



VOLUNTEERING



Scan to review worksheet

Expemo code:
16TK-E6CB-ZM1G



1

Warm up

Look at the three images. What can you see?



picture 1



picture 2



picture 3

1. How are all three images connected to the image and title at the top of the page?
2. Have you ever worked as a volunteer? What did you do? Would you like to be a volunteer?
3. Is volunteering popular where you live? What kinds of things do people volunteer to do? What would you volunteer to do?

Now, talk to a classmate and write down three advantages and disadvantages connected to volunteering.

advantages

- 1.
- 2.
- 3.

disadvantages

- 1.
- 2.
- 3.



2

Focus on vocabulary

Part A: Match each word or phrase to its correct definition.

- | | | |
|--------------------------------|----------|--|
| 1. <u>grown-up</u> (n) | b | a. belief in your ability to do things well |
| 2. self- <u>confidence</u> (n) | a | b. an informal word for adult |
| 3. un <u>paid</u> (adj.) | c | c. not receiving money for something |
| 4. <u>passionate</u> (adj.) | e | d. a place that offers protection to those who have been badly treated |
| 5. <u>shelter</u> (n) | d | e. having or showing very strong feelings |
| 6. <u>construction</u> (n) | f | f. activities involved in making buildings |
| 7. <u>leadership</u> (n) | g | g. the ability to guide and influence others |
| 8. <u>conservation</u> (n) | i | h. the illegal employment of children in industry |
| 9. child <u>labor</u> (n) | h | i. the protection of plants, animals, and natural areas |

Part B: Write the correct word or phrase from Part A in each sentence

1. I think it's better to get a dog from an animal _____ than buy one from a pet store.
2. She's _____ about climate change and really wants to make a difference in the world.
3. He doesn't have much _____, so I want to tell him how brilliant he is!
4. You need to have great _____ skills if you want to be a manager or a politician.
5. Did you know that some things we wear have been made by kids? _____ must be stopped!
6. There are lots of jobs in the _____ industry when the economy is doing well.
7. Most people can't afford to do an _____ job even if it's for a good cause.
8. There is a _____ project to protect wild animals in my community that I'd like to get involved in.
9. You don't have to wait until you're a _____ to make a difference!



3

Pronunciation tip: use the schwa a lot!

Part A: The schwa // is the most common sound in the English language and is often used when vowels are not stressed. Look at these examples below:

human	moth er	pup il	stat ion	diffic ult
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Now, look at these words from the vocabulary exercise above and underline the schwa sounds in each word. Remember that the part of the word that is stressed will not use a schwa. There is more than one example in some of the words.

con**str**uction

pass**ion**ate

self-**con**fidence

lead**ers**hip

con**serv**ation

Part C: Discuss these questions with a classmate and use the phrase in bold in your answer.

1. Should we get new pets from a pet shop or an **animal shelter**?
2. Which topics are you really **passionate about**?
3. Should everyone do some **conservation work** every year?
4. What **leadership skills** do you need to manage a **conservation project**?

4

Reading: skimming

You are going to read an article called "Ever tried volunteering?". Check ✓ the types of volunteer work you think will be mentioned in the article. Read the article and check your predictions.

- | | |
|---|---|
| <input type="checkbox"/> teaching | <input type="checkbox"/> helping people who live on the street |
| <input type="checkbox"/> working with animals | <input type="checkbox"/> working on projects connected to the environment |
| <input type="checkbox"/> helping poor people who don't have enough food | <input type="checkbox"/> helping older people with the shopping |



Ever tried volunteering?

What are the benefits for you and those you help?

