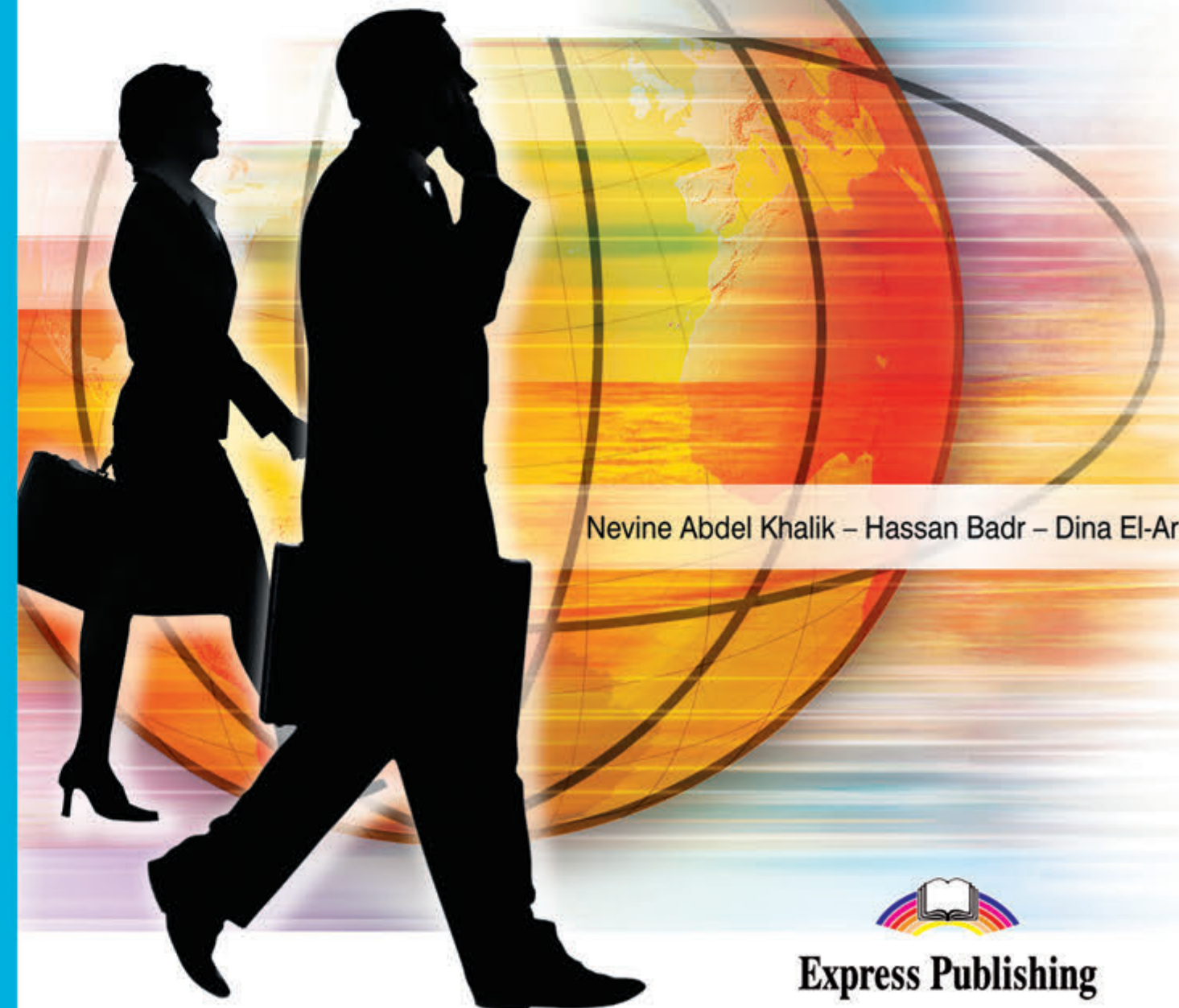


Business

English

Marketing and Sales

Authentic ESP Materials for the Multi-Level Classroom



Nevine Abdel Khalik – Hassan Badr – Dina El-Araby

ISBN 978-1-84679-993-8



Express Publishing



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Business English

Authentic ESP Materials for the Multi-level Classroom

Preface

Business English is for teachers and program managers in the field of ESP who have different levels of language learners in the same class. **Business English** targets learners from all areas of the business world. These learners have a solid background of business knowledge that they either acquired through education or experience. They are moving into the global market and will compete with international companies. **Business English** will help learners meet their need to acquire the language as well as knowledge about the worldwide market and international organisations. **Business English** targets high beginners and low intermediate business learners in the same class.

The authors of **Business English**, three ESP teachers with experience in developing materials, training and managing educational programs, have produced a series of booklets with various topics and the necessary vocabulary to appeal to a range of business people. In addition, **Business English** learners are exposed to authentic materials. Reading texts and excerpts are selected from actual materials that learners will encounter on a daily basis. These include books, poems, jokes, newspaper and Internet articles. The materials presented cover a variety of vocabulary areas to suit a range of learners at different levels.

To allow maximum flexibility, **Business English** is presented in separate booklets that can be used in sequence or as stand-alone modules. This flexibility gives the freedom to shorten or extend the course as desired. There are eight booklets in the series that have the following titles;

1	Marketing and Sales
2	Human Resources
3	Tourism
4	Business Communication
5	Quality Auditors
6	Banking and Finance
7	Leadership
8	Internet English

The booklets promote and recycle the basic language structures and grammar needed for effective communication. Each booklet focuses on a distinct theme and introduces the relevant language functions of that theme. For example, the language of negotiation is introduced in the booklet on Marketing and Sales, while questioning and interrogation are introduced in the booklet on Quality Auditors. The level of language starts from high school level English and progresses from there. Most business people have a university degree and thus have had a minimum of four years of English education at high school either in Europe or the Middle East. The course refreshes the latent language skills of learners and develops them to an extent that will enable them to deal successfully with the new texts they read.

All booklets in the course introduce the language at the basic level. Each booklet introduces progressive language structures. Hence, the most simple language structures and basic rules of writing are introduced in the early units and the more complex structures appear in the later units. For example, learners are expected to write simple sentences and insert one word in the activities in early units and progress to writing complete tasks in later units.

Activities that follow the reading texts in each unit are presented at two levels; high beginner and low intermediate. The teacher is expected to identify the students' levels and divide them into two groups; group **(a)** for high beginner and group **(b)** for low intermediate. Both groups work on the relevant part of the activity simultaneously. These two level tasks for each activity **(a)** and **(b)** promote the same concept or skill but the solutions are consistently appropriate to the level of the target learner.

Each unit is divided into four main parts; the warm-up, reading, writing and listening. The warm-up activity introduces the main topic of the unit for discussion. The next task is an authentic reading text. Based on this reading there are three multilevel activities to help develop learners' reading skills. Then there are discussions, matching exercises, multiple choice questions and short answers. In part two of the unit, there are activities to develop the writing skills such as summary writing and grammar exercises. In part three, learners are exposed to realistic listening tasks that introduce business concepts or ideas. Learners listen to an authentic interaction then carry out the relevant tasks. Finally, there is the assessment unit that encourages learners to work in groups to carry out a collaborative task.

Unit Outline	
	Warm-up Task that consists of a well-known quotation about the theme of the unit or important linking concepts. The teacher uses brainstorming techniques or group work to invite contributions of ideas and opinions.
Part One	Reading Task that consists of an authentic text and follow-up activities. There are three activities which may include items such as matching, multiple choice and short answers. Each activity has equal sets of activities (distinguished as (a) and (b)) for high beginner and low intermediate level learners. The teacher can assign individual reading time before the exchanging or documenting of ideas.
Part Two	Writing Task that consists of another authentic text that is followed by activities. These activities involve grammar exercises and writing basics. Like the second part, these activities are in two levels, level (a) and level (b) .
Part Three	Listening Task that presents a conversation about a relevant topic.
Assessment	A Project that learners work on in groups. In order to carry out the project, the learners need to use the vocabulary and skills introduced throughout the booklet.

Business English is designed to allow maximum flexibility of use. The basic course can consist of one or several booklets. A unit can be covered in 6 hours, and so a booklet can be completed in 36 hours of three-hour blocks. Thus, classes of three hours during the day on Saturdays and another session for three hours in the evening during the week can allow for the completion of the booklet in six weeks. Another option would be to complete the course in a six day intensive workshop at the request of some organisations.

The **Business English** series is colourful, interesting and easy to use. It is accompanied by a teacher's companion that is a practical guide for busy teachers. It provides instructions on how to teach the course and suggestions on how to improve their techniques. **Business English** includes a CD of all the listening parts of the course.

The Authors

Warm-up Activity

- 1 Look at the following quotation and define the meaning of 'art' in this context.

