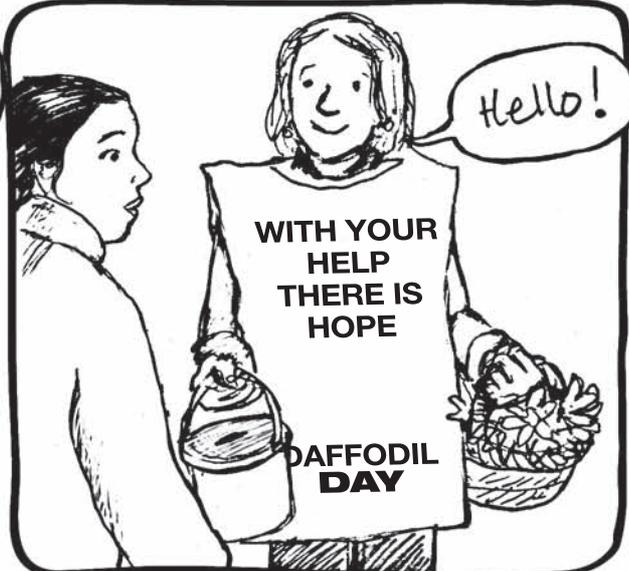
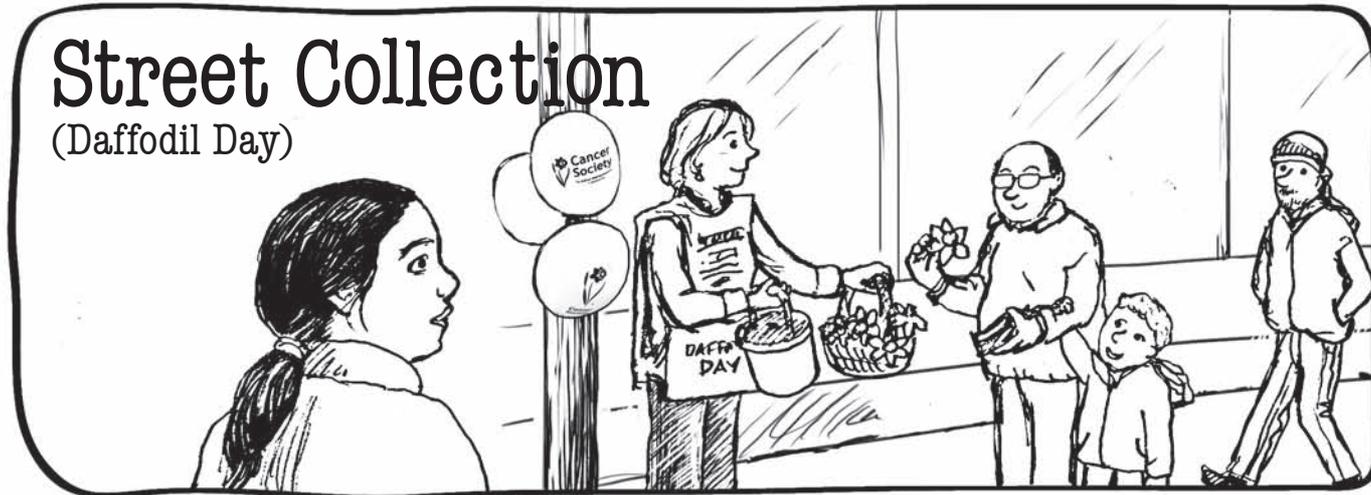


Street Collection

(Daffodil Day)



Street Collection – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 7 of this document.

Warm up

Before looking at the pictures, ask your learner whether she has ever see people collecting money in the street. Does she know what they are doing? Is this common in her country?

Show the learner some pictures of the symbols of various charities. You can find them on Google images: e.g. Cancer society (daffodil), Breast cancer awareness (pink ribbon), Aids awareness (red ribbon), Returned Servicemen's Association (red poppy), Discuss what these charities do.