1. Do you do the same thing every Saturday? Get up late, do a bit of homework, play some games, watch a few episodes of your favorite TV show? It sounds nice, but it can get boring, right? It might be time to try something different. More and more teenagers are choosing to do volunteer work in their free time, and while they help their communities and their planet, volunteering can teach young people important life skills, too.
2. Teenagers sometimes have a Saturday job or something similar, but in general, paid work is done by grown-ups, and in some countries, it's illegal to do paid work until you are 16 or over. So how can you get those skills that will be very important when you start work as a young adult? Employers and colleges look for people who can work in a team, can solve problems, and are passionate about what they do and what they believe in. They want young people who know how to arrive on time and complete tasks, too. Doing unpaid work can help with all of this.
3. You don't need to be an expert. The organization, often a charity or **NGO**, will teach you everything you need to carry out what they need you to do. In fact, many volunteers get the opportunities to learn how to do things like construction or conservation, which help them when they have their own home and garden. Many teenagers offer to teach and say that they have found the job they wanted to do all their lives. More importantly, most young volunteers report that their self-confidence is higher, they have improved leadership skills, and their group of friends is much bigger than before volunteering.
4. So, what could you do? There are many ways to volunteer. Think about what you like as well as what you would like to try. If you love the countryside, try a local environmental group. If you live in a city, you could join a **food bank**, teaching project, or community garden. Many teens happily spend many hours helping at an animal shelter near their home.
5. Volunteering can also help you find what things you can change in the world. Many of us get very sad or angry when we read about people, animals, or the planet suffering but don't know what to do to change it. Volunteering with organizations that are trying to make a difference can help you see how you can make a difference. You don't have to be an adult to do this. The international organization, *Free the Children* fights against child labor. Craig Kielburger was 12 when he founded it with some school friends in 1995.
6. And don't forget that you already have lots of knowledge, skills, and energy that could be really useful to the team you volunteer with. Organizations report that teenagers bring new ideas and help them do things that would be impossible without young volunteers. You can get a lot out of volunteering, and you have a lot to give, too. So why not give it a try?

Sources: *Independent*, *The Conversation*



Glossary

NGO: *non-governmental organizations that are usually independent charities*

A food bank: *a place where people in need can go to get free food*



5

Reading comprehension

Read the text again and decide if the following statements are true (T), false (F), or not given (NG). Talk to a classmate and give reasons for your answers.

1. According to the article, more teenagers prefer to stay at home in their free time than help others.
2. Volunteering is not just good for the people you help.
3. Some volunteers may discover their future career paths.
4. You probably need to travel if you want to work with animals.
5. Only grown-ups can make a real difference.
6. Many volunteer organizations would close if they didn't have young volunteers.

Now, in pairs, look back at the advantages and disadvantages you wrote down at the beginning of the lesson. Have you changed your mind about anything? Can you add any more advantages or disadvantages to your list?

6

Focus on language: prefixes un-

The prefix *un-* usually means not, so unpaid means the opposite of paid. Look at this example sentence:



Your teacher is going to describe six people. Your task is to write an adjective that uses the prefix *un-* to describe each person.

1. John is _____.
2. Sandra is _____.
3. Jack is _____.
4. Emma was _____.
5. Hamza is _____.
6. Claudia is _____.



7

Listening for general understanding



You are about to hear four teenagers who do different types of volunteer work. Look at the forms and then listen and complete them with the missing information.



Name: Markus

Place:

Duties:
.....
.....Reasons for volunteering:
.....
.....

Name: Katya

Place:

Duties:
.....
.....Reasons for volunteering:
.....
.....

Name: Giovanni

Place:

Duties:
.....
.....Reasons for volunteering:
.....
.....

Name: Robyn

Place:

Duties:
.....
.....Reasons for volunteering:
.....
.....



8

Vocabulary/optional task

Look at these sentences from what you just heard. What do you think the words in bold mean?

1. I work at a community animal shelter. I work with the horses and **donkeys** there.
 - a. an animal that is similar to a horse and was used to carry lots of things in the past
 - b. an animal that is similar to horse with black and white stripes
2. Many of the animals were **abandoned** by their owners.
 - a. left because it's unwanted or not needed
 - b. sold very cheaply
3. Many of the animals were **rescued** because they were treated badly by their owners.
 - a. sent into a dangerous situation
 - b. saved from a dangerous situation
4. Some of them have little vegetable gardens next to the park, and I go and help them with some **digging**.
 - a. the activity of putting something in the ground so it will grow
 - b. the activity of making a hole in the ground with your hands or a garden tool
5. *Plogging* is a strange word for jogging and picking up **litter**.
 - a. things that make a place look untidy and are not where they should be
 - b. pieces of trash that are left on the ground outside and not put in the trashcan
6. Our group, our school's parent **association**, and some people from the houses next to the beach all wrote to the local TV station and newspaper.
 - a. an official group that has joined together for a particular reason
 - b. an organization that is owned by the government
7. I actually volunteer online because I live in a really **rural** area – our closest neighbors are over a kilometer away!
 - a. connected with the countryside
 - b. connected with the city
8. So, about once a month, I give an online lesson in something I have learned or know. It can be anything from **measurements** to **division**. In which problem do you need to know **measurements** and in which problem do you need to know **division**?
 - a. If Candela had 700 cookies, then gave 175 of them to her friends, and then put the rest in five bags, how many cookies would she have in each bag?
 - b. If a room is six meters long and five meters wide, how big is the room in square meters?



