

Activity 2: Festivals (CEFR A2)

Level:
CEFR A2

Time:
45 minutes

Resources:

- ✓ Photographs
- ✓ An image of a local festival to display

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 2
- ✓ To explore vocabulary connected to Entry 2 topics
- ✓ To practise asking and answering questions in the past simple
- ✓ To develop ability to describe places and things
- ✓ To talk about an event in the past

Exam task focus: Component 1 Task 1

Procedure

1. Display an image of a local festival or school fair via screenshare. Ask students (SS) what they can see. Ask them what you can do at an event like this.
2. Share Handout via chatbox, and ask SS to look at Activity 1a. Ask them to read through the programme and then elicit which events they would like to attend. The icons are provided to help SS understand what the events are, but you will probably need to check their understanding. Focus on 'exchange', 'swap' and 'outfit' at the bottom of the poster.
3. Tell SS that they are going to listen to Juliana talking about her visit to the festival. They need to listen and tick the events that she and her family attend in Activity 1b. You will need to read the text below.

Listening text

"Hi Gina, did you go to the festival in the park yesterday? I didn't see you there. I went with all the family and had a wonderful time. There were a lot of things to do. The children made some balloon dogs in the morning while Pete and I bought some beautiful plants at the plant stall. We also bought some cheap clothes at the clothes exchange. It's such a good idea. Later in the day, we all went on a history walk of the area. It was very interesting because we learnt a lot of new things about the area we live in. We then had fun decorating cupcakes – mine was pink with strawberries but the children put lots of sweets on theirs. Then they ate them so we didn't buy any food from the food stalls because they were full. In the afternoon, we watched some colourful dragon dancing and finished the day by going to see a film. It was a really fun day out."

4. Ask the students to check their answers in pairs then conduct whole class feedback.
 - a. Answers: making balloon dogs, plant stall, clothes exchange, decorating cup cakes, watching the dragon dancing, watching a film
5. Put the following collocation on the board 'delicious food'. Ask SS to identify the adjective. Focus on the fact that we use adjectives to describe people, places and things. Explain that often certain adjectives go together with certain nouns e.g. 'strong coffee'.
6. Tell SS to work in Breakout room (BOR) pairs to match an adjective with a noun in Activity 2a. Although more than one answer is possible e.g. cheap cupcakes / plants / clothes explain that they need to match the words carefully. Open BORs.
7. Close BORs and return to main room to conduct whole class feedback focusing on the meaning, pronunciation and form highlighting the fact that we often use the adjectives after the verb to be e.g. the food stalls were crowded, the dragon dance was interesting etc.
 - a. Answers: **cheap** clothes, **colourful** dragon dance, **interesting** history walk, **delicious** cupcakes, **exciting** table tennis match, **beautiful** plants, **crowded** food stall
8. Ask SS to work in small BOR groups to choose adjectives to complete the gaps in Activity 2b. Open BORs. Close BORs and return to main room to conduct whole class feedback.

Answers:

- a. There were a lot of **colourful / beautiful** plants in the park. The pink and red ones were my favourite.
 - b. We went to an **interesting** talk about the local area.
 - c. The park was very **crowded**. We lost Ali and couldn't find him because there were so many people.
 - d. We bought some **delicious / cheap** jerk chicken.
 - e. We were surprised because the food was very **cheap**. The jerk chicken was only £2.
9. Tell SS they are going to tell each other about an event they went to, Activity 3. You may need to spend a little time eliciting ideas. If they haven't been to a local festival, suggest that they imagine they went to the festival in the park in the lesson. They are going to work in BOR pairs and ask each other questions about their event. If possible, they should use the questions from activity 3 from the previous lesson on marriage. Remind them of the questions. Open BORs.
 10. Visit BORs to monitor students whilst they are doing the activity and make a note of anything they are doing well or not so well. Close BORs and return to main room to conduct whole class feedback on the content of their discussions. If there is time you could use the examples you collected whilst monitoring for a delayed correction phase.
 11. Focus students' attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 1 of the Trinity Entry Level 2 Skills for Life Speaking exam. Explain that for the actual exam they will need to provide a photograph of a past event and an event is a good idea because there is generally a lot to talk about. Remind them, it is important to avoid bringing photos with too many people in them.

cheap	clothes
colourful	dragon dance
interesting	history walk
delicious	cupcakes
Exciting	table tennis match
Beautiful	plants
crowded	food stall

Handout

Activity 1: The festival programme

- a. Look at the programme. Which of the events would you like to go to? Why?
- b. Juliana went to the festival with her family. Listen and tick the things they did at the festival.



Festival in the Park

What would you like to do? You can meet your neighbours, learn new skills or just eat, drink and shop.

Join us for one of the many free events happening today.

- | | | | |
|--------------------------|-------|--|--|
| <input type="checkbox"/> | 9:30 | | Make your own balloon dog. Children and adults welcome |
| <input type="checkbox"/> | 10:15 | | Come on a nature walk and learn about the trees and plants in the park |
| <input type="checkbox"/> | 11:00 | | Join the community choir and sing songs from around the World |
| <input type="checkbox"/> | 12:15 | | Decorate your own beautiful cupcake |
| <input type="checkbox"/> | 2:00 | | Enter the table tennis competition |
| <input type="checkbox"/> | 3:00 | | Watch a performance of dragon dancing all the way from China |
| <input type="checkbox"/> | 5:00 | | Finish the day with a surprise film to please all the family |

All day events

- | | | |
|--------------------------|--|--|
| <input type="checkbox"/> | | Food stalls selling food from all around the world |
| <input type="checkbox"/> | | Plant sale |
| <input type="checkbox"/> | | Cake stalls |
| <input type="checkbox"/> | | Clothes exchange – bring the clothes you don't want and swap them for a new outfit |

Activity 2: Describing places and things

a Choose an adjective from the box for each noun. Use each adjective once.

delicious cheap beautiful colourful interesting exciting crowded

- _____ clothes
_____ dragon dance
_____ history walk
_____ cupcakes
_____ table tennis match
_____ plants
_____ food stalls

b Complete the sentences using one of the adjectives.

1. There were a lot of _____ plants in the park. The pink and red ones were my favourite.
2. We went to an _____ talk about the local area.
3. The park was very _____. We lost Ali and couldn't find him because there were so many people.
4. We bought some _____ jerk chicken.
5. We were surprised because the food was very _____. The jerk chicken was only £2.

Activity 3: Describing an event

Think of an event you attended recently. Think about:

- ☺ where it was
- ☺ who you went with
- ☺ what you did
- ☺ what you ate
- ☺ how it was
- ☺ what you liked best

Work with a partner. Ask each other questions about the event you went to.

Exam Hint

In task 1 of the Entry Level 2 Skills for Life exam, you have to choose a photograph about a past event in your life. The examiner will ask you questions about your photo and the event.

You also have to show that you can understand and use specific communicative functions *such as describing places and things*. You practised doing this in this lesson.