

Activity 1: Booking a party venue

Level:
CEFR A2

Time:
60 minutes

Resources:
▶ Handouts

Aims:

- ▶ To raise learners' awareness of how to record personal details on a simple form correctly
- ▶ To give learners practice in completing a short form
- ▶ To raise learners' confidence in giving personal information; asking for personal information; describing places; expressing views; expressing preferences

Exam task focus: Task 1

Procedure

1. Tell learners they are going to talk about birthdays. Put them into groups of three and tell them to talk about the three questions in Activity 1A. Conduct whole class feedback. Invite different groups to share their responses.
2. Display the image of a children's party in Activity 1B and ask the learners to look at their handouts and tick any of the things they can see in the picture. This will give you an idea of the words they already know.

Suggested answers: *balloons, presents, birthday cake, party hat, candles*

Focus on any of the words they don't know. Then give the students a chance to think of anything else they might need for a party. Suggest that they look at the words in the Glossary Box but only if they are stuck. Conduct whole class feedback. Focus on the words in the Glossary Box as they will need these for subsequent activities. Drill them.

3. Set the context in Activity 2A and explain that Rahul is organising a party for his son. You can decide how old his son is if you think this is important. Put learners in pairs and tell them to make a list of the things you have to do when you are planning a party. The aim of this activity is for the learners to practise using the vocabulary from the glossary, so encourage them to use this.

Suggested answers: *invite the guests; plan the food and drink; buy presents; organise the cake* etc. Conduct whole class feedback.

4. Activity 2A is an **extension activity** if time permits. Ask learners to look at the statements and tell them to circle the best option for them. The aim of this activity is to introduce the idea of circling an option as they will need to do this in the next activities. Demonstrate circling on the board. Ask learners to compare and discuss their answers in pairs. Conduct whole class feedback.

- Set the context for Activity 3A by explaining that Rahul wants to book a local community centre for the party. Elicit the type of information he might need to give on the form. Explain that there are 2 sections: *Personal details* and *Details of event*. Before asking the learners to complete the task, check that they understand the meaning of block capitals. Set up the task by telling the learners they need to look at the form and find any errors. Highlight the type of errors they are looking for as highlighted on the handout. With weaker groups you could tell them how many errors to look for (8). Ask learners to work individually, you could give them / suggest they use highlighter pens to highlight the mistakes. Put them into pairs and tell them to compare their answers and try to correct any errors. Monitor whilst they are working on this. Conduct whole class feedback.

Suggested answers: 1. *Rahul has only given his first name not his full name and he hasn't used block capitals.* 2. *He has used a small letter instead of a capital letter in 'road'.* 3. *The postcode is incomplete [discuss what a full postcode looks like].* 4. *The email address is incomplete.* 5. *The end time is missing [discuss how times are written – in the UK we tend to use 5:00 pm rather than 17:00].* 6. *He has ticked the type of event rather than circling it.* 7. *He hasn't ticked what he needs.* 8. *He hasn't noted the date at the end of the form [focus on the format of the date as, in some countries, the month comes before the day].*

Consider displaying a form with the correct information. If you have an IWB, learners could come up to the board to do this. Point out that filling a form is the first task in their writing exam and focus their attention on what learners need to make sure they do when answering this question in the exam.

- Explain that they are going to fill in the booking form for the community centre in Activity 3A using their own information. Explain that they can make this up. Monitor to see how they are getting on. Make a note of strengths of the group and areas they need to improve on and use this information when you conduct whole class feedback.
- Tell learners to look at the three statements in Activity 3C. Tell them to decide which one best describes how they feel about filling in forms and doing this task. Explore what they find difficult about filling in forms so that you can focus on this in future lessons.
- Focus learners' 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 1 Skills for Life Writing exam. Explain that they need to make sure they put the information in the correct place and use capital letters appropriately. Point out to learners that examiners will look for consistent use of lower and upper case letters or block capitals. The key is being consistent. However, if the instructions say 'Block Capitals' they must use them.

NB In the Entry 2 exam, candidates are asked to complete 12 fields on a form but there are slightly more in this practice activity. The first name and surname are often separated as are the different sections of the address.

Notes on cultural awareness and appropriacy

You may find that some of the learners don't celebrate birthdays for religious or cultural reasons. Explain that in the UK, most people like to celebrate their birthday and school children often go to a lot of parties. In fact, sometimes a whole class might be invited to celebrate a child's birthday at a party or at school.

Spend some time focusing on how dates and addresses are noted in the UK as this may vary from country to country eg the position of the door number in the address.

Handout activity 1

Activity 1A

1. How do people in your country celebrate their birthday?
2. Do you ever go to children's parties?
3. Are children's parties different or the same as adult parties? Tell your classmates what you think.

Activity 1B

Look at the picture of a children's party. Tick (✓) the things you can see.



balloons
presents
birthday cake
candles
sandwiches
crisps
party bag
drinks
party hats
chairs

Think of some more things you need for a children's party. Look at the glossary box to help you.