9

Speaking: roleplay

Imagine that you work for an organization that is looking for new volunteers. Read your role card and think about how you could persuade your classmates to do some volunteer work for you.

Talk Talk!

You run online language courses for new teenage immigrants to your country. You are looking for volunteers who can help these young people learn your language. Your volunteers need to have the self-confidence to speak to new people and basic computer skills. Minimum time: three hours a week.

Pets for life!

You run an animal shelter for dogs, cats, and other animals that have been abandoned or rescued. You are looking for volunteers who can come and take the dogs for a walk as well as cleaning and feeding them for a few hours in the evenings or on the weekends. They need to love animals. Minimum time: three hours a week.

Trash it, bin it!

You are part of a running club that helps keep the countryside clean outside of the city. Each Saturday and Sunday, each runner grabs a big plastic bag and fills it up with litter on a 10-kilometer jog. You are looking for new runners to help you. They should enjoy rural life and be interested in conservation. Minimum time: an hour if they are a fast runner!

Super Seniors

You are part of an association that puts young and old people together for conversation and afternoons out. You are looking for volunteers who are interested in meeting with older people in your neighborhood for a chat and a cup of coffee or maybe a trip to the store. You want people who are interested in listening to stories about what life was like in the past or those who could help an older person with technology. Minimum time: two hours a week.

You also want to do some volunteer work. You have 6 free hours a week. Listen to three volunteering possibilities and decide how you will use your free hours.

10

Homework/class project

You have decided that doing some volunteer work is the right thing to do.

You like the idea of helping others and you also know that volunteering will give you some experience and skills for the future. The problem is you're not sure where to volunteer and what to do. You need to do some research. Use these questions to help you.

What is the name of the organization?	What does the organization do?	How old do I need to be to volunteer?	What do volunteers do?	Why do I want to volunteer here?
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11

Supplementary writing

Write an email to a charity or NGO to tell them that you would be interested in working for them as a volunteer. Use the phrases below in your letter.

- Best wishes,
- I'm interested in ...
- I would love to work for your organization because ...
- I'm available ...
- I look forward to hearing from you.
- I'm writing to ...
- Dear ...



Transcripts

7. Listening for general understanding

Markus (USA): I work at a **community animal shelter**. I work with the horses and donkeys there. Many of the animals were abandoned by their owners and rescued because they were treated badly. I go for an hour every morning **to clean and feed them** and on Sunday I **give free horse riding classes to local children**. I love being with the animals **and the children**. Some of the kids are getting better from being very sick, so it's fantastic to see them happy. It can be difficult to get up so early, but I think moving my body gives me more energy later in the day. **It has helped me to think about my future, too. I definitely want to work outside and with animals when I'm older.**

Katya (UK): My school **had a volunteering week**, where lots of organisations came and talked to us about what they did and how we could help. I learned that lots of **older people in my area** feel lonely and don't have many friends and sometimes feel too scared to go out on their own. So, I **joined Helping Hand**. I go to a member's home or for a walk in the local park. We **play chess or meet others for a card game or just take a walk around**. Some of them have little vegetable gardens, and I **go and help them with some digging**. I thought spending time with the older generation might be boring, but I **have learned so much from the people I have spent time with**. **It's a lot of fun and I feel good doing it, too.**

Giovanni (UK): I saw that an area of my **local beach** was getting **really polluted and I wanted to do something about it so I set up a plogging group**. Plogging is a **strange word for jogging and picking up litter**. We run every Saturday and pick up rubbish as we go, finishing our **run at the recycling centre**. The real benefits were how healthy I was getting and how beautiful the beach looked. Then something big happened. We invited our science teacher to tell us about the river and the plant life in it. She brought some tests, and we found some chemical pollution in the river! Our group and our school's parent association wrote to the **local newspaper**. **They reported on it and the factory stopped the pollution and said sorry! We had a party on the beach to celebrate.** (We cleaned up after ourselves, of course).

