

# 6 UNIT

## SELLING POWER

### IN THE PICTURE In a store

#### »»» Talk about shopping

#### WORK WITH WORDS

1 **RECALL** Work in pairs. Do the tasks. You have three minutes.

a Name at least eight stores. *bakery*

b Complete the phrases with the words in the box.

buy cheap cost expensive pay for the price  
save sell spend

- 1 ask \_\_\_\_\_
- 2 be \_\_\_\_\_ / \_\_\_\_\_
- 3 \_\_\_\_\_ / \_\_\_\_\_ an item
- 4 \_\_\_\_\_ / \_\_\_\_\_ money

2 Look at the store in the big picture. What kind of store is it and what does it sell?

3 **2.12** Listen to two conversations in the store. Complete how much the two people pay.

**Store clerk:** These T-shirts are **on clearance**. Three for two. And this scarf is **on sale**. Are the T-shirts the right size? You can **try on clothes** over there.

**Shopper:** They're fine, thanks.

**Store clerk:** OK, that's \_\_\_\_\_. **Keep the receipt** if you want to **exchange an item**, or **return an item** and **get a refund**.

**Shopper:** Hi, this purse is a little dirty. Can I **get a discount**?

**Store clerk:** Um, well I can take off \$10, OK? So that's \_\_\_\_\_.  
Do you want to **pay in cash** or **pay by credit card**?

**Shopper:** Cash, please.

4 **2.13** Listen and repeat the phrases in orange in Exercise 3. Then match them to the definitions (1–10).

- |   |   |
|---|---|
| 1 use "plastic" money to buy something<br><i>pay by credit card</i> | 5 use "real" money to buy something                                 |
| 2 exchange something for a different size or color                  | 6 take something back   |
| 3 check if something is the right size                              | 7 cheaper than usual for a short time                               |
| 4 not throw away the document that shows you paid                   | 8 cheaper at a certain time of year, for example, the end of summer |
|   | 9 get some money off the price                                      |
|   | 10 get your money back  |

5 a **2.14** **PRONOUNCE** Listen and repeat the words. Pay attention to the /æ/ and /e/ sounds.

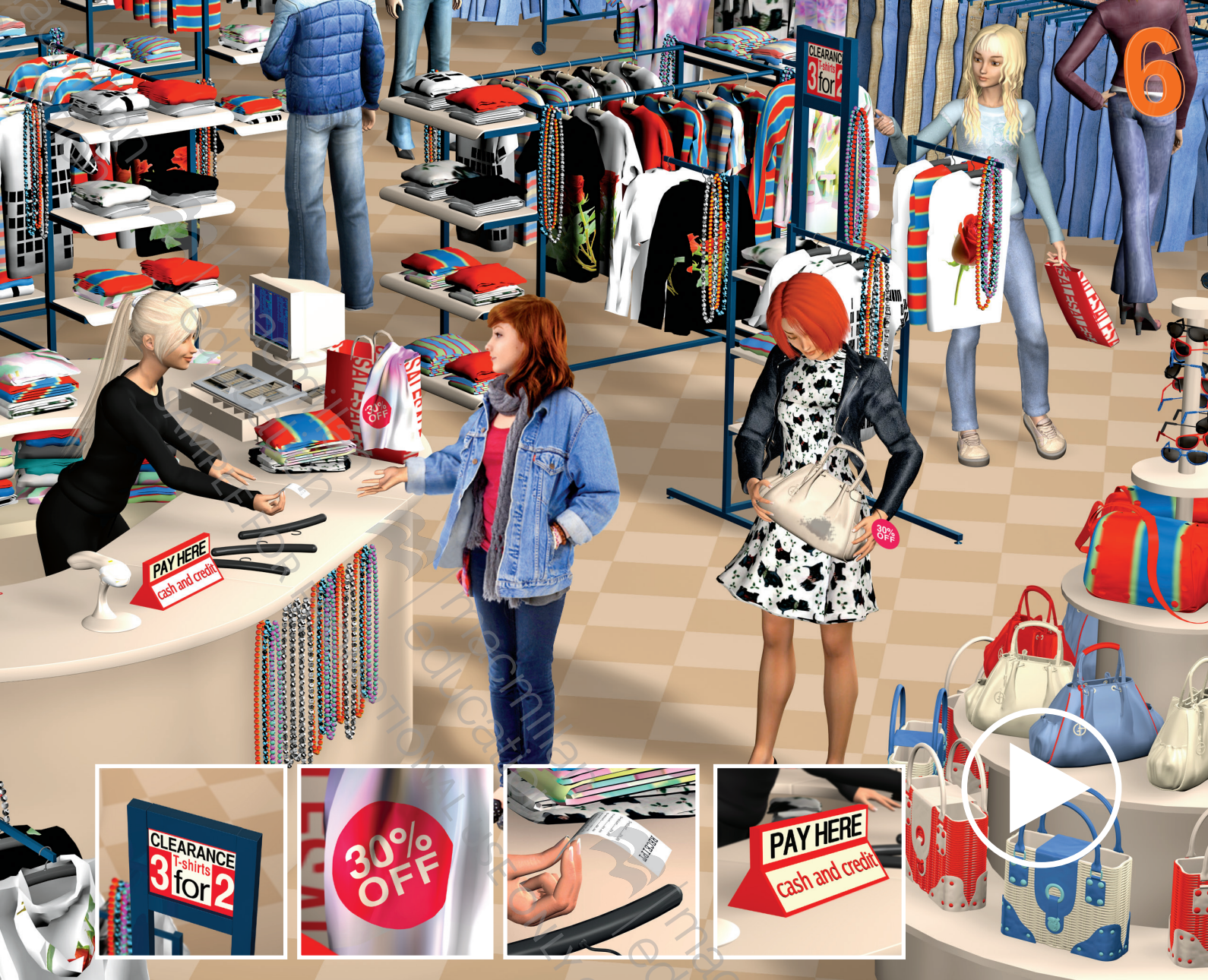
/æ/ cash bag /e/ expensive sell

b **2.15** Listen and circle the word you hear. Then listen and repeat both words.

- 1 *and* / end      2 *sad* / said      3 *had* / head      4 *dad* / dead      5 *jam* / gem







- 6 THE MOVING PICTURE** ▶ Watch Crystal, Ron, and Olivia talking about shopping. Who likes shopping? What do they think are the advantages and disadvantages of shopping online?

## SPEAK

- 7** Read the shopaholic questionnaire. Work in pairs. Ask and answer the questions. Explain your reasons or give examples.

## The shopaholic questionnaire

- 1 Do you like shopping?
- 2 How often do you go shopping, and who do you go with?
- 3 Do you prefer big shopping malls, smaller stores, or outdoor markets?
- 4 What things do you usually buy?
- 5 Do you enjoy trying on clothes?
- 6 Do you often exchange or return items?
- 7 Do you often buy things on sale or on clearance?
- 8 Do you ever ask for a discount?
- 9 Do you ever shop for products online?

## MOVE BEYOND

Do the Words & Beyond exercise on page 135.



## READING What's it for?

### Identify the tone of written comments

#### SPEAK AND READ

1 Work in pairs. Look at the photos and answer the questions.

- Which photo do you like best? Why?
- What do you think they might be advertising?

2 **2.16** Read the website comments. Find out if any people agree with your predictions and opinions.

## ZAC'S BIG CHALLENGE: One challenge a day for a year

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### Challenge #122: Guess the ad

I love watching those TV shows and videos with funny ads from around the world. For today's challenge I've tried to design three ads with amusing photos. Your challenge is to tell me your ideas: what product the pictures might be for and why. (You can check out my ads tomorrow.)

#### 8 Comments on Challenge #122: Guess the ad

##### LNQ says

Wow, great idea for a challenge, Zac 😊. Ad 1 must be for glasses – they're all wearing glasses with similar black frames.

REPLY

##### angel15 says

No, it can't be glasses – that would be too obvious. It could be toothpaste.

REPLY

##### JedSW says

This ad might be for a clothing store. They're all wearing a similar style of clothes.

REPLY

##### PT199 says

Ugh! Is this how you dress, JedSW? If so, you are totally uncool!!!! Those awful clothes must be from the 1970s!

REPLY

##### OMG says

I totally love the second ad. Good choice! It must be for healthy eating – eat more fruits and vegetables. There are five of them, so it might have something to do with the campaign to eat five servings of fruits and vegetables a day.

REPLY

##### angel15 says

Definitely fruits and vegetables. But why are the banana and the carrot hiding?

