

Unit 10 Shopping

Business studies: Mystery shopping


Listening skills: Listening for sequencing discourse markers


Speaking skills: Presentation questions and answers

1 SPEAKING

a Think of two memorable customer service experiences you have had recently: one positive and one negative. Answer the questions.

- 1 What kind of experience was it? (shop, restaurant, medical appointment, online, etc.)
- 2 What made the experience memorable?
- 3 Why would/wouldn't you recommend the business/organisation?


b  Tell each other about your experiences.


c  Work together and make a list of ideas that you think make a good customer experience.

2 LISTENING 1

a Businesses often use mystery shoppers or secret shoppers to improve the quality of their customer service. Work in pairs and answer the questions below.

- 1 What do you already know about the work of a mystery shopper?
- 2 If you know nothing or little about this kind of work, what do you think they do?

b  **10.1** Listen to a student presentation on mystery shopping. Does the presenter talk about things you discussed in 2a?

c  **10.1** Listen again and complete the notes below.

Mystery shopping

Two kinds: 1 _____

2 _____

Two industries: _____

Four benefits: 1 _____

2 _____

3 _____

4 _____

Problem: _____

d  **10.2 Skills focus** Listening to a sequence of ideas

Listen to the middle section of the presentation. Fill in the gaps.

- 1 There are _____ benefits that people mention.
- 2 _____, um, it allows companies to monitor ...
- 3 And the _____ is, it allows companies to be more ...
- 4 And a _____ is, it can be a good way to ...
- 5 And there's also a _____ if a company also uses ...

e Answer the questions.

- 1 What is the function of the words in the gaps?
- 2 In examples 2 to 5, which word is strongly stressed?
- 3 In examples 2 to 4, what does the speaker do after the word 'is'?
- 4 In example 5, where does the speaker pause?
- 5 In what way are the answers to questions 1 to 4 useful for when you are doing a seminar presentation?


STUDY SKILLS: SEQUENCING

- What is the relationship between the words you were listening to in 2d and the note taking in 2c?
- What features of pronunciation focused on in 2e can also help you understand?
- Can you also apply these language features to your own presentations?



3 LISTENING 2

a Think of questions you can ask the presenter. For example, points that weren't clear to you or points you would like more information on.

b  10.3 Listen to the next part of the presentation and the questions that students asked. Are any the same as yours?

c  10.3 Listen again. Answer the questions.

- How well does the presenter deal with the questions?
- Is she clear? Are her answers short or long?
- Does she use humour?

d  **CRITICAL THINKING**
EVALUATING ETHICAL IMPLICATIONS

What other arguments can you think of that might make mystery shopping acceptable or unethical? Make notes then discuss in pairs.


4 LANGUAGE FOCUS

Presentation questions and answers

a Predict which expressions go in the gaps in the sentences below.

I wanted to ask about _____ I was trying to say was _____
can you maybe give us an example _____
I didn't quite get _____ I really don't understand what _____
an example would be _____ does that make sense? _____
can you explain _____ what do you mean by _____

- So is one secret shopping and one mystery shopping?
_____ what the difference is.
- OK, so _____ what the other kind is?
- No, what _____, secret shopping is basically another name for mystery shopping.
- _____ mystery shopping is. Does a person pretend to buy something, and then report to the company, or what?
- _____ or something?
- Yeah, sure. _____: I'm a mystery shopper working for Tesco.
- Yeah, _____ this word 'unethical'.
- I mean _____ 'unethical' exactly? Do you mean illegal?
- ... but some people do feel that it's unethical.

b  10.3 Listen and check your predictions.

c Put the expressions into the following categories.

- The listener is unsure/asks for clarification
- The listener asks for more information/examples
- The presenter explains/clarifies
- The presenter checks understanding


d The examples below are about online marketing. Match 1–7 to a–g to make expressions.

- ☐ You talked about a marketing frame work. I didn't quite
- ☐ Can you explain
- ☐ I don't really
- ☐ Yes, I wanted to ask
- ☐ Well, what do you mean
- ☐ You see, what I was trying
- ☐ So an example would


- understand how word-of-mouth advertising helps online advertising.
- to say is customer are really at the heart of things.
- you about the idea of a core customer.
- get what this is.
- by 'conversion marketing' exactly?
- exactly what an online storefront is?
- be the speed of making an online purchase.

e Which expressions are said by a listener and which by a presenter?

5 PRONUNCIATION Tones and pauses

a  10.4 Listen to these two expressions said by listeners. Does the tone go up or down at the end? Why?

- I didn't quite get what the difference is.
- OK, so can you explain what the other kind is?

b  10.5 Listen to this explanation by the presenter. What happens after the second 'was'? Why?


No, what I was trying to say was secret shopping is basically another name for mystery shopping.

c  10.6 Listen to the short excerpt below.

- Er, I really don't understand what mystery shopping is. Does a person pretend to buy something and then report to the company, or what? Can you maybe give us an example or something?
- Um, an example would be, er, I'm a mystery shopper working for Tesco, say. So, the company employs me to go to a branch of Tesco, and I pretend to be a customer. And I notice whether the service is friendly, or how long the queues are ...

- Do all of speaker D's sentences and questions have a falling tone at the end?
- Where does speaker A pause in her answer?

6 SPEAKING

a  Work with a different partner from the one you worked with in 1a. Tell each other about your customer service experiences.

- Ask your partner follow up questions.
- Explain and give extra information when answering your partner's questions.

Use expressions from 4a.