











Scope and Sequence

Pathways, Listening and Speaking: Level 3

ACADEMIC SKILLS							
	Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
	1 THE SCIENCE OF SHOPPING <i>page 1</i> ACADEMIC TRACK: Behavioral Science	Lesson A An Interview about Consumer Behavior VIDEO The Decoy Effect Lesson B A Lecture about Gender and Shopping (with slide show)	<ul style="list-style-type: none"> Recognizing a Speaker's Attitude Reviewing Your Notes 	<ul style="list-style-type: none"> Quoting Statistics Asking Rhetorical Questions Lesson Task Designing a Store Layout Final Task Giving a Persuasive Presentation	Participial Adjectives	<ul style="list-style-type: none"> Real and Unreal Conditionals Question Intonation 	Focus Recognizing Pros and Cons Predicting, Analyzing, Synthesizing, Reflecting, Personalizing, Making Inferences, Brainstorming
	2 MOTHER NATURE <i>page 21</i> ACADEMIC TRACK: Biology/Genetics	Lesson A A Panel about a Film Contest (with slide show) VIDEO Turtles under Threat Lesson B A Conversation on Campus	<ul style="list-style-type: none"> Listening for Content Words Noting Who Says What 	<ul style="list-style-type: none"> Making Suggestions Presenting with Others Lesson Task Discussing Conservation and Extinction Final Task Creating and Presenting a Proposal	Using Context Clues	<ul style="list-style-type: none"> Adjective Clauses Syllable Stress before Suffixes 	Focus Deciding on Criteria Evaluating, Personalizing, Interpreting a Flowchart, Ranking, Synthesizing, Reflecting, Brainstorming, Organizing Information
	3 ON THE MOVE <i>page 41</i> ACADEMIC TRACK: Sociology	Lesson A A Lecture about Migration (with slide show) VIDEO What Ellis Island Means Today Lesson B A Study Group Discussion	<ul style="list-style-type: none"> Listening for the Order of Events Noting Contrasting Ideas 	<ul style="list-style-type: none"> Expressing Probability Expressing Your Opinion Strongly Lesson Task Discussing a Case Study Final Task Presenting a Viewpoint	Noticing Clues to Meaning	<ul style="list-style-type: none"> <i>Enough</i> and <i>Too</i> Linking 	Focus Categorizing Information Predicting, Personalizing, Evaluating, Applying, Categorizing, Organizing Ideas
	4 OUR CHANGING PLANET <i>page 61</i> ACADEMIC TRACK: Earth Science	Lesson A An Earth Sciences Lecture (with slide show) VIDEO I Am Red Lesson B A Conversation about Selecting a College	<ul style="list-style-type: none"> Recognizing Digressions Noting Supporting Information 	<ul style="list-style-type: none"> Answering Questions Effectively Making Eye Contact Lesson Task Creating a Legend Final Task Presenting a Business Report	Using Digital Tools	<ul style="list-style-type: none"> Passive Voice Word Stress for Emphasis 	Focus Being Creative Evaluating, Brainstorming with a Mind Map, Reflecting, Personalizing, Categorizing, Organizing Ideas
	5 MAKING A LIVING, MAKING A DIFFERENCE <i>page 81</i> ACADEMIC TRACK: Economics/Business	Lesson A A Talk about a Cooperative Business (with slide show) VIDEO Light for India's Villages Lesson B A Meeting about Social Responsibility	<ul style="list-style-type: none"> Listening for Similarities and Contrasts Using Abbreviations 	<ul style="list-style-type: none"> Using Numbers and Statistics Looking Up While Speaking Lesson Task Discussing Small Businesses Final Task Presenting a Socially Responsible Business	Suffix -ive	<ul style="list-style-type: none"> Indirect Questions Pronouncing Large Numbers 	Focus Personalizing Evaluating, Analyzing, Synthesizing, Interpreting Statistics, Organizing Ideas

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ACADEMIC SKILLS							
	Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
	6 DESIGN WITH PURPOSE <i>page 101</i> ACADEMIC TRACK: Design	Lesson A A Guest Lecture about Design VIDEO Designing the Future Lesson B A Conversation with a Teaching Assistant	<ul style="list-style-type: none">• Listening for Inferences• Noting Steps in a Process	<ul style="list-style-type: none">• Using Descriptive Language• Body Language Lesson Task Presenting a Design Final Task Presenting a Process	Multiple Meanings	<ul style="list-style-type: none">• Making Comparisons• Effective Pausing	Focus Making Inferences Personalizing, Evaluating, Synthesizing, Analyzing, Applying, Reflecting
	7 INSPIRED TO PROTECT <i>page 121</i> ACADEMIC TRACK: Environmental Sciences	Lesson A A Podcast about the Environment VIDEO Three Seconds Lesson B A Talk about the Environment (with slide show)	<ul style="list-style-type: none">• Understanding a Speaker's Purpose• Dividing Your Notes	<ul style="list-style-type: none">• Using Analogies• Storyboarding Lesson Task A Group Presentation about the Environment Final Task Planning a Video	Using Word Maps	<ul style="list-style-type: none">• Tag Questions• Intonation with Tag Questions	Focus Considering Other Views Predicting, Personalizing, Evaluating, Brainstorming, Making Inferences, Ranking, Synthesizing, Organizing Ideas, Reflecting
	8 TRADITIONAL AND MODERN MEDICINE <i>page 141</i> ACADEMIC TRACK: Health/Medicine	Lesson A A Lecture about Plant-Based Medicines (with slide show) VIDEO Wild Health Lesson B A Podcast about Prosthetic Devices	<ul style="list-style-type: none">• Listening for Supporting Details• Indenting Details	<ul style="list-style-type: none">• Using Phrases to Signal Reasons• Practicing and Timing Your Presentation Lesson Task Discussing Claims about Public Health Final Task A Presentation on Medicine and Health	Word Families	<ul style="list-style-type: none">• Adverb Clauses of Reason and Purpose• Linking Vowel Sounds with /y/ and /w/	Focus Evaluating Claims Making Inferences, Evaluating, Personalizing, Applying, Brainstorming, Organizing Ideas
	9 UNCOVERING THE PAST <i>page 161</i> ACADEMIC TRACK: Anthropology/History	Lesson A An Interview with an Archaeologist VIDEO How Trajan's Column Was Built Lesson B A Discussion about Archaeology	<ul style="list-style-type: none">• Understanding Referents• Noting Questions and Answers	<ul style="list-style-type: none">• Participating in Group Discussions• Introducing Your Talk Lesson Task Participating in a Group Discussion Final Task Presenting about Life in the Past or Future	Phrasal Verbs	<ul style="list-style-type: none">• Using Demonstratives• Stress in Phrasal Verbs	Focus Drawing Conclusions Personalizing, Categorizing, Ranking, Organizing Ideas, Evaluating, Reflecting, Analyzing
	10 EMOTIONS AND PERSONALITY <i>page 181</i> ACADEMIC TRACK: Psychology	Lesson A A Lecture about Fear (with slide show) VIDEO A Tribute to Discomfort Lesson B A Conversation about Food and Emotions	<ul style="list-style-type: none">• Listening for Consequences• Using a Word Web	<ul style="list-style-type: none">• Defending an Opinion• Interacting with the Audience Lesson Task Presenting Survey Results Final Task Presenting Research	Identifying Latin Prefixes and Suffixes	<ul style="list-style-type: none">• <i>Used to</i> and <i>Would</i>• Using Punctuation Marks	Focus Making Judgments Analyzing, Personalizing, Synthesizing, Categorizing, Making Inferences, Evaluating, Applying, Judging, Organizing Ideas

THE SCIENCE OF SHOPPING

1

A woman looks at a window display of expensive jewelry in Shanghai, China.

ACADEMIC SKILLS

LISTENING Recognizing a Speaker's Attitude
Reviewing Your Notes

SPEAKING Quoting Statistics
Question Intonation

CRITICAL THINKING Recognizing Pros and Cons

THINK AND DISCUSS

- 1 The woman in the photo is window-shopping. Do you enjoy window-shopping? Why or why not?
- 2 Look at the title. What do you think this unit will be about?

EXPLORE THE THEME

Look at the photos and read the information. Then discuss the questions.

1. What information in the timeline surprises you?
2. Do you think shopping has changed positively over the years? Why or why not?
3. How do you think shopping might change in the future? Explain.

TWO CENTURIES OF SHOPPING

1890

Window Shopping

Shoppers look into the new glass display window of Marshall Field's department store in Chicago, Illinois, USA.

1796

Department Stores

The first department store, Harding, Howell and Company opens in London, U.K.



1893

Mail Order

Sears, Roebuck & Co. launches their first mail-order catalog, and continues filling orders until 1993.

1927



Convenience Stores

The first convenience store is opened in Texas, USA, by the Southland Ice Company and is later known as 7-11.

1956

Shopping Malls

Southdale Center, the first indoor shopping mall, opens in Minnesota, USA.

1962

Big Box Retail

The first Walmart store opens in Arkansas, USA, starting a trend of "big box" retailers, so called because they look like a big box.

1998



Vending Machines

Vending machines become very popular in Japan. In 1998, there are over 5.4 million machines there.

2010



Online Shopping

Online shopping and payments become more and more popular.

2017

Grab and Go

Amazon opens a new type of store that allows shoppers to pay electronically and leave the store without waiting in line to pay.


A Vocabulary

► A farmers' market in Venice, Italy




A Look at the photo and discuss the questions in a small group.

1. What are some of the advantages and disadvantages of shopping at a market like the one in the photo?
2. Have you visited an outdoor market? If so, how was the experience? If not, would you like to shop at an outdoor market?
3. Do you think markets like this will still exist 50 years from now? Why or why not?

B  1.2 Listen to the words. Choose the best word to complete each definition. Then work with a partner to check your answers in a dictionary.

addictive	assume	bump	complex	purchase
alter	bargain	commercial	consumer	retail

1. _____ (adj) hard to understand or analyze
2. _____ (adj) related to business
3. _____ (adj) so enjoyable that one wants more of it
4. _____ (n) a person who buys goods or services for personal use
5. _____ (n) an item that one buys
6. _____ (n) something bought for a cheaper price than usual
7. _____ (n) the sale of goods or services directly to people
8. _____ (v) to believe without checking if it is true
9. _____ (v) to change
10. _____ (v) to hit with your body, especially by accident

C  1.3 Complete these sentences with a word in **blue** from exercise B. Use the correct form of the word. Then listen and check your answers.

1. In the United States, many teenagers' first work experience is a job in _____ or in a restaurant.
2. Although the store only _____ the location of a few of the departments, many customers disliked the changes.
3. Ben had _____ that the store closed at six and was disappointed when he got there and found the door locked.
4. Customers frequently _____ into and knocked over the sign because of its inconvenient position.
5. Most people do not use a credit card when they make a very large _____ such as a new car.
6. During the end-of-year sale, hundreds of customers visited the department store hoping to find a great _____ or two.
7. Many _____ use their phones to check prices online before purchasing anything in a store.
8. In a survey of people who have bought items through online sites like eBay, some said they felt online shopping was so _____ that they couldn't stop doing it.
9. According to the plans, the new apartment building will have _____ space for offices, restaurants, and stores on the first floor.
10. The store's refund process was so _____ that many customers decided it was easier to keep an item than to return it.

D Work in a small group. First, choose five questions that you all find interesting. Then discuss them. Explain and support your reasons.

1. Do you assume that an item with a high price is always good quality? Explain.
2. In your view, which kinds of commercial buildings generally have the best design: stores, restaurants, or office buildings?
3. Would you agree that working in retail is good experience for a teenager?
4. In what ways do stores encourage consumers to buy things they do not really need?
5. Where do you shop to get the best bargains? What bargains have you found recently?
6. What is one past purchase that you regret buying? Explain.
7. When you have to study something complex, what study techniques do you find effective?
8. What do you say when you bump into someone? Are there times when an apology isn't necessary?
9. Who is most likely to make you alter your behavior and why: your family, your friends, or celebrities?
10. Would you agree that anything which is enjoyable could become addictive?

A Listening

An Interview about Consumer Behavior



Shoppers ride on escalators in Bashundhara City, Dhaka's biggest shopping center, Bangladesh.

BEFORE LISTENING

- A** With a partner, make a list of things that consumers often do before, during, and after shopping, such as making a shopping list or trying items on. Then join with another pair and compare your lists.

WHILE LISTENING

CRITICAL THINKING:
PREDICTING

- B** 1.4 Work in a small group. Before listening to an interview with an environmental psychologist, discuss what you think her job involves. Then listen to the first part of the interview to check your answer.

LISTENING FOR
MAIN IDEAS

- C** 1.5 Listen to the whole interview. What do the speakers mainly discuss? Choose two answers.
- how some stores try to influence their customers' behavior
 - what causes some people to become addicted to shopping
 - what factors might cause shoppers to take certain actions
 - which stores are more popular with shoppers than others
 - why shoppers are likely to touch or feel inexpensive items

LISTENING FOR
DETAILS

- D** 1.5 Listen again and take notes. Then check (✓) the five statements that match what the psychologist says.
- ____ Consumers generally behave in complex ways when shopping.
 - ____ For shoppers, being bumped is sometimes bad, but sometimes OK.

- ____ Shoes and shirts are common items that people buy online.
- ____ Buying items at bargain prices can improve a person's mood.
- ____ Shopping is a much more addictive activity than anything else.
- ____ Stores are good at making people feel many positive emotions.
- ____ Shopping when feeling bad can lead to increased spending.
- ____ A number of different factors can affect how shoppers behave.

LISTENING SKILL Recognizing a Speaker's Attitude

1.6 Speakers often express an attitude—or how they feel—about certain things. Recognizing attitude can help you better understand a speaker's message. There are three main ways you can recognize a speaker's attitude:

- A speaker may state what he or she is feeling directly.
I'm really excited we're going shopping tomorrow. (excitement)
- A speaker may express his or her attitude indirectly.
It's too bad you can't come shopping tomorrow. (disappointment)
- A speaker's intonation may help you recognize his or her attitude. For example, a falling intonation can indicate disappointment.
She can't come shopping tomorrow.

- E** 1.7 Listen to four excerpts from the interview. Write the excerpt number next to the attitude of the speaker.

- | | |
|-------------------|--------------------|
| a. ____ confident | c. ____ thoughtful |
| b. ____ surprised | d. ____ uncertain |

AFTER LISTENING

NOTE-TAKING SKILL Reviewing Your Notes

While you are listening and taking notes, it can be difficult to decide what the most important ideas are. This is why it is important to review your notes after you finish listening. First, add any information to make your notes clearer. Then, to review what you have learned, add a section at the bottom of your notes titled *Main ideas*. In that section, list three or four main ideas from the listening.

- F** Review your notes and make any additions to make them clearer. Then list three or four main ideas at the bottom of your notes. In a small group, compare your main ideas.
- G** Work in a small group. Discuss how it makes you feel that “stores are trying to alter” your behavior. Also discuss how you might shop differently now that you know this.

GRAMMAR FOR SPEAKING Real and Unreal Conditionals

The present real conditional describes something that is always or generally true. Notice that the two verbs in the sentence are both simple present.

*If I **buy** something on sale, I **feel** happy.*

The future real conditional describes a real or possible situation that has results in the future. Notice that the *if* clause is simple present while the result clause is future.

*If the price **drops**, I **will buy** it.*

The present unreal conditional describes something that is not true but can be imagined. Notice that the *if* clause is simple past and the result clause uses *would* + verb. Note that *were* is used for both singular and plural forms in the *if* clause of present unreal conditionals.

*If the price **were** cheaper, I **would purchase** it.*

*If I **had** money, I **would buy** a new laptop.*

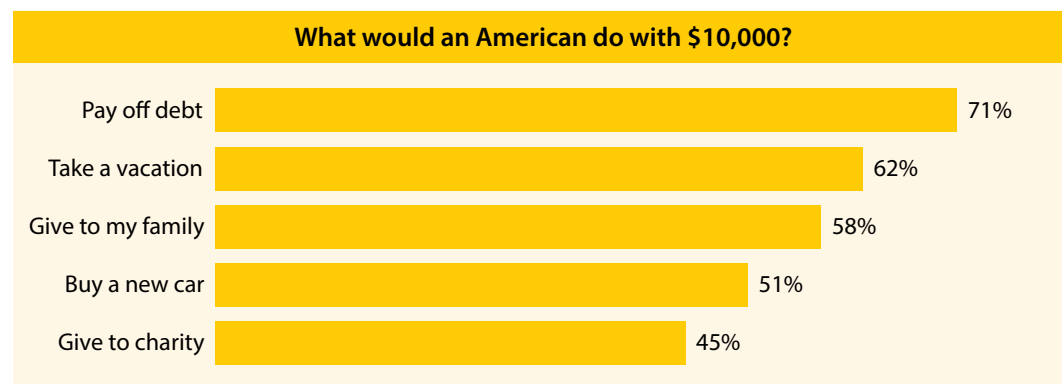
A Work in a small group. Discuss these questions. Use conditionals in your answers.

1. If you need to buy clothes, where do you usually go shopping? Why?
2. If you have some free time next weekend, will you go to a mall? Why or why not?
3. If you could go anywhere on vacation, where would you go? Why?
4. What restaurant would you go to if you wanted to have a special celebration? Why?

CRITICAL THINKING:
ANALYZING

B Work with a partner. Look at the chart and complete the steps.

1. Imagine that you receive \$10,000. How would you use the money? On what three things would you spend the money?
2. How are your ideas similar to or different from the information in the chart below?
3. Ask other students in the class what they would do with the money. Then share what you learned and create a chart showing the most popular ideas.