REPLY

##### Jay says

Ad 3 might be for a vacation. It looks like a really beautiful place.

REPLY

##### TC says

Duh! Are you even looking at the photo? What about that rocket thing on the man's back? What does that have to do with vacations? Maybe it's for train travel – "Why not take the train? It's faster, easier, and more comfortable."

REPLY

3 a Read the tips in the **HOW TO** box.

b Read the website comments again.

- Which are positive about the challenge or ads?
- Which are rude about other people's comments?
- Who isn't sure?

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Check (✓) them.

#### HOW TO

identify the tone of written comments

- ☐ Look for question marks (?) for uncertainty and exclamation points (!) for emphasis.
- ☐ Look for exclamations like *oh*, *wow*, and *ugh*. They express strong feelings.
- ☐ Look for positive and negative symbols.
- ☐ Look for positive and negative comments about other people or their ideas.

#### REACT

5 Work in pairs. What do you think? Tell your partner.

- What are your favorite TV/internet/magazine ads? Describe them.
- Have you ever bought a product because you saw it in an ad? Why or why not? If you have, what was it and was it as good as the ad said?

#### MOVE BEYOND

Write your own slogan (an advertising phrase or sentence) for each photo.



## Make logical guesses

### READ AND LISTEN >>> Grammar in context

- 1 2.17 Look at the photos of two products from ads. Read and listen to the conversation. What do you think the objects are?



**Nate:** OK, I think the first one shows those things on the top of a stove where you cook food.

**Mindy:** No, they **can't** be. Look at the color. They **must** be buttons ... yes, I'm sure they're buttons. It **could** be a gadget, but I don't know exactly what it is.

**Nate:** Hm. The second one **might** be a piece of kitchen equipment, but I'm not sure.

**Mindy:** Hm, it **may** be.

### STUDY

- 2 Complete the explanations. Use the words in orange in Exercise 1 to help you.

#### Possibility and impossibility

Use **can't**, **could**, **may**, **might**, and **must** to make logical guesses.

Use **could**, \_\_\_\_\_, or \_\_\_\_\_ when you're not sure if something is possible.

Use \_\_\_\_\_ when you're sure something is true or possible.

Use \_\_\_\_\_ when you think something is impossible.

Don't use **to** between these words and the main verb.

*It could be a gadget.*

See **GRAMMAR DATABASE**, page 125.

### PRACTICE

- 3 a Complete the sentences with the products in the box.

car	cell phone	cheese
ring	shampoo	spaghetti

- It's a \_\_\_\_\_. – No, it can't be. It only has two wheels!
- It's a \_\_\_\_\_. – Yes, it must be. It's round and made of gold.
- It's \_\_\_\_\_. – Hm, it could be. It's in a bottle.
- It's \_\_\_\_\_. – Yes, it must be. It's long and thin.
- It's a \_\_\_\_\_. – Hm, it might be. It has a screen.
- It's \_\_\_\_\_. – No, it can't be. It's pink!

- b Work in pairs. Think of two products and write short explanations. Read them to another pair. Can they guess your explanation?

*It's long and made of wood.*

*It might be a ...*

- 4 Complete the conversations with the correct verbs. Use **can/must/might/may/could** in the affirmative or negative.

**Anna:** What's that sound? It sounds like water.

**Kristen:** Hm, it (1) \_\_\_\_\_ be rain. But it sounds as if it's inside.

**Anna:** No, it (2) \_\_\_\_\_ be rain. It isn't raining – look. It (3) \_\_\_\_\_ be the washing machine.

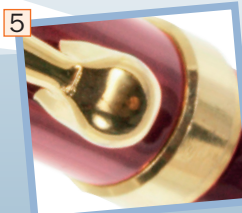
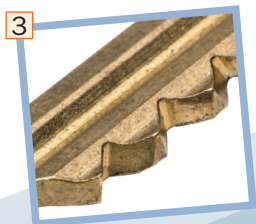
**Kristen:** What's that smell? Phew! It's really strong.

**Anna:** I'm not sure. It (4) \_\_\_\_\_ be those flowers over there.

**Kristen:** No, it (5) \_\_\_\_\_ be the flowers, they're plastic. Look, there's my sister. It (6) \_\_\_\_\_ be her new perfume!

### SPEAK

- 5 Work in pairs. Decide what the objects are in the photos below. Use the conversations in Exercise 4 to help you. Check your answers on page 142.





