

## Unit 4 Shopping

**Theme:** Buying and selling

**Language functions:** Buying and selling things; bargaining

**Objectives:** This unit aims to teach students vocabulary and language functions related to shopping, bargaining, and commercial transactions. By the end of the unit, students will be able to confidently initiate, carry out, and sustain conversations when buying, selling, and negotiating prices of goods.

### Warm-up

#### Procedures:

- 1) Have students read the conversation between Philip and Mark.
- 2) Check for comprehension and clarify any unfamiliar vocabulary.
- 3) Ask students two discussion questions about shopping preferences and habits:
  - Do you like shopping or do you hate shopping? What do you like or hate about it?
  - If you like shopping, do you consider yourself an impulsive shopper? Do you buy whatever catches your eye, or do you compare carefully before buying things?
- 4) Have students share and discuss their answers to the questions in pairs or small groups.
- 5) Invite some students to share their thoughts and opinions with the class.
- 6) Wrap up by emphasizing how peoples' shopping habits and perspectives differ.

#### Activity 1

##### 1. Conversation

This conversation depicts two friends, Linda and Grace, shopping together at a mall. Linda needs to buy a birthday gift for her friend Jessie, and Grace recommends getting Jessie a sweater from the clothing store and kindly offers her VIP discount card to Linda. At the store, with the help of the salesperson, Linda finally selects a sweater for her friend. After that, she asks about the price and payment options. The conversation serves as a typical example of shopping, bargaining, and decision-making.

##### 2. Role-play

- **Focus:** This task is designed to have student use appropriate vocabulary, grammar, and functional language to act out shopping scenarios.

- **Procedures:**

- 1) Divide students into pairs and assign each pair one of the three role-play scenarios provided.
- 2) Give students a few minutes to prepare by deciding who will play each role and planning out the conversation.
- 3) Have students perform their role-plays for the class. Remind them to use expressions related with bargaining, persuading, etc.
- 4) Provide feedback on the role-plays and highlight effective use of target vocabulary and language functions.
- 5) Optional: Have students switch roles and perform the conversation again.

## Activity 2

### 1. Conversation

This conversation depicts a customer, Zhou Ming, interacting with a sales assistant at a cellphone store. Zhou Ming intends to purchase a new cellphone but finds the first model the assistant shows him to be too expensive. The assistant then recommends another high-end model that is more reasonably priced. Zhou Ming decides to purchase that phone, but questions the necessity and value of additional accessories and a service contract that the assistant tries to upsell him. After going back and forth, Zhou Ming stands firm and only purchases the items he deems worthwhile. The conversation exemplifies common negotiation strategies and sales tactics employed in commercial transactions.

### 2. Role-play

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### 3. Group work

- **Focus:** This task provides students with the opportunity to practice bargaining and negotiation skills in an end-of-semester sale scenario. Students will take on the roles of buyers and sellers and aim to reach a mutually beneficial agreement.

- **Procedures:**

- 1) Divide students into sellers and buyers.
- 2) Provide sellers with a list of suggested sale items and ask them to assign prices to the items and be prepare to justify the prices.
- 3) Direct students to participate in role-playing activities that involve negotiating the sale of various items. Buyers focus on achieving the most favorable prices, whereas sellers strive to maximize their profits.
- 4) Circulate among the groups and observe the negotiations. Take note of effective bargaining strategies and language.
- 5) After sufficient practice, have volunteers act out their negotiations for the whole class.

- 6) Provide feedback on persuasion techniques, offering discounts, compromising, etc. and discuss the most effective strategies.

### **Additional Resources for Teachers:**

Here are some effective bargaining and negotiation strategies students can use in this activity.

For buyers:

- Ask questions about flaws or issues with the product to negotiate a lower price.
- Suggest a lower price and gradually work up from there.
- Point out deals, discounts, or sales on similar items available elsewhere.
- Offer to buy multiple items if given an overall discounted price.
- Appeal to the seller’s emotions or principles.

For sellers:

- Justify the original price based on features, brand name, condition, etc.
- Make concessions gradually rather than immediately agreeing to lower prices.
- Offer additional items, gifts, or future discounts to sweeten the deal.
- Appeal to the buyer’s desires and painting a positive vision of using the product.
- Hold firm if the price is fair, refusing to go below a certain minimum.

Both buyers and sellers can utilize body language, tone, compromising, flattery, and rapport-building, etc. to their advantage during negotiation. The key is to be flexible, listen actively, and be mutually beneficial and reciprocal.

