

## Activity 4: Planning an event (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 talk about celebrations around the world
- ✓ To develop ability to plan and talk about future events
- ✓ To practise making and responding to requests and offering to do things
- ✓ To engage in planning a joint event

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

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**Procedure:**

1. Read students (SS) this brief description of a celebration and ask them *what the speaker is talking about*. Don't worry about pre-teaching any vocab. e.g. 'fiancé' as this will make it too obvious. Rather than saying what the celebration was, leave a gap or say 'bleep'.

*'Before we got married, my husband and I had (a bleep). Both our families came together to celebrate and there were a few friends and family members. It was much smaller than the wedding. The families gave each other small gifts and my fiancé and I gave each other rings. It was in our house and we had a buffet dinner. My parents did all the cooking. We wore traditional Indian clothes. My friends took lots of photos of us.'*

- a. Answer: (Indian) engagement party.
2. Ask SS if they can remember what the speaker talked about.
  - a. Suggested answers: What the celebration was - who was there - where it was - what they did - what they wore. Note these on the board.
3. Tell the SS they are going to talk about a celebration they have been to **without saying what the celebration was**. Share handout via chatbox and tell them to look at the questions in Activity 1a and give them a couple of minutes to think about their answers. Then ask them to look at 1b and write at least 4 questions to ask their partners about a celebration. Stronger students can write as many questions as they like. Do a couple of examples e.g. 'Where was the celebration?' 'Who was there?' 'What did you eat? etc.'

4. Put SS in breakout rooms (BORs) in small groups. Tell them to ask each other questions about the celebration and guess what the celebration was. Once they have guessed correctly, tell them to move on to another member of the group. Tell them they cannot ask 'What was the celebration?' Open BORs.
5. Close BORs and return to main room to conduct whole class feedback and focus on the following:
  - Do all cultures celebrate the same occasions? Talk about the sort of things celebrated in the UK – explain that as the UK is generally multi-cultural, there are a lot of different celebrations taking place.
  - Do all students celebrate their birthday / birth of a child? Some cultures don't but birthdays are important in the UK. Talk about important milestones in the UK, eg 18 and 21 – is it the same in all cultures?
6. Put SS into different BOR groups of 3/4. Explain that they are going to plan an end of term party for the group. If necessary, prompt them with ideas e.g. a picnic in the park, a party in the classroom, a games session in someone's house etc. (depending on the size of the group). Tell them to start by deciding where the party is going to be, when it will be and what they are going to do at their party. They should make a brief note of this information. They should then make a list of the things they have to do to prepare for the party – elicit some ideas and note these on the board e.g. *tell everyone in the class about the party, plan the food i.e. shopping and preparation, organise the plates and cutlery, organise the entertainment etc.* Tell them to make a list on the clipboard. Give them no longer than 5 minutes for this.
7. Draw SS attention to the language box and focus on ways of making and responding to requests and making and accepting/declining offers. Highlight the fact that in the UK, it's considered rude to simply say 'no' to a request or offer and a rejection is generally accompanied with a reason as in the examples. Then explain that they are going to work together to decide who will do what to organise the party. Explain that once they have decided, they should write the name of the person next to the activity on the list. Open BORs. Visit BORs to monitor as they are talking and make a note of any good / not so good examples of language.
8. Close BORs and return to main room to conduct whole class feedback not on the content of their discussions but on the use of the functional language.
9. Tell SS they are going to present their ideas for the end of term party to a new BOR group. Do an example as on the handout and focus on the use of 'going to' to talk about a planned event. Mix the groups up so that there is one person from each group in each new group. (This will take time as SS will have to be manually assigned.) Tell the SS to describe their party plans. Open BORs. Close BORs and return to the main room. Ask them which party they would like to go to. If possible, you could actually hold the event.
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.

## Handout



[images from Pixabay.com]

### Activity 1: Celebrations

#### a. Look at the questions and think about your answers.

i) What was the last celebration you organised?

*[birthday party, engagement party, event to celebrate the birth of a new child, religious celebration, wedding anniversary, other]*

ii) Where was the celebration?

*[in your home, in a restaurant, in a hall, in a community centre, other]*

iii) How did you celebrate?

*[eating special food, music, giving gifts, dancing, other]*

iv) How did you prepare for the celebration? Who did most of the preparation?

*[buy new clothes, cook, order a cake, clean / tidy the house, go shopping, buy a present]*

#### b. Think of 4 questions to ask your classmates about their celebration.

Where

\_\_\_\_\_?

How

\_\_\_\_\_?

What

\_\_\_\_\_?

Who

\_\_\_\_\_?

