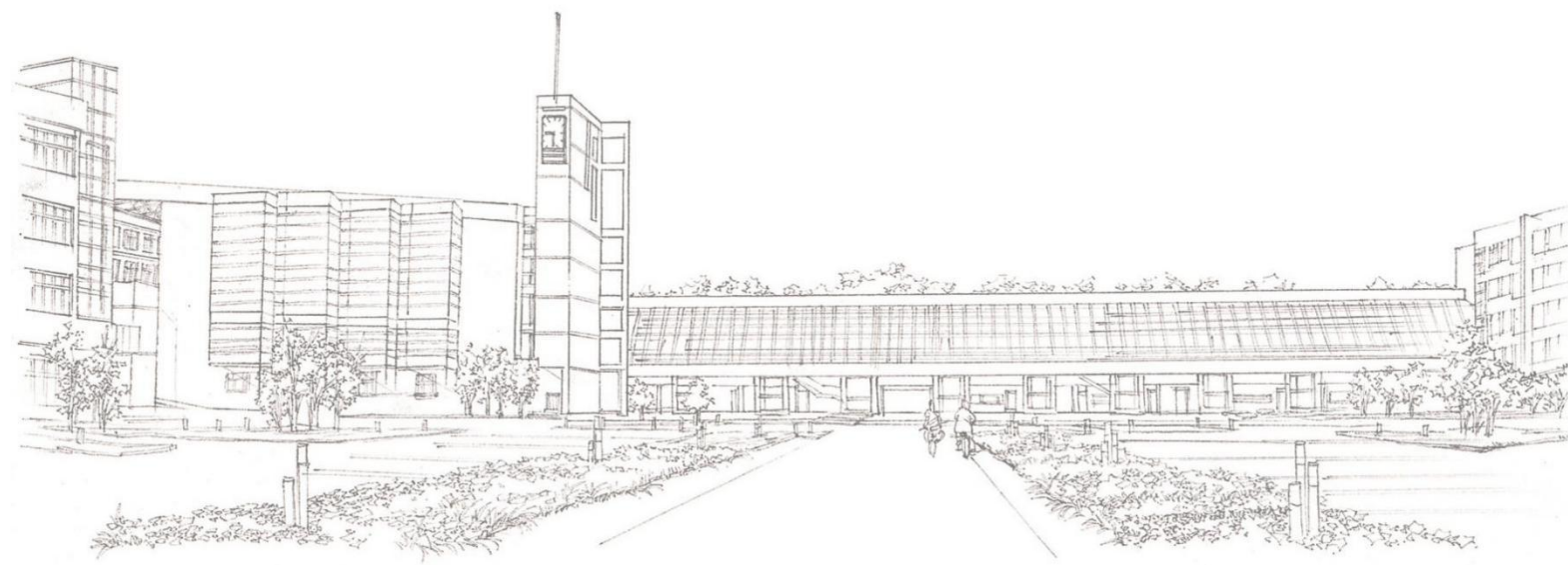




日照职业技术学院
RIZHAO POLYTECHNIC

《营销英语》教案

商学系



UNIT 1

单元流程说明

1. 本单元概述开展市场营销活动的“市场调查与分析”环节；
2. **市场细分**：产品投放市场前，公司会对市场进行细分 (**Reading A**)；
3. **市场调查**：公司通过市场调查表、问卷、访问等形式进行市场调查 (**Listening & Speaking, Reading B**)。市场调查先于市场细分，为市场细分提供依据；
4. **决策**：根据市场调查结果得出一份调查报告 (**Writing**)，并根据该总结及目标市场评估作出相应决策。



Warming-up

Task 1

Key

1. b 2. f 3. d 4. c 5. a 6. e

Task 2

Key

1. D 2. B 3. C 4. A



Reading A

Background Information

Tier system

In China, major cities can be divided into tiers based on a number of factors, including population, disposable income, geography, infrastructure, and historical and cultural significance. There is no official government classification of these tiers. One marketer's second tier may be another's third, and vice versa.

Task 1

Objective: Ss know the elements influencing the decision of market segmentation.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

Population, purchasing power, disposable income, the price of real estate, purchasing habits, transportation, economic growth, economic output, geography, etc.

Translation

分级故事：营销商如何划分中国城市等级

有些营销商正在努力将其在华业务扩展到除北京、上海、广州这三个富人聚集的一线城市以外的地方。联合利华旗下的立顿奶茶成为此举中为数不多的成功者。

联合利华的立顿奶茶做得非常出色，尤其在中国城市划分方面。当营销商进入中国市场，他们通常都会对中国的城市进行评估，并划分级别。广告商大都将中国城市划分为4或5个等级，而营销商则将其划分为10个等级。一个城市划分到哪个等级取决于该城市人口的数量、购买习惯和可支配收入等因素。

一线城市包括北京、上海、广州，有时还包括深圳。二线城市有30个左右，主要是人口超过500万的省会城市。三线城市有150个左右，是人口在100万以上的县城。四线城市包括数千个城镇，人口从10万到100万不等。五线城市则包括了最小的城镇和村庄。

即便在这样一个整体框架之下，营销商对中国的市场细分方式还是有所差别。作为中国主要运动品牌之一的安踏，根据各城镇的房价将全国划分为10个等级，为其设立零售店提供依据。因此海滨旅游胜地大连被安踏划为一线城市，而大多数营销商则将其划为二线城市。

由此我们可以看出，城市的等级划分方式因公司产品及目标的不同而有所差异，各公司对等级有着不同的理解。在一些级别较低的城市，经常也有丰厚的利润回报。例如，联想即将结束其长达一年、覆盖1000多个四、五线城镇的巡回宣传活动。虽然联想与当地同行的价格战仍在持续，但这些地区的经济回报对联想去年在中国实现两位数的增长功不可没。

杭州、深圳、东莞等城市的消费者，由于其生活成本低于上海、北京的消费者，因此，其购买力也相对较强。尽管这一趋势让一些奢侈品牌，如路易·威登，在一些二线城市有利可图，但大众品牌若要在小城市盈利仍存在巨大的挑战。

Task 2

Objective: Ss can read a passage to answer some questions.

Time: 15 minutes

Steps:

- ▶ Ss read the passage silently.
- ▶ Ss work in pairs.
- ▶ Ss take turns asking each other questions about the passage.
- ▶ Check the answers with the whole class.

Suggested Answers

1. Because Lipton Milk Tea moved beyond the first-tier cities.
2. They often evaluate cities and assign them to different tiers according to such criteria as size, purchasing habits and disposable income of the population.
3. Four. Beijing, Shanghai, Guangzhou and sometimes Shenzhen.
4. Because their companies may have different products and goals.
5. Because there are great rewards to be gained in those areas.

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual students to correct the false statements.

Key

1. T 2. F 3. F 4. F 5. F

Task 4

Objective: Ss get to know the factors influencing marketing.

Time: 10 minutes

Steps:

- ▶ Ss work in groups to discuss this question.
- ▶ Circulate in the classroom while Ss are discussing and offer help if necessary.
- ▶ Get each group to make an oral presentation on what they find out to the whole class.

(Open)



Listening

Task 1

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Simon: Good morning, madam. I am Simon Brown from Alcon. I'm doing a market survey on laundry detergents. I wonder if you would mind answering a few questions.

Housewife: Do come in. What information do you want, Simon?

Simon: I'd like to know which brands of laundry detergent you usually use.

Housewife: I usually buy brands like Cheer, Persil, Tide and... Oh, I can't remember.

Simon: But don't you have a preference for any particular brand?

Housewife: Not really. I'm usually in a hurry and just pick up whatever is at hand so long as I recognize the brand.

Simon: So that means you buy whichever brands the supermarket chooses to supply?

Housewife: Yes.

Simon: Have you bought the brand Miracle?

Housewife: Sorry, I haven't heard of it.

Simon: Maybe you could try it next time.

Housewife: Yes, I will if I see it.

Key

1. B 2. A 3. C 4. C

Task 2

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Simon: Good morning, madam. I am Simon Brown from Alcon.

Housewife: Yes?

Simon: I am conducting a market survey. I wonder whether you could give me some information about the brands of laundry detergents that you use.

Housewife: Sure, please come in.

Simon: Have you ever used the brand Miracle?

Housewife: Yes, in fact I've been using it for the last two years.

Simon: Wow, you are a loyal consumer. What do you like about it?

Housewife: Well, apparently it doesn't damage protein-based fibers so it's particularly suitable for washing woolen and silk garments.

Simon: Yes, what else?

Housewife: The scent. Miracle smells amazing. Even a week or so after washing, the clothes still smell fresh.

Simon: Thank you. It is good to know we have such a happy customer. I'd better ask though, is there anything that you're not pleased with?

Housewife: Only the price. It's a bit expensive!

Simon: I see, but of course it is very good quality. Well, thank you for your time.

Housewife: My pleasure.

Suggested Answers

- Two years.
- It's particularly suitable for washing woolen and silk garments.
- She likes very much. She thinks it's amazing.
- The price. Because it's a bit expensive.



Speaking

Task 1

Objective: Ss know how to ask for help and make a response.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: I wonder if you could help me with this problem.

B: Yes, certainly.

A: Thanks. That would be a great help for me.

Task 2

Objective: Ss can make a survey on clothes buying habits.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss review wh-question patterns if necessary.
- ▶ Ss list words describing brand, style, material and price.
- ▶ Ss practice asking and answering wh-questions in pairs.
- ▶ Ss organize different questions and practice making a survey.

Sample

A: What kind of clothes do you usually like to buy?

B: I like to buy jeans because they are never out of fashion.

A: What brands do you usually choose?

B: Well, I usually choose Kappa and Nike.

Task 3**Objective:** Ss can make a market survey report.**Time:** 15 minutes**Steps:**

- ▶ Ss read Speaking Task 3.
- ▶ Ss organize different questions and summarize the results.
- ▶ Ss practice reporting survey results.

Sample

Good morning, everybody. The purpose of this survey is to identify students' clothes buying habits. Forty students were questioned about the brand, style, material and price they would take into account when buying clothes. Thirty students responded that they would choose no-brand clothes due to their comparatively lower prices, and the rest ten would choose some famous brands. Twenty-five students prefer cotton leisure clothes. One reason is that cotton clothes are comfortable; another reason is that they are cheap. When asked the price, 38 students expressed that they would choose affordable clothes. The survey results indicate that price is the key factor influencing students' clothes buying behavior. Leisure clothes are most students' favorite.

Task 4**Objective:** Ss know how to praise or criticize others.**Time:** 15 minutes**Steps:**

- ▶ Ss read Speaking Task 4.
- ▶ Ss choose the roles.
- ▶ Ss make conversations.
- ▶ Ss role-play the conversations in the class.

Sample 1**A:** You've done a great job!**B:** Really? I'm so glad you think so.**Sample 2****A:** I am really disappointed by your lack of effort on this project.**B:** I'm terribly sorry. I was in poor health during that period.**A:** Oh, but next time you need to be more focused.



Reading B

Translation

关于食品选购的问卷调查

本问卷旨在调查受访者的消费习惯以及在选择功能食品时影响他们决策的因素。本问卷中的所有信息将严格保密，保证不会泄漏与某一特定调查对象有关的任何信息。

本问卷由三部分组成。第一部分调查受访者的背景信息，第二部分调查受访者的消费习惯，第三部分调查影响消费者购买决策的各种因素。本问卷中各调查项答案无“对”、“错”之分。答题时长不限。

第一部分：受访者背景信息

1. 性别

- 男 女

2. 年龄段

- 18岁以下 25-30岁 36-40岁 45岁以上
 18-24岁 31-35岁 41-45岁

3. 教育程度

- 高中及以下 本科 博士
 大专 硕士

4. 月收入（人民币）

- 1,000 及以下 2,001—3,000 4,001—5,000
 1,001—2,000 3,001—4,000 5,001 及以上

第二部分：购买习惯及态度

5. 购买功能食品频率

- 每周一次 每月一次 每半年一次
 每两周一次 每三个月一次 每年（或多于一年）一次

6. 每月平均购买功能食品费用（人民币）

- 1,001 及以上 601—800 201—400 100 及以下
 801—1,000 401—600 101—200

7. 获取功能食品信息的渠道

- 杂志 电视 参照群体
 互联网 口碑 其他

第三部分：影响购买决策的因素

- 味道 有机成分 具体需求 促销
 价格 营养来源 健康益处 品牌

Task 1

Objective: Ss know the layout of a questionnaire and can complete it accordingly.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Explain some difficult words and phrases in the questionnaire.
- ▶ Study the sample questionnaire.
- ▶ Ss read the questionnaire and complete it individually.
- ▶ Ss compare their work with others.
- ▶ Comment briefly.

(Open)

Task 2

Objective: Ss know some useful terms needed to understand the questionnaire.

Time: 10 minutes

Steps:

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check the answers with the whole class.

Key

1. d 2. i 3. a 4. b 5. c 6. j 7. e 8. f 9. g 10. h

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 30 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

市场分析有两种不同的表现形式。第一种形式是投资者用以进行市场研究，确定市场走势，以作投资决策的方法。第二种形式是营销商分析目标客户市场并确定能提高销售额和收益率的最佳方案的范围。



Writing

Task

Objective: Ss can write a summary based on the given information.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Ss discuss in small groups to analyze the table.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

Suggested Answers

The bar chart indicates different channels for Chinese people to get to know cosmetics.

As can be seen from the chart, Eighty-four percent respondents get to know cosmetics from ads on TV, Internet, newspaper and magazines. This reveals that ads are still the most effective way to promote products. The Internet is becoming a major channel through which people get to know new products. In addition, word of mouth is also a great marketing tool.

In brief, advertising still plays a very important role in product promotion, thus manufacturers should focus on both the traditional and new media when advertising their products.



Project

This project enables Ss to go through the whole process of market research. In order to complete it successfully, Ss should use the knowledge and skills they've learned from previous activities. The task requires them to gather information on a certain product they would like to analyze. They need to carry out a market research by handing out questionnaires to their classmates. With a full analysis of customer needs, Ss can summarize the survey results and form a complete idea of their product by writing an analysis report on it.

Time: 30 minutes

Steps:

- ▶ **Grouping.** Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ **Defining project.** Go through the project with the class and clarify requirements.
- ▶ **Timing & cooperation.** Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- ▶ **Presentation.** Ss present their evidence for completion. In this project, they need to write a survey report on the product they choose and explain it to their classmates orally. They should do it after studying the whole unit.



Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **well-heeled:** *a. rich and usually of a high social class*
e.g. Uncle George is well-heeled, but his wife doesn't let him spend much money.

Paragraph 2

2. **evaluate:** *v. to judge how good, useful, or successful something is*
e.g. The market situation is difficult to evaluate.
3. **locale:** *n. the place where something happens or where the story of a book, film, etc. is set*
e.g. Many people see the countryside as a locale for recreation.
4. **assign:** *v. to give a particular time, value, place, etc. to something*
e.g. A code was assigned to each batch of work.

Paragraph 3

5. **reserve:** *v. to keep something for a particular person, purpose, or situation*
e.g. This section of the car park is reserved for visitors.

Paragraph 4

6. **segment:** *v. to divide or split up*
e.g. One approach that works very well is to segment the market into three different areas.

Paragraph 5

7. **wrap up:** *v. to finish something*
e.g. Each meeting is wrapped up with a speech from the manager.

Reading B

Language Points

Paragraph 1

1. **confidentiality:** *n. a situation in which important information must be kept secret*
e.g. You must respect the confidentiality of your client's communications.
2. **reveal:** *v. to make known something that was previously secret or unknown*
e.g. He revealed that he had been in prison twice before.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|--------------|-------------|----------------|-----------|------------|
| 1. outlet | 2. enormous | 3. well-heeled | 4. resort | 5. luxury |
| 6. guarantee | 7. rival | 8. segment | 9. tier | 10. retail |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|---------------|---------------|----------------|--------------------|----------------|
| 1. typically | 2. digital | 3. designation | 4. confidentiality | 5. respondents |
| 6. provincial | 7. disposable | 8. guaranteed | 9. revelations | 10. evaluation |

Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words or phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-------------|----------------|------------|-----------------|-----------------|
| 1. wrap up | 2. well-heeled | 3. locale | 4. ranging from | 5. account for |
| 6. enormous | 7. rival | 8. segment | 9. On average | 10. in terms of |

Task 4

Objective: Ss can use the vocabulary in this unit for translation.

Time: 15 minutes

Steps:

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate the sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comment.

Suggested Answers

1. She refused to reveal the contents of the letter.
2. Most of their sales are through traditional retail outlets.
3. It was a bad year for films, in terms of both quantity and quality.
4. I'd like to quickly wrap up this meeting, so I can go to pick up my son.
5. We can't guarantee that the trains can arrive on time in foggy weather.



Grammar

Parts of Speech and Sentence Components

Task 1

Key

- | | | | |
|-----------------|------------------|------------------|-----------------|
| 1. <i>prep.</i> | 2. <i>n.</i> | 3. <i>adj.</i> | 4. <i>v.</i> |
| 5. <i>pron.</i> | 6. <i>adv.</i> | 7. <i>pron.</i> | 8. <i>v.</i> |
| 9. <i>adj.</i> | 10. <i>prep.</i> | 11. <i>conj.</i> | 12. <i>adv.</i> |
| 13. <i>art.</i> | 14. <i>adj.</i> | 15. <i>conj.</i> | 16. <i>n.</i> |

Task 2

Key

- | | | | | |
|--------------|----------------|--------------|----------------|-----------------|
| 1. <i>n.</i> | 2. <i>v.</i> | 3. <i>v.</i> | 4. <i>n.</i> | 5. <i>adj.</i> |
| 6. <i>v.</i> | 7. <i>adj.</i> | 8. <i>v.</i> | 9. <i>adj.</i> | 10. <i>adv.</i> |

Task 3

Key

1—A	2—G	3—B	4—A	5—C
6—C	7—D	8—F	9—E	10—H

Task 4

Key

1. expensive	2. dependence	3. loudly	4. learning	5. certainly
6. really	7. beauty	8. monthly	9. dangerous	10. Depth

词类及其之间的相互关系

教学思路（供参考）

总的原则：加强学生对词性的认识，明白词性在英语学习中的重要作用，克服学生只记单词拼写和意思而不记单词词性的毛病。

重点训练：1. 一词多性的情况，让学生明白具体的语言环境决定一个词的词性及其意思；
2. 词与词之间的修饰关系。

Comprehensive Exercises

Task 1

Key

- | | | | | |
|------------|----------|-----------------|--------------|----------------|
| 1. kindly | 2. well | 3. efficient | 4. hardly | 5. surprising |
| 6. quick | 7. late | 8. fluently | 9. nearly | 10. pleasantly |
| 11. busily | 12. easy | 13. differently | 14. absolute | 15. well |

Task 2

Suggested Answers

- | | | | |
|--------------|--------------|-----------------------------|-------------------|
| 1. quickly | 2. good cook | 3. quite foolishly | 4. friendly to us |
| 5. proposal | 6. hard | 7. at the injured dog sadly | 8. fast swimmer |
| 9. perfectly | 10. Heavily | | |

Task 3

Key

Word/Phrase	Part of Speech	Sentence Component
1. ① Mike	<i>n.</i>	subject
2. ⑨ Today	<i>adv.</i>	adverbial
3. ⑬ Jenny	<i>n.</i>	appositive
4. ⑮ flowers	<i>n.</i>	object
5. ② beautiful	<i>adj.</i>	predicative
6. ⑧ old	<i>adj.</i>	predicative
7. ⑭ some	<i>adj.</i>	attribute
8. ⑯ happy	<i>adj.</i>	complement
9. ④ loves	<i>v.</i>	predicate
10. ⑩ are	<i>link v.</i>	predicate
11. ③ He	<i>pron.</i>	subject
12. ⑥ her	<i>pron.</i>	object
13. ⑤ madly	<i>adv.</i>	adverbial
14. ⑦ unluckily	<i>adv.</i>	adverbial
15. ⑪ at a café	<i>prep. phrase</i>	predicative
16. ⑫ With their friends	<i>prep. phrase</i>	adverbial

Task 4

Key

- | | | | | |
|------------|------------------|----------------|---------------|--------------|
| 1. healthy | 2. unfortunately | 3. disappeared | 4. quickly | 5. patience |
| 6. Finally | 7. clearly | 8. extensively | 9. tirelessly | 10. normally |



UNIT 2

单元流程说明

1. 本单元概述市场营销活动中的“产品”环节；
2. 产品生命周期：了解产品自开发进入市场至退出市场的全过程 (Reading A)；
3. 产品开发和改进：为保持市场竞争力，需要不断开发新产品和改进已有产品 (Listening & Speaking, Reading B)；
4. 延长产品生命周期：当产品处于衰退期时，可以采取一定的措施延长产品生命周期 (Writing)。



Warming-up

Task 1

Suggested Answers

The elements may include quality, price, after-sales service, appearance, function, etc.