## **Activity 3**

### **1. It’s showtime!**

This text provides an overview of the emerging trend of live commerce in China. Live commerce combines real-time live-streaming broadcasts with e-commerce platforms, creating a unique experience where viewers can watch and shop simultaneously. This innovative sales model has become a major retail channel in China that boosts customer engagement and sales through its interactive format, especially during major shopping festivals.

### **2. Pair work**

- **Focus:** This task provides an opportunity for students to share their personal experiences and viewpoints as they engage in the discussion about the burgeoning trend of live commerce. Students will exchange ideas and opinions on buying via live-streaming.

- **Procedures:**

- 1) Have students work in pairs, and direct them to ask each other the questions provided in the textbook.

- 2) Circulate and listen to conversations. Take note of interesting anecdotes, diverse opinions, etc.
- 3) After sufficient discussion, invite a few pairs to share highlights of their conversation with the class.
- 4) Wrap up by commenting on student perspectives on this trend.

### 3. Group work

- **Focus:** This task offers an opportunity for students to conduct a survey on their peers' experiences and attitudes toward live commerce. Students will learn to design, carry out, analyze, and report the survey.
- **Procedures:**
  - 1) Encourage students to utilize the provided survey items and brainstorm any other relevant questions to include.
  - 2) Have students work in groups and conduct their surveys by distributing them to multiple classmates and collecting their responses.
  - 3) Once sufficient data is gathered, each group should calculate the percentage of results for each survey question.
  - 4) In groups, students discuss what the results imply about their peers' views, behaviors, and receptiveness regarding live commerce.
  - 5) Each group presents their survey findings and analysis to the class.
  - 6) Wrap up by comparing and discussing the results of each group's survey efforts.

### 4. Show and Tell

- **Focus:** This task is designed to have students interpret and present survey data on the growth of live-streaming in China by creating and explaining an informational graph.
- **Procedures:**
  - 1) Provide students with the table of data on live-streaming user numbers and the percentage of internet users in China over time.
  - 2) Instruct them to create a line graph, bar graph, or other relevant visual. And explain that students will be explaining what the graph depicts and the key trends in live-streaming adoption.
  - 3) Have each student present their graph to the class, including summary of data and data analysis.

- 4) After presentations, lead a discussion about the overall growth, milestones, and patterns that students have interpreted from the data.
- 5) Wrap up by relating the rise of live-streaming to the potential for live commerce growth.

### **Sample Speech**

Good morning, everyone! Today, I'll be presenting a graph that shows the growth of live-streaming users in China over the past few years.

As you can see from my bar graph, the number of live-streaming users has increased steadily since 2018. In June 2018, there were 425 million live-streaming users in China, making up 53% of internet users. Flash forward to June 2021, and the number of live-streaming users jumped to almost 638 million, representing over 63% of Chinese internet users.

So what explains this rapid development of live-streaming? Well, in my opinion, it comes down to a few key factors. First, live-streaming allows for more interactive, engaging content compared to traditional media. Viewers can connect with hosts and other fans in real time.

Second, live-streaming has become a popular new form of entertainment and social activity, especially among younger generations in China. The interactive features appeal to Millennials and Gen Z.

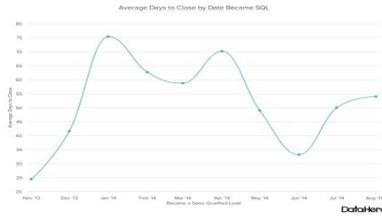
Third, live-streaming has paved the way for emerging e-commerce models like live commerce, where hosts can sell products directly to viewers. So live-streaming provides a blend of entertainment, community, and shopping potential.

In summary, the data clearly shows the widespread popularity of live-streaming in China. With more than 600 million users, this technology demonstrates its impressive reach and appeal. It's likely that live-streaming and live commerce will continue influencing media and retail across China in the coming years.

But what do you all think? Do you agree the growth will persist? Does live-streaming have the same potential here? I'm curious to hear your perspectives. With that, I'll wrap up my presentation. Thank you for listening!

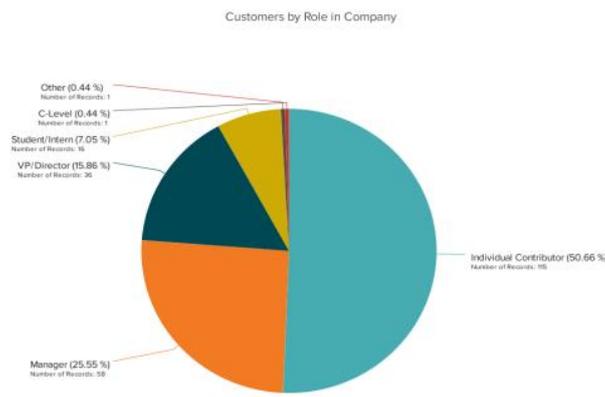
### **Line graph**

A line graph reveals trends or progress over time and you can use it to show many different categories of data. You should use it when you chart a continuous data set.



