

Activity 4: Community centres

Level:
CEFR B2

Time:
60 minutes

Resources:
▶ Handouts

Aims:

- ▶ To give learners practice in writing a short, informal email explaining and requesting
- ▶ To help learners' feel confident in making suggestions / recommendations and informal requests; asking for descriptions of things; giving views and opinions; and expressing feelings
- ▶ To enable learners to understand and use an appropriate register when emailing a friend

Exam task focus: Task 4

Procedure

1. Start the lesson by asking learners what they know about community centres. Find out whether any of them have been to a community centre since they have been in the UK. Focus on the diagram in Activity 1A and suggest that learners work in small groups to complete the diagram with their ideas. You might want to explain the purpose of community centres ie to unite the community / a place for people from all walks of life to connect / offering different activities for different groups of people. Elicit ideas for the sort of thing they could think about ie activities for different types of groups (young people, new parents, over 60s, etc), sports, crafts, practical skills, services eg counselling, advice etc. Conduct whole class feedback. There are no correct answers because every community centre will do something slightly different.
2. Set the context by telling learners that they are going to be looking at a leaflet from a community centre advertising an open day. You might need to explain the purpose of an open day. Give learners a few minutes to read the leaflet in Activity 1B and decide which of the activities they'd like to attend or find out more about. Before they do this, check that learners know about Citizens Advice, as this might be a useful service for them to find out about. Also check understanding of 'goods' and 'produce'. Put learners into small groups and tell them to discuss their responses. Conduct whole class feedback. Explain that these are only a few of the possible services and activities that community centres offer which is why it is a good idea to find out what is happening locally.
3. Set the context by explaining that Harpreet has picked up a copy of the leaflet and wants to go along. Tell learners to read the situation and ask them why she thinks her friend Jyoti should also go along. Then tell the learners to read the email she sent Jyoti and ask them to decide what is wrong with it and think about how Jyoti might feel receiving it. Conduct whole class feedback.

Suggested answer: It's over formal for an email to a friend. Jyoti might think it was a bit strange to receive such a formal email from her friend.

Use this as a jumping off point to discuss register and highlight what you might expect to be different in an informal email. You could suggest the use of contractions; idiomatic phrases; ways of starting and finishing an informal email etc. You could go through the email discussing what changes the learners might make but tell learners not to write anything down.

4. Direct learners to Activity 2B. This is an opportunity for them to rewrite the email in a more appropriate register. If time permits, suggest that they compare their emails in small groups and give each other feedback. Learners are all likely to come up with different versions which you can discuss. You might also consider showing them the version below and highlighting certain features which are appropriate in an informal email to a friend. Examples include:
 - ▶ the informal greeting – 'How's things?' rather than 'How are you?'
 - ▶ colloquial language eg fancy joining me? / it can be tricky ...
 - ▶ contractions eg it'd be' / it's
 - ▶ incomplete sentences eg 'fancy joining me?' rather than 'Do you fancy joining me?'
 - ▶ use of exclamation marks
5. Introduce the learners to Task 4 of the Level 1 Writing exam. Tell them to read the task in Activity 3A and check that they understand what they have to do. Check understanding of 'on your behalf'. Explain the importance of planning and the fact that, in the exam, the examiner will expect to see evidence of planning. Spend some time focusing on how to write notes ie using bullet points, a mind map etc. Explain the importance of writing notes rather than full sentences because of the time pressure that they will be under in the exam. Also explain that, in the exam, there will be a box that they will need to use to demonstrate their planning so they might consider using headings for the different sections of the question. Suggest that they create headings such as 'why I can't go'; 'activities interested in' etc. Explain that in today's lesson they are going to work with a partner to plan the task. Monitor closely to get an idea of what they are noting. Conduct whole class feedback.
6. Tell learners to use the notes they have made in Activity 3B to complete the email individually. Monitor the learners whilst they are writing to see how they are getting on and to offer guidance where necessary. Conduct whole class feedback on how they felt about the lesson. Recap on some of the differences between a formal and informal email.
7. **Extension activity:** Suggest that learners do some research on their local community centre and the services and facilities that it provides.