Task 2

(Open)



Reading A

Background Information

Product life cycle

The product life cycle is an important concept in marketing. It describes the stages a product goes through from when it is first thought of until it is finally removed from the market. Not all products reach this final stage. Some continue to grow and others rise and fall. The main role of the product life cycle in marketing is forecasting sales. The different stages of product life cycles from introduction to maturity are inevitable and typically correspond with foreseeable increases and decreases in revenue.

Task 1

Key

A. Introduction B. Growth C. Maturity D. Decline

Translation

产品生命周期

每个产品都有自己的生命周期：“出生”、“成长”、“成熟”，直至最终“离世”。产品生命周期体现了销售额随产品所处阶段不同而发生的变化。

家乐氏营养谷物棒最初是为那些忙得无暇吃早饭的人推出的，主要提供易携方便的营养谷类早餐。其生命周期如下：

1. 引入期

许多产品刚上市时都有不错的销量，家乐氏营养谷物棒也不例外。它1997年一上市就大获成功，仅仅两年时间便在日渐壮大的谷物棒市场占据了近50%的市场份额。

2. 成长期

家乐氏营养谷物棒因公司的大力宣传而广为人知，销售额稳步增加。通过在原产品基础上开发新口味和新样式，其增长势头一直维持到2002年。这对公司来说是件好事，因为生产成本，如购入新机器或设备的成本没有增加。家乐氏营养谷物棒的市场地位也发生了变化，从以前“错过的早餐”渐渐变成了“全天候”的健康快餐。

3. 成熟期

成功的产品会引发其他企业的竞争，进而也开始销售类似产品，此时就进入了产品生命周期的第三阶段——成熟期。此阶段利润最大，企业可将利润用来继续打造品牌。然而，由于家乐氏公司自身以及其他生产商生产的其他品牌的竞争产品，使得家乐氏营养谷物棒的销量减少，并削弱了其市场地位。

并非所有产品都会按部就班地经历这几个阶段，各阶段的时间长短也有很大差别。例如，成长期可能历时仅几个月，也可能像家乐氏营养谷物棒那样长达几年。

4. 衰退期

显然，此时家乐氏公司必须作出重大商业决策，其销售额在下降，产品处于衰退期，市场份额在缩减。家乐氏公司应让该产品退出市场，还是应该延长其生命周期？

**Task 2**

Objective: Ss can scan a passage to find supporting details for the main ideas.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss work in pairs.
- ▶ Check the answers with the whole class by getting individual students to read the sentences aloud.
- ▶ Provide the points Ss have missed.

Suggested Answers

Stages	Characteristics
Introduction	Many products <u>do well</u> when they are first launched on the market.
Growth	The product's sales <u>steadily increase</u> as the product is promoted.
Maturity	The profits can be used to <u>continue to build the brand</u> .
Decline	At this point, sales <u>are falling</u> ; the product <u>is in decline</u> and losing <u>its market share</u> .

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual students to correct the false statements.

Key

1. F 2. F 3. F 4. T 5. F

Task 4

Objective: Ss understand the product life cycle of a specific product.

Time: 10 minutes

Steps:

- ▶ Ss work alone to choose a product and search information about its life cycle online.
- ▶ Circulate in the classroom while Ss are exchanging information and write useful vocabulary on the board.
- ▶ Get several Ss to make oral presentations to the class.

(Open)



Listening

Task 1

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Sam: How are sales these days?

Lily: Not good.

Sam: What's the problem?

Lily: The competition! Our cleaners are all at the relatively mature stage in their product cycle.

Sam: Yes?

Lily: Last month a new competitor entered the market. And in a very short time, they have captured 8% market share.

Sam: That means we're losing market share?

Lily: Yes. That's it.

Sam: We need to figure out how they have managed to seize such a big percentage of the market so quickly. Next Wednesday I want to have a meeting to discuss it.

Lily: OK, I'll arrange it.

Suggested Answers

1. Sales of the products.
2. Competition.
3. 8%.
4. Next Wednesday.
5. How the new competitor has managed to seize such a big percentage of the market so quickly.

Task 2

Objective: Ss can accurately write down the missing information in the speech.

Time: 15 minutes

Script & Key

Hello everyone. Thank you all for coming.

As you know, our market share has been 1. falling recently. In addition to the competitive impact of a newcomer in the market, I think we need to look at the situation from our side. So we carried out a 2. market survey last week, hoping to figure out what our consumers think about our products. These are the results of the survey. Lily, would you please distribute the handouts?

As you can see, the survey has 3. revealed some problems. First, there appear to be some major drawbacks to our products. 15% of our customers say that our products are not very easy to use; 10% think our cleaners are noisy; 20% think our 4. color selection is very limited. Second, it seems that our 5. range is not wide enough. 20% of our customers think that we don't provide enough choice. So our main aim today is to discuss what measures we should take to improve the situation.

**Task 3**

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Mary: I think we should first modify our existing products to improve consumer satisfaction. The limited color selection problem is easy to solve. Just add new colors.

Sam: What colors do our vacuums come in now?

Mary: Red, yellow and blue. Only three colors.

Sam: Yes, that is a very limited choice.

Mary: Multiple color options help to retain loyal customers. I think we should think about what is fashionable, maybe purple, green or orange. Bright sharp colors seem to be in fashion these days.

Sam: OK. Then, what should we do to make our cleaners easier to use?

Mary: I think we should first figure out what has caused the problem. The newer cleaners on the market are lighter so maybe ours seem difficult by comparison. Could we do anything about that?

Sam: Yes, that's a good point. We'd better communicate with the Technical Department and see what they can come up with. We also need technicians to solve the noise problem.

Key

1. C 2. B 3. A 4. B 5. C

Task 4

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Mary: 20% of our customers think that we don't provide enough choice. I think we should try to introduce some new products to give more varieties. So far we have mainly produced traditional household vacuum cleaners but vacuums aren't much use for some cleaning tasks—cleaning a keyboard, for example.

Richard: I agree with you. Nowadays, computers are indispensable, but dust, dirt and hairs do

find their way into the keyboard. Cleaning a keyboard is difficult.

Mary: You're right, Richard. So how about we develop a desktop vacuum? Lightweight, portable, solar-powered...

Richard: And in different shapes—mushrooms, cats, cars, even cartoon type facial expressions.

Mary: Yes, they could look cute. They'd be a wonderful desk decoration and very popular, I think.

Richard: I'd buy one!

Mary: Yes, me too and they'd make great gifts. I'm sure such a smart product would gain popularity fast.

Key

1. F 2. T 3. F 4. F 5. T

Task 5

Objective: Ss can accurately match the people with the correct information.

Time: 15 minutes

Script

All right, I think we've discussed all we need to do to improve our current situation. We all agree that to retain market share, we must modify our products and widen our product range. However, this task can only be accomplished with the coordination and cooperation of both the Production Department and the Technical Department. So we need close communication between the two departments.

Richard, please summarize our suggestions about product modifications and report to the two department managers along with consumer feedback. Ask for their first thoughts before the end of the week, please. The desktop vacuum seems a very good idea. Mary, you are responsible for communicating with John, the Technical Department Manager. You'd better work out details with Richard after the meeting. I really hope these measures will help us improve the current situation. OK, I declare this meeting closed. We'll meet again next Monday at 9 a.m.

Key

A. 1, 2, 4 B. 3, 4



Speaking

Task 1

Objective: Ss can make a conversation about the sales of a product.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: How about the sales of our new product these days?

B: It's declining.

A: What's the main problem?

B: I think the major problem is that the sales promotion is not effective.

A: I want to have a meeting to discuss it.

B: OK, I will arrange it.

Task 2

Objective: Ss know how to introduce a product.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss decide on a product they want to introduce.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Good morning, Madam. Is there anything I can do for you?

B: Good morning. I'd like to buy a desktop vacuum.

A: Would you like to have a look at our vacuum here?

B: Yes, thank you. Well, this one looks very nice. Can you tell me details about this type?

A: Yes, of course. This model is our latest product. It was launched this spring. As you can see, it has a round shape. Compared with our other products, it is smaller in size and lighter in weight.

B: What color does this type have?

A: Red, purple and white.



Task 3

Objective: Ss know how to discuss the measures to improve consumer satisfaction.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: The survey shows that 68% consumers are not satisfied with our after-sales service.

B: I think we'd better identify the specific reasons.

A: I agree with you.

B: Then what should we do?

A: I want to have a meeting to discuss it.

B: I'll arrange it.

Task 4

Objective: Ss know how to make the closing speech of a meeting.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 4.
- ▶ Ss prepare the closing speech of a meeting.
- ▶ Ss present the closing speech in the class.

Sample

All right, we've finished the agenda, and we've already known what we should do next. Tina, please summarize our suggestions about product modification. Bob, please communicate with Technical Department. We'll have a meeting next Monday. Thank you all again.



Reading B

Translation

新可乐的失败

推出新可乐是可口可乐公司最大的营销失误之一。新可乐的研发源于1985年的盲品测试。测试结果显示：相比于可口可乐，人们更喜欢百事可乐。这样的结果令可口可乐公司大为吃惊，于是决定改变配方使之口味更甜，与百事可乐更接近。经过数月的努力——调制配方、盲品测试、调查研究并更换包装，新可乐最终上市。

然而，耗资数百万美元、广泛征求消费者意见并没有确保新可乐的成功。可口可乐公司的市场调研未能认识到消费者对原始配方的高度忠诚。因此，当新可乐上市后，消费者对此新产品并不怎么感兴趣，这让可口可乐公司感到意外。

可口可乐公司花了两年多的时间来测试新可乐配方，可为什么会如此严重地误判市场？据一些分析师分析，可口可乐公司在做盲品测试时在测试方法上犯了严重错误。在测试新配方是否受欢迎时，可口可乐公司提供了三种不同配方的可乐，即新可乐、传统配方可乐和百事可乐。然而，在参与测试的20万消费者中只有3万人或4万人真正尝到了最终推出的新配方可乐。



Task 1

Objective: Ss can scan a passage for specific information.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

1. Because the blind tasting tests conducted in 1985 found that people preferred Pepsi to Coke.
2. Coca-Cola neglected the high level of brand loyalty to the original formula and made serious methodological mistakes in blind tasting tests.
3. (Open)

Task 2

Objective: Ss know some useful terms needed to understand the passage.

Time: 10 minutes

Steps:

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check the answers with the whole class.

Key

1. b 2. h 3. e 4. g 5. a 6. d 7. f 8. c

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 30 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

当今科技发展日新月异，几乎每个产品在其存在期内都会经历某种改变，产品生命周期概念就体现了这一观点。准确地说，产品生命周期描述的是产品经历的阶段：引入期、成长期、成熟期、衰退期。此外，产品生命周期还与营销状况的变化有关，因此，对营销策略和营销组合也有影响。



Writing

Task

Objective: Ss can write a memo.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Explain the layout of a memo.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

Suggested Answers

Memo

To: All Staff of the Marketing Department

From: Charles Milton

Date: March 24, 2012

Subject: Marketing Strategy Discussion

After serious consideration, Kellogg's has determined to extend the life cycle of Nutri-Grain. A marketing plan will be distributed to all staff of the Marketing Department soon. All members should read it carefully. A meeting will be held on March 25, 2012 at 9 a.m. in the meeting room to discuss the details of its implementation. Please attend the meeting on time.



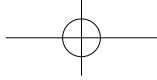
Project

This project requires Ss to solve the problems of a product. Ss will work in teams. First, they will search the information online about a product so as to introduce it to the class. Then they should identify the problems existing in the products presented. Finally, Ss should find the solutions to these problems. In order to do it well, Ss should use what they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ Defining project. Go through the project with the class and clarify requirements.
- ▶ Timing & cooperation. Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- ▶ Presentation. Ss present their evidence for completion. In this project, they need to give an oral presentation about their results of discussion. They should do it after studying the whole unit.



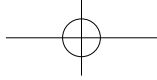
Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 2

1. **portable:** *a. able to be carried or moved easily*

e.g. A portable computer is a computer that is designed to be moved from one place to another.

Paragraph 3

2. **launch:** *v. to make a new product, book, etc. available for sale for the first time*

e.g. The company hopes to launch the new drug by next October.

Paragraph 4

3. **expand:** *v. if a business, organization, or activity expands, it grows by including more people, moving into new areas, selling more products, etc.*

e.g. The company plans to expand production capacity to meet the expected increase in demand from the market.

Paragraph 5

4. **chip away:** *v. to gradually make something weaker, smaller, or less effective*

e.g. The company's dominance of the market is gradually being chipped away.

Paragraph 6

5. **vary:** *v. to be in different situations*

e.g. Rooms vary in size but all have television and telephone.

Paragraph 7

6. **decline:** *n. a reduction in the amount or quality of something*

e.g. There has been a steady decline in the income of the employees.

Reading B

Language Points

Paragraph 1

1. **blunder:** *n. a careless or embarrassing mistake*

e.g. Officials were accused of making a huge administrative blunder.

2. **startling:** *a. very unusual or surprising*

e.g. Nobody made any response to his startling suggestion.

3. **tweak:** *v. to make small changes to improve something*

e.g. Maybe you should tweak a few sentences before you send in the report.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|-------------|------------|-----------|---------------|--------------|
| 1. portable | 2. flavor | 3. snack | 4. blunder | 5. startling |
| 6. misjudge | 7. maximum | 8. cereal | 9. revelation | 10. loyalty |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|--------------|---------------|---------------|----------------|-----------------|
| 1. precisely | 2. maximum | 3. originally | 4. extensively | 5. manufacturer |
| 6. steadily | 7. convenient | 8. loyalty | 9. eventually | 10. portable |



Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words or phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|--------------------|-------------|-------------------|-----------------|------------|
| 1. chipped away at | 2. misjudge | 3. In the case of | 4. market share | 5. blunder |
| 6. snack | 7. Cereal | 8. Originally | 9. all-day | 10. flavor |

Task 4

Objective: Ss can use the vocabulary in this unit for translation.

Time: 15 minutes

Steps:

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate the sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comment.

Suggested Answers

1. We tried to figure out how we could build the brand.
2. We keep improving our work with no exception of the trifles.
3. Companies chipped away at competitors' profits by undercutting their prices.
4. There was a decline in holiday sales over the past five years.
5. The task will require you to use your skills to the maximum.



Grammar

Modal Verbs

Task 1

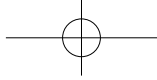
Key

- | | | | | |
|---------|-------------|----------|-----------|-----------|
| 1. Can | 2. couldn't | 3. may | 4. Could | 5. might |
| 6. must | 7. Will | 8. shall | 9. should | 10. Would |

Task 2

Key

1. would you like
2. I'd like
3. Would/Could you bring me a salad?
4. would you like
5. I'd like
6. May/Can I sit at another table?
7. Would you like to sit over there?
8. could/would you bring me another glass of water?



Unit 2 Product

Task 3

Key

- | | |
|-----------------|------------------|
| 1. have made | 2. have left |
| 3. have charged | 4. have charged |
| 5. have brought | 6. have hit |
| 7. have gone | 8. have gone |
| 9. have stayed | 10. have watched |

Task 4

Key

- | | |
|--------------|----------|
| 1. should | 2. would |
| 3. may/might | 4. ask |
| 5. should | 6. be |



情态动词

教学思路（供参考）

总的原则：情态动词是助动词的一种，但相对于其他助动词，其意义、种类和用法较为复杂，学生较难掌握。通过本章的学习，巩固情态动词的意义，掌握情态动词的一些特殊用法。

重点训练：1. 同一情态动词表达不同的意义以及不同情态动词表达同一功能的区别；
2. 情态动词的推测用法。



Comprehensive Exercises

Task 1

Key

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. h | 3. a | 4. f | 5. b |
| 6. g | 7. e | 8. c | 9. j | 10. i |

Task 2

Key

- | | | | | |
|----------|---------|----------|--------|------------|
| 1. Could | 2. can | 3. Can | 4. may | 5. should |
| 6. may | 7. will | 8. would | 9. Can | 10. should |

Task 3

Suggested Answers

1. They could use a computer.
2. We ought to be careful.
3. I realize it must have been a terrible experience for you.



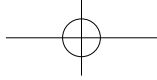
Unit 2 Product

4. Martin can't be jogging in this weather.
5. John might not have received my message.
6. Shall we go to the swimming pool?
7. I would like to have a shower.
8. I will not take any risks./I will refuse to take any risks.
9. We needn't borrow money to buy the house./We don't need to borrow money to buy the house.
10. You'd better not quit your job.

Task 4

Key

- | | | | | |
|------------|---------|--------------|---------------|-------------|
| 1. May/Can | 2. must | 3. am | 4. have given | 5. couldn't |
| 6. can't | 7. can | 8. shouldn't | 9. couldn't | 10. can/may |



UNIT 3

单元流程说明

1. 本单元概述市场营销活动中的“定价”环节；
2. **影响定价因素**：产品定价要考虑内部因素和外部因素 (Reading A)；
3. **定价策略**：综合考虑内、外部因素，选择合适的定价策略 (Listening & Speaking, Reading B)；
4. **价格调整**：根据实际情况，调整价格策略 (Writing)。



Warming-up

Task 1

Key

- A. Limited Time Pricing
- B. Promotional Pricing
- C. Psychological Pricing

Task 2

Key

1. D 2. E 3. A 4. B 5. C



Reading A

Background Information

Emerging market

An emerging market generally refers to a developing market economy with low-to-middle per capita income. Countries in this category are usually undertaking a process of economic development and reform. Many countries in the world fall into this category. An important feature of most emerging markets is that they are in the process of moving from closed economies to more open economies. As part of this process, emerging countries generally experience rapid growth in both local and foreign investment.

Task 1

Objective: Ss know the factors influencing the final price of a product.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

Cost, advertising, tax, wage, bonus, distribution, etc.

Translation

在新兴市场定价

产品的最终价格可能受到许多因素的影响，例如产品的成本、需求状况、目标客户、外部环境（如竞争环境、经济环境及政府监管等）以及营销组合的其他要素，（例如产品的性质，当下产品生命周期的所在阶段及产品的推广与分销等）。这些影响因素可划分为两个主要类别：内部因素和外部因素。

内部因素

有些因素可以由公司控制，且必要时可以调整，但快速改变的空间不大。例如，价格可能在很大程度上受制于生产设备的生产率（例如，在一定时间内的产量）。

营销人员知道，提高生产率将降低单位成本，进而降低产品价格。但提高生产率可能需要对生产设备进行大规模改造，如新建厂房或购入新机器设备。这需要时间，而且在相当长的时间内无益于拉低价格。

外部因素

定价往往必须考虑外部因素，特别是定价决策涉及消费品及国际市场的情形。例如，维斯帕牌摩托车的制造商皮亚吉奥在10年后于2010年重新进入印度市场。印度是全球消费需求最具价格弹性的区域之一。印度的摩托车市场已经存在多家世界领先的竞争对手，如本田和铃木，以及新近进入印度市场的企业雅马哈。皮亚吉奥还需要应对一些印度当地的公司，如TVS摩托、英雄摩托公司、马欣德拉和巴贾伊自动车有限公司。

欲能在印度市场参与竞争，皮亚吉奥必须花大力气降低其在印度区域的成本结构。皮亚吉奥投资高达1000万欧元在印度本地建厂，目的是将其在印度区域的成本结构调整到低于进口商的成本水平，并与当地生产企业的成本结构相当。换言之，皮亚吉奥正在采取措施，使之能与竞争对手站在同一起跑线上。

皮亚吉奥在印度发布的维斯帕LX 125型摩托车定价66,661卢比或790欧元。在66,661卢比价位上，维斯帕LX 125型摩托车要高于当地其他大部分品牌的竞争车型。竞争车型的售价通常在40,000至60,000卢比之间位置。但维斯帕牌摩托车与印度市场多数其他品牌相比，消费者享有更多的福利。因此，维斯帕牌摩托车的价位可以说居于中间位置。在这一位置，很少有竞争对手感觉受到威胁，并且皮亚吉奥可以凭借当地生产和高附加值的价值主张展开攻势。仅在产品发布后的前九个月，皮亚吉奥就售出超过25,000辆摩托拖车。对于皮亚吉奥来讲，这款产品首销告捷。

Task 2

Objective: Ss can scan a passage to categorize information.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss do the task in pairs.
- ▶ Check the answers with the whole class by getting individual students to read the sentences aloud.
- ▶ Provide the points Ss have missed.

