# Unit 7 Shopping and Advertising

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|---|---|---|
| PREVIEW | Students listen to a conversation about an ad for learning Spanish, read a conversation discussing shopping, and complete a shopping survey. | |
| LESSON 1<br>**Compare different ways to shop** | ***Vocabulary*** | Ways to shop |
| LESSON 2<br>**Describe reactions to advertisements** | ***Grammar*** | Passive forms of gerunds and infinitives |
| LESSON 3<br>**Talk about problem shopping behavior** | ***Reading skills*** | Understand from context; Identify supporting details |
| LESSON 4<br>**Persuade someone to buy a product** | ***Vocabulary*** | Verbs to persuade |
| | ***Listening skills*** | Listen to apply ideas; Listen to infer |

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

## *Preview*

### A REACTIONS TO ADVERTISEMENTS

Suggested time: 10 minutes | Your time:

- Read the directions. Point out the phrase *a more realistic perspective*. Elicit or explain that this refers to seeing things as they actually are.
- Have Ss listen to the conversation. To check comprehension, ask:
  *What does the man regret?* (missing the deadline for a half-price sale on a system to learn Spanish in your sleep)
  *What does the woman mean when she says* Don't fall for that? (Don't be tricked into believing that's true.)
  *Why does the man say the product is* risk-free? (You get your money back if you don't learn.)
  *What does the woman mean by* Don't be so gullible? (Don't be so easily fooled.)
  *How will the man learn Spanish in the end?* (The woman will teach him Spanish.)
- In pairs, have Ss discuss the question in the directions. Then ask, *Do you think it's possible to learn a language while you sleep? What are some alternate ways to learn a language?*

**LANGUAGE NOTE** *Kick yourself* means to be annoyed with yourself because you have done something silly or made a mistake.

### B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Allow Ss time to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What does Cliff want for his birthday?* (dinner and cake at home)
  *What does Gina want to get him?* (something small to mark the occasion)
- Ask, *Do you think Gina should buy Cliff a present when he says he doesn't want one? What would you do? Do you think maybe Cliff actually wants a present?*

### C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- In pairs, have Ss complete the exercise. Review answers as a class.

### D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Assist as Ss look up words or phrases.
- After Ss complete the task, have them share with a partner.

### E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss answer the questions.
- As a follow-up to the first question, ask, *How are they similar?* (They like to express to each other how they feel about each other.)



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## F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the title of the survey and the directions about the order of seriousness. Say, *All the reasons are bad, but you have to decide which ones are worse than others*. Have Ss look at the four sets of images.
- Assist while pairs compare and discuss their rankings. Rather than defining words for Ss, encourage them to find the meaning through the context. Look at the Teaching Tip below for how to use images as context to figure out meanings.
- Bring the class together to discuss the rankings. Encourage Ss to explain why they think some reasons are worse than others. Vote on the worst reason to buy something.

### LANGUAGE AND CULTURE

- *Boost* means to increase or improve something.
- *Feel down in the dumps* means to be depressed.
- Shopping as retail therapy has been studied by psychologists. Research shows that there are indeed psychological benefits to shopping. It can give a person a sense of control and as a result make them feel happy. However, retail therapy can be harmful if shopping becomes an addiction. This topic is covered in Lesson 3.
- The verb *copycat* means to imitate other people; *copycat* is most commonly used as a noun.
- *Go overboard* means to do or say something that is too extreme. The literal meaning is to fall over the side of a ship into water.
- *Pass up something* means to not make use of a chance to do something.
- *Strictly* means exactly and completely.
- *Get on* (or *jump on*) *the bandwagon* means to start doing something that a lot of people are already doing. The term *bandwagon* refers to a vehicle that carried bands in parades in the past.

**TEACHING TIP** Illustrations can often provide a context to help Ss figure out the meaning of words. Direct Ss' attention to the category *Mood Boosting* and guide them by asking questions. For example, ask, *How does the man feel in the first image?* (sad, depressed) *Why might he feel this way?* (Maybe he lost his job or broke up with his girlfriend.) *How does the man feel in the second image?* (happy) *Why?* (He's been shopping and bought a lot of things.) *How did shopping change his mood?* (It improved his mood.) *What is another verb for* improved? (boosted)

**EXTENSION** (+5 minutes) The four terms in the survey are all gerunds: *mood boosting, celebrity copycatting, going overboard, getting on the bandwagon*. Elicit sentences using *boost, copy, go overboard* and *get on the bandwagon* as verbs in the context of the situations shown in the survey. (For example: He goes shopping to boost his mood. She always copies that celebrity. She tends to go overboard when it comes to sales. Everyone is buying a digital banana peeler so he decided to get on the bandwagon, too.)

## START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss discuss the questions in groups.
- As Ss work, write the second question on the board: *How are the people in the pictures similar to each other?*
- Bring the class together and ask, *Why does the man in the first image buy things?* (to feel better) *Does he need them?* (probably not) *In the second image, why is the woman buying the lipstick?* (because a movie star was in an ad for it) *Does she need it?* (no) *In the third image, why is the woman buying electronic items?* (because they're on sale) *Does she need them?* (no) *In the fourth image, why is the man buying the item?* (because everyone else is) *Does he need the item?* (no) Elicit from Ss that the similar behavior is that none of the people need the item they are purchasing. They are buying the items to satisfy other needs.
- Call on volunteers to share personal stories—either about themselves (if they feel comfortable) or about people they know. Ask, *What are other shopping mistakes you can make?* (For example: paying full price for something that later goes on sale, not researching if the same item is available cheaper online, finding out you can't return an item)

**OPTION** (+5 minutes) Ask, *How do these four behaviors apply when shopping online?* Ss can discuss in pairs or as a class. (For example: The Internet makes it easy to shop when you are feeling down. Social media has celebrities endorsing products. There are more sales to explore right at your fingertips. Online communities may promote a product or share reviews.)


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# LESSON 1 Compare different ways to shop

## A VOCABULARY

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the pictures and read the definitions of the verbs. Encourage Ss to use the context of the images to confirm meaning.
- Ask about the first image, *What do you think* pricey *means?* (expensive) Ask, *What happens to the noun* price *when you add -y to it?* (It changes to an adjective.)
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask:
  *Do you actually buy something when window shopping?* (no)
  *What does* window shop *mean?* (to look through a store window, but not enter the store)
  *What are different ways to comparison shop?* (to go to different stores and see how prices differ; to look up items you want to buy online and find the best price)
  *Why might people browse in a store?* (They are curious to see what the store sells and what the prices are.)
  *What are different ways to hunt for bargains?* (For example: look at clearance sections in stores, look online, get apps that alert you to sales or send you coupons, get on stores' e-mail lists, find out about sales from friends and family)

## B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Reiterate as appropriate that Ss will be inferring, or making guesses, based on what they hear, to identify what each speaker is doing. Ss will not hear the actual vocabulary terms.
- Ask Ss to skim the exercise items.
- Have Ss listen. Pause after each conversation to allow Ss time to choose the correct shopping activity.
- Then have Ss listen again to check their answers. Go over the answers as a class.

**LANGUAGE NOTES**

- Conversation 1: To say something is *ancient* means that it is very old.
- Conversation 2:
  *Intentional* means done on purpose.
  *Talk someone into something* means to convince someone to do something.
  *Pay an arm and a leg* for something means to pay a lot of money.
- Conversation 4: There are three uses of *look* in this conversation. *I'm just looking* and *I'd just like to look around* both mean *browse*. *Look for* means to search for something specific.

**CHALLENGE** (+5 minutes) Write the following questions on the board. Have Ss listen again for information to support each answer. Tell Ss they should write at least one direct quote for each question.
*1. How do we know they're bargain hunting?*
*2. How do we know they're window shopping?*
*3. How do we know they're comparison shopping?*
*4. How do we know they're just browsing?*
(1. Great sale; I've heard you can get them really cheap here. 2. They want you to go inside and ask. 3. Isn't this the same shirt they were selling for $75 at Larson's? I've been checking everywhere to see if you can get it for less; I'm going to check online, too. No reason to pay an arm and a leg if someone has it for less. 4. I'm just looking; Are you looking for anything in particular?; I'd just like to look around.)

## C PAIR WORK

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to complete the chart. Then have Ss compare information with a partner.
- Bring the class together. Ask, *Who does not do these shopping activities? Which one(s)? Why?*

**EXTENSION** (+5 minutes) Ask, *Which of these shopping activities can you do online?* (browse, bargain hunt, and comparison shop; window shopping is only in person) Write on the board: *Other shopping activities online*. Brainstorm ideas as a class and write Ss' ideas on the board. (For example: subscribe to an online newsletter, track package delivery, e-mail customer support, bid at online auctions, sign up for coupons online, research items online, read customer reviews)



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## Communication Activator

### A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Express surprise on seeing someone with expressions such as *Long time no see!, Is that you?, What a surprise!,* and *What are* you *doing here?*

- Have Ss look at the photo and speculate about the two people. Ask, *Where are they? What are they doing?*
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What is another way to say* I wish I knew? (I don't know.)
  *What does the woman mean when she says she doesn't want to go overboard?* (She doesn't want something too expensive.)
  *Why might an expensive gift seem inappropriate?* (It might seem like the woman favors or likes the colleague more than other colleagues.)
  *What store does the man recommend?* (the office store on the second floor of the mall)
  *What does he mean when he says that the store has things at every price level?* (that there are items for a wide range of prices)
  *Which of the four ways to shop is mentioned in the conversation?* (browsing)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.

### B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they:
  - use emphatic stress on *Long time no see!*
  - use falling intonation for *Hey, which way are you headed?* and *What's your budget?*
  - stress *wish* in *I wish I knew*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

### C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Draw Ss' attention to the sample note. Say, *R.L. Roberts' Suits is a good store for browsing.*
- Tell Ss they will write down names of places individually. Tell them to also include less conventional places to buy things, such as outdoor markets, yard or garage sales, and so on.
- Give Ss a few minutes to complete the list. Tell them to try to list a variety of places. Ensure that Ss don't just write *online*, but include the name of a website.

### D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Call on two volunteers to read the example conversation. Highlight the use of *totally* for expressing enthusiastic agreement. If necessary, clarify that *so is the mall* is another way of saying *the mall is, too.*
- Form pairs for the role play. Remind them to role-play surprise at running into each other.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Monitor Ss' conversations. Assist as needed. Have Ss change roles and practice again, using new ideas before working with a new partner.

**LOOK FOR** While Ss are doing Exercise D, monitor their conversations to determine if they are

✓ expressing surprise at seeing someone
✓ making recommendations about places to shop
✓ using vocabulary for ways to shop

**OPTION** Use the Unit 7 Energizer Worksheet (see Printable Resources in the Portal).

**OPTION** For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write the following sentences on the board (without the answers in parentheses). Have Ss write the item number and the missing vocabulary.

1. *I didn't have any money, but I had fun ____ shopping at the mall!* (window)
2. *That boutique has only items at a high ____ level.* (price)
3. *Luke went ____ again. He bought everyone new phones for the holidays!* (overboard)
4. *I don't have time to ____ hunt. I just buy things full price.* (bargain)
5. *I don't need any help, thank you. I'm just ____ .* (browsing)
6. *____shopping is a good idea before making a big purchase.* (Comparison)

Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and speaking practice in their digital resources.


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# LESSON 2 Describe reactions to advertisements

## A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- To warm up, tell Ss to look at the photos of the three people and note the places they are from. Then direct their attention to the title of the text and the introduction statement. Ask, *What does it mean* to love to hate *something?* (to enjoy disliking something) Elicit or give an example. (For example: We all love to hate [name of a particular TV show or song].) Then ask, *What might people dislike about ads?*
- Have Ss read each person's opinion. Play the audio if appropriate.
- To check comprehension, ask: *What kind of ad does Gal Soo talk about?* (an annoying commercial with a jingle for yogurt) *Wu Bao?* (ads for medicine) *Lisa Fontana?* (pop-up ads for men's underwear)
- Clarify vocabulary as needed. Encourage Ss to use context. For example, ask, *What does* turn my stomach *mean?* (make me feel sick) *How do you know?* (He talks about how disgusting the ads are to watch while he is eating.)
- Invite Ss to notice the featured grammar. Elicit or explain the meaning of the phrases as needed. For example, *to be hit with something* means to be forced to experience something unpleasant. Review that *to be bombarded by something* means to constantly have something unpleasant directed towards you.

**LANGUAGE NOTES**

- A *commercial* is an advertisement you watch on TV or hear on the radio. A *jingle* is a short song used in advertisements.
- A *refrain* is part of a song or poem that is repeated.
- *I kid you not* is a more formal way to say *I'm not kidding;* it is used for dramatic effect.
- *Every [noun] under the sun* is a dramatic way to say *all*.
- When something *gives you the creeps*, it makes you feel nervous and uncomfortable.
- *Get to someone* means to annoy that person because of a repeated action.
- *Get over something* means to accept an unpleasant fact.

## B ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Make sure Ss understand that they will not be writing anything related to ads. Model item 1. Say, *Let me think. What turns my stomach? I know. Violent movies turn my stomach.*
- Have Ss complete the exercise individually. Then have Ss compare answers in pairs.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- Write these sentences, based on Exercise A, on the board:
  *1. I resent being forced to listen to that nonsense every fifteen minutes.*
  *2. I hate to be shown ads for cough medicine.*
  Ask, *In sentence 1, do we know who or what is forcing this person to listen?* (no) *In sentence 2, do we know who shows the ads?* (no) *Is the performer of the action important?* (no)
- Have Ss read the rule. Say, *Underline the gerund in the first example in the Student's Book.* (being) *Circle the past participle.* (forced) Then say, *Underline the gerund in the second example.* (not being) *Underline the past participle.* (told) Reiterate that these are passive forms. They focus on the action, not the performer of the action.
- Call on Ss to read the example sentences under *Statements*.
- Have Ss read the **Remember** note. To check understanding, write these sentences for Ss to complete:
  *The baby wants ____ (hold) all the time.* (to be held)
  *Marta appreciates ____ (invite) to the party.* (being invited)
  *The patients like ____ (remind) about upcoming appointments.* (to be reminded / being reminded)
  *I was happy ____ (give) this opportunity.* (to be given)
- Elicit additional examples, referring Ss to pages 113–114 for lists of verbs followed by gerunds or infinitives.
- Call on volunteers to read the examples under *Questions*.
- Ask Ss to read aloud the sentences with the featured grammar in Exercise A. Have Ss identify the sentences with passive gerunds. (being forced; being called; being bombarded; being spied on and manipulated) Then have them identify the sentences with passive infinitives. (to be shown; to be hit; to be sold)

**GRAMMAR EXPANDER** (optional, page T126)

## D PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss underline the verb or adjective or expression that will precede each passive gerund or infinitive. (1. 'd like, want; 2. prefer, need; 3. great, require; 4. advertise, charge, see; 5. force, ask, show) Have Ss decide which will be followed by passive gerunds and which by passive infinitives.
- Have Ss compare their answers with a partner.



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## E PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Bring the class together and call on individual pairs to read one of the conversations.

**CHALLENGE** (+5 minutes) Have Ss work in groups to respond to the various topics discussed in Exercise D. (For example, for item 2, the conversation can continue as follows: C: And I prefer to be reimbursed for the product. In such situations I resent being given a coupon to replace the product! If it has proven to be faulty, customers should be given their money back!)

**PRONUNCIATION LESSON** (optional, page T136)

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the example sentence and sample answer. Ask, *Who is the performer of the action?* (advertisers) *Is the performer necessary to the meaning of the sentence?* (No, it's understood.) *Does the sample answer use a passive gerund or an infinitive?* (a passive gerund) Ask, *Could the sentence also be rewritten with an infinitive?* (Yes, because *can't stand* can be used with either an infinitive or a gerund.) Elicit the alternate sentence. (I can't stand to be forced to watch the same ad every fifteen minutes during prime time.)
- Then have Ss rewrite the sentences individually. If Ss have difficulty, tell them to use the verbs *show, call*, and *tell*, but to use the passive gerund or infinitive form.
- Bring the class together to go over the answers.

# Communication Activator

## A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Point out the list of **Types of ads**. Ask individual Ss, *Which ads do you see most? Do you see any other types of ads?* (For example: various forms of online ads)
- Call on volunteers to read the phrases in the first column of the chart. Then instruct Ss to fill out the chart individually. Assist as needed.

## B DISCUSSION

Suggested time: 10 minutes | Your time:

- Divide the class into pairs and have Ss discuss the information in their chart. Point to the phrases under **Describing how you feel**. Clarify any meanings as needed. Refer Ss to pages 113–114 to confirm which verbs are followed by gerunds or infinitives.
- Call on a volunteer to read the example statement. Remind Ss to use the simple present if they want to describe what happens in the ads.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their descriptions.
- Encourage Ss in their pairs to ask each other questions and provide details and examples. The goal is to say as much as they can.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

**EXTENSION** (+5 minutes) Write on the board: *serious, funny, witty, thought-provoking, original, simple, aggressive, silly*. Make sure Ss understand the words. Bring in magazines or direct Ss to online sites if Ss are able to access the Internet in class. In pairs, have Ss find ads that can be described with one of the words from the board. Combine pairs into groups of four and share ads and discuss. After each pair has looked at both ads, have Ss share and compare opinions on the ads.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using passive forms of gerunds and infinitives
✓ using vocabulary to describe reactions to advertisements

**CLOSURE ACTIVITY** (+5 minutes) Write this chart on the board:

| *A* | *B* | *C* |
|---|---|---|
| *1. I can't stand* | *being* | *told ____ .* |
| *2. I expect* | *to be* | *forced ____ .* |
| *3. I don't mind* | | *treated ____ .* |
| | | *informed ____ .* |

For each item in column A, instruct Ss to choose an item from column B and then an item from column C, which they should complete with their own ideas. Have Ss create sentences in pairs. Monitor and note whether Ss use both forms with *I can't stand*. Identify areas for review and extra practice.

Remind Ss of additional grammar and pronunciation practice in their digital resources.


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# LESSON 3 Talk about problem shopping behavior

## A READING

Suggested time: 15 minutes | Your time:

- Ask a volunteer to read the lesson title. Ask, *How is the word* problem *being used here?* (as an adjective) Ask, *What problem shopping behavior have we discussed already in this lesson?* (shopping to boost your mood, celebrity copycatting, going overboard with sales, buying items because other people have them) Then invite Ss to suggest other problem shopping behavior. Write Ss' ideas on the board. (For example: buying things you don't need; buying things you can't afford)
- Invite Ss to look at the photo and the title of the article. Ask, *What does* compulsive *mean?* (difficult to stop or control)
- Read the subheading: *An addiction or just something to get under control?* Write *an addiction* on the board. Elicit that this means a behavior you can't get under control. Point out that the sentence has been shortened from *Is it an addiction . . .*
- Then instruct Ss to skim the layout of the article. Ask, *What do you notice in the left column?* (The paragraphs start *First, Second, Third, Fourth.*) *What might this mean?* (The article gives four reasons for something.) *What do you notice in the right column?* (the subheading *What Can Shopaholics Do to Get Help?* and a list of tips with checkmarks) See the Teaching Tip on this page on previewing.
- Before Ss read, tell them to underline information in the article that will help them answer the target question in the directions: *In what ways is compulsive shopping a problem?*
- Bring the class together. Have volunteers share their answers to the target question.

**LANGUAGE NOTES**

- *Spiral out of control* is the opposite of *be under control*.
- An *impulse* is a sudden strong desire to do something without thinking about whether it is a sensible thing to do.

**OPTION** (+5 minutes) Point out the phrase *on impulse* in the paragraph beginning with *Third*. Elicit the meaning. Ask a S to read the sentence that follows, which also has the word *impulse*. Ask, *How does the use of the word* impulse *differ from its use in the previous sentence?* (In the second sentence it is used as an adjective; in the first sentence it was a noun in the phrase *on impulse*.) Have Ss skim the article for other uses of *impulse*. Have Ss explain the meaning of the terms they found.

