

Working in a shop

Unit 3 Developing your career



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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
Language focus: Using definite and indefinite articles; aural discrimination of numbers such as 15 and 50; different ways of saying prices
- Unit 3: Developing your career
Skills: Listening to advice on career development; asking for advice on career development
Language focus: Key vocabulary; word stress; cleft sentences to highlight information; zero infinitive/ 'to' infinitive/ '-ing' form

The recordings in this resource were made 'in situ' to try to ensure the language was as authentic as possible. They may therefore be of a slightly 'grainy' quality. They were made by ESOL specialist without any technical support using small fairly inexpensive equipment. We hope this may encourage other ESOL teachers to use this model and to focus on the authentic language used in particular contexts.



Unit 3 Developing your career teacher's notes

Aims:

- To establish the context for learning.
- To pre-teach key vocabulary.
- To increase learners' awareness of stress and develop autonomy in learning stress patterns.
- To stimulate discussion on approaches to career development.
- To encourage learners to use cleft sentences to emphasise key information.
- To increase learners' awareness of the uses of zero infinitive/ 'to' infinitive/ '-ing' forms.
- To prepare learners for speaking to their managers and carrying out web searches on the topic of career development.

Objectives:

All learners will be able to:

- Read, pronounce and hear key vocabulary.
- Discuss career development options with greater confidence.
- Use some cleft sentences to emphasise key information.
- Use zero infinitive/ 'to' infinitive/ '-ing' forms with greater accuracy.
- Use key vocabulary to carry out web searches.

Some learners will be able to:

- Use cleft sentences with confidence.
- Impress their managers with their ability to discuss career development with accuracy and fluency.

Preparation

You will need:

- computers for each learner/pair of learners, with earphones or audio speakers.

The resource has been split into two online activities. These can be found at:

- **Developing your career in retail (1)** <http://esol.britishcouncil.org/retail/developing-your-career-retail-1>
- **Developing your career in retail (2)** <http://esol.britishcouncil.org/retail/developing-your-career-retail-2>

If computers are not available, you will need:

- audio equipment and to download 4 sound files - the manager's advice STE-018.mp3 and word stress STE-020.mp3
- one copy of the learner resources for each learner (pages 9-17)
- answers
- transcript
- dictionaries
- thesauri



Lead-in

Set the context by getting the learners to discuss in groups what opportunities there are for career development in their workplace, and what barriers they feel they have to overcome. Many are likely to say that they feel held back due to lack of language skills. Tell them that in this unit they will hear some advice from Angela, a shop manager, who will encourage them to try their luck. Angela is a good role model as she is a non-native speaker (she has a strong but clear Italian accent) who has had the confidence to use her existing skills to develop her career in the UK.

Then elicit practical suggestions and focus on two simple steps; speak to your manager and try an internet search. Tell them this unit will start with vocabulary work. If they use these key words when speaking to their manager, they will sound like they know what they are talking about and their manager is likely to take their request for advice seriously. If they use the key words for an internet search, they will find the information they need more quickly.

Activity 1: Vocabulary matching

If they have access to computers, learners can go to the online activities in **Developing your career in retail (1)** and follow the instructions online. Alternatively hand out the paper version.

This worksheet pre-teaches vocabulary which comes up in the recording and in the follow-up activities. It can be done in pairs or groups. Alternatively you can cut up the matching task and use it for a mingle activity.

You may want to drill the vocabulary immediately, focusing on stress. Alternatively, Activity 2 gives the learners the chance to listen to the vocabulary and work out the stress placement for themselves.

Activity 2: Listening for stress

If they have access to computers, learners can go to the online activities in **Developing your career in retail (1)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'Word stress'.

This is a useful opportunity to remind learners of the importance of stress. Point out that if you put the stress in the right place when you speak, it is much easier for people to understand you. Also, if you know the stress pattern of a word, it is easier to understand people when they speak quickly.

Encourage them to keep a record of the stress when they learn new words; drawing a box over the stressed syllable is probably the easiest way to do this, but point out that dictionaries use a short vertical line before the stressed syllable (e.g. /'ɪntəvju:/ for 'interview'; no need to worry about the other phonemic symbols).