Key

Internal Factors	External Factors
Internal factors affecting pricing include, but not limited to, the offering's costs, the company's overall marketing strategy, objectives and marketing mix, as well as some organizational considerations.	External considerations beyond the company's control include the nature of the market and demand, and environmental factors such as the economy, reseller needs and government actions.

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual Ss to correct the false statements.

Key

1. F 2. T 3. F 4. T 5. T

Task 4

Objective: Ss understand how to price in the Chinese market.

Time: 10 minutes

Steps:

- ▶ Ss work in groups to discuss this question.
- ▶ Circulate in the classroom while Ss are discussing and offer help if necessary.
- ▶ Get each group to make an oral presentation on what they find out to the whole class.

(Open)



Listening

Task 1

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Mr. Hunter: As you know, we've just developed a new face cream. It's important we get the pricing strategy right.

Emma: Yes. That'll be critical. What's the objective for this product?

Mr. Hunter: We want to capture a large market share.

Emma: Then, I think we'd better use penetration pricing. We'll have to consider our competitors' prices, and sell the new cream cheaper.

Mr. Hunter: Yes, but it'll take longer to recover our production and development costs. As you know, we've invested a lot developing this particular product.

Emma: Yes, I know, but it is a very good cream. If we sell at a lower price than our competitors, we should be able to build market share quickly. Then, the large sales volume will help reduce production costs and achieve profit.

Mr. Hunter: Mm!

Suggested Answers

1. A new face cream.
2. To capture a large market share.
3. Penetration pricing.
4. Production and development costs.
5. The large sales volume.

Task 2

Objective: Ss can accurately write down the missing information in the conversation.

Time: 15 minutes

Script & Key

Mr. Hunter: Helen, what do you think about the 1. pricing strategy of our new face cream?

Helen: I think setting a low price for the cream and using a penetration pricing strategy will 2. build market share quickly.

Mr. Hunter: But consumers usually relate quality to prices. Won't they think our cream is of low quality?

Helen: We can offer 3. samples for consumers to test. I think we can convince our customers that the cream is of really good quality and exceptional value for the money.

Mr. Hunter: Good! OK, so what other factors do we need to take into consideration? I suppose one factor is our target market?

Helen: Yes, who are we targeting?

Mr. Hunter: Middle-aged, 4. low-income women.

Helen: This type of consumer is sensitive to price. So we could use some psychology. You know, consumers perceive prices to be cheaper if they end in odd numbers. For example, we charge \$9.99 instead of \$10 or \$99.95 instead of \$100.

Mr. Hunter: Right. We need to develop both a penetration and 5. psychological strategy to set the price!



Task 3

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Helen: When is the new face cream going to be launched?

Mr. Hunter: Next month.

Helen: In December?

Mr. Hunter: Yes.

Helen: December is a good time. People, especially women, are busy shopping for Christmas gifts.

Mr. Hunter: Yes, that's why we chose December.

Helen: During this special period, perhaps we should also run a "buy one, get one free" promotion to help attract customers.

Mr. Hunter: Mm. Promotional pricing can be effective in the introductory stage of marketing a new product but I'm not sure whether the "buy one, get one free" strategy is the most appropriate strategy for this. We're hoping to undercut our competitors on price so the margins won't be high.

Helen: The price will either make or break our business so we need to get it right.

Mr. Hunter: Yes, you're right. Good pricing strategies depend on several factors. All these factors should be taken into account. Tomorrow we'll call a meeting to further discuss this issue.

Key

1. A 2. B 3. A 4. C 5. B

Task 4

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Mr. Hunter: Hello, Jane. How are sales?

Jane: Good for the first half year. Sales held steady and our profit margin stayed stable. But since last July, profits have begun to decline.

Mr. Hunter: What's the problem?

Jane: I think it's the geographical pricing strategy we're using in India. The new face cream is priced lower in India than it is in our country in order to compete, so the margins are very tight.

Mr. Hunter: Yes?

Jane: But the prices of key raw materials are rising and shipping costs have increased steeply. So if we remain with the same low price, our profit margin will be negligible.

Mr. Hunter: You're right. We'll have to adjust our price. Jane, you'd better conduct a market survey and find out just what the local competition is charging. The results will help us to decide what to do.

Jane: OK. Next week I'll give you a report on the results of the survey analysis.

Mr. Hunter: Thank you.

Key

1. F 2. F 3. T 4. T 5. F

Task 5

Objective: Ss can accurately understand specific information and write down some important information.

Time: 15 minutes

Script

Good morning, ladies and gentlemen! It is a great honor for me to be here sharing with you my opinions. When it comes to the pricing of products, there are certain factors you must take into consideration. The first factor is the level of competition. Pricing your product without considering your competitors' prices is a sure way to business failure. Perceived value of your product is another factor you must take into consideration. The reason is that customers often associate low price with low quality. Meaning, if your product is priced too low, customers tend to feel the product is of low quality. The third factor is product development cost. This is definitely a factor you cannot turn a blind eye to. You should never sell your product below its actual cost price.

As a final note, I think it's worthwhile you know that price is a double-edged sword that can either make or break your business.

Key

First factor: the level of competition

Reason: without considering competitors' prices = business failure

Second factor: perceived value

Reason: low price = low quality

Third factor: product development cost



Speaking

Task 1

Objective: Ss know how to ask for and give opinions.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: What's your opinion about the pricing strategy for our new furniture?

B: Well, I think it's not appropriate. I feel that a penetration pricing strategy will build market share quickly.

A: I agree with you.

Task 2

Objective: Ss know how to approve and disapprove of a proposal.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: I feel that we may use psychological pricing strategy for our new product.

B: I can't agree with you.

A: Then, what about promotional pricing strategy?

B: That's a good idea.



Task 3

Objective: Ss can make a conversation with others about pricing strategy.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Hi, David.

B: Hi, Mary. Nice to see you here.

A: Yeah. How are you?

B: I'm busy with pricing our new product.

A: What pricing strategy have you adopted?

B: Penetration pricing.

A: Why?

B: Because we want to capture market share.

Task 4

Objective: Ss know how to give a presentation.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 4.
- ▶ Ss work alone to prepare a simple presentation.
- ▶ Ss give the presentation in the class.

Sample

Good morning, ladies and gentlemen! I'm glad to have the opportunity to share my thoughts with you. When it comes to the pricing of products, there are two factors you must take into consideration. The first factor is the demographics of the targeted customers. Let me share an illustration with you. Suppose your product is a portable bag specifically designed for students. If 90% of the populations in the region you are targeting are students, your product price will be affected positively. The second factor is product development cost. This is definitely a factor you cannot turn a blind eye to. In conclusion, the two factors are very important in the process of pricing.



Reading B

Translation

麦当劳定价策略

产品线定价法

麦当劳有一种独特的定价策略——产品线定价法。其套餐就属于该定价法，即“对于一系列产品或服务，其定价体现了对系列中各项的优惠”。例如，消费者可以点一份包括一个双层吉士汉堡、一中杯饮料和一中包薯条的套餐，总共约3美元（价格可能会变化）。如果消费者想点大杯饮料和大包薯条，只需加一点儿钱就行，他们也可以另买一份套餐，但套餐项可能与之不同，价格也不同。

促销定价法

几乎所有麦当劳店都有展示牌和横幅告知消费者特殊的促销产品。例如，缅因州麦当劳店现在的广告宣传是“两个猪柳汉堡仅3美元”。在缅因州，人们可以看到印有该促销宣传的巨幅横幅垂挂在许多麦当劳店面大楼上。促销活动每周都变，可能是不同菜单项的组合。

渗透定价法

首次进军咖啡市场时，为了在该行业占据一定市场份额，麦当劳举行了大规模的市场营销活动。消费者每天早晨在限定的时间八点到八点半，可以在麦当劳免费喝咖啡。麦当劳在宣传它与绿山咖啡公司的合作的同时，也在宣传麦当劳现在提供咖啡了。

价值定价法

“在经济衰退或竞争加剧等外部因素影响下，为保持销售额，公司会采用价值定价法，提供‘优质低价’的商品或服务。”关于这种定价法，最广为人知的例子是麦当劳近期推出的“一美元菜单”。之所以推出一美元菜单是因为麦当劳意识到，经济滑坡，竞争越发激烈。一美元菜单使消费者只花一美元就可以选购多种产品，是麦当劳迄今为止推出的最经济实惠的产品系列。麦当劳认清了当前的经济形势，推出了一美元菜单，使同业竞争者倍感压力。

**Task 1****Objective:** Ss can scan a passage for specific information.**Time:** 20 minutes**Steps:**

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers and make necessary comments on their work.

Key

Pricing Strategy of McDonald's	Example
Product Line Pricing	Value Meals
Promotional Pricing	Sausage McMuffin's
Penetration Pricing	Free Coffee
Value Pricing	Dollar Menu

Task 2**Objective:** Ss know some useful terms needed to understand the passage.**Time:** 10 minutes**Steps:**

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check the answers with the whole class.

Key

1. e 2. f 3. h 4. b 5. j 6. a 7. i 8. c 9. d 10. g

Task 3**Objective:** Ss can correctly understand a passage and translate it into Chinese.**Time:** 30 minutes**Steps:**

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

对市场进行分析之后，企业会对产品进行定价，同时决定如何对产品进行分销、定位和促销，并估算需求量。制定定价策略时会考虑成本、竞争对手和利润目标等因素。可能采用的定价策略包括全价定价法、竞争定价法、折扣定价法，或者是上述方法的组合。



Writing

Task

Objective: Ss can correctly write a letter.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Explain the layout of a letter.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

Suggested Answers

Dear Mr. Black,

It is my pleasure to inform you of a price decrease of Model K bikes.

To celebrate 10-year anniversary, our company will launch a promotional campaign. There will be a 15% price reduction on Model K bikes. The effective date will be from July 1, 2012 to September 1, 2012. Of course, you can expect the same quality and service from us.

We look forward to continued cooperation with you in the future.

Sincerely yours,
Caroline Johnson



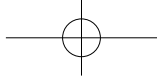
Project

This project enables Ss to go through the process of pricing a product. Ss will work in groups. First, they have to choose a product and discuss the internal and external factors that affect its final price. Then they should put forward the pricing strategies which are commonly used by businesses. Finally, Ss should identify the appropriate pricing strategies to be used for the chosen product. In order to do it well, Ss should use what they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ **Grouping.** Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ **Defining project.** Go through the project with the class and clarify requirements.
- ▶ **Timing & cooperation.** Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- ▶ **Presentation.** Ss present their evidence for completion. In this project, they need to give an oral presentation about their results of discussion. They should do it after studying the whole unit.



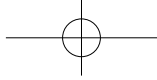
Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **categorize:** *v. to put people or things into groups according to their qualities*
e.g. The population is categorized according to age, sex, and social group.

Paragraph 2

2. **facility:** *n. something such as a room or piece of equipment that is provided at a place for people to use*
e.g. The hotel has its own pool and leisure facilities.
3. **premises:** *n. the buildings and land that a business or organization uses*
e.g. Schools may earn extra money by renting out their premises

Paragraph 3

4. **take sth. into account:** *v. to consider something when you are trying to make a decision*
e.g. If you take inflation into account, we actually spend less now.

Reading B

Language Points

Paragraph 1

1. **fall into:** *v. to belong to a particular group or area of activity*
e.g. Those items fall into the category of luxury goods.

Paragraph 4

2. **recession:** *n. a period when trade and industry are not successful and there is a lot of unemployment*
e.g. As the recession deepened, the company experienced more financial difficulties.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|---------------|---------------|------------|-----------|-----------------|
| 1. bonus | 2. sneaker | 3. drape | 4. banner | 5. productivity |
| 6. enthusiast | 7. categorize | 8. premium | 9. retain | 10. campaign |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-----------------|-----------------|--------------|---------------|-----------------|
| 1. enthusiastic | 2. regulation | 3. sensitive | 4. marketers | 5. consequently |
| 6. productivity | 7. considerable | 8. notable | 9. economical | 10. leading |



Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words or phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|----------------|----------------|--------------|--------------|-----------------------|
| 1. threatening | 2. categorized | 3. perceive | 4. depend on | 5. adjusted |
| 6. packaged | 7. fall into | 8. recession | 9. volume | 10. take into account |

Task 4

Objective: Ss can use the vocabulary in this unit for translation.

Time: 15 minutes

Steps:

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate the sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comment.

Suggested Answers

1. These figures do not take into account changes in the inflation rate.
2. Non-allergenic wet baby wipes are best for cleaning the sensitive skin.
3. If you want to increase profits by a large margin, you should work hard on technological development.
4. Chinese Americans retain many aspects of their ancient culture, even after having lived here for several generations.
5. If investors are going off risks, why are they still keen on emerging markets?



Grammar

Tenses

Task 1

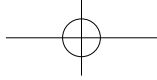
Key

- | | | |
|------------------------|------------------|------------------|
| 1. read | 2. is preferring | 3. have you done |
| 4. Do you ever visit | 5. rained | 6. arrived |
| 7. will rain | 8. will arrive | 9. have painted |
| 10. will have finished | | |

Task 2

Key

- | | | |
|-------------------|--------------------|------------------|
| 1. is raining | 2. plants | 3. knows |
| 4. is coming | 5. are looking for | 6. need |
| 7. is selling | 8. is buying | 9. is asking for |
| 10. are going out | | |



Unit 3 Pricing

Task 3

Key

- | | | |
|-------------------|------------------------|------------------|
| 1. have just come | 2. did you do | 3. Did you see |
| 4. watched | 5. Have you ever spent | 6. have traveled |
| 7. did you go | 8. went | 9. Did you enjoy |
| 10. loved | | |

Task 4

Key

- | | | |
|-------------------------|---------------------|---------------------|
| 1. have been waiting | 2. has taken | 3. has walked |
| 4. have already ordered | 5. have only been | 6. have not ordered |
| 7. have been sitting | 8. has even noticed | 9. has been running |
| 10. has not looked | | |



时态

教学思路（供参考）

总的原则：通过对容易混淆的时态进行对比与练习，复习巩固谓语动词的各种时态。

- 重点训练：
1. 一般现在时与现在进行时的区别与运用；
 2. 一般过去时与现在完成时的区别与运用；
 3. 现在完成时与现在完成进行时的区别与运用；
 4. will 与 be going to 的区别与运用。



Comprehensive Exercises

Task 1

Key

- | | | | |
|-------------------|--------------------|----------------|-----------|
| 1. were you doing | 2. was sitting | 3. was driving | 4. tried |
| 5. did not reach | 6. didn't you ring | 7. wanted | 8. dialed |
| 9. was not doing | 10. liked | | |

Task 2

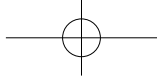
Key

1. Will you fix it for me?
2. I am going to fly to London.
3. She won't go with us for the concert.
4. He promised me that he will give me \$2,500 if we increase sales by 10%.
5. I'll clean it up.
6. I am going to write a letter to my friends back home in Texas.
7. I will get you a cup of coffee. That will wake you up.
8. I will turn it up so you can hear it.
9. We are going to visit Paris, Nice and Grenoble.
10. That man at the service counter will help you.

Task 3

Suggested Answers

- | | | | |
|-----------------------|---------------------|---------------------|-----------------|
| 1. had been trying | 2. had had | 3. had been waiting | 4. had arranged |
| 5. had already picked | 6. had been waiting | 7. had almost given | 8. gone |
| 9. had been | 10. had missed | | |

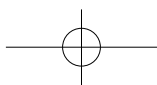
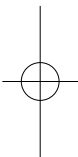
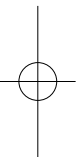


Unit 3 Pricing

Task 4

Key

- | | | |
|---------------------------------|-------------|--------------------------------|
| 1. have seen/saw | 2. moved | 3. have lived/have been living |
| 4. left college eight years ago | 5. have had | 6. have been working |
| 7. has said | 8. speak | 9. have been learning |
| 10. left | | |





UNIT 4

单元流程说明

1. 本单元概述开展市场营销活动的“分销”环节；
2. **产品分销**：介绍产品的分销类型以及产品是如何从生产商到达最终消费者 (**Reading A**)；
3. **不同的分销渠道**：不同类型的分销商的工作过程各不相同 (**Listening & Speaking**)；
4. **分销渠道选择**：生产商应根据实际情况选择适合的分销渠道 (**Reading B**)；
5. **分销商应具备的素质**：应聘分销商时，应了解公司对分销商的要求，并能结合自己的实际情况说明为什么能够胜任该职位 (**Writing**)。



Warming-up

Task 1

Key

1. R 2. W 3. W 4. R 5. W 6. R

Task 2

Key

- A. Wholesaler
B. Producer
C. Consumer
D. Retailer



Reading A

Background Information

Distribution channels

A distribution channel is a vehicle used by the company to sell its products and services to its customers. In general, distribution channels are either direct, meaning the company interacts with customers directly, or indirect, meaning intermediaries perform activities on behalf of the company to reach customers. When a company develops its marketing strategy, it determines which channels it wants to use. Companies can choose to use a single-channel or multiple-channel strategy.

Task 1

Objective: Ss can explain the flow of goods from producers to consumers.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

- The products are distributed to a wholesaler who in turn distributes them to a retailer. The final customer buys products from the retailer.
- The products are distributed to a retailer. The final customer buys products from the retailer.
- The final customer buys products from the producer. There are no middlemen.

Translation

分销渠道的类型

商品和服务经常会几经转手之后才最终到达消费者手里，但有时也会从生产商直接到达消费者手里。因此，商品和服务的分销渠道类型有两种：直接渠道和间接渠道。

直接渠道

这种分销方式是指生产商将商品和服务直接出售给消费者，二者之间没有中间商。生产商通过上门销售人员或自己的零售店向消费者直接销售。例如，印度的巴塔公司和利博提鞋业公司都有自己的零售店，将产品直接出售给消费者。许多服务性机构也直接向消费者提供服务，例如，银行、咨询公司、电话公司、客货运输服务公司，消费者通过直接分销渠道享受服务。

间接渠道

如果生产商生产规模很大，可能无法将商品直接销售给消费者，或者这样做成本太高，他们就会通过中间商进行销售。这些中间商可能是批发商和/或零售商。批发商从生产商处购入大量商品，

而零售商则从批发商处购货，有时也从生产商处直接购货，之后再出售给消费者。分销过程中有不同中间商参与的形式就是间接分销渠道。以下为两种重要的间接分销渠道：

1. 生产商→批发商→零售商→消费者

这是商品到达最终消费者的常用分销渠道。适合通过批发商分销的商品有粮食、调味料、器皿和尺寸小的商品等。

2. 生产商→零售商→消费者

通过这种分销渠道，生产商将商品出售给一个或多个零售商，零售商再将商品出售给最终消费者。以下情况会采用这种分销渠道：

- 商品主要满足当地市场需求，如面包；
- 零售商规模大，购货量也大，但以小单位直接地出售给消费者。

百货公司和超市就使用这种分销渠道。

Task 2

Objective: Ss can scan a passage to find supporting details for the main ideas.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss work in pairs.
- ▶ Check the answers by getting individual students to read the answers aloud.
- ▶ Provide the points Ss have missed.

Suggested Answers

Distribution Channel	Flow Chart	Example
Direct Channel	Producer → Consumer	banks, consultancy firms, telephone companies, passenger and freight transport services
Indirect Channel	Producer → Wholesaler → Retailer → Consumer	food grains, spices, utensils, items which are small in size
	Producer → Retailer → Consumer	bread, department stores, supermarkets

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual students to correct the false statements.

Key

1. T 2. F 3. F 4. T 5. F

Task 4

Objective: Ss explore further information about the indirect distribution channels.

Time: 10 minutes

Steps:

- ▶ Ss work in groups to discuss this question.
- ▶ Circulate in the classroom while Ss are discussing and offer help if necessary.
- ▶ Get each group to make an oral presentation on what they find out to the whole class.