## Pie chart

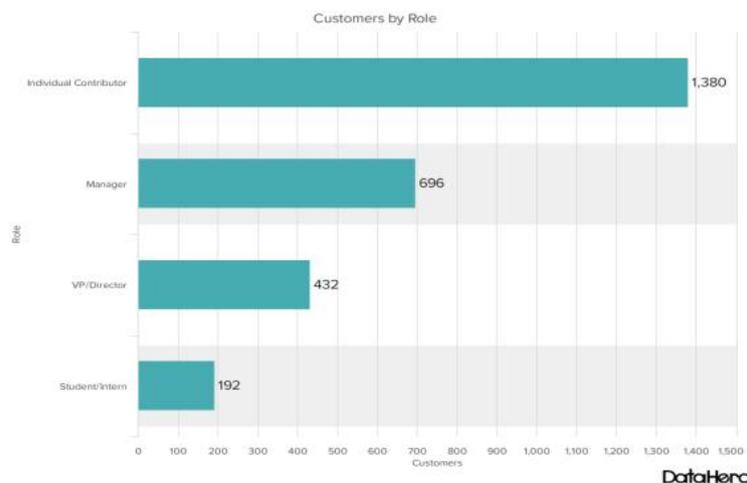
A pie chart shows a static number and how categories represent part of a whole — the composition of something. A pie chart represents numbers in percentages, and the total sum of all segments needs to equal 100%.



DataHero

## Bar graph

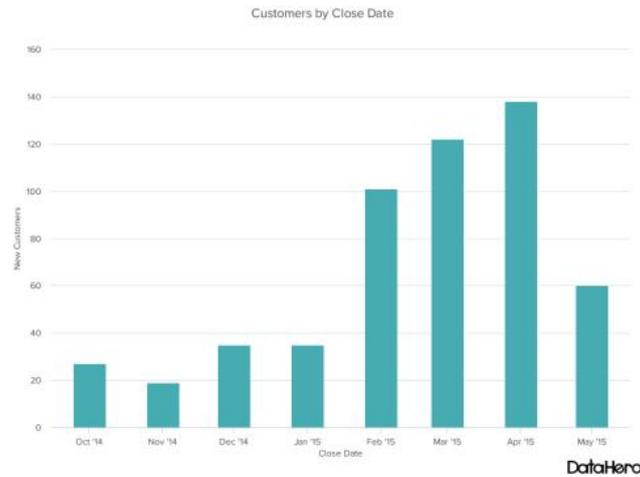
A bar graph should be used to avoid clutter when one data label is long or if you have more than 10 items to compare.



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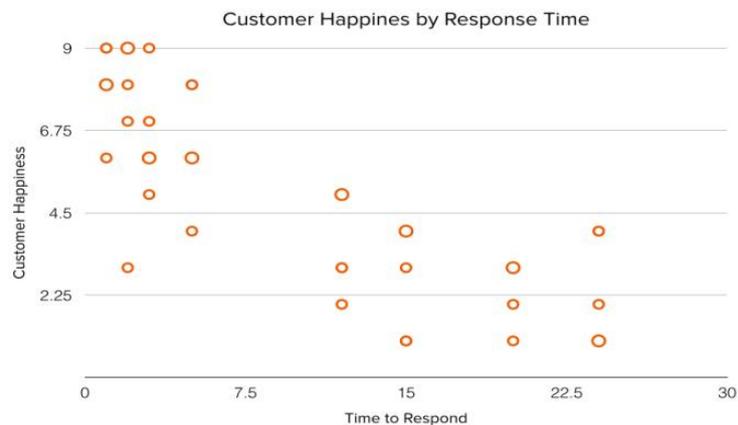
## Column chart

Use a column chart to show a comparison among different items, or to show a comparison of items over time. You could use this format to see the revenue per landing page or customers by close date.



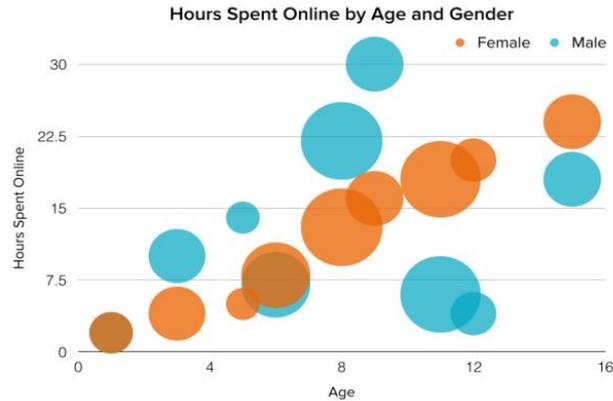
## Scatter Plot Chart

A scatter plot chart shows the relationship between two different variables or reveals distribution trends. Use this chart when there are many different data points, and you want to highlight similarities in the data set. This is useful when you are looking for outliers or for understanding the distribution of your data.



