

## Activity 5: Organising a community project (CEFR B2)

**Level:**  
CEFR B2

**Time:**  
45 minutes

**Resources:**  
✓ Handout

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Level 1
- ✓ To explore vocabulary connected to L1 topics
- ✓ To develop students' ability to make informal requests asking someone to do something in the context of organising a community project
- ✓ To practice making and responding to informal requests, asking someone to do something, asking for confirmation, responding to requests for confirmation

**Exam task focus:** Component 1 Task 3

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**Procedure:**

Organising a community project

1. Begin the lesson by asking students SS to tell you about their nearest park or green space. Distribute the handout. Put them in small groups to discuss the questions in activity 1. Conduct whole class feedback. If possible, introduce lexis such as playground, pond etc. Talk about the differences between parks in the UK and their country. One big difference might be the way people in the UK strip off and sunbathe in public in the UK.
2. Set the context i.e. that the SS have received the leaflet in activity 2a through the post. Explain that there is often wasteland near train lines and local councils will allow local residents to take it over and transform it for community use. Ask them to think about how a patch of land could be transformed e.g. allotments, a pond, a small local café, children's play area. Concept check 'allotment' and briefly explain the concept as it may be unknown. Find out whether students grew their own fruit, vegetables and herbs in their own countries and whether they still do.
3. Focus on the tasks that need to be done to create the green space in activity 2b. Check understanding of 'first come, first served', 'weeding' and 'rota'.
4. Highlight the language box and exponents used for asking people to do something, agreeing / disagreeing to do something and confirming what has been agreed. Highlight the fact that British people are unlikely to simply say no in response to a request, but are more likely to apologise and give a reason why they can't do something. Concept check, drill and focus on the form.

5. Put SS into groups of 3. Explain that they are going to divide up the tasks by requesting each other to do them in activity 3. By the end of the activity, they should have divided up the tasks relatively equally. They should then check what they are each doing and finally write their names next to the tasks. Ensure they don't do this until they have checked and confirmed what they are all doing.
6. Encourage them to use the language in the Language Box. Monitor whilst they are doing the activity and take notes for some delayed feedback.
7. Conduct whole class feedback on who is doing what, then do some delayed feedback on language.
8. Focus SS attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 3 of the Trinity Level 1 Skills for Life Speaking exam.

## Handout Activity: Organising a community project

### Activity 1: Your local park

Is there a local park close to your home?  
How often do you go there?  
What do you do when you go to the park?  
What facilities does the park have?  
Are parks in the UK the same as parks in your county?  
Why are parks important?

image from [www.pixaby.com](http://www.pixaby.com)

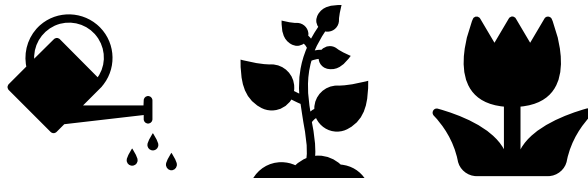


### Activity 2: Bringing a green space back to life

**a You have received this leaflet through your door. What do you think the features of the 'green escape' will be e.g. a communal BBQ area, small \*allotments?**

*\* an allotment is a small area of land used by an individual to grow vegetables or flowers. They are very popular in towns and cities across the UK*

### Help create your own green escape in the middle of the city











We are planning to transform the land near the railway line  
into a space for local residents to enjoy.

Come along to the first meeting on Tuesday 18 April at 6:30 in the Albion  
Youth Club. Everyone welcome. We hope to see you there.

**b At the meeting, it was decided that the area would be turned into small allotments that local residents could use to grow their own food. The allotments would be available to anyone who wants one on a *first come, first served* basis. There are a number of tasks which need to be completed to develop the site.**

**Look at the list. Tick the tasks you have experience of or could do.**

 find out who wants an allotment   	 ask neighbours to borrow gardening equipment   	 clear the rubbish from the area   	 pick up stones and rocks from the area   
 organise a rota to water the area on a daily basis   	 set up a social networking page   	 do research into bee keeping   	 do weeding   

### Activity 3: Dividing up the tasks

**Work in a team to decide which tasks you are each going to do. Use the language in the Language Box to make and respond to requests. Once you have done this, confirm who is doing what tasks. Finally, make a note of what everyone is doing by noting the name of the person next to the task.**

#### Language Box: Making and responding to requests. Asking for confirmation.

##### Making requests

Could you + bare infinitive  
 Do you think you could + bare infinitive  
 Would you mind + verb-ing

##### Responding to requests

☐ Of course.  
☐ No problem  
☐ Sure  
 X I'm afraid / I'm sorry I can't because ...

##### Asking for confirmation

So just to check, you're going to + bare infinitive  
 So you've agreed to + bare infinitive, haven't you?  
 Right, so you're going to + bare infinitive

#### Exam Hint

In task 3 of the Level 1 Skills for Life exam, you need to plan a project with the examiner. You will need to demonstrate that you can understand and use specific communicative functions such as *making and responding to informal requests asking someone to do something, asking for confirmation and responding to requests for confirmation*. You have practised doing this in this lesson.