"Marketing is the art of making someone want something you have"

The Internet Nonprofit Centre (1999)

Part One

- 2 Skim through the extract from an article and decide whether it focuses on aspects of sales or marketing.

- 3 a) Read the article. Which heading (1-3) best summarises the first paragraph?

- 1 A variety of definitions for marketing.
- 2 The writer's foremost definition of marketing.
- 3 The processes of marketing.

- b) Is the writer generally encouraging or discouraging marketing?

Marketing VS Sales

by Hank Harris Director, FMI

Are you too busy for your own good?

There are numerous definitions of marketing floating around. The classical definition is that marketing is the process of determining what people need and developing goods and services that meet those needs. Noted consultant Peter Drucker once defined marketing as everything you do as seen through the eyes of your customers. One of my favourite marketing definitions came from an engineering firm executive who simply said, "Oh, that's all that stuff you do, so that you don't have to sell so hard."

Actually, these are all good definitions of marketing, and they each address why marketing must exist as a functional area of your business and should not be compromised, even when the market is as busy as it is now. Some of the top reasons why cutting the marketing budget and process is a mistake include:

- **Fee co-modification:** Clients will buy based on price if you let them. You cannot differentiate yourself successfully without having an aggressive marketing strategy and programme in place.
- **Positioning battle:** There is a massive battle taking place among other contractors to get the attention of your customers or potential customers and take over their decision-making processes. If you cut marketing, you will win a short-term battle but lose the war.
- **Marketing misunderstanding:** The belief that marketing exists only to increase sales is erroneous and reflects a fundamental misunderstanding of marketing. Your marketing programme should continuously increase the volume of opportunities

from which you have to choose. Increased margin comes from being able to pick and choose.

- **RFP-chasing inefficiencies:** Most construction firms have become quite expert at structuring departments to constantly respond to the continuous flow of requests for proposals (RFPs). RFP departments are a perfect application of Parkinson's Law, which says that work always expands to meet the time allotted. After all, there is no such thing as a perfect proposal, so RFP departments simply work on a proposal until it's due for submission. Sound marketing is the only way out of this spiral of inefficiency. The marketing programme is what makes the difference between chasing RFPs as another commodity and serving customers who are interested in doing business with your firm. You do not want to give up that kind of edge in any market.
- **Economic cycles:** If you live long enough, you do become a believer in these cycles. A sound marketing programme is critical to riding any storms. A rising tide lifts all ships, which describes the current state of the industry. Only well-positioned, well-marketed firms will thrive during the down times, which will inevitably come. A major value driver in any firm is the ability to generate consistent earnings, even in the face of declining markets.

So the marketing engine needs to be kept going at all times. That means continuous marketing that keeps your firm positioned in the minds of your target-market participants. It doesn't mean let's-add-more-horsepower-to-the-proposal-department marketing. The more business you bring in without jumping through the hoops of the RFP process, the better.

4 a) Now scan the passage carefully and answer the following questions by selecting the correct answer.

- 1 What does the writer think about cutting the marketing budget? It's ...
A a good strategy. **B** a small modification.
C a big mistake.
- 2 What will your business lose when reducing marketing?
A Customer loyalty
B Long-term opportunities to attract customers
C Immediate increases in customers
- 3 How does the writer view Parkinson's Law? It's ...
A a perfect system.
B wasteful.
C a sound marketing technique.

b) Answer the questions.

- 1 Which marketing definition do you agree with most?
- 2 What are the reasons for having a marketing plan?
- 3 How does marketing help businesses weather storms?



5 Many words in English have more than one meaning. Look at the underlined words in the passage and try to guess what they mean in context. Then choose the meaning that matches.

- | | |
|-------------------------|---|
| a) 1 classical | a of ancient Greek and Roman art and literature
b of proven value having passed the test of time |
| 2 favourite | a person or thing preferred above all others
b person given unfair advantages |
| 3 top | a the highest part or point
b highest, foremost or most important |
| 4 aggressive | a forceful & determined
b ready to attack |
| 5 massive | a large, heavy and solid
b substantial; impressive |
| b) 1 fundamental | a basic
b vital |
| 2 proposal | a an offer
b a suggested plan |
| 3 edge | a border
b advantage |
| 4 sound | a healthy and strong
b deep |
| 5 hoops | a rings
b difficult, boring things |

Part Two

6 Read through the text and note down reasons for not abandoning the sales process.

The Role of Selling

Selling is a subset of marketing. It's one of the things you do to pull business in through the door. Selling involves the face-to-face work of meeting with prospects and clients to convince them to do business with your firm. For many firms, marketing can be state of the art, but if executives don't spend significant time in developing relationships that directly create business, jobs won't exist during the lean times. It can be tempting in today's economic environment to cut back on sales calls, because, after all, most firms have more business than they can handle.

It may be impossible to allocate the same amount of time to the sales process as you would in a tight market. In fact, decreasing direct sales time might make sense because your firm doesn't need as many leads during any boom. However, you should be cautious about cutting out so much of the face-to-face communication because your firm will be at a disadvantage when the market inevitably turns. The main reasons why some degree of sales effort needs to be maintained include:

- **Emotional bank balance:** Stephen Covey (author and motivational speaker) first articulated the idea of relationships having "positive and negative balances." Failure to invest in relationships just because you don't need somebody for the time being can prove disastrous in the long run. Customers don't like to be abandoned and they will remember if you abandon them.
- **Defensive strategy:** Your clients were all someone else's before you got them. Some degree of continual presence is required to keep any relationship fresh.
- **Over-reliance on client base:** Repeat business is a wonderful thing, but it is more valuable to be in a position that frees you from the fear of losing any customer. Also, businesses need a continual flow of new leads and deals to stay viable. The best quality of new business will not be found without concentrated marketing sales efforts that focus on new accounts.
- **Anchor for marketing:** The best marketing programme in the world will be ineffective without a vibrant sales effort. Far too many firms have built great marketing plans but fall flat in their sales efforts



because not enough people are willing to get out of the office and build client relationships. Selling is ultimately the harvesting of the marketing investment.

- **Competition for client control:** The delivery system and service provider that a client selects on a given project will often be determined by which firm has invested the most time in a client.

Prepare for the downside

The construction market today is about as healthy as it can get. Many firms are tempted to maximise every ounce of their resources in order to generate a return on today's business. This is an understandable notion, but caution is advised. Many firms are so busy right now that they're not taking care of their fundamental health and infrastructure needs.

A rising tide lifts all ships, but only the well-tended will survive the inevitable downside of the cycle. It takes tremendous discipline to sacrifice today's return for the long-term health of the business. However, unless you are only in business for a short term, a solid marketing and sales programme plays an important role in making sure that your company continues to thrive in the future.

7 Give possible reasons for the punctuation in the following:

Which one?

That's confusing!

You will be able to understand everything after reading through the facts.

Symbol	Rule
.	A full stop is used to end a statement.
,	A comma separates words in a list (e.g. paper, pencils and erasers), question tags (e.g. Business is good, isn't it?) and non-defining relative clauses (e.g. Nick, who lives in the centre, is the manager of the section.). It also comes after certain linking words (e.g. Moreover,) and if-clauses beginning sentences. (e.g. If you need help, call me.)
?	A question mark is used to end a direct question. (e.g. Where is Nick?)
!	An exclamation mark is used to end an exclamatory sentence showing admiration, surprise, joy, anger, etc. (e.g. What great news!)
'	An apostrophe is used in short forms where letters are missing (e.g. I'm fine./I am fine.) and before or after the possessive form (e.g. Nick's papers/my parents' house)
()	Brackets are used to separate extra information. (e.g. Our most popular product (i.e. the PLX model) is sold worldwide.)

a) Circle the number of sentences with the correct punctuation according to the table. The first one has been done for you.

- ① Many firms have built great marketing plans.
- 2 What is the difference between marketing and sales.
- 3 It can be tempting to cut back on sales calls?
- 4 This is the best marketing plan I have ever seen!
- 5 Customers do not like to be abandoned.
- 6 Most firms have more business than they can handle, can you believe that!

b) Add the correct punctuation.

- 1 Be prepared for the downside
- 2 Is it wise to abandon your customers
- 3 Stephen Covey articulated the idea of having a positive and negative balance didn't he
- 4 Can we misuse the best quality of new business without concentrated sales efforts then focus on new accounts

- 5 If we want to survive the inevitable downside of the economic cycle we must be prepared
- 6 When will businesspeople realise that sales efforts must be maintained

8 a) Put the following marketing principles into a logical order.

- | | |
|---|--|
| <input type="checkbox"/> Target market | <input type="checkbox"/> Build relationships |
| <input type="checkbox"/> Expand network | <input type="checkbox"/> Demonstrate value |
| <input type="checkbox"/> Start with clients | |

b) Complete the following definitions of the above principles.