## Bubble Chart

A bubble chart is similar to a scatter plot in that it shows distribution or relationship. There is a third data set shown by the size of the bubble or circle.



## Supplementary Activities

### 1. Sales everywhere

The text discusses the prevalence of upselling and other sales tactics that bombard consumers during transactions. Upselling refers to the practice of persuading customers to purchase additional products or services beyond their original intent. The author expresses his frustration with the practice of upselling, such as being prompted multiple times to add an apple pie when ordering a meal at McDonald's. He speculates this strategy could spread to non-retail situations, sarcastically imagining a doctor trying to upsell an unnecessary appendectomy during a routine exam.

### 2. Story-telling

- **Focus:** This task offers an opportunity for students to share personal anecdotes about being convinced to make unnecessary purchases. They will reflect on experiences of being swayed by persuasive sales tactics.

- **Procedures:**

1. Ask students to take a few minutes to think of a time they bought something they did not originally intend to, due to persuasive sales tactics.
2. Explain they will be crafting a short story and sharing this experience with the class. They should set the scene, explain how the salesperson made their pitch, and how they were convinced.
3. Have each student share their story.
4. After all students have presented, discuss which sales tactics they described were most effective or memorable.

5. Wrap up by relating these personal experiences to the proliferation of aggressive sales strategies discussed in the text.

### 3. Pair work

- **Focus:** This task is designed to have students apply persuasion strategies to complete a sales dialog. They will write convincing endings that demonstrate techniques for selling a product.

- **Procedures:**

1. Have students work in pairs. Explain that they will be completing a sales conversation between a salesperson (A) and a potential customer (B).

2. Provide the dialog excerpt to each pair. Instruct them to brainstorm and write two different endings that show the salesperson persuading the customer to purchase the brush.

3. Encourage students to draw on tactics like addressing concerns, emphasizing the benefits, etc. Remind them to employ the strategies discussed in class.

4. Invite a few pairs to perform their designed dialog for the class.

5. After all pairs present their dialog, discuss which ending is more persuasive and why.

6. Wrap up by comparing the sales techniques students took.

- **Suggested Answers:**

#### Ending 1:

A: Ah madam, this brush is made with revolutionary fibers that can withstand even the toughest tangles. The bristles are densely packed to brush more hair at once, saving you time and effort.

B: Well, I do hate dealing with tangles in the morning...

A: Exactly! And I can see you have long, beautiful hair that likely gets knotted easily. This brush will help detangle faster and more gently. The bristles are so soft, you won't feel pulling or tugging.

B: Hmm, I could use something like that. How much is it?

A: For you, just \$19.99 for today only. That's 50% off the regular price! This is an incredible value that won't last long.

B: I'll take it! If it really helps with tangles, it'll be worth it.

#### Ending 2:

A: But madam, owning this brush comes with a complimentary membership to our Brush Club rewards program. You'll earn points with every purchase to redeem for free hair products and accessories.

B: Oh really? I do love rewards programs...

A: Absolutely! And Brush Club members get a discount of 30% on all future brush purchases. Since you'll need to replace brushes regularly, the savings really add up.

B: Well, in that case, sign me up! That discount on future brushes makes it worthwhile.

A: Wonderful choice! Let me get you enrolled in Brush Club—you'll receive your member welcome kit shortly. And here is your new brush, on the house today for joining. Enjoy!

B: Now that's quite a deal! I can't wait to try the brush.

#### **4. Group work**

- **Focus:** In groups, students will share personal strategies for responsible spending. They will discuss their approaches to budgeting, minimizing unnecessary purchases, and shopping wisely.
- **Procedures:**
  - 1) Divide students into groups of four. Explain that they will be sharing their own good spending habits, using the discussion prompts provided in the textbook.
  - 2) In groups, students share their experiences for each spending tip category: amounts, triggers, and pre-/post-purchase habits. Encourage students to explain the reasoning behind their strategies.
  - 3) After sufficient discussion time, have each group report their discussion to the class.
  - 4) Wrap up by identifying students' common approaches of cultivating good spending habits and underscoring the value of being a conscientious consumer.