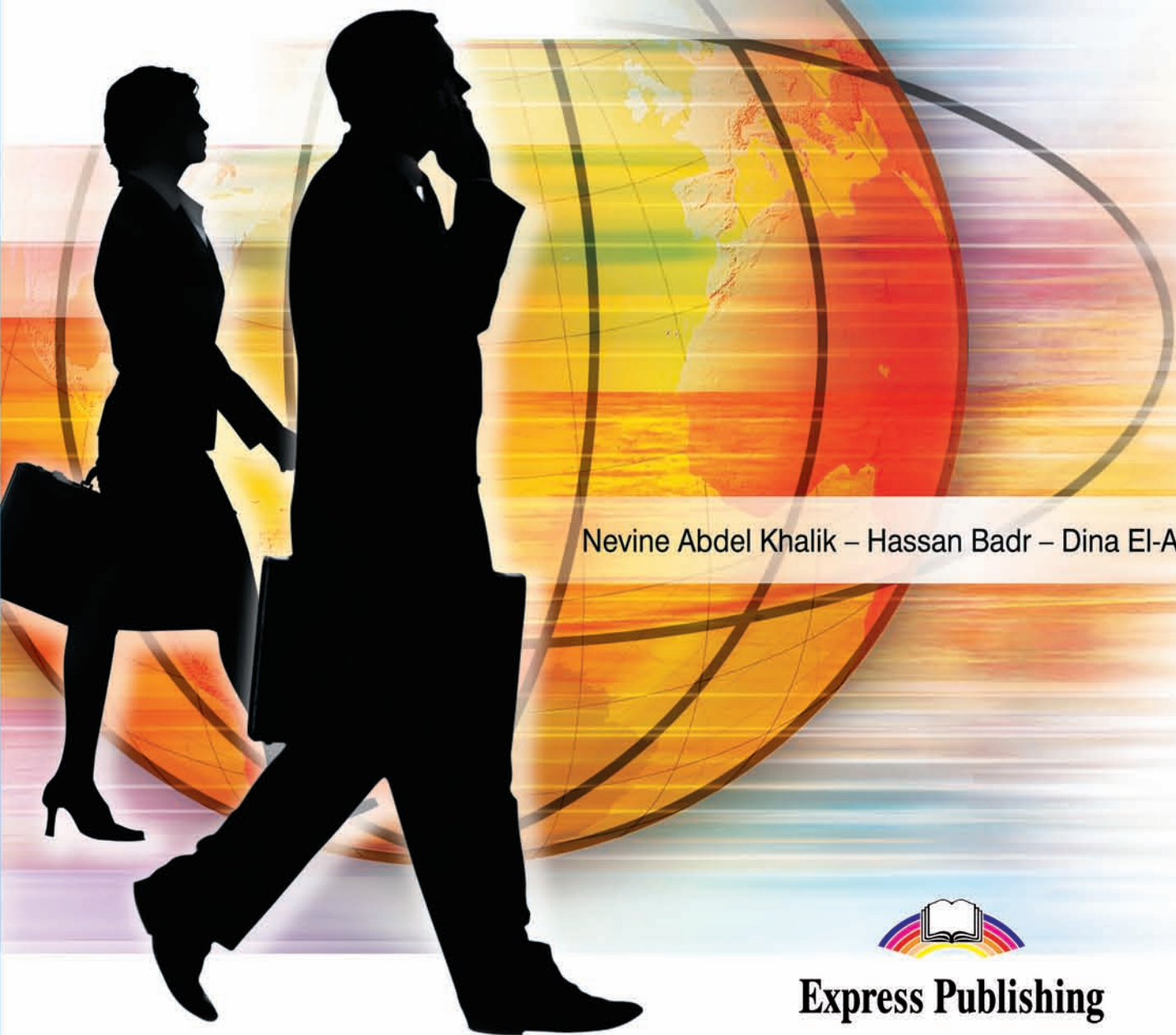


Business

English

Marketing and Sales

Authentic ESP Materials for the Multi-Level Classroom



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Marketing and Sales

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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."

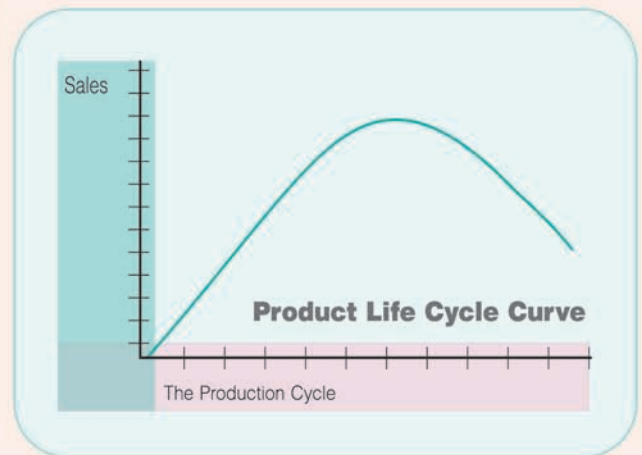
(President Nasser of Egypt (1963))

Part One

- 2 a) Read the article and answer the following questions by naming the stages according to the passage.
- What are the first and last stages of the life cycle of a product?
 - During which stage will sales increase?
 - Which stage usually generates the highest revenue?
 - At which stage are there no sales?
- b) In pairs, discuss the following questions, giving supporting evidence from the text.
- What is the duration of the product life cycle?
 - During which stage is the cost of advertising increased? During which stage is it reduced?
 - What are the various ways firms can deal with a product if its sales decline?
 - 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.
- competitors**
 - people or organisations that try to be more successful or better
 - people who take part in a race or competition
 - distribution**
 - the way that a product exists among a particular group of people
 - delivering products to a number of people over a wide area
 - profits**
 - advantages
 - 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**
 - moves to a higher job or rank
 - activities to increase sales

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

- Experts are a recovery in the economy by next year.
- The company's annual rose by 30% last year.
- 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.