(Open)



Listening

Task 1

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Mr. Black: Good morning, madam. I am Tom Black, a salesman with NG Electric.

Mrs. Thomason: Good Morning. I'm Mrs. Thomason.

Mr. Black: Mrs. Thomason, I wonder if you'd like to try our new LED tube.

Mrs. Thomason: Well, I don't really need a tube.

Mr. Black: Our LED tubes give more light and consume less electricity. Using them would reduce your electric bill by about 25% so they would be a lot more economical. Why not try one in the kitchen or in the sitting room where you use most light?

Mrs. Thomason: OK, I'll take one just because you've taken all the trouble to call.

Mr. Black: Thank you. You won't regret it, I promise you.

Suggested Answers

1. He is a salesman.
2. Their new LED tube.
3. 25%.
4. In the kitchen or in the sitting room.
5. Because she thinks Mr. Black has taken all the trouble to call.

Task 2

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Mr. Miller: Good morning, Ms. Brown.

Ms. Brown: Good morning, Mr. Miller. What can I do for you?

Mr. Miller: You've been stocking our products for a couple of months now. How are things going?

Ms. Brown: OK, I'd say. We bought 200 LED lights from you last month.

Mr. Miller: Yes, how are they going? Have you sold them all yet?

Ms. Brown: No, not yet. There are still 50 left.

Mr. Miller: I was wondering if we could make you a firm delivery order, say for 300 every month. We would also like to invite you to a dealers' meeting to talk about sales targets.

Ms. Brown: I can't make any definite commitment to you at present. I've not yet sold out what I got from you last month, leave aside increasing the order. However, I do think they will catch on and I'll try to push them.

Mr. Miller: Thank you, Ms. Brown.

Key

1. F 2. T 3. F 4. F 5. T

Task 3

Objective: Ss can understand specific information and write down some missing information in a form.

Time: 15 minutes

Script

Mr. Miller: How are the retailers' sales this month?

Mary: Our LED bulbs and tubes are selling well in supermarkets, especially the decorative lights. But the sales in grocery stores are not very good.

Mr. Miller: What's causing the different results?

Mary: Well in the supermarkets, salesmen decorate the Christmas trees with our colorful LED lights. This attracts a lot of shoppers.

Mr. Miller: Right, Christmas is coming. We expect a huge demand for decorative lights.

Mary: Yes, and there's a salesperson on the spot introducing the advantages of our lights so the customers learn about the savings that can be made.

Mr. Miller: Then why the poor selling performance in grocery stores?

Mary: I think we should take some measures to stimulate storekeepers to promote our products.

Mr. Miller: Yes, I agree with you.

Suggested Answers

1. the Christmas trees
2. their colorful LED lights
3. the advantages of the lights
4. measures
5. promote



Task 4

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Mr. Miller: Hello, this is Jim Miller.

Ms. Hilton: Hello, Mr. Miller. My name is Anna Hilton. I saw your advertisement on the Internet for sales agents.

Mr. Miller: Yes, we've developed a new product—a solar cell phone charger. It's able to solve the problem of having a flat battery when outdoors.

Ms. Hilton: And the advertisement says that it not only charges cell phone batteries, but it can also be used to charge digital cameras, MP3s, radios, and CD players.

Mr. Miller: Yes, it makes it unnecessary to carry lots of different chargers for all your electronic devices!

Ms. Hilton: It sounds very convenient and I'm very interested in becoming your agent in Nigeria. However, before going into this venture, I need to be sure the product is capable of meeting our needs, will work here and there are no problems. Could you send me a sample?

Mr. Miller: No problem.

Key

1. B 2. A 3. C 4. A 5. C

Task 5

Objective: Ss can accurately write down the missing information in a conversation.

Time: 15 minutes

Script & Key

Mr. Miller: Nancy, have you ever bought anything online? It seems many people are pretty keen on Internet shopping these days.

Nancy: Yes. It's 1. convenient and easy to use. I've bought many things on Amazon, eBay and other secure sites.

Mr. Miller: What have you bought?

Nancy: DVDs, software, computer components, books, clothes, tickets...

Mr. Miller: Would you buy a solar cell phone 2. charger online?

Nancy: Yes, I would if I needed one. A solar cell phone charger? Our new product?

Mr. Miller: Yes, I'm thinking about selling our products on the Internet. What do you think?

Nancy: I think it's a good idea. Selling online will make 3. savings in operational costs and reduce order processing costs. And it reaches a 4. global audience.

Mr. Miller: That's true. We intend to 5. expand into overseas markets so this might be a good way to start. So, we should think seriously about selling online... mm?



Speaking

Task 1

Objective: Ss know how to make short phone calls.

Time: 15 minutes

Steps:

- ▶ Ss read the sample of Speaking Task 1.
- ▶ Ss choose a roles.
- ▶ Ss make a phone call conversation.
- ▶ Ss role-play the phone call conversation in the class.

Note:

- ▶ For a class with higher English proficiency, skip this task and start on the next task.

Task 2

Objective: Ss know how to make a conversation about application for wholesale.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Good morning, Mr. Smith. I'm Tony Black.

B: Nice to meet you, Mr. Black. I'm so pleased you could come.

A: AEM is one of the most famous companies in the kitchen utensil industry. So I wish to be a wholesaler of your company.

B: Thank you. I'm happy you'd like to be our wholesaler.

A: Then what requirements should I meet?

B: There is a minimum purchase of 1,000 pieces, and our wholesalers are required to promote our products.

A: I promise to do that.

B: That's great. Now let's talk about it in details.



Task 3

Objective: Ss know how to make a conversation about sales performance.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Good morning, Mary.

B: Good morning, Mr. Smith.

A: How about the sales of our new product in supermarkets?

B: The performance is very good.

A: Why?

B: Because the salesmen in supermarkets introduce the product to customers.

A: Oh, that's good. I think we should suggest the salesmen in groceries do the same.

B: I agree with you.

Task 4

Objective: Ss know how to make a conversation about project inspection.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 4.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: You did a good job on this survey.

B: Thank you.

A: But where is our company's profile?

B: I'm sorry. I don't know it is needed.

A: The company's profile is very important. Add it right now.

B: Yes, sir.



Reading B

Translation

“逛实体店”：威胁抑或机遇？

使用智能手机和平板电脑等购物工具，消费者可在途完成搜索、通信和购物等操作。“逛实体店”作为多渠道模式零售业务中出现的一种市场现象，在过去几年中越来越引起关注。消费者选择在线渠道购买商品之前，时常先行借助实体店检视产品。这就使得离线商店实质上成为在线零售商的展厅。

过去，店家们花费心思吸引消费者光临，但业内行家提醒：店家现在则需要担心的是顾客会不会引狼入室。例如，亚马逊的一款实时价格手机应用程序允许购物者在实体店购物时比照价格。使用移动设备的消费者利用在线零售商提供的便利可以增加选择范围、获取更低廉的价格以及24/7的便捷服务。其优势显而易见，因为这是传统的实体连锁经营店无法做到的。

其实，消费者四处找寻的始终都是更多的实惠和更多的选择。如今，电子商务和移动电子商务无非是为消费者提供一条新的途径。“逛网店”是与“逛实体店”刚好反向的消费行为。“逛实体店”的情形下，零售商面临的困境是：客户到店浏览和检视商品，但最终空手而归并选择在线渠道完成实际购买行为（通常选择了竞争对手）。而在“逛网店”情形下，消费者通过在线渠道来到网店查阅商品信息，并最终到实体店完成选购和购买过程。

过去，关于“逛实体店”的讨论多涉及其如何蚕食零售商的利润，充斥着零售企业对此无能为力悲观态度。如今，百思买和塔吉特宣布永久与在线零售商的价格保持一致，以此积极应对“逛实体店”现象。为了实现网上购物和当面取件的流程整合，世界各地的零售商正在采纳线上下单、线下自取（BOPIS），线上预约、门店购买（ROPIS）以及线上购买、门店退换（BORIS）的模式，以期客户满意。无论线上还是线下，客户通过多种渠道均能获得一致的体验才是维系品牌价值的关键所在。

新型冠状病毒性肺炎的爆发在许多方面改变了我们的世界，同时给我们的购物方式带来了巨大的变化。扩大社交距离举措的实施要求零售企业采纳全渠道经营模式。尼尔森最近进行的一项全球调查显示，增强现实（AR）和虚拟现实（VR）预计将在零售领域派上用场。

**Task 1**

Objective: Ss can scan a passage to answer the questions.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers and make necessary comments on their work.

Key

Brick-and-mortar Store	A brick and mortar store is a business or retail outlet that operates from a physical storefront, as opposed to other common retailing methods such as mail order catalogs or online shopping.
Showrooming	Showrooming is a behavior of information gathering in offline stores before purchasing from an online retailer, usually at a lower price.
Omnichannel Approach	A channel strategy that intends to provide customers with a seamless shopping experience, whether they're shopping online from a desktop or mobile device, by telephone, or in a brick-and-mortar store.

Task 2

Objective: Ss know some useful terms needed to understand the passage.

Time: 10 minutes

Steps:

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check the answers with the whole class.

Key

1. T 2. F 3. T 4. F 5. F

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 30 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

过去，店家们花费心思吸引消费者光临，但业内行家提醒：店家现在则需要担心的是顾客不会引狼入室。例如，亚马逊的一款实时价格手机应用程序允许购物者在实体店购物时比照价格。使用移动设备的消费者利用在线零售商提供的便利可以增加选择范围、获取更低廉的价格以及24/7的便捷服务。其优势显而易见，因为这是传统的实体连锁经营店无法做到的。



Writing

Task

Objective: Ss can correctly write an application letter.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Ss discuss in small groups to list points that should be included in the application letter.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

Suggested Answers

Dear Sir or Madam,

I'm interested in applying for the position of a senior retail sales representative advertised in *New Orleans Times* on April 1, 2012.

As my enclosed résumé indicates, I have three years' experience in retail sales. As a sales representative in Retail Chain Salesman Ltd., I was responsible for driving the sales.

If you contact the references listed in the résumé, I believe that you will find that I have excellent interpersonal communication, negotiation and presentation skills.

Thank you in advance for your generous consideration. If you wish to contact me, please call me at my mobile: 1594687xxxx. I would be happy to make myself available for a personal interview at your convenience.

Yours sincerely,
Frank Horton



Project

This project enables Ss to get familiar with different channels of distribution. Ss will work in groups. First, they should describe the flow of the products from producers to ultimate consumers. Then they have to identify the channels used for distributing these products. At last, they should give further examples of the distribution channels identified above. In order to complete it successfully, Ss should use the knowledge and skills they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ **Grouping.** Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ **Defining project.** Go through the project with the class and clarify requirements.
- ▶ **Timing & cooperation.** Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.



Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **end up with:** *v. to finish with the possession of someone or something or in the company of someone or something*

e.g. I thought my date was with Sally, but I ended up with her twin sister.

Paragraph 2

2. **middleman:** *n. someone who buys things in order to sell them to someone else, or who helps to arrange business deals for other people*

e.g. She wants to buy direct from the manufacturer and cut out the middleman.

Paragraph 3

3. **cost-effective:** *a. giving the most profit or advantage in exchange for the amount of money that is spent*

e.g. It isn't cost-effective to build cars in such small quantities.

Paragraph 4

4. **ultimate:** *a. happening at the end of a process or activity*

e.g. The ultimate outcome of the experiment cannot be predicted.

Paragraph 6

5. **cater to:** *v. to provide people with something they want or need, especially something unusual or special*

e.g. These TV shows can cater to young male audiences.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|----------------|----------------|----------------|-------------|---------------|
| 1. scale | 2. freight | 3. involvement | 4. disclose | 5. ultimate |
| 6. consultancy | 7. familiarize | 8. constitute | 9. ban | 10. nutrition |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|----------------|--------------|----------------|-------------|--------------|
| 1. integration | 2. producers | 3. involvement | 4. familiar | 5. retailers |
| 6. consultant | 7. Radical | 8. indirect | 9. various | 10. ultimate |



Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words or phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|--------------|--------------------------|-------------------|-------------|-----------------|
| 1. cater to | 2. distribution channels | 3. passed through | 4. in turn | 5. scale |
| 6. middleman | 7. constitute | 8. ultimate | 9. retailer | 10. end up with |

Task 4

Objective: Ss can use the vocabulary in this unit for translation.

Time: 15 minutes

Steps:

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in according with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comments.

Suggested Answers

1. For companies the main task is simply to end up with absorbing more talented people than their competitors.
2. Shopping malls mainly cater to rich people, whereas multiple shops serve the general public.
3. Most products pass through middlemen, and selling to and through them can be as important as consumer selling.
4. To constitute an effective team, its members must share a common goal.
5. Our clients are all for specialty products, not the kind of thing to sell in bulk to wholesalers.



Grammar

Task 1

Key

1. 4. 6. 8. 10.

Task 2

Key

- | | | | | |
|------------|------------|-------------|------------|-------------|
| 1. Simple | 2. Complex | 3. Compound | 4. Simple | 5. Compound |
| 6. Complex | 7. Simple | 8. Compound | 9. Complex | 10. Simple |



Task 3

Key

1. We will go out to dinner tonight and they will join us.
2. I would like to get this job done in a hurry, but I think it will take a long time.
3. We could have the meeting tomorrow, or we may postpone it until next Monday.
4. We didn't choose the first class seat, for we had to save money.
5. I can't study everything all at once, so I will study the most important concepts.
6. I don't enjoy the study of chemistry much, nor do I like the other natural sciences.
7. Lily was a successful career woman, yet her husband wanted her to be a housewife.
8. Be quick, or we'll be late for class.
9. Come a little earlier next time, or you'll miss the best part of the TV show.
10. The teacher told them to clean the lecture room, but he quickly walked away.

Task 4

Key

You ask how I met my boyfriend. Well, it's quite a funny story. Do you remember I failed one of my final exams? That meant I had to spend part of the summer in college. And that meant I couldn't go on holiday with my family. The travel company refused to give us a refund because we cancelled too late. I was pretty angry about it. Then something nice happened. I think the travel agent felt sorry for me, because he had failed his final exam when he was a student. He agreed to transfer my booking to another tour which started later in the summer. I was really pleased. My father was too, as transferring the booking meant that his money wasn't being wasted. So, I went on this tour. And I met this young man. He was on his own too. He told me his girlfriend should have been with him, but they had a quarrel and she had refused to come. We were the only ones traveling alone, so we found ourselves going around the sights together. He hadn't read about the places we were visiting and I spent most of my time telling him about them. We found we'd fallen in love at the end of the tour.



英语中的句子

教学思路（供参考）

总的原则：根据不同的分类方法，句子可以分为不同的种类。根据句子的结构，英语中的句子可分为简单句、并列句和复合句。识别与分析句子种类与结构是学生学习的难点之一，但必须成为学生熟练掌握的一门技能，这对于阅读和写作有着至关重要的作用。

- 重点训练：
1. 判断识别各种句子类型；
 2. 三种句子类型之间相互转换与合并；
 3. 分析篇章语境下复杂句子的结构。



Comprehensive Exercises

Task 1

Key

1. My son Tim attends the local school. (SVO)
2. My wife and I went to his school yesterday. (SV)
3. We spoke to his teachers. (SV)
4. The teachers gave us Tim's school report. (SVOO)
5. Tim's report wasn't very good. (SVP)
6. His marks were low in every subject. (SVP)
7. Tim's report made him very anxious. (SVOC)
8. My wife and I told him to try harder. (SVOC)
9. Tim's friend Jimmy seems very clever. (SVP)
10. He got good marks in all subjects. (SVO)

Task 2

Key

1. He told us that they didn't get the contract.
2. They are the new secretaries who work in our office.
3. She is the nurse that/whom I saw at the hospital.
4. They are the children whose football team won the match.
5. He had already opened the letter before he realized it wasn't addressed to him.
6. I will give the letter to him as soon as I see him.
7. I'll never forget the school where I started to learn to play the violin.
8. He didn't come to the meeting because he was injured in a car accident yesterday.
9. It was such a big box that nobody could move it.
10. We will go to the beach if the weather is fine.

Task 3

Key

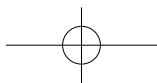
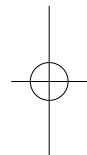
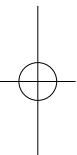
- | | | | | |
|---------------|------------|-------------|--------------------|----------|
| 1. that/which | 2. but/yet | 3. and | 4. Although/Though | 5. and |
| 6. but/yet | 7. and | 8. As/Since | 9. that/which | 10. that |



Task 4

Suggested Answers

I still remember the first day when I came to college. It was a sunny day and everything seemed fresh to me. I was very excited like other freshmen because my dream of becoming a college student had come true. This was really a turning point in my life. Looking at the modern classroom buildings and the large library, I felt proud of my college. I knew that going to college would be a good opportunity for me to obtain a great deal of knowledge useful for my future career, but studying at college was also a great challenge to me, for I had to learn how to overcome the difficulties in my study and life at college. Anyway, I was determined to study hard in order to live up to the expectations of my parents and my friends. I was sure that I would meet the challenge, make the best of the opportunity and prove myself a worthy college student.



UNIT 5

单元流程说明

1. 本单元概述市场营销活动中的“针对有形产品的推销”环节；
2. **推销的技巧**：介绍几种实用的推销技巧 (**Reading A**)；
3. **推销的典型业务流程**：通过设置几种典型的推销有形产品的环节，帮助学生了解如何向不同的客户群体推销 (**Listening & Speaking**)；
4. **推销人员的培训**：通过一家名表专卖店的案例说明推销人员不仅需要具有很高的素质，而且要能很好地掌握和运用推销的各种方法和技巧 (**Reading B**)；
5. **起草一份推销函**：掌握如何通过信函向潜在的客户推销产品 (**Writing**)。



Warming-up

Task 1

Key

- | | |
|----------------------|--------------------------|
| A. closing a deal | B. introducing a product |
| C. negotiating price | D. meeting customers |

Task 2

Suggested Answers

Confidence, honesty, optimism, integrity, good interpersonal skills, etc.



Reading A

Background Information

Personal selling

Businesses always rely on people to sell goods and services in person. Salespeople need to know about the products and services they are selling so they can provide customers with any relevant information that will influence the purchasing decision. Personal selling requires learners to use a range of personal skills to close the sale.

Some sales jobs emphasize selling to new customers. To convince prospects to purchase a product they have never used before, salespeople need to be especially self-confident and be able to deal with the inevitable rejections that occur when making initial contacts.

Task 1

Objective: Ss know the important roles played by personal sales staff.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

Many people stereotype the average salesperson as a smooth talker who is adept at manipulating people into buying things they do not need. This

image is not true. In fact, the average salesperson is hard-working, knowledgeable, and deserves our respect.

In every business, selling is absolutely vital. Personal selling plays a very significant role in the marketing of a product or service. Compared to any other form of promotional tools, personal selling allows the marketer to have personal interaction with the customers.

Translation

掌握销售秘诀

“人人都在销售，但并非人人都在购买。”销售人员面临的终极挑战是当商家已将销售培训和推广预算削减至最低程度并且竞争日益加剧时，何以争取市场份额。

要想成为一名成功的销售人员，你必须练习技能。无论你是刚开始销售生涯，还是已经在业内摸爬滚打数十年，你都需要不断提高。以下是来自业内顶级大师的销售秘诀汇编。

销售秘诀 1：挖掘销售机会。

如今，销售人员已不能坐等潜在顾客或客户找上门来，而是要自己去发现机会。最优秀的销售员能认识到即使他们现有的销售渠道中有很多机会，他们也需要定期投入部分时间，用来寻找和开发新的销售机会。要把顾客视为合作伙伴，因为他们可能为你推介源源不断的新业务。每次交易结束时，你都要请他们为你推荐客户。你要与曾经从你的产品中受益的每个人建立联系。你要参与可能拥有潜在客户的组织活动。在销售领域，你所认识的人决定着你的成败。

销售秘诀 2：懂得销售明星意味着什么。

每当你听到老板谈及最优秀的销售人员，她通常称她为明星。这是一种高度赞誉。明星这一美誉表明你拥有出众的才能。明星之所以成为明星，就是因为他们努力工作，而且热爱自己所从事的工作。他们一直热衷自己所销售的产品，并随时准备令每一位顾客达成满意的交易。

销售秘诀3：销售以诚信为本。

诚信是销售致胜的第一法宝。相信你所销售的产品很重要，但还不够，这一信念必须建立在

诚信的基础上。你要忠实于你的客户，如实介绍你的产品，与顾客谈妥一个公道的价格，永不收取贿赂。

Task 2

Objective: Ss can scan a passage to answer the questions.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss work in pairs.
- ▶ Check the answers with the whole class.
- ▶ Provide the points Ss have missed.