# LISTENING AND VOCABULARY Smart shopping

## Understand the speaker's intention

### SPEAK AND LISTEN

#### 1 Work in pairs. Answer the questions.

- What kinds of stores and services can you find in shopping centers in your area?
- What are the advantages and disadvantages of large shopping centers?
- Give an example of something that you bought but didn't plan to buy or couldn't really afford. Explain why you bought it.

#### 2 a Read the tips in the **HOW TO** box.

#### b **2.18** Listen to the interview. Choose the correct answer.

The interviewer wants to ...

- A advertise the stores at Towngreen Center.
- B encourage shoppers to spend more.
- C help shoppers understand why they spend.

#### 3 **2.18** Listen again. For each question, check (✓) the correct answer.

- |   |   |
|---|---|
| 1 Stores and shopping centers are designed so you ... | 3 Expensive items are on ...                    |
| A find things as quickly as possible.                 | A shelves at eye level.                         |
| B stay as long as possible.                           | B lower shelves.                                |
| C buy popular items.                                  | C higher shelves.                               |
| 2 Clearance items are usually ...                     | 4 Stores and shopping centers use tricks of ... |
| A front left.   | A sight.  |
| B back right.   | B sight and smell.                              |
| C front right.  | C sight, smell, and touch.                      |

#### HOW TO

understand the speaker's intention

- Listen for the main message.
- Listen for expressions that give an opinion or suggestion.
- Decide what you have learned and / or how you feel after listening.

### REACT

#### 4 Work in pairs. Answer the questions about the interview.

- Did you know about any of these tricks? What did you find most interesting?
- Do you think James Lewis's advice to shoppers at the end is good advice?

### WORK WITH WORDS

#### 5 **2.19** Match the words for things and people in a store (1–12) to the photos (a–l).

Listen and check.

- |         |            |                |                 |                  |                 |
|---------|------------|----------------|-----------------|------------------|-----------------|
| 1 cart  | 3 checkout | 5 store window | 7 exit          | 9 store security | 11 fitting room |
| 2 shelf | 4 basket   | 6 escalator    | 8 cash register | 10 department    | 12 customer     |



### SPEAK

#### 6 Work in pairs. Design your dream store. Decide what the store sells (all your favorite items and products) and give it a name. Make a plan of where things are. Present your store to another pair. Which store do you like best? Why?

#### MOVE BEYOND

Do the Words & Beyond exercise on page 135.



## Ask polite questions

### READ AND LISTEN >>> Grammar in context

- 1 2.20 Read and listen to the conversation. What and where is the store Stefano wants to go to? What time does it close?



- Stefano:** Hello, **do you have any idea** where I can buy a computer mouse?
- Mrs. Foster:** Well, there are two stores that sell electronics – Electronic World and Black's.
- Stefano:** **Could you tell me** how I can find Electronic World, please?
- Mrs. Foster:** Sure, it's on level two, about five stores down after the elevator.
- Stefano:** **Would you mind** showing me where it is on the map?
- Mrs. Foster:** Um, here it is, right here.
- Stefano:** **Do you know** if the store closes late today?
- Mrs. Foster:** All the stores close at 7 p.m.

### STUDY

- 2 Complete the examples. Use Exercise 1 to help you.

#### Indirect questions

Use indirect questions to be more polite and more formal.

Indirect questions start with an expression like this:

*Do you have* .....

*Could you* .....

*Would you mind* .....

*Do you* .....

Word order changes in indirect questions.

In a direct question, the verb comes before the subject:

*Where can I buy a mouse?*

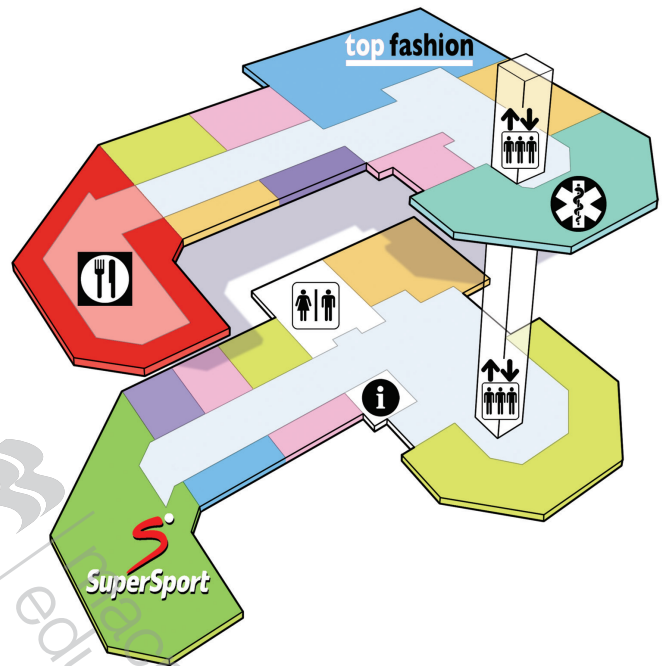
In an indirect question, the verb comes after the subject:

*Do you have any idea where I can buy a mouse?*

See GRAMMAR DATABASE, page 125.

### PRACTICE

- 3 Write direct questions for the other three questions in Exercise 1.
- 4 a Make these questions more polite. Use the phrases in orange in Exercise 1.
- Where's the elevator?
  - Which level is the food court on?
  - How do I find Top Fashion?
  - Where are the restrooms?
  - How long does it take to get to SuperSport?
  - Where can I find a pharmacy?



- b Work in pairs. You're at the information desk **i** in the shopping center. Ask and answer the questions in Exercise 4a using the map.

### SPEAK

- 5 a Work in pairs. Student B looks at the movie information on page 142. Student A asks Student B indirect questions to find out:
- how much / tickets / cost?
  - discount / students?
  - take / drinks in?
- b Now find out about a fashion show. Student A looks at the information on page 141. Student B asks Student A indirect questions to find out:
- what time / fashion show?
  - for men or women?
  - how much / show?



# LANGUAGE & BEYOND



**1**

**Andy:** Where should we go?  
**Joe:** (Thinks: *I want to go to the park.*) Uh ... I don't know – I don't care.  
**Andy:** OK, let's go to the mall.  
**Joe:** (Thinks: *I don't want to go to the mall.*) Yeah, sure, whatever.



**2**

**Elena:** Where should we go?  
**Sue:** I'd like to go to the park and play basketball. Is that OK with you?  
**Elena:** Um, yeah ... What about the mall?  
**Sue:** No, we went to the mall yesterday. I'd like to go to the park today.



**3**

**Jeff:** Where should we go?  
**Maria:** I want to go to the park.  
**Jeff:** Or what about ...  
**Maria:** I said I want to go to the park. OK?

## Be assertive

### SPEAK AND READ

**1** **2.21** Read and listen to the situations. Describe Joe, Sue, and Maria in each situation with one of these words.

- A** aggressive = is angry and doesn't respect the other person's wishes
- B** passive = accepts the other person's wishes but doesn't agree with them
- C** assertive = is confident and respects the other person's wishes

**2** Check (✓) the actions that are assertive.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> always agree with somebody | <input type="checkbox"/> shout and be rude  | <input type="checkbox"/> look at the floor        |
| <input type="checkbox"/> be calm and not emotional  | <input type="checkbox"/> repeat your wishes   | <input type="checkbox"/> stand up straight        |
| <input type="checkbox"/> listen to other people     | <input type="checkbox"/> stand very close to somebody (inside their personal space) | <input type="checkbox"/> make eye contact         |
| <input type="checkbox"/> say what you want          |   | <input type="checkbox"/> speak slowly and clearly |

### DO

- 3** You're first in line at a cash register. Another person walks in front of you. In pairs, role-play the situation in three different ways: aggressive, passive, and assertive.
- 4** How did you feel in each situation? Was it difficult to be assertive? Why or why not? Tell your partner.

### PHRASE BYTES

Excuse me, there's a line.  
 Hey, you, get to the back of the line!  
 Uh, can you please get in the line?  
 So? Do you have a problem?  
 Oh, sorry.

### REFLECT

- 5** Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?
- Do you know someone who's assertive? What makes him or her assertive?
  - Why is it sometimes hard to be assertive?
  - Can you think of situations when you can't be assertive?

### EXTEND

- 6** Work in pairs. Decide how to be assertive in the situations on page 142.

### REFLECTION POINT

Know what you want and act assertively (but not aggressively) to get it. This will help you feel better and get along with other people more easily.