PRONUNCIATION Question Intonation

1.8 Questions in English typically have one of two common intonation patterns:

1. Rising intonation—the speaker’s tone rises on the stressed syllable of the last content word. Rising intonation is common in *yes/no* questions.

Is the store on the corner still open?

2. Falling intonation—the speaker’s tone rises and then falls on the stressed syllable of the last content word. The content word depends on the focus of the question. Falling intonation is common in *wh–* questions.

What did you buy yesterday? (focus on *buy*)

What did you buy yesterday? (focus on *yesterday*)

C Complete the steps to practice question intonation.

1. In the chart below, write three questions about money or spending habits. Include real and unreal conditionals. Mark the intonation pattern in each question.
2. Interview other students in your class and note their answers.
3. Share what you learned from the interviews with a partner. In general, would you expect to see differences in how males and females answered your questions?

Questions	Interviewee 1	Interviewee 2	Interviewee 3

CRITICAL THINKING Recognizing Pros and Cons

When you are making a decision or debating what to do, it can be helpful to discuss the pros and cons of a situation or action. Talking about the pros and cons can help you:

- make a better and more informed decision about the best action to take
- argue for (or against) a particular action more easily and effectively

EVERYDAY LANGUAGE Discussing Pros and Cons

One advantage/disadvantage of... is that...

The upside/downside of... is that...

On the one/other hand,... is an obvious strength/weakness.

D Work with a partner. Discuss the pros and cons of each of these situations.

1. paying for items with a credit card
2. going shopping with friends
3. eating out at restaurants
4. taking a vacation overseas

E Work in a small group. Think about how stores can change shoppers' behavior. Complete the chart with some pros and cons of each action. Then compare your ideas with those of another group.

How to Change Shoppers' Behavior	Pros	Cons
Train sales clerks to smile more to put shoppers in a better mood.		
Bake fresh bread in a supermarket to make shoppers hungry.		
Post "limit 2 per customer" signs to suggest items are in limited supply.		
Move the registers so shoppers must walk through the whole store to pay.		
Put chairs outside the fitting rooms so people can sit while they wait.		



▲ The interior of a department store, Berlin, Germany

LESSON TASK Designing a Store Layout

A You have been asked to design the layout of a new store that will sell clothes for children, men, and women. Work in a small group to complete the steps.

1. Discuss what the store should include and where. Think about how the layout might affect the behavior of customers.
2. Draw your store plan on a separate piece of paper. Label each area on the floor plan.
 - women's clothing
 - men's clothing
 - children's clothing
 - fitting rooms
 - check-out area
 - entrance/exit
3. Share your design with the rest of the class. Explain what you will include and where and why. Then listen to the ideas of other groups.

B As a class, discuss the following questions.

1. Of the store layouts in exercise A, which one is the most attractive? Why?
2. Which of the layouts would be least likely to appeal to people your age? Why?
3. Which of the layouts is the most unusual? Do you think the layout would work well in an actual store? Why or why not?

CRITICAL THINKING:
SYNTHESIZING



Video

A teenager makes popcorn at a refreshment stand in a movie theater in Denver, Colorado, USA.

The Decoy Effect

BEFORE VIEWING

A Complete these definitions of words and phrases from the video with the best option from the box. When you have finished, check your answers with a partner.

appealing	decoy	influence	out of line
concession stand	head over	irresistible	rip off

1. If something is _____, it is so attractive that it is impossible not to like it.
2. A(n) _____ is a place that typically sells food inside a larger business.
3. A(n) _____ is something that people feel costs more than it should.
4. If a person decides to _____ somewhere, he or she goes or visits there.
5. If a person or thing can _____ something, it can have an effect on it.
6. If something is _____, it goes beyond what most people would accept.
7. A(n) _____ is a thing or person designed to trick a person or animal.
8. If something is _____, people think it is nice, interesting, or desirable.

B Work in a small group. You are about to watch a video about refreshments that are sold at movie theaters. What refreshments are usually sold in your country? Do you buy refreshments at a movie theater? Why or why not?

WHILE VIEWING

C ▶ 1.1 Watch the video. Then, in a small group, choose the answer that best defines “the decoy effect.”

UNDERSTANDING
MAIN IDEAS

- a. Customers are more likely to choose good value items if no decoy options are available.
- b. Offering customers one more option can have a strong effect on which option they prefer.
- c. If customers have several similarly priced options, they usually prefer the cheapest one.

D ▶ 1.1 Watch again. Complete the notes with one word or a number from the video.