**TEACHING TIP** Previewing and predicting by looking at text features can help Ss find information faster. Point out to Ss that these tools are useful when doing research. For example, if Ss were researching tips for dealing with compulsive shopping, a quick scan of the subheading and the checklist would confirm where the relevant information could be found.

**CHALLENGE** (+5 minutes) Have Ss reread the checklist at the end of the article. Then refer Ss back to the four bad reasons to buy something on page 69. Write this question on the board for groups to discuss: *How could these tips help people avoid the mistakes shown on page 69?* (For example: Shopping with a list stops you from going overboard. Avoiding sales and special offers does, too. Being aware of your motivations means that you would not go shopping to boost your mood, to copy a celebrity, or to get on the bandwagon.)

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- In pairs, have Ss scan the article for the specific words and underline them. Then have them study the context to discuss the meanings. Remind Ss to read the sentences before and after each phrase in the article to get a better understanding.
- Model the first item. Say, *Find the word* high. (first main paragraph) *Study the context.* Call on a volunteer to say what the word means. Then elicit a sentence using the word. (For example: I get a high from running.)
- Review answers as a class.

**OPTION** (+5 minutes) In pairs, ask Ss to highlight five more unfamiliar words in the article. Then instruct pairs to swap lists of words with another pair and try to define them by using context. Monitor and assist.

**EXTENSION** (+5 minutes) In pairs, have Ss write up ten "True or False" statements about the information in the article. Then combine pairs and have them swap statements and identify them as true or false without referring to the book. Pairs swap again and correct the answers.



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## C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Call on volunteers to read the questions. Review or clarify vocabulary as needed.
- Have Ss read the article again to find answers to the questions. Encourage them to underline the information in the article that supports each answer.
- In pairs, have Ss compare their answers.
- Bring the class together and have Ss share their answers.

# Communication Activator

## A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the items in the self-test. Clarify vocabulary as needed. Then give Ss a few minutes to check the statements that are true for them.
- As Ss work, write on the board:
  *Sounds like trouble may be around the corner!*
  *It's time to take the bull by the horns . . .*
  Elicit or explain that when something is *around the corner* it means that it will happen very soon. *Take the bull by the horns* means to face a problem head on.
- Have Ss score their tests. Don't press Ss to share their scores if they don't feel comfortable. See the Teaching Tip below for advice for culturally diverse classes.

**LANGUAGE NOTES**

- Item 2: A *temptation* is a strong desire to do something even though you know you should not do it. *Resist* a temptation means to stop yourself from doing something.
- Item 4: *Lose control* means to be unable to stop oneself from doing something.

**TEACHING TIP** Help Ss from different cultures navigate content like shopping addictions. Whereas some Ss may be familiar with problem shopping behavior, others may come from backgrounds where splurging is less common and buying a lot of items on credit is not even possible. Navigate these topics carefully so no one feels uncomfortable. If needed, discuss topics such as those on the self-test theoretically rather than having Ss share personal experiences.

## B GROUP WORK

Suggested time: 10 minutes | Your time:

- First ask, *Did anyone <u>not</u> check any items in the list?* Tell those Ss to talk about people who have some of those behaviors rather than about themselves. If some Ss don't want to talk about themselves, they can share their thoughts on how these behaviors affect someone they know or people in general.
- Have Ss discuss in groups. You could remind Ss of these terms from Unit 3: *a big spender, thrifty, living within / beyond your means, drowning in debt*.

**OPTION** (+10 minutes) In classes where sharing personal difficulties with the class wouldn't cause embarrassment, you could widen the discussion for each group to tell the class what they concluded.

**EXTENSION** (+10 minutes) Have Ss write an e-mail to an advice column called Dr. Advice. Tell them to describe one of the situations from the shopping self-test in detail. (For example: Dear Dr. Advice, I am obsessed with designer purses. I have about 45 purses, but I constantly want more. I have a good job, so I can afford them, but I don't really need any more purses. What should I do?) After Ss write about their problem, have them exchange their e-mails with a partner and respond. Then collect their writing to give individual feedback.