#### c. Talk to your classmates and ask questions about their celebration. Can you guess the celebration?

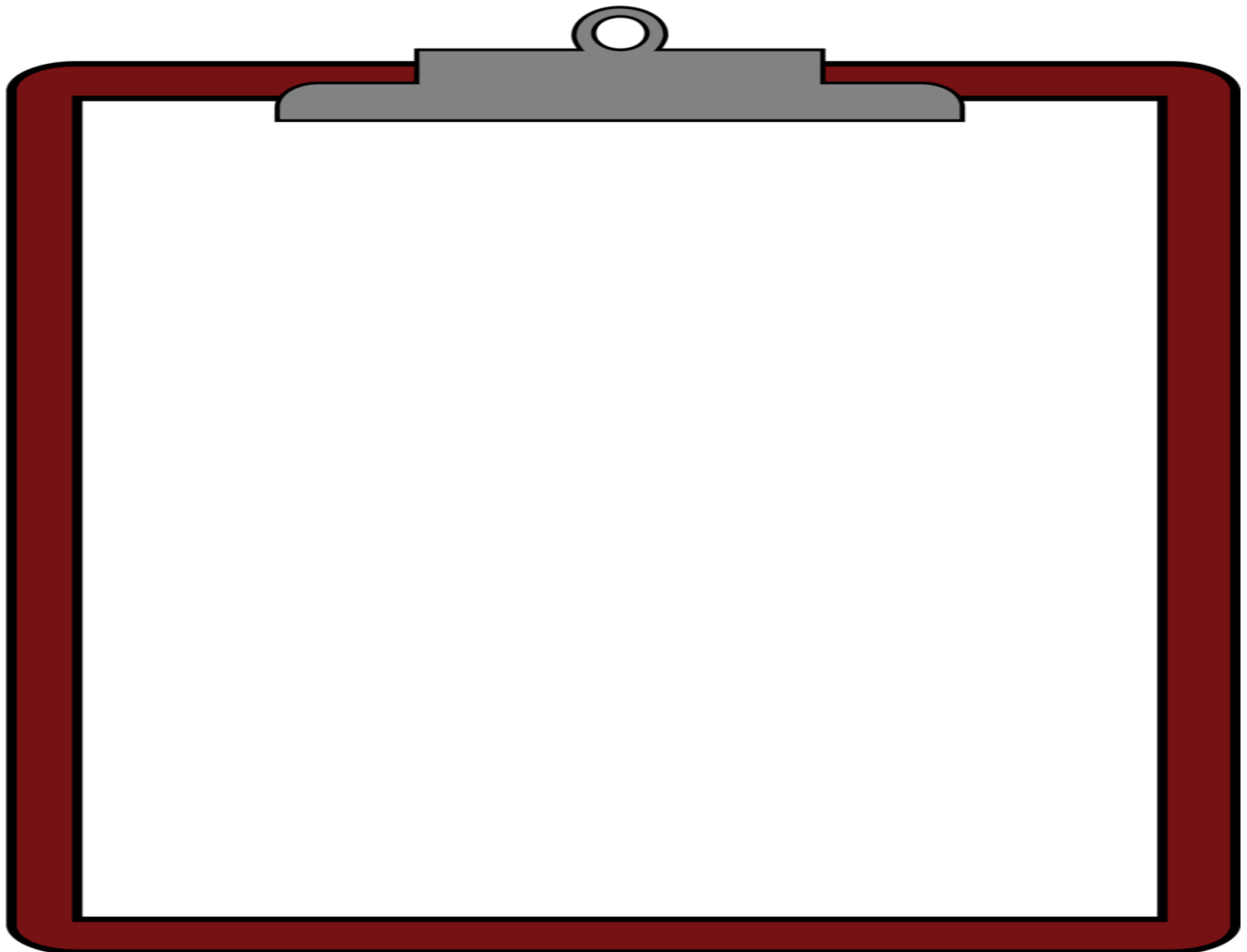
**Activity 2: Planning an end of term class party**

**You are going to plan an end of term party to celebrate the end of term with a group of your classmates.**

**Decide:**

- ☺ Where the party is going to be
- ☺ When the party is going to be
- ☺ What you are going to do at the party

**a. Use the clipboard to make a list of the things you have to do to prepare for the party.**



**b. Work with a small group to decide who will do what. Use the language in the Language Box to ask your classmates to do some things and offer to do other things. Write the name of the person who is doing the activity, next to the activity.**

**Language Box: Making requests and offering to do things**

**Making requests**

Could / can you + bare inf.?  
*e.g. Could you send out the invitations?*

✓ Yes, of course  
✓ No problem  
X I can't do it at the moment, I'm very busy  
(when you say, no in the UK, people usually give a reason. It sounds rude to simply say 'no')

**Offering to do things**

I'll / can + bare inf.  
*e.g. I'll / can organise a cake.*

Thank you, that's great and I'll + bare infinitive.

Would you like me to + bare inf.?  
*e.g. Would you like me to organise a cake?*

Yes, please.  
No, thank you, I'll do it because I love making cakes.

### **Activity 3: Describing your end of term party**

**Describe the plans for your end of term party to your classmates and listen to their plans for the party.**

*e.g. Our party is going to be in Roundhay Park. Shazi is going to organise a cake and I'm going to ask everyone to bring some music from their country. We are going to bring our children to the party.*

- **Ask questions to get as much information as possible.**
- **Decide which party you want for your end of term party.**

#### **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 and the future event.

You also have to show that you can understand and use specific communicative functions *such making and responding to requests and offering to do things*. You practised doing this in this lesson.