Robyn (UK): **I volunteer online because I live in a rural area – our closest neighbours are over a kilometre away! I love maths so I joined an online maths group and then I saw they were looking for some volunteers to do some teaching and I thought, why not? So, about once a month I give an online lesson in something I have learned. It can be anything from measurements to division.** People join the lessons from all over the world and I love connecting with them and working together to solve things. I also **like that I can make a difference**. Last month **I suggested a maths competition and the organisation loved the idea**. They've asked me to run the competition! It's a bit scary but I think it's going to be great.



Key

1. Warm up

10 mins.

Let students look at the images and discuss question one. Feedback and check understanding of volunteer and volunteering. Do question two whole class eliciting ideas, and then students do question three in pairs. Accept all answers at this stage.

2. Focus on vocabulary

Part A

5 mins.

Students work in pairs and match the vocabulary to their definitions. As you monitor, focus on pronunciation as well as meaning. Check answers with the whole class.

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. → b. | 2. → a. | 3. → c. | 4. → e. | 5. → d. |
| 6. → f. | 7. → g. | 8. → i. | 9. → h. | |

Part B

5 mins.

Ask students to read all of the sentences before they decide which word to choose from Part A. Ask students to check answers in pairs.

- | | | | | |
|-----------------|---------------|--------------------|---------------|----------------|
| 1. shelter | 2. passionate | 3. self-confidence | 4. leadership | 5. Child labor |
| 6. construction | 7. unpaid | 8. conservation | 9. grown-up | |

3. Pronunciation tip: use the schwa a lot!

Part A

5 mins.

Pronunciation tip: Explain the schwa sound and drill the sound. You could take a look at this one-minute video for extra support: <https://www.youtube.com/watch?v=EXS3lcMbzXI>

Look at the example words together and drill so students are using the schwa sound.

Part B

Ask students to look at the vocabulary and pronounce the words together in pairs deciding where the schwa sounds are. Tell students that they can underline more than one letter and that one word has two examples. Remind students that they can see the stress on each word in the exercise they did earlier. Drill the words in feedback.

Answers:

construction; passionate; self-confidence; leadership; conservation

Part C

5 mins.



Tell students to focus on saying the words in bold in their answers. Students could talk to a different classmate. Including the phrases in bold in answers encourages students to give more comprehensive answers and use appropriate collocations. Question four may be more challenging, and you could do it with the whole class if necessary.

4. Reading: skimming

5 mins.

Do this whole class and ask students to check the information they think will be mentioned. Set a strict time limit (2 mins) for them to scan the article. Check predictions with the whole class.

- ✓ teaching
- ✓ working with animals
- ✓ working on projects connected to the environment
- ✓ helping poor people who don't have enough food

Sources:

<https://theconversation.com/4-ways-that-volunteering-can-be-good-for-you-163336>

<https://theconversation.com/how-college-towns-could-benefit-more-from-throngs-of-student-volunteers-109862>

<https://www.independent.co.uk/news/uk/politics/new-ps6m-fund-will-help-the-young-to-volunteer-8906371.html>

<https://www.independent.co.uk/news/uk/politics/teenage-volunteers-show-true-grit-at-the-national-citizen-service-8793020.html>

5. Reading comprehension

5 mins.

These questions check more detailed understanding of the text. Point out that there are six questions and six paragraphs. Encourage students to underline pieces of the text that give them the answer and to explain their answers in pairs before conducting whole class feedback.

1. NG: More teenagers are doing volunteer work, but the article doesn't say whether more stay at home or volunteer.
2. T: "Doing unpaid work can help with all of this."
3. T: "Many teenagers offer to teach and say that they have found the job they wanted to do all their lives."
4. F: "Many teens happily spend many hours helping at an animal shelter near their home."
5. F: "You don't have to be an adult to do this."
6. NG: The article states that doing some things would be impossible without young volunteers but not that they would close.

5 mins.

Encourage students to look back at what they wrote in the warm up (ex.3) and ask them to see if their answers have changed. Encourage more detailed answers after having read the article. Students should work in small groups and speak to different classmates to increase their lists.

6. Focus on language: prefixes un-

5 mins.

Check that students understand what a prefix is. Look at the example together and explain that here unpaid means work that is not paid. Ask students to reformulate the sentence to something like "Doing work that is not paid ..."