# SPEAKING At the cash register

## Return items and make a complaint

### SPEAK

1 Look at what people say when they take things back to a store. What products could these phrases be about?

- 1 They're the wrong size. / They don't fit.
- 2 It doesn't look good on me. / It doesn't look right.
- 3 I've changed my mind.
- 4 There's a stain on it. / There's a hole in it.
- 5 It doesn't work. / It's broken.



### LISTEN

2 a 2.22 Listen to the conversations. What's each person returning and why?

- 1 **Anita:** I'm afraid this sweater is the ..... I'd like to exchange it for a smaller one.  
**Clerk:** OK. Do you have your receipt?  
**Anita:** Yes, here you are.  
**Clerk:** OK ... there you go.  
**Anita:** Thank you very much.
- 2 **Clerk:** How can I help you?  
**Olivia:** I'd like to return this DVD player. It ..... The sound isn't right.  
**Clerk:** Are you sure? Maybe you didn't read the instructions.  
**Olivia:** I'm sure I did. I'd like a refund, please.
- 3 **Victor:** I'd like to return this T-shirt.  
**Clerk:** Is there anything wrong with it?  
**Victor:** No, ..... It doesn't look good on me.
- 4 **Max:** I'd like to return this shirt. I'm afraid there's a .....  
**Clerk:** Um ... I can give you a discount.  
**Max:** No, thank you. Here's my receipt. I'd like a refund.  
**Clerk:** Would you like to exchange it for something else?  
**Max:** No, thank you. I'd like a refund.

### HOW TO

be polite

- Use *I'd like ...* to make a polite request.
- Use *I'm afraid ...* to make a polite complaint.
- Use *Thank you very much* to thank somebody politely.
- Use *No, thank you* to refuse something politely.

b 2.22 Complete the conversations. Use Exercise 1 to help you. Listen again and check.

3 2.23 Listen and repeat all the phrases in Exercise 1. Pay attention to which words are stressed.

4 a Read the tips in the **HOW TO** box.

b Underline polite phrases in the conversations.

### ACT

5 Work in pairs. Act out two conversations. Student A is the store clerk, and Student B is the customer. The customer wants an exchange or a refund. Be polite but assertive.

### PHRASEBOOK 2.24

#### Return items

I'd like to return ...

I'd like a refund / to exchange it.

I'm afraid ...

It's the wrong size. / It doesn't fit.

It doesn't look good on me. / It doesn't look right. / I've changed my mind.

#### Make a complaint

I'm afraid ...

There's a stain on it. / There's a hole in it.

It doesn't work. / It's broken.

## WRITING We look forward to hearing from you

Use polite phrases in formal emails and letters

### SPEAK AND READ

1 Read the survey. Work in pairs. Ask and answer the questions in the survey.

2 Read the letter and finish the sentences.

The survey was written by ...

It was written to ...

### To our MIDTOWN MALL customers:

We are asking for your help with a survey about brands. We would be grateful if you could tell us what you buy and where you shop. Please fill out the attached survey and return it to any mall store. You'll receive a 10% discount coupon. Thank you for your participation.

Sincerely,

The MIDTOWN MALL



### Survey ABOUT BRANDS

- 1 Could you tell us where you shop and why?
  - What are your favorite stores and why?
  - Which is more important: the product or the price?
- 2 Would you mind telling us how you feel about brands?
  - Do you only buy certain brands? If so, which brands and why?
  - Do you think brands are more important for electronics, clothes, or sports equipment?
- 3 Could you tell us about your last purchase?
  - What was the last thing that you bought?
  - Why did you buy it?

3 a Read the tips in the **HOW TO** box.

#### HOW TO

use polite phrases in emails or letters

Use ...

- I am / We are asking you to ... to make a request.
- I / We would be grateful if you could ... to make a formal request.
- Thank you for your help for polite thanks.
- Sincerely, as a formal phrase at the end.

b Find the phrases in the letter in Exercise 2. How do the first two phrases end?

### PRACTICE

4 Make this email sound more polite and formal.

Hey, shoppers!

We want to know if you can answer a few things on our questionnaire. It would be really cool if you can help us.

Thanks a lot! Keep shopping!

Edith Jones at West City Mall

### DISCUSS

5 Discuss the ads that you hear on the radio or see on TV, on the internet, in apps, or on the street. Which ones do you pay attention to? Why?