- 1 **Target your market:** You must sell to the who are most likely to buy your products.
- 2 **Expand your network:** Lead generations are the of any small business. The more qualified prospects you contact, the clients you'll have.
- 3 **Start with your clients:** You must investigate your clients' needs to that you meet them with your or products.
- 4 **Build relationships:** People like to buy from others they and trust. As a result, attracting new clients takes ten times as much as selling to a repeat client.
- 5 **Demonstrate value:** Clients need to be convinced that your and services will do what they are supposed to do.

9 Reflect on your own business or organisation by answering the following questions.

- a)
 - 1 Do you have a marketing department? If yes, what is the function of the department heads?
 - 2 Do you have a sales department? If yes, how many people work in that department?
 - 3 Approximately how many customers does your company have? What parts of the country do they come from?
 - 4 Have you ever lived through an upswing or a downfall of the market? Describe it.
 - 5 Would you like to be part of the sales team of your organisation? Why/why not?
- b)
 - 1 In your opinion, what is the most important reason for sales efforts?
 - 2 What might happen if you lose customers?
 - 3 How far do you agree that when firms are too busy they neglect things that are fundamental to the health of the business?



Part Three

Listening

10 You will hear people talking in eight different situations. For questions 1–8 choose the best answer, A, B, or C.

- 1 Listen to this person talking on the radio about Bill Oakley. Bill Oakley is ...**
 - A a teacher
 - B a store employee
 - C a company executive
- 2 Listen to the conversation. The action takes place ...**
 - A in a publishing company
 - B on a boat
 - C at a television station
- 3 You switch on the local radio and you hear this. You are listening to ...**
 - A a news report
 - B a documentary
 - C an advertisement
- 4 You hear this person talking on the telephone. She is talking to ...**
 - A a customer
 - B a child
 - C a bank employee
- 5 Listen to this news item. Mr West ...**
 - A is a spokesperson for the company
 - B is afraid of losing his job
 - C will retire in ten years
- 6 Listen to the conversation between a client and a company representative. The client ...**
 - A wants to make some changes to their original agreement
 - B is worried about the floor plan
 - C is having second thoughts about some expenses
- 7 You hear this person talking. She is talking to ...**
 - A a group of students
 - B a group of employees
 - C an athletic team
- 8 Listen to this conversation. Phil is ...**
 - A a new client
 - B in need of a new car
 - C the new sales trainee

Post Listening Activity: Think, Pair and Share

- 11** Select one segment of the listening that you had strong opinions about. Why did you agree or disagree with it?
Now, think about your answer. Then pair with another trainee to discuss. Finally, share with the whole class both ideas.

Assessment

The Project

12

The Project

Work in groups of four. Fill in the gaps in the following worksheet. Divide roles amongst the members of your group in order to present your project to the whole class. You may want to prepare your presentation on flip-chart-paper if available. Prepare to answer questions that are asked by other groups.

- 1 The name of our group is:
- 2 We are the marketing team of one of the following companies (circle one)
 - a Candy Company (selling lollipop and fruity chewy drops)
 - b Furniture Moving Company (with a fleet of 2 trucks and 30 workers)
- 3 Target Clients:

- 4 Our marketing plan is:

- 5 We are following these steps to expand our network and decide on the sales efforts:

Warm-up Activity

- 1 With reference to the following quotation, discuss whether you believe your country presently produces more goods or services and why this is so.

"In order for our country to prosper, we need to reach abundance in production and fairness in distribution."

(President Nasser of Egypt (1963))

Part One

- 2 a) Read the article and answer the following questions by naming the stages according to the passage.
- 1 What are the first and last stages of the life cycle of a product?
 - 2 During which stage will sales increase?
 - 3 Which stage usually generates the highest revenue?
 - 4 At which stage are there no sales?

b) In pairs, discuss the following questions, giving supporting evidence from the text.

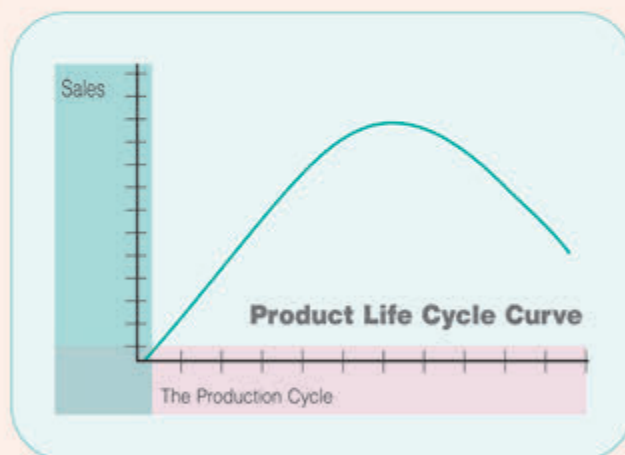
- 1 What is the duration of the product life cycle?
- 2 During which stage is the cost of advertising increased? During which stage is it reduced?
- 3 What are the various ways firms can deal with a product if its sales decline?
- 4 Why is the life cycle concept not suited for forecasting the amount of product sales?

- 3 a) Decide which of the two meanings best explains the underlined words in the passage.

- 1 **competitors**
 - a people or organisations that try to be more successful or better
 - b people who take part in a race or competition
- 2 **distribution**
 - a the way that a product exists among a particular group of people
 - b delivering products to a number of people over a wide area
- 3 **profits**
 - a advantages
 - b the money made in business after expenses have been covered

The Product

A product's life cycle (PLC) can be divided into several stages characterised by the revenue generated by the product. If a curve is drawn showing product revenue over time, it may take one of many different shapes, an example of which is shown below:



The life cycle concept may apply to a brand or to a category of products. Its duration may be as short as a few months for a fad item or a century or more for product categories such as the gasoline-powered automobile. Product development is the incubation stage of the product's life cycle. There are no sales and the firm prepares to introduce the product.

- 4 **promotions**
 - a moves to a higher job or rank
 - b activities to increase sales

b) Select the remaining underlined words in the text to complete the following sentences.

- 1 Experts are a recovery in the economy by next year.
- 2 The company's annual rose by 30% last year.
- 3 With the introduction of new technologies, many traditional machines become

Life Cycle

Introduction Stage

When the product is introduced, sales will be low until customers become aware of the product and its benefits. Some firms may announce their product before it is introduced, but such announcements also alert competitors and remove the element of surprise. Advertising costs are typically high during this stage in order to rapidly increase customer awareness of the product and to target early adopters. During the introductory stage the firm is likely to incur additional costs associated with the initial distribution of the product. These higher costs coupled with a low sales volume usually make the introduction stage a period of negative profits.

Growth Stage

The growth stage is a period of rapid revenue growth. Sales increase as more customers become aware of the product and its benefits and additional market segments are targeted. Once the product has been proven a success and customers begin asking for it, sales will increase further as more retailers become interested in selling it. The marketing team may expand the distribution at this point. When competitors enter the market, often during the latter part of the growth stage, there may be price competition and/or increased promotional costs in order to convince consumers that the firm's product is better than that of the competition.

Maturity Stage

The maturity stage is the most profitable. While sales continue to increase into this stage, they do so at a slower pace. Because brand awareness is strong, advertising expenditures will be reduced. Competition may result in decreased market share and/or prices. The competing products may be very similar at this point, increasing the difficulty of differentiating the product. The firm makes an

effort to encourage competitors' customers to switch, increasing usage per customer, and convert non-users into customers. Sales promotions may be offered to encourage retailers to give the product more shelf space over competing products.

Decline Stage

Eventually sales begin to decline as the market becomes saturated, the product becomes technologically obsolete, or customer tastes change. If the product has developed brand loyalty, profitability may be maintained longer. Unit costs may increase with declining production volumes and eventually no more profit can be made.

During the decline phase, the firm generally has three options:

- Maintain the product in the hope that competitors will exit. Reduce costs and find new uses for the product.
- Harvest it, reducing marketing support and coasting along until no more profit can be made.
- Discontinue the product when no more profit can be made or there is a successor product.

Limitations of the Product Life Cycle Concept

The term life cycle implies a well-defined life sequence as observed in living organisms, but products do not have such a predictable life and the specific life cycle curves followed by different products vary substantially. Consequently, the life cycle concept is not well suited for the forecasting of product sales. Furthermore, critics have argued that the product life cycle may become self-fulfilling. For example, if sales peak and then decline, managers may conclude that the product is in the decline phase and the advertising budget must be cut, thus precipitating a further decline.

- 4 Their products are sold by throughout the community.
- 5 Our aim is to those who don't yet use our products.
- 6 Wedding dresses form a different from mainstream fashion.

4 a) Read the following sets and circle the odd word. Justify your choices.

- 1 generate – comprehend – developed – introduced
- 2 stages – months – says – years
- 3 encouraging – exciting – advertising – increasing
- 4 consumer – retailer – manager – competitor
- 5 rapid – high – low – benefit

b) Replace the odd word with a word that fits each set.

Part Two

- 5 Read through the passage and identify how many stages there are in production. Then briefly describe each one.

Stages of Production



The production of goods and services can be broken down into three stages.

Primary production

This is concerned with the use of resources on or beneath the land and in the sea. The primary industries are important in that they supply both the raw materials needed by other industries and food to feed the population. The main industries involved in primary production are fishing, mining and quarrying, i.e. the extractive industries. As an economy develops, the proportion of the working population employed in the primary sector declines.

Secondary production

This involves the use of raw materials obtained from primary industries, together with men and machines, to produce finished goods which can either be used by other firms or can be sold to a final customer.

Goods which are bought by firms to produce further goods and services are known as capital goods. They include fixed capital such as building and machines, and working capital such as raw materials and components. Capital can also belong to the community. This is known as social capital and includes roads, schools and hospitals. It is referred to as the infrastructure.

Goods which are bought by consumers are known as consumer goods. They include single-use goods which give satisfaction to the consumer over a period of time. These include cars, radios and washing machines.

There has been a decline in employment in the manufacturing sector in recent years (de-industrialisation). A number of reasons have been put forward for this trend:

- job losses due to new technology
- increased demand for cheap foreign imports
- a lack of investment in new machines, causing a loss of exports
- high labour costs compared without overseas competitors
- a shift in employment to the service sector due to changing tastes

Tertiary production

This refers to the production of services rather than physical goods. They can be divided into three types:

- Services to industry including banking and insurance (commercial services)
- Services provided to the public such as hairdressing and leisure services (direct services)
- Services provided by the state such as health and education (public services)

As an economy expands, so too does the tertiary sector.

- 6 a) Add the goods & services below to the correct stage.

*bread, cars, restaurants, schools, bananas, hospitals,
fish, televisions, cups, T-shirts*

Primary Production	Secondary Production	Tertiary Production
e.g. fish		

- b) Explain in your own words what de-industrialisation (Para 6) means and why it occurs.

- 7 A subject pronoun can replace the subject of a sentence. This noun may be the name of a person, a place or a thing. Study the table and complete the following exercises.

Pronoun	The subject it replaces
I	The speaker
You	The person spoken to
He	Another person who is male
She	Another person who is female
It	One or more animals, things or abstractions.
We	I and you, he, she, and/or they
You	You and he, she, and or they
They	Other people
They	An animal, thing or abstraction

- a) Circle the correct pronoun in brackets in the following sentences.

- Hala is a very successful businesswoman. (I - He - She) has managed to double her sales this year.
- Tarek and Hadi work for the same company. In fact, (they - you - he) share the same office.
- There are three main stages of production. (He - we - they) are primary, secondary and tertiary.
- Soad and I work in a hospital. (They - We - You) work in the public services department.
- Hamid lost his job last month. (I - He - She) is now unemployed.

- b) What do the underlined pronouns refer to?

- They – paragraph 2:
- It – paragraph 4:
- They – paragraph 5:
- They – last paragraph:

- 8 a) Replace the underlined phrases with *They* or *It* according to the meaning.

- The production of goods and services can be broken down into three stages.
- Capitals can also belong to the community.
- Primary production is concerned with the use of resources.
- Other firms can use finished goods.

- b) Insert the correct pronouns.

The tertiary production stage is different from the other two stages. **1)** refers to the production of services. People who work in banks offer services. **2)** offer commercial services. Direct services such as those provided by hairdressing salons and beauty centres are considered to belong to tertiary production. So, when we have our hair cut, **3)** are receiving a tertiary product! The final kind of tertiary production is public services. When we study in government schools, **4)** are receiving public service. Thus, there are three types of services and **5)** include commercial, direct and public services.

- 9 a) Read the primary production stage again and answer the following questions in full sentences.

- What kind of resources are used at this stage?
- Why are primary industries important?
- What are the main industries involved in primary production?
- What declines as a result of the development of the economy?

- b) Write a summary (100 words) of the secondary production stage.

Part Three

Listening

10 You will hear five executives talking about advertising. For questions 1–5, choose from the list A–F which statement applies to which speaker. Use the letters only once. There is one extra letter which you do not need to use.

A This speaker finds one aspect of advertising exciting.

Speaker 1

	1
--	---

B This speaker talks about a time when things went wrong.

Speaker 2

	2
--	---

C This speaker believes any product can be a money-maker.

Speaker 3

	3
--	---

D This speaker always plans ahead.

Speaker 4

	4
--	---

E This speaker talks about using the proper means to reach a market.

Speaker 5

	5
--	---

F This speaker talks about the tertiary stage of production.

Post Listening Activity: Think, Pair and Share

11 Listen again to the segments and think about three particular ideas

1 Products that can be money makers.

2 Planning ahead.

3 The proper way to reach the market.

Think about these three ideas and what they mean to you. Discuss with your partner all three ideas as presented by the speaker. Together select one and formulate a combined opinion. Why do you agree? What are additional thoughts about that topic? How does it relate to your work place? Then, share your opinions with the whole class.

Assessment

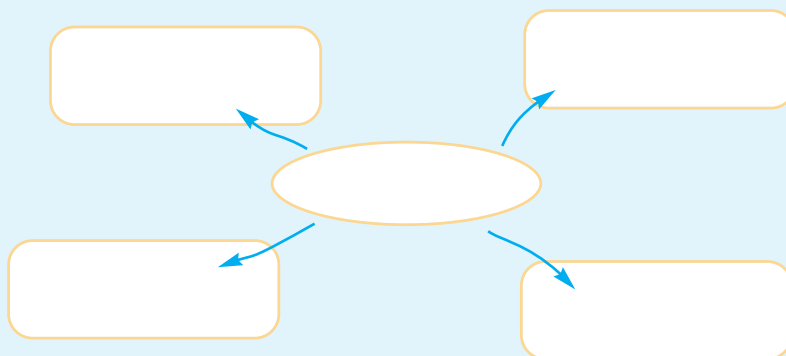
The Project

12

The Project

Work in groups of three. Fill in the gaps in the following worksheet. Divide roles amongst the members of your group in order to present your project to the whole class. You may want to prepare your presentation on flip-chart-paper if available. Prepare to answer questions that are asked by other groups.

- 1 The name of our product is:
- 2 The features of that product are:
(draw and label feature)



- 3 Customers buy it because
 - a
 - b
- 4 The production is in stage:
- 5 The marketing plan is:
 - a
 - b
 - c

Warm-up Activity

- 1 Discuss the following quotation with the class.

"The human body has two ears and one mouth. To be good at persuading or selling, you must learn to use those natural devices in proportion. Listen twice as much as you talk and you'll succeed in persuading others nearly every time."

Tom Hopkins
(Author and Sales Trainer)

- 3 a) Which summary sentence best describes the passage?
- A How to set up face to face sales.
B Avoiding the most common sales mistakes.
C Successful interaction with method.
- b) What is the most successful method of communication that identifies the best reps?

Part One

- 2 Read through the passage and note down ten common mistakes that sales reps make.



I am a veteran Sales Executive whose role is to lead new sales teams to a competitive advantage. The observations that follow are based on my twenty-seven years of experience in sales and interaction with nearly half a million sales reps.

One of the most common mistakes that sales reps make is not setting up the next appointment during the first meeting. Asking for a second meeting while still face to face with the prospect will accelerate sales cycle. Don't walk into a meeting with a prospect without knowing what you plan to ask for during that meeting and how you plan to ask for it.

Verify your information all the time with an outline or a preliminary proposal.

Don't be afraid to bring in a manager. All too often, salespeople think it's a sign of weakness to say, "Would you be willing to meet my manager and me next Tuesday at two o'clock?" Actually, this puts you in a position of strength! You show the prospect that you take his or her business seriously. You also show your manager that you're strategising the sale effectively and working to move forward to the next step.

You can also accelerate the sale by arranging for the prospect to meet your technical or creative people or an important third party, such as another vendor or an accountant.

Don't assume that this customer is the same as the last one. Don't get distracted by what you think the person needs. Ask questions to find out what makes this person and this organisation different. For instance; 'What do you do here? How long have you been with the company? How did you get this job? What are you trying to accomplish this quarter? What kind of customers are you trying to attract? Who are your key vendors? Who do you consider your most important competitor? How did you do this last time? What made you choose that company? What do you want to see happening as a result of this programme?' There are literally hundreds of variations on this method of questioning that you can use to find out what makes this prospect unique. Use them!

Projections become less accurate the further into the future they go. Use your calendar as a tool to become as specific as you possibly can about what's going to happen in the near term, preferably before lunch! Know what you can realistically expect to accomplish, create, and earn over the next fourteen days. It's the critical time period that really counts.

4 a) Identify the main sales mistake in each paragraph and write it in the table.

b) Based on the information in the passage, complete the table with the correct advice for each problem.

Mistakes		Advice
1
2
3
4
5
6
7
8
9
10

Don't just count on the yes answers as you also need to have no responses if you want to succeed in the end. Whenever a salesperson tells me that a whole week went by without a no, I know there is a problem. It means that if you assume that you are always right and you already know everything there is to know about a prospect, you are not really learning anything during the information-gathering process! So you need the no in order to obtain knowledge. If no one ever corrects you or tells you what does not work, that means the quality of your information is poor. Be willing to be corrected.

Many salespeople are afraid of coming across as being too bossy. What they really mean is that they are afraid to ask politely and clearly for the next step. That is not being bossy, that is being professional. That is what salespeople do. You have to ask the second person to do something. Otherwise you have no idea who's actually a prospect and who isn't. So ask. For example, how many times have you heard people asking you to send information. We suggest that you say, 'I prefer not to send information-let's just get together instead'. That is encouraging the prospect to do something.

The whole idea behind a presentation or a plan is to help the person do what he or she does even better. If you have any doubts, step back and get more information. Throughout the sales process make sure that whatever you are proposing next really makes sense to the other person. When there is doubt, say what you plan to do next and see what happens.

Never stop asking questions. 'What do I do if something goes wrong here?' Ask yourself, 'What could make this sale go wrong?, What could happen to throw my income projection off course and what can I do to

achieve my goals anyway?' Develop a fallback position for your prospect base as a whole by making sure that you have enough prospects and enough first appointments. Develop a fallback plan with individual accounts by figuring out a reason for another meeting - just in case the first one does not work.

It is true that even in the 21st century superior salespeople actually show. They look the person in the eye. They don't get distracted by all our fancy communications technology. They use the technology, but to support face-to-face communication.



Are you a Successful Salesperson?

Your sales skills need to be kept strong and up to date with practice and learning activities. Read the following questionnaire and assess your sales skills and your current performance.

How often do you do these things? Tick the correct box:

1 → never 3 → frequently
2 → occasionally 4 → always

Then complete the grid to work out your total score.

- | | |
|---|--|
| <p>1 I develop sales strategies and check activities against a master plan.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>2 I make sales plans before I approach prospective customers.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>3 I make a point of learning new sales skills and techniques.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>4 I use information technology to help organise myself and improve sales.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>5 I keep a record of how I spend my time in order to manage it correctly.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>6 I identify customers' needs so that I can vary my approach accordingly.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>7 I prepare myself carefully before going into a sales meeting or interview.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>8 I approach companies knowing exactly the right person to contact.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>9 I use research to build my knowledge of the industry and customers.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> | <p>10 I keep meetings with customers friendly, brisk and focused.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>11 I know and use the best techniques for getting sales results over the phone.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>12 I take great care in my letter writing and develop writing skills to improve sales.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>13 I put myself in my customers' shoes when preparing for negotiations.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>14 I conclude sales presentations on a positive note, inviting a definite action.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>15 I ask for feedback on my presentations so that I can improve my effectiveness.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>16 I adapt my selling approach to customers' reactions to me.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>17 I tell the truth even if the truth is not what I want the customer to hear.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>18 I search for the key sales point that will persuade customers to buy.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>19 I endeavour to encourage the other party to name their price objectives first.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>20 I stress the value of money in negotiations, rather than price alone.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>21 When I complete a sale, both sides are satisfied with the deal.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>22 I try to appreciate any suggestions the customer may present to me.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>23 I respond quickly to enquiries or complaints from customers.
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> |
|---|--|

Answer grid

- 24 I get feedback to ensure that my customers are satisfied with their purchases.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 25 I keep other salespeople free from bureaucratic restrictions.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 26 I use proven teaching methods to develop my own skills and improve those of others.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 27 I try to transfer the techniques of top sellers to others.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 28 I let junior salespeople take a lead during customer visits.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 29 I revise sales targets regularly to raise people's sights and performances.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 30 I only intervene in sales problems when it is really necessary.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 31 I talk to my staff as equals and treat them as such.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 32 I do everything in my power to see that people are rewarded for their good work.
1 ☐ 2 ☐ 3 ☐ 4 ☐

Analysis

You have now completed the self-assessment. Add up your total score and check your performance by reading the corresponding evaluation.

32-63: Your lack of sales skills and good practice must be affecting your performance and, possibly, putting your job at risk. Make a move to master the lessons in this book, and apply them in the office and the field.

64-95: You have made considerable progress and are probably performing well, but you have not raised your sights high enough. You need to formulate a professional development plan.

96-128: You are a skilled and effective salesperson. Continue improving your abilities, however, if you want to stay at the top.

Statement number	1	2	3	4
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31				
32				
Final Total Score				

- 5 a) Now that you have identified the points that you need to develop based on the previous questionnaire, discuss with a colleague your strengths and weaknesses and how you are going to work on them.
- b) According to the questionnaire, what do you think are the most important skills that are required for successful selling?

Part Two

6 Read the text and identify the three steps to following a *Yes* answer.

Follow the Yes Leads

Throw the ball and follow

by An Alert Salesperson

I'm spending too much time with leads that don't seem to develop into anything. How can I determine who's really interested in working with my organisation? Does this sound familiar? First and foremost, let's define what we mean by prospect calling.

A prospect is someone who is willing to take an active step - demonstrated by a specific time commitment — to talk seriously about the possibility of working with you.

That's an extremely important definition. Do yourself and your career a favour: Commit it to memory!

The most effective salesperson learns to spot people who aren't giving them a clear *Yes* answer, and distinguishes these people from the rest of the world. The trick is to understand that the

relevant *Yes* answers take many important forms before the closing of a deal, but virtually always include some kind of time commitment:

"Yes, I'll meet with you next Tuesday at three o'clock."

"Yes, I'll take a look at your notes and tell you what works and what doesn't. Let's schedule a conference call."

"Yes, I'll schedule a meeting with the full committee. When are you free?"

"Yes, we'd like you to start on January first."

No book can teach you how to make a prospect do something he or she doesn't want to do. If you follow the advice that appears below, however, you will make the most of your time and maximise the number of prospects who decide to tell you what to do by giving you business.

Three steps to following a YES answer

Step One

Make a habit of 'throwing the ball' (suggesting the next step) to a number of people each and every day.

If you're uncertain about what your target number should be, read *Cold Calling Techniques* or take DEI's course in appointment making. Either way, you'll be able to work through the numbers thoroughly to set your daily prospective goals. (Throwing the ball might sound like this: "I'd love to get together with you to talk about what we've done with the XYZ Company. Can we meet Tuesday at three o'clock at your office?")

Incidentally, if you're interested in taking advantage of the online course **Appointment Making, Prospect Management** or **High Efficiency Selling**, you can find out more about these training resources at www.dei-sales.com. It offers full-scale online overviews of all our training programs.

Step Two

Learn to distinguish sounds like *Yes* answers from actual *Yes* answers.

Actual *Yes* answers are ones in which the person agrees to a clear next step with you, complete with date and time, scheduled for the near future (typically within the next two weeks). Actual *Yes* answers could sound like this:

You: Why don't you and I meet with your supplier next week to set up a plan?

Prospect: You know what? That's a great idea! When are you free?

Step Three

Treat everything that's not an actual *Yes* as though it were an actual *No*.

Here's the really critical point: Stop wasting time with people who are not actually moving through the sales process with you. So even if the person says, "Call me sometime next month," we put that person lower on the priority list than someone who says, "Let's talk next Monday at two o'clock."

Stop wasting your time with people who only say that they want to work with you; instead focus on the people who really *do* want to work with you.

7 a) Match the underlined words from the passage (1-6) with their meanings (a-f).

1	virtually	4	priority
2	spot	5	appointment
3	prospect	6	commitment

- a a promise or firm decision to do something
 b something that is very important and must be dealt with before other things
 c a possible future client
 d to see or notice someone or something, usually because you are looking hard
 e almost
 f formal arrangement to meet or visit someone at a particular time and place

b) Fill in the blanks with words from Ex. 7a.

- You have to be able to identify a positive and focus on the work to be done.
- Try out the product in the comfort of your own home with absolutely no to buy!
- If you any mistakes in the essay just mark them with a pencil.
- We will make an with the head of the company to tell him about our disappointment with their product.
- everyone gets a headache now and then.
- Your first should be the client who is most interested in your product.

c) Now use the words in Ex. 7a to write sentences of your own.

8 a) Mark these statements *T* (true) or *F* (false) according to the passage.

- A prospect is someone you can possibly work with.
- The statement, Yes, I'll introduce you to my boss next Monday morning, is a positive step towards closing a deal.
- Perseverance is a good investment and can turn a No to a Yes answer.
- This is not a promising prospect answer:
You: Can we get together Wednesday at two o'clock to talk about this further?
Prospect: Wednesday's not good for me; what about Friday morning?

b) Based on information in the passage, write a paragraph that ends with:

... *The bottom line: Invest your time wisely, move on to new leads and stop wasting time.*

9 The following is a list of common adjectives used in persuading clients to buy a product.

new	good-better-best	free	fresh		
delicious	full	sure	clean	wonderful	
special	crisp	fine	big	great	real
easy	bright	extra	safe	rich	

a) Describe in full any products you think are: *crisp? real? easy? bright? safe? rich?*

b) Complete the estate agent's advertisement with the adjectives in the box.

maximum	great	affordable	suitable
newly-built	ideal	best	spacious

If you are considering moving, look no further than the 1) flats and houses on offer from ESTEGMAM. From flats with the 2) views in town to 3) houses surrounded by green fields, ESTEGMAM has the 4) home for you. This selection of modern and 5) flats and houses are 6) for both businesses and families. They are well furnished and equipped to offer 7) comfort to you. To make a 8) move simply call 0122992662.

c) Write an advertisement for a flat or house. Use adjectives from the list above.

Part Three

Listening

10 You will hear a conversation which takes place with an estate agent and a buyer. Answer questions 1–7, by writing *E* (for Estate agent) or *B* (for buyer) in the boxes provided.

1 Who thinks the location is ideal?

	1
--	---

2 Who is worried about the building zone?

	2
--	---

3 Who really likes newly-built flats?

	3
--	---

4 Who first mentions the price of new flats?

	4
--	---

5 Who thinks about remodelling?

	5
--	---

6 Who offers to bring in a contractor?

	6
--	---

7 Who wants a clearer picture about the cost?

	7
--	---

Post Listening Activity: Think, Pair and Share

11 Listen again to the segments and think about three particular ideas

- 1 Location of flats.
- 2 Remodelling flats.
- 3 The cost.

Think about these three ideas and what they mean to you. Discuss with your partner all three ideas as presented by the speakers. Together select one and formulate a combined opinion. Why do you agree? What are additional thoughts about that topic? Then, share your opinions with the whole class.

Assessment

The Project

- 12 **The Project**
Work in groups of five. Fill in the gaps in the following worksheet. Divide roles amongst the members of your group in order to present your project to the whole class. You may want to prepare your presentation on flip-chart-paper if available. Prepare to answer questions that are asked by other groups.

- 1 To sell flats our selling team consists of five members. The skills that are needed are the following:
- 2 Our target customers are:
- 3 Our competitors are:
- 4 Our key vendors are:
- 5 The challenges that we will face are:
- 6 Ways to overcome these challenges are:

Warm-up Activity

- 1 Discuss in pairs your understanding of the following quote.

"The Greatest Sales Strategy in the world: Don't tell me how good you make it; tell me how it makes me feel when I use it."

Leo Burnett
(Advertising Executive)

Part One

- 2 a) Match the words/phrases (1-10) with the definitions (a-j).

1	disappointed	6	client
2	cut	7	drop
3	annual	8	dramatic
4	bill	9	entirely
5	at sb's convenience	10	specialising in

- a expert in a particular field
b a written list showing how much you have to pay for services you have received
c reduce
d someone who pays for services or advice from a person or organisation
e become lower or less
f happening once a year
g sad because something you hoped for did not happen
h at a time that is best and easiest for someone
i completely
j sudden and surprising

- b) Complete the following sentences with the words/phrases above. Make any necessary changes.

- The company required to pay fees in advance.
- Meetings are always arranged at the management's and staff are expected to comply.
- They couldn't afford to pay their phone
- Our company in handmade chocolate. We are experts in this field.
- The economy in the Middle East is getting worse due to the changes taking place in Iraq.
- The company is responsible for the safety of its employees.
- The rate of production will as there is a lack of materials.
- He will attend the sales conference in France next year.

- 3 a) Mark the following sentences T (true) or F (false) according to the letter below.

- Ms Quinn has asked Jack Murray for help because a lot of her money goes on taxes.
- Jack Murray specialises in tax and estate planning.
- His clients are happy because their taxes increased.
- Jack Murray's strategies are completely legal.
- He wants to meet Ms Quinn to explain to her how she can cut her taxes.

Jack Murray, CA
20 Cedar Crest

Dear Ms Quinn,

Are you disappointed or angry that so much of your money goes to taxes each year? Do you feel that your taxes are as low as they possibly could be? Would you like to cut your annual tax bill by next April 15th?

I am a certified public accountant specialising in tax and estate planning for business owners. A number of my clients in the distribution business have found that their taxes dropped dramatically by up to 25 % in some cases with my tax planning strategies. They are, of course, entirely legal. Some of them could save you money.

Next week, I will call to arrange a meeting at your convenience. If you give me thirty minutes of your time, I will offer you a new way of thinking about your taxes.

I look forward to speaking with you soon.

Sincerely,

Jack Murray (CPA)

- b) Read the letter again and answer the questions.

- Why do you think Jack Murray begins his letter with questions?
- Why does he refer to a number of his clients in the letter?
- How does he suggest that Ms Quinn solve the problem?
- Why does he want to meet her?

- 4 a) Read the outline and the useful language box then look at sentences 1-6 and say which are: problems (P)? solutions (S)? actions (A)? Circle P, S or A.

Dear,

Introduction: engage the readers' attention with a problem they are interested in solving.

Main body: persuade the reader that you can solve the problem (and explain how).

Conclusion: ask the reader to take action or tell them that you will be in touch.

Useful language

Ways to emphasise a problem:

- Are you having trouble ...
- Do you have problems ...
- Do you become nervous when ...

Ways to offer solutions:

- At X, we have the skills and experience to ...
- We are experts in ...
- We can provide you with ...

Ways to take and ask for action:

- If you would like more information about us, please call/fax/write to us at ...
- I will call your office next week to answer any questions you may have on ...
- Please call in and see us if you ...
- I urge you to act on this opportunity today.

- b) Here are the main bodies of two sales letters. Write introductions and conclusions for both.

①

Dear,

Happy Furniture provides quality living room furniture. Our gorgeous sofas will add comfort and beauty to your home. Our three-seaters and armchairs provide a warm intimate place for a quiet conversation. You will enjoy modern living at its finest with contemporary living room furniture.

②

Dear,

AMAN is an **insurance** services **company** dedicated to protecting your dreams and strengthening our society. Our services include property, casualty and life **insurance**. Whether you're looking for protection for your personal life or your business, AMAN has the resources and services to provide you with the exact programme you need. Our proactive team of specialists help you minimise losses and increase your profit opportunities.

- 1 Our programme will help your employees discover the easy, step-by-step, proven secrets to writing letters, memos, faxes and reports. [P S A]
- 2 Visit your local SuperMat today. Check the phone book for one near you. [P S A]
- 3 Are your employees having trouble with business writing? [P S A]
- 4 Then try the new SuperMat Sleep-Easy. You will be able to tell the difference. [P S A]
- 5 May we stop by and offer you a FREE demo? If so, give us a call to arrange an appointment. [P S A]
- 6 Tired of sleeping on that tired old bed? Tired of waking up tired? [P S A]

Part Two

- 5 Read the following sales letter and underline all the examples of the 1st Conditional (if + Present + will).

Dear Mr Peters,

A recent study by the American Photocopying Institute showed that photocopying costs have risen 7% in each of the past two years. The study showed the increase is not due to the costs of copiers; rather it is the skyrocketing cost of supplies, particularly paper and toner.

I am writing to help you cut these costs sharply. In fact, if you own your own copiers or lease at favourable terms, Standard Products Inc. can guarantee that your cost per copy will actually decrease over the next year.

Standard Products can give you this guarantee because we buy in bulk from manufacturers and thus gain significant discounts. Our state-of-the-art distribution network also minimises warehousing and shipping costs. We pass these savings on to you by increasing your profit levels.

Of course, low prices mean nothing without high quality, so we also guarantee the quality of our paper, toner, and other supplies. The copies you receive will be as good, or better, than your current copies.

If you want to benefit from these savings, pick up the phone and call us at 1-800-555-0300. If you tell us your current volume of usage and what you're paying now for paper and toner, we'll fax you a proposal the next working day. (To guarantee lower prices, we require documentation of your current prices, so mail or fax us a recent invoice.)

Don't let another year of cost increases rob you of your profits. **Call us at 1-800-555-03000 today.**

Best regards,
Leon Davies
President
Standard Products Inc.

P.S. If you place an order with us by the 15th of this month, we will take an additional 10% off the cost of that first order. Call now and start saving!

- 6 a) Read the letter again and tick (✓) the ideas that are included.

