

Activity 5: Volunteering (CEFR A2)

Level:
CEFR A2

Time:
45 minutes

Resources:
✓ Hand out

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 2
- ✓ To explore vocabulary connected to E2 topics
- ✓ To talk about volunteering
- ✓ To develop ability to talk about skills and experience
- ✓ To practise giving personal information, expressing and enquiring about ability and expressing likes and dislikes

Exam task focus: Component 1 Task 3

Procedure

1. Tell the students (SS) a very brief anecdote about someone you know who does some volunteering – if you don't know anyone, invent something and try to elicit 'volunteering'. Concept check and ask students why they think people volunteer. Discuss the advantages such as meeting new people, getting experience which they can put on a CV, gaining knowledge about organisations and institutions in the UK etc.
2. Brainstorm what sort of volunteering roles they think are available either in their own countries or in the UK. Make a note of these on the board. Draw their attention to the glossary and suggest that if they come across some vocabulary they don't know, they can check it in the glossary. If you have time, you could spend time focussing on each of the lexical items.
3. Share handout via chatbox. Tell SS to read the 3 adverts for volunteering roles in Activity 1a, and answer the questions i.e. which role is best for ... Tell them to check their answers in pairs or small BOR groups. Open BORs.
 - a. Suggested answers: (there may be multiple possibilities so encourage explanation of choices)
 - *like working with children* - sports coach
 - *are very organised* - sales assistant in charity shop
 - *are good at sports* - sports coach
 - *doing physical work* - gardener
 - *have experience of serving customers?* sales assistant in charity shop
 - *enjoy taking to people* – gardener or sales assistant in charity shop
4. Tell the SS to read Melania's comments in Activity 1b, and in pairs decide which role would be best for her justifying their response. Open a BOR per pair. Close BORs and return to main room to share ideas. a. Suggested answer: gardener. Conduct whole class feedback.

5. Highlight the language Melania uses in her comments (i.e. the emboldened expressions, eg I enjoy..., I have experience of... etc. Draw the SS attention to the useful language box in Activity 2a and focus on use, form and pronunciation. Explain that they are going to use the language to talk about their own experience and skills. Suggest that they can use the language in the shape of their own ideas. If you have time, you could spend a little time brainstorming other ideas.
6. Put SS into different BOR groups of 3/4. Tell them to tell each other about their skills and experience and which role they would like to apply for and why, Activity 2b. Open BORs. Visit BORs to monitor as they are talking and make a note of any good / not so good examples of language. Close BORs and return to main room to conduct whole class feedback on the content of their discussions and the use of the language.
7. Tell SS they are going to interview each other for one of the roles. Draw their attention to the questions in Activity 3a, and drill these focusing on potential responses. Also talk briefly about the importance of thinking of questions to ask the interviewer when you go for an interview.
8. Put SS into BOR pairs and tell them to take it in turns to interview each other. Encourage stronger students to do interviews for more than one role. Open BORs and visit to monitor as they are talking and make a note of any good / not so good examples of language. Close BORs and return to main room to conduct whole class feedback not only on the content of their discussions but on the use of the functional language. Once they have finished the activity, suggest that they give each other feedback on how they did, using the prompts in Activity 3b. Finish the lesson by encouraging them to think about genuine volunteering opportunities in the area and actually applying.
9. Focus students' 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 Entry Level 2 Skills for Life Speaking exam. Explain that in the exam the examiner will do a role play with them similar to the one that they have just done in the lesson. Explain that sometimes they will need to ask questions and sometimes they will need to answer them. It depends on the situation / context.

Handout

Activity 1: Volunteers wanted

a. Read the 3 advertisements for volunteers

Which role is best for people who ...

like working with children?

are very organised?

are good at sports?

doing physical work?

have experience of serving customers?

enjoy talking to people?



image from www.unsplash.com

Sales Assistant in Red Cross Charity Shop

This role involves organising the bags of donations from the public, keeping the shop tidy and serving customers.

Sports Coach

We are looking for someone to run an after-school sports club to encourage children to do different sports.

