

## Activity 3: Planning a future activity (CEFR A2)

**Level:**  
CEFR A2

**Time:**  
45 minutes

**Resources:**  
✓ Hand out

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 2
- ✓ To explore vocabulary connected to E2 topics
- ✓ To develop ability to agree and disagree
- ✓ To talk about future plans and express feelings around these
- ✓ To practise asking and answering questions

**Exam task focus:** Component 1 Task 2

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### Procedure: Planning a future activity

1. Ask students (SS) whether they feel they have made any new friends from being in the class? Ask them whether they have ever met each other outside the classroom. What do they do before / after the lesson or in the breaks? Tell them they are going to be talking about making friends and about planning events in the future. Display the lesson aims.
2. Share handout via chatbox and ask SS to read the statements in Activity 1a individually and decide whether or not they agree with the statements. Before they do the activity, pre-teach 'to pop in' as it is mentioned in one of the comments. Draw students' attention to the language box, drill the examples and focus on form.
3. Put students into breakout room (BOR) groups of 3/4 preferably mixing nationalities to discuss their responses to the statements, Activity 1b. Open BORs.
4. Close BORs and return to main room to conduct whole class feedback and during the post activity discussion talk about possible ways of making new friends. Explain that there are befriending organisations available or local community groups – which some of them may be aware of and can share information. Also talk about the fact that in the UK, people rarely drop in on each other and it can take time to get to know British people. It may be reassuring to know that people are not necessarily unfriendly but can be reticent.
5. Put SS into different BOR groups of 3/4. Tell them to look at the images and decide what the people in the pictures are doing, where they are doing it and who with, Activity 2. They should then discuss which of the activities they do and how often and who with. Prepare them for the activity by eliciting the questions they should ask each other and practising them e.g. 'How often do you xxx?' 'Who do you xxx with?' Open BORs. Whilst they are

doing the activity, visit the BORs to monitor and help them with any difficulties they are having.

a. Suggested answers

- 1 having a picnic in a park
- 2 having a coffee in a park / café
- 3 going to / visiting a museum
- 4 going to / eating in a restaurant
- 5 playing football in a park / on a football pitch
- 6 listening to (live) music in a bar / café / at a concert
- 7 going for a walk along the coast / at the beach / near the sea
- 8 (going) shopping in a shopping centre / mall

6. Close BORs and return to main room to conduct whole class feedback to get an idea of the sort of activities the students like.

- Tell SS they are going to ask each other questions about a future event. Before they do this, they should work individually to unscramble the questions in Activity 3a then check their answers in BORs. Open BORs. Close BORs and return to main room to conduct whole class feedback to check the answers and drill the questions.

a. Answers

- 1 What are you doing at the weekend?
- 2 will / go? / you / when?
- 3 Who are you going with?
- 4 How will you get there?
- 5 What are you going to eat?
- 6 Where are you going to eat?
- 7 How long will you stay?

7. Tell SS to think about something they are going to be doing at the weekend without telling anyone. If they aren't doing anything, suggest they choose one of the activities from Activity 2. Tell them to think about the points in the box i.e. what they are doing, who they are doing it with etc.
8. Select a student to ask another student of their choice the questions from Activity 3a to ask each other about their planned activity in open class. This student then chooses another to ask, and so on. Monitor students whilst they are doing the activity and make a note of anything they are doing well or not so well.
9. 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.
10. 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 2 of the Trinity Entry Level 2 Skills for Life Speaking exam. Explain that for the actual exam the examiner will show them a photograph of a planned future event and they will ask questions about the photo. Explain that they can use the questions from Activity 3a.

## Handout

### Activity 1: Friends and family

**a Read the statements. Do you agree or disagree with them?**

I don't know any of my neighbours in the UK. In my country, I knew all my neighbours.

Milani

It's difficult to make new friends in a new country. I don't know how to meet new people in the UK.

Pavel

I have a lot of new friends because of my children. I met them in the park or through my children's school or after school activities.

Sayma

I think it's important to make arrangements to visit people in the UK. They don't like it when somebody just pops in. It's very different to my country.

Ambrose

Most of my friends are from my schooldays. I think it's more difficult to make friends after school.

Sulo

I always spend a lot more time with my family than with my friends. When I go out, I go out with my family not with friends.

Jin

**b Compare your answers with your classmates. Use the language in the box to agree or disagree with the statements.**

#### Language Box: Agreeing and disagreeing

I agree, it's easier / more difficult / important / not important to ...

e.g. *I agree, it's more difficult to make friends when you are older*

I don't agree. I think ...

e.g. *I don't agree. I think you can make new friends all your life. I have some good friends from work.*

It's the same / different for me, ...

e.g. *It's the same for me, most of my friends are from my schooldays.*

### Activity 2: Free time activities

- ▽ What are the people doing in the photos?
- ▽ Where do you think they are?

- ▽ Which of these things do you do?
- ▽ What do you usually do with them?

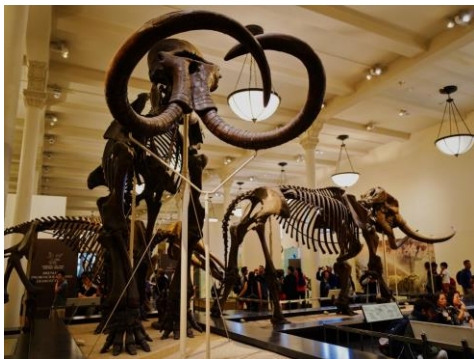
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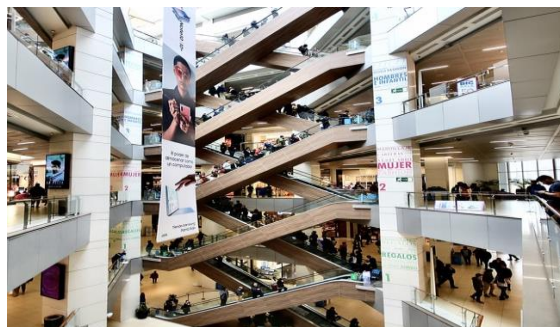
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7.



8.



(Images from [www.pixabay.com](http://www.pixabay.com) and [www.unsplash.com](http://www.unsplash.com))

### Activity 3: Asking about free time activities in the future

#### a Unscramble the questions

1 you / are / What / at the weekend? / doing /on

\_\_\_\_\_?

2 will / go? / you / when

\_\_\_\_\_?

2 Who / with? /you / are / going

\_\_\_\_\_?

3 get / will /How / you / there?

\_\_\_\_\_?

4 What / you / are / eat? / to / going

\_\_\_\_\_?

5 going / eat? / Where / are / you / to

\_\_\_\_\_?

5 stay? / will / How / long / you

\_\_\_\_\_?

**b You are going to plan an activity for the weekend. Make notes. Don't share your plan with your classmates.**

Activity?

When? morning, afternoon, evening?

Who with?

Travel?

Food – what and where?

How long?

**c Use the questions in Activity 3a to ask your classmates about their plans for the weekend.**

#### Exam Hint

In task 2 of the Entry Level 2 Skills for Life exam, the examiner will show you a photograph about a future event or plan in their life. You have to ask the examiner questions about their photograph.

You also have to show that you can understand and use specific communicative functions *such asking for information and agreeing and disagreeing*. You practised doing this in this lesson.