

Learning Sequence 2: Language in Action

Learning aims:

- Listen and understand an interview with a crowdfunder.
- Find out what makes a successful crowdfunding campaign.
- Review and practise ways of talking about what will happen in the future.

At a glance:

Listening	Listen to a radio interview with a crowdfunder and take notes on tips for running a successful campaign. Listen again for more detail and answer specific questions.
Grammar	Analyse sentences extracted from the listening which contain structures with <i>will</i> to talk about future plans. Clarify meaning, form, use and pronunciation of positive and negative forms of future continuous, future perfect, future passive, <i>will + be able to</i> , <i>will have to</i> .
Speaking	Students share ideas about things they could raise funds for in their town and make a list of reasons why people should fund their idea.

PREPARE

Review	Review work covered in the previous learning sequence.
Aims/outcomes	Give students an overview of the aims for this learning sequence.
Pre-lesson task	In pairs or small groups, students share what they reviewed about future forms and make a list of all the structures using <i>will</i> that they can think of. Elicit feedback.

IMPLEMENT

1 PREPARE TO LISTEN	In pairs, students discuss the two pictures. Get feedback and try to elicit that picture 2 shows a water purification system, filter and pump and why these might be useful in some places in the world (e.g. to prevent diseases like typhoid, dysentery in places with no or poor sanitation system).
2. LISTEN TO THE RADIO PROGRAMME (PART 1)	Students listen to the first part of the program and find out the link between Nora and the two pictures. In pairs, students check. Clarify as needed. KEY: The school doesn't have access to clean water, so the children get ill and end up missing a lot of school; she and her friends are going to help a local charity install water purification systems and have raised funds to buy and install a second one.
3. LISTEN TO THE RADIO PROGRAMME (PART 2)	Students listen to the second part and note down three (of the many) tips Nora gives. They compare notes with a partner and then with another group to try to get a comprehensive list of tips Nora mentioned. Get feedback and encourage students to make a list of all the tips, as they'll need them the next learning sequence. KEY: boost campaign through social media; explain who you are, what you're planning to do, where the project idea came from, why you're passionate about it; how your idea/project can benefit funders, why it's unique, what problem it's solving; what your budget is, where the money will go; show you've put some thought into the idea; use visuals (great-looking header, compelling video/images); offer rewards if you can; link donations to outcomes; keep in touch with your donors (give updates, answer comments); get the media and bloggers to cover your campaign; host a live event.
4. LISTEN FOR MORE DETAIL	Students complete the task, check their answers in pairs and discuss their reactions to Nora's project. Get feedback on how they feel about it and if they'd rather donate to a social cause or a business development idea.

KEY: 1. To give 2000 children access to clean water; 2. €35,000 to install a second water purification system; 3. Surprised and happy; 4. Getting materials and labour in place can be difficult; 5. Money can be raised quickly, it's less time-consuming and cheaper than other ways to fundraise; 6. They wanted every penny raised to go towards the project; they linked outcomes to donation amounts; 7. Keep donors updated, spread the message and maybe host a live event to boost interest [My Practice 4]

5. LOOK AT LANGUAGE

Students complete the task and check answers in pairs. Get feedback on how frequently they use the forms, particularly G (future perfect). Students refer back to the list they made in the Pre-lesson task discussion. How many of the structures did they list?

KEY: 1. A and C; to emphasise that they'll be in progress in the future; 2. between *will* and the main verb (A, D); 3. infinitive without *to* (B, F); 4. G; 5. E [My Practice 5]

6. PRACTISE

Students rewrite the sentences and check in pairs.

EXTENSION: Students compare what they'll be doing over the next few months with what Nora will be doing to prepare for her trip to Uganda. Afterwards, encourage students to reflect on how many of the highlighted future forms they used.

KEY: 1. The project will definitely be a success; 2. I'll be running in the charity race next week; 3. We'll be sending out the rewards within two weeks; 4. We won't be able to do the plumbing work ourselves; 5. In two weeks' time we'll have raised all the money; 6. £20,000 will be used (by the builders) to buy materials.

Pronunciation

Students listen to the sentences modelled in the recording and practise saying the contractions. Highlight other features of connected speech, such as the *schwa* sound in 'you'll have' /jul əv/ and how we say contracted forms with people's names (e.g. *Nora'll*) and things (e.g. *Twenty thousand pounds'll be used by...*). [My Practice 6]

7. TALK ABOUT YOUR WORLD

In small groups, students share ideas about what they could raise money for in their community.

8. WRITE

Students complete the task in the same groups. Encourage them to look back at the tips list they made in activity 3 for ideas about how they should structure their sentences. Remind them to use the structures from activity 5 where possible.

EXTENSION: Students create a poster or infographics to explain how their idea will help the community. Then they use it to give a mini-presentation. Allocate each student '£20' to 'donate' however they see fit, and ask them to justify their choice. Total up how much each group gets to find out the winning idea.

REGULATE

Reflect

Students reflect on their listening skills and how well they were able to follow the radio programme.

Beyond the classroom

Encourage students to do My Practice activities 4–7 if they haven't already. Tell them that they can find links about other ways of fundraising for social causes (Red Nose Day, Movember) in the My Links section.

Prepare for next lesson

Ask students to research *crowdfunding* campaigns to learn about one more way of crowdfunding. Encourage them to watch the video and/or check out the website for Kiva, a microfinance crowdlending non-profit organisation, or research one of their choice and look through a few of their campaigns in order to tell their classmates.