Glossary

caterer – a person or company that makes food for an event

guest – a person who is invited to your house or a social event

venue – a place where a meeting or social event happens

community centre – a place where people who live in an area can meet each other, play sports, or have events

religious ceremony – traditional acts done for religious reasons

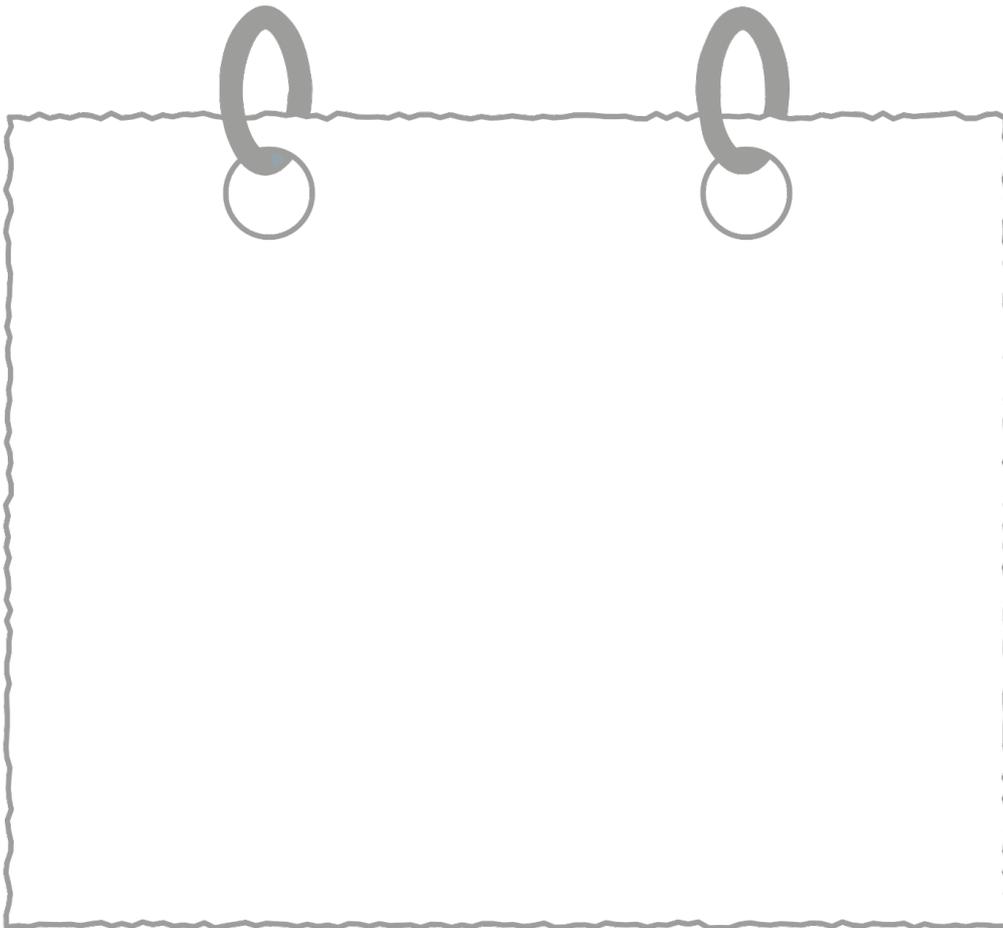
music system – equipment for playing music

cutlery – knives, forks, spoons used for eating

Handout activity 2

Activity 2A

Rahul is organising a party for his son. Make a list of the things he has to do before the party.



Activity 2B

Circle the best words for you.

It's better to have a party

It's better to invite

It's better to

at home / in a venue outside the home.

a lot of guests / a few guests.

cook the food yourself / pay a caterer to cook the food.

Handout Activity 3

Activity 3A

Rahul wants to book a local community centre for the party. Look at the form. Find his mistakes and correct them.

Check:

- Is the information in the correct place?
- Are the capital letters in the correct place?
- Is all the information there?

Barnbury Community Centre Booking Form	
Section 1 – Personal details	
Full Name (BLOCK CAPITALS)	Rahul
Address	William road, Hansworth
Postcode	BM12
Telephone	07959476612
Email	rahuldravid
Section 2 – Details of event	
Start time	5:00 pm
End time	
Number of guests	60
Event Type (circle)	meeting party ✓ wedding religious ceremony
What do you need? Please tick (✓)	<input type="checkbox"/> music system <input type="checkbox"/> use of kitchen <input type="checkbox"/> television <input type="checkbox"/> garden
How many do you need?	chairs <u>50</u> glasses <u>60</u> tables <u>10</u> cups <u>40</u> plates <u>60</u> glasses <u>60</u> knives <u>20</u> forks <u>45</u> spoons <u>60</u>
Signature	Rahul Dravid
Date DD/MM/YYYY	□□ / □□ / □□□□

Activity 3B

You want to book the community centre for a party. Complete the form with your information.

Barnbury Community Centre Booking Form	
Section 1 – Personal details	
Full Name (BLOCK CAPITALS)	
Address	
Postcode	
Telephone	
Email	
Section 2 – Details of event	
Start time	
End time	
Number of guests	
Event Type (circle)	meeting party wedding religious ceremony
What do you need? Please tick (✓)	<input type="checkbox"/> music system <input type="checkbox"/> use of kitchen <input type="checkbox"/> television <input type="checkbox"/> garden
How many do you need?	chairs _____ glasses _____ spoons _____ tables _____ cups _____ plates _____ glasses _____ knives _____ forks _____
Signature	
Date DD/MM/YYYY	□□ / □□ / □□□□

Activity 3C

How do you feel about filling in forms? Tick (✓) the best sentence for you.

I feel very confident about filling in forms. I don't need any more practice.

I need a little more practice in filling in forms.

I need a lot more practice in filling in forms.

Exam Hint

In Task 1 of the Entry Level 2 Skills for Life Writing exam, you have to fill in a form and put all the correct information in the right place. It is important to fill in all the information.

You need to know:

- * the difference between your surname (family name) and first name
- * how to write your address
- * your full postcode
- * how to write dates on a form. Eg 15th March 90 = 15 03 1990 [DD MM YYYY]
- * when to use capital letters
- * how to write letters in the correct size and in the correct place on the form
- * what information to put in different sections of the form.