Charity shops – lesson plan

**Topic:** Charity shops  
**Level:** SfL – L1, SQA – Int 2, CEFR – B2  
**Time:** 2 hrs

**Aims**
- To give practice of identifying main points and details in a video about charity shops
- To enable students to identify and use common collocations related to the topic of charity shops.
- To give students the opportunity to read about and discuss the advantages and disadvantages of charity shops

**Introduction**
This lesson provides students with the opportunity to find out more about what charity shops are, what they sell and how they are staffed. Students will watch a video in which charity shop volunteers talk about their roles, and will then practise using common collocations to complete a gap fill about a range of advantages and disadvantages of charity shops. They will then discuss in groups their feelings about buying clothes and other items from charity shops.

**Preparation**
- Cut up the cards in Charity shops collocations cards for Task 4 (one card per student) before the lesson.

**Procedure**

**Warmer: UK charities (5 mins)**
- Say that there are a large number of charities in the UK. Ask the students what we mean by ‘charity’ and elicit the names of a couple of different ones.
- **Hand out the Student worksheets, referring students to the section entitled Warmer: UK charities.**
- Put the students in pairs and ask them to look at the names of the charities and discuss who/what each charity helps. Ask students to feed back suggestions to the class.

**Task 1: Creating a mind map (15 mins)**
- Put the students into groups and ask them to turn to the mind map in Task 1.
- Ask each group to discuss the questions on the mind map, and then to add their ideas to it by making notes.
- Take brief feedback from each group.
- **Differentiation:** group weaker and stronger students together, and group those who know little about this topic with those who know more. In feedback, you could ask each group to talk about a different question.

**Task 2: Video about Octavia Foundation charity shops. Gist understanding (10 mins)**
- Read out the introductory blurb to the video for Task 2, and ask the students to complete Tasks 2A and 2B during the first watching.
- Play the video using the following link: [http://www.youtube.com/watch?v=c98i5e5h788](http://www.youtube.com/watch?v=c98i5e5h788)
- After they have watched the video once, ask them to discuss their answers to Tasks 2A and 2B with a partner before feeding back to the class. In feedback, also ask the students what kinds of items they noticed for sale in the charity shops in the video.
- **Differentiation:** for these tasks, play the video as many times as necessary.
Task 3: Video about Octavia Foundation charity shops. Detailed understanding (10 mins)

- Tell the students to look at Task 3 and to answer these as fully as possible whilst watching the video a second time.
- Ask students to compare and discuss their answers with a partner, and then play the video again for students to check their work, encouraging students to tell you when they hear the correct answers.

Task 4: Vocabulary collocations (20 mins)

- Write the following words randomly on the board: Animal, community, Local, lover.
- Elicit which words are generally paired together (animal lover; local community). Elicit what these sorts of word pairings are called (collocations) and elicit other examples of collocations.
- Hand out one word card from Charity shops collocations cards for Task 4 to each student. Say that there are a number of pairs of words which collocate with each other and that they need to get up and mingle with other students until they find the student with a word which collocates with their word. Explain that the word with the capital letter is the first of the two words.
- When every student has found their partner, ask them to sit together, decide what their collocation means (using dictionaries, if required), make notes about this at Task 4b of their Student worksheets, and then feed back the definition to the rest of the class.
- Tell students to remain in these new pairings for the next activity.
- Ask the students to refer to Task 4c and to quickly skim the text and tell a partner what it is about (what charity shops are, plus some advantages and disadvantages).
- Tell students to now complete the gap fill.
- Check answers.
- Differentiation: students can use dictionaries to complete the gap fill, if required.

Task 5: Discussing advantages and disadvantages of charity shops (15 mins)

- Ask the students to turn to Task 5 on their Student worksheets and to work individually to identify the advantages and disadvantages of charity shops, according to the text.
- Encourage them to share their answers with their partner, and then to brainstorm more ideas together and add these to their grids.
- Extension: ask students to underline the linking words in the text (e.g. however, nevertheless, in addition) and to decide which ones introduce similar / contrasting points.

Cooler: Group discussion (5-10 mins)

- Put the students into groups of 3 or 4 and ask them to discuss the comments in speech bubbles.
- Monitor the discussions and collect examples of errors, and then conduct error correction on the board afterwards.

Extension activity / homework

- You could round off the discussion by asking how the students could find out more about charity shops in their area, and elicit questions they could ask staff in the shops. As an extension activity, and to encourage the learners to use English outside the classroom, they could go to a local charity shop (in pairs or individually), ask the questions and then report back to class.
Answer key

**Warmer: UK Charities (suggested answers)**

<table>
<thead>
<tr>
<th>British Heart Foundation</th>
<th>Heart disease research and support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Cross</td>
<td>Emergency response in disaster and conflict zones</td>
</tr>
<tr>
<td>Cancer Research UK</td>
<td>Research into cancer and treatments</td>
</tr>
<tr>
<td>MIND</td>
<td>Advice and support for people with mental health problems</td>
</tr>
<tr>
<td>RSPCA (Royal Society for the Prevention of Cruelty to Animals)</td>
<td>Animal rescue and welfare</td>
</tr>
<tr>
<td>Age UK</td>
<td>Help and support for older people</td>
</tr>
<tr>
<td>WWF (World Wide Fund for Nature)</td>
<td>Protects endangered wildlife and environments</td>
</tr>
<tr>
<td>Samaritans</td>
<td>Telephone advice for people struggling to cope</td>
</tr>
<tr>
<td>Save the Children</td>
<td>Helps support children in developing countries</td>
</tr>
</tbody>
</table>

**Task 2: Video about Octavia Foundation charity shops. Gist understanding**

A. i. The shops raise an income for the charity.  
   ii. The shops help people get back into work by giving them work experience as volunteers.

B. ii.

**Task 3: Video about Octavia Foundation charity shops. Detailed understanding**

<table>
<thead>
<tr>
<th>Role</th>
<th>Emily</th>
<th>Annie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answering questions</td>
<td>Steam cleaning</td>
</tr>
<tr>
<td></td>
<td>Cash handling</td>
<td>Working at the counter</td>
</tr>
<tr>
<td></td>
<td>Tidying up</td>
<td>Sorting / hanging / tagging clothes</td>
</tr>
<tr>
<td>Reason for volunteering</td>
<td>To get back into work</td>
<td>To contribute to her mental and physical health now that she’s retired</td>
</tr>
</tbody>
</table>

**Task 4: Vocabulary collocations**

A  

<table>
<thead>
<tr>
<th>1. raise</th>
<th>4. bargain</th>
<th>7. items</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. donated</td>
<td>5. businesses</td>
<td>8. landfill</td>
</tr>
<tr>
<td>3. volunteers</td>
<td>6. supporters</td>
<td>9. footprint</td>
</tr>
</tbody>
</table>
Task 5: Discussing advantages and disadvantages of charity shops

Suggested answers

Advantages: raise money, low prices, recycling unwanted items (reducing waste), local donations (reducing carbon footprint of goods), using volunteers (e.g. for work experience)

Disadvantages: take custom away from local businesses, not keen on second-hand clothes