

Teaching notes

TEACHER / Clear instructions, shared responsibilities and group presentations

Prepare and explain the outcome

Give students pages 1-2, the three recordings and internet access. Each group prepares a complete event proposal. Let groups choose different events, or have the class agree one option for all groups. Every student has at least one organising job and presents that part. The planner is on page 2; no separate kit is needed.

Use recordings 01 and 02 before planning

Play 01 for the survey blanks and a discussion of what the figures establish. Kitchen 15 and repair café 9 are printed because the recording does not state them. Students can check that 120 minus 48 equals the 72 non-respondents. Play 02 for booking, food and access requirements. Everyone listens; each group uses the same facts in its plan. Replay or provide the script where needed.

Allocate all jobs and research real examples

Students put names beside the six jobs. Combine jobs in smaller groups; share jobs in larger groups. Check that every name appears. Use the table as an outline and keep detailed notes, links and prices on paper or in a shared document. Encourage discussion during research.

The case uses fictional packages, each including a venue and basic equipment. Students research a real venue and an equipment option to explain how they would organise the event. These are examples, not confirmed bookings. Keep researched quotes separate from the fictional package price unless they represent genuinely additional items. Unclear availability, volunteer cover or replacement-package costs must be identified as details to confirm. The repair café still needs a fourth volunteer.

Use recording 03 after each group has a draft

The supplier closes the fictional courtyard and offers indoor options. Groups planning cinema must update their costs and capacity. Other groups compare those options with their own event and explain whether their choice changes. Research does not cancel the supplier's message. Students revise notes before presenting; no extra presentation round is needed.

Every group presents; other groups test the plan

Each member explains their organising task. Listeners check budget, staffing, equipment and access. Groups answer and state any changes or conditions. Ask "Who will confirm that?", "Is that included in the price?" or "What if the volunteer cancelled?" Finish with a clear decision about what can go ahead and what needs checking.

Support advanced speaking without difficult instructions

The C1 challenge is to qualify evidence, justify choices, respond diplomatically and acknowledge uncertainty. Use the plain presentation phrases on page 2. Collect a few anonymous examples for feedback, then let learners improve an answer. With no internet, provide venue/equipment information for comparison. Online, use group rooms and shared notes. No lesson timings are prescribed.

Listening scripts and answers

TEACHER / The three existing recordings still support the revised task

Answers and practical checks

01: 120 invited; 48 replies; cinema 24; 72 did not reply. All four answers are given in recording 01. Cinema has the largest number of first choices, but 24 is exactly half of respondents, not a majority of all residents. Non-response does not show dislike, and preference does not guarantee attendance.

02: at least 8 offline-bookable places; a meat-free cooking menu; step-free venues. Reception can handle offline bookings for every event. The kitchen is already meat-free.

03: one indoor screening £480 / 24 places; two £570 / 48 different people; preparation stays at 2 hours. A supplier answer is needed by Friday noon.

Check the plan: repair café £520 / 36 places / 2 preparation hours / fourth volunteer needed; kitchen £580 / 24 / 3; revised cinema £480 / 24 or £570 / 48 / 2. Budget limit £600. Additional ideas must fit the remaining budget and preparation capacity. Research links are evidence of an option, not proof of availability.

01 / CHALLENGE THE EVIDENCE

I'm not convinced cinema is the obvious choice. Yes, it received twenty-four first choices, but that was out of forty-eight people who replied. We invited one hundred and twenty residents. We don't know what the other seventy-two would choose. And choosing an idea in a survey isn't the same as turning up on the day. Could you make a more careful claim, then explain why that evidence still supports your recommendation?

02 / WHO MIGHT BE LEFT OUT?

Before we agree, I'm worried we're overlooking people who don't book online. Ten regular users don't have reliable internet, so at least eight places must be bookable by phone or in person. Reception can handle those bookings for any of the three events. Six interested residents also need a meat-free menu; the cooking workshop already provides one. All three venues have step-free access. How will your chosen event make people feel welcome, rather than simply giving them a place?

03 / THE PLAN HAS CHANGED

I have a practical objection to the outdoor cinema plan. The courtyard has just closed for urgent drainage work. We can still run one indoor screening for four hundred and eighty pounds, but it seats only twenty-four people. Two indoor screenings would serve forty-eight different people for five hundred and seventy pounds in total. Supplier staff handle the extra session, so preparation stays at two hours. We need an answer by noon on Friday. Does that change your recommendation?

Example presentation and response

"We propose two indoor screenings for £570. Among the 48 respondents, cinema received the most first choices, although this does not tell us what everyone wants. My responsibility is bookings: reception will reserve at least eight places for phone or in-person bookings. We still need to confirm the supplier and who will welcome visitors."

Question: "Have you included a host in the price?"

Response: "Supplier staff are included for screening. We still need to agree who handles the welcome; we cannot assume that is included."

Original recordings retained unchanged: Microsoft synthetic voices Ryan (01), Sonia (02), Emily (03). Preparation hours and the supplier deadline are event facts, not lesson timings.