- 1 ☐ Costs of paper and toner have increased the costs of photocopying.
- 2 ☐ The writer can help the reader buy new copiers for lower prices.
- 3 ☐ Standard Products have shipping and warehousing problems.
- 4 ☐ The writer offers low prices and high quality.
- 5 ☐ The writer will fax a recent invoice the next working day.

- b) Read the letter again and answer the following questions.

- 1 Why does the writer mention the American Photocopying Institute?
- 2 How does he offer to help the reader cut photocopying costs?
- 3 What does the writer offer a guarantee for?
- 4 What else does he offer to appeal to the reader?
- 5 How does Mr Davies prompt the reader's response?

- 7 Read the cartoon. What is the salesman doing? Why is the salesman using "if"?

- a The salesman is inviting Fred to have more food.
- b He's apologising for not accepting Fred's food.
- c The salesman is trying to get Fred to accept his offer.
- d He's trying to get a discount on the food.

If
you agree to my offer, Fred, I'll give
you a 15% discount on all orders, free shipping
for six months, two of my pickles, half of my fries
and my little packet of crackers.



We can use the **1st Conditional** to talk about offers that we will make in the future. We use the **present simple** in the if-clause, and **will** in the result-clause of the sentence.

8 a) Complete the sentences with the correct answer.

- 1 **If you accept our offer, ...**
 - A we will have to withdraw.
 - B you will get a special discount.
 - C you will lose your business.
 - D you'll be in big trouble.
- 2 **If you call us at the following phone number ...**
 - A we will be happy to give you more information.
 - B our sales will increase by 10 percent.
 - C we will be in big trouble with other clients.
 - D the manager will ask you for help.
- 3 **If you post the enclosed order by the end of September ...**
 - A you will have to wait until the post reaches us.
 - B you will be completely satisfied with the computer.
 - C we will deliver the computer free of charge.
 - D we will have to pay more money for sending the computer.
- 4 **If you order in bulk ...**
 - A we will make more profit.
 - B you will encourage us to send more.
 - C you will receive a discount.
 - D we will be glad to give you further details.
- 5 **If you pay in advance ...**
 - A our agent will pay you a visit.
 - B we will understand that you need our product.
 - C we will send you expensive products.
 - D we will take 15% off the price.

b) Complete the following sentences.

- 1 If you purchase three or more products,
- 2 If you're interested in having the latest version of our software program,
- 3 If you choose any of the items in the enclosed brochure,
- 4 If you set up an appointment,
- 5 If you want quality and competitively priced products,
- 6, you will get free gift wrapping and the best prices on the Net.
- 7, you will receive discounted prices.
- 8, we'll give you some ideas and tips to promote your business.

9 Read the theory box and then complete the tasks.

Features and benefits: *One way of making your readers want your product or service is by focusing on the benefits rather than the features of the*

product. Look at the following examples.

Our software has drop down menus and a great Help facility. (feature)

Our software is easy for you to learn and use. (benefit)

a) Match the features (1-6) with the benefits (a-f).

1		The colour is red.
2		The motor is strong.
3		We work quickly.
4		We're inexpensive.
5		We deliver high quality.
6		This glass is bulletproof.

- a You get it done right the first time.
- b You can give us the project at short notice and still make your deadlines.
- c You'll stand out in a crowd.
- d You'll be safe.
- e You'll enjoy the power at your fingertips.
- f You save money.

b) Change the following features into benefits.

- 1 The chairs are durable and reliable.
- 2 The trainers are experienced.
- 3 The flat has eight rooms.

10 a) Add benefits to the following features.

- 1 Masary Consulting Services was established in 1991 to serve the financial services industry. All of the new methods we use in client activities have stood the test of time.
- 2 AutoParts is a recognised car parts manufacturer. We have the biggest and best selection of parts and accessories for your car. We have over 2 million top quality parts and accessories available in our shops.
- 3 La Bocca is the biggest fast food restaurant chain in the area. We are proud to have more than 200 well-trained employees. We remain committed to offering the best food and service.

b) You are the Sales Manager of a company manufacturing high quality air conditioners. Summer is approaching and you want to promote the reliability and durability of your air conditioners. Write a sales letter to the managers of large national corporations.

Part Three

Listening

- 11 You will hear a discussion between a salesperson and a businessman. For questions 1–10, complete the notes which summarise what the speaker says. You will need to write a word or a short phrase in each box.

The businessman is afraid of		1
The businessman doesn't want to make		2
It is the strong and the bold who usually fare better		3
The businessman doesn't know how		4
The company only pays the		5
Traditionally companies bear the		6
The businessman doesn't want customers hassled by		7
Relevant links appear according to		8
Additional benefits are the		9
You can target your market easily and		10

Post Listening Activity: Think, Pair and Share

- 12 Can you use computers and the internet? Do you agree with advertisements online? Why or why not? Think, pair and share.

Assessment

The Project

13

The Project

Work in groups of three. Fill in the gaps in the following worksheet. Divide roles amongst the members of your group in order to present your project to the whole class. You may want to prepare your presentation on flip-chart-paper if available. Prepare to answer questions that are asked by other groups.

1 The name of our company is:

2 Our address is:
.....

3 We are selling office supplies and stationary. Our target customers are:
.....
.....
.....

4 Our selling edge is:
.....
.....

5 Our sales letter will consist of:

a These questions:

.....
.....
.....

b These catching points

.....
.....
.....

c These follow up actions

.....
.....
.....

Warm-up Activity

- 1 In groups, read the following quotation and discuss how you think advertising does this.

“Advertising may be described as the science of arresting the human intelligence long enough to get money from it.”

Stephen Butler Leacock

Part One

- 2 Tell your partner about your favourite advert and why you believe it is successful.

How much money do you think is spent on advertising by the hospitality industry each year? More importantly, how much of this money do you think is wasted? I believe about 80% of the advertisements I see for restaurants, hotels and other hospitality businesses contain flaws that render the exercise an expensive waste of time.

Grab a copy of the hospitality supplement in your regional newspaper. Scan the pages the way you would when you read articles. How many ads actually capture your attention? How many do you read completely? Only a few and you have a vested interest because you're in the industry! What about the general public? For an advertisement to be successful it must satisfy three criteria: have the right message; use the right vehicle; and be presented at the right time.

First, let's look at the message. How do you construct a successful advertising message? By adhering to the AIDA principle. *AIDA is an acronym; it stands for: Attention, Interest, Desire, Action.*

From the outset, a good ad captures your attention from among the clutter of other advertising messages. This is normally done with the use of a hook, a clever headline or graphic that relates to the needs of the reader, not the needs of the advertiser. Take, for example, a functional business with a specialty in weddings. The headline: 'I do' ... and on the next line: 'Special words need a special venue', is likely to strike a direct chord with any person involved in the organisation of an upcoming wedding. The headline 'Starlight Reception Centre, we specialise in weddings and conferences', is not.

A depressing number of the ads I see are of the variety nicknamed 'we're here' ads. You've all seen them. They go

- 3 a) Tick (✓) what you believe a successful advertisement should do. Then read the article to check.

It should:

- 1 attract the reader's attention.
- 2 address the advertiser's needs.
- 3 change benefits into features.
- 4 justify its claims.
- 5 tell the reader how to respond.
- 6 be in flyers only.
- 7 use an effective advertising vehicle.
- 8 be in December or November.

something like this: 'Fred Bloggs Bar and Cafe, International Cuisine, open seven days a week'. So what? What is Fred Bloggs going to do for me? A successful ad must clearly address the 'What's in it for me?' attitude of the reader.

I find it useful to construct advertising hooks by listing the features of the business and then converting them into benefits for the customer – but be careful, good food is not a feature, nor is attractive decor – they are expectations. A feature is something reasonably unique that differentiates your business from those around you, like a spectacular view or ten different varieties of oysters. If you can't sit down and list four or five strong features of your business, you haven't got much to sell. You would be better off spending your money creating features than trying to coerce the public with an advertising promise that amounts to: 'we're average!'

After addressing the 'What's in it for me?' question, a good ad should go on to justify its claims and tell the reader how to respond. The name of your business should be at the bottom, not the top. You have to give people a reason to memorise your business name before you reveal it, otherwise they will scan over it without filing it away mentally.

The second big issue in a successful ad is the vehicle it uses. By vehicle I mean: is it in a newspaper or magazine, is it a poster, sign, flyer or direct mail letter, etc? Let's go back to our ad in the newspaper. What is the trading radius of your hospitality business? If you're not familiar with this term, your trading radius is the area from which 90% of your customers come. Most restaurants have a trading radius of about eight to ten kilometres. What, then, is the logic of placing an ad in a newspaper supplement that is aimed at people who work in the industry and is distributed some 800 kilometres beyond your trading radius?

b) In pairs, answer the following questions.

