

Activity 2: Second-hand goods

Level:

CEFR B1

Time:

60 minutes

Resources:

- ▶ Handouts
- ▶ Dice

Aims:

- ▶ To give learners the opportunity to exchange views on second-hand goods
- ▶ To give learners practice in designing a poster
- ▶ To give learners practice in planning and writing an article
- ▶ To raise learners' confidence in narrating events in the past; expressing feelings and opinions; and explaining and giving reasons

Exam task focus: Task 2

Procedure

1. Write some of the following on the board - charity shop; car boot sale; bring-and-buy sale; Gumtree and Facebook marketplace. (They all involve selling / donating things that people no longer want or need). Ask learners what they think the connection is between the different shops, events and websites. Find out what experience learners have of these, if any, and highlight the differences ie which ones raise money for charity and which are just a way of making money from unwanted goods.
2. Tell learners what you think about buying second-hand goods using some of the sentence stems in Activity 1A. Explain that you want learners to complete the sentences so they are true for them. Pair learners and allow them a few minutes to discuss their sentences. When conducting feedback, focus on why more people these days are buying second-hand goods.
3. Show learners Activity 1B and explain they are going to discuss how they feel about receiving / giving away particular second-hand goods. Focus on the meaning and pronunciation of words learners may not be familiar with. These are in the glossary for learners' reference. Place learners in small groups and tell them to choose up to five different second-hand things to talk about. Monitor and encourage learners to give reasons for their views. Conduct brief feedback.
4. Tell learners they're going to read something about bring-and-buy sales in Activity 2A but there's a slight problem. There are 10 words missing. Ask learners to read the text on their own and see if they can work out what type of word is missing. Allow learners to briefly discuss the types of words they think are missing and what the words might be. With weaker groups you may want to write the missing words on the board. Explain that you are going to read the whole passage without stopping and, as you read, they should try to make a note of the missing words. Consider reading the passage the first time at a slightly slower speed.

*Bring-and-buy sales are a way of 1. **raising** money for charity or another organisation by selling things you don't 2. **want** or 3. **need** anymore. People bring things to sell and buy things other people have brought to the sale. You can sell 4. **second-hand** clothes, books and toys. The goods need to be in 5. **good** condition. Nobody wants to buy a 6. **broken** pair of headphones that no longer work or a jumper with a hole in it. Sometimes local businesses donate 7. **brand new** goods too. You can also find 8. **homemade** cakes and biscuits and other 9. **handmade** things such as cards, jewellery or even toys. Look out for the next bring-and-buy sale near where you live and bring along your 10. **unwanted** goods.*

Allow learners a few minutes to read through their notes before comparing their answers with their partner. Read the passage again if necessary so learners can either check their answers or make a note of any missing answers. Allow learners a few more minutes to compare their answers before conducting whole class feedback. Focus on meaning, form and pronunciation of these words as necessary, drawing learners' attention to the spelling of the different compound adjectives.

5. Find out whether learners think their class or college should consider organising a bring-and-buy sale. Explain that learners are going to discuss the planning of such an event and how best to get people involved. Place learners in groups and ask them to complete the to-do list in Activity 2C. To help learners, consider writing the following on the board - *collecting, sorting, volunteering, stalls, venue, advertising*. Depending on whether learners feel they would actually like to organise a bring-and-buy sale you may wish to spend longer on this and encourage different groups to share their ideas during feedback.
6. Explain that you want learners to think about how to publicise such an event in the college and discuss what form the publicity should ideally take (for example, a message on the college's website, a leaflet or a poster). Discuss the purpose of the publicity and how each type might differ. Focus on, for example, the amount of information to include, the language to use, the layout and the use of visuals.
7. Tell learners they are going to design a poster for notice boards in their college. Tell them they need to think about what the aim of their poster is (eg to advertise the event; to invite people to volunteer or donate unwanted goods) and to consider what information to include. Discuss how much text to include (approx. 50 words) and why (learners reading the posters won't normally have a long time to engage with the text). Learners work in pairs or small groups to design their posters. These could then be placed around the room and learners could decide which one/s they think are the most effective and why.
8. Introduce the learners to Task 2 of the Entry 3 Writing exam and explain that they need to write a simple article. Display the task in Activity 3A and go through the task together so all learners understand what they have to do. Briefly discuss how learners will be assessed on the content, organisation and accuracy of their writing. Remind them that planning will be key for this task.
9. Briefly discuss how learners feel about planning their writing and explain that there are certain steps involved in planning a piece of writing. Place learners in pairs and ask them to look at and discuss the five steps in the exam hint box. Ask them to discuss whether or not they would follow all the steps, change any of them or add to them. Conduct whole class feedback and

reinforce the importance of planning and how examiners are looking for detailed and appropriate planning.

