Raising money for charity

**Topic:** Charity fundraising

**Aims:**
- To give students practice of writing factual statements using the present simple tense
- To develop students’ awareness of irregular past simple verb forms
- To develop students’ ability to read and extract the main points of a text about charities
- To give students practice of discussing and planning a charity fundraising event

**Level:** E2

**Length of lesson:** 90 minutes

**Introduction**
This lesson is about charities and fundraising activities, with a strong focus on the valuable work of the UK based charity called The Ruth Hayman Trust. It includes a general discussion about charities, a reading about The Ruth Hayman Trust, a card-matching mingling activity and a discussion on organising a fundraising event. See [http://www.ruthhaymantrust.com](http://www.ruthhaymantrust.com) for more information.

**Additional resources**
All student worksheets (1 to 3) for this lesson can be downloaded from:

[http://www.ruthhaymantrust.com/worksheets.htm](http://www.ruthhaymantrust.com/worksheets.htm)

**Procedure**

**Tip:** Cut out the matching cards for task 5 before the lesson. Take some flip chart paper and pens for group work in task 6.

1. **Lead in (10 mins)**
   - Show picture A of well-known high street charity shop (or write names on the board British Heart Foundation, Oxfam, Cancer Research, etc).
   - Ask for other examples and elicit *charity shop*.
   - Check understanding of or teach ‘charity’ (e.g. ask what happens to the money). Drill *charity*. Ask 1) ‘What do they sell?’ 2) ‘Do you live near any charity shops?’ 3) ‘Do you like going into charity shops? Why/why not?’ and write on board.
   - Ask students to discuss in pairs.
   - Take brief group feedback from students.

2. **Engage students’ personal experience (5 mins)**
   - Show picture of interior of a shop.
• Ask about the people who work in the shops – teach volunteer and voluntary work and drill.
• Ask if they or anyone they know works in a charity shop or does any voluntary work.

3. Identify past simple irregular verbs (15 mins)
• Tell students they are going to read about UK charity ‘The Ruth Hayman Trust.’
• Hand out student worksheet one. Ask students to read it and underline irregular past simple verbs. After reading, elicit these verbs and ask which verb it comes from (infinitive).

4. True/False reading (15 mins)
• Hand out worksheet two. Ask students to mark each statement true or false and underline the part of the text where they found the answer.
• Ask students to compare their answers in pairs.
• Elicit and check answers in whole group feedback, including the part of the text where they found the answer.
• Answers: 1T, 2F, 3F, 4T, 5F, 6T, 7T, 8T, 9T
• Teach new vocabulary as needed or asked for.

5. Mingling activity to find matching cards (15 mins)
• Teach raise money and ask students ‘How can charities raise money if they don’t have a shop?’ (They might say tins, buckets, etc).
• Cut up the matching cards on worksheet 3 and set up activity. Give one card to each student and time to read it.
• Tell them to mingle and find their matching card. (If more students than cards, make two sets and two groups or give out duplicates to any extra students.)
• Check matches are correct and give out worksheet three (answer sheet). Drill new vocabulary.
• Ask for any other ideas to raise money.

6. Discuss and select a fundraising activity (25 mins)
• Using worksheet three, put students in groups of four to discuss and select an activity they would like to organise to raise funds for the Trust (real or hypothetical, depending on their level of interest).
• Give out flipchart paper to make notes on, including the activity, time, date, place and who does what. Write these up on the board.

7. Conclusion (5 mins)
• To conclude, whole group feedback to tell each other what they have decided to do.

For more information about how students can hold a fundraising event for the Ruth Hayman Trust, please go to:

http://www.ruthhaymantrust.com/material.htm

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