## C DISCUSSION

Suggested time: 10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T151A-B)

- Ask volunteers to read the questions. Poll the class to find the majority opinion on the topics.
- Lead the discussion with the whole class. Encourage everyone to contribute ideas and respond to one another's opinions.

**LOOK FOR** While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ using vocabulary to talk about problem shopping behavior
✓ suggesting tips for changing shopping behavior

**OPTION** (+5 minutes) Write on the board: *What is the last item you bought on impulse?* Tell Ss it doesn't necessarily have to be a very expensive item. For example, it could be a coffee from a pricey coffee shop, whereas normally you make your coffee at home. Ask, *Did it feel good to splurge, or did you feel guilty? Why do you think you felt this way?*

**CLOSURE ACTIVITY** (+5 minutes) Write on the board: *Your friend just got you a very expensive gift that you know she can't afford. Write your friend a note thanking her for the gift but saying you cannot accept it. Take this opportunity to gently address your friend's problem shopping behavior*. Collect Ss' papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.


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# LESSON 4 Persuade someone to buy a product

## A VOCABULARY

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the pictures. Ask, *What are these examples of?* (ads) *Where are these ads?* (For example: 1. in a magazine or online; 2. in a commercial on TV; 3. in front of a fish store or restaurant; 4. online)
- Have Ss read the text associated with each image, as well as the vocabulary word. Remind Ss to use the context of the images to confirm meaning.
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask:
  1. *What does* endorse *mean?* (to express support for something; when famous people do this, they say in an ad that they like a brand or product) *Do you think people will believe the first ad?* (maybe; if the actor really used to be bald, they might believe that the product works)
  2. *What does* prove *mean?* (to show that something is true by providing facts) *What claim does the woman prove?* (that one cereal has more strawberries than the other)
  3. *What does* promote *mean?* (to help sell a new product by offering it at a reduced price or by advertising it)
  4. *What does* imply *mean?* (to suggest something is true without saying it directly) *What does the ad actually say?* (that the course will take three months—not what will be achieved)

**OPTION** (+5 minutes) Write the words *prove* and *imply* on the board. Ask, *Which is more reliable when deciding to make a purchase: something that has been proven or implied?* (proven) *Do most ads prove or imply something?* (imply) *What does this say about advertising?* (It's not completely honest. You can't believe everything ads say.)

**LANGUAGE NOTE** The four verbs used to persuade also have noun forms: *endorsement, proof, promotion*, and *implication*. Invite Ss to use the noun form to talk about each ad. (For example: Vicenzo Bellini gave an endorsement for The Hair Vitamin; The lab technician provided proof that Strawberry Pops has the most strawberries; Elmo's Fish has a promotion going on; The implication in the language ad is that you will be able to speak English in three months.)

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the example statement.
- Then have Ss think of examples in pairs.
- Bring the class together to share. Ask, *Which type of ad was it most difficult to remember an example for? Which form of persuasion do you see most often?*

## C LISTEN TO APPLY IDEAS

Suggested time: 15 minutes | Your time:

- Read the directions. Have Ss preview the five techniques, *a* to *e*.
- Refer to the Teaching Tip below for ideas for previewing exercises. Then say, *The five ads in the exercise are not mentioned in the audio. You will hear descriptions of the techniques and then decide which technique is used in each ad.*
- Play the audio. Clarify vocabulary, referring to the Language Notes below.
- Then have Ss complete the exercise.
- Go over the answers as a class to make sure Ss understand the techniques. Ask, *Which of these techniques relate to the vocabulary in Exercise A?* (a. prove; c. endorse)

**LANGUAGE NOTES**

- *The ins and outs of something* are all the exact details of a complicated situation.
- *Embed* means to put something firmly and deeply into something else.
- *Be first-name* means to use first names only.
- *Play on someone's fears* means to intentionally use fear to persuade someone to do something.
- *Mind you* is used when saying something that is almost the opposite of what you have just said, or that explains or emphasizes it.
- A *snob* is someone who thinks they are better than people from a lower social class.
- A *sacrifice* is the giving up something valuable to you in order to achieve something else.