10. Tell learners they now need to plan their article. They can do this with their partner if they want to. Explain that in the exam there will be sections for planning just like the one in Activity 3C. Monitor and offer support as necessary. Learners who complete their plans earlier than others can be encouraged to share and explain their planning to each other. Conduct whole class feedback and establish how confident learners now feel about writing the article. Tell learners you want them to write their article. Explain that you want to see their plans when they hand in their finished articles. Set the writing as homework.
11. Finish the lesson by making learners aware that second-hand goods are sometimes given away for free and show them the following website <https://uk.freecycle.org/>. Point out why more and more people are doing this rather than throwing away their unwanted goods.

Websites for buying/selling second-hand goods

www.gumtree.co.uk

www.freecycle.co.uk

www.facebook.com/marketplace

<https://www.preloved.co.uk/>

Handout activity 1

Activity 1A

Complete the sentences so they are true for you.

1. I have / have never bought second-hand clothes because _____
_____.
2. I think /don't think I would buy second-hand furniture because _____
_____.
3. I think it's a good idea / bad idea to give things I don't need to other people because _____
_____.

Compare your sentences with your partner.

Activity 1B

Tell your group what you think about different second-hand things. Choose different things to talk about.

	bikes, mopeds and cars	cooking utensils
sports equipment	What I think about second-hand goods. 	tools
furniture		clothes and shoes
cutlery		crockery
books		white goods

Glossary

cutlery - knives, forks and spoons

white goods - electrical equipment in the house such as washing machines, fridges, freezers

crockery - plates, cups and dishes

tools - things that you use in your hand to make or repair things eg a hammer, garden tools

utensils - tools used in the home for cooking

Handout activity 2

Activity 2A

Look at the information below about bring-and-buy sales. There are 10 words missing. Read the information and think about the type of word that is missing. Is it an adjective, noun or verb?

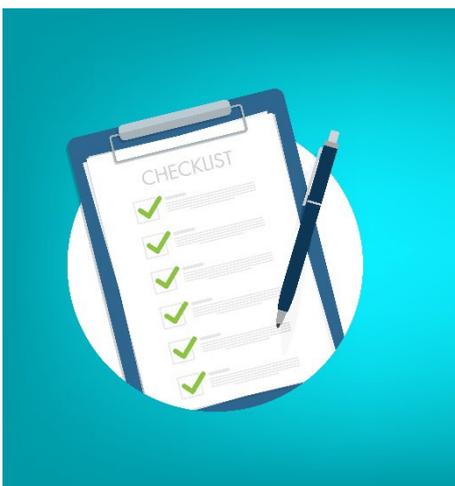
Bring-and-buy sales are a way of **1.** _____ money for charity or another organisation by selling things you don't **2.** _____ or **3.** _____ anymore. People bring things to sell and buy things other people have brought to the sale. You can sell **4.** _____ clothes, books and toys. The goods need to be in **5.** _____ condition. Nobody wants to buy a **6.** _____ pair of headphones that no longer work or a jumper with a hole in it. Sometimes local businesses donate **7.** _____ goods too. You can also find **8.** _____ cakes and biscuits and other **9.** _____ things such as cards, jewellery or even toys. Look out for the next bring-and-buy sale near where you live and bring along your **10.** _____ goods.

Activity 2B

Now listen to your teacher. Can you fill in the missing words?

Activity 2C

Think about what your class would need to do to organise a sale. Make a list below.



- 1
- 2
- 3
- 4
- 5

Activity 2D

Design a poster to go up on a noticeboard in your college.

Handout activity 3

Activity 3A

In Task 2 of the Skills for Life Entry 3 exam, you have to write an article. In your article you will have to describe an event or explain something.

Look at the task below and discuss what information you have to include in the article:

Write an article for your teacher about a bring-and-buy sale your class organised at your college. Write about:

why you decided to organise the sale

what you did

why you enjoyed it

Write about 150 words.

Activity 3B

Exam hint

Planning

In the Entry 3 Skills for Life Writing exam, you will be asked to show your planning for Task 1 and / or Task 2. Examiners look at your plans and award marks for detailed plans. In the exam you only have to plan one question, but it is a good idea to plan your answers to both Task 1 and 2. Planning can really help you organise your ideas and decide what information to include in your answers.

What are the steps in planning?

Look at the steps below and discuss them with your partner. How useful do you think the steps are? Would you add or remove any steps?

1. Read the question carefully and highlight the key words.
2. Write in your own words what you have to do.
3. Brainstorm ideas you could include in your answer. Think of useful words or phrases that you could use. You only need to make notes at this stage and don't need to write in full sentences.
4. Organise your ideas and notes. Look at the different parts of the question and use these as headings. Think about what information will be relevant in each section.
5. You can now start writing and turn your notes and ideas into sentences. Remember to organise your sentences into paragraphs.

Activity 3C

Work with a partner to plan your answer.

Planning section

Use this section to plan your answer