You must have a current DBS certificate.

Gardener

Have you got experience of growing things? We want people to visit older people in the local area to help them with their gardens. You must enjoy talking to people and making new friends.

Glossary

a donation (n) – money or things usually given to a charity

a sports coach (n) – a person who helps people to get better at sports

to run (v) - to organise

to encourage (v) – to help people to do things when they don't want to do them

DBS certificate (Disclosure and Barring Certificate) (n) – a document that says you are safe to work with different groups of people and don't have a criminal record

current (adj.) – in use now / recent

to plant (v) – put a seeds or plant into the ground so it can grow

physical work (n) – hard work using your hands and body e.g. building, gardening

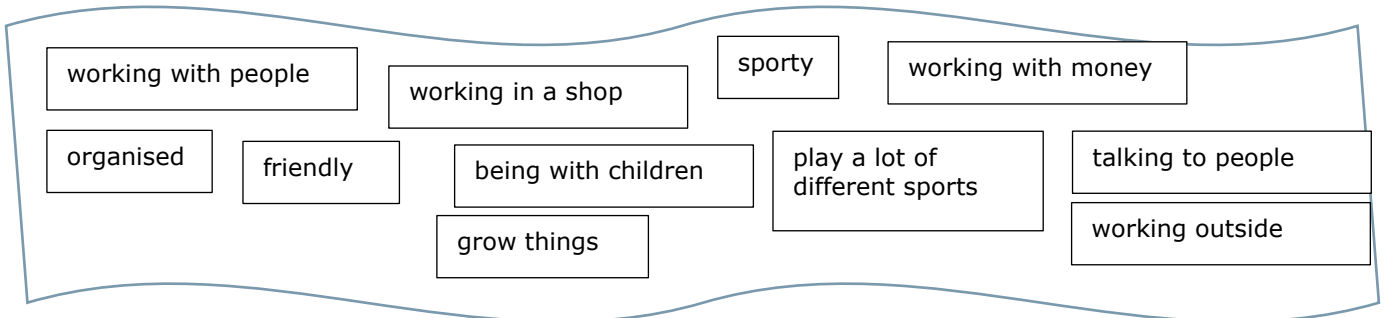
b. Choose the best volunteering role for Melania. Tell your partner why you think it is the best role.



I **enjoy** working outside. I **have experience of** planting things and watching them grow. I did this a lot in my country. I know that some older people in the UK are lonely so this is a good idea for them. **I am good** at talking to people and **I can** make friends easily.

Activity 2: Your skills and experience

a. Use the ideas in the shape (or your own ideas) to finish the sentences about you.



Language Box: Talking about your skills and experience

I am good at + -ing

eg I am good at talking to people

I am + adjective

eg I am very organised

I can + bare infinitive

eg I can drive

I have experience of + ing

eg I have experience of working outside

I enjoy + ing

eg I enjoy working outside

I am good at

I am

I can

I have experience of

I enjoy

b. Which of the volunteering roles would you like to apply for? Why? Tell your classmates.

Activity 3

a. Work with a partner. Take it in turns to interview each other for one of the volunteering roles. You can use some of the questions below. Before you do your interview, think about how you are going to answer the questions.

- Why do you think you would be good for the role?
- What help can you give us?
- How much time do you have for volunteering each week?
- What experience do you have of ...?
- Can you ...?
- Are you good at ...?
- Do you enjoy ...?

Can you think of any questions to ask the interviewer about the role?

b. Give your partner some advice about the interview. Did your partner...

- ☐ make good eye contact with you when they were speaking
- ☐ give clear answers
- ☐ give a lot of useful information about themselves
- ☐ speak positively and confidently about themselves

Exam Hint

In task 3 of the Entry Level 2 Skills for Life exam, you will do a role play with the examiner. The role play will be related to education, training, work or socialising. The examiner will ask you questions which you have to answer.

You also have to show that you can understand and use specific communicative functions such as *giving personal information, expressing and asking about ability and expressing likes and dislikes*. You practised doing this in this lesson.