### WRITE

6 Write a survey about advertising.

- 1 Find out where teens usually see ads. Use an indirect question. Then write two survey questions.
- 2 Find out if teens pay attention to ads featuring famous people. Use an indirect question. Then write two survey questions.
- 3 Find out which ads are favorites in your class. Use an indirect question. Then write two survey questions.

### SHARE

7 Give your survey and present the results. Which ads does the class like or dislike?



## VOCABULARY Shopping

### 1 Complete the poster with the words in the box.

a discount a refund by credit card  
clearance exchange in cash on sale  
return the receipt try on

### Buy, buy, buy!

A lot of items are on  
(1) \_\_\_\_\_!  
Next week everything is  
(2) \_\_\_\_\_  
50 percent off!  
Remember, you can only pay in  
the store (3) \_\_\_\_\_ (sorry, no credit cards).  
Visit our online store. Pay (4) \_\_\_\_\_ on  
our secure site. (5) \_\_\_\_\_ clothes in your own  
home. You can (6) \_\_\_\_\_ an item if it doesn't  
fit, and (7) \_\_\_\_\_ it for a different size or get  
(8) \_\_\_\_\_. Just keep (9) \_\_\_\_\_!  
Get (10) \_\_\_\_\_ of 10 percent when \_\_\_\_\_  
you spend more than \$50! \_\_\_\_\_ /10



## Things and people in a store

### 2 Complete the store's ad.

**At Sid's Superstore** the (1) c \_\_\_\_\_  
really is king! There are no silly rules here!  
Please touch things in the (2) s \_\_\_\_\_  
w \_\_\_\_\_.  
Children: please open the (3) c \_\_\_\_\_  
r \_\_\_\_\_ and play games on the  
(4) e \_\_\_\_\_.  
You don't need to use a (5) b \_\_\_\_\_ or  
(6) c \_\_\_\_\_ for shopping items.  
The (7) s \_\_\_\_\_ s \_\_\_\_\_ is there  
to help you.  
Don't put things back on the right (8) s \_\_\_\_\_.  
You can have any number of items in the express  
(9) c \_\_\_\_\_.  
Just leave clothes in the (10) f \_\_\_\_\_  
r \_\_\_\_\_.  
Dogs welcome in the food (11) d \_\_\_\_\_.  
Leave through the entrance and not the \_\_\_\_\_  
(12) e \_\_\_\_\_, if you prefer. \_\_\_\_\_ /12

## GRAMMAR

### Possibility and impossibility

### 3 Choose the correct verbs to complete the conversation.

**Lucy:** What's that?  
**Ben:** Um. I'm not sure.  
It (1) **must** / **might** be a kid's toy. Or it  
(2) **must** / **may** be something for a pet.  
**Lucy:** No, it (3) **can't** / **could** be; it's too big.  
**Ben:** It (4) **could** / **must** be something for  
fitness training. Yes, it (5) **can't** / **must**  
be to build arm muscles.  
**Lucy:** Hm, it (6) **might** / **can't** be. But why is it  
that awful color?  
**Ben:** That (7) **can't** / **must** be why it's on  
clearance. Let's ask the store clerk. He  
(8) **must** / **can't** know.  
**Lucy:** Excuse me, what's that?  
**Store clerk:** I'm afraid I have no idea. But you  
can get three for two. \_\_\_\_\_ /16



### Indirect questions

### 4 Put the words in order to make questions.

- 1 is / the shoe department /  
Do you know / where / ? \_\_\_\_\_
- 2 costs / this shampoo /  
how much / Do you have any idea / ? \_\_\_\_\_
- 3 what time / Could you tell me / closes /  
the store / ? \_\_\_\_\_
- 4 I need / Do you know / which floor /  
for the café / ? \_\_\_\_\_
- 5 starts / when / Would you mind telling me /  
the sale / ? \_\_\_\_\_
- 6 is / the store manager / Could you tell me /  
who / ? \_\_\_\_\_



Your score: \_\_\_\_\_ /50

## SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a little help.
- ✓ Yes, I can. But I need a lot of help.

I can identify the tone of written comments. \_\_\_\_\_  
I can understand the speaker's intention. \_\_\_\_\_  
I can be assertive. \_\_\_\_\_  
I can return items and make a complaint. \_\_\_\_\_  
I can use polite phrases in formal emails and letters. \_\_\_\_\_