Suggested Answers

1. Because buyers may be able to refer a salesman to a steady stream of new business.
2. A salesperson achieve his or her star status by working hard and loving what they do, always being enthusiastic about their products and ready to help their customers achieve a satisfactory deal.
3. Be honest with his or her customers, do not say that his or her products are better than they are, negotiate a fair price and never take backhanders.

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual students to correct the false statements.

Key

1. F 2. F 3. T 4. F

Task 4

Objective: Ss list other tips for a personal product salesman.

Time: 10 minutes

Steps:

- ▶ Ss work alone to list some tips.
- ▶ Circulate in the classroom while Ss are exchanging information and write useful vocabulary on the board.
- ▶ Get several Ss to make oral presentations to the class.

(Open)



Listening

Task 1

Objective: Ss can accurately write down the missing information in the conversation.

Time: 15 minutes

Script & Key

Li Ming: I have shown her 14 phones already, and all I hear is “I want to think about it.” How can I ever 1. close a deal?

Emily: Well, in my experience, customers usually say that when they are 2. concerned about the price and unsure about the value. Can you tell what’s 3. putting her off?

Li Ming: Not really. I think she had no intentions of buying in the first place.

Emily: Then maybe she truly wants to think about it before making a decision. Maybe it’s simply because there are so many colors to choose from and she wants to decide which one to buy. You could say, “Well, why don’t I give you a call next week?”

Li Ming: What if I wait for seven days and get the same reply?

Emily: Or, you could ask her what she wants to think about. She may tell you the reasons for 4. delaying the decision. For example, she may simply need someone else’s approval before 5. moving ahead. Perhaps she’s buying for someone else or she just needs a second opinion.

Li Ming: Actually, she told me she has a boyfriend and she wants to get his opinion.

Emily: See, why not suggest she bring her boyfriend along with her next time? Don’t apply any pressure!

Task 2

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Customer: I’m looking for a phone mainly for business use. Can you recommend one, please?

Li Ming: Certainly, madam. We have quite a few models of Apple phones.

Customer: I’m already using an Apple phone. I think I’ll go for a Huawei this time. My colleague told me great things about Huawei smart phones. Do you have one of those?

Li Ming: Yes, madam. We’ve received a lot of good reviews about HUAWEI Mate 40. A useful feature is that you can easily transfer contacts from your old phone through Bluetooth.

Customer: That’s good. Can I also transfer other types of data such as calendar events and multimedia messages?

Li Ming: That depends on the model of your old phone, but our technical staff can help you with the transfer if there are any incompatibility problems.

Customer: Thanks. I save a lot of information in the calendar because of work and I’d like a phone that is really smart.

Li Ming: Well, HUAWEI Mate 40 is best known for its smart design and ease of use.

Customer: OK, thank you. I’ll take it.

Suggested Answers

1. Li Ming recommends a few models of Apple phones to the customer.
2. Because she’s already using an Apple phone.
3. A useful feature is that she can easily transfer contacts from her old phone through Bluetooth.
4. Because she wants to save a lot of information in the calendar because of her work.

Task 3

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Lady: I need a phone with a large display font so I can see who is calling without putting my glasses on. Do you have one for me?

Li Ming: Sure. Xiaomi MIUI 11 has a lovely clear screen and also has easy-to-read text, a comfortable shape and better sound quality. You’ll not be disappointed with this phone.

Lady: How do I switch it on?

Li Ming: Here, press this red button and hold for three seconds.

Lady: Yes, it’s good. The screen is bright enough. What about the voice quality? I need voices that are loud and clear.

Li Ming: It is fitted with noise-canceling devices to make voices sound natural and any background noise gets almost completely

filtered out.

Lady: Do you have other models to choose from?

Li Ming: Yes. Samsung Galaxy S20 is also one that fits your needs. With an IP68 waterproof rating, you can enjoy underwater activities with it.

Lady: Yes, I see. Does Xiaomi MIUI 11 have this feature?

Li Ming: No, but Xiaomi MIUI 11 comes with a voice-to-text translation feature.

Lady: Xiaomi MIUI 11 it is then!

Key

1. C 2. C 3. A 4. C

Task 4

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Lady: My phone is experiencing problems; it seems to have stopped functioning normally. Sometimes it just stops working when I'm in the middle of a call.

Li Ming: Oh dear, let me have a look. The purchase date says your phone is only six months old so it's still covered under warranty. That's a help!

Lady: You can see the text on the screen is hardly recognizable, and you can tell from the pictures the colors are not bright enough.

Li Ming: Let me see. The power level seems very low. Where is your original battery pack?

Lady: I bought a new battery last week. I'm sure the battery is fully charged.

Li Ming: Do you recharge the battery via the AC adapter that's provided?

Lady: No, not always. My son brought me a battery charger from Japan. Why?

Li Ming: Only the AC adapter and USB sync cable provided with your phone may be used to charge the battery.

Lady: How come? The instructions on my AC adapter say it's compatible.

Li Ming: It seems your AC adapter is not compatible with Samsung 525 batteries. I think your battery has been damaged.

Lady: So I need to buy a new battery then? Do you stock them?

Li Ming: Sure. Remember that new batteries are shipped only partially charged. Before you start using your phone, it is recommended that you fully charge the battery first... but

do only use the AC adapter that came with your phone.

Key

1. F 2. F 3. F 4. T

Task 5

Objective: Ss can record specific information in the conversation.

Time: 15 minutes

Script

Li Ming: What a pleasant surprise, Yang Fan!

Yang Fan: Li Ming, nice to see you! How's everything?

Li Ming: I was in Egypt for two weeks. You wouldn't believe what happened there.

Yang Fan: Try me.

Li Ming: OK. I was in town in a menswear store. The owner of the shop asked me if I wanted any help. "No thanks," I said, "I'm just browsing." As I was doing just that, another guy came in with his friend. They were smartly dressed and as they walked into the shop, the owner again said, "Can I help you?" The man smiled and said, in a very polite way, "I'm looking for a BOSS suit." "I like the brand BOSS. Do you sell BOSS?"

Yang Fan: I don't see where this is going.

Li Ming: Well, the shop didn't sell BOSS. So what would you do if you were the guy who owns it?

Yang Fan: I can think of three options: First, tell the customer that you don't sell BOSS but you know where he could find it. Second, say that you agree that BOSS is a fine brand and you can understand why he likes it. Although you don't sell it yourself, you have something similar. The third option is to say that you agree that BOSS is a fine brand and ask him what in particular he likes about it so that you have the best chance of matching his need to something you do have in the shop.

Li Ming: Not this shop owner in Egypt! He said, "We all like BOSS, sir, but can you afford their prices?" Guess what? The guy looked him straight in the eye and replied, "Yes, I can," and promptly walked out of the shop!

Suggested Answers

1. find it
2. you don't sell the brand, but you have something similar
3. you have the best chance of matching his need to something you do have in the shop



Speaking

Task 1

Objective: Ss can make a conversation between salesman and manager.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: This is the first time I have a customer like this.

B: What's the problem?

A: She was too picky, having problems with everything. First the color, then the size...

B: How did you handle her problems?

A: Well, I showed her the best dress we have, just as usual, but she was still unhappy. I just want to know what I could do to make her satisfied.

B: But why didn't you ask her what kind of dress she was looking for?

A: You're right! Thank you for your advice.

B: I hope you can listen more to the customers.

Task 2

Objective: Ss know how to make an appointment.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Good morning. I've an appointment with the Purchasing Manager.

B: Yes. Mr. Black is waiting for you in his office.

A: Good morning, Mr. Black. I'm Jack Smith, a salesman from IBM.

C: Good morning, Mr. Smith. What can I do for you?

A: We offer a new kind of software. May I interest you in it?

C: Yes, please.

A: Our new product can help you cut cost by 15 percent.

C: That sounds good.

A: Well, here is my business card. If you are interested in it, please contact me by email or by phone.

C: OK. Thank you very much.

Task 3

Objective: Ss know how to make responses to the customers' objections.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

1. Yes, I see. Here is my name card. You can call me anytime.
2. You can pay it in instalments.
3. I understand. What would your husband want?
4. I will send you more information by email.
5. I will call a technician to help you.

Task 4

Objective: Ss know how to deal with customers' objections.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 4.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

- A:** The price is far beyond what I can afford right now. Sorry.
- B:** Just a second. What if we could make arrangements so that little cash is needed?
- A:** What arrangements could you make?
- B:** If we spread the payment over five years, you only need to pay 125 dollars per month.
- A:** OK. I will buy it.



Reading B

Translation

经济衰退期间销售价值3.5万美元手表

当一位配戴卡地亚手表的男士步入万国表专卖店时，一位名叫黄华的店员便马上迎上前去，问道：“您要不要试一下这块表？”

这位先生回答说：“不用了，”随后便离开了。布莱克先生走到这位店员面前，告诫他下次不要问些对方要用“是”或“不是”来回答的问题，而应这样说：“我想邀请您试戴一下这款手表。您请坐。”布莱克先生曾担任施乐公司的推销员，现正在训练万国表的销售队伍。万国表的售价在3000美元至30万美元之间。

布莱克先生力劝他的学生用“价值”代替“价格”，推销“浪漫”，而非“产品”。

训练进入第二天，店面经理阿尔诺·怀特上前迎入一对夫妇。他热情地带领这对夫妇在店内参观。然后，他戴上黑色手套，将这位绅士的手表放在托盘上的两块万国腕表之间，并将一块精致的“大飞行员”腕表戴上男子的手腕上。

布莱克先生在附近巡视，派黄先生把一款腕表拿到这位先生的妻子面前。“这样做用意不在向她销售手表，而是让她有事情做。要是她觉得无聊，很快就会说：‘好啦，我们走吧。’”布莱克先生低声说。销售人员通过恭维男士，分散他们妻子的注意力，可以让顾客尽可能长时间地在店内逗留。他们逗留时间越长，就越有可能消费。

Task 1

Objective: Ss can scan a passage for specific information.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers and make necessary comments on their work.

Key

A. 2, 6, 8 B. 3, 4 C. 1, 5, 7

Task 2

Objective: Ss can skim a passage for specific information.

Time: 10 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual students to correct the false statements.

Key

1. F 2. T 3. F 4. F

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 30 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

从你第一次与顾客开始接触的那一刻起，你必须掌控全局。你必须告诉顾客要做什么和想什么。这里的难点在于如何做到不为顾客察觉。你不能直接对顾客指手画脚。你要有礼貌地请求，不能具有攻击性。如果你不能自始至终掌控局面，则可能难以达成交易。



Writing

Task

Objective: Ss can write an email.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Explain the layout of an email.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

Suggested Answers

Dear Mr. Black,

I'm Edward Johnson from Green IT Company. We are one of the largest IT product providers in China. Having been in this line for more than 30 years, we are confident that we can give you complete satisfaction. The good quality of our product will not let you down.

Look forward to your early reply. My phone number is 1355424xxxx.

Yours truly,
Edward Johnson



Project

This project requires Ss to sell a product to a prospective customer. Ss will work in teams. First, they should collect information about a prospective customer. Then they should send an email to the prospect. Finally, Ss should close a deal. In order to do it well, Ss should use what they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ **Grouping.** Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ **Defining project.** Go through the project with the class and clarify requirements.
- ▶ **Timing & cooperation.** Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.



Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **cut sth. to the bone:** *v. to reduce something to the lowest possible level or amount*
e.g. We have to cut our profit margins to the bone in order to survive.

Paragraph 4

2. **enthusiastic:** *a. very interested in something or excited by it*
e.g. For a while, we were enthusiastic about the idea.

Paragraph 5

3. **integrity:** *n. the quality of being honest and having strong moral principles*
e.g. I trust we as a nation will maintain our integrity and influence.

Reading B

Language Points

Paragraph 1

1. **spring:** *v. to jump or move in a particular direction, quickly, and with a lot of energy*
e.g. The young man turned to hit her, but Mary sprang back.

Paragraph 2

2. **chide:** *v. to criticize someone or speak to them in an angry way because you think their behavior is wrong*
e.g. The company was chided for its lack of original research.

Paragraph 5

3. **flatter:** *v. to praise someone in order to get something you want, especially in a way that is not sincere*
e.g. He flattered her, saying how beautiful her eyes are.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|-------------|---------------|-----------|-------------|--------------|
| 1. boutique | 2. backhander | 3. status | 4. uncover | 5. timepiece |
| 6. tray | 7. chide | 8. lead | 9. distract | 10. flatter |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-----------------|----------------|--------------|---------------|----------------|
| 1. enthusiastic | 2. superiority | 3. essential | 4. Ultimately | 5. compilation |
| 6. referral | 7. urgent | 8. elegant | 9. sufficient | 10. occupation |

Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|--------------|-------------|--------------|-----------------|--------------|
| 1. ultimate | 2. distract | 3. integrity | 4. enthusiastic | 5. chided |
| 6. uncovered | 7. count | 8. flatter | 9. superior | 10. occupied |

Task 4

Objective: Ss can use the vocabulary in this unit for translation.

Time: 15 minutes

Steps:

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate the sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comment.

Suggested Answers

1. I was chilled to the bone after swimming in the cold lake.
2. We have come to the conclusion that most of our customers came as a result of word-of-mouth or were based on sales referral.
3. The whole town will spring into action at carnival time.
4. We have an interesting new database program in the pipeline. It should be on sale early next year.
5. We negotiated the terms of the agreement, and this afternoon we may expect to close the deal.



Grammar

Attributive Clauses

Task 1

Key

- | | |
|--------------------------------------|--------------------------------------|
| 1. the pretty girl | 2. the woman with long hair |
| 3. the man who plays football | 4. the slim woman |
| 5. the young boy beside the window | 6. the man who drives a car |
| 7. the boy with blue eyes | 8. the smart young lady |
| 9. the boy who failed his final exam | 10. the girl who takes evening class |

Task 2

Key

- | | | | | |
|---------------|-------------------|---------------|---------|---------------|
| 1. who/that | 2. who/that | 3. that/which | 4. that | 5. that/which |
| 6. that/which | 7. where/in which | 8. whose | 9. who | 10. whom/that |

Task 3**Key**

- | | | | | |
|----------|-------------|---------------|-------------|-----------|
| 1. whose | 2. who/that | 3. that/which | 4. who/that | 5. where |
| 6. why | 7. who/that | 8. that/which | 9. when | 10. where |

Task 4**Key**

One kind of vacation that many Americans enjoy is camping. Each summer millions of Americans drive to the countryside where they find places to camp. The national parks, many of which are in the mountains, are favorite camping places. Campers enjoy the fresh air, the lakes and the forests which they find in these parks. Campers hike, swim and fish. They can also find many kinds of animals and plants in the parks. Mostly, campers relax. They enjoy a change from their busy lives in the city. Some campers have trailers which they drive or pull behind their cars to their camp sites. Trailers are like houses on wheels. They have many of the conveniences which people have in their homes, such as electricity and hot water. But most campers don't have trailers. They camp in tents which they set up on their camp sites. Campers in tents don't have the conveniences that campers in trailers have. Tent campers enjoy a very simple life.

定语从句

教学思路（供参考）

总的原则：定语从句是英语中运用广泛、结构复杂、涉及知识面较多的一种复合句。通过本章的学习，熟悉并巩固定语从句的概念、种类及相关用法。

重点训练：1. 限制性定语从句与非限制性定语从句的区别；

2. 介词与关系词之间的关系；

3. that 作为关系词的特殊用法；

4. 利用所给材料写作含有定语从句的句子。

Comprehensive Exercises

Task 1

Key

- | | | | | |
|---------------|---------------|---------------|----------|----------|
| 1. where | 2. that/which | 3. that/which | 4. where | 5. when |
| 6. that/which | 7. that/which | 8. when | 9. that | 10. that |

Task 2

Key

- | | | | | |
|-------------|---------------|--------------|----------------|---------------|
| 1. to whom | 2. with which | 3. with whom | 4. about which | 5. in which |
| 6. of which | 7. to whom | 8. with whom | 9. in which | 10. from whom |

Task 3

Suggested Answers

- The fan that/which you want is on the desk.
- The man who/that brought our textbooks yesterday is in the next room.
- The man who/that witnessed the accident was wearing a blue shirt.
- The students who/that don't study hard will not pass the exam.
- The woman whom/that you saw in the park is our geography teacher.
- The letter that/which I received yesterday is from my sister.
- The man whose car was damaged reported the accident.

8. The research paper on which David is working must be finished by Friday.
9. The church where my grandparents were married is very old.
10. 1910 is the year when the revolution began.

Task 4

Key

- | | |
|---|------------------|
| 1. The bike I bought it yesterday was broken. | <u>/</u> |
| 2. I know a girl [^] speaks five languages. | <u>who/that</u> |
| 3. The person to who you spoke is a friend of mine. | <u>whom</u> |
| 4. The house in that we live is very small. | <u>which</u> |
| 5. A car which have a big engine is not economical. | <u>has</u> |
| 6. This is the best film which I have ever seen. | <u>that or /</u> |
| 7. Everything which we saw was of great interest. | <u>that or /</u> |
| 8. His dog, that was now very old, became ill and died. | <u>which</u> |
| 9. Who want to leave early should sit in the back. | <u>Those who</u> |
| 10. He talked of things and persons whom he was interested in. | <u>that or /</u> |

UNIT 6

单元流程说明

1. 本单元概述市场营销活动中的“针对无形产品的推销”环节；
2. 特色产品的推销步骤和技巧：首先让学生思考服务类产品自身的特殊性，之后从三个方面介绍推销人寿保险的技巧（Reading A）；
3. 无形产品推销的典型业务流程：通过多个内容相互关联的听力和口语训练题目，帮助学生熟悉服务产品的营销步骤和技巧（Listening & Speaking）；
4. 电话营销技巧：通过具体案例介绍如何进行电话营销（Reading B）；
5. 处理顾客投诉函：对于顾客的投诉函进行回复（Writing）。



Warming-up

Task 1

(Open)

Task 2

Suggested Answers

Dos:

Actively help customers solve problems.

Be honest.

Be professional.

Don'ts:

Ignore customers' objections.

Cheat customers.



Reading A

Background Information

Insurance company

The business model of an insurance company is closely linked to the types of products it sells. It is therefore easiest to use a product segmentation to describe the different insurance business models. Typically two types of insurance companies are distinguished. Life insurance companies sell insurance policies related to a person's life. Non-life insurance is quite a broad definition, but covers all insurance policies that are not directly related to an individual's life. This means that non-life insurance companies can be health insurance companies, but also property and casualty insurance companies.

Task 1

Objective: Ss can answer some questions about life insurance.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

1. Life insurance is generally designed for younger working people with families.
2. Selling life insurance requires hard work, diligence, perseverance, and ongoing training and professional development.

