

## Working as a volunteer in a charity shop – Unit 5

**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:

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

- To practise reading for specific information.
- To review the information and language covered in unit 4.
- To use role plays to practise giving information, making offers and making suggestions to customers.

**Objectives:**

Learners will be able to:

- Obtain information from a simple document.
- Give information and make offers and suggestions to customers in a polite and friendly manner.

**Materials:** Worksheets 11 and 12.

**Time:** Approximately 30 minutes

**Suggested procedure:****Reading**

Give the learners the questions (page 1 of the worksheet) before they see the text (page 2 of the worksheet) and get them to discuss in groups. Using 'common sense' and what they have learned from the recordings they should be able to make an educated guess at the answers. They can then read the text to confirm their answers.

Note: The text contains quite a lot of vocabulary, some of which which may be unfamiliar to your learners. They can complete the task with just the umbrella terms that cover the items in the question on the worksheet (ie. furniture, jewellery, electrical goods, china, clothing), but use your discretion to pre-teach a few more items from the text as 'distractors'.

This activity can easily be extended using items around the classroom (old books, etc) or items that learners mentioned in the lead-in discussion for worksheet 7 ('What do you have at home that you could take to a charity shop?').

If they have access to computers, learners should go to the online activity in unit 5 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 11**



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**Worksheet 12**

These role plays give learners the opportunity to use language from the language focus section of Unit 4; you may wish to spend some time reviewing the language before starting. The learners may also need to have the 'What we can/can't sell' text to hand.

Less confident learners might want to spend some time writing down key language on the cue cards before starting.

Use some of the language from the language focus section and the information from the reading. What would you say to these customers?

Do as role play in pairs. For less confident learners- T writes key vocabulary/expressions below cues, and give them time to plan what to say. You could also just give them one or two role cards.

Extension activity; refer learners back to the items they mentioned in the lead-in discussion for worksheet 7 ('What do you have at home that you could take to a charity shop?'), and have them enact a role play based on these items.

