

Working as a volunteer in a charity shop – Unit 3

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 3**Aims:**

- To review the information and language covered in units 1 and 2.
- To write a note to a colleague.

Objectives:

Learners will be able to:

- Write a note to a colleague explaining a procedure.

Materials: Worksheets 5 and 6 and ‘Worksheets 5 and 6 modal answer’.

Time: approximately 30 minutes

Suggested procedure:

In these worksheets, learners piece together what they have learned about what happens to donations and then use this information to write a note to a colleague.

Lead-in

The lead-in task provides the framework for the writing tasks. The learners should be able to complete it through a combination of common sense and the information they have taken from the listening tasks. Of course, ‘sorting’ and ‘sending for recycling’ could be simultaneous.

If they have access to computers, learners should go to the online activity in unit 3 and follow the instructions online. Alternatively hand out the paper version: **Worksheet 5 or 6**

Writing

Elicit ‘first’, then’, and ‘finally’ and get the learners to describe orally in pairs what happens to donations before moving on to the writing.

The worksheets provide scope for differentiation. Worksheet 5 contains a more challenging version of the note, where learners have to supply phrases. Worksheet 6 combines the same lead-in activity with an easier version of the note. Both tasks are suitable for pair or group work (if differentiating, make sure you group learners with the same worksheet). In the easier version (worksheet 6), each underscore represents one letter. You could simplify this further by giving the learners the first letter of each word. For more confident learners you could dispense with the writing framework altogether and simply give them the instruction ‘You work in a charity shop. Your manager has asked you to write a note for Murat, a new volunteer, explaining what happens to donations’.

See the separate model answer for the note; point out that there is more than one possible answer for the more difficult version (worksheet 5).



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