Focus on key vocabulary (See page 7 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level), or brainstorm words with the learner (Higher level)

Question stories (See page 8 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (See page 9 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.

Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

When Khatija was in the city yesterday, she came across a lady collecting money on the street. She realised that the lady was a volunteer street collector from the Cancer Society as she was holding a basket of daffodils and a money bucket for the donations. It was Daffodil Day, a day when the Cancer Society tries to raise awareness of cancer in New Zealand. She saw a man taking one of the daffodils as he had just donated some money.

She watched as another man walked past the collector without making a donation. The collector didn't mind and kept smiling.

You could also focus on other language points:

- Describing people
e.g. *the man wearing the beanie, the woman wearing the daffodil, etc*
- Focus on negative + any
e.g. *he doesn't have any money*
- Focus on present perfect for something that has just happened
e.g. *he is taking a daffodil because he has just donated some money.*

Point of view:

Rewrite the text from one person's point of view (for example the street collector, or Khatija herself).

Gapped text

Gap out some words in the text on page 7 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g. content words from the target vocabulary in the picture (this helps with revision):

Khatija puts some money into the _____. The street _____ thanks her.

or "grammar" words: e.g. prepositions:

Khatija puts some money _____ the bucket. The street collector thanks her.

or articles and determiners:

Khatija puts _____ money into _____ bucket. _____ street collector thanks her.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *The man wearing a beanie donates some money* (False) *There is a little boy with the man with glasses.* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, the man wearing a beanie doesn't donate any money, he just walks past.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine what the people in each picture are saying. Write short dialogues
- Imagine the lady who wants to volunteer is phoning the cancer society. Discuss what she needs to say to introduce herself and to get through to the right department (useful for practising telephone language). You can encourage your learner to follow this up with a real phone call to the Cancer Society if she expresses an interest in taking part next year.

Extension activities

Charities

Ask your learner whether she has been involved with any charities or fundraising. What did she do? Which charities exist in her country? What charities is she aware of in NZ?

Fundraising

Imagine you were part of a fundraising committee for a charity. Brainstorm some ways of raising funds. Compare them with [this list from the World Land Trust](#) (aimed at children) or [Wiki how](#). What did you think of that they didn't? What are some good ideas that you didn't think of? You can then rank the ideas from most effective to least effective.

Telemarketers

Discuss with your learner whether she has ever been rung by a telemarketer wanting a donation. How did she react?

Teach your learner some useful phrases for:

- Clarifying why the telemarketer is ringing: *"Are you selling something? Is this for a charity?"*
- Saying you can't understand: *"Please speak slowly. My English is not so good"*
- Agreeing or refusing to make a donation: e.g. *"I'm sorry, I'm not able to make a donation at this point."* or *"I'll need to think about that"* or *"Yes, I can make a donation"*
- Cutting the conversation short: *"I'm sorry, I'm not interested. Goodbye."*

You could follow up with ELP's sequence story *"Unexpected callers"* if this is a problem for your learner.

YouTube

Watch some advertisements for charities or charitable causes on YouTube.

Discuss:

- What is happening – you can also use the *pause* button to stop the video and discuss what is going to happen next.
- What the people are saying – useful to teach everyday expressions
- How effective the advert is.

Some example adverts:

- [Daffodil day](#) – you can compare this with the picture story
- [Breast Cancer](#)
- [American Cancer Society](#) (with text underneath) – Discuss what the reasons are – eg tanning beds can cause skin cancer
- [Oxfam](#)
- [Kiva](#)

You could follow this up by a visit to the website of one of the charities for more reading practice.

