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Introduction

This resource has been produced in two different formats:

- a self-access resource for learners with online activities
- this teacher's pack, including teachers' notes and worksheets to download

Overview

This is the third and final unit in the series 'Working in a Shop'. It is aimed primarily at learners who are already working in retail or who want to find out more about working in the sector, but will appeal to any learners who need to talk about processes, prices or career development. The resource uses authentic sound recordings as a springboard for practice in listening, speaking, writing and numeracy skills within this context.

The materials are designed to be flexible in terms of differentiation, and are accessible to established E2 (Access 2) learners and at the same time relevant to L1 (Intermediate 1) learners.

Level: ESOL Entry 3 / SQA ESOL Intermediate 1 in Scotland / A2 – B2 CEFR Framework

Structure, learning hours and delivery context

The resource provides a minimum of six hours of learning in a classroom or workplace context through a series of three linked units. Each unit can be taught as a standalone. The resource is flexible in terms of timing and differentiation. Here is an overview of the content of each unit:

- Unit 1: How to use a till

Skills: Listening to instructions on how to use a till; writing notes

Language focus: Key vocabulary; conditionals; prepositions and phrasal verbs

- Unit 2: I can't see a price

Skills: Listening to a simple interaction with a customer; listening to prices



Lead-in

Set the context by getting the learner



This is a straightforward gist listening activity to familiarise the learners with Angela's accent and focus on the main thrust of her argument. It should be sufficient to play the recording once, as they will hear it again in activities 4 and 5.

Activity 4: True or false?

If they have access to computers, learners can go to the online activities in **Developing your career in retail (2)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'The manager's advice'.

This is a straightforward listening activity that will focus the learners on the detail of Angela's argument. You may want to follow this up with a brief class discussion: Do you agree with Angela's point of view?

Activity 5: Cleft sentences matching

If they have access to computers, learners can go to the online activities in **Developing your career in retail (2)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'The manager's advice'.

This activity introduces learners to 'cleft sentences' (e.g. 'What you should do is carry on in volunteering') as used by Angela in the recording. The aim is to sensitise learners to the way this type of structure can be used to highlight key information; Activity 6 then looks at how to form these sentences. For now, simply establish that these sentences are more emphatic; when you go through the answers you could contrast these emphatic forms with their 'neutral' equivalents:

EMPHATIC

Remind them that when we give advice to someone, or when we explain how to do something, it's a good idea to highlight what the most important point is. If not, there might be too much information to remember!



Activ



Activity 2: Listening for stress

Where is the stress? Listen to the recording and click on the choice which shows the correct stress. The stress is shown using capital letters (for example 'paper' is shown as 'PAper').

- | | | | | |
|-------------------|-------------------|--------------------------|-------------------|--------------------------|
| 1. qualification | a. QUALification | <input type="checkbox"/> | b. qualifiCATION | <input type="checkbox"/> |
| 2. vocational | a. voCATIONal | <input type="checkbox"/> | b. VOCational | <input type="checkbox"/> |
| 3. volunteering | a. VOLunteering | <input type="checkbox"/> | b.volunTEERING | <input type="checkbox"/> |
| 4. internship | a. INternship | <input type="checkbox"/> | b. inTERNship | <input type="checkbox"/> |
| 5. retail | a. reTAIL | <input type="checkbox"/> | b. REtail | <input type="checkbox"/> |
| 6. apprenticeship | a. APPrenticeship | <input type="checkbox"/> | b. apprenticeship | <input type="checkbox"/> |
| 7. experience | a. exPERience | <input type="checkbox"/> | b. EXperience | <input type="checkbox"/> |

Activity 3: Listening for gist

Angela is the manager of a charity shop. She is talking about the advice she would give to somebody who wants to develop their career. Listen to her and choose the best answer to the question.

What does Angela think is more important?

- a. qualifications
- b. experience

Activity 4: True or false?



Working in a shop - Unit 3



Question 3

How



Unit 3 Developing your career answers

Activity 1:



Activity 2: Listening for stress

1. b. qualifiCATION
2. a. voCATional
3. b.volunTEERing
4. a. INternship
5. b. REtail
6. b. appREnticeship
7. a. exPERience

Activity 3: Listening for gist

- b. experience

Activity 4: True or false?

- Question 1: True
Question 2: False
Question 3: False (experience in retail is important)
Question 4: True
Question 5: True
Question 6: False

Activity 5: Cleft sentences matching

Beginning	Ending
What you should do is	carry on in volunteering.
What you need is	practice and experience in retail.
The most important thing is	you really believe in it.

Activity 6: Cleft sentences matching

Beginning	Ending
What you should do is	speak to your manager.
The main thing to remember is	that you should really want to do the job.
The most important thing is	that you like what you are doing.
What you need is	passion!

Activity 8:

