

## Activity 2: Planning a party (CEFR B1)

**Level:**  
CEFR B1

**Time:**  
45 minutes

**Resources:**

- ✓ Handout
- ✓ Mind map from Activity 1
- ✓ Basic observation marksheet

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 3
- ✓ To explore vocabulary and language functions connected to Entry 3 topics
- ✓ To practise making suggestions
- ✓ To develop ability to respond to suggestions and suggest actions with other people

**Exam task focus:** Component 2 Task 4

### Procedure

**1. Introduction**

- Tell students that today in small groups you are going to plan a party.
- You are going to practise listening to what other people say and sharing equally in a discussion.
- Elicit and board on platforms whiteboard via sharescreen, as headings what is important to think about when planning a party. Use the mind map from Activity 1 as a prompt for yourself but you needn't share it with the students.
- Give a context eg a party for a teacher who is leaving (maternity/new job?) or a forthcoming festival and set students in pairs or small groups to talk in more detail on one of the aspects of the party (eg place; who to invite; etc)

**2. Language Focus**

- Ask the students to make suggestions on their aspect of party planning. Guide them towards using appropriate phrases then drill and review at the end.

**3. Active listening**

- In the main room, invite a student to make a suggestion through nomination. Student makes a suggestion and then writes the name of the student they want to respond in the chatbox.
- Option additional activity: echoing a word or phrase in responding to a suggestion.

### Materials

Mind map from Activity 1

Handout to be shared via chat box

**4. Freer practice**

- Put students into breakout room (BOR) groups of three with an observer. The observer must mark how many times each of the three talks and make a rough estimate of how long each person talks.
- At the end of the first round, return to the main room and elicit results.
- Penalise anyone who has obviously dominated and not given others a chance to speak!
- Then regroup so everyone has a chance at speaking in new BOR groupings.
- Return to the main room for feedback.

Basic observation marksheet to be shared via chatbox

**Cultural awareness**

You may have observed that your female students are reticent in group discussions. In some cultures, women and men generally socialise separately so it can be difficult for both sexes to feel comfortable engaging in discussion together.

You need to support and prompt the reticent students to join in. The over confident ones who take over too much, if they are preparing for the Trinity exam, can be shown the marking criteria for Task 4 which reward effective turn taking along with active and supportive listening.

A powerful visual prompt is to use an object (a ball or a small book) can be used. The speaker holds it and then passes it to the person they are suggesting should respond...and so on. Ideally each participant should have possession of the object for an equal amount of time.



## Handout

### Joining in a discussion

Making suggestions:

I think we should...

Why don't we...

We can/could...

**Let's...**

Asking your friend for comments

1). PAUSE and LOOK

2). What do you think?

3). Are you OK with that?

In a discussion people listen to each other and show they have understood what the other people have said. They often show they have understood by using some of the same words. Here are some extracts from a discussion. Match the statements on the left to the ones on the right.

Our teacher likes flowers very much.  
Why don't we give her a bouquet?

We'll need more chairs

A lot of people are vegetarian. That  
could be a problem.

I think we should hold the party in  
class time.

Mmm... Chairs. Well I am sure we can borrow  
some from another classroom.

I agree. Everyone will be able to come if the  
party is at the usual time.

Good idea. Flowers are always a good gift.

Not just vegetarians. Maybe we should label  
the food.