You may want to extend this activity by adding more vocabulary relevant to your learners' work context and get them to look up the stress in a dictionary.

NB: On the worksheet the stressed syllable is capitalised.

Activity 3: Listening for gist

If they have access to computers, learners can go to the online activities in **Developing your career in retail (1)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'The manager's advice'.



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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	NEUTRAL
What you should do is carry on in volunteering.	You should carry on in volunteering.
What you need is practice and experience in retail.	You need practice and experience in retail.
The most important thing is you really believe in it.	<i>The emphatic form is standard in this case: 'That you really believe in it is the most important thing' sounds rather odd!</i>

They can work alone or in pairs, or you can cut the phrases up for groups to match.

Activity 6: 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.

In this activity, the learners have the chance to create their own 'cleft sentences' to highlight information.

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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!

There is no big difference in meaning, but there are some differences in grammar. The rules below are fairly complex and are perhaps best presented as example sentences; these are given on the second page of the worksheet. Alternatively, you could board the following:

- *'What you should do is...'* goes with an INFINITIVE (WITHOUT 'TO'), e.g. 'What you should do is get some experience'.
- *'What you need is...'* goes with a NOUN or an INFINITIVE (WITH 'TO'), e.g. 'What you need is experience', 'What you need is to apply for lots of jobs'.
- *'The most important thing is...'* goes with a NOUN, an INFINITIVE (WITH 'TO') or 'THAT', e.g. 'The most important thing is practice', 'The most important thing is to enjoy it', 'The most important thing is that you enjoy it'.
- *'The main thing to remember is...'* goes with an INFINITIVE (WITH 'TO') or 'THAT YOU SHOULD...', e.g. 'The main thing to remember is to get experience', 'The main thing to remember is that you should get experience'.

They can work alone or in pairs, or you can cut the phrases up for groups to match.

You may want to follow this activity up by setting up other contexts where learners need to give advice. Put them in groups, give out role cards with problems and get them to ask their classmates for advice. Example role cards:

- You want to speak to your manager, but she always seems to be too busy
- You have a lot of work experience in your home country, but don't feel confident about using it in the UK
- You are not sure how to get your children to do their homework
- You can't find the food that you like in your local shops

Activity 7: Making questions

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.

By this stage, learners are probably thinking about questions they would like to ask their own managers about career development. Elicit some examples, then cut up the questions on the worksheet and get the learners to put them together in groups. You may need to clarify that 'go about doing something' means 'take steps to do something'.

When they have finished, get them to write down the questions, as they will need to refer to them for Activity 8.



Activity 8: Infinitive or '-ing'?

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.

This activity looks at some examples of where to use the 'zero infinitive', the 'to infinitive' and the '-ing form' of verbs. If the learners look back at their answers to Activity 7, they will see enough examples to complete this activity. If they need further help, board the following formulae:

Start TO DO something OR Start DOING something.

The best way/place/time TO DO something.

Advise someone TO DO something.

Can DO something.

When they have finished, drill the sentences thoroughly. The learners can then work on preparing their own personalised questions, which can be practised in a role play.

Follow up

After the learners have done the listening exercises you can download the transcript and get them to check any unfamiliar words in their dictionaries. They may also want to listen again while reading the transcript to focus on the pronunciation of any tricky words or chunks.

Round the unit off by discussing the following:

Would you like to develop your career in retail?

Are there any opportunities where you work?

What do you think is more important, qualifications or experience?

What questions would you like to ask your manager?

Finally, they can do an internet search in class or as homework;

<http://www.direct.gov.uk/en/Employment/index.htm> is a very good place to start, with lots of practical advice on job seeking, training and volunteering and links to Jobcentre Plus.

Unit 3 Developing your career learner resources

Activity 1: Vocabulary matching

Match the meaning in the boxes at the top with the key word at the bottom.

Something (usually training) connected with work	Learning how to do something
The business of running a shop or working in a shop	Helping customers in a shop, hotel, etc.
Working for free because you want to help, or because you want to get experience	A certificate that shows that you have passed a course
Learning while you are working	Working for free so that you can get experience

retail	
qualification	
training	
apprenticeship	
customer service	
internship	
vocational	
volunteering	

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?

