

Working as a volunteer in a charity shop – Unit 4

Teachers' notes**Overview**

'Working as a Volunteer in a Charity Shop' is aimed primarily at learners who are already working as volunteers in charity shops or who want to find out more about working in the sector. As the materials also look at interactions with customers and at how charity shops operate, they will also be useful for any learners who might visit charity shops; point out that charity shops tend to be welcoming (as well as cheap). The resource uses authentic sound recordings as a springboard for practice in all four skills within this context.

The resource is linked to 'Voluntary work', a resource which provides a minimum of three hours learning. Both resources were designed to complement each other and give learners a clear picture of working in this type of environment.

Note that the recordings were made *in situ* using a small, portable recording device to make sure the language was as authentic as possible. The quality may be 'grainy' in places, and there may be background noise.

Level: ESOL Entry 3 – Level 1 / SQA ESOL Intermediate 1 - Intermediate 2 in Scotland / B1 – B2 CEFR Framework

Learning hours and delivery context:

The resource provides a minimum of three hours of learning in a classroom or workplace context through a series of linked worksheets. Timings are flexible since learners can work through at their own pace and teachers can adapt the resource to suit their learners and build in revision as required. Online versions are available for most of the activities (in some cases, one worksheet covers two online activities).



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The activities are grouped into units as follows:

UNIT / TOPIC	WORKSHEETS and other materials	ONLINE (use this title to search)
Unit 1: Lead-in to the subject and pre-teaching of some key vocabulary.	1 Quiz/ vocabulary Powerpoint of pictures	Working in a charity shop, Unit 1, Activity 1 Working in a charity shop, Unit 1, Activity 2
Unit 2: Listening skills focussing on job roles in a charity shop. Can be delivered as a standalone unit.	2 Listening 1- What jobs do they do? 3 Listening 2- Eszter's jobs 4 Listening 3- Eszter's jobs gap-fill	Working in a charity shop, Unit 2, Activity 1 Working in a charity shop, Unit 2, Activity 2 Working in a charity shop, Unit 2, Activity 3
Unit 3: Follow-up writing practice.	5 Writing a note (harder version) 6 Writing a note (easier version) Worksheets 5 & 6 model answer	Working in a charity shop, Unit 3, Activity 1 Working in a charity shop, Unit 3, Activity 2 Working in a charity shop, Unit 3, Activity 3
Unit 4: Listening skills and language analysis focussing on customer interactions. Can also be delivered as a stand-alone unit.	7 Listening 4- Talking to a customer 8 Listening 5- Talking to a customer / Spot the error 9 Listening 6- Talking to a customer- listen for detail 10 Language focus	Working in a charity shop, Unit 4, Activity 1 Working in a charity shop, Unit 4, Activity 2 Working in a charity shop, Unit 4, Activity 3
Unit 5: Follow-up language analysis, reading and speaking activities.	11 What can a charity shop sell?(reading) 12 Role play	Working in a charity shop, Unit 5, Activity 1

The teachers' notes include suggestions on exploiting the materials, and teachers are encouraged to adapt them to meet group/individual needs. You can download worksheets, audio files, transcripts, and an answer key for each unit (where appropriate).

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Unit 4**Aims:**

- To listen to an interaction between native speakers of English for gist and detail.
- To encourage learners to think about the range of functions ‘conditional’ sentences have in real-life situations, in particular making offers (‘We can, if you like, send them for recycling’) and suggestions (‘If it can be used, you might not want to have it recycled’)

Objectives:

Learners will be able to:

- Understand the gist and detail of an interaction between native speakers of English in a charity shop setting.
- Make offers in a friendly and polite manner.

Materials: Recording ‘3 Customer with donations’; Worksheets 7, 8, 9 and 10.

Time: Approximately 45 minutes

Suggested procedure

Lead-in

Ask learners to discuss in groups; ‘What do you have at home that you could take to a charity shop?’ Ask the learners to write a list of their items, as we will be returning to this in Unit 5 (Worksheets 11 and 12). Each learner could write their own list, or you could appoint one ‘secretary’ for each group.

The topic of ‘Gift Aid’ comes up and you should mention this briefly, but don’t give away too much detail as one of the questions in Worksheet 9 focuses on this.

Listening Task 4

In this task learners listen for gist pick out some key vocabulary.

More confident learners should be able to complete question 2 without the worksheet, in which case you should write questions 1 and 2 on the board.

If they have access to computers, learners should go to the online in unit 4 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 7**



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Listening Task 5 (Worksheet 8)

This task encourages the learners to listen more closely to the recording to develop more accurate listening skills.

Give them the worksheet before playing the recording again- they may be able to complete it from memory. They can then check their answers while listening.

If they have access to computers, learners should go to the online in unit 4 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 8**

Listening Task 6

In this task learners listen for detail.

They can probably complete some of the questions from memory, so get them to discuss the questions in pairs or groups before playing the recording for them to check their answers.

If they have access to computers, learners should go to the online in unit 4 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 9**

Language focus (Worksheet 10)

The aim of this section is to help learners notice the way we often use 'if' clauses when making offers and suggestions. The focus is on the use of 'if' clauses as more-or-less 'fixed expressions' in these particular functions rather than on 'conditional sentences', so treat the examples here as 'chunks' to be learned rather than as grammar examples to be analysed. Instead, explore other ways of completing the sentences (eg. 'We can, if you like, deliver it' or 'If it can be used, we'll take it').

Before starting the worksheet you might want to brainstorm and board a range of other expressions used for making offers and making suggestions, to highlight the fact that there is no 1-1 correspondence between these language functions and particular forms.

Instead of handing out the worksheet you could enlarge it to A3 size, cut up the sentence halves of the matching exercise and get the learners to mingle and match them together.

Then put 3 columns on the board ('making an offer, 'making a suggestion' and 'giving information') and invite learners to attach the sentences in the right column.



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If they have access to computers, learners should go to the online activity in unit 4 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 10**

Follow-up activities

Focus on making offers; this can be dealt with as 'lexical chunks' which learners can use easily:

- Making offers; 'I/we can ... if you like/want'

Less confident learners might feel more comfortable writing example sentences, while more confident learners could approach this as a role play.

Suggested scenarios:

- A colleague is extremely busy when you arrive at the shop. Offer to help out (eg. making them a cup of tea, sorting the donations, putting things on the shop floor).
- A customer finds it difficult to get around the shop. Offer to help out (eg. getting things down from the shelves, letting them leave their bags behind the counter).