Translation

如何销售人寿保险

销售人寿保险会给销售人员带来可怕的挑战。试想他们要完成的任务：让人们正视死亡以及人必有一死的事实，并最终说服他们用自己的血汗钱于死后为他人谋取利益；要说服他们坦诚地谈及其配偶、子女、他们所爱之人和不爱之人、健康状况、资产及债务、成功与失败，以及他们离世后希望发生什么。

转弊为利

你在推销寿险时，需要随机应变，准备扮演多重角色。这是一个微妙而又棘手的问题。

推销寿险的奇妙之处在于，那些令你感到困难的因素，也可以让你成功。因为每个人都可能成为你的潜在寿险客户，如果你接触足够多的人，就会有许多人回应。

数量致胜

寿险领域盛传 10:3:1 比率。这是一则久经考验和证实，且基于数十年的研究和实践而得出的比率。意思是说，一般而言，每十个你接触的潜在客户中，会有三人表示非常关注，有一人决定购买。这已被证明是销售保险的一般规则。

当然，任何一位雄心勃勃的寿险代理都努力超越这一比率所代表的一般水平。如果你能够将目标市场定位于较富裕的潜在客户，或者集中精力于某一细分市场（如企业主），或者擅长某一特定行业（如医生），那么你就可以超过该比率。即便是该比率得到很小幅度的提高，例如提升至 10:5:2，都意味着你的销售业绩成倍增长。

保持创新

直销、目标营销、定位准确的广告以及有效配合保险公司的促销活动都可以帮助你实现目标。电子邮件形式的新闻简报以及基于互联网的社交工具都是帮助你进入目标市场的有效手段。

你可以在当地教堂举办研讨会和演讲，参加社区活动并赞助社区体育团队以及参加商品交易会。任何可以增加你自身知名度的事情最终都会为你带来回报。

所有这些技巧和策略如果能够搭配起来长期坚持使用，必然会让你成为业内受人尊崇的顾问和导师、所在社区的重要成员和一位成功的销售员。

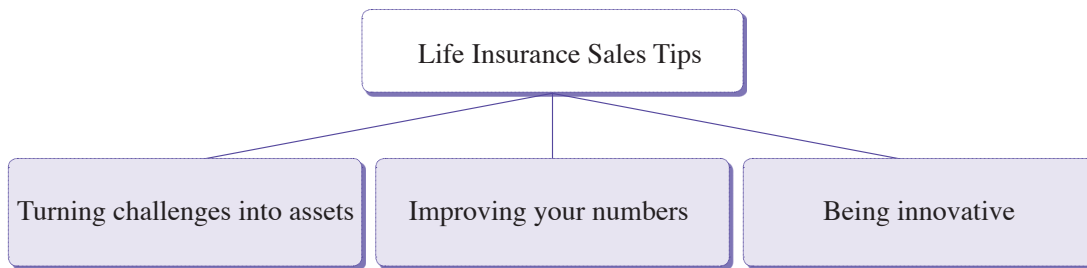
Task 2

Objective: Ss can scan a passage to fill in the chart.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss do the task in pairs.
- ▶ Check the answers with the whole class.

Suggested Answers**Task 3**

Objective: Ss can skim a passage to make correct choices.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class.

Key

1. B 2. C 3. B

Task 4

Objective: Ss can answer the questions properly.

Time: 10 minutes

Steps:

- ▶ Ss work in pairs to discuss the questions.
- ▶ Circulate in the classroom while Ss are discussing and offer help if necessary.
- ▶ Check the answers with the whole class.

Suggested Answers

1. The challenges include persuading people to confront their own mortality and the certainty of death, and ultimately to put down their hard-earned after-tax dollars to benefit other people after they themselves are dead; persuading them to talk honestly about their spouses, children, people they love and people they don't, health, assets and debts, successes and failures, and what they'd like to have happen after they are gone.
2. The 10:3:1 rule means that on average, for every ten prospects you reach, three will express serious interest, and one will buy.
3. Direct marketing, targeted marketing, well-positioned advertising, and leveraging insurance company promotions can also help you achieve success. Email newsletters and Internet-based social networking tools are effective ways to reach a defined market.



Listening

Task 1

Objective: Ss can accurately understand specific information and write down some important information.

Time: 15 minutes

Script

Lily: ACME Company. Lily speaking. How can I help you?

Wang Feng: Good morning. My name is Wang Feng from United Health Insurance. Would you help me schedule an appointment with your manager Ms. Black, please?

Lily: May I ask what it is about?

Wang Feng: Yes, of course. Did you receive the brochure we sent out on business health insurance benefits?

Lily: Yes, the brochure came in the mail on Thursday, but I don't suppose Ms. Black has had the time to read it yet.

Wang Feng: Yes, I understand. Do you think you can fit me in Ms. Black's schedule sometime next week?

Lily: Let me check. Yes, would 3 o'clock on Monday afternoon be convenient for you?

Wang Feng: Perfect. Thank you very much.

Key

From: Wang Feng

For: Ms. Black

Message: An appointment with Wang Feng from United Health Insurance

Time: 3 o'clock Monday afternoon

Task 2

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Wang Feng: Hey, Linda, guess what? I made a call to ACME and I've made an appointment to meet the Manager next week.

Linda: That's great! Do you think she'll be interested?

Wang Feng: Yes, but I'm not sure about which

strategy to employ.

Linda: What makes you think she'll be interested?

Wang Feng: Because she isn't enrolled in any form of employee insurance plans.

Linda: Have you looked into ACME's finances?

Wang Feng: Yes, they're expanding operations. This is why I'm a little worried that they might press for big discounts which we'll find hard to meet.

Linda: I think we could offer a 10 percent discount on employee benefits.

Wang Feng: What if she pushes for 15 percent?

Linda: Then they will have to pay for additional products, such as Hospital Cash Back Insurance and Business Travel Accident Insurance.

Wang Feng: OK, I see.

Suggested Answers

1. Wang Feng is not sure about which strategy to employ.
2. The manager isn't enrolled in any form of employee insurance plans.
3. He thinks ACME will push for discounts.
4. ACME will have to pay for additional products, such as Hospital Cash Back Insurance and Business Travel Accident Insurance.

Task 3

Objective: Ss can understand specific information and make correct choices.

Time: 15 minutes

Script

Ms. Black: Come in, Mr. Wang. Have a seat.

Wang Feng: Thank you. Quite a nice office you have here.

Ms. Black: Well, we do our best to make a comfortable environment for our employees. I understand you're from United Health, and I've read the brochure you sent me.

Wang Feng: Yes, Ms. Black. We offer company health insurance, BeneSelect, which enables you to choose a health coverage solution to

fit your business.

Ms. Black: Is there any requirement for how many employees must be covered?

Wang Feng: No. BeneSelect offers company health insurance plans that can be tailored for a small business with as few as two employees to a large business with up to 250 employees.

Ms. Black: Could you explain how I choose which business health coverage to buy?

Wang Feng: BeneSelect consists of an extensive core of health coverage benefits with a selection of options. These choices let you adjust your coverage to suit your needs.

Ms. Black: So how does ACME benefit from providing BeneSelect health coverage for employees?

Wang Feng: It can increase the value of your employees' salary and their loyalty.

Ms. Black: Do you offer discounts?

Wang Feng: If you join before 31 December, you are eligible for a discount of up to 10%.

Ms. Black: OK, I'll think about it and give you a call.

Key

1. B 2. B 3. C 4. B

Task 4

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Customer: Excuse me, I've been attending the conference here and tomorrow I've got a free day to do some sightseeing. Do you have any information about where to go and what to see in the city, please?

Anna: Yes, of course. We can offer you a small group tour around the city. With only 6-18 people in each group, you'll have a chance to meet like-minded people from different countries.

Customer: Which tours feature the historically significant sites in the city?

Anna: We offer ten different theme tours but these

two especially feature the historical sites. Here's a map and a list of excursions for each tour.

Customer: The Inner City River Cruise seems fun. It's a one-day guided tour, right?

Anna: Yes. The itinerary includes seven major attractions.

Customer: Does the price include meals?

Anna: Yes, of course. At this time of the year there are always very long queues. By signing up for a group tour, you don't have to worry about any of that.

Customer: OK, I'll take this one.

Key

1. F 2. F 3. F 4. T

Task 5

Objective: Ss can accurately write down the missing information in the conversation.

Time: 15 minutes

Script & Key

Anna: Mr. Taylor, I'm Anna from Sunshine Travels. Would you answer some questions to help us improve our 1. services please?

Mr. Taylor: Sure. Go ahead.

Anna: Thank you! This will just take a few minutes. Did you enjoy our 2. group tour last week?

Mr. Taylor: Yes, it was great.

Anna: How would you 3. rate our travel agency services on a scale of 1 to 10 where 10 is the maximum?

Mr. Taylor: I would say 8. Yes, 8 to 9.

Anna: So that's 8 to 9. And what do you like or dislike about our services?

Mr. Taylor: Let me see. I thoroughly enjoyed each 4. spot. The guide was very knowledgeable. The food was great. The tour would have been better if you could have offered more 5. evening activities. Some of the evenings felt like a bit of a waste of time as there was nothing to do but sit about and chat or go for a walk around the hotel.

Anna: Thank you. Your suggestion will help us to improve our services.



Speaking

Task 1

Objective: Ss know how to make an appointment.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make conversations.
- ▶ Ss role-play the conversation in the class.

Sample

Situation 1

A: Good morning. Can I help you?

B: Good morning. This is Rebecca Park. May I speak to Mr. Johnson please?

A: I'm afraid he isn't in his office right now. Do you have an appointment?

B: No. I'd like to know when he will be back. I want to talk about some important things with him.

A: Would this afternoon be convenient for you?

B: Yes, I will call again this afternoon.

Situation 2

A: Hello. Daniel Wong speaking.

B: Hello, Mr. Wong. This is Rebecca Park speaking. I have an appointment with Mr. Johnson earlier this week. Could you put me through to him, please?

A: OK. Hold on, please. I will put you through.

C: Good morning, this is Peter Johnson.

B: Hello, Mr. Johnson. I have something very interesting to show you. Shall we set a time for a meeting this afternoon?

C: I'm afraid I haven't enough time all day today.

Task 2

Objective: Ss know how to talk with a potential customer.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Good morning. I'm Mary from KJ Company.

B: Good morning. Welcome to our company.

A: We have a new insurance product for your employees.

B: I'd like to know how we can benefit from providing insurance for our employees.

A: It will save you much money if your employees suffer diseases.

B: How much do you charge for Type A?

A: It's \$8,000 for 200 employees. We can give you a 10% discount if you order before 31 December.

B: We have more than 300 people working in this building. Could you give a higher discount?

A: I understand this is a major order. But this discount is the highest we can offer.

B: OK. I will buy it.

Task 3**Objective:** Ss can answer a customer's inquiry.**Time:** 15 minutes**Steps:**

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample**A:** Star Travel Agency. How can I help you?**B:** I want to know if you offer guided tours to Dalian.**A:** Yes. We offer a comprehensive program typically for a group of no more than 16 travelers.**B:** Well, in fact my wife and I are looking for honeymoon tours.**A:** We offer a wide range of special tours, including five kinds of honeymoon tours within the city.**B:** That's great. We are on a tight budget, so we'll choose the cheapest one. Does the price include the trip accommodation?**A:** Yes. When do you want to start the tour?**B:** Next Wednesday.**A:** OK. Our bus will pick you up then.**Task 4****Objective:** Ss know how to handle complaints.**Time:** 15 minutes**Steps:**

- ▶ Ss read Speaking Task 4.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make conversations.
- ▶ Ss role-play the conversation in the class.

Sample**Situation 1****A:** Why do the waiters always let me wait?**B:** I'm terribly sorry. I'll tell them to hurry up.**Situation 2****A:** The bathroom in my room is very dirty.**B:** I'm extremely sorry. I'll send someone to clean it immediately.**Situation 3****A:** My secretary made a reservation for me last week, but your receptionist said there is no available room.**B:** I'll check for you. If it's our mistake, we'll give you satisfied compensation.



Reading B

Translation

陌生电话推销奏效吗？

我曾接到无数的电话公司销售代表的电话。他们试图向我推销的服务各种各样，且均标榜“新颖”、“更好”、“更快”、“更便宜”。这些电话在我看来几乎都一样，因为这些业务员既不了解我，也对我这个人没有丝毫的兴趣。

不过就在最近，我接到一家金融机构的销售代表莎拉的推销电话。这家机构受理我们公司的信用卡业务。莎拉的来电与其他陌生销售电话不同。其他陌生来电听上去很急促，像在阅读事先准备好的脚本，那种腔调一点都无法引起我对于他们的产品和服务的兴趣。莎拉的谈吐很好，她的声音充满了热情，她的语调沉稳友好。我没有听到任何背景谈话声，只有我与莎拉一对一交谈。

莎拉训练有素，而且有备而来。她掌握了很有价值的信息。莎拉是做了功课的。通过我的信用卡交易记录，她了解到我常常搭乘哪家航空公司的航班，常住哪一家酒店，甚至通常在哪个的机场候机大厅贵宾室逗留。莎拉了解我的概况，她所说的话以及表达方式引起了我的兴趣。

莎拉问及我的纽约之旅如何，并提到我经常搭乘英国航空公司的班机，肯定是喜欢他们的服务。我们开玩笑说，依照我现在积累的航空里程数，不久我就可以带上妻子同行了。这样的谈话很有人情味。我欣然回答了她的的问题，告诉她我愿意考虑哪些服务。

她用举例的方法向我说明信用卡遗失补办服务，即便是非常偏僻的地方也可以办理。她的例子令人害怕，但同时也令人安心。她让我意识到我应该要考虑办理这种服务。一旦信用卡丢失了，将会非常的不便。

大多数人都会告诉我他们痛恨陌生推销电话，甚至有一本书名叫《陌生电话推销是在浪费时间》。我承认拿起电话向一个完全陌生的人推销颇具挑战，但你也可以利用技巧来提高你的销售，并强化陌生电话推销技能。

Task 1

Objective: Ss can scan a passage to decide whether the given statements are true or false.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers.

Key

1. T 2. F 3. F 4. F 5. T

Task 2

Objective: Ss can scan a passage to decide whether the given approaches work or don't work.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 2.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers.

Key

1. N 2. N 3. Y 4. Y 5. Y

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 30 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

很多人不喜欢陌生推销电话。他们视其为一场战争，在战争中他们一定要在多轮角逐中获胜才能赢得战争。这种关于陌生电话推销的认识有失偏颇，真正的销售并不在电话中进行。陌生推销电话仅仅是一种由销售代表实施完成的广告活动而已。广告旨在明确或吸引潜在顾客。如同报纸或广告牌一样，你电话推销的目的是吸引人们的注意力。如果他们暂时不想要或者不需要你销售的产品或服务，也没关系。



Writing

Task

Objective: Ss can correctly respond to a complaint letter.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Explain the layout of a letter.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

Suggested Answers

Dear Ms Brown,

Please accept my apology for the inconvenience you experienced because of the wrong itinerary delivered to you last week.

What happened on that day was that we were terribly understaffed for a group of 200 people coming from Italy.

If you choose our service next time, you'll see improvements in our workflow. Also, we will send you a free coupon for any of our Lake Area tours.

Thank you for calling our attention to his matter. I look forward to your next visit.

Yours sincerely,
Zhang Qian



Project

This project enables Ss to go through the process of handling customer complaints. Ss will work in groups. First, they have to choose a typical situation. Then they should find out ways to solve the problems. Finally, Ss should write a reply letter. In order to do it well, Ss should use what they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ Defining project. Go through the project with the class and clarify requirements.
- ▶ Timing & cooperation. Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.



Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **pose:** *v. to create a difficult or dangerous situation*
e.g. We are being told that the accident poses no threat to the environment.
2. **daunting:** *a. something that is daunting makes you worried because you think it will be very difficult or dangerous to do*
e.g. We are left with the daunting task of cleaning up this mess.

Paragraph 2

3. **tricky:** *a. difficult to do*
e.g. That's a tricky question because there are many things to consider.

Paragraph 3

4. **endeavor:** *v. to try very hard*
e.g. We always endeavor to please our customers.

Paragraph 5

5. **ambitious:** *a. determined to be successful, rich, famous, etc.*
e.g. Her parents were intensely ambitious for her and her younger sister.

Reading B

Language Points

Paragraph 2

1. **elicit:** *v. to make someone react in that way*
e.g. The question elicited a positive response from 60% of voters.
2. **alive:** *a. full of activity*
e.g. The street was alive with the sound of children playing.

Paragraph 5

3. **sign up:** *v. to agree to do something or join a course or organization*
e.g. She's decided to sign up for music school.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|-----------|---------------|--------------|-------------|-----------------|
| 1. lounge | 2. deliberate | 3. affluent | 4. spouse | 5. profile |
| 6. elicit | 7. seminar | 8. mortality | 9. numerous | 10. transaction |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-----------------|--------------|--------------|-------------|--------------|
| 1. recognize | 2. ultimate | 3. sponsored | 4. consult | 5. seemingly |
| 6. accumulation | 7. endeavors | 8. ambition | 9. reassure | 10. scary |

Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-------------|---------------|-----------|---------------|---------------|
| 1. confront | 2. deliberate | 3. elicit | 4. executives | 5. decades |
| 6. ratio | 7. profile | 8. posed | 9. daunting | 10. challenge |

Task 4

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 4.
- ▶ Ss give the correct answers based on their understanding of each sentence and the phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | |
|---------------------|--------------------------|----------------|
| 1. after-tax income | 2. a tricky line to walk | 3. sign up for |
|---------------------|--------------------------|----------------|

Unit 6 Personal Selling—Services

4. On average
7. striving to

5. direct marketing
8. done my homework

6. wear different hats



Grammar

Non-finite Verbs

Task 1

Key

- | | | |
|-------------|------------|-------------|
| 1. reading | 2. seeing | 3. to find |
| 4. to speak | 5. helping | 6. to talk |
| 7. applying | 8. coming | 9. to study |
| 10. to pay | | |

Task 2

Key

- | | | |
|-------|------|------|
| 1. G | 2. P | 3. G |
| 4. G | 5. G | 6. P |
| 7. P | 8. G | 9. P |
| 10. P | | |

Task 3

Key

- | | | |
|--------------|-------------------|-------------|
| 1. visiting | 2. to switch off | 3. worrying |
| 4. to pack | 5. to think | 6. doing |
| 7. going | 8. being arrested | 9. doing |
| 10. to bring | | |

Task 4

Key

- | | | |
|------------|------------|--------------|
| 1. worry | 2. to look | 3. to visit |
| 4. buy | 5. to read | 6. feel |
| 7. look | 8. get | 9. to change |
| 10. to get | | |

非谓语动词

教学思路（供参考）

总的原则：通过本章的学习，弄清谓语动词与非谓语动词的区别，掌握非谓语动词在句中所起的作用和充当的成分，并对比不定式、动名词和分词的异同点。

重点训练：1. 不定式和动名词的区别；
2. 不定式与分词的区别；
3. 动名词与现在分词的区别。

Comprehensive Exercises

Task 1

Key

- | | | | |
|------------|----------------|------------|---------------|
| 1. sailing | 2. to organize | 3. wearing | 4. to approve |
| 5. to be | 6. reminding | 7. working | 8. to buy |
| 9. waiting | 10. to be | | |

Task 2

Key

1. I want you to know the truth.
2. Glasses make him look older.
3. My lawyer advised me not to say anything to the police.
4. Don't let me forget to phone my sister tomorrow morning.
5. I was warned not to believe anything he says.

6. The sad film made me cry.
7. Having a car enables you to travel round more easily.
8. Sally was made to open her case by the Customs officer.

Task 3

Suggested Answers

1. He went out, shutting the door behind him.
2. Being a good boy, he helped his mother in the kitchen.
3. I saw the naughty boy hitting the dog.
4. Having finished her degree, she started to work for an international company.
5. Not hearing the doorbell, she missed the delivery.
6. The books sent to us are for my aunt.
7. The girl picked up by her brother was very nice.

Task 4

Key

- 1. working
- 5. to read
- 9. to believe

- 2. to do
- 6. asking
- 10. writing

- 3. writing
- 7. to cheat

- 4. to do
- 8. copying



UNIT 7

单元流程说明

1. 本单元概述市场营销活动中的“广告”环节；
2. **广告设计的技巧**：通过拉斯维加斯城市形象广告策略的案例分析，介绍广告设计中的注意事项和技巧 (**Reading A**)；
3. **广告投放的典型业务流程**：通过多个内容相互关联的听力和口语训练，帮助学生熟悉广告投放的一般步骤和技巧 (**Listening & Speaking**)；
4. **娱乐节目植入式广告**：新媒体的出现正在弱化电视的主导地位，使得“植入式广告”越来越受到青睐和重视 (**Reading B**)；
5. **起草广告文案**：依照提示撰写广告文案 (**Writing**)。



Warming-up

Task 1

Suggested Answers

1. Picture A is an advertisement for a retail chain store.
Picture B is a movie poster.
Picture C is an advertisement for a kind of drink.
2. The ads are everywhere—television, radio, magazines, newspapers, stores, billboards, theaters, etc.
3. Picture A is an ad for an organization, not for a product. It tries to create a positive corporate image.
Picture B is a large movie poster showing the name of a movie, and the attractive picture tries to draw people's attention.
Picture C tries to let more consumers know the brand and buy the product.

Task 2

Key

Only No. 2 and No. 3 are effective advertisements.



Reading A

Background Information

Advertising

People define advertising in different ways, often along with the term “marketing”. Advertising is not marketing. It is a tactic that is used by marketers to convey messages to their customers and stockholders. Advertising is a form of non-personal promotion. Companies pay to promote ideas, goods, or services in a variety of media outlets.

