

## Working as a volunteer in a charity shop – Unit 2

### 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 2****Aims:**

- To listen to one person speaking about their job roles.
- To speak about your own job roles.
- To understand some of the job roles involved in working in a charity shop.

**Objectives:**

All learners will be able to:

- Hear key words when listening to a monologue about job roles.
- Talk about their own roles using gerunds.

Some learners will be able to:

- Identify how markers can be used to signal chronological order.
- Hear unstressed words and use natural stress and rhythm when speaking.

Materials: **Recordings ‘1 Shashwati’ and ‘2 Eszter’; Worksheets 2, 3 and 4.**

Approximate timing: 45 minutes

**Suggested procedure:****Listening task 1 (Recordings ‘1 Shashwati’ and ‘2 Eszter’)**

Check that the learners understand the vocabulary in the worksheet before starting. Play each recording separately. You might want to point out that Shashwati has an Indian accent and Eszter has a Hungarian accent (both speakers are fluent and generally accurate, and have completed Higher Education in the UK).

If they have access to computers, learners should go to the online activity in Unit 2 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 2**

**Worksheet 3: Listening task 2 (Recording ‘2 Eszter’)**

If you think your learners will find question (b) challenging, tell them they will hear ‘at the beginning’ before the answers for column 1, and ‘after that’ before the answers for column 2. You could also pause the recording between the two parts.

If they have access to computers, learners should go to the online activity in Unit 2 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 3**



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### Follow up activity: Language analysis

Elicit the ‘-ing’ forms Eszter uses. In addition to those that come up in the answers to the listening task (*working, interacting, helping, explaining, keeping, sorting, steaming, pricing, preparing*) they might also have heard *beginning, being* and *putting*. Each of these (apart from one example, ‘I was working’, which is a present participle) is a gerund, ie. a noun derived from a verb. Elicit from the learners:

- Which –ing form comes after ‘start’?
- Which –ing form comes after ‘my responsibilities were’?
- Which –ing form comes after ‘involves’?

### Follow this up with a speaking activity;

Talk about your responsibilities in your job (or at home).

- Where do you carry them out?
- Which did you learn to do first?

Give learners time to think about their ideas first-they may wish to make notes. The activity could be done as pairwork or a whole-class mingle. In your post-activity feedback, elicit and board further examples of gerunds.

### Worksheet 4: Listening task 3 (Recording ‘2 Eszter’- play from 40 seconds)

This activity helps learners focus on listening for ‘small words’, especially the weak form of ‘the’ and combinations of ‘the’ with a preposition. Each underscore represents one word.

If they have access to computers, learners should go to the online activity in Unit 2 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 4**

### Follow up

This activity leads on to work on sensitising learners to the pronunciation of ‘the’ and combinations of preposition plus ‘the’, which are usually unstressed and easy for learners to miss. Drill whole phrases and focus on the rhythm and stress-timing;

**sorting out** the donations

**steaming** the **clothes**

**pricing** the **goods**

**preparing** all the **incoming** donations

etc., and include examples from the learners’ own jobs.

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**Tapescripts**

## 1. Shashwati

I'm a volunteer here at Oxfam, and I think the first thing that comes to my mind is sorting out donations, and even sending stuff that is not suitable for selling to the recycling places and cleaning the products and putting out on shelves and the basic cashing up and working at the till.

## 2. Eszter

Well, we here at Oxfam shops basically do everything, every single part of the shop operation. I started working at Oxfam two or three months ago. At the beginning I was working on the till and my main responsibilities were interacting and help with the customers, and helping the customers, explaining them our Gift Aid scheme and operating the till, keeping the shop floor tidy and fulfilled. After that I moved to the background area, which mainly involves sorting out the donations, steaming the clothes, pricing the goods, and generally just preparing all the incoming donations for being ready for putting out onto the shop floor.