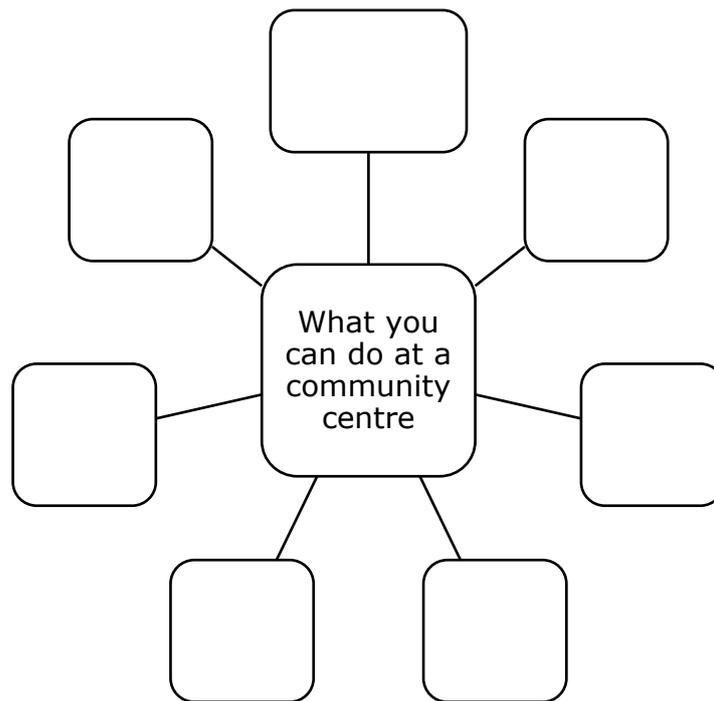
Notes on cultural awareness and appropriacy

There are community centres in all areas of the UK, and they are potentially useful places for learners to go to meet people and get involved in the local community. They vary in the activities that are offered but there are likely to be opportunities to volunteer or learn new skills and thus they would provide learners with experience or skills to add to their CV when looking for work.

Handout activity 1

Activity 1A

What do you know about community centres? Complete the diagram with some ideas. Compare your ideas with a partner.



Activity 1B

Look at the leaflet advertising an open day at Aces Community Centre. Which of the day's activities would you be interested in? Why?



What do you know about the Aces Community Centre?

Join us on Sunday 28th May (10am – 5pm) for the Aces Community Centre Open Day to find out what's going on and what classes and activities are available at the centre.
We're looking forward to meeting you and your family and friends.

Our Open Day will be an opportunity for you to meet representatives from the clubs, societies and organisations that we work with. Ask them about what they do and find out what you can do for them.

The day's programme includes:

- 10.00 – 12.00 Free legal advice from volunteers from the local Citizens Advice Bureau
- 11.00 – 12.00 Taster session on getting back to work for parents
- 12.00 – 1.00 Learn about our fortnightly walks in the local area
- 1.00 – 2.00 Lunch club for the over 60s
- 1.00 – 4.00 Bring your bikes along for a free service and learn how to maintain your own bike
- 2.00 – 2.30 Volunteering opportunities at the centre and in the local area
- 3.00 – 4.00 Have fun and keep fit with our Zumba class – no experience needed

Tea, coffee and homemade cakes will available and there will be stalls featuring goods and produce from small local businesses.



We'd like to hear your views too: tell us about your ideas for new activities or support services we could offer.



Check out our twitter feed: @aceshub

Email us on: aceshub@gmail.com for further information

Handout activity 2

Activity 2A

Harpreet has picked up a copy of the leaflet and thinks it would be a good thing for her friend Jyoti, who has recently moved to the area, to go along to. Look at the email she sent Jyoti. What's wrong with it? How might Jyoti feel when she receives it?

From: Harpreet89@gmail.com

To: jbayantee@yahoo.com

Subject: open day

Dear Jyoti

I am writing to inform you of an upcoming event at Aces Community Centre which I intend to attend. It is my opinion that this is something you should consider attending too in order to integrate into your local community. As a new resident you are likely to feel isolated and this will enable you to make contact with your fellow residents. Were you to participate in some of the events, you would acquire some useful skills that you could utilise on future job applications.

yours sincerely

Harpreet

Activity 2B

Rewrite the email in a more appropriate register.

From: Harpreet89@gmail.com

To: jbayantee@yahoo.com

Subject: open day

Handout activity 3

Activity 3

Look at the task below.

One of your friends has invited you to the open day. You can't attend. Write an email to your friend:

- ▶ explaining why you can't go
- ▶ telling your friend what you are interested in
- ▶ explaining what you want your friend to do so that you can be involved in the future
- ▶ requesting that your friend tells you about it once they have been.

Write about 80 words.

Planning

Exam hint

In the Level 1 Skills for Life Writing exam, you will be asked to show your planning. Examiners want to see you know how to plan your writing. There will always be a section in your exam paper to plan your answer to one or two tasks in your exam. If you don't plan at least one question you will lose marks.

How can you plan your answers?

Look carefully at the exam question and highlight exactly what you need to write about. Time is short in the exam so it's not a good idea to write in full sentences. Think of how you could show evidence of planning without writing your answer in full.

Work with a partner to plan your answer.

- ▶ Decide why you can't attend
- ▶ Decide what activities you might be interested in finding out about
- ▶ Decide what you would like your friend to do on your behalf
- ▶ Think about how you will start and finish your email

Make your notes on the planning document on the next page.

Planning section

Use this section to plan your answer.

Activity 3B

Use your notes to write your answer.

From:

To:

Subject: