

UNIT 6: RESEARCH TOPICS IN MY FIELD

LESSON 1: SIMILARITIES & DIFFERENCES

Unit overview

- Recognize similarities and differences in texts
- Express similarities and differences
- Write a summary

Lesson aims:

- understand details from a lecture & an abstract
- highlight similarities and differences between texts
- express similarities and differences between texts

Lead-in

Discuss the questions in pairs or small groups.

- When do you listen to music?
- What kind of music do you listen to?
- How do you feel when you listen to music?
- Is there a type of music that you don't like? Why?

Vocabulary

Match the words on the left with the definitions on the right.

words	definitions
1. retailer	a. something you know and recognize
2. familiar	b. stay for a long time
3. patron	c. a good idea
4. worthwhile	d. a company that sells products to customers
5. linger	e. customer

Listening

1. You will hear a short lecture two times. Take notes by completing the outline below.

Lecture Outline How music affects _____
Study 1 – Restaurant Music a. Slow music → customers _____ & _____ b. Fast music → customers _____ & _____ c. Time difference: _____ minutes longer with slow music
Study 2 – Clothing Store a. Compared: familiar vs. _____ music b. Participants: _____ c. Familiar music → students _____ & _____ d. No information about number of _____ or _____

2. Listen again and answer the questions with a short answer.

a. Why did restaurant customers spend more when slow music played?

b. What happened when fast music played in the restaurant?

c. What type of music made clothing store shoppers stay longer?

d. What information did the clothing store study NOT include?

e. According to the lecture, why should retailers think about music?

Reading

3. Read the abstract below.

Abstract

This paper explores the role of background music in influencing consumer behaviour in retail settings. It reviews recent research that investigates how musical features—such as type of music, volume, and emotional tone—influence shoppers' movement, product choices, and satisfaction with the shopping experience. The studies show that calm instrumental music can make customers walk more slowly and focus on products, while energetic music may increase impulse buying by creating a lively and exciting atmosphere. In addition, moderate volume levels are linked to higher comfort and willingness to spend time looking around, whereas very loud music can cause customers to leave the store more quickly. Although the results highlight the importance of carefully designed sound environments, many studies still lack information on long-term shopping patterns. The paper concludes that music can be a valuable tool for improving customer experience and increasing sales, but more research is needed to understand cultural differences and personal preferences in music perception.

4. Answer the following questions with short answers about the abstract.

- a. What musical aspects does the paper focus on when studying customer behaviour in retail environments?

- b. According to the abstract, how can peaceful instrumental music affect shoppers?

- c. What type of behaviour might energetic music encourage in customers?

- d. How do different volume levels influence customers?

- e. What limitations or gaps in the current research does the abstract mention?

Speaking

1. Write ideas that are similar in both the lecture and the abstract as well as information that can only be found in the lecture and abstract.

Similar – information that is similar in both the lecture and the abstract
Only in lecture
Only in abstract

2. Talk about the similarities and differences. Use these phrases to compare:

Similarities

- Both texts mention that...
- In both the lecture and the abstract, music...
- The two sources agree that...

Differences

- However, the listening says..., while the abstract explains...
- Unlike the lecture, the abstract discusses...
- The abstract adds information about...

Final Unit Task Summary

Use the prompts below to write a short summary explaining how the two texts describe the effects of music in retail spaces. Include at least one similarity and one difference. Use your notes to summarize both texts.

Prompts

The lecture and the abstract both discuss _____.

According to the lecture, _____.

Similarly, the abstract states that _____.

However, one difference is that _____.

Another difference is _____.

Overall, both texts show that _____.

Exit Ticket		My Top 5 Words from this lesson:	
Can you do these things?			
☐	I can understand details from a lecture & an abstract.	1	
☐	I can highlight similarities and differences between texts.	2	
☐	I can express similarities and differences between texts.	3	
☐		4	
☐		5	

Homework: Self-study

[90 minutes per week]

Lecture Script

Retailers find that investment in a good music system for their retail space will bring them a worthwhile return on the money. Several very interesting studies have been published recently which show positive, for the retailer anyway, effects on music on shopping behavior.

One study was actually done in a restaurant and compared the effects of fast and slow music on restaurant patrons. The researchers found that patrons who heard music with a slow tempo tended to remain at the restaurant longer than patrons who heard fast music. As they lingered over their meals, they purchased more food and beverages, which is of course the effect desired by restaurant owners. When restaurant patrons heard fast music they ate more quickly and tended not to order extras such as appetizers, desserts, and beverages. The average length of time spent in the restaurant when fast music was playing was 15 minutes less than it was when slow music was playing. In addition, each patron spent an average of four dollars less for the meal than when the fast music was playing.

Another study looked at the effects of familiar and unfamiliar music on shoppers in a clothing store. The study subjects were mostly college students shopping in a store that catered to their age group. Some of them heard currently popular hit songs while shopping, the familiar music. While others heard music normally aimed at an older age group. The students who heard familiar music stayed in the store longer than those listening to unfamiliar music. They also expressed more positive opinion of the products offered for sale. This study did not report on how many products subjects purchased nor on how much money they spent. Retailers reading about such a study would of course want to know this type of information. Nevertheless, this study does give us some interesting general information on the effects of music on shopping behavior.

Clearly, music has an impact, and retailers need to take this into account.