Volunteering

Discuss some ways the learner can volunteer – look [at Volunteering NZ's website](#) to get ideas:

ESL Internet resources on charity

- Discussion on charity. [ESL Discussions](#) (scroll down to “Charity”) and [iteslj.org](#) have some suggested questions.
- For [a worksheet on charity](#) including vocabulary exercises, scroll down the page.
- [Reading passage on charity](#)

Health

You can use this story as a springboard for discussion about health. Brainstorm ways of reducing the chances of developing cancer, using these keywords:

diet weight exercise smoking alcohol sun medical care

Then check your ideas against the [Cancer society's website](#)

Be sun smart

Particularly if your learner is fair skinned or not accustomed to NZ's sun, take a look at the Cancer Society's web page on avoiding skin cancer. A very useful tool is the [Sun Protection Alert](#) which gives a daily UV rating around the country, during Daylight Saving.

Flowers

Find some pictures of other flowers (e.g. in a picture dictionary, or on Google Images, or in the learner's garden). Teach your learner the names of the flowers. Ask her which ones grow in her country, which ones she likes, and whether they have a special meaning in her country (e.g. red rose for love, poppies for remembrance, lilies for death).

Quotes and proverbs

Find some quotes and proverbs (e.g. on giving, charity, or health) that you can discuss and make some questions. Make sure you learner understands the quotation (ask them to paraphrase it, or paraphrase it yourself) and then discuss your reaction to the quotation

Here are some example proverbs:

Charity begins at home
Tis better to give than to receive

and quotations;

It is the greatest of all mistakes to do nothing because you can only do little - do what you can. ~Sydney Smith
Never worry about numbers. Help one person at a time, and always start with the person nearest you. ~Mother Teresa

Your learner may also be able to find some proverbs or quotations in their language that they can translate for you to discuss.

Street Collection (Daffodil Day) – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (See page 2)

street collector, Cancer Society, daffodil, donate, beanie, make a donation, thank (someone), charity, volunteer

Basic Story for Lower Levels

Khatija sees a woman from the Cancer Society. The woman is a street collector and is collecting money for the Cancer Society. She is holding a basket of daffodils and a money bucket because it is Daffodil Day. The man wearing glasses takes a daffodil because he has donated some money. The man wearing a beanie walks past the street collector. He doesn't make a donation because he doesn't have any money. The lady wearing a daffodil walks past because she has already made a donation. Khatija walks over to the street collector. The street collector says "Hello!" Khatija puts some money into the bucket. The street collector thanks her. She takes a daffodil from the basket and thanks the street collector. Then she pins the daffodil onto her coat and walks away. The street collector says "Thank you. Have a lovely day!" Khatija thinks she would like to be a street collector for the Cancer Society next year.

Questions for “*Question Stories*” (See page 2)

Pic 1: Who can Khatija see?

What day is it?

What is the street collector holding?

What charity is the street collector collecting for?

What is the man taking? Why?

Who is the man with?

Pic 2: Is the man making a donation? Why/why not?

How does the street collector feel?

Pic 3: Is the lady making a donation? Why/why not?

What is she wearing on her coat?

How does the street collector feel?

Pic 4: What is Khatija doing?

What does the street collector say?

Pic 5: What is Khatija doing?

What does the street collector say?

Pic 6: What is Khatija doing? Why?

What does she say?

Pic 7: What is the street collector saying?

What is Khatija wearing on her coat?

What is Khatija thinking?

**Descriptions for “*Jumbled Sentences*” (See page 2)
Photocopy and cut up**

Khatija sees a woman from the Cancer Society. The woman is a street collector and is collecting money for the Cancer Society. She is holding a basket of daffodils and a money bucket because it is Daffodil Day. The man wearing glasses takes a daffodil because he has donated some money.

The man wearing a beanie walks past the street collector. He doesn't make a donation because he doesn't have any money.

The lady wearing a daffodil walks past because she has already made a donation.

Khatija walks over to the street collector. The street collector says “Hello!”

Khatija puts some money into the bucket. The street collector thanks her.

She takes a daffodil from the basket and thanks the street collector.

Then she pins the daffodil onto her coat and walks away. The street collector says “Thank you. Have a lovely day!” Khatija thinks she would like to be a street collector for the Cancer Society next year.