jewish festival that commemorates the rededication of the temple in the second century BC The holiday is celebrated by lighting candles on a unique nine branched candelabrum Children also often play with a dreidel in a fun and unique game

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B.5.Celebrating various occasions. Watch the following video <https://www.youtube.com/watch?v=OQyM2PeJBQg> without any sound or subtitles. Miller Corner has a friend called Verity who recently passed her driving test and bought her first car: a Skoda Fabia! To celebrate both achievements for her, let's go for a drive with them. Create a short and humorous free dialogue of the scene showing both friends trying the car for the first time (1:41-2:18).

Miller (M):

Verity (V):

M:

V:

M:

V:

M:

V:

M:

V:

C. READING AND SPEAKING

Aim: to expand on knowledge about local cultural traditions and festivals. To reflect on personal cultural experiences.

Timing: **35'**

Interaction: S-S (in pairs)/ groupwork

Feedback: speaking

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C.1. You will read an article about the tomato fight fiesta. Six sentences have been removed from the article. Read the article (but not the missing sentences) quite carefully. Underline words and phrases which may refer to the missing sentences (two are done for you as examples) (20').

The Tomato Fiesta

Every year on the last Wednesday of August thousands of people gather in the small town of Buñol for a spectacular tomato fight. Michelle O'Connor joined in.

Along with my two friends, I had done nothing to prepare for La Tomatina, the biggest and most well-known food fight in the world. Yet no amount of planning could have really prepared us for the battle that lay ahead. As our taxi pulled into the usually sleepy town of Buñol, we realized this fight was going to be a whole new experience for us.

The nearest Spanish city to Buñol is Valencia. Despite missing the last train, we were keen not to miss the penultimate evening of Buñol's seven day fiesta, so we had found a taxi to take us the thirty kilometres.

1 () However Buñol holds a week-long party in preparation for the tomato-throwing frenzy and, if every night of that week is like the Tuesday night we were there, this is one party it is not cool to arrive for late.

There are a number of explanations of how the festival began. **2 ()** The owner of a nearby vegetable stall provided the perfect weapons, people got caught in the crossfire and soon joined in. Because people had enjoyed themselves so much, the fight was remembered and repeated the following year. With time a tradition formed and eventually

the fiesta was organized by the town hall. Nowadays people flock from all over the world to attend La Tomatina.

The evening we arrived the streets were lined with bright lights and lively cafés full of people laughing and enjoying huge sizzling pans of paella. **3 ()** In the main square a huge party was taking place with bands playing upbeat jazzy Salsa. People pushed against each other shouting and dancing.

Feeling hungry, we scoured the streets looking for somewhere to eat. Finally, we found a restaurant that had a free table. The atmosphere inside was lively and the food was tasty and inexpensive. **4 ()** When we awoke in a patch of grass on the roadside the next day, all we could see were thousands of people all wearing goggles to protect their eyes.

By this time, the atmosphere was manic as people poured into the town for the fight. **5 ()** From there they went and immersed themselves in the party spirit. We crammed into the narrow main street while firemen poured water over the crowd from the rooftops above.

At 12.00 a firework signalled the beginning of the fight. Six huge lorries trundled through the town carrying loads of stale, sour tomatoes that were then hurled into the crowd by teams of men. **6 ()** Water poured from the rooftops

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and we found ourselves swimming in a sea of red tomato juice. It was fantastic. The trucks then emptied their contents onto the ground before continuing down the street. It was manic, chaotic, crazy, brilliant fun!

At 13.00 another firework signalled the end, the crowd of some thirty thousand people

walked to the river and washed themselves in it turning it red. 7 () Nor I could look at or eat another tomato. But it was without a doubt worth it.

Adapted from La Tomatina Festival by Michelle O'Connor on www.attitudetravel.com

Source:

https://books.google.es/books?id=YRkRg_6RNVIC&pg=PA136&lpg=PA136&dq=sham+el+ness%C3%ADm+cambridge+a+large+number+of+contemporary&source=bl&ots=1FdkDjCSqV&sig=ACfU3U1mYRpyW0Tpozac-hsaPcnfTRdHYQ&hl=es&sa=X&ved=2ahUKEwizgvL7gZLnAhUMmhQKHbf4Au0Q6AEwAHoECAoQAQ#v=onepage&q&f=false

C. 2 Now choose from the sentences A-H the one which fits each gap (1-7) in the text. There is one extra sentence which you do not need to use.

- A As they arrived, they stored their belongings in shops that offered temporary cloakrooms.
- B At this point the crowds went cray chucking tomatoes at each other and squashing them on the heads of their closets opponents.
- C The most likely is that sometime in the 1940s a fight broke out in the town square.
- D For days afterwards I was unable to remove the smell of tomato from my skin and hair.
- E Fortunately, people were friendly and we were soon invited to join them.
- F Spanish guitar music drifted through the little town and locals and visitors danced in the streets as night fell.
- G While we were there we got talking to a friendly group of Australian tourists and spent the rest of the night enjoying this astonishing party with them.
- H Unlike us, most people come to Buñol just for the tomato fight on the final morning and then go home straight after.

C.3 Post-Discussion

- a) Would you be interested in visiting this festival? Why/Why not?
- b) Do you think festivals in your country are more for tourists or more for local people?

A. WARM-UP ACTIVITY

Aim: to distinguish between voice-over and free commentary

Timing: 10'

Interaction: S-S (pairs)

Feedback: on vocabulary, pronunciation and basic content and knowledge on the AVT

A.1. Discuss the following questions in pairs:

- How do you consume **audiovisual material** (e.g. **dubbed**, **subtitled** or other)?
- Do you know the difference between **voice-over** and **free commentary**? Discuss this with your partner.
- Have you ever heard of **free commentary**?

A.2 The teacher will project a video of no more than 2 minutes explaining the concept of *voice-over* and *free-commentary*. Students will next match the concepts with the definitions below.

Free Commentary	simulcasting which is mainly used for interviews or any kind of documentaries. The translator starts to speak a few seconds after the original voice (cf. Chaume, 2004).
Voice-over	is the variation of an audiovisual source to an entirely new audience and the cultural factors or new goals involved. It has a spontaneous tone; contains omissions. It is not a faithful translation of the original. It is more an adaptation than a translation (Chaume, 2004).

B. READING + WRITING + SPEAKING

DIDACTIC SEQUENCE: FREE COMMENTARY

Aim: To practice the script before recording the voice in the video.

Timing: 75'

Interaction: S-S (in pairs)

Feedback: reading, interaction, writing, grammar.

B.1 GRAMMAR AND WRITING: THE PASSIVE VOICE (10')

1. The Passive is formed by the verbs *be* or *get* + a past participle (seen, worked, gone, etc.). Read the following extracts based on the recording script from Session 1 and underline the verb in the passive.

- I've been told the cheese rolling races were only for children, but it turned out that adults can participate too.
- May Day, celebrated on the 1st day of May, it's a Spring celebration. You can see traditional activities such as dancing around the Maypole and the Maurice dancing.
- This is the Oxford and Cambridge boat race held on the river Thames since 1845. A quarter of a million people watch the two university rowing teams from the river bank, and four hundred million watch on TV.
- This is Diwali, the Hindu festival of lights. It happens in October or November, and lasts five days. Lamps and candles are being lit, and there are fireworks and celebrations, including traditional dancing.
- During Christmas, Christmas presents are left under the tree. This is always huge and usually includes roast turkey and Christmas pudding. People are given crackers to pull, inside there is a little gift, a paper hat, and a silly joke.

2. Rewrite these sentences in the passive, starting with the words given.

- This is the Oxford and Cambridge boat race held on the river Thames since 1845.

The Oxford and Cambridge boat race _____.

- Designers create the most extraordinary hats for the Royal Ascot Horse Racing Festival.

The most extraordinary hats _____ for the Royal Ascot Horse Racing Festival.

DIDACTIC SEQUENCE: FREE COMMENTARY

3. They told me that people wear exactly what they like at the Glastonbury festival, one of the biggest and best music festivals in Britain.

I _____.

4. People burn the figure of a Guy on the 5th of November. This is a tradition that goes back to the 17th Century, when Guy Fawkes tried to blow up the Houses of Parliament with gunpowder.

Figures of a Guy _____ on the 5th of November. This is a tradition that goes back to the 17th Century, when Guy Fawkes tried to blow up the Houses of Parliament with gunpowder.

5. People say that the Notting Hill carnival has its origins in the 1960s, but now it attracts about two million people every year, and performers from all over the world.

The Notting Hill carnival _____ in the 1960s, but now it attracts about two million people every year, and performers from all over the world.

B.2. Watch the video below and, in pairs, comment freely what you see (250-290 words). Remember that free commentary is usually employed when literacy is not the main target (e.g. documentaries, humorous videos, film parodies, etc.). Don't forget to use the passive voice! (40')

<https://www.youtube.com/watch?v=0JoMTcmkVF8>

B.3. Practise the written text aloud in pairs before recording it. (10')

B.4. Record your free commentary. (15')

B.4.1. Read the instructions sheet about how to record your voices in VideoPad. If you have any question, ask the teacher.

B.4.2. Use free commentary to give voice to the video and alternate the narration with your partner. When you finish, upload (1) the written text; and (2) the audio segment as a single audio file under the task provided.

DIDACTIC SEQUENCE: FREE COMMENTARY

B. 5. Additional activity

Sometimes the full meaning of a word or phrase cannot be clear unless you are familiar with the culture that gave rise to it. These words are called 'cultural words' or 'culturemes'. They fall into different categories: geographical, historical, religious, etc., and are difficult to convey into other languages, as usually there is not a coined translation.

Compare your scripts and reflect on how to report cultural words.

- What kind of cultural words did you use (e.g. fallera, ninot...)? How many did you use?
- Did you leave the words in Spanish? Why?
- What are the language strategies you used to convey the meaning and report the cultural word Cremà in your free commentary (paraphrasing, adapting,...)?

C. USE OF ENGLISH

Aim: to practice word formation

Timing: 15'

Interaction: S-S (pairs)

Feedback: on vocabulary, pronunciation and grammar

C.1. WORD FORMATION: SUFFIXES

1. Add suffixes to these words to form personal nouns. Then, translate into your mother tongue and follow the same procedure. Reflect on structural similarities between languages.

DIDACTIC SEQUENCE: FREE COMMENTARY

	ENGLISH		YOUR MOTHER TONGUE	
1	electric.....	politics.....	.....	.....
	photograph.....	music.....	.....	.....
2	account.....	pharmacy..... .....	.....	.....
	psychology.....	economy.....	.....	.....
3	fish.....	entertain..... .....	.....	.....
	bank.....	support.....	.....	.....
4	lecture.....	produce..... .....	.....	.....
	manufacture.....	investigate... .....	.....	.....
5	history.....	library..... .....	.....	.....
	sports.....	comedy..... .....	.....	.....
6	contest.....	inhabit..... .....	.....	.....
	assist.....	employ.....	.....	.....