Task 1

Objective: Ss can evaluate their favorite advertisements.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups. Circulate to assist if necessary.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.

Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

(Open)

Translation

拉斯维加斯的广告：赌城发生的事留在赌城

广告可以煽情，可以让人震惊，可以传达有效信息，可以出人意料，可以有趣，也可以让人伤感。起初，拉斯维加斯的广告宣传试图定位为“全家出游胜地”，但未能收到预期效果。后来，拉斯维加斯于2003年打出“赌城发生的事留在赌城”的口号，使得“罪恶之都”的城市形象让人欣然接受。该广告宣传依然势头强劲，到2007年，已经连续四年打破旅游业记录。里斯和里斯营销策划公司的总裁劳拉·里斯说：“该广告之所以能引起共鸣，是因为它与人们所认为的相吻合，这就告诉我们需要设法将消极因素转为积极因素。”

怎样才能使广告效果显著又具有说服力？下面列举了一些经研究且已被诸多企业通过广告活动证实有效的营销理念。

吸引你的目标

要了解你的目标受众并且知道什么能够打动他们。例如，劳布洛有限公司的招聘广告就非常生动。它使用一张调味罐的图片，再恰到好处地配上“为你的事业添汁加料”的标题语。该文案中包含了“激发潜能”、“学习”、“支持型经理”、“包容的工作场所”以及“发挥才智”这样的表述。广告标题与图片明晰且运用恰当。然而，但更为重要的是，该广告文案触及到人们对于未来职业安排和满足感的渴求。

简单明了

抵制要在一则广告中说明一切的诱惑。研究表明，一则广告只能清楚地表达一个意思。这方面做得很好的一个例子就是宝洁的广告。虽然宝洁销售的产品多种多样，但其登在报纸上的广告只聚焦一个讯息。



吸引读者

报纸广告需要强有力的标题，这样才能吸引读者注意，促使他们想了解更多内容。慧俪轻体瘦身公司开展了一项强有力的文案广告活动。这家公司的广告标题用黑体写着：不节食就没命。广告文案中介绍了这家公司的理念、新加入的会员享受的服务以及他们应如何开始减肥。

独树一帜

广告的标题或图片中的一些新颖和新鲜的元素可以吸引更多的读者，让你的广告在众多竞争者中脱颖而出，一下子就能被识别。麦当劳的夜间营业广告是最佳创意广告之一，他们的广告信息在夜间显示。两盏灯安放在广告牌上方，向下照射的光构成麦当劳公司的标识，同时告诉人们他们夜间也营业。

Task 2

Objective: Ss can scan a passage to complete the table.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss do the task in pairs.
- ▶ Check the answers with the whole class.

Suggested Answers

Example Company	Advertising Strategy
Loblaw Companies Ltd.	Engage your target
IKEA	Keep it simple
Weight Watchers	Appeal to readers
FedEx	Be distinctive

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual Ss to correct the false statements.

Key

1. F 2. F 3. T 4. T

Task 4

Objective: Ss can choose the best answers.

Time: 10 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class.

Key

1. C 2. A 3. A



Listening

Task 1

Objective: Ss can accurately match the people with the correct information.

Time: 15 minutes

Script

Lily: Mike, I think we need an ad campaign to attract new customers.

Mike: You know what they say about waste in advertising.

Lily: We rely too heavily on word-of-mouth, Mike. As you can see from the graph, we're losing money on Inland Safaris, Camping Trips and Skating. Without advertising, we won't survive.

Mike: Do you have a plan? We have a very tight budget this year.

Lily: With the economy in a slump, the pie is simply not big enough for everybody. It seems we will have to diversify.

Mike: Are you suggesting we place our ad through an agency?

Lily: Yes, that's the fastest way to get messages through to our target audience. The ad agency can help communicate our product features to the market.

Mike: Yes, I see your point. But we shouldn't use our usual agency. We need a fresh approach and marketing style. You're suggesting we develop some new products as well?

Lily: Yes, I think we have to and I agree with you about finding a new agency.

Key

Lily: d, e, f

Mike: a, b, c

Task 2

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Kate: APEX Promotions, Kate speaking.

Mike: Hello, this is Mike from Sunshine Travels. I'm calling because we'd like to launch some new package holidays targeted at overseas

travelers, and I'd like you to handle the advertising for us.

Kate: Sounds interesting. I know Sunshine Travels is a well-known brand in the domestic market.

Mike: Yes, our domestic market share is reasonable. However, we want to expand into the international market so we need to advertise the value of our package tours to international travelers.

Kate: I understand. So what are the main brand values you want to communicate?

Mike: I think the first is "quality". Current customers associate us with the high quality products.

Kate: And what comes next?

Mike: Next is "customer satisfaction". Currently, we target customers who have already used our packages but we need to attract new customers for this expansion.

Kate: What kind of budget do you have in mind?

Mike: Discussion is underway, but we have decided that a sales campaign would best fit our needs.

Kate: OK. We need your marketing staff to supply more information. We'll get started on the market analysis and let you know as soon as it comes through.

Suggested Answers

1. Because Sunshine Travels wants to launch some new package holidays.
2. Overseas travelers.
3. Quality and customer satisfaction.
4. Sunshine Travels has decided that a sales campaign would best fit the needs.
5. The next step is to get started on the market analysis.

Task 3

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Kate: Mike, our field experts gave me the results of their analysis this morning. I think we need to talk about the media strategy for your new



campaign.

Mike: I'm all ears, Kate. So what do you suggest?

Kate: We suggest the use of prime-time TV once a week, for a year.

Mike: Well, Kate, honestly that's the last option that will appeal to our in-house marketing staff. And I can't say I'm convinced myself.

Kate: I understand. Let me explain. A narrow line of product packages have accounted for two thirds of your company's revenue during the past three years.

Mike: That will be our city tours. We placed ads in newspapers, yellow pages, magazines and billboards, and our website went online last month. It seems our extensive advertisement has paid off.

Kate: Yes, Mike. But all your ads are targeted at the home market.

Mike: That's true. Our advertising budget directed at the overseas market has been minimal at best.

Kate: Yes, that is why we propose a prime-time TV ad through Channel 9 once a week. We expect a 25% revenue increase by the 4th quarter next year.

Mike: 25%? That would make Sunshine Travels a global brand!

Key

1. A 2. C 3. C 4. B

Task 4

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Mike: Did you see that PSA about teenage drinking last night? I really wasn't impressed. What do you think of it?

Lily: You're absolutely right, Mike. What makes it so bad is the tone that woman uses. She's obviously talking down to teenagers.

Mike: Yes, I agree. She sounds phony, foolish and condescending. An advertiser is anything but that. I've seen and heard loads of advertisements on television, radio, in print or other media but this is the worst of them all.

Lily: Mm. I also dislike its portrayal of the girl student: cute but dumb.

Mike: Yes, the ad is dumb. PSAs are supposed to bring about change by raising awareness of an issue, affecting public attitudes, and potentially stimulating action. I see none of that.

Lily: Exactly. Sincerity is infinitely more effective than cuteness. Entertainment and attention-getting approaches by themselves do little to attract a teenager.

Key

1. F 2. T 3. F 4. F 5. T

Task 5

Objective: Ss can accurately write down the missing information in the conversation.

Time: 15 minutes

Script & Key

Mike: You've handled ad campaigns for many hotels before, Lily. Do you think this will help with the Sunshine Travels TV ads?

Lily: Both types involve 1. travelers. Yeah, I think they have a lot in common. We know that topics which are 2. acceptable to one culture may turn out to be taboo for another.

Mike: True. What I find surprising about American business people is that 3. personal questions are not actually considered taboo in the business context.

Lily: That's not what I heard.

Mike: When I was in the United States, it was very common for people to ask their 4. counterpart, "How is your family?"

Lily: Such a question in Saudi Arabia would be highly 5. inappropriate.

Mike: In South Africa, you should avoid asking personal questions, such as a person's marital status; also avoid 6. discussions of ethnic differences or politics.

Lily: And we also should not forget that telling jokes can be 7. dangerous as not all cultures interpret them in the same way.

Mike: Yes. The humorous approach does not always travel well across cultures, because there are vast differences as to what a culture 8. defines as humorous.



Speaking

Task 1

Objective: Ss know how to discuss the pros and cons of advertising.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Task 2

Objective: Ss know how to ask for and give opinions.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Have you ever heard people say “Advertising is a waste of money.”?

B: Yeah, but the version I heard is “Half of the money I spend on advertising is wasted; the trouble is that I don’t know which half.”

A: I switch channel each time the commercials are on. I’m sure you do that also.

B: Yes, I do. But we need to ask another question: If advertising doesn’t pay off, why do so many companies advertise? With increasing competition on the market, all businesses, big or small, have to advertise in order to survive.

Sample

A: Should we advertise on TV? What do you think?

B: As I see it, advertising on TV is too expensive.

A: In my opinion, if we don’t advertise on TV, people may not take us seriously.

B: Speaking personally, I think that TV is not our first choice.

A: Why do you say that?

B: Because most of our customers work in offices instead of staying at home watching TV.



Task 3

Objective: Ss can make a conversation with an ad agency.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Task 4

Objective: Ss know cultural differences in international advertising.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 4.
 - ▶ Ss work in groups to make presentations.
- (open)*

Sample

A: Hello, Kate, it's nice to see you again. Thank you for coming for the meeting.

B: Oh, nice to see you, too. Have you decided to advertise?

A: Yes. Does PPC Promotions have previous experience of marketing tour services?

B: Yes. We've looked into your company's tour services, and we recommend advertising through a website.

A: That's a surprise for us, because we are considering local newspapers.

B: Most of your clients are young white-collar workers. Most of them go online for information instead of reading newspapers.

A: Sounds interesting. Do you have a specific plan, then?

B: Sure. I have a copy of the detailed plan. You can take a look.

A: I think we need some time to decide on it.

B: OK. I look forward to your early reply.



Reading B

Translation

娱乐广告

周六，英国12家影院的观众在电影《料理鼠王》正式放映之前观看了一段沃尔沃XC70的广告。观众受邀集体将双手举向空中，向左或向右挥舞。这种有观众参与的商业广告在电影院广告中正在成为一种趋势。荧屏广告及大厅展示广告越来越具有互动性，而且日渐朝娱乐方向发展。“娱乐广告”正在使广告与娱乐之间的界限变得模糊。

据一个可靠的网站记载，2001到2005年间发行的排名前200的影片中，平均每部影片中包含18个品牌的广告。电视亦无例外。就在佳洁士牙膏出现在真人秀节目《学徒》中后的头20分钟内，佳洁士网站访问人数达到430万人，并收到8万人发送样品的请求，以及2.5万份节目的营销创意。同样地，伊莎贝拉冰淇淋出现在《学徒》节目后的3小时内，成为雅虎搜索第三多的词条。至次日下午5时，所有商店里销售的该产品被抢购一空。

广告及公关活动常常被视为不明智、令人厌烦、具有侵扰性或是浪费时间。甚至“娱乐广告”这个名字都会引起众多消费者的强烈反感。“我付了钱到这里来，为什么要我看广告呢？”他们会这样问。然而，他们穿品牌服装和运动鞋说明他们已经生活在广告中了。

随着市场人员持续加大投资力度通过影院进行推广，势必会出现更多的创意。来自品牌体验实验室（该实验室曾负责沃尔沃广告的互动技术）的首席体验官大卫·波林卓克这样表示：“如果人们能够从中享受到乐趣，就不会有受到侵扰的感觉，也就不会沮丧地离开了。然而这其中的诀窍在于要做到适度！”



Task 1

Objective: Ss can scan a passage to decide whether the given statements are true or false.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.

Key

1. F 2. F 3. T 4. F 5. F

Task 2

Objective: Ss can scan a passage to answer the questions.

Time: 10 minutes

Steps:

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check the answers with the whole class.

Suggested Answers

1. A participatory commercial is a kind of advertisement that requires customers' participation.
2. Television programs are also involved in advertainment.
3. Many consumers perceive ads as silly, annoying, intrusive or a waste of time.
4. Firstly, advertainment should be able to attract consumers; secondly, don't overdo it.

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 30 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

有一件事人人皆知，那就是韩国人为拍摄电视连续剧修建人造景区，并不惜投巨资搭建片场和选择多处风景名胜作为拍摄场地。这些电视节目有助于推动旅游业。例如，讲述一代传奇女子如何成为朝廷御医的艰难历程的《大长今》。这些节目在亚洲地区很受欢迎，带动了亚洲国家的游客前来旅游，从而使这些电视剧的拍摄场地成为热门景区。韩国电视连续剧的人气在中国、越南和新加坡已超越日本电视连续剧，进而使来韩游客人数稳步增长。



Writing

Task

Objective: Ss can correctly write advertising copy.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

(Open)



Project

This project enables Ss to go through the process of advertisement design. Ss will work in groups. First, they have to set objectives. Then they should negotiate and reach an agreement. Finally, Ss should write advertisement copy. In order to do it well, Ss should use what they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ Defining project. Go through the project with the class and clarify requirements.
- ▶ Timing & cooperation. Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.



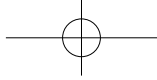
Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **embrace:** *v. to completely accept something such as a new belief, idea, or way of life*
e.g. Most countries have enthusiastically embraced the concept of high-speed railways.
2. **consecutive:** *a. following one after another in order and with nothing else in between*
e.g. Most of the staff work for 12 consecutive days and then have three days off.
3. **resonate:** *v. to produce an emotional effect on someone*
e.g. This issue has resonated with voters more than any other.

Paragraph 3

4. **engage:** *v. to attract and keep someone's attention or interest*
e.g. A good radio script should be able to engage the listener.
5. **spice up:** *v. to make something more interesting or exciting*
e.g. Newspaper reports tend to spice up the real story.
6. **showcase:** *v. to show someone or something in a way that attracts attention and emphasizes their good qualities*
e.g. The interview will allow the opportunity for you to showcase your skills.

Paragraph 4

7. **resist:** *v. to stop yourself from having something that you like very much or doing something that you want to do*
e.g. I think it's hard for everyone to resist an invitation like that.

Paragraph 5

8. **undertake:** *v. to accept that you are responsible for a piece of work, and start to do it*
e.g. The court will undertake a serious examination of the case.

Reading B

Language Points

Paragraph 1

1. **screen:** *v. to show a film or television program*
e.g. The football match will be screened live on television.
2. **blur:** *v. to become difficult to see or to make something difficult to see, because the edges are not clear*
e.g. The paper had got wet and blurred the ink.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words or phrase.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|------------------|----------|----------------|----------------|----------------------|
| 1. intrude | 2. spice | 3. copy | 4. consecutive | 5. array |
| 6. advertainment | 7. blur | 8. provocative | 9. inclusive | 10. public relations |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-------------|------------|---------------|----------------|-----------------|
| 1. screened | 2. routine | 3. submit | 4. participate | 5. inclusive |
| 6. intrude | 7. recruit | 8. persuasive | 9. engagement | 10. fulfillment |



Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|-----------|----------------|--------------|-------------|-----------------|
| 1. launch | 2. shiver | 3. inclusive | 4. showcase | 5. temptation |
| 6. resist | 7. provocative | 8. delivered | 9. fulfill | 10. distinctive |

Task 4

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 4.
- ▶ Ss give the correct answers based on their understanding of each sentence and the phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | |
|---------------|---------------------|----------------|--------------------|
| 1. intrude on | 2. sell out | 3. ad campaign | 4. dismissed... as |
| 5. array of | 6. public relations | 7. stand out | 8. spice up |



Grammar

Subjunctive Mood

Task 1

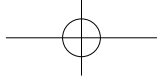
Key

- | | | |
|----------------------|-----------------|--------------------|
| 1. I'll miss | 2. won't arrive | 3. won't apologize |
| 4. will have to | 5. do you cut | 6. will you marry |
| 7. Did you work | 8. I am | 9. will you do |
| 10. will be offended | | |

Task 2

Key

- | | | |
|------------------|------------------|-------------|
| 1. will book | 2. wouldn't play | 3. go |
| 4. didn't play | 5. would be | 6. think |
| 7. thought | 8. would be | 9. won't do |
| 10. wouldn't get | | |



Unit 7 Advertising

Task 3

Key

- | | | |
|--------------------|--------------------|------------------------|
| 1. would have been | 2. had lost | 3. would have scored |
| 4. had been | 5. hadn't been | 6. wouldn't have given |
| 7. hadn't been | 8. would have been | 9. would have beaten |
| 10. had been | | |

Task 4

Key

- | | | |
|------------------|-------------------|------------------|
| 1. (should) be | 2. (should) speak | 3. (should) have |
| 4. (should) keep | 5. (should) go | 6. (should) take |



虚拟语气

教学思路 (供参考)

总的原则：虚拟语气在英语中使用比较广泛，种类也较多，不同虚拟语气的用法和形式相差较大。通过本章的学习，弄清虚拟语气的概念和使用条件，掌握各种虚拟语气形式。

- 重点训练：
1. 条件句与虚拟语气；
 2. should 与虚拟语气；
 3. wish 与虚拟语气。



Comprehensive Exercises

Task 1

Suggested Answers

1. If Nick arrives a bit early, he can help Peter to get things ready.
2. If you forget to phone, they will have to go without you.
3. If he leaves early tomorrow morning, you can ask him to give you a lift.
4. If I have time tonight, I'll finish the novel I'm reading.
5. If Tom is still ill tomorrow, he ought to stay at home.
6. If you finish your work early, you could come for a drink with us.
7. If there is too much work to do, you can ask someone to help him.
8. If the office is closed, Mark won't be able to get in.

Task 2

Suggested Answers

1. If John hadn't eaten too much birthday cake, he wouldn't have been sick.
2. If she didn't drink too much coffee, she would feel calm.
3. If he could type, he would be able to operate a computer.
4. If they understood the problem, they would find a solution.
5. If she were in your position, she would be able to advise you.
6. If we hadn't run out of money, we would not have come from our holiday early.
7. If I had been watching the road, I wouldn't have had an accident.
8. If my father had earned much money, life would have been easy for us.

Task 3

Suggested Answers

1. I wish I knew something about cars.
2. I wish I hadn't eaten so much.
3. I wish somebody would give me a job.
4. I wish people wouldn't drop litter in the street.
5. I wish I were lying on a beautiful sunny beach.
6. I wish I didn't live in a big city.
7. I wish I had learned to play a musical instrument.
8. I wish I hadn't painted the gate red.
9. I wish I had brought my camera.

Task 4

Key

- | | | |
|-----------------------------|--------------------------------|---------------------|
| 1. will live | 2. would/might/could have died | 3. will feel |
| 4. will be | 5. would you do | 6. would have eaten |
| 7. could change | 8. would you change | 9. had known |
| 10. would have looked after | | |

UNIT 8

单元流程说明

1. 本单元概述市场营销活动中的“会展”环节；
2. 会展营销的技巧：介绍会展工作人员在会展期间用到的技巧和注意事项 (**Reading A**)；
3. 会展工作的沟通：讨论会展计划，选定会展场所，并与会展相关人员沟通交流 (**Listening & Speaking**)；
4. 会展营销的益处：从几个方面介绍会展营销给公司带来的好处 (**Reading B**)；
5. 宣传册：会展期间需要向顾客发放公司的宣传册，宣传册给顾客的第一印象至关重要 (**Writing**)。



Warming-up

Task 1 (open)

Task 2 (open)



Reading A

Background Information

Trade fair

A trade fair is an exhibition organized so that companies can showcase and demonstrate their latest products or services, study activities of rivals and examine recent market trends and opportunities. Trade fairs often involve a considerable marketing investment by participating companies. Costs include space rental, design and construction of trade show displays, telecommunications and networking, travel, accommodation, and so on. Cities often promote trade shows as a means of economic development.

Task 1

Objective: Ss know the importance of trade shows.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

1. A trade show represents a significant opportunity to enhance brand, promote new and existing products, generate leads, and drive sales.
2. (open)

Translation

充分利用会展

你有过参加会展和亲临展区的经历吗？我作为参展观众走在展区过道时，令我困惑的是我看到了太多的冷漠。许多参展商代表甚至都不肯抬头看一眼，因为他们正在与同事交谈，或者专注地盯着自己的笔记本电脑。

下面是关于会展的几点小贴士，可以使你从会展中获得最大的收益：

不要坐着

参展商应该保持积极的心态，随时做好接待准备。会展环境是很艰苦的——漫长的时间，加之观众兴趣不高时，通常要独自待在展台。不过，如果你坐着，就会看上去懒散怠慢，让人不想接近。大好商机与你擦肩而过，你却茫然不知。

避免与其他工作人员或同事交谈

如果你在与他人聊天，参展观众就不愿打断你们的谈话，咨询信息。你通过手机通话也是一样的：如果你真的需要接电话，那就先离开展台。

遵循 80/20 规则

用 80% 的时间去倾听，而用 20% 的时间交谈。倾听顾客的声音。处理他们的请求，提供相关资讯。耐心等待，之后询问你的回答是否令他们满意。如果你感到紧张，就在讲话之前深呼吸一两次，说话尽可能简洁清晰。

趁热打铁

营销人员常常在会展之后数月才与顾客联系，这是错误的。确保您的销售人员有额外的时间和动力在会展之后几日，至多一周内与所有潜在顾客建立联系。

在展位提供一些关爱

有效地利用展区装饰、横幅、照明、展位设计及宣传材料等提高识别度，促进销售。随时准备几把椅子，以便潜在客户可以坐下来与你谈上几分钟。他们可能有一整天没歇脚了。如果条件允许，准备一些茶水或咖啡。

时刻做好准备

你只有一次机会给人留下第一印象。你要尽量做到积极主动，专业有素。潜在客户在看着

你的展位时会问自己这样两个问题：“我需要他们的产品或服务吗？”和“我想与他们做生意吗？”你需要能够通过这两个考验。

Task 2

Objective: Ss can scan a passage to work out the solutions.

Time: 5 minutes

Steps:

- ▶ Clarify the assignment for Ss.
- ▶ Ss do the task in pairs.
- ▶ Check the answers with the whole class.
- ▶ Provide the points Ss have missed.

Suggested Answers

Situations	Solutions
You are talking to a visitor when your phone rings.	If you need to take a call, excuse yourself from the booth.
Later in the afternoon, there is a visitor coming to your booth who feels very tired.	Let him or her sit down, and offer tea or coffee if possible.
Eight visitors show some interest in your product. After the show is over, you get all of their contact information in your notebook.	Follow up with all leads within days or, at most, a week after the show.

Task 3

Objective: Ss can skim a passage for specific information.

Time: 5 minutes

Steps:

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual Ss to correct the false statements.

Key

1. F 2. T 3. F 4. F 5. T

Task 4

Objective: Ss know other trade show tips.

Time: 10 minutes

Steps:

- ▶ Ss work in groups to discuss this question.
- ▶ Circulate in the classroom while Ss are discussing and offer help if necessary.
- ▶ Get each group to make an oral presentation on what they find out to the whole class.

(Open)



Listening

Task 1

Objective: Ss can accurately understand specific information and write down some important information.

Time: 15 minutes

Script

Mr. Li: Cindy, the Manager is very pleased with the results of last month's sales conference.

Cindy: Thank you, Mr. Li. I'm so looking forward to this year's Trade Fair.

Mr. Li: That's exactly why we are having this meeting today. I'm putting you in charge of this year's ElectroVision Trade Exhibition. Can you do that?

Cindy: Well, yes, of course. I'd be very pleased to do it but I'm not sure that I could manage it all by myself.

Mr. Li: No, no! Of course not! Jeff is going to help you out with the initial preparations. And, I've already asked three of our people to work with you on this. Here's a list of their names.

Cindy: That's great. Thank you. What's the budget?

Mr. Li: The budget, yes. The stall and set up charges should be in line with last year's costs but please note that you must not exceed 6,500 dollars for hotel expenses.

Key

1. Trade Exhibition
2. three
3. 6,500 dollars

Task 2

Objective: Ss can find specific information from listening to answer the given questions.

Time: 15 minutes

Script

Kate: It seems we are stuck between the Hotel Alexandra in Monte Carlo and the Grand in Dalian. What's your opinion?

Jeff: My immediate concern is to find a place

where people from every country will feel comfortable. Amenities at the Alexandra are great but the exhibition space in Dalian is a big plus.

Kate: There'll be up to 500 delegates. Most of them are PC manufacturers and electronic appliances retailers. How does Hotel Alexandra compare with the Grand for transport?

Jeff: Hotel Alexandra has good transport connections with the nearest airport.

Kate: For an international exhibition where delegates are coming from different countries, that can be very useful as it saves everybody a lot of time.

Jeff: Well, I'm more concerned about conference facilities, as lots of companies are likely to require the use of large rooms where they can be together for presentations, and smaller meeting rooms for informal group discussions.

Kate: I agree, but another thing to consider is amenities for hotel guests—things like a bar and fitness and sports facilities.

Jeff: I know what you mean. These are especially important because delegates need to be able to relax after a long day of meetings and get to know each other in informal situations.

Kate: Perhaps we should choose the Hotel Alexandra?

Suggested Answers

1. Hotel Alexandra in Monte Carlo and the Grand in Dalian.
2. Jeff's immediate concern is to find a place where people from every country will feel comfortable.
3. Most of the delegates are PC manufacturers and electronic appliances retailers.
4. Good transport connections with the nearest airport.

Task 3

Objective: Ss can understand specific information and make correct choices for relevant questions.

Time: 15 minutes

Script

Receptionist: Good afternoon, Hotel Alexandra. Can I help you?

Kate: Yes, this is Kate from JK Promotions in New York. I'm enquiring about rooms and conference facilities at your hotel. I'm particularly looking for a room to seat up to about 500 people, and a number of small friendly rooms to hold a series of smaller meetings, seating about 40-60.

Receptionist: Certainly, madam, we can do that for you. Our main meeting rooms can seat up to 800 people and we have 10 rooms which can seat up to 75.

Kate: Can I just run through the things we need?

Receptionist: Sure, go ahead.

Kate: OK, we're going to need all the usual audio-visual equipment, particularly overhead projectors, slides and flip charts. And we're also looking for VCR equipment.

Receptionist: All that's no problem, madam. And we can provide coffee and tea during the morning and afternoon sessions.

Kate: OK, thank you. I'll call you back tomorrow if we choose your hotel.

Key

1. C 2. A 3. C 4. A

Task 4

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 15 minutes

Script

Manager: There is a brochure in the mail this morning along with an invitation to attend the ElectroVision Trade Fair. Is this a very high-profile event?

Li Ming: Yes, I know the company that organizes the show. In fact, I've been looking for a chance to promote our products there. It will

save us a lot of advertising dollars.

Manager: But there will be hundreds of companies listed in their brochures, and we'll just be one of many.

Li Ming: That's true. But I do think that participating will raise our profile both at home and abroad. It'll give us the chance to meet new prospects who could be interested in our company.

Manager: That's a good point. We'd better start to prepare for it. What about discussing it at tomorrow morning's meeting?

Li Ming: OK, I'll put it on the agenda.

Key

1. F 2. F 3. T 4. T 5. T

Task 5

Objective: Ss accurately write down the missing information in the conversation.

Time: 15 minutes

Script & Key

Visitor: Can you tell us something about those weighing machines? I'm worried about their 1. reliability.

Li Ming: The mechanical weighing machines we have on display here are some of the finest in the world, and they virtually never go wrong.

Visitor: What happens when one of your machines 2. breaks down?

Li Ming: Well, that's an extremely rare event.

Visitor: OK, so it never happens, but suppose it did happen, what would you do about it?

Li Ming: We would supply a 3. replacement within... six hours.

Visitor: You don't sound very confident.

Li Ming: I was going to say, six hours on 4. average. It could take 24 hours to somewhere more remote.

Visitor: Do you offer a discount for large orders?

Li Ming: Well, it would depend on the 5. size of the orders. I'd like to discuss this with my boss first. How can I reach you?

Visitor: Here is my name card. Please contact me when you have a decision.



Speaking

Task 1

Objective: Ss know how to communicate details about a trade show.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: When will the show be held?

B: From April 7, 2021 to April 10, 2021.

A: And the location?

B: It will be held at the Central Exhibition Hall, St. Petersburg, Russia.

A: Who will visit the show?

B: Distinguished travel professionals, corporate travel executives, special promotion events professionals, and travel agents.

Task 2

Objective: Ss know how to discuss details of a trade show.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss work in groups to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Do we all agree that the benefits of attending the trade show are greater than the costs?

B: Yes. It seems all of us agree on this point.

A: Now we need to prepare the exhibition. So Jeff, can you be in charge of the preparation of the trade show?

B: Yes. We need at least two days or so to come up with a creative design.

C: I will be responsible for choosing the location.

A: OK. Who will man the desk at the show?

D: I'll be there.

A: Which type of tours will be featured at the show?

C: How about honeymoon tours?

B: That's a terrific idea!

Task 3

Objective: Ss can make a conversation with a booth visitor.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss choose the roles.
- ▶ Ss work in pairs to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: Good morning, sir. Are you looking for something particular?

B: Oh, yes. The adventure tour sounds exciting.

A: Yes. It's very popular. We design our tour according to our customers' needs. Can you tell me your needs?

B: I have 14 people in my office who will take a few days off a week later. I'm thinking of some special arrangements.

A: You come to the right place. Our tour is designed especially for the people who need to relax.

B: That's great. I will consult my manager after the show.

A: OK. So can you leave some contact information?

B: Yes, of course.

Task 4

Objective: Ss know how to conduct an activity at a trade show.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 4.
- ▶ Ss choose the roles.
- ▶ Ss work in groups to make a conversation.
- ▶ Ss role-play the conversation in the class.

Sample

A: OK, now we will play a game. The attendees who can answer my questions will be rewarded. Now let's begin. Who would like to have a try first?

B: I want to have a try.

A: OK. Can you guess what the product is used for?

B: I think it is used for cleaning the floor.

A: Bingo. This gift is for you.

B: Thank you very much.



Reading B

Translation

会展的真正益处

当数千参展观众在展位前面走过时，广交会上的一个参展商则关闭展位，只允许50位特邀嘉宾入内。这种情况，公司追求的是顾客质量，而非数量。

或许这只是一个特例，不具有普遍适用性。不过，企业依然为参加会展找出一些模糊不清的理由。许多企业参展仅仅是因为形象，因为他们认为缺席展会产生的不好影响会胜过出席展会的弊端。参展商代表经常这样告诉我：他们参展的原因只是因为参会能够提升公司的形象，有益于公关，支持协会和产业。展会能让他们在竞争对手面前维护尊严。这真是在浪费公司的时间和金钱！

会展的真正益处包括如下几项：

- 将现有产品引入新的市场或行业，或者在现有产品基础上引入新产品、服务或特色。
- 面向参展观众、行业或者会展所在地附近推广产品品牌或公司形象。会展期间的特别奖项及媒体报道也有助于实现这些目标。
- 更多地了解竞争对手及行业趋势。
- 参加会展可以对新产品进行市场调研或面向参展观众调研。调研有利于发掘可能的机遇。当发现未能得到满足的市场需求时，你的企业就要试着提供可能的解决方案。
- 会展为客户提供一次与企业管理人员和技术支持人员进行面对面交流的机会。通常，这些都是你的客户始终无法见到的人。

将会展纳入到你企业的整体营销计划中。公司都有企业目标，要让你的会展与之相联系。要在会展、直销、企业公关、广告以及营销组合的所有其他组成部分之间建立协同关系。

Task 1**Objective:** Ss can skim a passage for specific information.**Time:** 5 minutes**Steps:**

- ▶ Ss read Reading B Task 1.
- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual Ss to correct the false statements.

Key

1. F 2. T 3. F 4. T 5. T

Task 2**Objective:** Ss can skim a passage to answer the questions.**Time:** 10 minutes**Steps:**

- ▶ Ss read Reading B Task 2.
- ▶ Ss work in pairs to discuss the questions.
- ▶ Check the answers with the whole class.

Suggested Answers

1. The company is going after quality, not quantity.
2. The bad effects of absence are greater than the disadvantages of presence.
3. By conducting market research on new products and also among attendees.

Task 3**Objective:** Ss can correctly understand a passage and translate it into Chinese.**Time:** 30 minutes**Steps:**

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

Suggested Answers

参加展会是为你提供能够在相对较短时间内与众多客户和潜在客户见面的最佳途径之一。展会为你提供展示产品或阐释服务的机会，同时，你也在借助展会留下极为重要的第一印象。据西蒙斯市场研究局的研究，有91%受访者认为会展已经成为获取购买产品信息“极为有用”的来源，高于任何其他渠道，包括销售代表的上门推销。



Writing

Task

Objective: Ss can correctly write a flyer.

Time: 20 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

(open)



Project

This project enables Ss to go through the process of trade show marketing. Ss will work in groups. First, they have to decide on the target and make preparations. Then they should design their booths and present their products or services to visitors. Finally, Ss should write an email to the potential customers. In order to do it well, Ss should use what they've learned from previous activities.

Time: 30 minutes

Steps:

- ▶ Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ Defining project. Go through the project with the class and clarify requirements.
- ▶ Timing & cooperation. Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.



Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Reading A

Language Points

Paragraph 1

1. **baffle:** *v. if something baffles you, you cannot understand or explain it at all*
e.g. A rare skin condition has baffled doctors for years.
2. **aisle:** *n. a long passage between rows of seats in a church, plane, theater, etc., or between rows of shelves in a shop*
e.g. Linda prefers aisle seats because she likes to get up and walk around a lot.
3. **gaze:** *v. to look at someone or something for a long time, giving it all your attention, often without realizing you are doing so*
e.g. He lay on the bed gazing up at the ceiling.

Paragraph 3

4. **accessible:** *a. someone who is accessible is easy to meet and talk to, even if they are very important or powerful*
e.g. I think that you'll find she's a very accessible girl.

Paragraph 6

5. **incentive:** *n. something that encourages you to work harder, start a new activity, etc.*
e.g. Awards provide an incentive for young people to improve their skills.

Reading B

Language Points

Paragraph 2

1. **nebulous:** *a. not developed or clear enough to describe*
e.g. I thought his plans were pretty nebulous.

Paragraph 5

2. **geographic:** *a. relating to an area or place, or its geography*
e.g. The hospital has an ideal geographical location.



Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | | | |
|---------------|--------------|-------------|-----------|-----------|
| 1. accessible | 2. nebulous | 3. coverage | 4. baffle | 5. tactic |
| 6. aisle | 7. aloofness | 8. utilize | 9. laptop | 10. gaze |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|----------------|------------------|----------------|-------------|----------------|
| 1. proactively | 2. accessibility | 3. presence | 4. concise | 5. incentive |
| 6. attendee | 7. vicinity | 8. enhancement | 9. passerby | 10. revelation |

Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | | |
|----------------|---------------|-------------|--------------|---------------|
| 1. baffle | 2. stand | 3. coverage | 4. proactive | 5. geographic |
| 6. accessories | 7. executives | 8. leads | 9. generate | 10. utilize |

Task 4

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 15 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 4.
- ▶ Ss give the correct answers based on their understanding of each sentence and the phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.



Unit 8 Exhibitions and Trade Fairs

Key

1. to get the most out of
5. first impression

2. live by
6. tie in with

3. take a breath
7. on their feet

4. going after
8. the same goes for



Grammar

Noun Clauses

Task 1

Key

1. I believe that our team will win the basketball match. (object)
2. Are you sure his answer is right? (object)
3. We found it impossible that he could finish it in such a short time. (object)
4. Everything depends on whether you agree with us. (object)
5. That she becomes an artist may have been due to her father's influence. (subject)
6. What he says is not important. (subject)
7. My suggestion is that we should start early tomorrow. (predicative)
8. At that time, it seemed as if I couldn't find the right word. (predicative)
9. The news that Tom will go abroad is told by himself. (appositive)
10. With the letter was his promise that he would visit me this Christmas. (appositive)

Task 2

Key

1. Please tell me where (~~does he live~~/he lives).
2. He is wondering (~~when can he~~/when he can) finish this difficult job.
3. He wanted to know (~~why she was~~/why was she) crying in the corner.
4. Would you tell me how much (~~you paid~~/did you pay) for the car?
5. Will you show how (~~this work is done~~/is this work done)?
6. Can you imagine what kind of man (~~is he~~/he is)?
7. Whether (~~he will~~/will he) accept the job is difficult to say.
8. That was what (~~did she say~~/she said) in the court yesterday.
9. The question is whether (~~the enemy is~~/is the enemy) marching toward us.
10. Has Mr. White made the decision that (~~should we~~/we should) send more people there?

Task 3**Key**

1. (a) The news that he told me yesterday was true. ()
(b) The news that our team has won the game is true. (✓)
2. (a) I had no idea that you were here. (✓)
(b) The idea that she had was crazy. ()
3. (a) The question whether we need it has not been considered. (✓)
(b) The question that our teacher gave to us was difficult to answer. ()
4. (a) The fact that we talked about is very important. ()
(b) The fact that the Chinese people invented the compass is known to all. (✓)
5. (a) I never forget the day when I saw the Great Wall. ()
(b) The question when we will start the work is not decided. (✓)
6. (a) The reply that he did not need help came as a surprise. (✓)
(b) The reply that contained important information was received too late. ()

Task 4**Key**

Why some very good students often fail exams was recently studied by a professor of psychology at New York University. Professor Iris Fodor conducted research on the anxiety of some students before taking exams. She stated that many students fail exams because they become extremely nervous and cannot think logically. Furthermore, although they have studied hard, they are afraid of whatever is on the exam. Extremely nervous students forget everything they have studied, and some even become sick before a test. According to Fodor, how a student feels before a test is very important. She worked with 50 students and taught them how they could reduce their test anxiety and perform well on their exams. What encouraged her was that most students in the program felt better able to cope with their anxiety. Her report *Test Anxiety Can Be Significantly Reduced* will be published in the University's newspaper and help more students to cope with exam anxiety.

名词性从句

教学思路 (供参考)

总的原则：名词性从句是很多学生容易出错的一个语法难点。通过本章的学习，学生可以学习到名词性从句的功能、常用引导词和语序等。

- 重点训练：
1. 名词性从句的引导词。
 2. 名词性从句的语序。
 3. 名词性从句与定语从句的区别。

Comprehensive Exercises

Task 1

Key

1. how
2. when/why/how
3. why
4. whether... or...
5. who
6. That
7. What/Who
8. that
9. that
10. whether

Task 2

Key

1. No one knows when he will come.
2. I heard that he had succeeded.
3. We will never know why he failed.
4. Grandma insisted that we (should) stay with her.
5. What troubles me is that I have lost his address.
6. It is a great honor that I have been invited to the party.
7. The problem was that he failed to fulfill our expectations.
8. His only requirement is that the system should be completed early.
9. The report that he had retired was false.
10. News that more students will be admitted into universities has been put forward.

Task 3**Key**

1. Everybody knows that he is an honest boy.
2. He knew that he had made a mistake.
3. He believes that a good environment is essential for a happy life.
4. The traveler did not know whether he could depend on the guide.
5. That the earth moves around the sun is known to everybody.
6. Why she bought the old car is a great mystery to us all.
7. We have discussed the idea that our class will go to a picnic this weekend.
8. Nobody can challenge the fact that Picasso was a great artist.
9. The consequence of his carelessness was that the game was lost.
10. My suggestion is that we should start making preparations right now.

Task 4**Key**

1. My friend knows where I live.
2. I don't know what your company address is.
3. We never doubt that he is honest.
4. Who/Whoever was responsible for the accident is not yet clear.
5. Whether she comes or not doesn't concern me.
6. I feel it a terrible thing that my mother should undertake such a challenging task.
7. The fact is that he didn't notice the car until too late.
8. Your brother's health is not what it used to be.
9. The reason why he was late was that he didn't catch the early bus.
10. There was little probability that they would succeed, but they didn't mind.

Task 5**A Visit to an English Corner**

I visited the English corner of our college last week. It is held beside our college library where trees and flowers grow and there is a large space. Every evening large numbers of people go there to improve their English but I had never been there before.

When I arrived, many people were already there. I looked around and found that most of them were college students. Some of them were talking in English in twos and threes from time to time. They laughed joyfully. To my surprise, I even found three foreigners talking and smiling with some students who were listening with great interest. Just then a tall student came towards me and asked, "Shall we have a talk in English?" My heart beat very fast at that moment because this was the first time for me to visit the English corner. Anyway I managed to say "yes". Soon we were talking freely about our studies, our lives, our hobbies, as well as our problems of learning English. Time went fast and it was already 10:30 before I realized it. I had a good time there and was glad to learn a lot at the corner. I understood the proverb better: Practice makes perfect.