UNDERSTANDING
DETAILS

1st Experiment	<ul style="list-style-type: none">• Customers had choice between sm. and lg. popcorn• Experiment showed that \$_____ ₁ size was most popular• Some customers felt other size was a lot of _____ ₂
2nd Experiment	<ul style="list-style-type: none">• Consumers had choice of sm., _____ ₃, or lg. popcorn• Experiment showed that \$_____ ₄ one was most popular• Consumers explained that this size was a good _____ ₅

AFTER VIEWING

E Work with a partner. Practice orally summarizing the video. Try to do it without looking at the notes in exercise D.


➤ This video showed two experiments to illustrate the decoy effect in a movie theater. In the first experiment,...

F Work with a partner. Discuss the questions. Then share your ideas with the class.

CRITICAL THINKING:
REFLECTING

1. A decoy is a thing designed to trick a person or animal. Does this change how you feel about companies using the decoy effect? Why or why not?
2. Will you change your shopping behavior after learning about the decoy effect? If yes, what will you do differently? If no, why not?
3. What else do businesses do to encourage consumers to spend more?

MEANING FROM
CONTEXT

A  1.9 Read and listen to the conversations. Notice the words in **blue**. Then complete each definition with one of the answers in the box.

an important task	information discovered through research
as much as is necessary	support and commitment
a necessary but boring task	identifying as either male or female
causing somebody to be upset	to do something such as an experiment
not currently available to buy	to do things with other people

- A: You didn't mark your **gender** on this application form, Bob.
B: I must have forgotten. Filling out applications is such a **chore**. Would you mind checking the box next to "male" for me, please?
1. The noun *gender* means _____.
2. The noun *chore* means _____.
- A: Is it true that you met Lionel Messi yesterday? For real?
B: Yeah! And it was great, especially because I speak some Spanish, so I could **interact** with him better than the other people with me.
3. The verb *interact* means _____.
- A: How did your experiment go, Ahmed?
B: I can't say for sure yet, but I came up with a good way to **conduct** it, I think, so I hope the **findings** will be useful.
4. The verb *conduct* means _____.
5. The noun *findings* means _____.
- A: Did you hear that Professor Albright has lost her job?
B: Yeah, and I'm upset about it. She's worked here for over 25 years apparently. I think the college should have shown more **loyalty** to her.
6. The noun *loyalty* means _____.
- A: How was your weekend, David?
B: Not so good. I went to the mall on a **mission** to buy a gift for my sister. I was there for hours, but I couldn't find the right gift. It was pretty **frustrating**.
7. The noun *mission* means _____.
8. The adjective *frustrating* means _____.
- A: Excuse me. Where could I find *Marketing Basics*?
B: Sorry to tell you this, but that book's **out of stock** just now. We thought we had ordered **sufficient** copies, but more students purchased it than we expected.
9. The adjective *out of stock* means _____.
10. The adjective *sufficient* means _____.



Businesses often give loyalty cards to reward customers who make frequent purchases.

B Work with a partner. Discuss these questions. Provide reasons and examples to support your opinions.

PERSONALIZING

- Are you familiar with loyalty cards? In your view, do loyalty cards really make people more loyal to a particular store or restaurant?
- In your experience, what do you find to be the most frustrating thing about shopping?
- What are some tasks that children generally consider to be chores, but which people often enjoy as they get older?

VOCABULARY SKILL Participial Adjectives

Participial adjectives are formed from the past (usually *-ed*) or present (*-ing*) participle of a verb. These two forms have different meanings and can be confused.

Typically, past participial adjectives describe an emotion or feeling that somebody has:

*He felt **frustrated** that the item was out of stock.
Many people were **bored** during the discussion.*

Present participial adjectives describe something that causes an emotion or feeling:

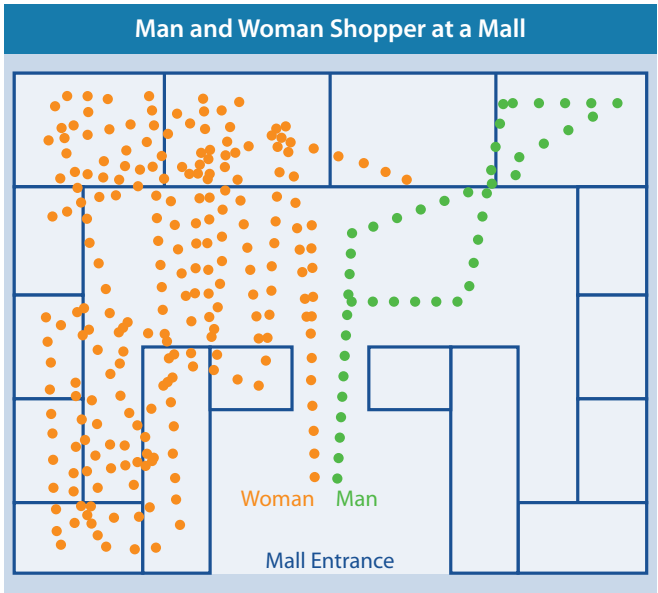
*He said that the item being out of stock was **frustrating**.
The discussion was **boring** to many people.*

C Choose the correct word to complete each question. Then interview people in your class and discuss your answers.