**OPTION** (+5 minutes) In pairs, have Ss think of other examples for the various techniques. Alternatively, assign each pair one technique to come up with an example for. Then bring the class together for each pair to share.

**TEACHING TIP** Just like previewing a reading text, previewing a listening exercise can help Ss effectively navigate what they will hear. In Exercise C, for example, previewing alerts Ss to the fact that they will be listening to descriptions of five advertising techniques.



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## D LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them say or guess what product and brand the advertisements are for, based on the images. (Ad 1: product: fruit punch, brand: Beverly Hills; Ad 2: product: car; Ad 3: product: maybe donations for the park; 4. product: mouthwash, brand: Nice-Mouth)
- Point out that more than one technique may be used in each ad. Ask, *What do you think* supporting details *refers to*? (information about the ad that illustrates the technique)
- Model the first item with the class. Have Ss listen to the first ad and write the advertising technique(s) used and supporting details. If needed, explain that Beverly Hills is a city near Los Angeles and is home to the rich and famous. Go over the answers.
- Play the rest of the audio and have Ss take notes. Then have Ss discuss their choices in pairs.
- Review the answers as a class.

**OPTION** (+5 minutes) Ask, *Do you think any of the advertisements were successful? Were you persuaded to buy the product or to donate money?*

**EXTENSION** (+5 minutes) Write *rhetorical question* on the board. Elicit or explain that a rhetorical question is a question you ask without expecting an answer. Write on the board: *Then isn't it time you drove a Bernard?* Say, *This question is from Ad 2*. Ask, *Is an answer expected to this question?* (no) Say, *Let's listen for two more rhetorical questions in Ad 2*. (But why shouldn't you? Are you ready?) *Also for Ad 3*. (Do you remember downtown's beautiful park—Green Hills? Well, have you been downtown recently? Have you seen the condition of the Park? . . . And do you remember those long summer days at the Green Hills Pool?) *Also for Ad 4*. (So, what are you waiting for?) Have Ss discuss why rhetorical questions are used in advertising.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask, *Does anyone here work in advertising? Is anyone interested in working in advertising?* Tell Ss they will test their advertising skills by trying to persuade someone to buy a product.
- If time permits, model the activity. Write the headings from the notepad on the board. Ask a volunteer to read the **Ideas** list and have the class choose one idea. Decide on a type of product (for example, shampoo), name (for example, Lavish Locks), and type of ad (for example, a radio ad). Brainstorm effective techniques to persuade people to buy the product and discuss ideas for an ad using one technique.
- Form small groups. Have Ss decide on their own product to advertise. Instruct them to take notes and plan. Offer help as needed.
- Tell Ss if their ad is a print or digital ad, they should write it. If it's a radio or TV ad, they should prepare to present it.

## B PRESENTATION

Suggested time: 10 minutes | Your time:

- Assign each group a number. Tell Ss they are going to use charts to keep track of the ads the various groups present. Have them draw this chart:

| *Group* | *Type of product* | *Name of product* | *Type of ad* | *Techniques* | *Comments* |
|---|---|---|---|---|---|
| | | | | | |

- After each ad is presented, have Ss discuss the ad in groups. Give Ss time to fill in their charts, including comments on whether the ad was funny, annoying, persuasive, interesting, or touching.
- Once all the groups have presented, vote on the five categories. If time permits, Ss can explain why they found the ads persuasive, annoying, interesting, funny, or touching.

**LOOK FOR** While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using the vocabulary for verbs to persuade
✓ using advertising techniques

**WRITING HANDBOOK** (optional, page T147)

**CLOSURE ACTIVITY** (+5 minutes) Form pairs. Write the five advertising techniques on small pieces of papers and have each pair select one. Instruct pairs to create a role play of a commercial using the technique they chose. Take notes as Ss role-play. Identify areas for review and extra practice.

Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

**PROGRESS SELF-CHECK**
Follow the procedure outlined in Unit 1 on page T11.

**FOR MORE PRACTICE . . .**
Refer to the list of review and additional practice items in Unit 1 on page T11.


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