



Festivals

Task 1: A Tomato Festival in Spain

Activity 1: Listening

Welcome to a practice listening for the GESE 5.

You are going to hear a talk about a tomato festival in Spain. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. I will ask you six questions on some facts about a tomato festival in Spain. Are you ready?

Audio Script

Have you ever wanted to be in a food fight? Well, you can find one of the biggest food fight events in Buñol, Valencia, Spain. This original festival and celebration started in August of 1945 but was banned in the early 50s, until in 1957 the town of Buñol protested. They did this by holding a tomato burial. They had a coffin with a huge tomato in it and a band that was playing funeral marches, which was followed by the burial parade. After this protest, it became an official festival, called "La Tomatina". A journalist talked about this festival on t.v., converting it into a popular festival worldwide, and every year since then, more and more people have participated. So, in 2013, there could only be up to twenty-two thousand people at the yearly festival. To control the quantity of people, since the crowds were huge, the town now sells tickets at the starting price of twelve euros. Can you imagine what it must be like to throw up to sixty thousand kilos of tomatoes!

Now I will ask you some questions. You only need to answer in a few words.

Now let's look at the questions again, but with the possible answers.

This is the end of the listening task.

Questions & Answers:

1	When did the festival start?	August 1945
2	What did the people of Buñol do in 1957?	protest /protested
3	What was behind the coffin?	the band
4	How did the festival become famous?	a journalist talked about the festival
5	How many people can assist the festival?	22,000 / twenty-two thousand (people)
6	How much does it cost to go to the festival?	twelve euros

Marks: +_ / +6

Note: The questions are concentrated so that the student learns how to understand form questions with “What do / does...?” and “Who do / does...?” You must remind the student that “do” is an auxiliary verb at times and will at times not be able to translate into their language. The auxiliary verb is also known as a helping verb and this term may make the student understand better that the helping verb is helping the verb that comes after be grammatically correct in English.

Translations don't always translate easily. This is when you must guide a student in the understanding of the translation. For example, if your student is Spanish, observe how the questions of “What do...?” and “Who do...?” changes when translated.

- Question 1: When did...? = ¿Qué...?
- Question 2: What did...? = ¿Qué hacen...?
- Question 3: What was...? = ¿Qué hacen...?
- Question 4: How did...? = ¿Qué...?
- Question 5: How many...? = ¿A quién...?
- Question 6: How much...? = ¿Qué...?

You can also help the student understand question structures here. Some students understand structures better and others are more visual. So, it could be a good idea to colour code the different parts of grammar.

For example:

- Red → Nouns
- Green → Verbs
- Blue → Adjectives
- Orange → Adverbs
- Purple → Prepositions / Articles
- Pink → Pronouns
- Yellow → Conjunctions
- Brown → Interjections / articles
- Turquoise → Punctuation marks

Question 1:

When did the festival start ?
Interjections + auxiliary verb + articles + noun + verb ?



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- Have students write a list of specific vocabulary and phrases from listening Look at audio script for highlighted specific vocabulary and phrases.
- Have them write their own questions about New Years that later can be used in a speaking activity with another classmate.