

Activity 6: Raising money (CEFR B2)

Level:

CEFR B2

Time:

90 minutes

Resources:

- ✓ Handout
- ✓ Optional video clip
<https://www.bbcchildreninneed.co.uk/2019/09/changing-lives-across-the-uk/>
- ✓ Websites with information:
<https://www.bbcchildreninneed.co.uk/fundraising/>

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 ask for, make and respond to suggestions in the context of raising money for charity
- ✓ To practise asking for, making and responding to suggestions

Exam task focus: Component 1 Task 3

Procedure:

Raising money

1. Begin the lesson by asking students (SS) whether they have ever been involved in or heard about events (big or small) to raise money for charity either in their country or in the UK. Elicit details. Share handout via chatbox and focus on activity 1. Ask them what they know about Children in Need. If they don't know a lot, don't expand at this point. Note their responses on the board.
2. Set the gist tasks and tell them to read the dialogue. Put them in Break Out Rooms (BORs) to compare their answers in small groups. Close BORs and return to main room to conduct whole class feedback.

Suggested answers:

Fundraising suggestions – fairs with stalls where participants can play games, get their face painted or buy items such as cakes, cards, second-hand items. Sponsored events such as bike rides, runs, swims or many other options.

3. Check understanding of the vocabulary and expand on ways in which people fundraise. Consider gathering a set of images to clarify, which can be shared on screen.
4. Show the following video clip on sharescreen and don't forget to share computer audio, (or any others you find) explaining Children in Need and other similar organisations such as Comic Relief. Alternatively, simply tell them about these events and explain the idea of a telethon where members of the public ring in during the event to pledge donations.
<https://www.bbcchildreninneed.co.uk/2019/09/changing-lives-across-the-uk/>
5. Set the context of the brief dialogue i.e. Farid and Amina planning an event to raise money in activity 2a. Set the gist tasks and tell SS to read the dialogue. Tell them to compare

their answers in BORs. Close BORs and return to main room to conduct whole class feedback.

6. Focus on the language in the Language Box i.e. ways of asking for, making and responding to suggestions. Focus on how to use them, pronunciation and form. Highlight the fact that in English, we rarely simply dismiss suggestions i.e. That's a bad idea or I don't agree, we tend to soften it by saying, that's a nice idea but ... this may be cultural.
7. Put SS in small groups in BORs and tell them they are going to make short dialogues using the language. Before they do the task activity 2b, focus on the suggested ideas for making money checking that students understand them all. Open BORs. Whilst students do the task, visit BORs to monitor and make notes to use in a delayed feedback stage.
8. Close BORs and return to main room to conduct whole class feedback on the content of the mini dialogues e.g. Did you have any good ideas? Did your partner accept all your ideas? Then do some delayed feedback on the board focusing on any errors you overheard.
9. Put SS into small groups in BORs. Focus their attention on the different sections of the action plan in activity 3. Tell them they are now going to organise an event. Encourage them to use the language in the Language Box. Open BORs. Whilst students do the task, visit BORs to monitor and make notes to use in a delayed feedback stage.
10. Organise SS into groups of 3/4 ensuring they are all from different pairs for activity 4. (This will take some time as you will manually have to create BOR groups.) Explain that they are going to describe their event to each other and encourage them to ask questions e.g. Why did you decide to do XXX? Open BORs.
11. Close BORs and return to main room to conduct whole class feedback. Which events would they like to be involved in? Why?
12. Ask SS to reflect on how likely they are to get involved in a fund raising event in the future, activity 5. Explain that it's a good way to get to know people. Ask them whether they know of any local events such as school fairs – have they ever been?
13. 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: Raising money

Activity 1: Children in Need

Have you ever heard about / been involved in any events to raise money for charity?

What do you know about Children in Need?



image from <https://www.bbcchildreninneed.co.uk/>

Read the dialogue.

1 Did you learn anything new about Children in Need?

2 How do some people raise money for Children in Need?

Amina: Hey Farid, did you watch Children in Need on TV last night?

Farid: No, what is it? I've never heard of Children in Need.

Amina: Children in Need is a British organisation that raises money for charities working with children in the UK. One night a year, there's a programme where people ring in and donate money. During the programme, there are performances from top singers, actors and comedians to keep the public entertained. In the week leading up to it, people all over the country organise events to raise money. Last year the programme raised over £900 million pounds!

Farid: That's incredible. What sort of events do people organise to raise money?

Amina: They do all sorts of things. Some people organise fairs – events where people have stalls or set up games to raise money. People bake cakes and set up stalls to sell them or make things like jewellery or birthday cards to sell. I've been to fairs where people sell second-hand items such as books, clothes and children's toys. Sometimes they have face-painting for children. Other people do sponsored events like a bike ride, run or climbing a mountain. Friends and family give them money for completing the event. Some people dress up to take part – I've seen people running as chickens or superheroes. It's a lot of fun.

Farid: It all sounds like fun. Shall we join in and do something to raise money next year?

Activity 2: Asking for, making and responding to suggestions

a Amina and Farid are starting to plan their event.

What do you think of Farid's suggestion?

How do you think you can raise money from putting on a talent show?

Amina: What do you think we should do to raise some money?

Farid: What about organising a local talent show – something like Britain's Got Talent?

Amina: That's a great idea. I love that show. People love singing or dancing. But how will we raise money from it?

b Use the language in the language box to have a similar conversation with a partner.

Some possible ideas ...

- a fair
- a pamper day (massage, pedicures and manicures)
- art gallery (adults and children produce paintings and drawings which are displayed and sold)
- a quiz night
- a sponsored event
- a raffle (sell tickets to win prizes)

Language Box: Asking for suggestions, making suggestions and responding to suggestions

Asking for suggestions

What should we do to + bare infinitive

When / what / how do you think we should + bare infinitive

Making suggestions

What about + -ing?

Should / shall we + bare infinitive?

What do you think of + -ing?

Responding to suggestions

(That's a) great idea.

Good thinking.

Yes, let's do that.

? That's a nice / good idea but ...

? I'm not sure about that, I think it might be better to +-ing

Activity 3: Action planning

You and your partner are going to plan an event to raise money for Children in Need. You need to think about:

- ★ What you are going to do to raise money
- ★ Where the event will be
- ★ When the event will be
- ★ Who will be involved
- ★ How you will get people involved
- ★ How you will publicise the event

Once you have decided on the details of your event. Complete the action plan below.

Action plan	
Names of participants:	
Event details -	
Event:	
Ways of raising money at the event:	
Date:	
Location:	
Individual roles -	
Write a list of what you need to do with names of people next to each task. Include details of how the event will be publicised.	

Activity 4: Who's doing what?

Compare your action plans with your classmate's plans. Ask each other questions about your events.

Activity 5: Getting involved

How likely are you to get involved in projects to raise money for charity?

If you have children, what events have the school put on to raise money?

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 *asking for suggestions, making suggestions and responding to suggestions*. You have practised doing this in this lesson.