- Which makes you more (frustrated / frustrating): when an item you want is out of stock or when it is too expensive to buy? Why?
- Which sounds more (excited / exciting): interacting with older people from another country or with people your age from your country? Why?
- Which would you find more (bored / boring): a documentary about loyalty or one about gender? Why?
- Which option would make you more (relaxed / relaxing) after working all day: taking a bath or going for a walk? Why?
- Which would you be more (interested / interesting) in doing: watching a movie or going to a party? Why?

Listening

A Lecture about Gender and Shopping



BEFORE LISTENING

CRITICAL THINKING:
MAKING INFERENCES

- A** Discuss the questions with a partner. Then share your ideas and reasons with the class.
1. Look at the image. Do you think it is intended to be serious or humorous? Why? Do you think it makes a real point about the difference in how men and women shop?
 2. The professor discusses a research study titled “Men Buy, Women Shop.” What do you think this title most likely means?

WHILE LISTENING

LISTENING FOR
MAIN IDEAS

- B** 1.10 1.2 Listen to the lecture. Take notes as you listen. Then answer the questions. When you have finished, compare answers with a partner.
1. What subject do you think this professor is teaching?
 - a. marketing: the study of how businesses interact with customers
 - b. psychology: the study of how and why people think and behave
 - c. sociology: the study of how people generally behave in society
 2. What do the speakers suggest “Men Buy, Women Shop” most likely means?
 - a. Both men and women like shopping, but only men enjoy purchasing items.
 - b. For women, the goal of shopping is to shop; for men, it is to buy something.
 - c. Men enjoy spending money, but women prefer searching for items to buy.
 3. What point does the professor make about shopping behaviors?
 - a. There are a number of differences in how the typical man shops compared with the typical woman.
 - b. Men usually shop in the same way every time; women may shop differently on different days.
 - c. Both male and females shoppers are influenced by the gender of the shop assistants who help them.

LISTENING FOR
DETAILS

- C** 1.11 Listen to part of the lecture. Take notes as you listen, dividing them for men and women. Then answer the question below. When you have finished, compare answers with a partner.

According to the instructor, which statements apply to men shoppers, and which ones apply to women shoppers? Put a check (✓) in the correct column.

	Men	Women
1. Become frustrated if store employees are inefficient		
2. Dislike having to wait in a long line to pay for an item		
3. Get upset when sales assistants are not easy to find		
4. May be concerned about the availability of parking		
5. Want store clerks to be polite and knowledgeable		

AFTER LISTENING

- D** Work with a partner. Discuss these questions.

1. Do any of the differences in how men and women shop mentioned in the lecture surprise you? Which?
2. At the end of the lecture, the professor asks “Why do men and women behave in different ways when shopping?” What reasons can you think of?

- E** Work in a small group to complete the steps. Then share your ideas with the class.

1. Think of a group of people who are different from you. For example, you might choose people who are a different gender, a different age, or a different nationality.
2. Come up with a list of things that stores could do to make shoppers of this group happy without upsetting or annoying you and others in the same group as you.

CRITICAL THINKING:
REFLECTING

CRITICAL THINKING:
SYNTHESIZING

▼ A customer looks at smartphones in Stockholm, Sweden.



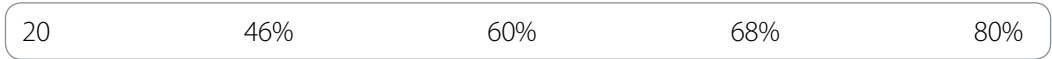
B Speaking

SPEAKING SKILL Quoting Statistics

Statistics or other numerical data can make your arguments easier to understand and believe. There are three common ways to quote statistics:

- As a percentage or proportion of something
*According to the survey, only **30 percent of shoppers** were female.
The findings show that just **three in ten consumers** were satisfied.*
- As a multiple of some other number
*After 2015, sales increased **three times** as much as the year before.
The number of customers **tripled** after the company lowered prices.*
- As a number
*The company announced that it would open **three** new locations.
There are over **220 million** online shoppers in the United States.*

A 1.12 Work in a small group. Guess which statistic from the box best completes the infographic and fill in the circles. Then listen to a conversation and check your answers.