- 1 What are the components of a successful advertisement?
- 2 Why does the writer refer to a 'hook' in the fourth paragraph?
- 3 According to the writer, what is the difference between features and expectations?
- 4 What does the writer mean by the phrase 'trading radius'?
- 5 Why is the choice of an advertising vehicle important?

Consider the mathematics: the newspaper has a readership of 300,000 people. Out of this 300,000 only 10,000 are in your trading radius. Out of this 10,000 only 2,000 read the hospitality supplement. Out of this 2,000 only 500 seriously scan the advertisements and 20 read your ad (assuming it is well constructed). Out of the twenty people who read the ad, one is looking for a new restaurant experience. How much did the ad cost? Maybe \$250 or more? For \$250 I could print and hand out a lot of flyers at my local shopping centre, or I could distribute a load of direct mail letters to club social secretaries in my district.

Your choice of advertising vehicle is also critical to cost-effective marketing. Many a good message has been wasted by putting it in the wrong place. The question is not: Is newspaper advertising effective? It is: Can I make my dollars go further by using a different, more effective advertising vehicle?

The timing of advertising is also important. If my company brochure arrives in Monday or Tuesday's mail, it is a lot more effective than if it arrives on a Friday, because people are busier on Fridays. Similarly, if you advertise for Christmas functions in September or October, you will get a far better response than you would if you advertised in November or December, when most Christmas functions have already been planned.

I'd give money for every time I've heard business owners say, "I've tried it, but it didn't work". If I go back and review what they've done, I often find they have the right message on the wrong vehicle, and vice versa, or the timing was wrong. If you come to an incorrect assumption about why your advertising didn't work, you will be blind to any viable options in the future and that's what a lot of business owners do.

4 a) Which of the following do you think is more suitable as a title for the article?

- A Cheap Advertising
- B The Message
- C Effective Advertising
- D Advertising in the Media
- E Timely Advertising

b) Does the writer agree/disagree with the quotation from Ex. 1? How?

5 a) Look at the following advertisements. Which include a/an:

- 1 headline to grab attention?
- 2 illustration?
- 3 body copy: details and sales pitch?
- 4 signature line: brand name, slogan, trademark?
- 5 standing details: address of firm?



b) Answer the questions about the advertisements.

- 1 What information does each ad provide about the product?
- 2 Does each ad make the features and benefits of the product clear?
- 3 Which of the ads is more attractive to you? Why?

Part Two

- 6 a) Which of the following statements do you agree with? Which do you find the most worrying? Justify your answers.

Advertisers:

- ☐ introduce a wide range of consumer goods to you, thus giving you greater choice.
- ☐ create false needs.
- ☐ keep you informed of the latest products available.
- ☐ can manipulate social values and attitudes.
- ☐ stimulate materialism and greed.
- ☐ use straightforward language.

- b) Read the following extract from a poem and answer the questions 1-3.

- 1 How far do you agree with this criticism of advertisers?

Attack on the AD-MAN

by A.S.J. Tessimond

This trumpeter of nothingness, employed
To keep our reason dull and null and void.
This man of wind and froth and flux will sell
The wares of any who reward him well.
Praising whatever he is paid to praise,
He hunts for ever-newer, smarter ways
To make the gilt seem gold; the shoddy, silk;
To cheat us legally: to bluff and bilk
By methods which no jury can prevent
Because the law's not broken, only bent.

This mind for hire, ...
Knows how to hide an inconvenient fact
And when to leave a doubtful claim unbacked;

He uses words that once were strong and fine,
Primal as sun and moon and bread and wine,
True, honourable, honoured, clear and keen,
And leaves them shabby, worn, diminished, mean.

He studies our defences, finds the cracks
And where the wall is weak or worn, attacks.
Lie finds the fear that's deep, the wound that's tender,
And mastered, outmanoeuvred, we surrender.

- 2 Read the poem again. Write two statements about advertisers from the poet's point of view.

.....

- 3 Which of the six statements in Ex 6a does the poem support?

.....

- 7 Too good to be true?

- a) Choose one of the following ads and complete the table to compare your lifestyles.



My lifestyle	Lifestyle in ad
The product in real life <i>e.g. too expensive</i>	The product in the ad
My need	The need the ad promotes
My image/personality	The image/personality the ad promotes <i>e.g. attractive and popular</i>

b) Look at the ads again and answer questions 1-8.

- 1 What do you think each ad is about?
- 2 What need is being met?
- 3 Do the advertised products appear in the ads? Why? Why not?
- 4 What is implied by the images?
- 5 Who is the target audience?
- 6 Do you see anyone who looks like you in these ads?
- 7 Do the ads make you want to buy the products? Why or why not?
- 8 Which ad tries to influence emotions? How?

8 Compounds

Compound adjectives are a very common feature of advertising language. They make a product and its qualities sound unique. Compound adjectives are made up of two or more words, usually written with hyphens. Many of these compounds are common in everyday language *e.g. well-known* and *air-conditioned*.

Ways of combining adjectives and nouns:

noun + noun: *skin care*

adjective/adverb + -ed: *highly-qualified*

adjective/adverb/noun + -ing: *good-looking*

a) Match (1-10) to (a-j) to make compound adjectives.

1 ☐ top-

2 ☐ silver-

3 ☐ chocolate-

4 ☐ hand-

5 ☐ mouth-

6 ☐ long-

7 ☐ labour-

8 ☐ cut-

9 ☐ remote-

10 ☐ economy

a price

b saving

c rated

d size

e controlled

f plated

g flavoured

h crafted

i lasting

j watering

b) What can the above adjectives describe?

9 a) Complete the passage using compounds from the box.

dome-shaped

fairytale

breathtaking

air-conditioned

crystal clear

world-famous

activity-packed

mouth-watering

Welcome to the 1) Ganna Resort Hotel. With its 2) roofs, the Ganna Resort has a magnificent architectural design that creates a 3) impression and provides an ambiance of peace and privacy.

The resort offers a fresh passion for discovery of real fun and tranquillity. Enjoy the 4) waters of the Red Sea, its marine life and sandy beaches, while relaxing amid the finest in luxurious accommodation, facilities and services. The Ganna Hotel is located on a stretch of white sandy beach in Sharm-el-Sheik. The 948 spacious and 5) rooms feature a 6) view of the coral reefs and spectacular coastline. Experience a holiday including diving, scuba diving, windsurfing, and water skiing. Unwind and relax in the 7) Health Club with its own sauna, whirlpool and steambath.

The nights in Ganna are charged with scents, sensuality and appeal. Enjoy 8) cuisine together with a programme of folklore music and dance in the Arabian Nights restaurant. Taste the forceful flavour of Middle Eastern food with its green olive oil and wild herbs.

b) Write your own advertisement for a popular hotel or resort. Use a variety of descriptive compound adjectives.



Part Three

Listening

10 You will hear a conversation between Jake and Martha about television commercials. For questions 1- 7, choose the best answer, A, B, or C.

1 What really attracts Jake to the Singapore Airline ads?

- A They have flights to New York.
- B They make you want to visit the country.
- C The girls are beautiful.

	1
--	---

2 How do the Greek ads appeal to Martha?

- A She wants to swim in the blue water.
- B She likes the island and the towns.
- C She finds the ads appeal to her senses.

	2
--	---

3 According to Jake, what is different about ads today?

- A They are more complicated with a lot of mystery.
- B They show a few scenes and then their logo.
- C They are very funny.

	3
--	---

4 What is the Fed Ex logo?

- A Cavemen could send packages.
- B Next time use Fed Ex.
- C Your boss might fire you.

	4
--	---

5 What does Martha believe about the Nike ads?

- A That they are serious.
- B That they are the funniest of all.
- C That they are the most successful of all.

	5
--	---

6 How did Nike make its mark in history?

- A It made people go to work.
- B It kept the ad simple.
- C It started a new trend.

	6
--	---

7 What is truly remarkable about Nike products?

- A They are still worn today.
- B Their quality has not changed.
- C They are used as status symbols.

	7
--	---

Post Listening Activity: Think, Pair and Share

11 In your opinion, which is the best ad: Singapore Airlines, Greek Tourism, Motorola, Fed Ex or Nike? Think about your answer. Then, pair with a partner and discuss. Finally, share with the whole class both ideas.

The project that brings it all together

Instructions

- Divide students into groups of four
- Assign roles: leader, and members
- They have about 2 hours to complete the assignment
- They present the final product to the rest of the class

The Assignment

- 1 Select something you would like to sell and describe what it is in a paragraph. You must include in the description whether it is a primary, secondary or tertiary product.
- 2 Identify the target audience or user of your product and elaborate on the values and attitudes of that audience.
- 3 Develop the sales plan including the different stages your team will follow in order to clinch the deal.
- 4 Develop one of the sales letters indicating at which stage of the production it will be sent and to whom. Change the description of your product if needed.
- 5 Prepare an advertisement for your product or service that addresses the values and attitudes of your audience.