Now listen to Angela again and decide if the statements are true or false.

1. Doing an internship will get you more experience.
2. You should not apply for an interview for a position if you don't think you are ready.
3. Experience in any kind of job is useful.
4. There are a lot of opportunities in Angela's organisation.
5. It is important that you like working in a shop.
6. You need to get a qualification in retail.

Activity 5: Cleft sentences matching

Listen to how Angela tells us that something is important. Match the endings in the boxes at the top with the beginnings to make complete sentences.

you really believe in it.	practice and experience in retail.
carry on in volunteering.	

Beginning	Ending
What you should do is	
What you need is	
The most important thing is	

Activity 6: Cleft sentences matching

There are different ways to say something is important. Match the endings at the top with the beginnings to make complete sentences.

that you should really want to do the job.	Speak to your manager.
passion!	that you like what you are doing.

Beginning	Ending
What you should do is	
The main thing to remember is	
The most important thing is	
What you need is	

Example sentences

What you should do is get some experience.

What you need is experience.

What you need is to apply for lots of jobs.

The most important thing is practice.

The most important thing is to enjoy it.

The most important thing is that you enjoy it.

The main thing to remember is to get experience.

The main thing to remember is that you should get experience.

Activity 7: Making questions

Here are some other questions you could ask about developing your career. Put the words in the boxes in the correct order to make a question.

Question 1

experience?	the best way
lots of	What's
to get	

Question 2

start to	Where
a new job?	look for
should I	

Question 3

How	advise me to
an interview?	would you
prepare for	

Question 4

Have you got	a qualification?
about	any ideas
I can get	where

Question 5

information	to find
about courses?	Where's
the best place	

Question 6

go about	should I
applying for	a job?
How	

Activity 8: Infinitive or '-ing'?

Do you know when to use 'do', 'to do' and 'doing'? Just tick (✓) the best ending for the sentence.

1. What's the best way
 - a. get lots of experience?
 - b. to get lots of experience?
 - c. getting lots of experience?

2. Where should I start
 - a. look for a new job?
 - b. to look for a new job?

3. How would you advise me
 - a. prepare for an interview?
 - b. to prepare for an interview?
 - c. preparing for an interview?

4. Have you got any ideas about where I can
 - a. get a qualification?
 - b. to get a qualification?
 - c. getting a qualification?

5. Where's the best place
 - a. find information about courses?
 - b. to find information about courses?
 - c. finding information about courses?

6. How should I go about
 - a. apply for a job?
 - b. to apply for a job?
 - c. applying for a job?



Unit 3 Developing your career answers

Activity 1: Vocabulary matching

retail	The business of running a shop or working in a shop
qualification	A certificate that shows that you have passed a course
training	Learning how to do something
apprenticeship	Learning while you are working
customer service	Helping customers in a shop, hotel, etc.
internship	Working for free so that you can get experience
vocational	Something (usually training) connected with work
volunteering	Working for free because you want to help, or because you want to get experience

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 7: Making questions

1. What's the best way to get lots of experience?
2. Where should I start to look for a new job?
3. How would you advise me to prepare for an interview?
4. Have you got any ideas about where I can get a qualification?
5. Where's the best place to find information about courses?
6. How should I go about applying for a job?

Unit 3 Developing your career transcript

The manager's advice

Er, what you should do is carry on in volunteering in one of the Oxfam shop, and then apply as soon as possible for an internship in a shop, so you can get more experience. And whenever, I mean, there are many many possibilities, whenever a position is coming up you can start to apply. And then you will see, anyway, if you have an interview, is already something, because, you know, you can practice. But what you need is practice and experience in retail, which I think would be the good first step, do something like that.

And if you really want, sooner or later, something, and if you are good in that, something is coming up for sure, because there are a million of shops. They open shops, so, and then someone else leaves, someone else comes. There is always the possibility to do it, yeah.

I mean, any qualification is good. But, the most important thing, (and) you really believe in it, and you really like to doing it, you like people, you like, you know, donation, shops. So, that's the most important thing, that any qualification is something plus and is always good.