Statistics about Consumer Behavior

1. Percentage of consumers who have not completed a purchase because of poor service
2. Shoppers are this many times more likely to share a bad experience than keep quiet about it
3. Percentage of people worldwide who say they prefer to spend as little time grocery shopping as possible.
4. Percentage of people in North America who enjoy finding a bargain
5. Approximate percentage of Americans who re-search a product online before buying it

PERSONALIZING **B** Work with a partner. Which situations in exercise A have you experienced?

- C** Work with a partner. Interview each other and make a note of your answers.
- | | | |
|---|------------------------------|-----------------------------|
| 1. Do you prefer shopping alone? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Do you shop in stores more often than online? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Have you written an online review? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Do you do research online before buying an expensive item? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

- D** As a class, tally the answers for each of the questions in exercise C. Then use that information to answer the questions below. Are you surprised by any of the results?
- _____ percent of the people in our class prefer shopping alone.
 - _____ percent of us shop in stores instead of online.
 - _____ students have written at least one online review.
 - In our class, _____ percent do online research before making an expensive purchase.

QUOTING STATISTICS

FINAL TASK Giving a Persuasive Presentation

You are going to deliver an “elevator pitch.” This is a short talk designed to persuade somebody to buy or invest in something. The name comes from the idea that if you were to meet a potential investor in an elevator, you should be able to deliver your whole talk before the elevator completes its journey. This is typically 60 seconds or less.

- A** Work with a partner. Brainstorm a smartphone app (a software application) that would help shoppers in some way, such as by solving a problem that many shoppers have. Discuss your app’s benefits, features, price, and name.

BRAINSTORMING



PRESENTATION SKILL Asking Rhetorical Questions

A rhetorical question is one that does not require an answer. When giving a presentation, rhetorical questions can be useful in several ways:

1. They can help you create a connection with the audience.
We've all wanted an app like this, haven't we?
2. They can persuade the audience to agree with your view.
Don't you think this new app sounds amazing?
3. They can introduce a point that you will then discuss.
Why is the app going to be popular? Let me tell you.

B Complete the steps.

1. Create a plan for a 60-second elevator pitch to persuade others that your app would be useful. Think about statistics you could mention and rhetorical questions you could ask.
2. Practice giving your elevator pitch until you are confident that you can deliver your talk in 60 seconds or less.

PRESENTING

C In a small group, deliver your pitch and answer any questions. Then listen to the other pitches. Which of the apps do you think would be the most useful to shoppers and why?

REFLECTION

1. What skill from this unit will help you present more effectively in the future?

2. What is the most interesting thing about how shoppers behave that you learned in this unit?

3. Here are the vocabulary words from the unit. Check (✓) the ones you can use.

- | | | |
|--|--|--|
| <input type="checkbox"/> addictive | <input type="checkbox"/> complex <small>AWL</small> | <input type="checkbox"/> loyalty |
| <input type="checkbox"/> alter <small>AWL</small> | <input type="checkbox"/> conduct <small>AWL</small> | <input type="checkbox"/> mission |
| <input type="checkbox"/> assume <small>AWL</small> | <input type="checkbox"/> consumer <small>AWL</small> | <input type="checkbox"/> out of stock |
| <input type="checkbox"/> bargain | <input type="checkbox"/> finding | <input type="checkbox"/> purchase <small>AWL</small> |
| <input type="checkbox"/> bump | <input type="checkbox"/> frustrating | <input type="checkbox"/> retail |
| <input type="checkbox"/> chore | <input type="checkbox"/> gender <small>AWL</small> | <input type="checkbox"/> sufficient <small>AWL</small> |
| <input type="checkbox"/> commercial | <input type="checkbox"/> interact <small>AWL</small> | |



A woman looks at a window display of expensive jewelry in Shanghai, China.

THE SCIENCE OF SHOPPING 1

ACADEMIC SKILLS

- LISTENING Recognizing a Speaker's Attitude
Reviewing Your Notes
- SPEAKING Quoting Statistics
Question Intonation
- CRITICAL THINKING Recognizing Pros and Cons

THINK AND DISCUSS

- 1 The woman in the photo is window-shopping. Do you enjoy window-shopping? Why or why not?
- 2 Look at the title. What do you think this unit will be about?