

Activity 3: Volunteering in a charity shop

Level:
CEFR A2

Time:
60 minutes

Resources:
▶ Handouts

Aims:

- ▶ To give learners practice exchanging information about charity shops
- ▶ To give learners practice in proofreading
- ▶ To raise learners' confidence in describing places and things; expressing likes and dislikes and making requests
- ▶ To give learners practice in writing informal emails

Exam task focus: Task 3

Procedure

1. Start the lesson by telling learners to look at the image in Activity 1A and decide what it is. They may simply say 'clothes shop', however highlight the fact that all the items of clothing are different ie not one item in different sizes and if they look at the walls there are other items for sale. Try to elicit 'charity shop'. Then ask the learners what they know about charity shops. Also give them examples of local charity shops eg British Heart Foundation, Oxfam, Mind etc. If they are new to the UK, they may have little experience of charity shops so briefly explain how people can take in items they no longer want if they are in good condition and that they are then sold. The money raised is donated to the charity. You could teach 'donation' and 'to donate'.
2. Tell learners to look at the statements individually and circle the best option for them. Demonstrate 'to circle' to check that they are clear what they need to do. Once they have finished, put them into small groups and tell them to compare their answers. Encourage them to give reasons for their responses. Conduct whole class feedback.
3. Set the context by explaining that Girma works in a charity shop once a week. Tell learners to work in pairs and look at the list of jobs in Activity 1B to decide which of the jobs they think Girma did on his first day. Check understanding of the vocabulary by using the images and focusing on the glossary box. Conduct whole class feedback. Explain that clothes are not generally altered in charity shops and volunteers are unlikely to have to clean the shop as someone else would be employed to do it. Also explain that donations are brought to the shop rather than collected from people's houses.
4. Tell learners to read the email he sent his friend to confirm their predictions. Conduct whole class feedback.

Answers: he priced the items; worked on the till and answered the phone.

5. Tell learners that Girma made some mistakes with punctuation and spelling in his email. Explain that they need to find them and correct them. With stronger learners you could simply suggest that they find the errors; with weaker groups, you can give them the hints below. Suggest that they work individually initially, then check their answers in pairs. You could give them coloured highlighter pens to use to highlight the mistakes. If time permits, you could ask them to rewrite the email. Focus learners' attention on the exam hint and highlight the importance of using the correct punctuation and spelling in their writing.

Find one missing question mark. **Add it.**

Find 2 lower-case (small) letters used instead of upper-case (capital) letters. **Change them.**

Find 2 missing full stops. **Add them.**

Find 4 spelling mistakes. **Correct them.**

Conduct whole class feedback.

Answers:

Hi **D**ina, how are you and the family**?**

Last week I volunteered at the local charity shop. It was really interesting. I worked on the **till** and put prices on things. I think it's better to work on the till because you can speak to lots of **people**. I liked doing that but I also had to **answer** the phone and that was difficult. I couldn't understand everyone or answer their questions. Next week they're going to teach me how to sort out the donations. **T**hey also want me to **iron** the clothes but I hate ironing so I hope I don't have to do it every week!

Girma

6. Explain that Girma's friend Dina has replied to his email and is also interested in volunteering in the shop. Tell learners to read her email (Activity 2A) and put her questions into the correct place in the email. Do the first one with them explaining the importance of looking at what comes before and after the gap to work out the correct question. Tell learners to compare their answers in pairs. Conduct whole class feedback.

Answers: 1 – d / 2 – c / 3 – e / 4 – a / 5 -- b

Correct version of the email

Dear Girma

Thank you for letting me know about your day at the charity shop. It sounds great. I think I'd enjoy it too but I'd like to know more about it first of all. 1. **Can you tell me a bit more about working there?**

I don't really know how to apply for voluntary work in this country. 2. **How did you apply for the position?**

I started to write a CV but I don't really know how to do it. 3. **Can I see a copy of yours?**

When are you next working there? I'm coming into town next Wednesday. I think you work in the shop on Wednesdays. 4. **Can I come and meet you?** Maybe you could introduce me to your boss.

Actually, I think I forgot one very important question! 5. **Do they need any more volunteers?**

Let me know. It would be great to do the volunteering together!

Tell learners to look at Activity 2B which focuses on making requests. Ask them to find the three requests and focus on the language used to make requests ie 'Can you ...?' / 'Can I ...?' Conduct whole class feedback.

Answers:

Can I come and meet you?

Can you tell me a bit more about working there?

Can I see a copy of yours?

7. Set the context for Activity 3A and explain that the learners are now going to write an email to their friend. Elicit the information that they need to include in their email. Explain that they should write around 80 words. Remind them to look at the activities they did earlier in the lesson for ideas of what to write.
8. Give learners time to write their email. Monitor and offer support as necessary. Ask learners to work in pairs to check their work using the checklist in Activity 3B before sharing their articles with you.
9. Finish the lesson by asking the learners whether they would now think about visiting charity shops if they haven't yet done so and whether they might think about volunteering in one.

Notes on cultural awareness and appropriacy

Learners may not necessarily have been to a charity shop as not all countries have them. They may also have mixed feelings about buying used items in particular clothes but it can be a useful way of finding cheaper clothing. Their feelings can be explored in this lesson. Charity shops are also a good place to start looking for voluntary work.

You could share this website with the learners.

<https://www.charityretail.org.uk/volunteer-in-a-charity-shop/#:~:text=Volunteers%20get%20to%20make%20new,can%20work%20around%20your%20schedule.>

Handout activity 1

Activity 1A

Circle the best option for you.

1. I **like** / **don't like** going to charity shops.
2. I **would** / **wouldn't** buy clothes from a charity shop.
3. There **are** / **aren't** charity shops near me.
4. I **often** / **rarely** give clothes to charity shops.
5. I **would like** / **wouldn't like** to work in a charity shop.



Activity 1B

Girma volunteers in a charity shop once a week. Last week was his first day. Look at the list of jobs. Which jobs do you think he did? Use the glossary and pictures to help you.

- | | |
|--|--|
| <ul style="list-style-type: none"> ▶ wash the clothes ▶ collect the clothes from people's homes ▶ iron the clothes ▶ sort out the bags of donations ▶ alter the clothes | <ul style="list-style-type: none"> ▶ clean the shop ▶ work on the till ▶ answer the phone ▶ price the items ▶ decorate the window |
|--|--|

Glossary

donation – things or money that are given to help other people

to alter – to change eg make bigger or smaller

hanger – made of wood or plastic to hang clothes on

hang clothes up – to put clothes on hangers and put them in the wardrobe or on a rail

sort something out – to organise things eg papers, donations



Read Girma's email to his friend. Were you right? Which jobs did he do?

From: girma_75@gmail.com

To: dina.shilond@yahoo.com

Subject: hello

Hi dina, how are you and the family.

Last week I volunteered at the local charity shop. It was really interesting I worked on the til and put prices on things. I think it's better to work on the till because you can speak to lots of peopel. I liked doing that but I also had to answer the phone and that was difficult. I couldn't understand everyone or anser their questions Next week they're going to teach me how to sort out the donations. they also want me to ion the clothes but I hate ironing so I hope I don't have to do it every week!

Girma

Activity 1C

Girma made some mistakes with punctuation and spelling in his email. Can you find them and correct them for him?

Exam hint

In Task 3 of the Entry Level 2 Skills for Life Writing exam, you have to write an email, message or postcard to a friend. When you finish writing your email, you should check your work carefully for any mistakes. This is called proof-reading.

In your email you must:

- * use punctuation correctly
- * use capital letters correctly
- * spell words correctly.

Handout activity 2

Activity 2A

Girma's friend Dina is also interested in working in the charity shop. She replies to Girma and asks him some questions. Put her questions in the correct place in the email.

- a. Can I come and meet you?
- b. Do they need any more volunteers?
- c. How did you apply for the position?
- d. Can you tell me a bit more about working there?
- e. Can I see a copy of yours?

From: dina.shilond@yahoo.com

To: girma_75@gmail.com

Subject: re: hello

Hello Girma

Lovely to hear from you. Thank you for telling me about your day at the charity shop. It sounds great. I think I'd enjoy it too but I'd like to know more about it first of all.

1. _____?

I don't really know how to apply for voluntary work in this country. 2. _____
_____? I started to write a CV but I don't really know how to do it.

3. _____?

When are you next working there? I'm coming into town next Wednesday. I think you work in the shop on Wednesdays. 4. _____?

Maybe you could introduce me to your boss!

Actually, I think I forgot one very important question!

5. _____?

Let me know. It would be great to do the volunteering together!

Dina

Activity 2B

Look at the questions again. Three of the questions are making requests (asking for something or asking someone to do something.) Can you find the three requests?