Tell students that you are going to describe six people and they have to write down one adjective with un-. Here is what you could say:

- 1) John wasn't happy when he saw his exam result.
- 2) I don't know why Sandra is so mean all the time. She could try to be more friendly.
- 3) Jack wasn't feeling well yesterday, and he's sick at home today.
- 4) It wasn't Emma's lucky day. She missed the bus, was late for school, and was given extra homework.
- 5) Hamza's bedroom is always messy. If he was tidier, he'd be able to find socks in the morning.
- 6) Claudia isn't very reliable. She's usually late and often forgets that we were going out.

Adjectives

- | | | |
|------------|---------------|---------------|
| 1. unhappy | 2. unfriendly | 3. unwell |
| 4. unlucky | 5. untidy | 6. unreliable |

7. Listening for general understanding

5-10 mins.

Before you listen, ask students to imagine they are one of the four teenage volunteers. In pairs, students invent a volunteer profile for them. Who are they? Where do they live? Where do they volunteer? What do they do and why do they do it? They can share their ideas.

Play the listening once and ask students to complete the forms. (Listen again if needed). Check answers. Play the listening a second time and then discuss what they would rather do (this gives students a chance to listen and respond without additional tasks).

Markus

Volunteers at: animal shelter

Duties: clean and feed animals; give free horse riding lessons to local children

Reasons for volunteering: because he loves animals and children; it gives him energy

Katya

Volunteers at: old people's homes

Duties: play card games or chess with older people or go with them for a walk, or help them in the garden

Reasons for volunteering: it makes her feel good helping older people who are lonely or scared of going out by themselves

Giovanni

Volunteers at: in his local area

Duties: picks up rubbish/litter and runs around his local area

Reasons for volunteering: wants to keep his local area clean/doesn't want the beach and river area to be polluted

Robyn

Volunteers: online (from home)

Duties: teaches maths to people from around the world

Reasons for volunteering: loves connecting with new people and working together to solve things. She also likes that she can make a difference



8. Vocabulary/optional task

5 mins.

If you are short of time you could skip this section or give it as homework.

This exercise gives students a chance to analyze some of the languages they heard and learn some new vocabulary. In pairs, students look at the sentences from the listening and decide the better/most likely definition. Point out that question 8 is a bit different. Encourage students to discuss the words and meanings and justify their choices.

Note: *Plogging* is a relatively new activity, from Sweden, based around awareness of plastic pollution. The activity involves jogging and picking up litter on the way. *Plogging* is a combination of the words jogging and *plocka*, which is a Swedish verb meaning to *pick up*.

1. a. 2. a. 3. b. 4. b. 5. b. 6. a. 7. a. 8. a.

Note: division (105); 8b. measurements (30m2).

9. Speaking: roleplay

10-15 mins.

This activity could easily be extended if you have time. Students work in groups of four.

Give each student one of the roles below or cut them up and give them out. Give students time to read their roles, ask about vocabulary, and think of the benefits of working as a volunteer for their organization.

Tell students they all have six volunteer hours per week, and they have to choose how many hours to give to each organization.

Each organizer speaks in turn and tries to recruit volunteers.

After each student has spoken, all of them decide how many hours they will use at each organization. Ask which organization got the most hours in each group and elicit reasons.

As students talk, you could take notes of nice examples of collocation and language as well as errors in pronunciation and use to work into a feedback stage.

10. Homework/class project

30 mins.

Tell students their mission is to find some volunteer work. They have to research and decide what type of work would be the best for them. Show students the website below where lots of volunteering options are put together. The research is best done at home. Ask them to look at all of the options and then choose up to three websites to look at in more detail. Students can then present their findings in groups in the following class.

Website for student research: <https://www.dofe.org/thelatest/volunteering-ideas/>

11. Supplementary writing

30-40 mins,

at home or in the class. This could follow directly from the roleplay or be done after the homework project.

Ask students to think about the types of volunteer work they have seen and discussed in class. Tell them they are going to write an email to one organization to express an interest in volunteering for them. They could choose an organization from the roleplay, from the project, or from further research. Tell students to look at the phrases and they can discuss how to use them in their letter and whether they would go near the beginning, in the middle, or



near the end of their letter. You could pin the letters around the room, and students could read them as employers and decide whether to give them the job or not.